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

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

***Christopher Rau, Principal  
Jennifer Otte, Associate Principal***

***Tug Drysdale, Dean of Students***

**PRINCIPAL'S MESSAGE**

Welcome to the 2024-2025 school year! This Program of Studies is intended to help you make the best course selections possible for the coming academic year.

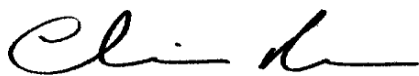
Selecting your classes is one of the most important decisions you can make. While many of you may already know what "core" courses you are taking, such as Global 10 or Algebra II, there are still a lot of choices to consider. Please stop and think about what you enjoy studying. Perhaps you have always 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/ECE/TCC/NWCC 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 your options. We want all of you to be excited about your classes in 2024-2025!

Sincerely,



Chris Rau  
Principal

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

## **BOARD OF EDUCATION**

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Thomas Fausel

Scott Ragaglia, Chairman

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## **REGION #10 PERSONNEL**

### **CENTRAL OFFICE ADMINISTRATION**

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Vonetta Romeo Rivers, Director of Student Learning

Debra Foley, Director of Student Support Services

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

Christopher Rau, Principal

Jennifer Otte, Associate Principal

Tug Drysdale, Dean of Students

### **DEPARTMENT COORDINATORS**

Rebecca Edwards – Mathematics (5-12)

Business Education (9-12)

John A. Deeb – Visual & Performing Arts (K-12)

Jay Pelchar – Athletics Director (9-12)

Erik McKay – Wellness: Physical Education and Health (K-12)

Family & Consumer Sciences (5-12)

JoelPatrick Leger – Social Studies (5-12)

Erin Putnam – School Counseling (5-12)

Karen Richmond-Godard–World Languages (3-12)

Renee Turley – Science (5-12),

Technical Education (9-12)

Leslie Vendetti – Special Education (9-12)

Jillian Yantz – English Language Arts (5-12)

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

Erin Putnam, Coordinator

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., Visual and Performing Arts, 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 largely on the decisions made now. Before planning a high school program, each student should carefully consider 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 more help using this book or have any questions, please call the school at 860-673-0423.

## REQUIREMENTS FOR GRADUATION

**The Board of Education has established basic graduation criteria according to Public Act 17-42.**

<u>Courses</u>	<u>Required Credits</u>
<b>HUMANITIES</b>	<b>9</b>
English Language Arts	4
Social Studies	3.5
Visual & Performing Arts	.5
Humanities Elective	1
<b>STEM</b>	<b>9</b>
Financial Literacy	.5
Math	3
Science	3
STEM Electives	2.5
<b>Wellness/Physical Education/Health</b>	<b>2.5</b>
<b>World Language</b>	<b>1</b>
<b>Mastery Based Performance Assessment</b>	<b>1</b>
<b>Electives</b>	<b>2.5</b>
<b>TOTAL</b>	<b>25</b>

### **Board of Education Approved Graduation Requirements**

In order to graduate, a student must accumulate at least 25 credits according to the following subject requirements. (Students must also satisfactorily meet the district's performance standard in Language Arts and Mathematics).

1. Nine credits in humanities and the arts. This must include:
  - a. Four credits of English
  - b. Three and one-half credits of history and social sciences including one credit in United States History and one half-credit of Civics.
  - c. One-half credit in the arts.
  - d. An additional credit must be earned in the humanities or the arts.
2. Nine credits in STEM. This must include:
  - a. Three credits in mathematics.
  - b. Three credits in science including one credit in Biology.

- c. One-half credit in financial literacy.
- d. An additional two and one-half credits must be earned in STEM.
- 3. Two and one-half credits of Wellness/Physical Education/Health. This includes full years of PE/Health in grades 9 and 10 and one semester of PE electives in either grade 11 or 12.
- 4. One credit in World Language.
- 5. One credit Mastery Based Performance Assessment. The guidelines for the LSM Portfolio will be published separately.

The remaining credits can be earned through any of our courses described in the Program of Studies. All the credits listed above are to be seen as minimum guidelines for each subject area, not the maximum.

### **DIPLOMA – SPECIAL PROVISIONS**

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 individually. 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 Lewis S. Mills High School Diploma. Students must earn the required number of credits in the Humanities and STEM 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 one dropped then. Parental permission is required. In such a case, the student's enrollment and earned grade for the course are not shown 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. **Students must always carry the required number of classes/credits.**

### **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 the 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	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 artwork.

## 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.eligibilitycenter.org](http://www.eligibilitycenter.org) (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.eligibilitycenter.org](http://www.eligibilitycenter.org) to be sure that you are taking the courses you need for initial eligibility. (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 override form will serve as a waiver in this process.

Level AP/ECE/TCC/NWCC: Advanced Placement, Early College Experience, and Tunxis and Northwestern CT Community College 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 different in quantity of material and work from Level 2 courses, not in quality of course content. All elective area courses are offered at the Honors level unless otherwise specified.

## ADVANCED PLACEMENT COURSES

Lewis S. Mills High School offers 13 AP courses across all departments with the option of selecting additional AP courses offered online through Virtual High School (VHS application required). Students who wish to enroll in Advanced Placement courses must commit to the rigorous expectations and requirements of college level study. Students who register for these courses **must take the Advanced Placement exam in May**. Testing fees must be submitted to the School Counseling Department in the fall of 2024. **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 10. A fee waiver is available for students with financial need, upon request to your school counselor.**

## UCONN EARLY COLLEGE EXPERIENCE

UConn Early College Experience (ECE) provides academically motivated students the opportunity to take university courses while in high school. UConn ECE instructors are high school teachers certified by the university. 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 to receive UCONN credit. **A fee is required for this course. Students must register with the University of Connecticut and enroll by September 2024. A fee waiver is available for students with financial need, upon request to your school counselor.**

## TUNXIS COMMUNITY COLLEGE (TCC)/NORTHWESTERN COMMUNITY COLLEGE (NWCC)

The dual enrollment program through Tunxis Community College and Northwestern Connecticut Community College provides students taking designated courses the opportunity to enroll in the TCC/NWCC course and potentially earn both college credit from TCC/NWCC and high school credit from Lewis S. Mills High School. Students taking designated TCC/NWCC dual enrollment courses at LSM must register and complete the TCC/NWCC process. There is **no cost** to students to register and enroll in these courses. Students who do register and meet TCC/NWCC criteria for success, will receive college credit from TCC/NWCC, which will be posted on Tunxis Community College or Northwestern Connecticut Community College transcript.

## ELECTIVE COURSES

Students who enroll in the electives should realize that these courses have the same expectations and standards as 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. All elective courses are weighted on the honors grade point scale.



## 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 course selection. Current teachers will review future course offerings in their respective disciplines. Students are encouraged to consult with teachers, school counselors, department coordinators, and parents when planning their programs. **Completed online course registration must be completed by 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	HP	High Pass

\*Incompletes not made up prior to issuance of the next academic progress report will be considered failures. **Students must earn an average of 50 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 based on 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 Mrs. Debra Foley, 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. Vonetta Romeo Rivers, 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. Howard Thiery, Superintendent of Schools, (860) 673-2538. Any people having questions regarding possible violations may contact Mr. Howard Thiery, Superintendent of Schools, (860) 673-2538.

