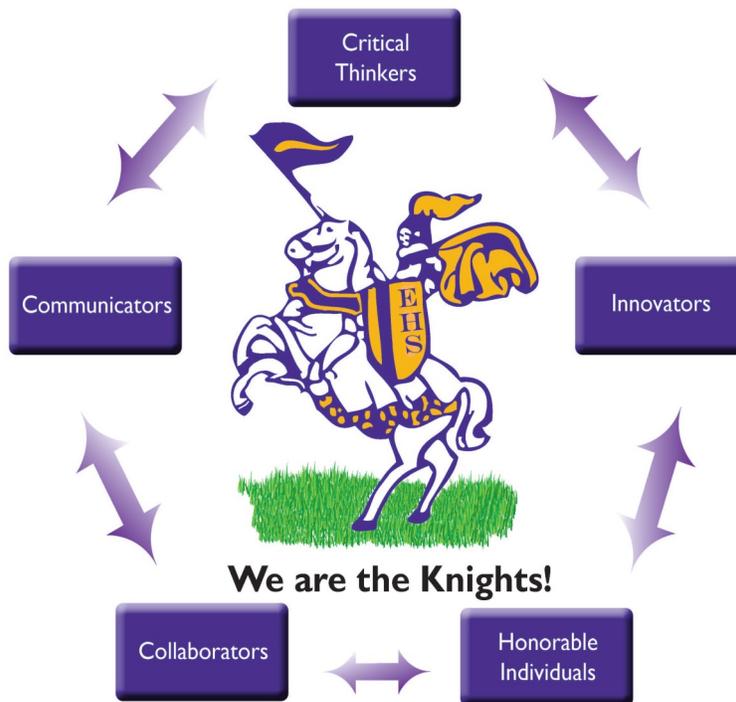




Program of Studies

Looking Ahead to Your Future



2015-2016

FROM THE PRINCIPAL

Dear Students,

Our Program of Studies for 2015-2016 is an instrumental guide to help you design a personalized pathway to your future after high school. Our course offerings are expanded once again this year to help meet all students' needs to personalize their education. Students have many choices to pursue their interests and achieve their goals. This booklet contains both general and specific information about curricular offerings and programs at Ellington High School. There are written brief, objective descriptions of all the courses and educational experiences available to all students. I encourage students to collaborate with your parents, guardians, teachers and school counselor to make well-informed choices that will help students accomplish their future goals. To meet the challenges of the 21st Century I encourage all students to challenge themselves to pursue rigorous coursework at the highest level possible. Students should always consider and strive towards taking honors or AP level courses to reach their full potential. Data statistics indicate that students engaged in higher level coursework have a higher percentage of success in college and career aspirations.

The completion of a student portfolio by the end of your junior year is now a graduation requirement. Our advisory program will lead all students through this process. Additional portfolio information can be found later in this booklet.

It is important for all students to set high expectations and make thoughtful decisions about their coursework as an integral step in planning for their future.

Sincerely,
Neil Rinaldi, Principal

PREFACE

The Program of Studies is designed to be in harmony with Board policy. Please be aware that the Program of Studies is updated yearly, while policy adoption and revision may occur throughout the year. Material contained herein may be superseded by new or revised Board policies, administrative regulations, or negotiated agreements. Any information contained in this Program of Studies is subject to unilateral revision or elimination from time-to-time without notice. Changes in policy that affect portions of this Program of Studies will be made available to students and parents through newsletters, web pages, and other communications.

Mr. Neil Rinaldi, Principal
Mr. Charles Macunas, Interim Assistant Principal
Mr. Peter Corbett, Lead Teacher
Mrs. Suzanne Markowski, Guidance Director
Mrs. Nancy O'Brien, Guidance Counselor
Mrs. Judi Moeller, Guidance Counselor
Mrs. Andrea Howarth, Guidance Counselor
Mr. Timothy McCluskey, Athletic Director

Parents requesting further information on any courses described in this brochure are urged to contact the Director of Guidance. **Guidance Office** – 860.896.2357, **EHS Main Office** – 860.896.2352

EHS web site – www.ellingtonpublicschools.org/HighSchool/home.htm

CEEB #070643

ACCREDITATION STATEMENT

Ellington 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 future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of 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
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803
781.425.7700
neasc.org

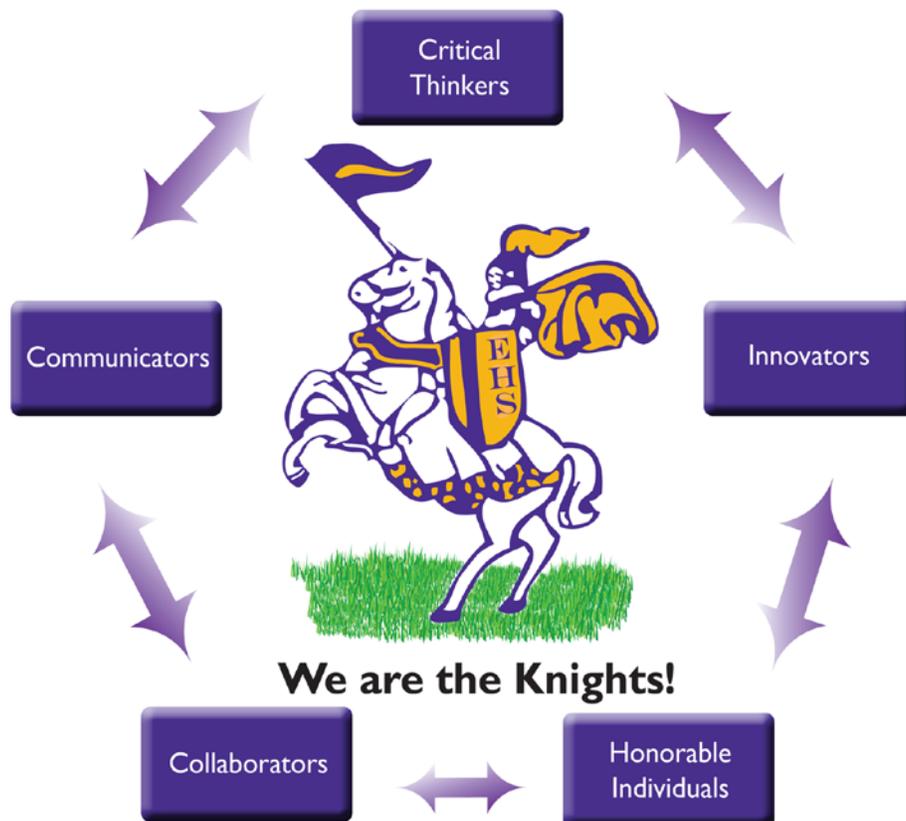
Nondiscrimination Notice

The Ellington Board of Education does not discriminate on the basis of race, color, religious creed, ancestry, marital status, gender identity or expression, genetic information, national/ethnic origin, age, sex, sexual orientation, or disability including, but not limited to, intellectual disability: past or present history of mental disorder, past or present history of physical disability, past or present history of learning disability in its programs, activities, and employment practices as set forth in compliance with the Office of Civil Rights, Title VI, Title IX, and Section 504 of the Rehabilitation Act. Any person having inquiries concerning the Ellington Public Schools' compliance with Title VI, Title IX and Section 504, should contact Dr. Kristy LaPorte, Director of Special Services at the Ellington Public Schools, P. O. Box 179, 47 Main Street, Ellington, CT 06029 or 860.896.2300.

Core Values and Beliefs

Home of the Knights

We believe in creating a challenging academic environment. All students should gain the skills and knowledge to prepare them for a lifetime of learning in a rapidly changing global community. We expect all members of our learning community to demonstrate responsibility, integrity, respect, cultural understanding, and ethical behavior.



We are the Knights!

21st Century Learning Expectations

Academic

Ellington High School Students:

- Create, perform or respond effectively
- Read effectively
- Write effectively
- Reason effectively, think critically and solve problems
- Utilize real-world digital and other technology effectively
- Collaborate effectively

Civic and Social

Ellington High School Students:

- Value and demonstrate personal responsibility, character, cultural understanding and ethical behavior

Ellington High School Academic 21st Century Learning Expectation School-wide Rubric

Ellington High School Students Create, Perform, or Respond Effectively:

Select the appropriate categories	Create	Create	Create or Perform	Create or Perform	Respond	Create Perform Respond
Criteria	Generation of Ideas Imagine and generate ideas through a variety of techniques and processes	Application of Knowledge Selects appropriate organizational and procedural knowledge and apply through a variety of skills.	Rehearsal or Creative Process Refine and develop product or performance through rehearsal or other processes.	Performance or Creative Product Quality of performance or originality of product.	Responding Able to reflect on, describe, analyze, interpret and evaluate the creative process, product and/or performance	Engagement Motivated to improve, focused, welcomes challenges, able to overcome frustrations and open to the ideas and suggestions of others.
Excellence 5	Able to imaginatively generate unique and creative ideas through a wide variety of techniques and processes.	Consistently selects appropriate organizational and procedural knowledge within and outside of domain and applies ideas through advanced perceptual, physical and conceptual skills	Consistently revisits and improves the work through editing or rehearsal. Able to develop, edit, refine and elaborate ideas and synthesize new expressions.	An exceptional, technically gifted performance with outstanding skill, and expression. An exceptionally imaginative, sophisticated, original and expressive product.	Consistently able to articulately describe, analyze, interpret and evaluate creative processes and products and the inspiration for and genesis of his/her ideas.	Exceptionally focused, positive and motivated to improve, seeks out challenges and overcomes frustration. Seeks out feedback and incorporates new learning.
Approaching Excellence 4	Able to generate very good and somewhat original ideas through a number of techniques and processes.	Selects appropriate knowledge within and sometimes outside of domain and applies ideas through strong perceptual, physical or conceptual skills.	Regularly revisits work or rehearses in order to improve. Able to develop, refine and elaborate ideas or skills and occasionally synthesize new ideas.	A strong and technically solid performance with very good skills. A very imaginative product without derivative elements.	Able to articulately describe, analyze, interpret and evaluate creative processes and products.	Focused, positive, motivated to improve, welcomes challenges. Rarely frustrated. Always listens and acts on feedback.
Proficient 3	Able to generate a few ideas through a limited variety of techniques and processes.	Able to select some appropriate domain knowledge and apply it with limited perceptual, physical or conceptual skills.	Mostly revisits work or rehearses. Shows some interest in improvement or the process of creativity. Able to develop, some ideas. Cannot synthesize new ones.	The performance showed some understanding of and an ability to execute technique. A good product with some insights and some derivative elements.	Able to describe, analyze, interpret and superficially evaluate creative processes and work.	Somewhat motivated to improve. Has some difficulty overcoming frustration or accepting challenge. Sometimes will listen and act on feedback.
Approaching Proficiency 2	Able to generate very few ideas because of his/she is unfamiliar with techniques and processes.	Selects little organizational, content or procedural domain knowledge. Has difficulty applying because of reduced perceptual, physical or conceptual skills.	Sometimes revisits work or rehearses. Shows a low level interest in improvement. Attempts to develop, some ideas or skills. Cannot synthesize new ideas.	The performance showed little ability, skills or technique. The product has little originality: it has many derivative elements, is undeveloped and unresolved.	Can describe but has limited ability to analyze, interpret or evaluate creative processes and work.	Has trouble with motivation and dislikes challenges. Gives in to frustrations. Occasionally will listen without negativity to feedback.
Not Proficient 1	Cannot use more than one technique or approach to generate ideas.	Cannot or will not select or apply organizational content or procedural knowledge. Has little to no skills.	Cannot or will not revisit work, develop ideas/skills or rehearse. Uninterested in improvement, self evaluation or the creative process.	The performance showed an inability to execute skills. The product is clearly copied, with little imagination or skill.	Has difficulty describing and cannot analyze, interpret or evaluate.	Unfocused and unmotivated most of the time. Does not accept or rise to challenges. Often frustrated. Sees feedback as negative and reacts defensively.

Ellington High School
Academic 21st Century Learning Expectation School-wide Rubric

Ellington High School Students:

	Read effectively				
Criteria	Excellence <i>Meets Grade 12 Expectations</i>	Approaching Excellence <i>Meets Grade 11 Expectations</i>	Proficient <i>Meets Grade 10 Expectations</i>	Approaching Proficiency <i>Grade 9 Expectations</i>	Not Proficient <i>Below Standards</i>
	5	4	3	2	1
Supports Key Ideas Using Text Evidence RL.1/RI.1	With sophistication, student is able to incorporate strong and substantial textual evidence to thoroughly support a complex analysis.	Student is able to smoothly incorporate strong and substantial textual evidence to thoroughly support complex analysis of the text.	Student is able to support a somewhat complex analysis of the text using strong, specific and relevant textual evidence.	Student is able to support an analysis of the text incorporating specific and relevant textual evidence, but more support is needed.	Student is unable to cite appropriate text evidence that supports ideas about the text.
Summarizes Central Ideas or Themes RL.2/RI.2	Student can thoroughly and concisely summarize the central ideas or themes of a complex text and provide an insightful analysis of their development over the course of the text.	Student can concisely summarize the development of two or more themes or central ideas of a complex text by describing how they interact and build on one another.	Student can determine and summarize an important theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.	Student can develop a predetermined topic into a theme or identify a central idea of a text, and somewhat describe using details its development over the course of the text.	Student is unable to describe the theme or central idea of a text, or may not be able to describe its development in the text using details.
Makes Inferences RI.1/RI.1	When making inferences, a student can: <ul style="list-style-type: none"> draw sophisticated and insightful conclusions about ideas in complex text 	When making inferences, a student can: <ul style="list-style-type: none"> draw insightful conclusions about implicit ideas in the texts 	When making inferences, a student can: <ul style="list-style-type: none"> draw important conclusions about what the text suggests implicitly 	When making inferences, a student can: <ul style="list-style-type: none"> draw accurate conclusions about what the text suggests 	Student is unable to make accurate inferences about the text, and/or infer what the
Analyzes Author's Craft and Text Structure RL.3/RI.3 RL.5/RI.5	When analyzing author's craft, a student can: <ul style="list-style-type: none"> thoroughly critiques the effect of an author's choices regarding text structures, including genre-specific features or formats, and how those choices impact the interpretation of the text. 	When analyzing author's craft, a student can: <ul style="list-style-type: none"> thoroughly analyze how the author develops and structures complex parts of the text, including story elements, characters, ideas, or sequence of events analyze how these structures contribute to the overall meaning and aesthetic impact of the text. 	When analyzing author's craft, a student can: <ul style="list-style-type: none"> analyze how an author's choices concerning how to structure a text contribute to the underlying meaning of a text; describe how an author creates effects such as mystery tension, or surprise; describe how complex characters or a series of ideas or events develop over the course of a text and develop the central ideas. 	When analyzing author's craft and structure, a student can accurately describe how the author has chosen to develop the central idea in a text through character actions or the orders of events/points.	A student may somewhat describe connections between lines or parts of text, but is unable to describe how the structures of a text contribute to the meaning of the text.
Analyzes Author's Word Choice RL.4/RI.4	A student can: <ul style="list-style-type: none"> critique the impact of specific word choices and phrases, including figurative language, connotative meanings, words with multiple meanings or language that is particularly fresh, engaging, on the intended meaning and tone of a text. 	A student can: <ul style="list-style-type: none"> thoroughly analyze the impact of specific word choices and phrases, including figurative, connotative, and technical meanings, on the meaning and tone of a text. comprehend the author's intention of the word choice for the audience. 	A student can: <ul style="list-style-type: none"> determine the <i>impact</i> of the meaning of words and phrases as they are used in the text, including figurative and connotative meanings and describe the effect of these word choices on the meaning and tone in the text or author's bias. 	A student can: <ul style="list-style-type: none"> determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; and describe the effect of these words, phrases, and literary devices on meaning. 	A student is unable to accurately determine the meaning of words and phrases in the text, and/or only somewhat describe the effect of these word choices on meaning.
Integrates Ideas Within & Across Texts R.7 - R.9	A student can thoroughly and insightfully analyze ideas within and across texts of high complexity, including: <ul style="list-style-type: none"> the interrelationships among literary elements and the development of themes and topics within different texts. Synthesizing information from a variety of visual & written texts (i.e., graphs, photographs, film) to formulate an argument/thesis. 	A student can provide a thorough & thoughtful analysis of the ideas within & across texts of high complexity, including: <ul style="list-style-type: none"> an understanding of the interrelationships among literary elements synthesizing information from different forms of media - written & visual texts to formulate an argument/thesis. 	A student can provide a thorough and thoughtful analysis of the ideas within and across texts, including: <ul style="list-style-type: none"> an analysis of historical and literary texts, with consideration of author's intent; an analysis of the relationships between the themes, ideas and symbols between a literary or informational text and visual text. 	A student can provide an analysis of the ideas within and across texts, including: <ul style="list-style-type: none"> an analysis of historical and literary texts with some consideration of author's intent; an analysis of a visual work to demonstrate themes parallel to those in a literary text. 	A student may only somewhat be able to: <ul style="list-style-type: none"> identify the key points which conflict in two or more texts about the same topic; evaluate the advantages/disadvantages of using different mediums to present a particular idea.

Ellington High School
Academic 21st Century learning Expectation School-wide Rubric

Ellington High School Students:

Criteria	Write Effectively				
	Excellence 5	Approaching Excellence 4	Proficient 3	Approaching Proficient 2	Not Proficient 1
Introduces Topics and Claims W.1a W.2a	With sophistication and skill does the following: • Effectively introduces a specific, knowledgeable and significant claim <i>and/or</i> • Effectively introduces a topic organizing complex ideas and concepts • Effectively orients the reader to topic(s) in introduction.	• Effectively introduces a specific and significant claim <i>and/or</i> • Clearly introduces a topic organizing complex ideas and concepts • Orient the reader to topic(s) in introduction.	• Able to clearly introduce a specific claim <i>and/or</i> • a topic organizing ideas and concepts • Somewhat effectively orients the reader to topic(s) in introduction.	• Adequately introduces a specific claim <i>and/or</i> • a topic organizing most ideas and concepts • Adequately orients the reader to topic(s) in introduction.	• Introduces a claim or topic which may be unclear or not specific <i>and/or</i> • Does not effectively orient the reader to topic(s) in introduction.
Development of Ideas and Supporting Evidence W.1b W.8 W.9	With sophistication and skill does the following: • Effectively develops ideas, or claims and counterclaims, fairly and thoroughly, drawing from literary or informational texts. • Uses the most significant facts and relevant evidence to support complex ideas while considering the audience's knowledge <i>and/or</i> biases. • Effectively integrates evidence and cites credible sources, avoiding plagiarism.	• Effectively develops ideas, or claims & counterclaims fairly, drawing from literary or informational texts. • Uses mostly well-chosen facts and relevant evidence to support ideas while beginning to consider the audience's knowledge and biases. • Competently integrates and cites credible sources accurately.	• Develops ideas, or claims & counterclaims, drawing from literary or informational texts. • Uses sufficient facts and specific evidence to support ideas which are appropriate for the intended audience. • Adequately integrates information maintaining a flow of ideas, avoids plagiarism, and follows standards formats for citation.	• Somewhat able to develop most ideas, or state claims & counterclaims. • Provides some evidence, <i>and/or</i> some irrelevant evidence to support the topic. May not consider audience. • May ineffectively integrate information or cites source with some errors in formatting.	• Unable to develop ideas, claims or counterclaims. • Provides inaccurate, little, or no evidence to support topic. • Does not use or cite sources or cites sources inaccurately.
Cohesion & Organization of Ideas W.4 W.1c W.2c W.1e	With sophistication and skill does the following: • Produces a clear and coherent writing which effectively develops and organizes ideas appropriate to task, purpose & audience. • Uses words, phrases, and clauses to strategically link the major sections of the text and clarify relationships between complex ideas and evidence,	• Produces clear and coherent writing which effectively develops and organizes ideas appropriate to task, purpose and audience. • Uses words, phrases, and clauses to effectively link the major sections of the text and clarify relationships between ideas and evidence.	• Produces mostly clear and coherent writing which organizes ideas appropriate to task, purpose and audience. • Uses words, phrases, and clauses to appropriately link the major sections of the text and clarify relationships between ideas and evidence.	• Somewhat able to organize ideas appropriate to task, purpose and audience. • Uses limited or formulaic transitions to link together ideas.	• Unable to organize ideas appropriate to task, purpose and audience. • Does not use transitions to link together ideas.
	including claims and counterclaims in argumentative writing. • Provides a meaningful and effective conclusion that supports information/analysis/ or arguments presented.	• Provides an effective conclusion that supports information/ analysis or arguments presented.	• Provides a conclusion that supports information/analysis/or arguments presented.	• Provides a conclusion, but may only weakly articulate significance of the topic.	• Provides an inadequate conclusion or omits conclusion.
Language & Style W.1.d W.2.d W.2.e L.1 L.2 L.3	With sophistication and skill does the following: • Establishes and maintains a formal style and objective tone throughout the text. • Effectively uses precise language and domain-specific vocabulary appropriate for the topic. • Effectively uses complex and varied sentence structure. • Effectively demonstrates the use of Standard English conventions for grammar, spelling, and mechanics when writing (no or minimal errors).	• Effectively maintains a formal style and objective tone throughout the text. • Uses precise language and domain-specific vocabulary appropriate for the topic. • Uses complex and varied sentence structure. • Consistently demonstrates the use of Standard English conventions for grammar, spelling, and mechanics when writing (a few, minor errors).	• Satisfactorily maintains a mostly formal style and objective tone. • Uses a sufficient amount of precise language and domain-specific vocabulary for the topic. • Uses some complex and varies some sentence structures. • While some errors may occur the overall writing demonstrates proficiency in the use of Standard English conventions for grammar, spelling, and mechanics when writing.	• Somewhat uses a formal style and objective tone. • Uses some domain-specific vocabulary in writing. • Uses limited <i>and/or</i> repetitive sentence structure • Inconsistently demonstrates proficiency (many errors) in the use of Standard English conventions for grammar, spelling, and mechanics when writing.	• Does not use a formal style and objective tone. • Uses limited or no domain-specific vocabulary in writing. • Mostly simple sentence structure used. • Multiple errors in grammar, spelling, and mechanics occur making the writing difficult to understand.
Writing Process and Production W.5 W.6	With sophistication and skill does the following: • Effectively develops and strengthens writing as needed by planning, revising, editing, and trying new approaches. • Effectively uses technology to produce, publish and share writing in response to on-going feedback as appropriate for the task.	• Effectively develops and strengthens writing as needed by planning, revising, editing, and trying some new approaches. • Uses technology to produce, publish and share writing as appropriate for the task.	• Develops writing as needed by planning, revising, and editing. • Able to use technology to produce, publish and share writing as needed.	• Insufficiently develops writing when by planning, revising, or editing. • May not use technology effectively to produce and publish.	• Does not plan, revise or edit writing. • Unable to use technology to produce and publish writing.

