

Ellington High School



Program of Studies **2023-2024**



ELLINGTON HIGH SCHOOL

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Ellington, CT 06029
860.896.2352

www.ellingtonpublicschools.org

Mr. John R. Guidry, J.D, Principal
Mr. Brandon HuBrins, Assistant Principal
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FROM THE PRINCIPAL

Dear Ellington High School (EHS) Students:

Welcome to the 2023-2024 EHS Program of Studies. As a school, we continue to offer an increasing variety of courses to meet the individual needs, abilities, and interests of all students. Included in this document are course descriptions, policy guidelines, graduation requirements, grading information, etc.

As you know, planning is an important part of a successful high school experience--there are many pathways to learning that you can choose at EHS, and, at times, the number of alternatives might feel overwhelming. The best way to handle this situation is to inform yourself of all the options and then leverage the expertise of those around you. Therefore, I encourage you to: 1) think carefully about your post-graduate aspirations, 2) thoroughly review this document, and then 3) discuss your options (both short term and long term) with your parents, teachers, and school counselor to determine which courses will best put you in a position to meet your goals. A word of advice: Don't be afraid to challenge yourself--EHS' core values and beliefs include high expectations, and students who are willing to push themselves to work hard in the classroom and to take rigorous courses will be better prepared for any educational, career, or life choice they pursue after graduation.

Additionally, your high school experience should be about more than just academics. I encourage you to take advantage of the numerous technical, artistic, business, and life-skill course offerings at EHS. These courses help to expand your interests, build upon your current strengths, uncover new abilities, and develop socially.

My hope is that you will use all the resources available to you, taking full advantage of the wonderful opportunities at Ellington High School. Our goal is to ensure that--as you walk across the stage one fine June day to receive your EHS diploma--you will be confident in the knowledge and skills that you have gained during your time at EHS, and that you will be ready to face the challenges and changes that your future holds.

Sincerely,

A handwritten signature in black ink, reading "John R. Guidry". The signature is fluid and cursive, with a large, sweeping initial "J".

John R. Guidry, J.D.
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 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.

Parents requesting further information on any courses described in this brochure are urged to contact the Director of Guidance.

School Counseling 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
www.neasc.org

TABLE OF CONTENTS

Please use the links on this page to navigate throughout the Program of Studies.

[Graduation Requirements](#)

- Classes of 2024, 2025 and beyond
- District Performance Standard, Portfolio
- Promotion
- Early Graduation Requirements
- Class Rank and Course/Level Weighting
- Honor Roll

[Ellington High School Special Services](#)

- Reading and Writing Instruction Support Course
- Mathematics Instruction Support Courses
- Organizational Support Course
- Multiple Ability Program (MAP)
- Program for Alternative Learning (PAL)
- Students Achieve For Excellence (SAFE)
- Ellington Continuing Life Independence Post Secondary Education (ECLIPSE)

[School Counseling](#)

- Confidentiality Statement
- Counselor Services
- Prospective College Athletes
- Career Development
- Standardized Assessments
- Incomplete Grades
- Make up work
- Make up of Failed Courses
- Transcript Requests

[College Programs offered at EHS](#)

- The University of Connecticut Early College (ECE) Experience
- Advanced Placement (AP)
- ECE and AP Course offerings
- Asnuntuck Community College- College Career Pathways (CCP)
- Pathways offered at EHS

[Course Selection](#)

- Introduction
- Add/Drop/Withdrawal procedures
- Course Level, Rigor and Expectations

[Special Programs offered](#)

- AP Capstone Program
- Student Teaching Assistant (TA) Program
- Independent Study
- Library Media Center

Academic Departmental Course Offerings

- [Art](#)
- [Business](#)
- [Computer Science & Technology Education](#)
- [English](#)
- [Family & Consumer Science](#)
- [General Electives](#)
- [Health Education](#)
- [Mathematics](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Theater](#)
- [World Language](#)

[Educational Opportunities outside of EHS](#)

- Partnership/Bridge Programs
- Rockville High School Regional Vocational Agriculture Center
- Howell Cheney Technical High School
- Summer Courses

GRADUATION REQUIREMENTS

Credit Requirements for the Graduating Class of 2024

| Cluster | Dept. | Course Requirements | Class of 2024 (25 total credits) |
|---|---|--|-------------------------------------|
| Cluster 1: Science, Math & Technology (9 credits required) | Science | Biology Physical Science Earth & Space Science Additional Science Courses | 1.0 1.0 0.5 0.5 |
| | Math | Any Math course (<i>taken at the HS</i>) | 3.0 |
| | Any additional Math, Science & Technology courses | | 3.0 |
| Cluster 2: Humanities (10 credits required) | English | English courses | 4.0 |
| | Social Studies | US History Civics | 1.0 0.5 |
| | Fine Arts | Any combination of Art, Music or Theater courses | 1.0 |
| | World Languages | Any World Language course (<i>taken at the HS</i>) | 1.0 |
| | Any additional Humanities courses | | 2.5 |
| Cluster 3: Health & Wellness (2.0 credit required) | Health & Safety | | 1.0 |
| | Physical Education & Wellness | | 1.0 |
| Elective Courses (3.0) | Any additional coursework | | 3.0 |
| Portfolio/Capstone Project (1.0) | Completion of portfolio or capstone project requirement | | 1.0 |

Credit Requirements for the Graduating Classes of 2025 and beyond

| Cluster | Dept. | Course Requirements | Class of 2025 and beyond (25 total credits) |
|---|---|--|--|
| Cluster 1: Science, Math & Technology (9 credits required) | Science | Biology Physical Science Earth & Space Science Additional Science Courses | 1.0 1.0 0.5 0.5 |
| | Math | Any Math course (<i>taken at the HS</i>) | 3.0 |
| | Any additional Math, Science & Technology courses | | 3.0 |
| Cluster 2: Humanities (10 credits required) | English | English courses (<i>any combination of full year and semester courses</i>) | 4.0 |
| | Social Studies | US History Civics | 1.0 0.5 |
| | Fine Arts | Any combination of Art, Music or Theater courses | 1.0 |
| | World Languages | Any World Language course (<i>taken at the HS</i>) | 1.0 |
| | Any additional Humanities courses | | 2.5 |
| Cluster 3: Health & Wellness (2 credits required) | Health & Safety | | 1.0 |
| | Physical Education & Wellness | | 1.0 |
| Cluster 4: Career & College Readiness (0.5 credit required) | Personal Finance | | 0.5 |
| Elective Courses (2.5 credits required) | Any additional coursework | | 2.5 |
| Portfolio/Capstone Project (1 credit required) | Completion of portfolio or capstone project requirement | | 1.0 |

Graduation Requirements - Additional Information

In order to graduate from Ellington High School students must adhere to the graduation requirements prescribed in the Ellington Board of Education policy (6146), which is available on the district website.