**ADVANCED PLACEMENT ENROLLMENT AGREEMENT**

**2024-2025**

In registering for an Advanced Placement course of study at Lewis S. Mills High School for the 2024-2025 school year, I understand that I will be enrolling in a course equivalent to what is offered at 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.

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

1. Fully prepare all work within the designated period, including summer assignments (which will be due on the first day of school).
2. Complete the course join process through collegeboard.org in September 2024
3. Take the AP exam in May 2025 and forward a check for \$98.00 per exam to the School Counseling Department by the fall of 2024.
4. Failure to comply with these requirements could result in dismissal from the class or denial of credit.

**UCONN EARLY COLLEGE EXPERIENCE AGREEMENT**

**2024-2025**

In registering for an Early College Experience course of study at Lewis S. Mills High School for the 2024-2025 school year, I understand that I will be enrolling in a course equivalent to what is offered at 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.

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

1. Fully prepare all work within the designated period, including summer assignments (which will be due on the first day of school).
2. Register online in September 2024. The course fee of \$50 per 1 credit must be paid directly to UCONN by November 2024. 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.

**ART PORTFOLIO COURSE**  
**AGREEMENT**

In registering for the Portfolio Preparation course at Lewis S. Mills High School for the 2024-2025 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, 2025. 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 period – 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)

## BUSINESS AND FINANCE TECHNOLOGY (STEM)

***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.***

### **Microsoft Office Applications (#615)**

**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. Students will make an oral presentation to help develop public speaking skills.

### **International Business (#603)**

**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 (#604)**

**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)**

**Grades 11,12**

**Credits: 1.00**

**Full-Year**

**Prerequisite: 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.**

### **Introduction to Business (#1424) TCC BBG 101**

**Grades 11,12**

**Credits: 1.00**

**Full-Year**

Formerly Business Organization/Management. Introduces the principles and practices of business management. Topics include Informational and legal foundations for business management; economic, regulatory, and societal environment of business; entrepreneurship, finance, and marketing; planning, organizing, leading, and controlling a business organization. Students, as a team, will create stock market portfolios, a corporate research project, applied communications, word processing and spreadsheet applications, and readings from relevant publications. Students will participate in The Stock Market Game and must do a major project each marking term. **Students will earn 3 credits for Tunxis BBG 101.**

### **Career Readiness (#532)**

**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 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 (#540)****Credits: .50****Grades 9,10,11,12****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 (#541)****Credits: .50****Grades 9,10,11,12****Half-Year****Prerequisite: Graphic Design I**

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 Marketing, Advertising, and Graphic Design.

**Personal Finance (#634)****Credits: .50****Grades 11,12****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 use many resource materials available through various websites, publications, and textbooks. ***This course meets the financial literacy graduation requirement.***

**Personal Finance (#546) TCC BFN 110****Credits: .50****Level TCC****Grades 11,12****Half-Year**

Formerly Personal Finance Level 1, provides an overview of the financial planning and investing process. It examines personal incomes and budgets, home and consumer financing, insurance of personal assets, personal investing, and retirement planning. Topics covered will include the time value of money, investments, loans and credit, cash management, taxes, life and health insurance, and estate planning.

***Students can earn 3 credits at Tunxis in BFN 110. This course meets the financial literacy graduation requirement.***

**See SPECIAL PROGRAMS/COURSES on Page 35 for additional offerings. See TECHNOLOGY EDUCATION on Page 26-27 for additional computer offerings.**

## ENGLISH LANGUAGE ARTS (HUMANITIES)

***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 various genres and develop skills in reading, writing, speaking, listening and language. Additionally, all core courses will contain vocabulary and grammar components. Teacher recommendation for Honors or Advanced courses reflects students' ability to submit assignments in a timely manner, adhering to deadlines set in ELA classes.***

**Literacy Workshop (#1309)****Credits: up to 1 credit****Level 2****Grades 9,10,11,12****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 literacy skills, writing, and researching. Students will learn a variety of strategies to improve their reading, writing, and research 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 to achieve academic excellence. This course cannot be applied toward the required 4 credits of English.

**English 9 (#162)****Credits: 1.00****Level 2****Grade 9****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)**

**Level 2**

**Grade 10**

**Credits: 1.00**

**Full-Year**

English 10 students study literature from around the world. Each unit allows for close study of literary works and 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)**

**Level 1**

**Grade 10**

**Credits: 1.00**

**Full-Year**

In English 10, students study literature from around the world. Each unit allows for close study of literary works and 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 (#145)**

**Grade 11**

**Credits: 1.00**

**Full-Year**

English 11 is devoted to a study of American literature using enduring understandings guided by big ideas. Students read fiction and non-fiction of varying lengths and styles. Students are exposed to a spectrum of American authors and thinkers. In this course, students will determine the author's purpose and the role literature plays in portraying and shaping the American experience. Instruction will focus on developing inquisitive learners, innovative leaders, and responsible citizens. To prepare for the college, career, and SAT assessments, students will engage in the writing process and further develop their close-reading strategies.

**AP English Language and Composition (#142)**

**Grades 11,12**

**Credits: 1.00**

**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 10 to your counselor.**

**AP English Literature and Composition (#157)**

**Grades 11,12**

**Credits: 1.00**

**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 to 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 10 to your counselor.**

## **English Electives**

Any senior taking an elective will have the opportunity to craft and edit a college essay under the guidance of an English teacher in the fall of their senior year

### **College Composition (#111)**

**Credits: .50**

**Grades 11,12**

**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 in Children's Literature (#158)**

**Credits: .50**

**Grades 11,12**

**Half-Year**

Complex Themes and Simple Literature instructs 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)**

**Credits: .50**

**Grades 11,12**

**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)**

**Credits: .50**

**Grade 12**

**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 on 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 (#170)**

**Credits: .50**

**Grade 12**

**Half-Year**

Students will assess how societal and cultural expectations, perceptions, and stereotypes have shaped the roles of individuals. 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.) focusing on how it continues to influence social status and social institutions.

### **Media Studies I: Power of the Press (#127)**

**Credits: .50**

**Grades 11,12**

**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 walking the streets looking for a job 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 is fit to print. Experiences in this class mirror those in real-world newsrooms, such as holding daily news meetings and publishing stories, columns, and reviews in the school newspaper; the Spartan Scroll. Students interview each other, classmates, and members of the school and local community. As the media landscape has changed and continues to evolve, students marry traditional reporting skills with digital technology to explore stories across media platforms. Participants debate and dissect important pieces of literary journalism, web-based information, visual storytelling, and media ethics to develop and hone news judgement and understand the vital role of the press in our democracy.