Holistic Score _____

Ellington High School

Academic 21st Century Learning Expectation School-wide Rubric

Ellington High School Students:

	Reason effectively, think critically, and solve problems
5 Excellence	The student is able to choose appropriate methods of solution and the evidence provided for logical thinking, critical thinking to evaluate, interpret, and conclude shows complete understanding of the task at hand.
4 Approaching Excellence	The student is able to choose appropriate methods of solution and provides evidence of logical thinking, critical thinking to evaluate, interpret, and conclude correctly for the situation. This evidence may include minor errors that do not detract from the student's general understanding of the task at hand.
3 Proficient	The student is able to choose appropriate methods of solution, but the evidence provided for logical thinking, critical thinking to evaluate, interpret, and conclude shows a lack of complete understanding of the task at hand.
2 Approaching Proficiency	The student is not able to choose appropriate methods of solution but there is evidence provided for logical thinking, critical thinking to evaluate, interpret, and conclude which shows some understanding of the task at hand.
1 Not Proficient	The student is not able to choose appropriate methods of solution and the evidence provided for logical thinking, critical thinking to evaluate, interpret, and conclude shows a lack of understanding of the task at hand.

Ellington High School Academic 21st Century Learning Expectation School-wide Rubric

Ellington High School Students:

Criteria	Utilize real-world digital and other technology effectively
5 Excellence	The student product demonstrates consistent, independent use of technology concepts/features, systems and/or operations. The student applies existing knowledge, utilizes resources effectively, chooses the appropriate tool or program and the product demonstrates accuracy and/or proficiency.
4 Approaching Excellence	The student product demonstrates some independent use of technology concepts/features, systems and/or operations. The student demonstrates some application of existing knowledge, utilizes resources correctly, uses the appropriate tool or program, and the product demonstrates accuracy or proficiency.
3 Proficient	The student product demonstrates acceptable use of technology concepts/features, systems and/or operations with support. The student demonstrates sufficient knowledge, use of resources, use of tools or programs and the product demonstrates mostly accurate, correct technology use.
2 Approaching Proficiency	The student product demonstrates the need for significant support in the use of technology concepts/features, systems and/or operations. The student either has not applied concepts correctly, or has utilized resources ineffectively. The student needs help to choose the appropriate tool or program. The product is inaccurate or contains significant technology use errors.
1 Not Proficient	The student product demonstrates inadequate or inappropriate use of technology concepts, systems and/or operations. Resources, tools and/or programs are not used or are used ineffectively. Product is inaccurate or contains multiple errors.

EHS technology resources include, but are not limited to: computers (with appropriate software and peripherals), graphing calculators, probes, resource materials, SmartBoards, audio and /or video components.

Ellington High School

Academic 21st Century Learning Expectation School-wide Rubric

Ellington High School Students:

	Collaborate effectively			
Criteria	Assumes shared responsibility for collaborative work, and values the individual contributions made by each team member.	Listens actively and assists the group in achieving its goals.	Contributes useful ideas and encourages others to use their ideas as well.	Applies strategies to improve group efforts and completion of group tasks.
5 Excellence	Actively participates in group tasks and is willing to undertake a variety of group roles; perceived by peers as being a consistent leader and effectively values the contributions of others.	Demonstrates consistent active listening and there is strong evidence of understanding, empathy and response. ----- Consistently and effectively helps both the group and individuals achieve their goals. Presence improves the quality of work.	Contributes many original, useful ideas and sincerely encourages others to use their ideas as well.	Effectively applies strategies to improve group efforts and completion of tasks. Motivates the group.
4 Approaching Excellence	Actively participates in group tasks, is perceived by peers as being a leader at times and supports others in their roles as well; values the contributions of others.	Demonstrates active listening and there is evidence of understanding, empathy and response. ----- Consistently helps both the group and individuals achieve their goals.	Contributes useful ideas and can back them up. Encourages others to use their ideas as well.	Applies some strategies to try to improve group efforts and completion of tasks. May make attempts to motivate the group.
3 Proficient	Actively participates in group tasks by assuming various roles including that of leadership when needed; is perceived by peers as being helpful and values the contributions of others.	Demonstrates some active listening and there is evidence of understanding, empathy and response. ----- Helps both the group and individuals to achieve their goals.	Contributes some useful ideas and can back them up. Occasionally will encourage others to speak up and contribute.	Is helpful in improving effort and completion of tasks.
2 Approaching Proficiency	Though prompting may be required, will assume various roles as needed or assigned; takes part in group tasks with an acceptable level of effort. Does not detract from the group effort.	Will passively listen, does not interrupt, and there is some evidence of understanding and response. ----- May make some effort to assist others and the group.	Contributes minimal useful ideas but will participate.	Does his/her share of the group work.
1 Not Proficient	Does not work toward group goals, may refuse to participate or even detract/impede the group's progress.	Does not or will not listen, may act inappropriately. ----- Makes no effort to assist others or the group in its work.	Does not participate in group interaction even with prompting.	Distracts group members from reaching their goals.

Ellington High School
21st Century Learning Expectation School-wide Rubric
Civic and Social

Ellington High School Students:

Criteria	Value and demonstrate personal responsibility, character, cultural understanding and ethical behavior
5 Excellence	The student always demonstrates respectful behavior and offers insightful analysis of diverse viewpoints and cultural practices; always prompts others to examine intolerant statements and does not use insensitive or derogatory terms.
4 Approaching Excellence	The student often demonstrates respectful behavior; offers thoughtful and perceptive analysis of diverse viewpoints and cultural practices; prompts others to examine intolerant statements and does not use insensitive or derogatory terms.
3 Proficient	The student sometimes demonstrates respectful behavior, thoughtful and perceptive analysis of diverse viewpoints and cultural practices; sometimes prompts others to examine intolerant statements and does not use insensitive or derogatory terms.
2 Approaching Proficiency	The student rarely attempts to demonstrate respectful behavior or offer diverse viewpoints and an understanding of cultural practices; often makes intolerant statements and/or uses insensitive or derogatory terms.
1 Not Proficient	The student never demonstrates respectful behavior or attempts to understand diverse viewpoints and cultural practices; makes intolerant statements and/or uses insensitive or derogatory terms.

*All Ellington High School students will complete thirty (15) hours of community service.

ELLINGTON HIGH SCHOOL SPECIAL SERVICES

Ellington High School offers a broad range of services to meet the individual needs of our students. Special Education programs include:

- Collaborative consultation with both regular and special services staff teaming together
- Full inclusion and modified inclusion programs for students with intellectual disabilities, autism, multiple disabilities, and other complex special needs
- SED-Self-contained classroom-Program for Alternative Learning
- Seminar
- Study skills training
- Career and vocational education
- Psychological services
- Individualized Educational Plans and Individualized Transition Plans through Planning and Placement Team Process
- Social work services
- Guidance services
- Speech, language and hearing services
- Occupational therapy services
- Physical therapy services
- Appropriate medical services

The EHS transition program provides vocational and career exploration opportunities for students with disabilities, ages 14 through 21. Through the Capitol Region Education Council, Ellington participates in a regional program (PACT) that increases opportunities in technology education, business and family and consumer sciences for students who are disadvantaged, handicapped or have limited English proficiency. The program is part of the high school's career/vocational program.

GUIDANCE PHILOSOPHY

School Guidance and Counseling is a comprehensive program of services designed to respond to the developmental needs of all students. The program stresses that individuals experience general stages of personal growth, which define the appropriate developmental stages as they mature from childhood to adulthood.

Guidance programs nurture growth and development in the areas of learning readiness, school adjustment and school achievement, career development, goal setting, decision-making and self-fulfillment. Our program is built around the following concepts:

- Understanding the school environment
- Understanding self and others
- Developing decision making and problem solving skills
- Developing interpersonal and communication skills
- Developing moral and ethical values
- Developing school success skills
- Developing career awareness and education plans
- Developing a sense of community

For freshmen the emphasis is on orientation to the school, encouraging the fulfillment of academic potential and helping each student make a positive adjustment to the increased demands and personal responsibility required at this level. Group guidance sessions are held, both before and after

matriculation, covering the following topics: the role of the high school counselor; the importance of the high school record and extracurricular involvement; school policies and procedures; requirements for promotion, graduation and college; and the availability of support services. Group sessions are followed up by individual or small group counselor-student conferences for a more personalized discussion of the student's initial school adjustment and individual interests and aptitudes. An implicit goal of these conferences is to establish rapport and trust in the counseling relationship so that the students will be comfortable initiating contact with their counselors whenever they encounter difficulty in the academic, social or personal spheres throughout high school.

Sophomore year is the time for increased emphasis on career exploration. Counselors administer a career interest inventory to each student, and this is used in conjunction with achievement and aptitude tests, practice to the ACT, to help students gain self-understanding as well as an awareness of the many opportunities open to them.

During the junior year emphasis is placed upon student exploration of career paths using previous results of interest inventories and academic testing. This is also the year when most juniors take the PSAT. Counselors meet with students individually to discuss the PSAT scores and implications for college planning or other post secondary plans. Junior seminars are conducted on choosing a college or vocational school, the college visits and interview, admissions testing and alternatives to college.

In the senior year, planning seminars, small groups, individual meetings, and parent/student meetings are conducted to address the following:

1. Importance of transcript
2. College application process
3. Testing requirements
4. Clarification of College Career Pathways
5. Scholarships and financial aid

GUIDANCE CONFIDENTIALITY STATEMENT

The counselors at Ellington High School value and respect each student's right to privacy and confidentiality. In a situation where a student is in "clear and imminent danger," or in cases of child abuse or neglect, counselors are mandated to share that information. The well-being of students is the foremost concern for all counselors at Ellington High School.

GUIDANCE SERVICES

Counselors are assigned based on student's last name; however, changes in assignment may be permitted at the written request of the parent. Prior to a written request the student and/or parent should first discuss with the school counselor the reason behind the requested change in counselor. A written request should then be submitted to the principal, who will review the situation and make a decision. All parties involved will be notified in writing by the building principal.

Resource materials are available in the Guidance Office for both the college selection process and the investigation of career options. Various college representatives visit the high school to meet with students interested in their particular institution and provide an overview of their programs and college life. Shadowing opportunities are provided for those students interested in a particular career option through the career aide in conjunction with School to Career.

CAREER DEVELOPMENT

ACT ASPIRE

Each year the Ellington High School sophomore class is introduced to an exciting educational School to Career program. The ACT Aspire program is associated with the ACT's Educational Planning and Assessment System. All sophomores will take the ACT Aspire test that measures English, Mathematics, Reading and Science reasoning. This exam is a strong indicator of performance for the ACTs. This test opportunity is provided to sophomores during the school day, free of charge.

NAVIANCE

Naviance is a web-based program that allows students to access inventories to aid in their educational development and student career exploration. Naviance allows students to thoroughly investigate career choices, colleges, training centers, military options, and provides assistance in resume development.

These extensive programs are available for the students' use throughout their high school career and can be accessed from any computer that has Internet access. The combination of these comprehensive programs provides the students with a strong foundation for career planning.

STUDENT SUCCESS PLAN

The Student Success Plan (SSP) is an individualized student-centered plan that engages every student based on their unique interests and strengths helping them to understand the relevancy of education to achieve postsecondary educational and career goals. The SSP will begin in Grade 6 and continue through high school. It will provide the student support and assistance in setting goals for academic, career, social, emotional, and physical development that meet rigorous high school and postsecondary expectations.

JOB SHADOW PROGRAM

The Ellington High School Job Shadow Program is used as a springboard for success. This program was designed for high school students who have considered specific career options and would like the opportunity to spend time on the job with a professional employed in their field of interest. Interested students may participate in a one-day job shadowing experience through the Guidance Office. The program's Participant Resource List is the backbone of our program.

EDUCATIONAL OPPORTUNITIES OUTSIDE OF EHS

The Guidance Department wants all students to be aware of the following educational options available through regional and inter-district specialized schools and programs.

PARTNERSHIP/BRIDGE PROGRAMS

Ellington High School continues to participate in the High School Partnership in conjunction with Asnuntuck Community College (ACC). This program is designed for high school juniors and seniors. It was developed to offer qualified students the opportunity to attend ACC and earn college credits. Students should rank in the upper 50% of their class, maintain an "80+" average, and receive approval from their school counselor in order to participate. Students enrolled in two community college courses in any given semester through the partnership program must be enrolled in at least four credits/courses each semester at Ellington High School. Students carrying only four credits would not qualify for honor roll status, although they would be eligible for extra-curricular activities. Students enrolled in one community college course through the partnership program must be enrolled in five credits/courses at Ellington High School. One three-credit semester course is equivalent to one-half (.50) credit. Additional programs are available at Saint Joseph College, University of Hartford, Manchester Community College, and other accredited schools.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

The Connecticut International Baccalaureate Academy is a magnet school opportunity available to Ellington students. The program is a rigorous pre-university course of studies that will meet the needs of highly motivated secondary school students. The program is held at East Hartford High School. More complete information on this program is available through the guidance department.

ROCKVILLE HIGH SCHOOL REGIONAL VOCATIONAL AGRICULTURE CENTER

Students in the program are enrolled in Rockville High School and take a comprehensive educational program with vocational agriculture as one of their elective subjects. The program is open to any grade 9 or 10 students in the towns served by the Rockville Regional Vocational Agriculture Center. The town of residence provides transportation and tuition is paid by the local board of education. Admission is through an application procedure with limited enrollment. Vocational Agriculture is a three-part educational program consisting of classroom instruction, supervised occupational experience and the Future Farmers of America. Classroom instruction is provided in four major areas including Agricultural Mechanics, Animal Science, Natural Resources and Plant Science.

HOWELL CHENEY TECHNICAL HIGH SCHOOL

Cheney Technical High School provides an opportunity to earn a high school diploma and trade certification. Students who graduate from Cheney may earn up to 2000 hours towards their apprenticeship program. The Cheney Tech Advantage is in the nature of its educational delivery. Throughout the school year students alternate between their academic and shop programs on a three week cycle. The academic program complements the vocational-technical education program. Courses are offered in: Carpentry (Construction), Culinary Arts, Diesel Mechanics, Drafting (machine), Electrical, Heating-Ventilation & Air Conditioning, Electronics, Manufacturing Technology, Microcomputer Software Technology and Welding.

PROSPECTIVE COLLEGE ATHLETES

NCAA INFORMATION

Athletes

Students who are interested in participating in college athletics need to consult the National Collegiate Athletic Association Eligibility website www.eligibilitycenter.org. College athletics are grouped by Divisions (I, II, & III) and each Division is governed by a specific set of student eligibility rules. Any student interested in participating in intercollegiate sports should discuss eligibility issues and procedures with their coach and school counselor and review the information provided on the NCAA website. Generally, if you are planning to enroll in college as a freshman and you wish to participate in Division I or Division II athletics, you must be certified by the NCAA Initial-Eligibility Clearinghouse. The Clearinghouse was established as a separate organization by the NCAA member institutions in January 1993. The Clearinghouse ensures consistent interpretation of NCAA initial-eligibility requirements for all prospective student athletes at all member institutions.

It is the student's responsibility to register with the Clearinghouse and make sure it receives the proper documentation it needs to certify you. Students must register with the NCAA Eligibility Center online and then visit the guidance office to complete a request form for an official transcript to be sent to the NCAA on their behalf.

Prospective college athletes should plan to start the certification process at the end of their junior year of high school. To be certified by the Eligibility Center, students must graduate from high school and meet very specific core course, grade point average, and college admissions test score requirements. Again, students should refer to the NCAA website for a detailed description of these academic eligibility requirements. **Ultimately, it is the student's responsibility to make sure they are taking the proper steps to meet these requirements.**

TRANSCRIPT REQUESTS

Current students who are requesting to send their transcript to a college or scholarship program must make their request in writing using the on-line transcript request form located in the guidance office and available on the school web site. A signed transcript release form must be on file prior to releasing a transcript. Graduates requesting to send their transcript to a college or scholarship program should contact the guidance office at 860.896.2352. A fee of \$2 is required.

2015-2016 TEST DATES

The **SAT Reasoning Test** is a testing program required by colleges as part of the application process. Divided into three sections, writing, mathematics, and critical reading, it measures a student's ability to perform well on the college level. Scores range from two hundred to eight hundred per section. SAT provides a guide in determining the appropriateness of the particular school for an individual student. However, test scores are just one part of the college application process. Students may consult with their school counselor as to the most appropriate time to take the SAT. Students should take the PSAT (preliminary SAT) in the fall of their junior year.

Registration deadlines are approximately 4-5 weeks prior to testing dates. Registration materials will be available September 2015 or students may register online at www.collegeboard.com.

2015-2016 are proposed dates from College Board.

Test Dates 2015	2016
March 14, 2015	January 23, 2016
May 2, 2015	March 5, 2016
June 6, 2015 *	May 7, 2016
October 3, 2015	June 4, 2016*
November 7, 2015	
December 5, 2015	

Some test dates not available at time of printing
*Ellington High School is the Test Center

The **ACT** is a testing program used by colleges. The ACT (no writing) is a set of four multiple-choice tests which cover English, mathematics, reading, and science. The ACT Plus Writing includes the four multiple-choice tests and a Writing Test. The English section has 75 questions which measure standard written English and rhetorical skills. The mathematics section has 60 questions and which measure mathematical skills students have typically acquired in courses taken up to the beginning of grade 12. In the area of reading there are 40 questions which measure reading comprehension. The 40 questions in science measure the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences. The optional writing test with one prompt will measure writing skills emphasized in high school English classes and in entry-level college composition courses. **Registration deadlines are approximately 4-5 weeks prior to testing dates. Registration materials will be available September 2015 or students may register online at www.act.org.**

Test Dates 2015	2016
April 18, 2015	February 6, 2016
June 13, 2015	April 9, 2016
September 12, 2015	June 11, 2016
October 24, 2015	
December 12, 2015	

ADVANCED PLACEMENT PROGRAM

The College Entrance Examination Board, in cooperation with thousands of colleges, has established a program by which students can earn college credit for work done in high school through the Advanced Placement program. Each May exams are given in subject areas and students may receive college credit based on their scores on the exams. Some colleges will advance a high school graduate to the sophomore

level immediately because of his/her performance on the Advanced Placement exam. Students can thus save time and money in college, or open up their college schedules to allow greater flexibility. Students who want to participate in the Advanced Placement program should make plans now to take the exams in May of their sophomore, junior, or senior year.

Details about the requirements of various colleges and preparation necessary to take the advanced placement exams can be obtained from your counselor, the AP teacher, or at <http://www.collegeboard.com>.
Advanced Placement exam dates: May 2016.

The guidance office does not submit college testing scores. It is the student's responsibility to make sure SAT and/or ACT scores have been sent to all post secondary institutions.

THE UNIVERSITY OF CONNECTICUT EARLY COLLEGE EXPERIENCE (ECE) PROGRAM

UConn Early College Experience (ECE) provides academically motivated students the opportunity to take university courses while still in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head-start on a college degree.

Ellington High School teachers that are certified as adjunct professors by UConn faculty, create a classroom environment fostering independent learning, creativity and critical thinking – all pivotal for success in college. Ellington High School offers ECE courses in English, social studies, and mathematics. To support rigorous learning University of Connecticut academic resources, including library and online classroom access, are available to all UConn ECE students.

In selecting courses for next year, students who intend to enroll in the University of Connecticut Early College Experience (ECE) courses should be aware that college credit will only be given to students who successfully complete the course with a grade of 73 or better. The University of Connecticut charges a fee for **each** course. This fee is set by the University. For additional information, visit www.ece.uconn.edu.