In order to meet the expected credit requirements, students must be enrolled in 6 courses per semester. Students enrolled in an AP/ECE Course with additional lab time must be enrolled in no less than 5 courses per semester.

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.

Credit for Geometry, Spanish I, Latin I, French I, Robotics I, and Robotics II will be awarded for successful completion of these courses at Ellington Middle School and/or Ellington High School.

Based on Graduation Policy (P6146) revised: Jan. 27, 2021
ELLINGTON PUBLIC SCHOOLS Ellington, Connecticut

MEETING THE DISTRICT PERFORMANCE STANDARD FOR GRADUATION

In order to graduate students must meet the following academic expectations:

Student Portfolio

Each graduate must submit a student portfolio each year. The portfolio will serve as a comprehensive assessment of student achievement and is aligned to Ellington Public School's Vision of the Graduate. All students will be assigned an advisor who will assist them in navigating through the planning, organization, construction, and presentation of the completed portfolio and capstone project.

Special Education Considerations

The portfolio requirement will be checked by the student, the student's case manager and his/her advisor using the Student Portfolio Checklist or a modified checklist that is determined by the Planning and Placement Team based on student need.

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. High school students not in compliance with the attendance policy risk loss of credit for excessive absences, unexcused absences, or unexcused tardies.

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

For class promotion - 25 total credits

| | |
|--------------------------------------|----|
| Credits needed to become a sophomore | 6 |
| Credits needed to become a junior | 12 |
| Credits needed to become a senior | 18 |
| Credits needed to graduate | 25 |

Any student who does not accumulate the required credits by the end of the school year will not be promoted to the next class as indicated in the chart above. These students will not be allowed to participate in any activities or events associated with the next sequential class. Once they achieve

the necessary credits for promotion, they will be considered a member of that class, as indicated in the chart above.

Credits

One half credit is awarded for each completed class that meets throughout a single semester. A quarter credit is awarded for classes that meet throughout a single quarter. Only courses taken in grades 9 through 12 (inclusive) shall satisfy graduation requirements, except that students may be granted credit for the successful completion of coursework at Ellington Middle School and/or institutions 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. For seniors unable to fulfill their requirements within the normal structure of the school day, Ellington High School may accept coursework equivalent to one high school credit from an alternate educational program pre-approved by the administration. For example, EHS will award one half credit (.5) for each credit granted by Vernon Regional Adult Based Education. We will accept up to one full transfer credit to be applied toward an EHS diploma. Seniors who do not fulfill graduation requirements by the end of the summer but complete the graduation requirements in the following school year will be considered graduates of the next graduating class.

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 to his/her school counselor. Final and official approval must be obtained from school administration. 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.

CLASS RANK AND COURSE/LEVEL WEIGHTING

Class rank is an important consideration in the admission policies of some 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 College Prep. 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
College Prep 1.0

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

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 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 Ellington High School students are ranked--meaning only taking into account those courses taken at EHS. The first year the student is at Ellington High School, the student will not be included in class rankings. The student's average will be computed and incorporated into the class rank at the end of that first 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 single 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

ELLINGTON HIGH SCHOOL SPECIAL SERVICES

Ellington High School offers a broad range of services to meet the individual needs of our students. Students who qualify for special education services may access any of these programs as determined by the Planning and Placement Team (PPT). Special Education/special services 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
- Program for Alternative Learning (PAL)
- Students Achieve For Excellence (SAFE)
- Multiple Abilities Program (MAP)
- Academic support
- Organizational support
- Career and vocational education
- Counseling services
- Individualized Educational Plans and Individualized Transition Plans through Planning and Placement Team Process
- Guidance services
- Speech and language services
- Occupational therapy services
- Physical therapy services
- Appropriate medical services

Reading and Writing Instruction Support Course

Students who struggle in reading and/or writing are offered this course to improve their skills in these areas. Students take this course in addition to an English class, for a Pass/Fail elective credit. Students are initially enrolled for a full year (two semesters) for this course. The Planning and Placement Team (PPT) will recommend each student to participate in this course based on need.

Mathematics Instruction Support Course (Algebra I, Algebra II and Geometry)

Students who struggle in mathematics are offered this course to improve their skills in this area. Students take this course in addition to Algebra I, Algebra II or Geometry, for a Pass/Fail elective credit. The course curriculum follows the curriculum of the math course the student is currently attending. Students are re-taught specific math concepts in the area of need. Students are initially enrolled for a full year (two semesters) for this course. The Planning and Placement Team (PPT) will recommend each student to participate in this course based on need.

Organizational Support Course

Students who struggle with executive functioning skills and organization are offered this course to improve their academic performance and organization. Students participate in this course to learn study skills and how to organize materials, and how to manage their time in order to complete assignments. The focus is to track, improve or maintain passing grades while meeting homework, project, and assessment expectations. Students are initially enrolled for a full year (two semesters) for a Pass/Fail elective credit. The Planning and Placement Team (PPT) will recommend each student to participate in this course based on need.

Multiple Ability Program (MAP)

This program provides Daily Living Skills (DLS), vocational opportunities and independent living skills. Students participate in an array of courses in the regular education environment, as well as self-contained and community instruction in specific areas as required by the student's Individual Education Plan (IEP). The Planning and Placement Team (PPT) will recommend each student to participate in this program based on student need. Students accessing this program often receive a Certificate of Completion at the end of their 12th grade year. After completion of their 12th grade year, they may move to the Ellington Continuing Life Independence Post Secondary Education (ECLIPSE) Program.

Program for Alternative Learning (PAL)

This program provides students with behavioral and emotional difficulties a safe space to develop academically and socially. Students may access this program for academic courses, elective courses, or behavior/emotional support. Students may access this program for one period, for a full day, or as needed. Each student is unique, and the Planning and Placement Team (PPT) will determine the extent of access needed in this program.

Students Achieve For Excellence (SAFE)

This program provides students with anxiety, school phobia, and/or emotional difficulties a safe space to develop academically and socially. Students may access this program for academic courses, elective courses, or emotional support. Students may access this program for one period, for a full day, or as needed. Each student is unique, and the Planning and Placement Team (PPT) will determine the extent of access needed in this program.