**Media Studies II: Stop the Presses (#128)**

**Grades 11,12**

**Credits: .50**

**Half-Year**

In Media Studies II, students will refine in-depth reporting and publications skills introduced in the first course. An emphasis on research skills, narrative nonfiction storytelling, and visual design principles encourages advanced journalism students to enact the role of an authentic, ethical reporter. Students exercise news judgement by thinking their way into stories and acting as editors to determine which articles get coverage – and top billing – and why. The evolving role of technology in media takes a more prominent role in this course, as students explore multimedia complements to traditional news stories, including videos, photos and graphically designed digital media reports. As in Media Studies I, students interact and visit prominent, accomplished journalists who are experts in their fields. Students may produce short documentary films and imagine projects delivered via the next generation of media and news delivery.

**UCONN ECE Classical Mythology (#148) UConn CAMS 1103**

**Grade 12**

**Credits: .50**

**Half-Year**

Classical Mythology ECE will follow the same structure and readings as UCONN'S CAMS 1103: Classical Mythology. The course explores the function of myth in the literature and art of Greece and Rome and the re-interpretation of classical myth in modern art forms. This advanced level course will increase students' understanding of the stories rooted in classic mythology while furthering their ability to analyze the impact classical mythology has had on literature since the oral narrative techniques of the traveling minstrel to the allusions referenced in modern forms of art. Throughout the course, students will read and analyze Greek mythological stories; analyze the literary elements of which Greek Mythology is comprised; analyze various interpretations of Greek mythology from various texts/authors; evaluate the impact of Greek literature on culture (political, economic, and social); distinguish between the elements of Greek mythology and those of myths rooted on other cultures; and examine the role of the re-interpretation of classical myths in modern art forms (i.e. artistic renderings, songs, contemporary novels, movies, etc.) Students will receive UCONN college-level credit if they maintain an average of C or higher and pay a fee of \$150 to UCONN. Registration occurs in September.

**Mythology (#149)**

**Level 1**

**Grades 11,12**

**Credits: .50**

**Half-Year**

Mythology includes readings and folklore from a wide variety of cultures. Students explore everything from classical Greek and Roman to African tribal to Native American myths and legends. Major archetypes (recurring patterns) in mythology are studied and applied to literature and other art forms. Distinctions will be made between a myth, legend, fairy tale, and fable. Also, the cultural impact of mythology, the epic poem, and heroism in our contemporary world are examined. This class emphasizes philosophical insights and encourages creative and analytical writing.

**Philosophy and Ethics Through Literature (#1314)**

**Grade 12**

**Credits: .50**

**Half-Year**

Students enrolled in this course will hone their analytical reasoning, reading comprehension, logical argumentation, and independent thinking skills by engaging in the study of philosophy and ethics. The course's style and content will involve inquiry-based learning with an emphasis on considering societal problems and solutions. Students will pay particular attention to the role of people in those solutions and problems. The goal of this course is to use the written word as a vehicle toward getting students to think critically about ideas and precepts, and to apply that thinking to other facets of the larger world. Students will learn the importance of full and focused consideration, and the ethical necessity of embracing nuance. Throughout the semester, students will engage in small-group and whole class discussions, which will be held in seminar style. Additionally, students will demonstrate their understanding of applied concepts through clear and thoughtful writing.

**Playwriting (#1495)**

**Grades 11,12**

**Credits: .50**

**Half-Year**

Playwriting introduces students to the craft of writing for the theatre. Students will be immersed in a range of ideas and exercises designed to develop useful skills in writing for live performance. During the semester, students will study mentor texts as produced playscripts to develop an appreciation and understanding of playwriting. Through their own writing exercises, students will explore scene structure, action, events, voice, and dialogue. Students will have the chance to develop their own ideas throughout the semester.



**Public Speaking (#136)****Grades 11,12****Credits: .50****Half-Year**

Public Speaking is designed to prepare students to meet today's communication challenges: to discern fact from fiction, hype from honesty, and propaganda from public service. More than ever, today's young adults are in the public eye. In this course, students will learn three equally important components of public speaking: effective and ethical composition including research and citation skills; successful delivery employing both verbal and non-verbal communication skills; and thoughtful, active listening. In Students will compose, deliver, and critique several short speeches that fall into a variety of purposes: to inform, to persuade, to celebrate, and to entertain. Daily, students should be prepared to read, write, speak, critique, research, and listen, all toward developing an appreciation for the beauty of the page and power of its transference to the podium. For their final exam, students will deliver a prepared speech to an auditorium audience. **This course requires students to deliver speeches in front of audiences.**

**Theater Performance I (#703)****Grades 9,10,11,12****Credits: .50****Half-Year**

Introduction to Theater Performance will be offered as a one-semester course that is designed to give the student an introduction to the many facets of theatrical performance and directing. The course will be designed around five units: History of Theater, Acting and Improvisation, Voice and Movement, Stage Craft, and Directing. Students also could put skills to practical use by participating in the main stage theater productions, as well as other smaller theatrical projects throughout the school year. \*

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

**Theater Performance II: Acting (#704)****Grades 9,10,11,12****Credits: .50****Half-Year****Prerequisite: Introduction to Theater Performance OR permission of instructor**

Theater Performance II: Acting will be offered as a sequel to the introduction of the many facets of theatrical performance and directing. The course will expand upon the five units taught in Introduction to Theater Performance while putting them into practical use and performance. They include History of Theater, Acting and Improvisation, Voice and Movement, Stage Craft, and Directing. The focus of this class will be the 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 to 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 the instructor must provide evidence of past performance history 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.

**FAMILY AND CONSUMER SCIENCES (HUMANITIES OR STEM)**

***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, and Unified Culinary.***

**Culinary Arts I (#882)****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 lifestyle. 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 (#883)****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 the preparation of a wide range of menu items including hors d'oeuvres, soups, salads, entrees, cake decorating, and desserts.

**Culinary Arts III (#890)****Grades 10,11,12****Credits: .50****Half-Year****Prerequisite: Completion of Culinary Arts II and permission of instructor.**

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 (#891)****Grades 10,11,12****Credits: .50****Half-Year****Prerequisite: Culinary 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.

**MATHEMATICS (STEM)**

***All students 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 Algebra (#403)****Level 2****Grade 9****Credits: 1.00****Full-Year**

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.**

**Algebra I (#418)****Level 1****Grades 9,10,11****Credits: 1.00****Full year****Prerequisite: Completion of 8th grade Mathematics and permission of instructor**

The content of Algebra I Level 1 is a rigorous, fast-paced Algebra course 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, 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,10,11,12****Credits: 1.00****Full-Year**

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 & Statistics (#426)****Level 1****Grades 9,10****Credits: 1.00****Full-Year****Prerequisite: Algebra I L1 or permission of instructor**

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 & Statistics (#425)****Level 2****Grades 9,10,11,12****Credits: 1.00****Full-Year****Prerequisite: 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: Algebra I and Geometry and permission of instructor**