COLLEGE CAREER PATHWAYS (CCP)

EHS is a member of the College Career Pathways Consortium of Northern Connecticut in cooperation with Asnuntuck Community College. College Career Pathways is a combined secondary and post-secondary educational program.

College Career Pathways is a key program in the school to career initiative. College Career Pathways is designed to play a stronger role in establishing a national network of school to work systems. Enhancements include:

- Strengthening employer involvement in curriculum development, work experience, and hiring of graduates.
- Incorporating nationally recognized skill standards into the curriculum.
- Strengthening the professional development opportunities that are built into College Career Pathways for involving parents, instructors, counselors, administrators and business representatives.
- Improving and clarifying the "message" that College Career Pathways is for all students - not only high academic performers.
- Strengthening career guidance and counseling so those students choosing career paths are provided opportunities for employment and/or further education.

Articulated courses may change without notice. A current list of articulated courses and the CCP Application procedure can be found at <http://www.asnuntuck.edu/admissions/college-career-pathways>.

ACADEMIC ELIGIBILITY REQUIREMENTS

The Board of Education has established an academic eligibility policy for high school students. This policy can be found in the student handbook and applies to all extracurricular activities, not just athletics.

COURSE RANKING

Class rank is an important consideration in the admission policies of most colleges and universities. All students are ranked using a weighted system. Seniors will be ranked fifteen days prior to the last day of school to determine valedictorian, salutatorian, and the class scholars (top 5% of graduating class).

Student grades for all subjects given whole or fractional credit will be used in computing class rank. All courses are assigned a level: AP/ECE, Honors, or Academic. A student's grade will be multiplied by an assigned point value multiplier and then averaged to determine class rank. This Program of Studies identifies the level of difficulty for each course. Each level is assigned a quality point multiplier, as displayed below:

AP/ECE. . . . 1.2
Honors. . . . 1.1
Academic. . . 1.0

The only courses not utilized when computing class rank will be those courses taken on a pass/fail basis, independent study grades, on-line coursework, grades from the Hartford Academy of Performing Arts, summer school grades, transfer credits, after school and evening courses, and high school partnership grades.

When the ranking procedure produces a tie, students who are tied are given the same rank number. The next student below a tied group is given the number he/she would have received had there been no tie.

Grades of students who change levels in a class will be weighted in the new class according to the values used in computing the GPA. Also, when a student changes from one level class to another the multiplier for the latest level class will be used to determine the incoming grade.

When students transfer into Ellington High School from another school, their rank is determined in the same manner in which an Ellington High School student is ranked. When a question regarding the level of a course occurs, the EHS school counselor will contact the sending school to determine which level at Ellington High School would correspond to the course. The first year the student is at Ellington High School, the student will not be included with the regular class rankings. The student's average will be computed and incorporated into the class rank at the end of the school year.

HONOR ROLL

The rules for honor roll eligibility, as listed in the student handbook, apply to all courses. Teachers follow the same grading procedures for all courses. All grades appear on the students' transcripts and permanent records.

Honor roll will be based on an average of **all** numeric grades. A grade below a 77 in any class will eliminate a student from the honor roll. Students achieve marking period honors as follows:

High Honors: minimum average of 89.50 with no grade lower than an 87

Honors: minimum average of 79.50 with no grade lower than a 77

STUDENT SCHEDULES/ADD AND DROP/WITHDRAWAL PROCEDURES

Students are reminded that everyone, freshmen through seniors, **must** carry at least **six/five** credits during all four quarters.

1. Changes may be made in a student's initial requests in March, and again in June by the last day of school. Students who wish to see a school counselor concerning schedule changes should not miss a scheduled class in order to discuss such a change. Students should sign up for an appointment with their school counselor during study hall, before or after school. The counselor will issue a pass for the student and will only remove a student for a conference during a class if that is the only time available. Teachers will not release students from class without a special pass from Guidance.
2. During the summer, schedule changes will be considered as a result of summer school course completion. Other program changes will be made during this period of time upon approval of the administration.
3. ADD/DROP period will take place only during the first 10 school days of a new semester. Students may drop a class to add another class after the first five days of the new semester. Students may drop a class to add a study hall after the first ten days of a new semester. Students will not be able to ADD a new course after the first ten days of a new semester. A student must have written parental permission to withdraw from a course. The request to withdraw must be submitted to the student's guidance counselor. Students are required to carry a minimum of six/five credits at all times.
4. Students who withdraw from a full-year course after Thanksgiving will receive a withdraw failure (WF) for that course and for that quarter. Students who withdraw from a semester class after the first six weeks will receive a withdraw failure for that course and for that quarter. For grading purposes, a numerical value of 50 will be used unless the student's numerical average at the time of withdrawal is less than 50. The UConn ECE Physics is the only exception to the WF.
5. All changes for full year courses must be completed by the Thanksgiving break.
6. Necessary prerequisites, class sizes and the limitations of both the student and master schedule will affect request for course changes and/or additional courses.
7. Student course selections will not be changed without first holding a conference with the student. Written permission of parents and a conference may be required.
8. All level changes require the approval of the curriculum assistant (if applicable) and the administration.

ENRICHMENT COURSES

Students who wish to take enrichment courses for high school credit either during the summer or during the school year must receive approval from the principal and their school counselor prior to enrollment. A final grade and a portfolio of work accomplished must be submitted before credit is awarded.

INCOMPLETE GRADES

Students are subject to the Academic Eligibility policy for participation in all extracurricular activities. Students must make up an incomplete grade within ten school days of the distribution of report cards. Exceptions to this policy require a doctor's note and a review by the school counselor and an administrator to establish a feasible time line for completion of the exam and/or work required.

MAKE UP WORK

Any student absent from class for legal reasons, including suspensions, must make up all work missed. Make up work for students with an unexcused absence is at the discretion of the teacher. It is the responsibility of the student to see his/her teachers to obtain the work and help, if needed. Our guideline for make up work allows for two school days for each day of absence, due to illness, with the exception of those students placed on homebound instruction. Students on field trips should get their work ahead of time. The two-day rule **does not** apply to field trips. Students should check the teachers grading policy for exact requirements.

MAKE UP OF FAILED COURSES

Failed courses may be made up in summer school. In order to qualify for summer school make-up credit, a student must have passed at least half of the course in question. Full credit courses must have a minimum of two marking periods with passing grades. Semester courses must have a least one marking period with a passing grade. **Students who take a course in summer school must meet the passing standard of the sponsoring school in order to receive credit. Students cannot attend summer school for a course if credit is lost due to cuts or absences.** For seniors unable to fulfill their requirements within the normal structure of the school day, Ellington High School may accept course work equivalent to one high school credit from an alternate educational program pre-approved by the administration.

INDEPENDENT STUDY PROGRAM

Grades 10 - 12

.5 or 1 Credit

Students, who have a deep curiosity or interest in a particular subject not offered in the regular high school program, can pursue the study of this subject through an individual course of study designed with and monitored by a teacher. Independent study courses **cannot** be used as a substitute for one of the five courses students are required to carry. They are taken **in addition** to the five courses. The following criteria must be met for the student to receive credit:

1. Students who are interested in pursuing a topic will submit an application to the Principal indicating what type of study they would undertake. The application must be completed **prior to the start of the semester**. Before the topic can be approved, the student must find a faculty member to help and guide the study.
2. An administrator reviews the application.
3. Quarterly progress reports will be forwarded to the Administration so that the progress of the project can be determined.
4. A midyear review of yearlong projects will be conducted in January.

CAREER AND TECHNICAL EDUCATION (CTE) PERFORMANCE STANDARDS AND COMPETENCIES

The Carl D. Perkins Act of 2006 defines Career and Technical Education (CTE) as “Organized educational activities that offer a sequence of courses that provide individuals with coherent and rigorous content aligned with challenging standard relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.”

As part of our participation in the Perkins Grant whose funds allow us to enhance education in the CTE areas, Ellington High School participates in the State-wide assessment of each student identified as a *Concentrator*: “A student who is enrolled in the final course of a two-credit sequence of courses that specifically addresses the state performance standards and competencies in one of Connecticut’s 18 areas of concentration.” Ellington High School courses enable students to concentrate in Accounting, Child Development, Computer Information Systems and Video Production Systems. These students will take the State-wide assessment test in their area of concentration if they are projected to complete the requisite two (2) credits of instruction in their CTE area by the end of the 2014-2015 school year.

GRADE 9 HONORS CRITERIA

In order to facilitate an appropriate placement into honors level classes students will be recommended for honors classes placement based on academic performance, performance assessments, teacher recommendation and student readiness.

COURSE RIGOR AND EXPECTATIONS

All course levels are designed with preparation for college and career in mind. Although there are varying degrees of rigor offered at each level, with Advanced Placement and UCONN Early College Experience (ECE) offering the highest degree of challenge, the content, skill development, and expectations for students reflect the content, skill development and expectations required for success at the collegiate level. Regardless of level, all coursework reflects a depth of understanding and application of knowledge through: inquiry, problem solving, higher order thinking, cross disciplinary learning, authentic learning opportunities and informed and ethical use of technology.

The following levels and corresponding codes are reflected in course descriptions throughout this guide:

Advanced Placement (AP) /UCONN Early College Experience (ECE)

- AP/ECE courses are the highest level of academics at Ellington High School. These are college level courses taught in high school. Part of the national program overseen and administered by The College Board (www.collegeboard.com), AP/ECE courses are rigorous and intensely academic, providing students an exciting college experience while in high school. Any student may enroll in any AP/ECE course. Courses offered at the AP/ECE level require students to complete a large amount of work outside of class, including extensive reading and writing, completion of fast-paced course objectives, project-based work, and in-depth research projects. Students who enroll in AP/ECE courses should have a high degree of commitment to academics.

Honors (H)

- Courses offered at the Honors level require students to be actively engaged in their own academic success. Honors level courses offer an opportunity to explore subjects in more depth and at an accelerated pace and, in some cases, are a good preparation for AP/ECE coursework. Students are expected to be self-motivated, responsible, and committed to academics. Honors classes engage students in research projects, homework that is an extension of class work, extensive reading and writing class work and projects, as well as collaborative work. Students recommended for placement at the Honors level have demonstrated a solid degree of commitment to academic achievement. Some honors courses are available for college credit. Please see College Career Pathways (CCP) for more information.

Academic (A)

- Courses offered at the Academic level require students to be actively engaged in their own academic success. These classes provide coursework that prepares students for college and/or post-secondary plans. Academic classes engage students in research projects, homework that reinforces skills taught in the classroom, reading and writing class work and projects, as well as collaborative work. Courses offered at the Academic level will provide targeted instruction in acquiring the skills needed for academic success in a career or college bound student and beyond. Some academic level courses are available for college credit. Please see College Career Pathways (CCP) for more information.

Note: Changes in level, if appropriate to the student's academic needs and if approved by the administration, are possible at any time during the school year. Please consult with a school counselor immediately.

NATIONAL HONOR SOCIETY

The Robert W. Murphy Chapter of the National Honor Society at Ellington High School selects for membership those juniors and seniors who demonstrate scholarship, leadership, service and character. The following descriptions of leadership, service and character are based on those found in the National Honor Society Handbook, a publication of the national organization, which exists under the auspices of the National Association of Secondary School Principals.

Scholarship and Eligibility

The scholarship requirement is set by the National Council and is based on a student's cumulative GPA. Juniors and seniors, who at the end of the first quarter, have a weighted GPA of at least 87.5 will be considered academically eligible. They will be invited to attend a meeting at which the National Honor Society Advisor will explain the selection process and establish a timeline for providing information to be used by the selection committee to support their candidacy. All necessary forms are distributed, and deadlines given, at that meeting.

Leadership

Leadership is based not only on holding of offices, but also on effective functioning in those offices. Leadership also exists outside elected positions, including effective participation in positions of responsibility. It may also be demonstrated by a student who takes a constructive lead in classroom, extracurricular or community activities. Leaders promote appropriate school activities and contribute constructive ideas that improve the school, influence others positively, and show initiative in scholastic endeavors.

Service

A student who puts service to others above self-interest and who gives time, talent and effort not for personal gain but for the class, the school or the community demonstrates service. One who dependably and consistently performs committee work or who represents the school in various types of competition and who renders service to the community through the school demonstrates service. Service is never based upon activities for which a student receives grades or pay.

Character

A student of character maintains the highest standards of honesty and reliability. A person of character demonstrates trustworthiness, respect, responsibility, fairness, caring and citizenship; and is one who cooperates willingly with school and community rules and guidelines concerning areas such as school activities, attendance, and property. Neither personality alone or minor incidents, unless they are repeated so as to indicate a pattern of behavior, determine character.

Materials to Support Candidacy

Teacher Recommendations:

The process includes six teacher recommendation forms that may be distributed to the teachers who the students think will be most aware of their potential.

- **four** of teacher recommendations must come **from Ellington High School**
- **two** teacher recommendations **may be from outside the high school** but must be courses for which the student is receiving high school credit

Non-Credit Activities:

Students will additionally submit three activity forms. The students will be responsible for completing the first part of each form. They will submit the forms to the group advisor that will evaluate the student and return the forms to the NHS advisor.

- **only one** of the activity forms may be **from outside of school**
- **only one** may be **from the same area**
- **all three** must be from **on-going activities; one must be an EHS related activity**

Selection

A committee, composed of the chapter advisor and five faculty members appointed by the principal, using the information gathered and the national guidelines, selects students to the chapter. Membership will be granted only to those students selected by the Faculty Council on the condition of their having met the standards for selection.

INTRODUCTION TO COURSE SELECTION

The course selections you make for next year are part of an overall four-year plan. Consider each course as part of a sequence that you design after careful consideration of your strengths, needs and future goals. Your counselor will assist you with any questions concerning specific subjects that are necessary in order to enter particular occupations or professions. In addition, your counselor can advise you of educational opportunities offered in conjunction with area colleges.

Each college or school of higher learning has varied entrance requirements. Parents and students are encouraged to examine college and technical school catalogues and web sites of their choosing in order to be aware of specific requirements.

GRADUATION REQUIREMENTS

In order to graduate from Ellington High School students must:

1. Fulfill the legally mandated number and distribution of credits prescribed by the state and adopted by our Board of Education.
2. Satisfactorily pass required examinations and/or meet standards established by the faculty and approved by the Board of Education.
3. Satisfactorily demonstrate the district's performance standard in language arts and mathematics. Performance standards in these basic skills will be drawn from components of the Ellington High School expectations for student learning. The process and procedures for meeting the standards are outlined in the administrative regulations.

Graduation shall not be held until 180 days or 900 hours of actual schoolwork are completed. Twenty-two credits along with the satisfactory completion of the performance standards determines eligibility for, and participation in, graduation. Students with fewer than the required number of credits or students who have not satisfactorily completed their academic requirements will not be allowed to participate in the graduation ceremony. Students who have accumulated five or more out of school suspensions in their senior year may be excluded from the graduation ceremony.

Students must earn the following established credit requirements:

For the Classes of 2015 and 2016

Subject	Credits Required
English	4
Social Studies	3 (Including both Civics and U.S. History)
Mathematics	3
Science	3 (Including one credit in Biology)
Physical Education	1
Art/Music/Vocational Ed.	1
Health Education	.5
World Languages	.5
Keyboarding/Computer Applications	.5

Beginning with the Class of 2017

Subject	Credits Required
English	4
Social Studies	3 (Including both Civics and U.S. History)
Mathematics	3
Science	3 (Including one credit in Biology)
Physical Education	1
Art/Music/Vocational Ed.	1
Health Education	.5
World Languages	.5
Computer Applications	.5

Upon request the Board of Education shall award a high school diploma to any World War II veteran who withdrew from high school for active military service as defined in CGS 10-221a.

PROMOTION

Regular class attendance and participation in instructional activities is considered vital to students meeting the school system's academic standards. It is expected that a student will be in school every day as defined in the Board of Education's attendance policy #5115. High school students not in

compliance with the attendance policy risk loss of credit for excessive absences or class cuts.

The following guidelines are to be used in conjunction with state law as a reference by staff in considering students for promotion/retention.

Grades 9-12

In grades 9-12, a student's grade designation will be determined by the number of credits he/she has accumulated. The following standard will be utilized:

Credits needed to become a sophomore	5.5
Credits needed to become a junior	10.5
Credits needed to become a senior	16.0
Credits needed to graduate	22.0

All freshmen must carry five (5) credits, plus physical education and health education.

Any freshman student who does not accumulate 5.5 credits by the end of the school year will begin the next school year as a freshman. These students will not be allowed to participate in any activities or events associated with the sophomore class. Once they achieve the 5.5 credits, they will be considered a sophomore.

Any sophomore student who does not accumulate 10.5 credits by the end of the school year will begin the next school year as a sophomore. These students will not be allowed to participate in any activities or events associated with the junior class. Once they achieve the 10.5 credits, they will be considered a junior.

Any junior student who does not accumulate 16.00 credits by the end of the school year will begin the next school year as a junior. These students will not be allowed to participate in any activities or events associated with the senior class. Once they achieve the 16.00 credits, they will be considered a senior.

The balance of each student's requirements for graduation will be fulfilled by electives. It is required that all students including seniors carry a minimum of five (5) credits each semester. Further, we strongly recommend that students take six (6) subjects.

All students must meet their counselors during the appointed scheduled period. The final Course Selection Sheet must be signed by a parent and returned to Guidance prior to the last day of the scheduling period. The master schedule will be developed in late spring. A list of courses that have been scheduled for the student will be mailed home in early June. Students and parents are encouraged to review the list of courses selected. Students should see their school counselor if they believe that there are errors in the courses selected. **All issues regarding scheduling must be resolved NO LATER THAN the last day of school in June.** Finalized schedules will be mailed to upperclassmen in late August. Freshmen will receive their schedules during orientation in August. Be careful of your selection of courses as your choice at this time will determine the number of sections to be offered, the number of teachers, and the placement of a course in the master schedule.

ADD/DROP period will take place only during the first 10 school days of a new semester. Students may drop a class to add another class after the first five days of the new semester. Students may drop a class to add a study hall after the first ten days of a new semester. Students will not be able to ADD a new course after the first ten days of a new semester. A student must have written parental permission to withdraw from a course. The request to withdraw should be submitted to the guidance counselor. However, the student will still be required to carry a minimum of five credits.

Credits

One credit is awarded for a class that meets throughout the entire school year. A half credit is awarded for classes that meet throughout a semester. Only courses taken in grades 9-12 inclusive shall satisfy graduation requirements, except that a student may be granted credit for the successful completion of course work at an institution accredited regionally or by the Connecticut Department of Higher Education. In these instances, one three-credit semester course, or its equivalent, shall equal one-half (.5) credit.

EARLY GRADUATION REQUIREMENTS

Any student who wishes to complete all requirements for graduation in fewer than eight semesters must apply for early graduation approval. All of the following requirements and criteria must be met in order to be considered for early graduation:

1. all application forms for early graduation must be completed by the end of five semesters for students who plan to graduate after six semesters
2. all application forms for early graduation must be completed by the end of six semesters for students who plan to graduate after seven semesters

A student requesting to graduate early must submit an early graduation form from his/her school counselor. Final and official approval must be obtained from the school administrator.

Such things as academic accomplishments, college placement, financial plans, job placement and maturity of the student will be taken into consideration in making decisions concerning requests for early graduation.

CONNECTICUT ACADEMIC PERFORMANCE TEST

The purpose of the CAPT Science Test is to:

- Set high expectations and standards for student achievement on a comprehensive range of science skills and knowledge;
- Emphasize the application and integration of skills and knowledge in science;
- Promote better instruction and curriculum by providing useful test achievement information about students, schools and districts; and
- Provide an expanded measure of accountability in science for all levels of Connecticut's education system up to and including high school.

The CAPT assesses and reports on student performance in science. The CAPT Science measures students' abilities to apply what they have learned in science to situations they may face throughout their lives.

Test results are reported at the state, district, school and individual student levels. Students who meet the state goals on the CAPT will receive certification on their high school transcripts. Students who do not meet the state goal of proficiency in science will need to retake the CAPT or a school equivalent assessment in their junior year. **STUDENT PERFORMANCE ON THE SCIENCE CAPT IS TIED TO GRADUATION REQUIREMENTS.**

Notice: The policy listed below will be reviewed in the near future for the Classes of 2016 and beyond.

**ADMINISTRATIVE REGULATIONS
GRADUATION POLICY #6146**

MEETING THE PERFORMANCE STANDARD

The 21st Century Learning Expectations addressed through the performance standards are as follows:

Academic

Ellington High School students:

- Create, perform or respond effectively
- Read effectively
- Write effectively
- Reason effectively, think critically and solve problems
- Utilize real-world digital and other technology effectively
- Collaborate effectively

Civic and Social

Ellington High School students:

- Value and demonstrate personal responsibility, character, cultural understanding and ethical behavior
-

Notice: The CAPT Science graduation requirement listed below is applicable to the Classes of 2015 and beyond.