Ellington Continuing Life Independence Post Secondary Education (ECLIPSE)

The Ellington Board of Education ECLIPSE program services students ages 18-21. ECLIPSE promotes supervised community involvement, functional and applied academics, and the life skills necessary to prepare students in special education to live, work, and function as independently as possible within their community.

SCHOOL COUNSELING

School 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 developmental stages as they mature from childhood to adulthood.

Counseling 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 to make a positive adjustment to the increased demands and personal responsibility required at this level. Counseling classroom lessons are delivered, 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; the availability of support services; skills for success; and career exploration. Classroom lessons are followed up with individual or small group counselor-student conferences for a more personalized discussion of the student's initial school adjustment and individual interests and aptitudes. A 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. During the freshman year, all students will participate in the PSAT 9.

Sophomore year is the time for increased emphasis on career exploration. Each student takes a career interest inventory, and the results are used by school counselors--in conjunction with achievement and aptitude tests, including the PSAT 10--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 college and career paths using results of interest inventories, academic testing, student performance, and student preferences. All juniors take the PSAT in the fall, and juniors will take the SAT in the spring. Scores are used to inform and supplement post-secondary planning. Counselors meet with students individually to discuss post-secondary plans and interests and develop an individualized action plan. Topics covered include: choosing a college or vocational school, college visits and interviews, college essay writing, resume writing, admissions testing, career planning, military interest, and other alternatives to college.

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

- Importance of transcript
- College application process
- Technical or trade school application process
- School to work preparation
- Military requirements
- Standardized testing requirements
- Scholarships and financial aid

COUNSELING 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.

COUNSELOR SERVICES

School counselors are assigned based on the 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 Principal.

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 may be provided for those students interested in a particular career option through the coordination with a student's school counselor or other relevant staff member.

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 to make sure that the Clearinghouse receives the proper documentation needed to certify the student. 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. **It is the student's responsibility to make sure that they are taking the proper steps to meet these requirements.**

CAREER DEVELOPMENT

NAVIANCE

Naviance is a web-based program that provides students access to inventories to aid in their educational development and career exploration. Naviance allows students to thoroughly investigate career choices, colleges, training centers, and 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 device having Internet access. This comprehensive program provides the students with a strong foundation for career planning and is utilized heavily in school counseling lessons as well as throughout the college application process.

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 relevance

of education to achieve post-secondary 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.

STANDARDIZED ASSESSMENTS

SAT Stateside Assessment for 11th grade

On October 7, 2015, the Connecticut State Board of Education adopted the SAT as the statewide assessment for Grade 11 public school students. The Statewide SAT Administration Date during school for all Grade 11 students will be in the spring. Per federal law, SAT participation rates will continue to be a component of Connecticut's accountability system.

Additionally, all students will take the PSAT 9 as freshmen, PSAT as sophomores, and the PSAT/NMSQT as juniors in the fall.

College Admissions SAT/ACT 2023-2024 TEST DATES

The **SAT** is a testing program required by some colleges as part of the application process. Students will be tested in three sections: evidence-based reading, writing and language, and mathematics. The SAT provides a guide in determining the appropriateness of the particular postsecondary institution for each 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.

Registration deadlines are approximately four to five weeks prior to testing dates. Registration materials will be available online starting in September 2023. Students are required to register online at www.collegeboard.org.

Anticipated SAT Dates for 2023-2024

August 26, 2023
October 7, 2023
November 4, 2023
December 2, 2023
March 9, 2024
May 4, 2024
June 1, 2024

The **ACT** is a testing program used by some 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 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 four to five weeks prior to testing dates. Registration materials will be available online starting in September 2023. Students are required to register online at www.act.org.

Anticipated ACT Dates for 2023-2024

September 9, 2023
October 21, 2023

December 9, 2023
February 10, 2024
April 6, 2024
June 8, 2024
July 13, 2024

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

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 after grades are due. The incomplete period will begin on the day following when grades are due and will run for 10 school days from that point in time. Exceptions to this policy require a doctor's note, a review by their school counselor, and a review by an administrator to establish a feasible timeline for completion of the exam and/or work required.

MAKE-UP WORK

Any student absent from class for any reason, including suspensions, must make up all work missed. It is the responsibility of the student to see his/her teachers to obtain the work and missed instruction, 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 each teacher's grading policy for exact requirements.

MAKE UP OF FAILED COURSES

Failed courses may be made up in summer school. **Students who take a course in summer school must meet the passing standard of the sponsoring school in order to receive credit.**

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 transcript request form located in the counseling office and available on the school website. 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 counseling office at 860.896.2352. A fee of \$2 is required.

COLLEGE PROGRAMS OFFERED AT EHS

THE UNIVERSITY OF CONNECTICUT EARLY COLLEGE EXPERIENCE (ECE)

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, certified as adjunct professors by UConn faculty, create a classroom environment fostering independent learning, creativity and critical thinking – all pivotal for success in college. 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.

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 Advanced Placement exams. By performing well on Advanced Placement Exams, students can save time and money in college or open up their college schedules to allow greater flexibility.

Details about the requirements of various colleges and preparation necessary to take Advanced Placement Exams can be obtained from school counselors, AP teachers, and at <http://www.collegeboard.org>. Specific information regarding Advanced Placement Exam schedules, registrations, and exam ordering details can be found on the EHS school website.

The counseling office does not submit AP test scores. It is the student's responsibility to make sure AP scores have been sent to their preferred post-secondary institutions.