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.**

<b><u>Algebra II (#430)</u></b> <b><u>Credits: 1.00</u></b> <b><u>Prerequisite: Algebra I &amp; Geometry</u></b>	<b><u>Level 2</u></b>	<b><u>Grades 9,10,11,12</u></b> <b><u>Full-Year</u></b>
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. <b>A TI 84 graphing calculator is required.</b>		
<b><u>Consumer Mathematics (#400)</u></b> <b><u>Credits: 1.00</u></b>	<b><u>Level 2</u></b>	<b><u>Grades 11,12</u></b> <b><u>Full-Year</u></b>
Consumer Mathematics is designed for students who would like to learn to use everyday 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. <b>A calculator is required for this course.</b>		
<b><u>Trigonometry (#428)</u></b> <b><u>Credits: .50</u></b> <b><u>Prerequisite: Algebra II and permission of instructor</u></b>	<b><u>Level 2</u></b>	<b><u>Grades 10,11,12</u></b> <b><u>Fall Semester</u></b>
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. <b>A TI 84 graphing calculator is required.</b>		
<b><u>Statistics (#427)</u></b> <b><u>Credits: .50</u></b> <b><u>Prerequisite: Algebra II and permission of instructor</u></b>	<b><u>Level 2</u></b>	<b><u>Grades 10,11,12</u></b> <b><u>Spring Semester</u></b>
Statistics explores creating models and fitting appropriate curves to make predictions, organizing, and describing data, and probability. Interpreting and analyzing real-world data is incorporated. Projects will be assigned. <b>A TI 84 graphing calculator is required.</b>		
<b><u>Pre-Calculus (#434)</u></b> <b><u>Credits: 1.00</u></b> <b><u>Prerequisite: Algebra II and permission of instructor</u></b>	<b><u>Level 1</u></b>	<b><u>Grades 10,11,12</u></b> <b><u>Full-Year</u></b>
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. <b>A TI 84 graphing calculator is required.</b>		
<b><u>AP Calculus AB (#435)</u></b> <b><u>Credits: 1.00</u></b> <b><u>Prerequisite: Pre-Calculus and permission of instructor</u></b>	<b><u>Level AP</u></b>	<b><u>Grades 11,12</u></b> <b><u>Full-Year</u></b>
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 a first-year college calculus course. <b>A TI 84 graphing calculator is required.</b> Students <b>must</b> take the Advanced Placement Calculus AB exam in the spring. <b>Complete and return the form to your counselor.</b>		
<b><u>Calculus (#439)</u></b> <b><u>Credits: 1.00</u></b> <b><u>Prerequisite: Pre-Calculus and permission of instructor</u></b>	<b><u>Level 1</u></b>	<b><u>Grades 11,12</u></b> <b><u>Full-Year</u></b>
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.		
<b><u>AP Statistics (#436)</u></b> <b><u>Credits: 1.00</u></b> <b><u>Prerequisite: Algebra II and permission of instructor</u></b>	<b><u>Level AP</u></b>	<b><u>Grades 11,12</u></b> <b><u>Full-Year</u></b>
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. <b>A TI 84 graphing calculator is required.</b> Students <b>must</b> take the Advanced Placement Statistics Exam in the spring. <b>Complete and return the form to your counselor.</b>		

**AP Computer Science Principles (#483)****Level AP****Grades 10,11,12****Credits: 1.00****Full-Year****Pre-requisite: Geometry or Intro to Computer Science and permission of instructor. 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**

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.

## **SCIENCE (STEM)**

***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 in life science and one in physical science, to meet state graduation requirements.***

**Integrated Earth and Space Science (#332)****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 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****Note: Students may take this course concurrently with Integrated Earth and Space Science**

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****Note: Students may take this course concurrently with Integrated Earth and Space Science**

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.

**AP Biology (#325)**

**Level AP**

**Grades 11,12**

**Credits: 1.50**

**Full-Year**

**Prerequisite: Algebra II and Chemistry (can be taken concurrently)**

**A summer assignment is required before the course starts.**

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 on 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)**

**Grades 11,12**

**Credits: 1:00**

**Full-Year**

**Prerequisite: Integrated Earth and Space Science and Biology**

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 rest of the year, students will 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 sizable 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.

**Chemistry (#316)**

**Grades 10,11,12**

**Credits: 1.00**

**Full-Year**

**Prerequisite: Algebra II (or current enrollment in)**

This chemistry course focuses on the composition of matter and the changes in composition which matter undergoes. It is designed to develop understanding and skills in four primary 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.

**UCONN ECE Chemistry (#1507) UCONN CHEM 1127Q & 1128Q**

**Grades 10,11,12**

**Credits: 2.0 LSM STEM Credits**

**Full-Year**

This course covers **two** introductory chemistry courses designed by UCONN faculty. Students must take **BOTH** courses in the same school year.

**CHEM1127Q: General Chemistry I** is designed to provide a foundation for more advanced courses in chemistry. Atomic theory, laws and theories concerning the physical and chemical behavior of gases, liquids, solids, and solutions. Quantitative measurements illustrating the laws of chemical combination in the first semester lab will occur. The eligibility guidelines for this course are: Successful completion of basic algebra is recommended. A student **must pass** CHEM 1127Q with a grade of "C" or higher to continue to CHEM 1128Q for college credit.

**CHEM1128Q: General Chemistry II** The topics of equilibrium, thermodynamics, nuclear chemistry, and kinetics will be covered. The properties of some of the more familiar elements and their compounds will be researched. Equilibrium in solutions and reactions of the common cations and anions will be covered in the laboratory component. The eligibility guidelines for this course are: Successful completion of basic algebra is recommended. **Students will receive UCONN college credit if they maintain an average of C or higher and pay a fee of \$400 to UCONN. Registration occurs in September.**

**Physics (#320)**

**Level 2**

**Grades 11,12**

**Credits: 1.00**

**Full-Year**

**Prerequisite: Algebra II Level 2**

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 including health care fields. Students should expect to spend three hours weekly on independent study.

**Physics (#322)**

**Level 1**

**Grades 11,12**

**Credits: 1.00**

**Full-Year**

**Prerequisite: Algebra II Level 1**

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, including trigonometry 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.

**AP Physics Year 1 (#335)**

**Level AP**

**Grades 11,12**

**Credits: 1.50**

**Full-Year**

**Prerequisite: Students taking this course must have completed Algebra II Level 1 and have completed or are concurrently enrolled in Pre-Calculus. A summer assignment is required before the course starts.**

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.**

**AP Physics Year 2 (#336)**

**Level AP**

**Grade 12**

**Credits: 1.00**

**Full-Year**

**Prerequisite: Students taking this course must have completed Pre-Calculus AND AP Physics, Year 1.**

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)**

**Grades 11,12**

**Credit: .50**

**Half-Year**

**Prerequisite: Integrated Earth and Space Science, Biology**

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)**

**Grades 11,12**

**Credit: .50**

**Half-Year**

**Prerequisite: Algebra II (or current enrollment in)**

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 extremely 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)**

**Grades 11,12**

**Credit: .50**

**Half-Year**

**Prerequisite: Biology**

Marine and Freshwater Science will introduce students to the concepts of both 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 affect 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: 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 use inquiry and hands-on activities to explore phenomena in both Chemistry and Physics. Students will develop an understanding of the role of force and energy at the atomic and molecular level to explain everyday events. This course will develop students' reasoning and problem-solving skills while making connections between the physical sciences and the everyday world.