3. Each graduate must demonstrate completion of the district's performance standard in science by sequentially meeting one of the following criteria:
 - a. CAPT scores in band 3, 4 or 5 on the science component.
 - b. A passing score on the District Performance Task in Science that requires a demonstration of proficiency in problem solving, critical thinking, data analysis and familiarity with major themes in science.
 - c. A collection of student work that demonstrates competency in science. Authentic assessment of competency in science includes lab reports, graphing and data analysis activities, and use of vocabulary and concepts from life science, and physical science.
4. Each graduate must submit a Student Portfolio in their senior year. The portfolio will serve as a comprehensive assessment of students achieving Ellington High School Academic Expectations for Student Learning. All students must reach the level of "proficiency" for all six of our 21st Century Student Learning Expectations as defined by our school-wide analytic rubrics that identify targeted high levels of achievement. Advisors will play a critical role in assisting students in successfully meeting this graduation requirement. All students will be assigned an advisor who will assist their advisees in navigating through the planning, organization, construction and presentation of the senior portfolio.
5. Students from out of state who transfer into Ellington High School at the beginning of their junior year or later may satisfy the graduation performance requirement by meeting a comparable standard of performance on the state required test in their originating state. If

they have not met the standard, or if no mandated test in their originating state was administered, they will need to comply with the district's options for meeting the performance standard provided in these administrative regulations. This requirement also applies to private school students who transfer into Ellington High School.

SCORING OF THE DISTRICT PERFORMANCE TASKS

A committee of teachers from the subject area is responsible for developing the District Performance Task for its discipline as well as determining the standard for satisfactory completion of the performance task. Each student response is reviewed independently by two teachers using a District Performance Task rubric. Rubrics will reflect components of the school's Academic Expectations for Student Learning as well as the CT frameworks for the discipline. In order for the student's work to be considered as passing, both scorers must accept as satisfactory the completed performance task from a student. If the two teachers disagree, the curriculum person for that discipline will review it. The student's current teacher may not serve as one of the reviewers. The portfolio will be checked by the student and his/her advisor in March of the graduating year using the Student Portfolio Checklist. If a student does not reach the level of "proficiency" as listed on the portfolio checklist rubric they will be given additional assessment opportunities in their most appropriate class to reach proficiency in the area of need.

SPECIAL EDUCATION CONSIDERATIONS

A special education student whose IEP includes alternate testing for the CAPT may also meet the standards through an acceptable level of performance on the specified test. A special education student whose disabilities could interfere with the test performance may be exempted from this graduation requirement. This is determined by the Planning and Placement Team after the student has made at least one attempt to meet the standards. The portfolio will be checked by the student, the student's case manager and his/her advisor using the Student Portfolio Checklist or a modified rubric checklist that is determined by the Planning and Placement Team based on student ability.

IMPLEMENTATION OF THE STANDARD

During the junior year a student will have at least two opportunities to meet the District Performance Task as identified above for each specific content area. If students have not met the standard in their junior year, parents will be notified. Students who have not met the district performance standards during their junior year will be given the same previous opportunities to meet those performance standards during their senior year.

See: Policy #6146, Graduation Policy

1/31/02
6/10/08
03/24/10

STUDENT COMPUTER ACCESS

WRITING CENTER CLASSROOM

The Writing Center is located next to the Library Media Center and is staffed at all times when open. Students must arrive at the beginning of the period and sign in with the teacher on duty. If there is a need to use the Internet for research, students must have a signed pass from the teacher requiring that research. The Writing Center is available as a courtesy for students who have research or other school-related work to accomplish. This privilege will be revoked for any student who abuses it.

I.C.L.C. - THE INTERACTIVE COMMUNITY LEARNING CENTER

This is an open access computer lab is available for all teachers and their classes on a teacher sign-in basis. The room has twenty networked Pentium computers connected to the Internet via a T1 line and proxy server with filtering software. The lab also houses a networked laser printer, large paper ink-jet printer and a scanner. A wide variety of software is available to students and teachers including Microsoft Office and various subject-specific programs.

GUIDANCE/MATH/SCIENCE LAB

This is also an open access computer lab for use by teachers and their classes under the same guidelines as those for the ICLC Lab, with preference given to Guidance, Math, or Science staff.

LIBRARY MEDIA CENTER

The EHS library media center is open during the hours of 7:00 am to 3:30 pm. The library media center has adopted the overall school goal of providing resources and instruction to help students become productive citizens of the 21st century. There are over 9,000 books and 45 magazine subscriptions. A collection of fiction provides students with the opportunity for leisure reading and the latest teen choices, many of which support EHS book clubs.

Students have 24/7 access to the EHS library website. The online catalog, and databases such as JSTOR, Issues and Controversies, and a variety of GALE databases are available through the website. They can view their online circulation account remotely and place holds on books or check the status of their account. They can access a collection of e-books. The library subscribes to ReQuest and can borrow from most libraries in Connecticut when books are needed.

The library media specialist follows the Ellington K-12 information literacy curriculum and provides both individual and group instruction in information literacy, research and technology integration as needed. Freshmen attend an orientation that provides an overview of how to access and utilize the print and online resources. Each month, the library holds a book club meeting where students can discuss the latest fiction book of the month. Library events such as Teen Read Week are held throughout the year.

ART COURSES

ART FOUNDATIONS

Grades 9-12

Full Year

Heterogeneous Class Academic

1 Credit

Are you curious about art and creativity? Do you wonder which art material you might be good with but are a little nervous about your skills? Do you like making things and working with your hands? If you answered yes to any of these questions, then Art Foundations is the perfect class for you. Part hands on art class and part art appreciation, Art Foundations is a one year course for students of all abilities and interests, grades 9-12. You will learn the fundamentals of visual art, design and creativity, art styles and history, no experience or skills required. This course guides you through a range of art materials, from drawing and painting to ceramics, photography and sculpture. This is an exciting course that will prepare you to take any other art course and introduce you to a wide range of art ideas, styles and personal expression. Students are required to keep a sketchbook for homework.

PHOTOGRAPHY I

Grades 10-12

1 Semester

Heterogeneous Class Academic

.5 Credit

Do you love taking pictures and want to learn how to take better images? Photography I is the perfect class to improve your skills and confidence. Your photos will improve when you learn how to compose, select camera settings and digitally edit your images. You will learn both digital and *film* photography, the basics of portrait and landscape photography, and photo art history and contemporary trends. You will also develop skills and confidence in using photoshop editing software. Students must keep a sketchbook and binder for handouts. A written final exam is required.

Prerequisite: Completion of Art Foundations or permission of the instructor

PHOTOGRAPHY II

Grades 10-12

1 Semester

Heterogeneous Class Academic

.5 Credit

If you loved Photography I, Photography II is even better! Photography II is an advanced half year course that expands on the knowledge and skills of Photography I, while encouraging students to develop their own unique style and expression. In Photography II you will explore a variety of techniques and focuses on the “art” of photography. You will learn advanced digital editing techniques and study contemporary photographers and ideas. You will learn how to create artwork that uses innovative ideas of composition, materials and meaning through the study and analysis of technique and contemporary art. You will experiment cameras including twin lens reflex and medium format, 120 film photography and expand your understanding and skills of Adobe Photo-Shop. By the end of the course you will develop a personal style and direction to pursue with your own self directed artwork. A written final exam is required.

Prerequisite: Completion of Photography I or permission of the instructor

CERAMICS I

Grades 9-12

1 Semester

Heterogeneous Class Academic

.5 Credit

Do you love making things but you're not sure about drawing and painting? Ceramics I is the course for you! Ceramics is a half year, introductory course where you get to work with clay! You will learn the basics of hand-building, wheel throwing and surface design and glazing. You will learn how to design, construct and decorate clay products from bowls to animal sculptures. Students will study the pottery of many cultures including Native American, Asian and ancient Greece.

CERAMICS II

Grades 10-12

1 Semester

Heterogeneous Class Academic

.5 Credit

Ceramics II is a half year course that focuses on advanced construction techniques in wheel throwing and hand building and surface decoration. You will refine your ideas and your craftsmanship and challenge yourself to build more detailed, intricate and difficult pottery sculpture and objects. Career opportunities in ceramic production and engineering will be investigated.

Prerequisite: Completion of Ceramics I

DRAWING, PAINTING & PRINTMAKING

Grades 10-12

Full Year

Heterogeneous Class Academic

1 Credit

Drawing and Painting is a full year intermediate level art course. Students develop their ability to create and respond to art. Students will construct abstract, realistic, non-objective, post modern and expressionistic artwork. Students will demonstrate their ability to respond to art through their vocabulary, their analysis and knowledge of 20th and 21st century artwork. Students will be evaluated according to the Ellington High School academic learning expectation of create, perform or respond. Students will develop their understanding of the elements of art and principles of design (composition). Students will work in a wide variety of drawing and painting materials, techniques and processes. Students will learn the fundamentals of drawing and painting from life as well as abstract techniques and processes. Students will complete projects in pencil, charcoal, ink, pastel, colored pencil, watercolor and acrylic paint, collage, printmaking and mixed media. Weekly homework assignments and a sketchbook are required.

Students will analyze and respond to art through worksheets, quizzes and written essays. Artistic styles including surrealism, Postmodernism, and German expressionism will be explored. Students are required to participate fully in class critiques, peer and self-evaluations. Students will be assessed through artwork projects, verbal critiques, written reflections, quizzes, essays and worksheets. Students are expected to keep an organized binder for handouts and a sketchbook for homework assignments. Mid-year and final exams are required.

Prerequisite: Completion of Art Foundations or by permission of the instructor

JEWELRY AND METALS

Grades 9-12

1 Semester

Heterogeneous Class Academic

.5 credit

Jewelry is an introduction to the fundamentals of jewelry design and metalworking processes. Jewelry is small scale wearable sculpture and as such, students will study composition and design in addition to fabrication and construction. Students will work in both traditional and non-traditional materials including found objects, recycled materials, hemp beads, and metal. Emphasis is on concept, creativity, problem solving and pushing the definition of what jewelry is and isn't. Students will explore the scope and limitations of contemporary jewelry metal fabrication through the design and construction of a variety of wearable objects from the highly functional to the purely expressive. Students will study jewelry and metalsmithing techniques such as cutting, stamping, forming and riveting.

SCULPTURE AND 3-D DESIGN

Grades 10-12

1 Semester

Heterogeneous Class Academic

.5 credit

What is sculpture? Sculpture is the creation of real, three-dimensional objects. This course will teach you how to get creative ideas and how to convey personal meaning and expression. You will learn problem solving, idea development, creativity and personal expression using both traditional and nontraditional three-dimensional materials such as wire, recycled objects, clay, and plaster. The course emphasizes creative ideas through the choice of materials, group collaboration, the choice of design and construction through traditional, natural, altered and recycled materials. Students will learn how to use basic tools and fabrication processes in the making of sculpture.

ADVANCED DRAWING AND PAINTING

Heterogeneous Class Honors

Grades 11-12

Full Year

1 Credit

Advanced Drawing and Painting is a full year advanced level art course where students develop advanced skills to create and respond to art. Students will develop their own unique approach to image making and personal expression. Students will devise personal ideas about composition, mark-making, content and process. Students are expected to work independently in their sketchbooks every day. Students will create assignments in Pop-surrealism, Post-modernism, and Abstract Expressionism and other art styles. Students will be introduced to career opportunities in art. Field trips and guest speakers will enhance classroom work. Students are expected to keep a sketchbook for daily homework assignments. Other requirements include matting and exhibiting artwork in the annual show at Hall Memorial Library, entering regional student art shows, attending National Portfolio Day in Hartford, maintaining a professional art website and a digital portfolio for AP course scoring.

Prerequisite: Completion of Drawing and Painting or by permission of the instructor

PRE-AP STUDIO ART

Heterogeneous Class Honors

Grades 11 & 12

Full Year

1 credit

This is an advanced course for qualified and highly self-motivated art students who are considering taking the AP Studio course but would like additional time and preparation. This course meets at the same time and follows the same standards and requirements as AP Studio Art but at a slower pace. Students are expected to use time outside of class for research and homework projects and produce a heavier volume of high quality work than those in an academic level art course.

Students will create artwork based in the Quality, Breadth, and Concentration sections of the AP Studio Art portfolio. The first half of the year focuses on breadth while the second half of the year focuses on a thematic concentration designed by the student. Other requirements include matting and exhibiting artwork in the annual show at Hall Memorial Library, entering regional student art shows, attending National Portfolio Day in Hartford, maintaining a professional art website and producing images of work to burn to a CD for the EHS portfolio and to send for AP course scoring.

Students must complete summer homework assignments that are due the first week of school. This course allows either juniors or seniors to prepare for the pace and rigor of AP Studio Art.

Prerequisites: Art Foundations and an intermediate art course or by permission of instructor

AP STUDIO ART

AP

Grade 11- 12

Full Year

1 credit

AP Studio Art is an advanced course for qualified and highly self-motivated art students who already have strong skills in drawing, painting or photography. It is highly recommended for students developing a portfolio for admission to an art school or university. AP classes, depending on an AP test score of 3 or better, are accepted by some colleges as college credit. Students are expected to use time outside of class for research projects. Students are expected to produce 24 pieces of artwork of high quality work in drawing or 2-D design that fulfills the AP requirements for the Quality, Breadth and Concentration sections of the AP Studio Art portfolio. The first half of the year focuses on breadth while the second half of the year focuses on a student-designed thematic concentration. Students will meet AP requirements and deadlines by photographing and submitting a digital portfolio of 12 examples of breadth and 12 examples of concentration and mail five matted artwork as examples of quality. Other requirements include matting and exhibiting artwork in the annual show at Hall Memorial Library, entering regional

student art shows, attending National Portfolio Day in Hartford, maintaining a professional art website and producing images of work to burn to a CD for the EHS portfolio and to send for AP course scoring.

Students must complete summer homework assignments that are due the first week of school.

Prerequisites: Art Foundations and one intermediate course or by portfolio review, interview and permission of the instructor

BASIC LIFE SUPPORT

Grades 10-12 **Evening Class** 1 Credit

This course is designed to develop student's skills in Basic Life Support and to provide emergency care to the sick and injured both in the field and during transport to the emergency room facility. Extensive training is provided by meeting the membership requirements of Explorer Rescue Post 512. This course will prepare a student for further education in the medical field. Upon successful completion the student may apply for State Certification as an Emergency Medical Technician. Students in their junior or senior year may use this course to satisfy their substance abuse prevention requirement. This option can only be utilized once.

Requirements:

1. Students must be 16 years of age and an active member of Explorer Rescue Post 512. Acceptance into this course requires sponsorship by the Ellington Volunteer Ambulance Corps.
2. Students must travel to course location in the area.
3. This course will be available in the fall or in the spring. The Eastern Connecticut E.M.T. Council sets time and dates for the course.

BUSINESS COURSES

The curriculum of the Business Department is designed to teach and guide all students in developing skills, knowledge, understanding and attitudes necessary for successful participation in post-secondary education and/or employment, as well as in their daily personal, business, and financial endeavors.

For students who are planning careers in such areas as business and office administration, technology, economics, finance, accounting, marketing or management, the curriculum of the Business Department serves as a strong, basic foundation for these choices.

ACCOUNTING I

Grades 10-12 **Full Year** Heterogeneous Class Academic 1 Credit

Through the study of Accounting I, the student learns the underlying principles of the double-entry accounting system. The course covers the accounting cycle including setting up a chart of accounts, opening accounts in a ledger, journalizing, posting, classifying accounts, preparing various financial statements such as Profit & Loss Statement, Balance Sheet, etc. and the procedure of both adjusting and closing accounts. The student will become familiar with accounting terms and the use of various business forms by practicing all activities on a web-based computer program. This course should be taken by all students who plan to pursue a business career upon graduation from high school and all students who plan to attend college and major in accounting or any business major.

College Career Pathways Course

ACCOUNTING II

Grades 11-12

Full Year

Heterogeneous Class Honors

1 Credit

This course is a continuation of Accounting I. Major emphasis is placed on the principles of partnership and corporation accounting. Computerized accounting is used to reinforce previously learned concepts and to learn new concepts. Accounting II is designed for those students who intend to concentrate on advanced work in the field as bookkeepers, accountants, or executives. **College Career Pathways Course**

BUSINESS LAW

Grades 11-12

1 Semester

Heterogeneous Class Academic

.5 Credit

Business Law is a half-year course that covers the basics of law and how it pertains to the consumer and to business. Topics covered will be Contract Law, Law of Sales, Property Law, Commercial Paper, Insurance, Bankruptcy, Computer Law, Wills and Trusts, Environmental Law and Energy Regulation. Students will be responsible for researching these topics through a variety of resources and analyzing their findings through written essays and class discussion. This course is designed to give the student knowledge and skills to analyze Business Law through case studies. Written analysis of certain topics is considered an important part of this course and each student will be expected to form opinions and complete research to help support their findings.

PERSONAL CAREER PLANNING

Grades 10-12

1 Semester

Heterogeneous Class Academic

.5 credit

What are you going to be when you grow up? Choosing the right career is one of the most important decisions you will make. How do you make the right choice? This course provides an opportunity for students to investigate their own interests and abilities as they prepare for the world of work in our dynamic global economy. Technology and online activities will be integrated throughout the course to allow students to apply new concepts and skills. Topics include developing an individual career plan, interview skills, teamwork, leadership, developing a positive attitude, thinking skills on the job, time management and much more. These 21st Century Skills will allow students to make better career choices with the academic foundation to achieve their career and personal goals.

PERSONAL FINANCE

Grades 11-12

1 Semester

Heterogeneous Class Academic

.5 Credit

Do you plan on living on your own someday? Do you want to have nice things in the future but not get into debt getting them? If you want to be financially ready for your future, this course is for you! This course is designed to inform and educate students about financial planning and sound money management skills. Topics include goal setting, budgeting, independent living, saving, investing, banking, credit, managing debt, insurance, identity theft, and more. This course will help students take personal responsibility for actively managing their finances in the present and in the future. Personal Finance provides a basic framework for students who will soon be on their own either at college or in the workplace.

SPORTS AND ENTERTAINMENT MARKETING

Grades 10-12

1 Semester

Heterogeneous Class Academic

.5 Credit

Do you love sports? Concerts? Red carpet Hollywood glamour? You are not alone! Sports and Entertainment Marketing spending has grown to over \$500 billion in recent years, creating jobs for motivated professionals. The Sports and Entertainment Marketing course will introduce students to basic marketing principles, with a focus on the fast-growing areas of sports and entertainment. Students will learn the history of the industries, recent trends in events and venues, and product and image branding, licensing, and promotion. Through a variety of

activities, students will develop 21st Century Skills such as collaboration, teamwork, and problem-solving. Motivating projects with simulations and hands-on applications at the school store, The Knight Spot, will bring this course alive for students!

BUSINESS COMMUNICATION

Grades 10-12

1 Semester

Heterogeneous Class Academic

.5 Credit

This course is designed to help students develop and strengthen good workplace communication skills. Areas to be covered include writing, listening, speaking, reading, interpreting nonverbal cues and decision-making skills as they apply to business. Effective communication skills are essential to succeed in today's world. This course provides a solid foundation in the total communication process, which will benefit students in their professional lives as well as their personal lives.

COMPUTER APPLICATIONS I: Microsoft Word and Publisher

Grades 9-12

1 Semester

Heterogeneous Class

Academic

.5 Credit

Got computer skills? Many colleges today require computer entrance exams for admission, and employers also require computer expertise for employment. In this course, students get hands-on practice to produce professionally written and formatted documents needed in their future careers or personal lives. A parallel focus is placed on reinforcing and improving keyboarding proficiency through business-related activities and a variety of software packages. Instruction will be differentiated based on each student's performance on a skills assessment. In addition to building computer literacy aptitude, students will develop the skills needed to create and edit Word documents such as business letters, flyers, resumes, tables and research papers. They will also learn how to create and design brochures, newsletters and other publications using Publisher templates. Special attention will be given to practice simulations that include real-world tasks and utilize 21st Century Skills such as critical thinking, decision-making, and collaboration. *PLEASE* Note: Computer Applications I and Computer Applications II do not need to be taken in consecutive order. **College Career Pathways course**

COMPUTER APPLICATIONS II: Microsoft Excel, PowerPoint and Access

Grades 10-12

1 Semester

Academic

Heterogeneous Class

.5 Credit

Interested in a business career or running your own business? Be sure to prepare for your future with these essential computer skills. In this course students will gain an understanding of how Microsoft Excel, PowerPoint and Access can be used in personal, school and career situations. In addition to building computer literacy aptitude, students will develop the skills needed to create, manipulate and analyze Excel spreadsheets and a variety of charts using formulas, functions and special formatting tools. Students will also acquire the competency to build, edit and query Access databases, as well as design and deliver effective PowerPoint presentations. Special attention will be given to capstone projects that include real-world tasks and utilize 21st Century Skills such as critical thinking, decision-making, and collaboration.

Please Note: Computer Applications I and Computer Applications II do not need to be taken in consecutive order. **College Career Pathways course**

ADVANCED COMPUTER APPLICATIONS

Grades 10-12

1 Semester

Heterogeneous Class Academic

.5 Credit

Looking to complete your mastery of the Microsoft Office Suite? Wondering how computer skills will help you with your academics today and your career tomorrow? Businesses and organizations now expect employees and executives to have excellent computer skills. This course will offer students the opportunity to learn advanced features in Word, Excel, Access, Publisher and PowerPoint and master their computer application skills by integrating these programs through simulations and capstone projects. Real-world, hands-on activities provide

students opportunities to utilize 21st Century Skills such as critical thinking, decision-making, and collaboration.