ADVANCED PLACEMENT AND UCONN ECE COURSE OFFERINGS AT EHS

The chart below lists the AP or ECE courses EHS offers for students and the year(s) in which students typically take the course. Students can use this chart to plan for taking AP and ECE courses as part of their program of studies at EHS.

| AP/ECE Course Title | 9th | 10th | 11th | 12th |
|---|-----|------|------|------|
| UConn ECE AMERICAN STUDIES | | | X | |
| AP BIOLOGY | | | X | X |
| AP CALCULUS AB | | | X | X |
| UConn ECE/AP CALCULUS BC | | | X | X |
| AP CHEMISTRY | | | X | X |
| AP COMPUTER PRINCIPLES | X | X | X | X |
| AP COMPUTER SCIENCE A | | | X | X |
| ECE DISCRETE MATH | | | X | X |
| AP GOVERNMENT AND POLITICS: UNITED STATES | | X | X | X |

| AP/ECE Course Title | 9th | 10th | 11th | 12th |
|--|-----|------|------|------|
| AP ENVIRONMENTAL SCIENCE | | | X | X |
| UConn ECE EUROPEAN HISTORY | | | X | X |
| AP FRENCH | | | | X |
| AP LANGUAGE AND COMPOSITION | | | X | X |
| ECE WOMEN IN LITERATURE | | | X | X |
| AP LATIN | | | | X |
| AP LITERATURE AND COMPOSITION | | | | X |
| AP MICROECONOMICS | | | X | X |
| UConn ECE Music Appreciation | X | X | X | X |
| AP MUSIC THEORY | X | X | X | X |
| UConn ECE PHYSICS | | | X | X |
| AP PSYCHOLOGY | | | X | X |
| AP RESEARCH | | | X | X |
| AP SEMINAR | | X | X | X |
| AP SPANISH LANGUAGE | | | | X |
| ECE STATISTICS | | | X | X |
| PRE-AP STUDIO ART | | X | X | X |
| AP STUDIO ART: <i>Drawing, 3D Design, or 2D Design</i> | | | X | X |
| AP UNITED STATES HISTORY | | | X | X |

ASNUNTUCK COMMUNITY COLLEGE-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 with goals that 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.

At this time, there are no articulated courses at Ellington High School. However, courses may change without notice. Current information about the program and the CCP Application procedure can be found at <http://www.asnuntuck.edu/admissions/college-career-pathways>.

COLLEGE AND WITHIN ELLINGTON

At this time, Ellington High specialized pathways to programming toward Paths. Check back here as will include core courses, curricular opportunities, other offerings geared post-secondary planning.



CAREER PATHWAYS HIGH SCHOOL

School is developing help guide your high school specific College and Career these develop. Pathways elective courses, extra industry-certifications, and specifically toward

COURSE SELECTION

INTRODUCTION TO COURSE SELECTION

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

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

STUDENT SCHEDULES / ADD AND DROP / WITHDRAWAL PROCEDURES

During the spring semester of each year, students select classes for the next year, completing course requests in Infinite Campus. Parents are encouraged to review the list of courses their student requested in Infinite Campus. Students may make any modifications to their requests within the specified course request timeframe.

Once the final course requests have been submitted, students should see their school counselor if they believe that there were 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 available to upperclassmen in late August. Freshmen will receive their schedules during orientation in August. Please note that your selection of courses will be used to determine the number of sections offered, the number of teachers teaching each course, and the placement of a course in the master schedule.

During the summer, schedule changes will be considered as a result of summer school course completion. Other program changes will be made during this time upon approval of administration.

The ADD/DROP period will take place only during the first **10 school days** of each semester. Students adding a course during the ADD/DROP period are required to make up any missed assignments or complete alternative assignments.

A student must have written parental permission to withdraw from a course. The request to withdraw must be submitted to the student's school counselor. Students are required to carry a minimum of six (five with a lab course) credits at all times in order to be considered a full-time student.

Students who withdraw from a course after the drop period will receive a withdrawal (W) for that course. Students will not be allowed to withdraw from a course 4 weeks prior to the end of the semester.

Necessary prerequisites, class sizes and the limitations of both the student and master schedule will affect requests for course changes and/or additional courses.

Student course selections will not be changed without first holding a conference with the student. Written permission of parents and a parent-student conference with school counseling and / or administration may be required.

COURSE LEVEL, 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 (AP) and UCONN Early College Experience (ECE) courses 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) courses:

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) Credit courses:

Courses taken at the Honors level require students to be actively engaged in their own academic success. Honors level course work offers students an opportunity to explore subjects in more depth and/or 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 course work may include 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 course work at the Honors level have demonstrated a solid degree of commitment to academic achievement.

College Prep (CP) Credit courses:

Courses taken at the College Prep 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. College Prep course work generally consists of research projects, homework that reinforces skills taught in the classroom, reading and writing class work and projects, as well as collaborative work. Courses taken at the College Prep level will provide targeted instruction in acquiring the skills needed for academic success for a career or college-bound student. Some College Prep level courses are available for college credit. Please see College Career Pathways (CCP) for more information.

Note: Changes in level are possible, if appropriate to the student's academic needs and if approved by the administration. See add/drop procedures, above.

SPECIAL PROGRAMS OFFERED AT EHS

THE AP CAPSTONE™ PROGRAM

What Is AP Capstone?

AP Capstone is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars, prepares them to make logical, evidence-based decisions, and encourages students to master argument-based writing skills.

The AP Capstone program consists of two AP courses--AP Seminar and AP Research--taken over the course of two years. Through the participation in both courses, students develop the following skills:

- Analyze topics through multiple lenses to construct meaning or gain understanding.
- Plan and conduct a study or investigation.
- Propose solutions to real-world problems.
- Plan and produce communication in various forms.
- Collaborate to solve a problem.
- Integrate, synthesize, and make cross-curricular connections.

Students who earn scores of 3 or higher in both AP Seminar and AP Research will receive the AP Seminar and Research certificate. The AP Capstone Diploma is awarded to students who score 3 or higher on four additional AP Exams. AP Seminar may be taken as a stand alone course.

| | | |
|-----------------------|-------------------|-----------------------|
| Grades 10, 11, 12 | AP SEMINAR | AP |
| AP Seminar A (Fall) | (A and B) | 0.5 Credit - Elective |
| AP Seminar B (Spring) | | 0.5 Credit - Elective |

In AP Seminar students explore two to four real-world issues or themes which are based upon complex academic topics, global problems, local issues, and student personal interests. Using an inquiry framework, students develop and strengthen their analytical and inquiry skills, as they

practice reading, discussing, and analyzing articles, research studies, literary and philosophical texts, speeches, and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based essays, and design and deliver presentations, both individually and as part of a team. AP Seminar students are assessed with two performance tasks and one end-of-course exam. The performance tasks consist of a team project and presentation, and an individual research-based essay and presentation. Students who complete AP Seminar are able to take AP Research.