**Bioethics (#1496)****Grades 11,12****Credit: .50****Half-Year****Prerequisite: Integrated Earth & Space Science and Biology**

Bioethics explores ethical questions related to life science and examines the social implications of biological discoveries and new technologies. In this course students will examine case studies and current events to learn about the process of ethical inquiry. Students will learn to recognize ethical questions, identify important background content (using both science and ethical perspectives), and use a decision-making framework to actively problem-solve bioethical issues. This course builds on the content learned in biology and focuses on "should we" as opposed to "can we". Topics covered include stem cells, characteristics of life and death, environmental ethics, genetics, human biology/organ systems, vaccination, reproductive technologies, and research ethics. Although this course would interest any student who wants to learn about bioethical dilemmas and engage in thought-provoking discussions, students pursuing a future career in a healthcare field would especially benefit from this course.

## **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. These courses 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. Teacher recommendation for Honors or Advanced courses reflects students' ability to submit assignments in a timely manner, adhering to deadlines set in Social Studies classes.***

**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 concepts 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). Major themes include human-environment interaction, reactions to imperialism, modernization, and how these forces interacted to shape contemporary societies. 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). Major themes include human-environment interaction, reactions to imperialism, modernization, and how these forces interacted to shape contemporary societies. Student performance will be assessed based on tests, quizzes, essays, group projects, oral presentations, and classwork assignments. This course involves more intensive reading and writing than the college prep course and will introduce students to a variety of AP skills and assessment formats such as writing essays using AP rubrics, including document-based essays, within a designated period, as well as answering various source-based multiple-choice questions. This will prepare students to take Advanced Placement courses beginning in 10<sup>th</sup> grade.

**Global Studies 10 (#265)****Grade 10****Credits: 1.00****Full-Year**

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 current 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 interacted to shape contemporary societies. Student performance will be assessed based on tests, quizzes, essays, group projects, oral presentations, and classwork

assignments.

**AP World History (#244)**

**Credits: 1.00**

**Prerequisite: Teacher recommendation**

Advanced Placement World History is a college survey of World History from 1200 to the present using a college text and College Board materials. In AP World History: Modern, students investigate noteworthy events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course to make connections among historical developments in various times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Summer work will be assigned at the end of the year before 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 keep up with the course's fast pace. A project is assigned in the year's final marking period. **Complete and return the form to your school counselor.**

**Grades 10,11,12**

**Full-Year**

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

**Credits: 1.00**

This U.S. History course 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 document analysis, effective communication, and the application of historical skills. Students will develop research skills in this course by completing research activities in each unit of study. The cultural side of history as a primary source will be introduced through art, political cartoons, video interpretation, and music. Student performance will be assessed based on document-based questions, analysis essays, tests, quizzes, oral presentations, homework assignments, and creative projects and activities. Students are expected to complete tasks and monitor their understanding independently. In order to fulfill the graduation requirements, students must earn one credit in U.S. History.

**Grade 11**

**Full-Year**

**AP U. S. History (#214)**

**Credits: 1.00**

**Prerequisite: Teacher recommendation**

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. In AP U.S. History, students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. Students will explore eight themes throughout the course: American and National Identity; Work, Exchange and Technology; Geography and the Environment; Migration and Settlement; Politics and Power; America in the World; American and Regional Culture; and Social Structures. Summer work will be assigned at the end of the tenth-grade year, before school ends. 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 essay writing, document analysis, and more. A comprehensive research paper is assigned in the final marking period of the school year. **Complete and return the form to your school counselor.**

**Grade 11**

**Full-Year**

**Civics and American Government (#213)**

**Credits: .50**

This course is designed to provide students with practical knowledge and understanding of our American government at federal, state, and local levels. This course will prepare students to apply knowledge of the US Constitution and how the American system of government affects individual citizens. Students will also demonstrate their understanding that US citizens have both rights and responsibilities and weigh the rights we have in different contexts. Student performance will be assessed based on tests, quizzes, presentations, and homework assignments. Preparation 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.

**Grades 11,12**

**Half-Year**

**Contemporary Issues (#215)**

**Credits: .50**

Contemporary Issues is designed to allow students to analyze current events utilizing the knowledge and skills they acquired through previous courses in our program. The understanding of current events in our present society enables students to perceive the trends that will influence their lives in the future. This course covers 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. Student 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.

**Grades 11,12**

**Half-Year**

**Economics (#216)**

**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 also 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.

**Law (#227)**

**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 constitutional, criminal, and civil law. Students will also play roles in several simulations depicting various types of court trials and debate legal issues. Student performance will be assessed based on performance on objective and essay exams, presentations, research projects, performance tasks, and homework assignments.

**Psychology (#222)**

**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 assessment methods, and student grades are based on their work's quality and accuracy.

**Sociology (#240)**

**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.

**UCONN ECE: Intro to Human Rights (1493) UCONN HRTS 1007**

**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. Students will receive UCONN college-level credit if they maintain an average of C or higher and pay a fee of \$150 to UCONN. Registration occurs in September. **Complete and return the form to your school counselor.**

**African American/Black and Puerto Rican/Latino Studies (#1472)**

**Grades 11,12**

**Credits: 1.00**

**Full-Year**

The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.

**AP Psychology (#243)**

**Grades 11,12**

**Credits: 1.00**

**Full-Year**

Advanced Placement Psychology is designed to prepare students who excel in their academic areas for 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.**

**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.**

Offered for 2024-2025	Offered for 2025-2026
STEM Design Application I STEM Design Application II Materials I Material II Construction & Renovation in Fire Science I Construction & Renovation in Fire Science II Robotics Architectural Drafting I Architectural Drafting II	STEM Design Application I STEM Design Application II Engineering Concepts & Design I Engineering Concepts & Design II Manufacturing I Manufacturing II Robotics Architectural Drafting I Architectural Drafting II

**STEM Design Application I (#147)**

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

**Credits: .50**

**Half-Year**

STEM Design & Application I is an introductory product design and problem-based course. Students will learn to design products, use technical sketching to plan, create and test prototypes through the Engineering Design Process.

**STEM Design & Application II (#148)**

**Grades 10,11,12**

**Credits: .50**

**Half-Year**

**Prerequisite: STEM Design & Application I**

STEM Design & Application II builds on the skills acquired in STEM Design & Application I concentrating on advanced product development. The course will emphasize the use of computer-aided drafting and design software (CAD - Computer Aided Drafting) to support the design and testing of complex prototypes.

**Engineering Concepts and Design I (#880)**

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

**Credits: .50**

**Half-Year**

Engineering Concepts and Design I introduce 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. Students will have 3D printers and a laser engraver available for solutions. It is recommended students take Materials I and Materials II prior to this course.

**Engineering Concepts and Design II (#886)**

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

**Credits: .50**

**Half-Year**

**Prerequisite: Engineering Concepts and Design I**

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. Students will have 3D printers and a laser engraver available for solutions.