Prerequisite: Completion of both Computer Applications I and Computer Applications II.

KEYBOARDING I

Heterogeneous Class Academic

Grade 12

1 Semester

.5 Credit

This first part of the course is designed for students to review the touch method of keyboarding on computers. Primary emphasis is placed upon developing accuracy and speed on alphabetic keys. Numeric and symbol keys are introduced through the touch keyboarding method also. Document processing applications will be introduced. Students will learn to compose and format basic business documents such as letters, memos, and tables. Students will be expected to key from rough-draft copy, apply proofreading skills, and make corrections. Skills learned in this course will be applied to other keyboarding and computer courses.

KEYBOARDING II

Heterogeneous Class Academic

Grade 12

1 Semester

.5 Credit

This course is offered to all students who have successfully completed Keyboarding I. It is designed for students to apply basic knowledge, concepts, and skills to produce efficient work on computers as well as improve accuracy and speed. Instruction and practice are given on business and personal documents. Special attention is given to job simulation projects and international business.

Prerequisite: Successful completion of Keyboarding I

COMPUTER EDUCATION

Computer Education courses enable students to use industry standard programs that develop skills in problem solving, communication and visual design. Students in these courses will develop skills that will enable them to utilize real-world digital and other technology effectively.

COMPUTER GRAPHICS I

Heterogeneous Class Academic

Grades 9-12

1 Semester

.5 Credit

This course is designed to introduce students to the basic processes for editing, altering, enhancing and formatting graphic images. Students will work in and become familiar with two basic areas of knowledge: Photo Editing and Illustration. Working in Corel PhotoPaint, students will learn photo editing and correction techniques, and will create original works through manipulation of images. Using Adobe Illustrator, students will learn to create and combine shapes, and will create original images using the freehand drawing tools.

COMPUTER GRAPHICS II

Heterogeneous Class Academic

Grades 9-12

1 Semester

.5 Credit

This course is designed to build on skills taught in COMPUTER GRAPHICS I. Students will use the tools in Adobe Photoshop and Adobe Illustrator to produce original works of digital art and produce sophisticated graphics for both web and print media. Students learn additional skills and techniques for working with and creating digital images. Projects will be assigned that allow students to demonstrate skill level through performance.

Prerequisite: Successful completion of COMPUTER GRAPHICS I or permission of the instructor is required.

COMPUTER PROGRAMMING

Grades 9-12

1 Semester

Heterogeneous Class Honors

.5 Credit

This course is designed to introduce students to the concepts and syntax of computer programming. Students will learn both the basics of the C++ Programming language, as well as develop skills using the MIT StarLOGO program to create games and simulation. Fundamentals of structured programming are emphasized, along with use of variables and strings, mathematical functions, conditional logic, looping and arrays. These skills will have direct application in the development of the logic and commands used in StarLOGO. Students should possess good math, logic and self-directed problem solving skills. Prior success in Mathematics courses is suggested.

DRIVER EDUCATION

After School Class

Pass/Fail

.25 Credit

Driver Education classes are divided into three semesters. The sections offered will consist of 15 two-hour classes. Each student must take 30 hours of classroom and 8 hours of on the road training. There is also a **MANDATORY** parent meeting the first class of each session. If a student misses some classes, they must be made up during the next session until 15 classes are completed. Since the State of Connecticut allows a permit at age sixteen but then requires a wait of four months to make an appointment, the course length is not an issue. Everyone will finish on time. There is a maximum of 15 students in a class. The cost of the course is \$395.00 (subject to change) to be paid during the first three weeks of class. A payment plan is available.

Fall-September to December, Winter-January to April, Spring-May to August.

ENGLISH COURSES

English courses must be taken sequentially. All English courses require summer reading. Any student who fails English III during the junior year may take English III and two semester electives in the senior year.

ENGLISH I

Grade 9

Full Year

Academic

1 Credit

This course provides an introduction to the study of literature with an emphasis on critical reading and literary structure. Students will read a variety of texts including short story fiction, nonfiction personal narratives, and contemporary and classic novels. Instruction in writing focuses on developing clear literary essays, writing and using techniques of narrative writing, and writing in response to literary and nonfiction texts. Students develop their skills in editing and revising as they demonstrate their understanding of the English language when communicating.

HONORS ENGLISH I

Grade 9

Full Year

Honors

1 Credit

In this accelerated course students develop their independence as readers and writers. This course emphasizes the development of critical thinking and analytical skills through the study of literature. Students will read a wide variety of texts including short story fiction, nonfiction personal narratives, and contemporary and classic novels. Instruction in writing focuses on developing clear literary essays, writing and using techniques of narrative writing, and writing in response to literary and nonfiction texts. Students develop their skills in editing and revising as they demonstrate their understanding of the English language when communicating. The rigors of this course necessitate a strong commitment by outstanding and motivated English students.

ENGLISH II

Grade 10

Full Year

Academic

1 Credit

This course focuses on the development of literary analysis and response to literature. Students will read a variety of texts including both contemporary and classic fiction, nonfiction, and literary essays that represent different perspectives, backgrounds, and cultures. Additionally, English II emphasizes the techniques for an effective writing process as students further develop their ability to write literary and informational essays. Students will continue to study and develop their skills in grammar, vocabulary, speech, and research.

HONORS ENGLISH II

Grade 10

Full Year

Honors

1 Credit

This course emphasizes the use of critical thinking and analytical skills through the study of literary analysis and response to literature. Students will read a wide variety of texts including both contemporary and classic fiction, nonfiction, and literary essays that represent different perspectives, backgrounds, and cultures. Additionally, English II emphasizes the techniques for an effective writing process as students further develop their ability to write literary, narrative, and informational essays.

Furthermore, this course introduces and implements the seminar concept. Thus, students are expected to be motivated and independent readers willing to participate in class discussions. The rigors of this course necessitate a strong commitment by outstanding and motivated English students.

Prerequisite: Permission of the Instructor and the Curriculum Assistant

ENGLISH III

Grade 11

Full Year

Academic

1 Credit

This course further develops students' independent abilities to analyze and critique literature. The focus is on American Literature seen in complex texts of both classic and contemporary work, and will include a study of the works of major American poets, playwrights, novelists, short story writers and essayists, and the connection of their works to American history. Students will continue to develop their ability to write literary, narrative, and informational essays. Additionally, the course includes SAT prep and literary vocabulary development and the completion of an argumentative or analytical research paper.

HONORS ENGLISH III

Grade 11

Full Year

Honors

1 Credit

This course complements the Advanced Placement Senior English course. Students study American Literature in a seminar setting and develop advanced writing techniques. This course is extensive and intensive (covering all Academic requirements in greater depth as well as approximately five to seven additional author studies).

Prerequisite: Permission of the Instructor and the Curriculum Assistant

AMERICAN STUDIES

Grade 11

Full Year

UCONN ECE

1 credit*

This course integrates the study of American history and literature in a college level survey course. When selecting this course, students are enrolling in a dual-block English and history co-taught class. It is an intensive study of the political institutions and behaviors, public policy, social and economic change, diplomacy and intellectual developments of the United States. Students will analyze, evaluate, and organize historical evidence from a variety of sources. This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Novels along with a wide variety of essays, speeches, short stories, and poetry will be utilized. Summer reading will be required. See UConn "Early College Experience" credit

requirements for additional information.

The course will revolve around four important literary and cultural themes:

1. Building new worlds, exploration, expansion, and constitutionalism
2. America's struggles with war and peace
3. The development of the American Dream: myth vs. reality
4. American attitudes, including sexism, racism, equality and immigration.

*Upon successful completion of the course students will earn one credit in social studies and one credit in English.

AMERICAN STUDIES

Grade 11

Full Year

Honors
1 credit*

This course integrates the study of American history and literature in a college level survey course. When selecting this course, students are enrolling in a dual-block English and history co-taught class. It is an intensive study of the political institutions and behaviors, public policy, social and economic change, diplomacy and intellectual developments of the United States. Students will analyze, evaluate, and organize historical evidence from a variety of sources. This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Novels along with a wide variety of essays, speeches, short stories, and poetry will be utilized. Summer reading will be required. Students are expected to be self-motivated, responsible, and committed to academics. Honors classes engage students in research projects, homework that is an extension of class work, extensive reading and writing class work and projects, as well as collaborative work. Students recommended for placement at the Honors level have demonstrated a solid degree of commitment to academic achievement.

The course will revolve around four important literary and cultural themes:

1. Building new worlds, exploration, expansion, and constitutionalism
2. America's struggles with war and peace
3. The development of the American Dream: myth vs. reality
4. American attitudes, including sexism, racism, equality and immigration.

*Upon successful completion of the course students will earn one credit in social studies and one credit in English.

SENIOR COURSES (ONE CREDIT):

JOURNALISM IN THE 21ST CENTURY

Grades 11-12

Full Year

Honors
1 Credit*

Journalism in the 21st Century will focus on defining and gathering news in the digital age, the art of interviewing, copyediting, writing news stories, opinion, features, and sports writing, headlines, maintaining a website, and posting news stories and updates via various social media outlets. When selecting this course, students are enrolled in a single-block (two credit), English and Tech. Ed. co-taught class. Students will be required to complete and document 160 hours of additional coursework beyond the classroom, including:

- Reporting on school/sporting/Board of Education/community events.
- Social media/website updates
- Video editing/voiceover recording

The requirements of the course include the production of a quarterly school newspaper and broadcast news program.

Prerequisite: completion of English II (sophomore English)

*Upon successful completion of the course students will earn one credit in English and one credit in Technology Education.

This course does not meet NCAA core guidelines as established by the NCAA core course review committee.

JOURNALISM IN THE 21ST CENTURY

Grades 11-12

Full Year

Academic

1 Credit*

Journalism in the 21st Century will focus on defining and gathering news in the digital age, the art of interviewing, copyediting, writing news stories, opinion, features, and sports writing, headlines, maintaining a website, and posting news stories and updates via various social media outlets. When selecting this course, students are enrolled in a single-block (two credit), English and Tech. Ed. co-taught class. Students will be required to complete and document 120 hours of additional coursework beyond the classroom, including:

- Reporting on school/sporting/Board of Education/community events.
- Social media/website updates
- Video editing/voiceover recording

The requirements of the course include the production of a quarterly school newspaper and broadcast news program.

Prerequisite: completion of English II (sophomore English)

*Upon successful completion of the course students will earn one credit in English and one credit in Technology Education.

This course does not meet NCAA core guidelines as established by the NCAA core course review committee.

UConn ECE SEMINAR IN WRITING THROUGH LITERATURE (UConn ECE 1011)

Grade 12

Full Year

ECE

1 credit

This seminar focuses on instruction in academic writing through literary reading. Critical thinking is required and in-depth analysis of essays, novels, poetry, and drama is expected. Assignments emphasize interpretation, argumentation, and reflection. Revision of formal assignments is emphasized and instruction on grammar, mechanics and style is provided. Students meet the objectives prescribed by the University of Connecticut.

See UConn “Early College Experience” credit requirements for additional information.

Prerequisite: Permission of the Instructor and the Curriculum Assistant

ADVANCED PLACEMENT SEMINAR IN ENGLISH LITERATURE AND COMPOSITION

Grade 12

Full Year

AP

1 credit

This seminar focuses on instruction in developing critical interpretations of literature. Students read a wide variety of literature and develop their strengths as writers, readers, and critical thinkers. Assignments emphasize interpretation, argumentation, and development. Revision of formal assignments is emphasized and instruction on grammar, mechanics and style is provided. Students prepare for and take the Advanced Placement exam in May.

ADVANCED PLACEMENT SEMINAR IN ENGLISH LANGUAGE AND COMPOSITION

Grade 12

Full Year

AP

1 credit

This course is for students who are willing to accept the challenge of introductory college-level work in English. Students will prepare for the AP Exam in English Language and Composition and may be granted college credit for satisfactory performance on the exam. Successful completion of this course will prepare students for the rigors of reading and writing on the college level, no matter what major they choose.

This course uses a broad and challenging collection of nonfiction writings as well as visual texts to examine the ways writers use language, style and rhetoric to create meaning. Through close reading and frequent writing, students will develop their ability to analyze text and learn the importance of becoming informed citizens. In creating formal writing, students will work through the process of pre-writing, writing and revision. Readings will include memoirs, essays, and speeches. Grammar, usage, and mechanics instruction, as well as vocabulary, will be integrated in the context of student writing and in the analysis of written passages.

OVERVIEW OF ENGLISH ELECTIVES

In addition to the full year senior English courses, the following English electives are offered for Grade 12 students. Each senior needs to select a minimum of 1.0 credit for English in their senior year. Students must select **at least one course** (.5) from the Literature-Based Courses. Additional electives, beyond the 1.0 credit, may be chosen only if the elective is under-enrolled. As well, Grade 11 students may enroll in Journalism in the 21st Century and Creative Writing if the course is under-enrolled.

LITERATURE-BASED COURSES: All seniors must choose *at least one*:

HEROES & MONSTERS IN LITERATURE Heterogeneous Class Academic
Grade 12 1 Semester .5 Credit
This course gives students a chance to look at a fabulous array of heroes and monsters in literature and uncover the themes that come out of the turmoil surrounding them. What does the appeal of these fantastic characters reveal about human nature? Using a wide variety of imaginative literature from *Beowulf* to *Frankenstein* and *Dracula*, students will examine the roots of good and evil and the resulting themes when these forces collide. Writing will include a required literary analysis project.

SHAKESPEARE Heterogeneous Class Academic
Grade 12 1 Semester .5 Credit
Shakespeare is a course for students of all abilities who are especially interested in studying the plays of William Shakespeare in more depth. Students will briefly look at Shakespeare’s times and career, exploring the controversies that surround his writing and uncovering what makes his work so enduring that he remains such a famous writer. Students will read and compare several comedies, tragedies, and romances, and learn the elements of each, often comparing them to one or more film versions. Writing will include a required literary analysis project.

UTOPIAN/DYSTOPIAN LITERATURE Honors
Grade 12 1 Semester .5 Credit
Man has dreamed about, and occasionally acted upon, the desire to create a perfect society, a utopia. This course will examine both utopian and dystopian literature and film and the ideas which fueled these novels. Reading may include Thomas More’s *Utopia*, George Orwell’s *1984*, Aldus Huxley’s *Brave New World*, *Brave New World Revisited*, and Anthony Burgess’ *A Clockwork Orange*; as well, the course will examine the utopias or dystopias created in films. Writing will include a required literary analysis project.

CONTEMPORARY LITERATURE Heterogeneous Class Academic
Grade 12 1 Semester .5 Credit
In this course, students will read recently published novels (post World War II), short stories, and poems. Multiple themes about our modern human experience will be explored. Students will analyze writer’s craft, critically question texts, and use texts to understand our world. Writing

will include a required literary analysis project.

GLOBAL LITERATURE AND PERSPECTIVES

Grade 11-12

1 Semester

Honors
.5 Credit

Global Literature and Perspectives focuses on works of non-fiction, memoir and historical fiction from the 20th century to the present. This course will provide students with specific interests in history and literature an opportunity to examine global issues from various perspectives. Students will choose works of particular interest to read and study, research the history behind the stories, and make presentations in a variety of formats to convey their findings to the rest of the class. Thematic focuses are diversity, identity, ethics and society.

WRITING AND PERFORMANCE-BASED ELECTIVES:

Only when taken in the senior year, these courses count .5 towards the 1 credit needed for the English graduation requirement.

PLAYWRITING

Grades 11-12

1 Semester

Heterogeneous Class Honors

.5 Credit

Playwriting, a half year Honors English class, will help students develop playwriting skills, which include character development, research, dramatic structure, conflict, and resolution. In addition, students will study and analyze both historical and contemporary plays. By the completion of the course, students will have created a 10 minute play that will be directed, performed, and produced by members of the course. Through this course, students will refine their collaborative, analytical, interpretive, and problem-solving skills while deepening their artistic abilities and appreciation of the theatrical arts.

This course does not meet NCAA core course guidelines as established by the NCAA core course review committee.

SCREENWRITING

Grades 11-12

1 Semester

Academic
.5 Credit

Screenwriting will help students develop the skills necessary for the craft of storytelling through the moving image. Students will learn such screenwriting skills as character development, narrative structure and conflict, while also analyzing both classic and contemporary films. Course emphasis is given to writing short scripts; however, students will also outline and write a full-length movie. In addition, students will create storyboards and trailers. Through this course, students will refine their collaborative, analytical, interpretive, and problem-solving skills while deepening their artistic abilities and appreciation of the filmmaking medium.

This course does not meet NCAA core course guidelines as established by the NCAA core course review committee.

CREATIVE WRITING

Grade 11-12

1 Semester

Heterogeneous Class Academic

.5 Credit

Creative Writing is an elective course for students of all ability levels who are interested in studying and experimenting with all of the many genres of creative written expression: personal journals, poetry, short fiction, and drama. Students engage in frequent creative writing exercises, maintain journals of their ideas, read, select, and imitate classical and modern models, write freely in all genres, experiment with their own voice and style, revise their work, create portfolios of their best pieces, share their work with their peers, and provide their peers with feedback. Ultimately, students will seek out other audiences for sharing and receiving recognition for their work. Students will be encouraged to submit their pieces to *Knight Writers*, an in-house magazine as well as outside competitions and publications.

Juniors enrolled in Creative Writing must also take English III or American Studies; for seniors, this course would count as 0.5 English credit.

Prerequisite: Completion of Grade 10 English

SPEECH AND DEBATE

Grade 12

Heterogeneous Class Academic/Honors
1 Semester .5 credit

By gaining a mastery of the spoken word, students will develop the skills necessary for being successful in all public speaking endeavors. This class will begin by exploring how the body and voice can be combined with writing to create deep meaning. Students will create, and then conduct, informative, instructional, persuasive, and research-based speeches. In addition, students will master the techniques needed for successful interviewing skills. Finally, the course will explore debate structure and students will participate in formal debates about contemporary issues.

ELECTIVES

THEATRE ARTS I

Grades 10-12

Heterogeneous Class Academic
1 Semester .5 Credit

Through the use of theatre games, relaxation, pantomime, improvisation, and voice work, students develop an appreciation and understanding of the theatrical medium. The course also fosters communication, creativity, and cooperation through a variety of classroom activities.

THEATRE ARTS II

Grades 11-12

Honors
Full Year 1 Credit

Through a multitude of theatrical activities and experiences, students will refine skills developed in Theatre Arts I. They will improve their acting through improvising action and dialogue, as well as through concentrated scene analysis. Through involvement in a class production, students assume leadership roles and explore the relationship of the business and technical crews to the theatrical process. This course requires a serious commitment to the total EHS Theatre Arts Program.

Prerequisite: Completion of Theatre Arts I and the recommendation of Theatre Arts Instructor.

FAMILY AND CONSUMER SCIENCES

CHILD GROWTH AND DEVELOPMENT

Grades 9-12

Heterogeneous Class Academic
Full Year 1 Credit

Child Development offers students a greater understanding and knowledge of child growth, child care, and the many stages of development from conception through teenage years. Studying the physical, mental, emotional and social aspects of child growth and development can improve one's effectiveness when working with children as a future parent, teacher or childcare professional. The optional Empathy Belly TM and "Baby Think It Over"™ programs provide opportunities to simulate the demands of pregnancy and child care. Students will gain hands-on experience as observers and student teachers in the Little Kids Big Kids Experiential Childcare Laboratory. This class will also participate in a mentoring program with Kindergarten children.

Note: College Career Pathways credit may be earned after successful completion of Child Development and Early Childhood.

EARLY CHILDHOOD EDUCATION

Grades 11-12

Heterogeneous Class Academic
1 Semester .5 Credit

Interested in a career working with young children? This course focuses on the application of child development principles and parenting skills. Learn how to guide children in a safe and healthy environment as a student teacher at the nearby Center School as well as prepare curriculum, teach, and manage the Little Kids Big Kids Experiential Childcare Laboratory located at Ellington High School. Topics covered will include types of early education programs,

lesson planning, child observations, childhood nutrition, guiding art, math, science, and language activities, children's literature, and much more. Students will build a portfolio of class work and other relevant material useful in early childhood education careers. Emphasis is placed on the students' initiative, responsibility and motivation.

Prerequisite: Child Growth and Development or permission of the instructor.

Note: College Career Pathways credit may be earned after successful completion of Child Development and Early Childhood.

PARENTING

Grades 10–12

1 Semester

Heterogeneous Class Academic

.5 Credit

All high school students are encouraged to prepare for their future roles as parents by including this course or Child Growth and Development in their course of studies. Here students will assume the perspective of the adult and examine such topics as relationships, the roles and responsibilities of parents, readiness for and adjustments to parenthood, family structures, child guidance and discipline, and families in crisis. All students are encouraged but not required to participate in the “Baby Think It Over”™ and Empathy Belly™ programs. While the course is largely discussion-oriented, there is homework, tests, and a research project.