AP Seminar A is a prerequisite for AP Seminar B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

| | | |
|------------------------|--------------------|-----------------------|
| Grades 11, 12 | AP RESEARCH | AP |
| AP Research A (Fall) | (A and B) | 0.5 Credit - Elective |
| AP Research B (Spring) | | 0.5 Credit - Elective |

AP Research allows students to design, plan, and conduct a yearlong research-based investigation on a topic of individual interest, documenting their process with a portfolio. This course allows students to demonstrate the ability to apply scholarly understanding to real-world problems and issues. Students further the skills developed in AP Seminar by learning how to understand research methodology, employ ethical research practices, and access, analyze, and synthesize information to build, present, and defend an argument. The AP Research course culminates in an academic paper of 4,000 to 5,000 words and a presentation with an oral defense.

AP Seminar A and B are prerequisites for AP Research A; AP Research A is a prerequisite for AP Research B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

ART COURSES

With the exception of Pre-AP Studio Art and AP Studio Art, all art courses will be offered as single semester courses. Students may enroll in Advanced Courses more than one time; assignments and projects will be differentiated for more advanced students.

| Course | Prerequisite(s) | Grade Offered | Credit(s) |
|-----------------------------|---|---------------|-------------------|
| Art Foundations | N/A | 9, 10, 11, 12 | Semester/0.5 |
| Ceramics 1 | N/A | 9, 10, 11, 12 | Semester/0.5 |
| Jewelry Making | N/A | 9, 10, 11, 12 | Semester/0.5 |
| 2-Dimensional Design | Art Foundations | 9, 10, 11, 12 | Semester/0.5 |
| 3-Dimensional Design | Art Foundations | 9, 10, 11, 12 | Semester/0.5 |
| Drawing | Art Foundations | 9, 10, 11, 12 | Semester/0.5 |
| Painting | Art Foundations and Drawing or permission by the instructor | 9, 10, 11, 12 | Semester/0.5 |
| Mural Painting | Art Foundations and Painting or permission by the instructor | 9, 10, 11, 12 | Semester/0.5 |
| Ceramics 2 | Ceramics 1 | 9, 10, 11, 12 | Semester/0.5 |
| Pre-AP Studio Art (A and B) | Art Foundations and/or Drawing, Painting or 2-Dimensional Design | 10, 11, 12 | Semester/0.5 each |
| AP Studio Art (A and B) | 2-Dimensional Design or 3-Dimensional Design, or Drawing, and Pre-AP Studio Art or permission by instructor | 11, 12 | Semester/0.5 each |
| Art Independent Study | Art Foundations and Permission by the instructor | 9, 10, 11, 12 | Semester/0.5 |

Beginner Courses

Grades 9, 10, 11, 12
Semester

ART FOUNDATIONS

College Prep
0.5 Credit - Fine Art

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. With a focus on the mastery of the artistic process, Art Foundations is a course for students of all abilities and interests, grades 9, 10, 11, 12. You will learn the fundamentals of visual art, design and creativity, no experience or skills required. This course guides you through a range of 2D art materials, such as acrylic and watercolor paint, colored pencils, and pastels. This is an exciting course that will prepare you to take other art courses and introduce you to a wide range of art ideas, styles and personal expression.

Grades 9, 10, 11, 12
Semester

CERAMICS I

College Prep
0.5 Credit - Fine Art

Do you love making things but you're not sure about drawing and painting? Ceramics is the course for you! You will learn a variety of hand-building techniques in working with clay including decorative surface techniques and glazing. You will learn about the different stages of clay, and the fundamental skills of hand building; it is not a wheel throwing course. You will learn how to master the artistic process to design, construct and decorate various functional and decorative clay products.

Grades 9, 10, 11, 12
Semester

JEWELRY MAKING

College Prep
0.5 Credit - Fine Art

Jewelry is an introduction to the fundamentals of jewelry design processes. Jewelry is small scale wearable sculpture and as such, students will study composition and design in addition to fabrication and construction using cold-connections. Students will work with a variety of materials including wire, polymer clay, and fibers. Emphasis is on concept, creativity, problem solving and mastery of the artistic process.

Intermediate Courses

Grades 9, 10, 11, 12
Semester

2-DIMENSIONAL DESIGN

College Prep
0.5 Credit - Fine Art

This intermediate level course is designed to teach students about the elements and principles of 2-D Design with an emphasis on visual problem solving through illustration and printmaking. Students will use the artistic process to apply a mix of traditional and digital art media and techniques.

Prerequisite: Art Foundations

Grades 9, 10, 11, 12
Semester

3-DIMENSIONAL DESIGN

College Prep
0.5 Credit - Fine Art

This intermediate level course is a hands-on approach to examine the elements and principles of 3-D Design with an emphasis on spatial activation and problem solving. Throughout this course, students will use the artistic process to apply a variety of additive and subtractive modeling techniques through the use of traditional and non-traditional sculpting materials.

Prerequisite: Art Foundations

Grades 9, 10, 11, 12
Semester

DRAWING

College Prep
0.5 Credit - Fine Art

Drawing is simply the art of mark making. Anyone can do this! This is an intermediate level art course and a prerequisite for AP Studio Art Drawing. Students will develop their ability to see, compose artwork and improve hand-eye coordination through mark-making. Students will develop their skills in a wide variety of traditional and nontraditional materials and techniques. Creativity, playfulness and the artistic process are emphasized. Students may take this class multiple times and after taking this class, students may enroll in AP Studio Art. Students are expected to keep an organized binder for handouts and a sketchbook for weekly assignments.

Prerequisite: Art Foundations or permission of the instructor

Grades 9, 10, 11, 12
Semester

PAINTING

College Prep
0.5 Credit - Fine Art

Painting is an intermediate art course. Art Foundations and Drawing are Prerequisites. Students will develop their ability to see, compose and apply new skills in acrylic paint. Creativity, playfulness and the artistic process are emphasized. Students will develop a personal approach to painting and expression. Students are expected to keep an organized portfolio for handouts, sketches, and practice work.

Prerequisite: Art Foundations and Drawing or permission of the instructor

Grades 9, 10, 11, 12
Semester

MURAL PAINTING

College Prep
0.5 Credit - Fine Art

Mural Painting is an intermediate art course. Art Foundations and Painting are prerequisites. Students will develop their ability to see, compose and apply skills in drawing, studies and acrylic murals. Creativity, playfulness and the artistic process are emphasized. Students will learn about mural painting and the artistic process from conception of ideas to the finished product, a school mural. This is a collaborative team driven class. Students must present their mural designs to the teacher and administration to achieve approval before painting their designs. This class supports and teaches career and life skills such as goal setting, decision making and teamwork. Students are expected to keep an organized portfolio for drawings, studies and sketches.