**Manufacturing I (#382)**

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

**Credits: .50**

**Half-Year**

Manufacturing I is a hands-on course that introduces students to multiple pieces of equipment and tools throughout the semester. Students learn to manipulate, shape, and construct products made from wood.

**Manufacturing II (#1508)**

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

**Credits: .50**

**Half-Year**

**Prerequisite: Manufacturing I**

Manufacturing II is a hands-on course that builds on the students' knowledge acquired in Manufacturing I. Some emphasis will be put on the manufacturing processes involved in residential building including finishes of a home.

**Construction and Renovation in Fire Science I (#485)**

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

**Credits: .50**

**Half-Year**

Construction and Renovation in Fire Science I will explore the benefits of cross-disciplinary cooperation among fire protection and design professionals. Students will inspect elements of building construction as they apply both construction codes and its association to fire behavior and firefighter safety. Emphasis is given to the five types of building construction.

**Construction and Renovation in Fire Science II (#1509)**

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

**Credits: .50**

**Half-Year**

**Prerequisite: Construction and Renovation in Fire Science I**

Construction and Renovation in Fire Science II builds on the students' knowledge previously learned. There is a focus on emerging building methods and materials and how they affect both fire behavior and structural performance. Students will identify the function of each principle structural component in typical building design and explain the different loads and stresses that are placed on a building and their interrelationships.

**Materials I (#225)**

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

**Credits: .50**

**Half-Year**

Materials I 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 the laser engraver and a variety of lathes. Students learn about LEAN manufacturing, comparing various products and production methods while creating products.

**Materials II (#226)**

**Credits: .50**

**Prerequisite: Materials I**

Materials II is a hands-on course that expands the students' knowledge previously learned. By using more advanced techniques and practices, this will include the use of millers, the laser engraver, and lathes. If time allows students will learn to program and use CNC controlled machines.

**Grades 9,10,11,12**  
**Half-Year**

**Architectural Drafting I (#544)**

**Credits: 1.00**

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 plans for a residential and commercial structure and build a model of their designs.

**Grades 9,10,11,12**  
**Full-Year**

**Architectural Drafting II (#1313)**

**Credits: 1.00**

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 plans, elevations, pictorial representations, and sectional detail drawings. Green building concepts along with solar will be explored. Students will complete plans for a residential structure, along with constructing models.

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

**Robotics (#147)**

**Credits: .50**

Robotics is a hands-on course that focuses on robotics intelligence, electronics, soldering, pneumatics, mechanical actuation, and Programmable Logic Controllers (PLC). Students will 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.

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

## **VISUAL & PERFORMING ARTS (HUMANITIES)**

**Media Arts (can count as Humanities or STEM)**

**Digital Photography I (#152)**

**Credits: .50**

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 the course may include in-class projects, art critiques, research, and homework.

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

**Digital Photography II (#153)**

**Credits: .50**

**Prerequisite: Digital Photography I**

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 must take photographs outside of class time. Topics covered include action photography, painting with light, studio photography, event photography, portrait photography, and surreal photography. Students will complete photo assignments throughout the semester and will use these to create a final portfolio.

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

**Video Production I (#545)**

**Credits: .50**

Video Production is a hands-on project-based course, which teaches 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, effects, and transitions, and create a balanced soundtrack. Students will work in groups and individually, producing 3-4 short films.

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

**Video Production II (#953)**

**Grades 10,11,12**

**Credits: .50**

**Half-Year**

**Prerequisite: Video Production I**

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 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-5:00 minute) film.

**Graphic Design**

Please refer to Business and Finance Technology section

**Visual Arts (Humanities)**

**Clay I (#558)**

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

**Credits: .50**

**Half-Year**

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 (#559)**

**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)**

**Grades 11,12**

**Credits: .50**

**Half-Year**

**Prerequisite: 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.

**Art I - Intro (#547)**

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

**Credits: .50**

**Half-Year**

Art I is open to all students. This course is designed to provide basic skills in drawing and painting. Art I is Required for students planning to enroll in Art II. 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.

**Art II - Drawing (#560)**

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

**Credits: .50**

**Half-Year**

**Prerequisite: Art I**

Art II will be a continuation of the skills presented in Art I, 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.

**Art III - Painting (#561)**

**Grades 10,11,12**

**Credits: .50**

**Half-Year**

**Prerequisite: Art II**

Art III is open to students who have completed Art I and Art II. 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.

**Art IV - Studio (#709)**

**Grades 11,12**

**Credits: .50**

**Half-Year**

**Prerequisite: Art III**

Art IV is open to students who have completed Art I, Art II, and Art III, and who want to continue with 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.

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

**Grades 11,12**

**Credits: .50**

**Half-Year**

**Prerequisite: Art IV**

Art V is a course for students who have completed Art I, Art II, Art III, and Art IV for students planning to continue their education in art after 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 Art IV, or upon teacher approval.***

**Art VI Portfolio Art (#732)**

**Grade 12**

**Credits: .50**

**Half-Year**

**Prerequisite: Art V**

The Art VI 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 production class will have whole class assignments and individualized assignments 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.

**Folk Art and Craft (#572)**

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

**Credits: .50**

**Half-Year**

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.

**Contemporary Craft (#573)**

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

**Credits: .50**

**Half-Year**

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.

**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.

**Music (Humanities)**

**Wind Ensemble (#753)**

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

**Credits: 1.00**

**Full-Year**

**Prerequisite: Previous experience on a band instrument**

Wind Ensemble is the main instrumental performing ensemble at Lewis S. Mills High School. Musical selections performed by the Wind Ensemble will be numerous and of appropriate difficulty, requiring regular individual practice time. Members will be responsible for learning all music assigned by the instructor. Membership in this organization is open to anyone with previous experience playing a band instrument. Regular and on-going evaluation of the students' progress will be monitored by performance and possibly written tests throughout the school year.

**Concert Choir (#574)**

**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 sight-reading vocal literature and sight-singing by syllable. All students must keep a regular practice schedule of at least 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.

**Intro to Music Performance (#786)**

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

**Credits: .50**

**Half-Year**

The Intro to Music Performance (formerly Intro to Modern Band) class is for those students who have always wanted to learn the basics of playing an instrument such as the guitar or drums, or who already have a limited experience on an instrument and want to improve their skills. Students will select 2-4 instruments to study during the semester and will actively participate in setting their own learning goals. Unlike other ensemble classes, the main goal will not be to put on a concert performance. This course will instead focus on helping you develop your individual performance abilities. Other general topics like music literacy and composition will also be covered during the course. Assessment will be based on individual student achievement of learning outcomes. There is no pre-requisite for the class, and no need to have any prior musical or instrumental experience.