CULINARY ARTS I

Grades 9-12

1 Semester

Heterogeneous Class Academic

.5 Credit

This course is designed to provide an in-depth knowledge of topics as they relate to food production with the goal of preparing students to be culinary professionals and able to work in food service establishments. Primary focus will be placed on methods of preparation, types of cookery, proper selection of foods relative to nutrition and the use of equipment, knives, and small wares that will be used in a professional kitchen.

CULINARY ARTS II

Grades 11-12

1 Semester

Heterogeneous Class Academic

.5 Credit

This course will build upon the basics covered in Culinary Arts I and continue with an emphasis on management and professionalism. While continuing to learn specific culinary applications related to food production and service, students will learn management strategies and develop and practice their skills in both lab and catered settings.

Prerequisite: Culinary Arts I or permission of the instructor

BAKING AND PASTRY ARTS

Grades 10-12

1 Semester

Heterogeneous Class Academic

.5 Credit

This course introduces the students to the world of Baking. Students will learn about proper baking techniques and prepare a range of baked goods from quick and yeast breads to elaborate specialty cakes, pastries, and desserts. The students may market their end product as part of the course requirements.

Prerequisite: Culinary Arts I or permission of the instructor

FASHION DESIGN

Grades 9-12

1 Semester

Heterogeneous Class Academic

.5 Credit

This course is designed to provide students with understanding the role fashion plays in their lives and the lives of others. Students will learn about the US and global textile apparel industry from a historical view to 21st Century fashion, including the economics of production and manufacturing. The impact that fashion designers such as Michael Kors, Vera Wang, Jimmy Choo, Versace, and Marc Jacobs have on the fashion industry and trends will be a focus, along with personal and professional lifestyles and career opportunities in textiles and apparel. In addition, students will also learn how to construct, alter, and accessorize apparel.

HEALTH EDUCATION

HEALTH AND WELLNESS

Grade 9

1 Semester

Heterogeneous Class Academic

.5 Credit

In this comprehensive study of health issues, students will investigate personal wellness and the relationship between decision-making and personal well-being. This required course challenges the adolescent to take control of their lifestyle and understand the impact of genetic and environmental factors. Health is multidimensional and encompasses social, physical, intellectual, career, emotional and spiritual conditions. Through this course the student will study: wellness concepts, stress management, suicide prevention, accident risk reduction, consumer issues, substance abuse prevention, human sexuality, peer mediation, fitness and nutrition.

PEER LEADERSHIP

Grade 10

1 Semester

Heterogeneous Class Academic

.5 Credit

Peer Leadership is an elective course, designed for students to investigate and practice effective communication skills. Students become sensitive to the needs of their peers and develop skills and attitudes to be more effective in practicing a health enhancing lifestyle. The course is designed to develop techniques of reaching out to others and to encourage referral of situations that require adult intervention.

Upon completion of this curriculum-based training program the student may apply to become a member of the Peer Advocate Team at Ellington High School. These students will actively engage in promoting a safe school environment by implementing outreach strategies and promoting awareness activities for Ellington teens.

Students who enroll in Peer Leadership shall not enroll in Safety in Society as juniors.

SAFETY IN SOCIETY

Grade 10-11

1 Semester

Heterogeneous Class Academic

.5 Credit

Students enrolled in this elective course will investigate the influence peers have on each other during adolescence. A unit on Connecticut Laws, related to driving, drinking and driving and distracted driving will be studied. Personal Safety will incorporate a risk verses benefits analysis about decision making. Students will examine the implications of internet use and social networking. The unit of study Drugs as Medicines, will focus on the use of over-the-counter and prescription drugs. As students study a multitude of health topics the emphasis of this course is to practice effective communication skills.

SOCIAL HEALTH

Grade 11-12

1 Semester

Heterogeneous Class Academic

.5 Credit

This elective course for juniors and seniors will cover a variety of topics that will build communication and personal skills for living as a responsible adult. Students will investigate social issues through self-assessment opportunities and evaluation of group dynamics. Beginning with an understanding of human personality and relationships, students will examine their personal role in building and maintaining the relationships in their life. Units will include: You and Your Relationships, Social Responsibility, Choosing Wellness and Drugs in Society. Activities will promote group interaction focusing on effective communication skills. Therefore, class participation is emphasized.

MATHEMATICS COURSES

The Mathematics Course Sequence Chart aligns courses in a proposed sequence to provide each student with the best possible preparation in mathematics based upon personal interests, needs, and abilities. Flexibility within the math program allows students to move from one sequence to another as deemed appropriate by the teacher, counselor, parents, and student.

Course selection is made with the cooperation of the student, the mathematics department staff, and the guidance personnel.

Students planning on studying scientific courses in post secondary school work should take a full four years of mathematics.

Students planning on taking the Preliminary Scholastic Aptitude Test should finish a full year of Geometry by the end of their sophomore year.

Some possible sequences:

1. For those students completing Algebra I in grade 8:
 - a. Honors Geometry, Honors Algebra II, Honors Pre Calculus, Honors Calculus
 - b. Geometry, Algebra II, Pre Calculus, Calculus
2. For those students completing Pre Algebra in grade 8: Algebra I, Geometry, Algebra II, Advanced Algebra with Trigonometry
Students who had difficulty with pre algebra in grade 8 may be concurrently enrolled in Algebra I and a math support class

Three years of mathematics are required of all students to qualify for graduation from Ellington High School; however, students are encouraged to take mathematics every year. In addition, students must demonstrate proficiency on the district's performance standard in mathematics.

<u>Grade 8*</u>	<u>Grade 9*</u>	<u>Grade 10*</u>	<u>Grade 11*</u>	<u>Grade 12*</u>
Algebra I	Honors Geometry	Honors Algebra II	Honors Pre-Calculus and/or AP Statistics	UCONN ECE/AP Calculus Or AP Calculus or Honors Calculus
Algebra I	Geometry	Algebra II	Pre-Calculus and/or Statistics	Honors Calculus Or Pre-Calculus Or Statistics
Pre-Algebra	Algebra I	Geometry	Algebra II	Advanced Algebra with Trigonometry Or Pre-Calculus Or Statistics

*Grade during which course is typically, but not necessarily, taken.

A graphing calculator (TI 83/84) is required for all mathematics courses.

ALGEBRA I

Heterogeneous Class Academic

Grade 9

Full Year

1 Credit

This one-year course in Algebra I emphasizes the language and techniques of Algebra. Topics of study include linear expressions, equations, and inequalities; operations on polynomials, radical expressions, and an introduction to exponential functions. A TI 83/84 graphing calculator is required for this course.

Prerequisite: Successful completion of a pre algebra or teacher recommendation.

GEOMETRY

Academic

Grade 9-10

Full Year

1 Credit

Geometric concepts are introduced visually, analytically, inductively, and deductively. Students are expected to prove geometric concepts, reason effectively, solve problems and think critically. All topics are given a thorough treatment that will prepare students for future math courses and the SAT's. A graphing calculator is required for this course.

Prerequisite: Algebra I or teacher recommendation

HONORS GEOMETRY

Honors

Grade 9-10

Full Year

1 Credit

Emphasis is placed upon the axiomatic approach in both Geometry and Algebra. Students develop their ability to do mathematical proofs, reason effectively, solve problems, and think critically. A TI 83/84 graphing calculator is required for this course.

Prerequisite: Teacher recommendation

ALGEBRA II

Academic

Grade 10-11

Full Year

1 Credit

This course is a continuation of topics from Algebra I and Geometry and will be using a discovery-based method of instruction. Topics include the study of linear and quadratic functions, polynomial functions and their graphs, solving systems of equations and inequalities, matrices, factoring techniques, and rational expressions. Algebraic problem solving, rigorous notation and analytic geometry are emphasized. A graphing calculator is required.

Prerequisite: Successful completion of Algebra I

HONORS ALGEBRA II

Honors

Grade 10-11

Full Year

1 Credit

Honors Algebra II continues and expands upon the study of linear functions, inequalities, polynomials functions, radicals and exponents. New topics include systems of linear equations in two and three variables, systems of inequalities, rational exponents and functions, higher order radicals, polynomials and factoring, polynomial and rational functions, and quadratic equations, functions, and inequalities. An introduction into exponential and logarithmic functions is also included. A TI 83/84 graphing calculator is required for this course.

Prerequisite: Successful completion of Geometry and teacher recommendation.

PRE-CALCULUS

Grade 11-12

Full Year

Academic

1 Credit

This is a rigorous pre-calculus course. Topics consist of analytical trigonometry, analytical geometry, polynomials, exponential functions, rational expressions and equations, logarithmic functions, and an introduction to calculus. There will also be a focus on the application of those topics and the use of technology. A graphing calculator is required for this course.

Prerequisite: Successful completion of Algebra II

HONORS PRE-CALCULUS

Grade 11-12

Full Year

Honors

1 Credit

This advanced mathematics course is designed for students who may wish to study higher levels of mathematics and science at the college level. Topics of study include techniques, applications, and theory of polynomial, exponential, logarithmic, rational, and trigonometric functions; as well as analytic trigonometry. A graphing calculator is required for this course.

Prerequisite: Successful completion of Algebra II

PROBABILITY AND STATISTICS

Grade 11-12

Full Year

Academic

1 Credit

The student will use statistics (science of collecting, organizing, analyzing, and interpreting data) and probability (that branch of mathematics which deals with the study of purely chance phenomena or events) to study patterns and departures from patterns. This course is designed to expose the student to statistical methods of collecting, analyzing and testing data, and making inferences from the data as well as, working with permutations and combinations, and the binomial theorem as applied to probability. Throughout the course, meaningful applications will be presented to students, so they understand the importance and rationale for studying statistics. Many will appear in the form of authentic case studies and will cover a variety of content including, the sciences, business, computers, demographics, economics and finance, education, engineering, entertainment, food and nutrition, medicine, law and political science. Topics include graphs, frequency tables, measure of central tendency, measure of variation, statistical distribution, hypothesis testing, and probability. Technology and manipulatives will be incorporated on a regular basis during instruction and assessment. A graphing calculator is required.

Prerequisite: Algebra II

ADVANCED PLACEMENT STATISTICS

Grade 11-12

Full Year

AP

1 Credit

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns in advance through probability, and statistical inference. TI 83/84 graphing calculators and other technologies will be utilized in data analysis and simulation throughout the course. A graphing calculator is required. This course will prepare students for the Advanced Placement exam.

Prerequisite: Algebra II; can be concurrent or subsequent to Pre-Calculus

HONORS CALCULUS

Grade 12

Full Year

Honors

1 Credit

The topics of calculus are presented with an emphasis on application. A review of Algebra, Trigonometry, and Analytic Geometry will be provided. A graphing calculator is required for enrollment in this course.

Prerequisite: Successful completion of or concurrent enrollment in Honors Pre Calculus.

ADVANCED PLACEMENT CALCULUS AB AP
 Grade 12 Full Year 1 Credit
 The topics of approximately one semester of college freshman calculus are taught with an emphasis on both theory and application of derivatives and integrals. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. Qualified students are encouraged to take the College Board Advanced Placement AB examination. A graphing calculator is required for enrollment in this course.
 Prerequisite: Successful completion of Pre Calculus

UConn ECE/AP CALCULUS BC AP/ECE
 Grade 12 Full Year 1 Credit
 The topics of single variable calculus are taught on a level compatible with the standards set by the UConn Early College Experience (ECE) Program. Study includes all topics in the UConn curriculum for M1131Q Calculus (completed by mid-year) as well as additional topics in the AP Calculus BC curriculum. AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AP Calculus AB to different types of equations, integration techniques, and introduces the topic of sequences and series. Emphasis will be on both theory and application of derivatives and integrals. University credit, in addition to high school credit, may be given for this UConn ECE Program course. All prospective students must first contact their counselor and the instructor before registering. See “Early College Experience”. In addition, qualified students are encouraged to take the College Board Advanced Placement BC examination. A graphing calculator is required for this course.
 Prerequisite: Successful completion of Pre-Calculus

MUSIC COURSES

HISTORY OF MUSICAL THEATER Heterogeneous Class Academic
 Grade 9-12 1 Semester .5 Credit
 This course is a survey of the history of American musical theater, its origins, development and relevance in society. Students will watch a variety of influential musicals and learn about important composers, lyricists, producers, directors and choreographers who have contributed to the development of the musical. The primary focus will be the stage, though the influence and interplay between Broadway and Hollywood will also be discussed.

MUSIC PRODUCTION Heterogeneous Class Academic
 Grades 9-12 1 Semester .5 Credit
 This course provides an introduction to the basic principles, procedures and techniques of music production. Students will learn to use the software program *Pro Tools* to manipulate and synthesize both prerecorded and live sounds for their own original compositions.

POPULAR MUSIC Heterogeneous Class Academic
 Grades 9-12 Full Year 1 Credit
 This course is open to any student who is interested in music. This course examines popular music from its roots to what is currently being played on the radio. Genres include Folk, Blues, Jazz, Country, R&B, Rock, Worldbeat and Rap. Discussion topics will include famous people, important places and events, and we will listen to the most influential songs. Students will also talk about current events in the music industry.

SONGWRITING Heterogeneous Class Academic
Grade 9-12 1 Semester .5 Credit
This course provides an introduction to the basic principles, procedures and techniques of songwriting and composing, including lyrics, melody, and harmony. Students will explore and experiment with a variety of songwriting and compositional strategies in creating their own music. Students will also become familiar with the work of a variety of important songwriters and composers.

MUSIC THEORY Heterogeneous Class Honors
Grades 9-12 Full Year 1 Credit
This course is intended for students who are interested in studying music theory. Topics covered in this course include pitch, scales, major and minor keys, modes, simple and compound meters, intervals, triads, seventh chords, cadences, phrases, chorale harmonization, figured bass, and form. Students will learn about analysis and composition as well as build their aural skills including melodic and harmonic dictation.

ADVANCED PLACEMENT MUSIC THEORY Heterogeneous Class AP
Grades 9-12 Full Year 1 Credit
This course is intended for advanced students who are interested in studying music theory in preparation for the Advanced Placement Examination. Qualified students are encouraged to take this examination in May. Topics covered in this course include pitch, scales, major and minor keys, modes, simple and compound meters, intervals, triads, seventh chords, cadences, phrases, chorale harmonization, figured bass, and form. Students will learn about analysis and composition as well as build their aural skills including melodic and harmonic dictation. Prerequisite: successful completion of Music Theory or teacher recommendation.

BEGINNING GUITAR Heterogeneous Class Academic
Grades 9-12 1 Semester .5 Credit
This course is intended for beginning guitarists with no prior experience. Students with a beginning level of proficiency will also be accepted in the class. Students will learn how to read various forms of guitar notation including tablature. Classes will be a combination of building technical skills, learning notated music, and learning to care for the guitar. Students will work independently as well as with other students and as a class.

INTERMEDIATE GUITAR Heterogeneous Class Academic
Grades 9-12 1 Semester .5 Credit
This course is intended for students who have completed beginning guitar or guitarists with some prior experience. Students with prior experience will meet with the teacher to determine an appropriate placement. Students will expand their music reading skills in guitar notation, including standard notation and tablature by performing music that is more complex than beginning guitar. Classes will be a combination of building technical skills, learning notated music, expanding the chord library and playing more challenging chord progressions. Students will learn independently, as well as with other students and as a class.

CHORALE Heterogeneous Class Academic
Grades 9-12 Full Year 1 Credit
This ensemble is open to any student with a desire to sing. The Chorale sings a variety of music ranging from Classical to Spirituals. Emphasis is placed on the fundamentals of ensemble singing, including blend, balance, pitch and rhythmic accuracy, pronunciation, diction, expression and interpretation. The group performs in at least one concert each semester. Participation in all dress rehearsals and performances is mandatory. Every year, Music Department ensembles participate in auditions and festivals.

TREBLE CHORUS Heterogeneous Class Honors
Grades 10-12 Full Year 1 Credit
This select treble ensemble is open to any sophomore, junior or senior student who demonstrates an exemplary ability to sing, though previous experience is not necessary to audition. The Treble Chorus sings a variety of music from the treble literature ranging from Classical to Jazz, both accompanied and *a cappella*. Emphasis is placed on blend, balance, pitch and rhythmic accuracy, vocal technique, tone quality, pronunciation, diction, expression and interpretation. The group performs in at least one concert each semester as well as at additional school and non-school events. Participation in all dress rehearsals and performances is mandatory. All students will prepare a piece for adjudication in the fall. Every year, Music Department ensembles participate in auditions and festivals. Placement in this ensemble is by audition.

VOCAL ENSEMBLE Heterogeneous Class Honors
Grades 10-12 Full Year 1 Credit
This select ensemble is open to any sophomore, junior or senior student who demonstrates an exemplary ability to sing, though previous experience is not necessary to audition. The Vocal Ensemble sings a variety of challenging music ranging from Classical to Jazz, both accompanied and *a cappella*. Emphasis is placed on blend, balance, pitch and rhythmic accuracy, vocal technique, tone quality, pronunciation, diction, expression and interpretation. The group performs in at least one concert each semester as well as at additional school and non-school events. Participation in all dress rehearsals and performances is mandatory. All students will prepare a piece for adjudication in the fall. Every year, Music Department ensembles participate in auditions and festivals. Placement in this ensemble is by audition.

VOCAL TECHNIQUES/STYLE Heterogeneous Class Academic
Grades 9-12 1 Semester .5 Credit
This course is open to any student with a desire to sing. The course focuses on a number of elements of solo singing, including pitch and rhythmic accuracy, vocal technique, tone quality, pronunciation, diction, expression and interpretation. The class will include both solo and small group singing in a wide variety of styles from art songs and madrigals to jazz and contemporary popular music.

STEEL DRUM BAND Heterogeneous Class Academic
Grade 9-12 1 Semester .5 Credit
This course is open to all students who are interested in learning about steel drum music, and learning how to play steel drum instruments. The course will focus on basic music reading skills, transcription, and sight-reading. Prior musical experience is encouraged but not required. Students will perform simple songs and calypsos accurately and artistically. Students will have the opportunity to perform songs outside of the class and in public performances. Every year, Music Department ensembles participate in auditions and festivals. Participation in all dress rehearsals and concerts is mandatory.

CONCERT BAND Heterogeneous Class Academic
Grades 9-12 Full Year 1 Credit
This course is open to all students who are proficient on a band instrument as determined by the Director of Instrumental Music. The concert band is linked to the marching cadre during the fall and spring and marches at various parades. Throughout the rest of the year the concert band performs on a regular basis both within and outside the community. Assessments on instrumental skill development are given and daily practice is expected. Participation in all evening rehearsals, dress rehearsals and performances is mandatory. Every year, Music Department ensembles participate in auditions and festivals.

WIND ENSEMBLE Heterogeneous Class Pass/Fail
 Grades 9-12 Full Year - After School Class .5 Credit
 This select group meets once per week after school at a time that will be determined and is open to all students who demonstrate an exemplary ability to perform in an instrumental ensemble. This course will focus on advanced musical skills required of a small ensemble. Throughout the year the wind ensemble performs on a regular basis both within and outside the community. This class focuses on advanced musicianship and reading skills, as well as ensemble playing. Participation in all dress rehearsals and performances is mandatory. All students will prepare a solo piece for adjudication in the fall. Every year, Music Department ensembles participate in auditions and festivals. Participation in marching band is encouraged. Placement in this ensemble is by audition.

JAZZ BAND Heterogeneous Class Honors
 Grades 9-12 Full Year 1 Credit
 This select course is open to all students who have reached an advanced level of proficiency on a band instrument as determined by the Director of Instrumental Music. Throughout the year, the jazz band performs on a regular basis both within and outside the community, including spring jazz festivals and concert performances. Student work focuses on advanced musicianship, reading skills, improvisation, and ensemble playing as part of the program. Daily practice and assessment of skill development are to be expected. Participation in all dress rehearsals and performances is mandatory. Every year, Music Department ensembles participate in auditions and festivals. Participation in marching band is encouraged. Placement in this ensemble is by audition.

JAZZ STUDIES Heterogeneous Class Academic
 Grades 9-12 Full Year 1 Credit
 This course is open to all students who are interested in jazz improvising, theory, and history. This course will include listening to major jazz musicians from the early 1900's through today. Students will learn about the strange mishaps and history of those most influential in making their art a respected form of music today. The subject matter will be tailored to provide a resource for improvisation and style.

PHYSICAL EDUCATION COURSES

The Ellington High School PE department seeks to educate all students to their academic & physical potential. Focus is placed on the principles of sportsmanship, rules interpretation, motor skill development and physical fitness, encouraging students to lead a physically active lifestyle. A student at Ellington High School must pass two semesters, for a total of one credit, of physical education in order to satisfy his/her graduation requirement. Students are expected to be prepared and to participate to the best of their ability.

- ✓ All students enrolled in a PE course will be required to participate in the CT Physical Fitness Assessment, which includes the mile run, sit-and-reach, curl-ups, and push-ups.
- ✓ A written final exam will be given at the conclusion of the semester and will be worth 20% of a student's final semester grade.

Long-term excuse: A written statement from the family doctor should be provided if a student is unable to participate due to illness or injury for more than one school day.