Prerequisite: Art Foundations and Painting or permission of the instructor

| | | |
|----------------------------------|--------------------|---------------------------------------|
| Grades 9, 10, 11, 12 Semester | CERAMICS II | College Prep 0.5 Credit - Fine Art |
|----------------------------------|--------------------|---------------------------------------|

Ceramics II is an intermediate course. Students will learn more advanced hand building skills and expand their knowledge from Ceramics I. Students Will also begin to learn wheel throwing techniques, using the slab roller, and working more with decorative techniques.

Prerequisite: Ceramics I or permission of the instructor

Advanced Courses

| | | |
|------------------------------|--------------------------|-----------------------|
| Grades 11, 12 | PRE-AP STUDIO ART | Honors |
| Pre-AP Studio Art A (Fall) | (A and B) | 0.5 Credit - Fine Art |
| Pre-AP Studio Art B (Spring) | | 0.5 Credit - Fine Art |

Pre-AP Studio Art equips students with the ability to think critically, creatively, and flexibly; to practice and persist in the development of artistic skills and the creation of new work; and to effectively communicate with other artists and with wider audiences about their processes of creating that work—all skills that lend themselves to success in a variety of future roles and workplaces. The goal of this class is to provide a solid foundation in the creative, technical and historical aspects of studio art. Students will maintain a sketchbook for use in conjunction with in-class and out-of-class assignments. The program encourages individual growth and development through a broad range of studio and academic experiences as we move toward developing an AP portfolio.

Pre-AP Art and Design courses are for all students who are interested in inquiry-based thinking and making. Although there is no prerequisite for AP Art and Design courses, Drawing, Painting, 2-D, and/or 3-D design, are recommended as prerequisites. Pre-AP Studio Art A is a prerequisite for Pre-AP Studio Art B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

| | | |
|--------------------------|-----------------------------|------------------------|
| Grades 11, 12 | AP STUDIO ART: | AP |
| AP Studio Art A (Fall) | DRAWING, OR 2D | 10.5 Credit - Fine Art |
| AP Studio Art B (Spring) | DESIGN, OR 3D DESIGN | 0.5 Credit - Fine Art |
| | (A and B) | |

The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

AP Art and Design courses are for all students who are interested in inquiry-based thinking and making. Although there is no prerequisite for AP Art and Design courses, Drawing, Painting, 2-D or 3-D design, and Pre-AP are recommended as prerequisites. AP Studio Art A is a prerequisite for AP Studio Art B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

| | | |
|----------------------------------|----------------------------------|---------------------------------------|
| Grades 9, 10, 11, 12 Semester | ART INDEPENDENT STUDY | College Prep 0.5 Credit - Fine Art |
|----------------------------------|----------------------------------|---------------------------------------|

Students who have a deep curiosity or interest in a particular subject not offered in the regular high school art 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 six courses students are required to carry. They are taken **in addition** to the six 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.

Students may do an independent study in any media, so long as they have worked with it before. Students will be expected to complete 5 projects over the course of the semester, creating their own learning objectives. Students will be expected to be able to work independently and be self motivated. This is an intermediate course.

Prerequisites: Art Foundations and permission of the instructor.

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 postsecondary 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.

| Course | Grade Offered | Credit(s) |
|------------------------------------|---------------|----------------------|
| Accounting I (A and B) | 10, 11, 12 | Semester/0.5 each |
| Accounting II (A and B) | 11, 12 | Semester/0.5 each |
| Agribusiness for the Entrepreneur | 9, 10, 11, 12 | Semester/0.5 |
| Business Law | 11, 12 | Semester/0.5 |
| Personal Career Planning | 10, 11, 12 | Semester/0.5 |
| Personal Finance I | 11, 12 | Semester/0.5 |
| Personal Finance II | 11, 12 | Semester/0.5 |
| Sports & Entertainment Marketing | 10, 11, 12 | Semester/0.5 |
| Business Communication | 10, 11, 12 | Semester/0.5 |
| Computer Applications for Business | 9, 10, 11, 12 | Semester/0.5 |

| | | |
|---|-----------------------------------|--|
| Grades 10, 11, 12 Accounting I A (Fall) Accounting I B (Spring) | ACCOUNTING I (A and B) | College Prep or Honors 0.5 Credit - STEM 0.5 Credit - STEM |
|---|-----------------------------------|--|

Through the study of Accounting I (A and B), the student learns the underlying principles of the double-entry accounting system. The course covers the accounting cycle including classifying accounts, setting up a chart of accounts, opening accounts in a ledger, journalizing, posting, preparing financial statements such as Income Statements and Balance Sheets, 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. Students taking this course for Honors credit will be given additional, rigorous assignments that reinforce the material being covered.

Accounting I A is a prerequisite for Accounting I B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

| | | |
|--------------------------|----------------------|-------------------|
| Grades 11, 12 | ACCOUNTING II | Honors |
| Accounting II A (Fall) | (A and B) | 0.5 Credit - STEM |
| Accounting II B (Spring) | | 0.5 Credit - STEM |

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.

Accounting I B and the recommendation of the Accounting I instructor are prerequisites for Accounting II A; Accounting II A is a prerequisite for Accounting II B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

| | | |
|----------------------|-----------------------------|-----------------|
| Grades 9, 10, 11, 12 | AGRIBUSINESS FOR THE | College Prep |
| Semester | ENTREPRENEUR | 0.5 credit-Bus. |

Have you ever thought about owning your own business? This is the class for you! In this course, students will learn to effectively create and manage an agribusiness. Major areas of focus include the development of a business plan, forms of business ownership, effective sales techniques, negotiation skills, and business management principles within the agriculture industry. Students will consider the impact of current events and trends such as agricultural tourism and sustainable agriculture. Coursework will include the application of principles to real-world companies.

| | | |
|---------------|---------------------|-------------------|
| Grades 11, 12 | BUSINESS LAW | College Prep |
| Semester | | 0.5 Credit - Bus. |

Business Law is a half-year course that covers the basics of law and how it pertains to the consumer and business. Topics covered will be Foundations of Law, Contract Law, Consumer Law, Employment Law, and Forms of Business. 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.

| | | |
|-------------------|------------------------|-------------------|
| Grades 10, 11, 12 | PERSONAL CAREER | College Prep |
| Semester | PLANNING | 0.5 Credit - Bus. |