**Modern Band (#787)****Grades 9,10,11,12****Credits: .50****Half-Year**

Modern Band provides guided ensemble experiences and instruction for those students interested in current 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, (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 the 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. **Please indicate on the course registration form if you wish to take 1 or 2 semesters of this class.**

**Jazz Ensemble (#575)****Grades 9,10,11,12****Credits: .25 (2 hours 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 Jazz Ensemble member must be willing to participate in an extensive performance and rehearsal schedule including a rehearsal one night a week for two hours and a section rehearsal once per week. 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 Creation (#1497) Humanities or STEM)****Grades 9,10,11,12****Credits: .50****Half-Year**

If you have ever had an interest in writing or producing music of any kind, this is the course for you. The Music Creation Course (formerly Songwriting) will introduce students to the six stages of music composition: imagining, planning, making, evaluating, refining, and presenting. Within those stages, students will have the opportunity to create original music of any style or genre. A range of acoustic, electric, and digital tools will be used to assist with the creative process, and students will leave the course with completed recordings of their compositions. Regular and on-going evaluations of the students' progress will be done through class work, authentic performance-based assessment activities, and written tests and projects. This course is open to all students regardless of their previous music background or experience.

**UCONN ECE Popular Music & Diversity in American Society (1494) UConn MUSI 1003 Grades 11/12****Credits: .50****Half-Year**

This course examines American popular music within its historical and social context, primarily throughout the 20th century. It will encourage you to think critically and creatively about popular music in relation to topics of diversity. We will study significant styles of American popular music, with a focus on select songs that exemplify their respective genres, and explore several recurring themes throughout the course; the role of popular music as a symbol of identity (race, ethnicity, gender, social class, generation, etc.), the interaction of European American, African American, and Latin American traditions and the influence of mass media and technology (printing, recording, radio, video, internet). The course is intended to enhance your enjoyment and understanding of the music you already know, as well as to introduce you to less familiar styles and genres. You will develop critical listening skills and become more informed consumers of popular music. Students will receive UCONN college-level credit if they maintain an average of C or higher and pay a fee of \$150 to UCONN. Registration occurs in September. **Complete and return the form to your school counselor.**

**Music Theory (#587)****Grades 9,10,11,12****Credits: .50****Half-Year****Prerequisite: Experienced musician and permission of the instructor**

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 key role in this course, and students will learn to take musical dictation. Sight singing will also be studied. 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.

**Audio Production (#592) (Humanities or STEM)****Grades 9,10,11,12****Credits: .50****Half-Year**

Audio Production 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.

## **Theatre Arts**

### **Introduction to Stagecraft (#1498) (Humanities)**

**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 to the many facets of technical theater production. The course will be designed around six units, each 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 chance to put skills to practical use by helping produce the main stage theater productions and other smaller theatrical projects throughout the school year.

### **Theater Performance I & II**

See English Language Arts

## **WELLNESS: PHYSICAL EDUCATION & HEALTH**

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

### **Wellness: Physical Education/Health (#740/#741)**

**Grade 9**

**Credits: .50**

**Half-Year**

Wellness 9 is a combination of health and physical education. All freshmen are required to take and pass a formal course in wellness. The Connecticut State Department of Education curriculum guidelines on health and physical education are followed. Topics of discussion and instruction include fitness and goal setting, resistance training, yoga, racquet sports, substance abuse, mental health/stress management, safety & injury prevention (CPR/First Aid/AED), nutrition, music and movement, and Invasion Games.

### **Wellness: Physical Education/Health (#742/#743)**

**Grade 10**

**Credits: .50**

**Half-Year**

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

### **Physical Education Electives**

**Grades 11,12**

**Credits: .50**

**Half-Year**

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, personal reflections, along with course specific assessments. All students who are enrolled in a Physical Education elective will have CPR/First Aid/AED training as part of the course. **Students who have successfully met the requirements of the unit will have the option to pay for their CPR/First Aid/AED certification thru the American Red Cross. Certifications are \$37 and will remain valid for two years.**

**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.

**Fitness and Lifting 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 paid to those looking to increase personal performance, improve body composition and overall fitness. This course is recommended for students interested in Honors Wellness.

**Yoga (#748)** This class features exercises that improve flexibility and muscular strength and endurance while implementing a variety of strategies to reduce stress. There is a focus on learning and applying a variety of postures that improve quality of life and reduce the risk of injury. A lifelong awareness of the importance of physical and emotional wellness will be a theme throughout. Students will set personal goals and then 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.

## WORLD LANGUAGES

*The study of world languages is elective for students graduating in 2022 and prior and one year of world language is mandatory for the class of 2023 and beyond; 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. 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 student's study one world language for at least three years at the high school level in preparation for competitive colleges 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 in grade 9 based on the recommendation of the middle school instructor.***

**French I (#538)**

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

**Credits: 1.00**

**Full-Year**

French I is open to students who have not previously studied French or students who may have missed a significant portion of middle school 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 speaking, listening, reading, and writing and develop a better understanding of different Francophone cultures. Language skills are developed through audio and video, partner activities, projects, dialogues, games, and other practice. Students will be able to express themselves in the present. (only offered with sufficient enrollment or virtually through Edgenuity).

**French II (#746)**

**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 formats.

**French III (#503)**

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

**Credits: 1.0**

**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 diverse Francophone cultures is integrated into classroom activities.

**French IV (#504)**

**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.

**History & Culture through French Language Cinema (#506)**

**Grades 11,12**

**Credits: 1.00**

**Full-Year**

**Prerequisite: French IV**

Previously titled **Advanced Topics in French**, this course 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 interpersonal, interpretative, and presentational modes.

**UCONN ECE French 3250: Global Culture (#507)**

**Grades 11,12**

**Credits: 1.00 ( NOT OFFERED in 2024-2025)**

**Full-Year**

**Prerequisite: French IV or Advanced Topics in French and permission of instructor**

This UCONN ECE course is an intense study of oral French. In this course, students learn oral communication techniques along with weekly conversation topics associated with various francophone cultures. Students take part in rigorous and active oral practice through dialogues, interviews, roundtables, and oral reports. Students will receive 3.0 UCONN college-level credits upon successful completion of the course. Registration and payment of \$150 course fee will occur in the fall. **Complete and return the form to your school counselor.**

**UCONN ECE French 3268: Grammar & Composition (#536)**

**Grades 11,12**

**Credit: 1.00**

**Full-Year**

**Prerequisite: French IV, Advanced Topics in French or UCONN ECE Conversation and with permission of instructor**

This course focuses on the writing process to improve students written French. The course emphasizes research, notetaking, draft creation, and revision of different types of written text. In addition to formal writing, students will write informally in journals to develop ideas for writing that can be further developed into more extensive writing pieces. The course also addresses grammar and sentence structure as part of the writing process. Students will receive 3.0 UCONN college-level credits upon successful completion of the course. Registration and payment of \$150 course fee will occur in the fall. **Complete and return the form to your school counselor.**

**Spanish I (#505)**

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

**Credits: 1.00**

**Full-Year**

Spanish I is open to students who have not previously studied Spanish or students who may have missed a significant portion of middle school Spanish and is equivalent to the 6<sup>th</sup> and 7<sup>th</sup> grade Spanish program in the middle school. Students will begin to acquire proficiency in speaking, listening, reading, and writing and develop a better understanding of different Spanish-speaking cultures. Language skills are developed through audio and video, partner activities, projects, dialogues, games, and other practice. Students will be able to express themselves in the present tense. (only offered with sufficient enrollment or virtually through Edgenuity).