Daily Excuse: The school nurse, prior to class, must confirm all family and doctor excuses.

PHYSICAL EDUCATION I Heterogeneous Class Academic
 Grade 9 1 Semester .5 credit
 This PE course is a requirement for all students in grade 9. It is designed to meet the needs of all students through individualized and group instruction with emphasis placed on the improvement of motor skills and the ability to work collaboratively with others. Units covered: Flag football,

Ultimate Frisbee, Archery, Badminton, Pickleball, Volleyball, and the CT Physical Fitness Assessment. Students are evaluated based on their daily participation and written unit quizzes.

PHYSICAL EDUCATION II

Heterogeneous Class Academic

Grades: 10

1 Semester

.5 Credit

This elective course is only available to students who have already earned credit in PE I. The concepts and skills from PE I are expanded upon in PE II. Students will be required to demonstrate a more advanced understanding of the rules and regulations of each sport as compared to PE I. Emphasis in this course will be on team strategies, refinement of motor skills, sportsmanship and in-class tournaments. Students will have the opportunity to officiate their peers during some activities. Units covered: Flag football, Ultimate Frisbee, Badminton, Pickleball, Volleyball, Fitness, Tennis, and the CT Physical Fitness Assessment. Students will be evaluated based on their daily participation and written unit quizzes.

FITNESS

Heterogeneous Class Academic

Grades 11-12

1 Semester

.5 Credit

This elective course is only available to students who have already earned one full credit in PE. Focus will be placed on the components of physical fitness: cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition. Students will develop individualized fitness programs to meet their personal goals. This physically challenging course will offer aerobic workouts, circuit training, speed training, group fitness activities, yoga, resistance training, and the CT Physical Fitness Assessment. Students will be required to read articles on fitness related topics and will participate in a variety of training methods during the semester. Training principles related to injury prevention will be practiced, as well as how to safely use equipment in a fitness facility. Students will be evaluated based on their daily participation and written unit quizzes.

LIFETIME ACTIVITIES

Heterogeneous Class Academic

Grade 10

1 Semester

.5 Credit

This elective course is only available to students who have already earned credit in PE I. The units covered are activities that can be enjoyed for a lifetime. Basic game concepts, strategies and skills will be taught. Focus will be placed on the improvement of motor skills, collaborative experiences, and personal well being. Units covered: Ping Pong, Yoga, Archery, Back-yard games (Croquet, Kan Jam, Lasso Golf), Circus Arts (Juggling, Stilts, Spin Jammers), Tennis, Frisbee Golf, Badminton, Power Walking, and the CT Physical Fitness Assessment. Students will be evaluated based on their daily participation and written unit quizzes.

UNIFIED PHYSICAL EDUCATION

Heterogeneous Class Academic

Grade 11-12

1 Semester

.5 credit

This elective course is only available to students who have earned 1 full credit in physical education, fulfilling their graduation requirement. This class will follow the Special Olympics model for physical education emphasizing: cooperation, problem solving, and forming relationships between peers. Student-leaders work and team up with students with disabilities to create a supportive learning environment while engaging in physical education activities. Key focus points will include motor development, exercise science, physical activity, movement & wellness concepts, safety issues, physical and mental fitness. Unified PE encourages growth through interaction with others in individual and team activities and the development of leadership and life skills, along with an appreciation for differences amongst the student body. Students interested in taking this course must be recommended by a PE teacher.

YOGA FOR HEALTH AND FITNESS

Grades 11-12

1 Semester

Heterogeneous Class Academic

.5 credit

This elective course is open to students who have already earned credit in PE 1. This course is designed to introduce students to the postures, breathing techniques and relaxation methods of Vinyasa flow yoga. Through this course, students will build a flexible strong body, dissolve tensions, and improve body composition. Participation will also improve one's psychological/mental well being by increasing both self confidence and mental clarity. Over the course of the class, students will progress from a beginner's level to the more advanced stage of Power yoga. Students will be evaluated on their daily active participation and written unit quizzes.

SCIENCE COURSES

High School Science Philosophy

The Science Department at Ellington High School believes that the learning of science is an interactive process in which students learn to ask questions, develop protocols, record and analyze data, apply scientific concepts, and draw conclusions. The science curriculum, consistent with the mission and expectations of the school, provides carefully designed learning experiences needed to help all students become critical thinkers and problem-solvers. These life-long skills are fostered through a variety of instructional methods, including formal inquiry-based laboratory investigations. We believe it is important for all students to become scientifically informed citizens and consumers. As such, emphasis is placed on developing scientific literacy skills and empowering students to apply their understanding of science to the real world throughout their lives.

Three years of science, including biology, are required of all students to qualify for graduation from Ellington High School. Students are encouraged to take four years of science.

It is recommended that students begin their science program with Integrated Science, especially those with an interest in physical science.

Grade 9 students with exceptional interest in and aptitude for life science may pursue an accelerated science program beginning with Honors Biology.

Proposed sequence of courses:

Grade 9 Options	Grade 10 Options	Grade 11 Options	Grade 12 Options
Integrated Science	Biology+	Chemistry Environmental science Earth science Physics	Anatomy & Physiology Chemistry Environmental science Earth science Physics *AP Biology *AP Chemistry *AP Environmental Science
Biology+	Chemistry Environmental science Earth science	Anatomy & Physiology Chemistry Environmental science Earth science Physics *AP Biology *AP Chemistry *AP Environmental Science	Anatomy & Physiology Chemistry Environmental science Earth science Physics *AP Biology *AP Chemistry *AP Environmental Science

*AP science courses require summer work

+A passing grade in Biology is a requirement for graduation.

The Science CAPT (Connecticut Academic Performance Test) is a requirement for graduation.

Students may take multiple science classes concurrently with preference for enrollment given to grade 12 and grade 11 students.

INTEGRATED SCIENCE

Grade 9

Full Year

Academic

1 credit

This course will challenge each student to use research and observation, critical thinking, analysis, and lab activities to explore science topics including chemistry, electricity, magnetism, environmental issues, and earth science. Special attention is given to energy use and its impact on the environment. This course increases students' scientific literacy, prepares them for the Connecticut Aptitude Performance Test (CAPT) and life in an increasingly science-oriented world.

HONORS INTEGRATED SCIENCE

Grade 9

Full Year

Honors

1 credit

The curriculum is similar to Academic Integrated Science but moves at an accelerated pace and involves more in depth study. The rigors of this course necessitate a strong commitment by outstanding and motivated students interested in science. This course increases students' scientific literacy, prepares them for the Connecticut Aptitude Performance Test (CAPT) and life in an increasingly science-oriented world.

BIOLOGY

Grade10

Full Year

Academic

1 Credit

This course will introduce the student to the complex concepts of molecular and cellular biology, genetics, biotechnology, and ecology. Through student-centered inquiry, students will explore the unity and diversity of living organisms, how they function, and how they interact with their environment. We will focus on current scientific, technological, and societal issues as they relate to the biological concepts discussed in class.

Students are expected to apply, analyze, synthesize, and evaluate scientific knowledge. In addition, there will be an emphasis on effective reasoning, thinking, and problem solving. This increases students' scientific literacy, prepares them for the Connecticut Aptitude Performance Test (CAPT) and life in an increasingly science-oriented world. A passing grade in Biology is a requirement for graduation.

HONORS BIOLOGY

Grades 9-10

Full Year

Honors

1 Credit

The Honors Biology course is designed to cover advanced biological concepts in biochemistry, cell structure and metabolism, microbiology, genetic continuity, evolution, and ecology. Formal laboratory investigations and reports are an integral part of this course. Students are expected to research, design, perform and present collaborative science projects. Students will read, reflect and report on current scientific articles. In addition, students are to complete a research based portfolio. The rigors of this course necessitate a strong commitment by outstanding and motivated students interested in life sciences.

Prerequisites: Recommendation by the most recent science teacher and concurrent enrollment in geometry.

ADVANCED PLACEMENT BIOLOGY

Grades 11-12

Full Year

AP

1 Credit

AP Biology is an advanced course for qualified and highly self-motivated science students who have a strong foundation in biology and chemistry. This course meets the objectives of a general biology course on a college level and is taken as a second high school biology course by those students who have an exceptional interest in life science. Students will be expected to spend an extensive amount of time outside of the classroom to research and prepare for laboratory investigations and classroom discussions. The curriculum is organized around the fundamental principles and concepts of molecular and cellular structure, heredity, evolution, organisms, and populations. This course is designed to develop advanced inquiry and reasoning

skills. A minimum of 25% of this course will be focused on laboratory investigations. Students will be expected to complete a summer assignment, due on the first day of school, and to take the AP Biology exam in May.

Prerequisites: Open to juniors and seniors who have successfully completed biology and chemistry.

TRADITIONAL CHEMISTRY

Grades 10-12

Full Year

Academic

1 Credit

This course is designed for the student considering college study in any science. This traditional chemistry approach emphasizes the theories of chemistry. Students are taught mathematical applications, laboratory methods and technical writing skills necessary for a solid background in basic chemistry. Laboratory work includes the use of the Calculator Based Lab (CBL) system with probes and sensors and statistical data processing.

Prerequisites: Algebra I. Teacher recommendation. **College Career Pathways course**

HONORS CHEMISTRY

Grades 10-12

Full Year

Honors

1 Credit

This course is designed for the student considering college study in any science. This traditional chemistry approach emphasizes the theories of chemistry. Students are taught mathematical applications, laboratory methods with data analysis, and the use of the Calculator Based Lab (CBL) system using probes and sensors and technical writing skills necessary for a solid background in chemistry. Formal lab reports are required and students must complete summer assignment on review topics. A TI- 83 or TI- 84 plus calculator is required for coursework.

Prerequisites: Algebra I. Concurrent enrollment in Honors Algebra II or Academic Algebra II. Passing grade in Biology and teacher recommendation. **College Career Pathways course**

ENVIRONMENTAL SCIENCE

Grades 10-12

Full Year

Academic

1 Credit

Students will be introduced to concepts in ecology and issues with the environment. The course is designed to help students utilize technology to research current information about the causes, effects and solutions to environmental issues. The course will also cover conventional and alternative energy sources and natural resource management. **College Career Pathways course**

ANATOMY & PHYSIOLOGY

Grades 11-12

Full Year

Heterogeneous Class Academic

1 Credit

Students interested in pursuing careers in allied health, medicine, or in biological fields should consider taking Anatomy and Physiology. The course will provide a basic understanding and working knowledge of the human body. The course begins with a brief review of topics in Biology and Chemistry and continues with a body system approach to Anatomy and Physiology. Body systems studied include integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, digestive, and reproductive. Clinical applications and current issues in health are integrated throughout the course.

Prerequisites: Passing grade in Biology and Chemistry. Priority will be given to seniors if all interested students cannot be accommodated.

PHYSICS

Grades 11-12

Full Year

Academic

1 Credit

The primary aim of this course is to expose the student to a conceptual development followed by plenty of practice working with both fundamental physical concepts and problem solving skills. Among the topics covered are: mechanics, heat, waves, sound, light, electricity, magnetism and subatomic physics. This course provides good preparation for college. Laboratory work is an integral part of this course. Prerequisite: Algebra I and II.

HONORS PHYSICS

Grades 11-12

Full Year

Honors

1 Credit

This course covers the complete physics core, ensuring thorough preparation for college. It emphasizes not only the facts and equations of physics but also the concepts behind the equations. Among the topics covered are: mechanics, heat, waves, sound, light, electricity, magnetism and subatomic physics. Students learn how to apply basic formulas in problem solving and are taught higher mathematical applications, laboratory methods with statistical data processing, and the use of CBL system using probes and sensors and technical writing skills. Formal lab reports are required. Prerequisites: Concurrent or past enrollment in Honors Pre Calculus, AP/UConn Calculus, Honors Calculus or Academic Pre Calculus.

UConn/ECE PHYSICS

Grades: 11-12

Full Year

UConn ECE

1Credit

UConn ECE Physics is a course for students who desire to perform and be challenged at the college level. This college freshman physics course is a combination UConn Physics 1201Q (Fall) and Physics 1202Q (Spring); taught on a level compatible with the standards set by the UConn Early College Experience Program. An emphasis will be placed on problem solving and how the fundamentals of physics are applied to real world scenarios. A strong laboratory component accompanies this course incorporating the use of digital probes and computer aided data analysis. Formal lab reports are required. Students will have the opportunity to earn eight (8) UConn credits in addition to high school credit. Topics to be explored include but are not limited to: Motion, Force, Heat and Thermodynamics, Fluids, Energy, Waves and Electromagnetic Phenomena, Electricity and Magnetism, Radiation, Special Relativity and Modern Physics. Prerequisites: Current or past enrollment in Honors Pre-Calculus, AP/UConn Calculus, and/or Honors Calculus. A strong math background is highly recommended.

***Per UConn ECE policy students must pass with a “C” or better (73+) to earn UConn Credit. A student may not earn credit for 1202Q without passing 1201Q with a “C” or better.**

ADVANCED PLACEMENT CHEMISTRY

Grades 11-12

Full Year

AP

1 Credit

AP Chemistry is an advanced college level Chemistry course for qualified and highly self-motivated science students with a strong background in Chemistry fundamentals. This course meets the objectives of a college level Chemistry course, as set by the College Board, and is taken as a second high school Chemistry course. The chemistry curriculum is centered around 6 big ideas in Chemistry with a focus reaction types, writing equations, equilibrium, thermodynamics, kinetics, and acid-base chemistry. Students will be expected to spend an extensive amount of time outside of the classroom to practice problem solving skills and to prepare for extensive laboratory investigations. Much of the content of this course is reinforced through the completion of formal labs; a minimum of 25% of this course is spent on lab work. Students receiving above average scores on the AP Chemistry exam (given in May) are awarded college credit by some colleges. Students are expected to complete a 3 chapter summer assignment (due on the 1st of school) which serves as an important review of chemistry fundamentals.

Prerequisites: Open to juniors and seniors that have successfully completed Honors or Academic Chemistry. **College Career Pathways course**

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Grades 11-12

Full Year

AP

1 credit

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions

for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study.

The AP Environmental Science course is an excellent option for any interested student who has completed two years of high school laboratory science — one year of life science and one year of physical science (for example, a year of biology and a year of chemistry), and who are willing to take on the challenge of rigorous academic work both in the classroom and in the field.

Prerequisites: Passing Grade in Biology and Chemistry. Summer work is required.

SOCIAL STUDIES COURSES

The Social Studies Department of Ellington High School promotes students' intellectual development through the acquisition and application of knowledge to examine society's historical and contemporary issues. Students hone communication and critical thinking skills, develop a sense of civic responsibility, and understand their roles in a global society.

MODERN WORLD HISTORY

Grade 9

Full Year

Honors

1 Credit

This course provides a survey of both Western and non-Western societies beginning in the Industrial Era. The class will examine those political, social, economic, religious and intellectual factors that have shaped the world as it exists today. Among the topics covered are: the Industrial Revolution, World War I and World War II, the world after 1945 and the Cold War. Students will be expected to hone their study skills and become independent learners especially in regards to reading. This class will place a heavy emphasis on primary source analysis, student research, reading and writing. Students are expected to be self-motivated, responsible, and committed to academics. Honors classes engage students in research projects, homework that is an extension of class work, extensive reading and writing class work and projects, as well as collaborative work. Students recommended for placement at the Honors level have demonstrated a solid degree of commitment to academic achievement.

MODERN WORLD HISTORY

Grade 9

Full Year

Academic

1 Credit

This course provides a survey of both Western and non-Western societies beginning in the Industrial Era. The class will examine those political, social, economic, religious and intellectual factors that have shaped the world as it exists today. Among the topics covered are: the Industrial Revolution, World War I and World War II, the world after 1945 and the Cold War. Students will be expected to hone their study skills and become independent learners especially in regards to reading. This class will place a heavy emphasis on primary source analysis, student research, reading and writing.

ADVANCED PLACEMENT GOVERNMENT AND POLITICS: UNITED STATES

Grades 10-12

Full Year

AP

1 Credit

This Advanced Placement American Government course will prepare a select group of highly motivated, talented students to take the Advanced Placement exam and will afford them an opportunity to participate in a college-level course with more personalized instruction.

Summer reading required.

CIVICS/GOVERNMENT

Grades 10-12

1 Semester

Honors

.5 Credit

This course provides an introduction to the principles and practices of American government. Students will investigate the United States Constitution, the Bill of Rights, effective citizenship, and the three branches of government. They will also demonstrate knowledge of the rights and

responsibilities of citizens to participate in and shape public policy. Students are expected to be self-motivated, responsible, and committed to academics. Honors classes engage students in research projects, homework that is an extension of class work, extensive reading and writing class work and projects, as well as collaborative work. Students recommended for placement at the Honors level have demonstrated a solid degree of commitment to academic achievement.

CIVICS/GOVERNMENT

Grades 10-12

1 Semester

Academic

.5 Credit

This course provides an introduction to the principles and practices of American government. Students will investigate the United States Constitution, the Bill of Rights, effective citizenship, and the three branches of government. They will also demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy.

ECONOMICS

Grades 10-12

1 Semester

Honors

.5 credit

This course serves as an introduction to the study of micro- and macro-economic principles within the global economic system. Special emphasis will be placed on current economic issues. Topics will include supply and demand, production and consumption, and international trade. Course experiences will include real-world applications in order to bridge the gap between theory and practice. Students are expected to be self-motivated, responsible, and committed to academics. Honors classes engage students in research projects, homework that is an extension of class work, extensive reading and writing class work and projects, as well as collaborative work. Students recommended for placement at the Honors level have demonstrated a solid degree of commitment to academic achievement.

ECONOMICS

Grades 10-12

1 Semester

Academic

.5 credit

This course serves as an introduction to the study of micro- and macro-economic principles within the global economic system. Special emphasis will be placed on current economic issues. Topics will include supply and demand, production and consumption, and international trade. Course experiences will include real-world applications in order to bridge the gap between theory and practice.

ADVANCED PLACEMENT UNITED STATES HISTORY

Grades 10-12

Full Year

AP

1 Credit

This Advanced Placement course is designed to provide students of high ability and motivation an opportunity to learn in a college-level environment. It prepares students for immediate advanced college courses by making demands upon them equivalent to those of a full year introductory college course, including extensive reading, writing, and research. Students in this class have the advantage of more individual contact with the teacher than may be afforded them in a college setting. Students will work extensively with primary source material and will compose clear, persuasive essays based upon historical evidence. The course is designed to provide students with the necessary factual knowledge and analytical skills to examine concepts and problems in American History. Further, it prepares them to take the Advanced Placement exam which is administered in May.

Summer reading is required.

AMERICAN STUDIES

Grade 11

Full Year

ECE

1 credit*

This course integrates the study of American history and literature in a college level survey course. When selecting this course, students are enrolling in a dual-block English and history co-taught class. It is an intensive study of the political institutions and behaviors, public policy,

social and economic change, diplomacy and intellectual developments of the United States. Students will analyze, evaluate, and organize historical evidence from a variety of sources. This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Novels along with a wide variety of essays, speeches, short stories, and poetry will be utilized. See UConn “Early College Experience” credit requirements for additional information. Summer reading will be required.

The course will revolve around four important literary and cultural themes:

1. Building new worlds, exploration, expansion, and constitutionalism
2. America’s struggles with war and peace
3. The development of the American Dream: myth vs. reality
4. American attitudes, including sexism, racism, equality and immigration.

*Upon successful completion of the course students will earn one credit in social studies and one credit in English.

AMERICAN STUDIES

Grade 11

Full Year

Honors
1 credit*

This course integrates the study of American history and literature in a college level survey course. When selecting this course, students are enrolling in a dual-block English and history co-taught class. It is an intensive study of the political institutions and behaviors, public policy, social and economic change, diplomacy and intellectual developments of the United States. Students will analyze, evaluate, and organize historical evidence from a variety of sources. This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Novels along with a wide variety of essays, speeches, short stories, and poetry will be utilized. Summer reading will be required. Students are expected to be self-motivated, responsible, and committed to academics. Honors classes engage students in research projects, homework that is an extension of class work, extensive reading and writing class work and projects, as well as collaborative work. Students recommended for placement at the Honors level have demonstrated a solid degree of commitment to academic achievement.

The course will revolve around four important literary and cultural themes:

1. Building new worlds, exploration, expansion, and constitutionalism
2. America’s struggles with war and peace
3. The development of the American Dream: myth vs. reality
4. American attitudes, including sexism, racism, equality and immigration.

*Upon successful completion of the course students will earn one credit in social studies and one credit in English.

MODERN UNITED STATES HISTORY

Grade 11

Full Year

Honors
1 Credit

In this course, students will examine 20th century American History in order to appreciate the stories of those who lived during and through events such as the World Wars, the Great Depression, and the Cold War. A background in these historical periods will allow students to better understand contemporary events and issues. Emphasis will be placed on the study and analysis of primary documents in order to better appreciate history from the perspective of those who experienced the events first – hand. Students are expected to be self-motivated, responsible, and committed to academics. Honors classes engage students in research projects, homework that is an extension

of class work, extensive reading and writing class work and projects, as well as collaborative work. Students recommended for placement at the Honors level have demonstrated a solid degree of commitment to academic achievement.