What are you going to be when you become a legal adult? 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, resume writing, interview skills, teamwork, leadership, developing a positive attitude, thinking skills on the job, time management and much more. These skills will allow students to make better career choices with the academic foundation to achieve their career

and personal goals.

| | | |
|---------------------------|---------------------------|-----------------------------------|
| Grades 11, 12 Semester | PERSONAL FINANCE I | College Prep 0.5 Credit - STEM |
|---------------------------|---------------------------|-----------------------------------|

Do you plan on living on your own someday? Do you want to have nice things in the future but not get into debt obtaining 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, 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.

| | | |
|---------------------------|----------------------------|-----------------------------|
| Grades 11, 12 Semester | PERSONAL FINANCE II | Honors 0.5 Credit - STEM |
|---------------------------|----------------------------|-----------------------------|

Let's make your money work for you! This course is designed for students to further explore personal financial topics to become wise consumers and masters of their own money management. Students will delve deeper into money management strategies and will acquire an advanced understanding of the stock market and other investing tools. New topics in this course will include student loan debt, tax returns, online banking, identity theft, insurance, buying a car, and more. Online simulations, engaging projects, Microsoft Excel and other technologies will help bring these topics to life. This course is ideal for students striving for a more in-depth exploration of concepts affecting their personal financial situations now and in the future.

Prerequisite: Personal Finance I and the recommendation of the Personal Finance I instructor are prerequisites for Personal Finance II.

| | | |
|-------------------------------|---|-----------------------------------|
| Grades 10, 11, 12 Semester | SPORTS AND ENTERTAINMENT MARKETING | College Prep 0.5 Credit - STEM |
|-------------------------------|---|-----------------------------------|

Do you love sports? Concerts? Red carpet Hollywood glamor? 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 and the core marketing concepts of product design, branding, pricing, distribution, and promotion. Through a variety of activities, students will develop 21st Century Skills such as collaboration, teamwork, and problem-solving. Motivating projects and simulations will bring this course alive for students!

| | | |
|-------------------------------|-----------------------------------|-----------------------------------|
| Grades 10, 11, 12 Semester | BUSINESS COMMUNICATION | College Prep 0.5 Credit - Bus. |
|-------------------------------|-----------------------------------|-----------------------------------|

This course is designed to help students develop and strengthen good workplace communication skills. Areas to be covered include writing, listening, speaking, reading, and 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.

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| Grades 9, 10, 11, 12 Semester | COMPUTER APPLICATIONS FOR BUSINESS | College Prep 0.5 Credit - STEM |
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Microsoft Word! Excel! PowerPoint! Publisher! These are the programs needed for the business workplace and many employers require computer expertise for employment. In this course, students get hands-on practice to produce professionally formatted documents, spreadsheets and presentations 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. Students will use Microsoft Word to create business letters, flyers, resumes, tables and research papers. Microsoft Publisher is used to design brochures, newsletters, business cards, calendars and more. Microsoft Excel will be used to organize information and data onto spreadsheets, while students will use Microsoft PowerPoint to produce professional looking presentations.

COMPUTER SCIENCE & TECHNOLOGY EDUCATION COURSES

The major areas of study are Computer Sciences, Communications, Engineering, and 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. Several 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.

| Course Title | Grade(s) Offered | Credits | Credit |
|---|------------------|----------------------|--------|
| AP Computer Science Principles (A and B) | 9, 10, 11, 12 | Semester/0.5 each | STEM |
| AP Computer Science A (A and B) | 10, 11, 12 | Semester/0.5 each | STEM |
| Computer Programming | 9, 10, 11, 12 | Semester/0.5 | STEM |
| Digital Game Design | 9, 10, 11, 12 | Semester/0.5 | STEM |
| Web Design and App Design | 9, 10, 11, 12 | Semester/0.5 | STEM |
| Aerospace Engineering | 9, 10, 11, 12 | Semester/0.5 | STEM |
| Intro to Technical Drawing and CAD | 9, 10, 11, 12 | Semester/0.5 | STEM |
| Advanced CAD with 3D Modeling | 9, 10, 11, 12 | Semester/0.5 | STEM |

| Course Title | Grade(s) Offered | Credits | Credit |
|---------------------------------------|------------------|-------------------|----------------------|
| Intro to Engineering (A and B) | 11, 12 | Semester/0.5 each | STEM |
| Robotics 1 | 9, 10, 11, 12 | Semester/0.5 | STEM |
| Robotics 2 | 9, 10, 11, 12 | Semester/0.5 | STEM |
| Geometry in Construction (A and B) | 9, 10 | Semester/1.0 each | 1.0 STEM 1.0 Math |
| Television/Video Production | 9, 10, 11, 12 | Semester/0.5 | STEM |
| Advanced Television/Video Production | 9, 10, 11, 12 | Semester/0.5 | STEM |
| Digital Photography 1 | 9, 10, 11, 12 | Semester/0.5 | STEM |
| Digital Photography 2 | 9, 10, 11, 12 | Semester/0.5 | STEM |
| Intro to Tools, Materials & Processes | 9, 10, 11, 12 | Semester/0.5 | STEM |
| Basic Home and Automotive Maintenance | 9, 10, 11, 12 | Semester/0.5 | STEM |
| Carpentry & Home Improvement | 9, 10, 11, 12 | Semester/0.5 | STEM |
| Woodworking | 9, 10, 11, 12 | Semester/0.5 | STEM |
| Manufacturing Systems | 9, 10, 11, 12 | Semester/0.5 | STEM |
| STEM Guitar | 9, 10, 11, 12 | Semester/0.5 | STEM |

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| Grades 9, 10, 11, 12 | AP COMPUTER | AP |
| AP Comp. Sci. Prin. A (Fall) | SCIENCE PRINCIPLES | 0.5 Credit - STEM |
| AP Comp. Sci. Prin. B (Spring) | (A and B) | 0.5 Credit - STEM |

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

AP Computer Science Principles focuses on the innovative aspects of computing as well as the computational thinking practices that help students see how computing is relevant to many areas of their everyday lives.

The AP Computer Science Principles assessment consists of two parts: completion of through-course performance tasks and the end-of-course AP Exam. Both of these will measure student achievement of the course learning objectives. For the through-course assessment, students will upload digital artifacts and written responses via a Web-based digital portal.