**Spanish II (#539)**

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

**Credits: 1.00**

**Full-Year**

**Prerequisite: Spanish I**

Spanish II is open to students who have successfully completed Spanish I. This course is equivalent to the 8<sup>th</sup> grade program in middle school. 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 Spanish-speaking world are studied in great detail, especially in video formats.

**Spanish III (#510)**

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

**Credits: 1.00**

**Full-Year**

**Prerequisite: Spanish II and permission of instructor**

Spanish III is open to students who have excelled in Spanish II. The content covered in this course is more expansive and rigorous than the material covered in Spanish III. Students are expected to communicate in the language in a more spontaneous manner with greater accuracy. 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, enactment of stories, and discussion of themes in the language.

**Spanish IV (#511)**

**Grades 10,11,12**

**Credits: 1.0**

**Full-Year**

**Prerequisite: Spanish III**

Spanish is open to students who have successfully completed Spanish III 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 V (#517)**

**Grades 11,12**

**Credits: 1.00**

**Full-Year**

**Prerequisite: Spanish IV**

Spanish V is open to students who have successfully completed Spanish IV. 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.

**History & Culture through Spanish Language Cinema (#516)**

**Grades 11,12**

**Credits: 1.00**

**Full-Year**

**Prerequisite: Spanish IV or Spanish V**

Previously titled **Advanced Topics in Spanish**, this course 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.

**UCONN ECE Spanish 3178 Intermediate Composition (#1510)**

**Grades 11,12**

**Credits: 1.00**

**Full-Year**

**Prerequisite: Spanish IV or Advanced Topics in Spanish**

UCONN ECE Intermediate Composition 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. Students will receive 3.0 UCONN college-level credits upon successful completion of the course. Registration and payment of \$150 course fee will occur in the fall. **Complete and return the form to your school counselor.**

**UCONN ECE Spanish 3179 Spanish Conversation: Cultural Topics (#1511)**

**Grades**

**11,12 Credits: 1.00 (NOT OFFERED in 2024-2025)**

**Full-Year**

**Prerequisite: Spanish IV or Advanced Topics in Spanish**

UCONN ECE Spanish Conversation is an in-depth development of speaking skills through cultural readings, group discussions and oral presentations on selected topics concerning the Spanish-speaking world. Students will receive 3.0 UCONN college-level credits upon successful completion of the course. Registration and payment of \$150 course fee will occur in the fall. **Complete and return the form to your school counselor.**

**Mandarin Chinese I (#520)**

**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 speaking, listening, reading, and writing and acquire proficiency in basic sentence patterns and grammar structure. Students will engage in simple dialogues, focusing on functional items such as greetings, directions, and time. Comprehensibility is emphasized, particularly the rudiments of Mandarin pronunciation. Students will also learn how to use technology which supports Chinese language learning.

**Mandarin Chinese II (#521)**

**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 to conduct phone calls, make appointments, and discuss preferences. Cultural norms and customs associated with the four skills of language are also reviewed.

**Mandarin Chinese III (#525)**

**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 to engage in more complex dialogues. Chinese culture is further explored.

**UCONN ECE Mandarin Chinese IV (#533)**

**Grades 11,12**

**Credits: 1.00**

**Full-Year**

**Prerequisite: Mandarin Chinese III and permission of instructor**

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. Students will receive 3.0 UCONN college-level credits if they maintain an average of C or higher and pay a \$150 fee to UCONN. Registration occurs in September. **Complete and return the form to your school counselor.**

**American Sign Language I (#683)**

**Grades 9, 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 ASD

(American School for the Deaf)) 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. **Students who take ASL I may earn dual enrollment credit through Northwest Connecticut Community College with a final course grade of 85% or better.**

**American Sign Language II (#690)**

**Grades 10,11,12**

**Credits: 1.00**

**Full-Year**

**Prerequisite: 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 and 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. **Students who take ASL II may earn dual enrollment credit through Northwest Connecticut Community College with a final course grade of 85% or better.**

## **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)**

**Grade 12**

**Credits: .50 or 1.00**

**Half or Full-Year**

The Lewis S. Mills High School faculty believes that Independent Study is a learning activity motivated by the learner's own aim and rewarded 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)**

**Grade 12**

**Credits: 1.00**

**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 the student can 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)**

**Grades 11,12**

**Credits: .50**

**Half or Full-Year**

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

The Work Experience program is available to students 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 parents, 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)**

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

**Credits: 0.00**

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. 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)**

**Grade 12**

**Credits: .50**

**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)**

**Grades 10,11,12**

**Credits: .50**

**Half or Full-Year**

The Service-Learning program is available to any student with 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.

**AFJROTC**

**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 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 piloted 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 diverse cultures, survival skills, and principles 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. Also, the reading consultant may support students in 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 and 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 through the Partnership program. There are courses available in the English Language Arts, Fine Arts, Social Studies, Business, etc. There is no cost for the course. The student needs to provide his/her own transportation.

Interested students should see their School Counselor for an application, typically. 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 can enroll in Virtual High School (VHS), a consortium of public and private schools nationwide and in some international schools offering 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 have the necessary attributes, they may apply to take a class 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 undergraduates. **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**

The Academy, established in 1985, is an integrated magnet arts school in Hartford, CT, open to high school students (grades 9-12) living in 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 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 at 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 based on the following criteria: academic achievement, attendance, CAPT scores, and availability of openings in the desired trade area.

**ACADEMIC PROGRAM** - High school students may receive 5 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 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 laboratory. The program offers a 900-hour certificate which may be used toward an apprenticeship in the field.

**Job opportunities:** shop supervisor, 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 weekly 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 using 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 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 (about 1 month 1 week) 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 the 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, drafter, 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 (about 1 month 1 week) 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 (about 1 month 1 week) credit toward a state approved apprenticeship training program.

**Job opportunities:** aircraft welding, bridge welding, auto body welding, artistic welding, steel fabricator/erector, underwater welding, spyard welding, job shop welding, boilermaker, and fabrication.

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

Three regional schools, supported 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 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 Media Center, 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:**

- The 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 providing the best educational programs to students diagnosed with special education. Special programs are established based on the student's learning needs. The planned program's intent is to enable each student to achieve academically, socially, and emotionally at a level within their ability. The Planning and Placement Team (PPT) recommends special education programming. Both classroom and special education teachers are responsible for carrying out the PPT recommendations. 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 (Individualized Education Program), 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 near future. Institutional integrity is also addressed through accreditation. Accreditation by the New England Association is not partial but applies to the institution. 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*



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### **SCIENCE**

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Forensic Science	22
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### **SOCIAL STUDIES**

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AP United States History	24
AP World History	24
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UCONN ECE Intro to Human Rights	25

### **TECHNOLOGY EDUCATION**

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Construction and Renovation in Fire Science	26
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### **VISUAL & PERFORMING ARTS**

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Music Creation	30
Music Theory	30
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### **WELLNESS: PHYSICAL ED./HEALTH**

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### **WORLD LANGUAGES**

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History & Culture Through Spanish Language Cinema	34
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