MODERN UNITED STATES HISTORY

Academic

Grade 11

Full Year

1 Credit

In this course, students will examine 20th century American History in order to appreciate the stories of those who lived during and through events such as the World Wars, the Great Depression, and the Cold War. A background in these historical periods will allow students to better understand contemporary events and issues. Emphasis will be placed on the study and analysis of primary documents in order to better appreciate history from the perspective of those who experienced the events first – hand.

CONTEMPORARY ISSUES

Heterogeneous Class Academic

Grade 12

Full Year

1 Credit

Contemporary Issues is designed to prepare students to be active, contributing members of society. Decision-making based upon rational understanding of issues will be pursued. Individual research, readings, and other resources will be used to complete myriad assignments. Students are encouraged to think and participate freely in classroom discussions. The variety of issues discussed in this class may change from year to year, but a few consistent topics will include diversity, current events, terrorism, youth culture, government policies and health issues.

ECE EUROPEAN HISTORY

ECE

UConn History 1400 – Modern Western Traditions

Grade 11-12

Full Year

1 Credit

This course explores themes and concepts in Western Civilization since the Middle Ages. Students will examine the political, religious, intellectual and cultural currents of the period through a variety of texts and lecture. Reading and writing are integral to this class. Readings will consist of textbook selections as well as numerous supplemental primary and secondary sources. Writings will range from research papers to book reviews and essay tests. See UConn “Early College Experience” credit requirements for additional information. Enrollment is based upon a student’s ability to meet Ellington High School’s established criteria as explained in the section entitled “UConn Early College Experience (ECE).”

EUROPEAN HISTORY

Honors

Grade 11-12

Full Year

1 Credit

This course examines the major events, and their causes, that shaped the European World since the Middle Ages through lecture, discussion and primary and secondary source readings. Students are made aware of the various elements that have shaped the modern western world including economics religion and politics. Major topics include the Protestant Reformation, the Age of Absolutism, the Enlightenment, the French Revolution, the Unification of Italy and Germany and the World Wars. Students will focus on writing through a research paper, article reviews, essay tests and document based questions.

SOCIOLOGY

Heterogeneous Class Academic

Grade 12

Full Year

1 Credit

The goal of this course is to introduce the student to the various themes, perspectives and methodologies of sociology. It explores how human beings learn a large portion of their behaviors and examines the way we interact within groups and societies. This hands-on course will look at the physical and human patterns and processes, as students will:

- Utilize concepts, principles, theories, and methods of sociologists in examining and attempting to explain social life.
- Develop a sociological imagination that will enable students to review their own lives

within a broader social and historical context.

- Analyze social problems and issues and develop alternative choices (critical thinking)
- Have a working knowledge of basic sociology vocabulary.

Students will develop a unique perspective that they can use to understand how people and groups in the world develop. The overall goal of this course is to introduce students to a new way of seeing the interaction of diverse groups of people rather than simply conveying information.

SHARING LIVES STAGING HISTORY

Grades 10-12

1 Semester

Heterogeneous Class Honors

.5 credit

In this course, students with specific interests in history and the creative arts will be provided an opportunity to apply interdisciplinary methods to research topics of interest related to the National History Day theme and create and present historical documentaries or performances based upon the topics of choice.

This course does not meet NCAA core course guidelines as established by the NCAA core course review committee.

ADVANCED PLACEMENT PSYCHOLOGY

Grade 11-12

Full Year

Heterogeneous Class AP

1 Credit

Advanced Placement Psychology offers highly motivated students the opportunity to study the equivalent of a college level introductory psychology course. This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Advanced Placement Psychology provides instruction in each of the following 14 content areas: History and Approaches, Research Methods, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Psychology, Treatment of Psychological Disorders, and Social Psychology. The course is designed to expose students to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology, as well as provide an understanding of the ethics and methods used in the practice of psychology. This course prepares students to take the Advanced Placement exam which is administered in May.

Summer reading is required.

ADVANCED PLACEMENT MICROECONOMICS

Grades 11-12

Full Year

AP

1 credit

The purpose of the AP course in Microeconomics is to provide a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, includes the study of factor markets, and of the role of government in promoting greater efficiency and equity in the economy. This course will then move on to study national income and price-level determination and also develop students' familiarity with economic performance measures, the financial sector, stabilization policies, and economic growth. Interested students should have a solid background in mathematics. This course prepares students to take the Advanced Placement Exam which is administered in May.

TECHNOLOGY EDUCATION

Students enrolled in Technology Education courses will develop expertise in problem solving and communication. These courses provide an excellent opportunity to develop practical skills through hands-on application of skill and concepts. Students will learn to reason effectively, think critically, and solve problems.

The major areas of study are grouped under Communication, Manufacturing and Construction. Juniors and seniors may, based upon their experience and the permission of the instructor, take on advanced courses without taking the prerequisite course.

BASIC TELEVISION/VIDEO PRODUCTION Heterogeneous Class Academic
Grades 9-12 1 Semester .5 credit
This course provides an introduction to the basic principles, procedures, and techniques of television/video production. Students will learn the basic formats and techniques used for pre-production, production, and post-production. Students are introduced to producing, directing, composition, lighting, videography, audio and video mixing, graphics, character generation, post-production editing, and on-camera announcing and interviewing. Students are instructed in the proper use of the equipment. This class will produce the morning announcements for students and staff. All students enrolled in this course will be required to be on-air personalities during the semester. Note: This course will be a prerequisite for all future television/video production courses.

ADVANCED TELEVISION/VIDEO PRODUCTION Heterogeneous Class Academic
Grades 9-12 1 Semester .5 credit
This course covers advanced principles, procedures, and techniques of television/video production. Students will expand their knowledge of formats and techniques used for pre-production, production, and post-production for studio and field work. Students will apply skills in writing, producing, directing, composition, lighting, videography, audio and video mixing, graphics, character generation, post-production editing, and on-camera announcing and interviewing. Students will produce advanced video projects, such as documentaries, public service announcements, music videos, and Fox 61 student news stories.
Prerequisite: Basic Television/Video Production

JOURNALISM IN THE 21ST CENTURY Honors
Grades 11-12 Full Year 1 Credit*
Journalism in the 21st Century will focus on defining and gathering news in the digital age, the art of interviewing, copyediting, writing news stories, opinion, features, and sports writing, headlines, maintaining a website, and posting news stories and updates via various social media outlets. When selecting this course, students are enrolled in a single-block (two credit), English and Tech. Ed. co-taught class. Students will be required to complete and document 160 hours of additional coursework beyond the classroom, including:

- Reporting on school/sporting/Board of Education/community events.
- Social media/website updates
- Video editing/voiceover recording

The requirements of the course include the production of a quarterly school newspaper and broadcast news program.

Prerequisite: completion of English II (sophomore English)

*Upon successful completion of the course students will earn one credit in English and one credit in Technology Education.

This course does not meet NCAA core guidelines as established by the NCAA core course review committee.

JOURNALISM IN THE 21ST CENTURY

Grades 11-12

Full Year

Academic

1 Credit*

Journalism in the 21st Century will focus on defining and gathering news in the digital age, the art of interviewing, copyediting, writing news stories, opinion, features, and sports writing, headlines, maintaining a website, and posting news stories and updates via various social media outlets. When selecting this course, students are enrolled in a single-block (two credit), English and Tech. Ed. co-taught class. Students will be required to complete and document 120 hours of additional coursework beyond the classroom, including:

- Reporting on school/sporting/Board of Education/community events.
- Social media/website updates
- Video editing/voiceover recording

The requirements of the course include the production of a quarterly school newspaper and broadcast news program.

Prerequisite: completion of English II (sophomore English)

*Upon successful completion of the course students will earn one credit in English and one credit in Technology Education.

This course does not meet NCAA core guidelines as established by the NCAA core course review committee.

TRANSPORTATION SYSTEMS

Grades 9–12

1 Semester

Heterogeneous Class Academic

.5 Credit

This course provides a comprehensive coverage of transportation systems as it applies to vehicular systems such as air, land, marine, and space. In addition, the course will explore support systems for moving cargo in various environments. The effects of transportation technology on individuals, society, and the environment, as well as the evolution of transportation are introduced and explored. The course will provide students the opportunity to apply knowledge through “hands on” activities related to topics within Transportation Systems.

INTRODUCTION TO TECHNICAL DRAWING AND CAD

Grades 9-12

1 Semester

Academic
Heterogeneous Class

.5 Credit

This course provides a "hands on" introduction to computer-aided drawing (CAD), teaching students the hardware, operation, and technical language of computer-aided drafting and design. CAD is a valuable guide for anyone interested in the application of computers for drafting, design and technical illustration. Emphasis will be placed on problem solving through collaboration with classmates. Those who are interested in preparing for a career as CAD drafter, designer or engineer will find this course to be an essential part of their studies.

ADVANCED CAD WITH 3D MODELING

Grades 9-12

1 Semester

Heterogeneous Class Academic

.5 Credit

This course is designed for students considering a career in engineering or related technology. Students will work collaboratively to solve product design problems and complete a detailed pictorial drawing using CAD techniques.

Prerequisite: Introduction to Technical Drawing and CAD or the permission of instructor.

MANUFACTURING SYSTEMS

Grades 9-12

1 Semester

Heterogeneous Class Academic

.5 Credit

This course provides students with an introduction to materials and processes that will transform raw material into a finished product. Emphasis is placed on design, production, cutting, forming, assembly and finishing. Students will identify a design problem, engineer a product, and select the

sequence of operations and materials required to manufacture that product. The goal is to provide a broad picture of materials and processes rather than develop specific skills.

COMMUNICATIONS SYSTEMS

Heterogeneous Class Academic

Grades 9-12

1 Semester

.5 Credit

This course is a general introduction to industry-standard systems within the communication industry. The student will be introduced to graphic, print and web communication methodologies. The introductory communications course will teach graphic communication systems, desktop publishing and web design. Activities in each area will provide students with hands-on experience. Computer activities will be a major emphasis, along with teamwork and collaboration. This course provides representative activities in digital communications systems forming a base of understanding for further exploration.

INTRODUCTION TO TOOLS, MATERIALS AND PROCESSES

Academic

Grades 9-12

Heterogeneous Class

1 Semester

.5 Credit

This course is a general introduction to the use of tools and materials. Students will be required to plan and create products using a variety of hand and power tools. Emphasis will be placed on safety procedures in the laboratory. Students will be expected to work collaboratively with classmates to solve problems associated with design and construction of projects.

CARPENTRY AND HOME IMPROVEMENT

Heterogeneous Class Academic

Grades 9-12

1 Semester

.5 Credit

This course provides the student with the opportunity to acquire skills in the construction trades. Emphasis is placed upon understanding the basic construction systems related to residential home construction. Students will be introduced to basic planning, electrical, plumbing, and construction techniques through hands-on projects and collaboration. This course focuses on problem solving and decision-making skills through construction projects.

Prerequisite: Introduction to Tools, Materials and Processes

ROBOTICS

Heterogeneous Class Academic/Honors

Grades 9-12

1 Semester

.5 Credit

This is a one-semester course that explores a variety of robotic systems. Students work with VEX Robotics kits to learn about mechanical systems, RobotC programming, logic, open-loop systems, motion systems, motor controls, transmissions, closed-loop systems, sensors, autonomous behavior, arms and manipulators to move objects.

INTRODUCTION TO ENGINEERING

Honors

Grade 12

Full Year

1 Credit

This course is designed to prepare students for technical careers. This course studies the fundamentals of mechanical, fluid, electrical and thermal principles on which modern technology functions. The combination of "hands on" activities and traditional teaching methods provides an academically challenging yet practical course. Students are required to write technical reports related to the hands-on activities. Students seeking vocational, technical or future enrollment in a collegiate engineering program should consider this course. Students are expected to be self-motivated, responsible, and committed to academics. Honors classes engage students in research projects, homework that is an extension of class work, extensive reading and writing class work and projects, as well as collaborative work. Students recommended for placement at the Honors level have demonstrated a solid degree of commitment to academic achievement.

INTRODUCTION TO ENGINEERING

Grade 12

Full Year

Academic

1 Credit

This course is designed to prepare students for technical careers. This course studies the fundamentals of mechanical, fluid, electrical and thermal principles on which modern technology functions. The combination of "hands on" activities and traditional teaching methods provides an academically challenging yet practical course. Students are required to write technical reports related to the hands-on activities. Students seeking vocational, technical or future enrollment in a collegiate engineering program should consider this course. This course provides the student with one credit in either the Science or Vocational Education areas. Students seeking vocational school, technical school - two-year program, technical school - four-year program, or those entering the job market upon graduation should consider this course.

WORLD LANGUAGES DEPARTMENT

INTRODUCTION TO FRENCH

Grades 9-12

1 Semester

Heterogeneous Class Academic

.5 Credit

This one semester course is designed for those students who desire an introduction to French-speaking countries, their language, culture, and people. This course is primarily intended for those students who do not wish initially to study French I. The course will emphasize thematic vocabulary, expressions, and a general study of grammar and culture. Its goal will be to widen the students' knowledge and understanding of French-speaking people, their cultural differences and to enable students to converse in everyday situations. If successful in this course, and with the teacher's recommendation, students will be permitted to take French I the following year.

FRENCH I

Grades 9-12

Full Year

Heterogeneous Class Academic

1 Credit

This curriculum corresponds to Bien dit! introduced at the middle school. It is designed to provide the student with the materials and classroom atmosphere to develop all language skills (listening, speaking, reading, and writing) in the target language, better understand his/her own language, and develop linguistic abilities in subsequent languages. Extensive work is done to promote good oral skills, oral and written comprehension, good pronunciation, and to encourage the use of the target language creatively. The supplemental use of overhead transparencies and CDs reinforces grammatical and pronunciation patterns established in the classroom. The study of French cultures, using DVDs and other realia, is included with language study to make language development as meaningful as possible.

FRENCH II

Grades 9-12

Full Year

Heterogeneous Class Academic

1 Credit

French II is a continuation using the Bien dit! series. Students will be provided with the materials and classroom atmosphere to continue developing all language skills (listening, speaking, reading, and writing). An increased emphasis will be placed on use of the target language in classroom instruction and activities. Continued work will be done to promote both good oral skills and written expression. CDs, overhead transparencies and the supplemental DVDs will be used in class.

FRENCH III

Grades 10-12

Full Year

Heterogeneous Class Honors

1 Credit

French III is a continuation using the Bien dit! series. Students will be provided with the materials and classroom atmosphere to continue developing all language skills. An increased emphasis will be placed on the use of the target language in classroom instruction and supplemental activities.

Continued work will be done to promote good oral and written expression, reading development, and listening comprehension in the target language. CDs, overhead transparencies, and supplemental cultural DVDs will be used in class.

FRENCH IV

Grades 11-12

Full Year

Heterogeneous Class Honors

1 Credit

French IV is a continuation using the Bien dit! series. The target language will be used to develop the students' fluency. Grammar, culture, and written expression will be included to strengthen their ability in the language. The students will also be exposed to more reading selections throughout the course. CDs, overhead transparencies, and the supplemental cultural DVDs will be used in class.

UCONN FRENCH V ECE: Grammar and Composition

Grade 12

Full Year

Heterogeneous Class ECE

1 credit

This course is conducted in French and is designed for those students with a serious interest in the French language, literature, and grammar. There will be a thorough review of French grammar and style with a particular emphasis on perfecting written and oral expression. This course will emphasize the advanced study of French grammar, and will offer students extensive written practice in a variety of forms ranging from compositions, essays, summaries, and film reviews. Students will be expected to read and analyze authentic prose and poetry, and will develop an appreciation of the various genres through intensive literary analysis. Films, as a voice of cultural, artistic and political expression will be viewed and analyzed in class. Emphasis will be placed on perfecting both oral and written expression through discussions, presentations, and compositions on assigned topics.

This course is a college course. UConn ECE is a concurrent enrollment program that allows students to receive both high school and college credit for this course. The three credits earned transfer into UConn and many other institutions. Grades below a C are listed as "audit", showing only that the student has attended the course. Students must take this course for the whole year in order to receive credit. The prerequisite for this class is French IV Honors.

LATIN I

Grades 9-12

Full Year

Heterogeneous Class Academic

1 Credit

The Latin curriculum is based on the textbook series, Latin for the New Millennium and has been carefully designed to bring students to the point where they can read the Latin of classical authors with confidence. The study of Latin vocabulary and grammar is also meant to enhance general language learning techniques and aptitudes, including facility with English. Students will develop an awareness of the culture of the Ancient Romans, its historic significance and its contemporary relevance, making their language learning as meaningful as possible.

LATIN II

Grades 10-12

Full Year

Heterogeneous Class Academic

1 Credit

The approach to Latin II is very similar to Latin I and serves as a continuation of that course. The emphasis falls more heavily on grammar and syntax, and reading for understanding. Cultural background including Roman and early European history and mythology continues to be an integral part of the program.

LATIN III

Grades 11-12

Full Year

Heterogeneous Class Honors

1 Credit

The Latin III course has, at its foundation, readings that are more advanced in style and content, and contain more complex grammar than earlier courses. Therefore, it serves as a transition from adapted to original Latin literature. Students learn the language by reading and emphasis is

placed on recognizing grammatical structures accurately and consistently. There continues to be a focus on knowing and appreciating Roman culture and history.

ADVANCED PLACEMENT LATIN

Grade 12 Full Year AP 1 credit

The AP Latin course is designed to develop and increase each student's ability to read, literally translate, and analyze Latin texts in both poetry and prose. The primary texts to be studied in depth are Vergil's *Aeneid*, and Caesar's *De Bello Gallico*. The AP Latin curriculum follows the Curriculum Requirements as determined by the College Board's AP Latin Curriculum Framework. This course prepares students to take the Advanced Placement test which is administered in May.

INTRODUCTION TO SPANISH

Grades 9-12 1 Semester Heterogeneous Class Academic .5 Credit

This one semester course is designed for those students who desire an introduction to Spanish-speaking countries, their language, culture, and people. This course is primarily intended for those students who do not wish initially to study Spanish I. The course will emphasize thematic vocabulary, expressions, and a general study of grammar and culture. Its goal will be to widen the students' knowledge and understanding of Spanish-speaking people, their cultural differences and to enable students to converse in everyday situations. If successful in this course, and with the teacher's recommendation, students will be permitted to take Spanish I the following year.

SPANISH I

Grades 9-12 Full Year Heterogeneous Class Academic 1 Credit

This curriculum corresponds to En Español introduced at the middle school. It is designed to provide the student with the materials and classroom atmosphere to develop all language skills (listening, speaking, reading, and writing) in the target language, better understand his/her own language, and develop linguistic abilities in subsequent languages. Extensive work is done to promote good oral skills, oral and written comprehension, good pronunciation and to encourage the use of the target language creatively. The supplemental use of overhead transparencies and CDs reinforces grammatical and pronunciation patterns established in the classroom. The study of Spanish cultures, using DVDs and other realia, is included with language study to make language development as meaningful as possible.

SPANISH II

Grades 9-12 Full Year Heterogeneous Class Academic 1 Credit

Spanish II is a continuation using the En Español series. Students will be provided with the materials and classroom atmosphere to continue developing all language skills. An increased emphasis will be placed on use of the target language in classroom instruction and activities. Continued work will be done to promote both good oral skills and written expression. CDs, technological devices, overhead transparencies and the supplemental cultural DVD will be used in the class.

SPANISH III

Grades 10-12 Full Year Heterogeneous Class Honors 1 Credit

Spanish III is a continuation using the En Español series. Students will be provided with the materials and classroom atmosphere to continue developing all language skills. An increased emphasis will be placed on the use of the target language in classroom instruction and supplemental activities. Continued work will be done to promote good oral and written expression, reading development, and listening comprehension in the target language. CDs, technological devices, overhead transparencies and the supplemental cultural DVDs will be used in the class.

SPANISH IV

Grades 11-12

Full Year

Heterogeneous Class Honors

1 Credit

Spanish IV is a continuation using the Encuentros Maravillosos series. The target language will be used to develop the students' fluency. Grammar, culture and written expression will be included to strengthen their ability in the language. The students will also be exposed to more reading selections throughout the year in preparation for AP Spanish.

SPANISH V

Grade 12

Full Year

Honors

1 Credit

In Spanish V, greater emphasis is placed on literature written by well-known Hispanic authors. Students are given greater opportunities to study the many Hispanic influences in our culture, including units on the history of the Spanish-speaking world. Students will be using Abriendo Paso Gramatico, Abriendo Paso Lectura series. The students will develop the ability to express himself/herself in the target language.

AP SPANISH LANGUAGE

Grade 12

Full Year

AP

1 Credit

The Advanced Placement Spanish Language Course, which prepares students to take the exam in May, is intended for qualified students who are interested in receiving college credit as well as advancing their studies in Spanish. The AP Language Course is designed to engage students and foster a better understanding of the language, while introducing the diversity of the culture. The course emphasizes the use of language, and its diversity, and the ability to understand spoken Spanish in various contexts. Writing will be an important aspect of the course; students will be expected to write a variety of compositions and will explore the important aspect of the language and its grammar. Students will also be exposed to authentic Spanish literature, giving students the opportunity to read and analyze critically various literary works.

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