No previous programming experience required. Algebra I is a prerequisite for AP Comp. Sci. Prin. A; AP Comp. Sci. Prin. A is a prerequisite for AP Comp. Sci. Prin. B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 10, 11, 12 | AP COMPUTER SCIENCE A | AP |
| AP Comp. Sci. A A (Fall) | (A and B) | 0.5 Credit - STEM |
| AP Comp. Sci. A B (Spring) | | 0.5 Credit - STEM |

Computer Science A emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester college course in computer science. It also includes the study of data structures and abstraction.

This course is based on requirements that are comparable to an introductory course for computer science majors at a university or college. It is also recommended for students who plan to major in areas that require significant technology expertise. A large part of the course is built around the writing, running, and debugging of computer programs in Java to correctly design and implement solutions to problems. The design and implementation of computer programs is used as a context for introducing other important aspects of computer science such as the development and analysis of algorithms and the development and use of fundamental data structures. Object-oriented design and the ethical and social implications of computer use are recurring themes.

Algebra II and AP Comp. Sci. Prin. B are prerequisites for AP Comp. Sci. A A; AP Comp. Sci. A A is a prerequisite for AP Comp. Sci. A B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 9, 10, 11, 12 | COMPUTER PROGRAMMING | Honors |
| Semester | | 0.5 Credit - STEM |

This course is designed to introduce students to the concepts and syntax of computer programming as well as exploring how programming is used in conjunction with programmable devices. Fundamentals of structured programming are emphasized, along with the use of variables and strings, mathematical functions, conditional logic, looping and arrays. This class will be project based and students will design projects to program devices such as Micro:bits and robotic parts, as well as investigating programming with Artificial Intelligence. No prior experience is necessary.

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| Grades 9, 10, 11, 12 | DIGITAL GAME DESIGN | Honors |
| Semester | | 0.5 Credit - STEM |

Digital game design is a course that uses a team-based approach to allow students to collaboratively and independently construct a quality video game. Students will explore game design theory and will be introduced to the elements of video games. Students will describe how historical technology

impacted games from the arcade genre's and design turn-based games. Students will use animation and photo-editing and understand how music and sound effects are utilized in game design and within a virtual game space. Planning and using storyboards will help students as they learn to narrate games or include voice-over acting through coding. Each unit is designed to help students find their niche in the technical world. At the end of the semester, students will publish their own complex game to share with the world. This course is designed for any student interested in art, music, drama, creative writing, and of course coding!

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| Grades 9, 10, 11, 12 Semester | WEB DESIGN AND APP DESIGN | College Prep or Honors 0.5 Credit - STEM |
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In today's world web pages and mobile applications are the most common medium for sharing ideas and information. This is a project-based course that teaches students how to build their own web pages as well as mobile applications. For web design, students will learn the languages HTML and CSS, and will create their own live homepages to serve as portfolios of their creations. For mobile apps, students will work with a combination of MIT App Inventor, React Native and Swift to design and develop mobile applications for both Android and iOS platforms. No prior experience is necessary.

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| Grades 9, 10, 11, 12 Semester | AEROSPACE ENGINEERING | Honors 0.5 Credit - STEM |
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In this course students will be learning Advanced Manufacturing concepts and processes needed to work in the Aerospace Industry. Topics include measurement, operation of the mill, lathe, welding processes, cutting processes using the plasma cutter. Some of the projects include advanced sheet metal projects, threading, numerous milling projects and the opportunity to weld shelves and storage pieces.

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| Grades 9, 10, 11, 12 Semester | INTRO TO TECHNICAL DRAWING AND CAD | College Prep 0.5 Credit - STEM |
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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.

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| Grades 9, 10, 11, 12 Semester | ADVANCED CAD WITH 3D MODELING | College Prep 0.5 Credit - STEM |
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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 permission of instructor.

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| Grades 11, 12 | INTRO TO ENGINEERING | College Prep or Honors |
| Intro to Eng. A (Fall) | (A and B) | 0.5 Credit - STEM |
| Intro to Eng. B (Spring) | | 0.5 Credit - STEM |

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 school, technical school, future enrollment in a two-year or four-year program, or those entering the job market upon graduation should consider this course. Honors classes engage students in research projects, assignments which are an extension of class work, extensive reading and writing, individual class work and projects, as well as collaborative work. Students recommended for placement at the Honors level should demonstrate a commitment to academic achievement.

Algebra II is a prerequisite for Intro to Eng. A; Intro to Eng. A is a prerequisite for Intro to Eng. B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 9, 10, 11, 12 | ROBOTICS 1 | College Prep or Honors |
| Semester | | 0.5 Credit - STEM |

This is a one-semester course that explores a variety of robotic systems. Students work with VEX Robotics kits to learn about mechanical systems, motion systems, motor controls, transmissions, closed-loop systems, arms and manipulators to move objects. Some of the projects include tractor pulls, drag racing, and creating a clawbot to stack different materials. Honors Challenge: Students taking the course at the honors level will also explore advanced concepts in RobotC programming, sensors, logic and autonomous behavior.

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| Grades 9, 10, 11, 12 | ROBOTICS 2 | Honors |
| Semester | | 0.5 Credit - STEM |

This course is a continuation of the Robotics 1 course with an emphasis on electronics and programming. Students will build upon the knowledge and concepts from Robotics 1 including: sensors, drivetrains, radio control and multiple robotic tasks. Students will also learn how to program a UR5 robotic arm used in manufacturing.

Prerequisite: Robotics 1.

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| Grades 9, 10 | GEOMETRY IN | College Prep |
| Geom. in Const. A (Fall) | CONSTRUCTION | 0.5 Math+0.5 STEM Credit each |
| Geom. in Const. B (Spring) | (A and B) | 0.5 Math+0.5 STEM Credit each |

Advances in science and technology are changing how homes are designed and constructed. This course will explore mathematical concepts and their connections to the field of construction. Through a hands-on approach to learning geometry concepts, students will apply their learning to design and build a physical structure. A TI 83/84 or TI Nspire graphing calculator is required for

all mathematics courses.

Algebra I is a prerequisite for Geom. in Const. A; Geom. in Const. A is a prerequisite for Geom. in Const. B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

Grades 9, 10, 11, 12
Semester

**TELEVISION/
VIDEO PRODUCTION**

College Prep or Honors
0.5 Credit - STEM

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, graphics, post-production editing, and on-camera announcing and interviewing. Students are instructed in the proper use of the equipment. This class will produce several episodes of 'EHS Knights News' for students and staff. Honors Challenge: To earn honors credit students will be required to produce a five plus minute documentary on a socially relevant topic of their choice which must be approved by the teacher. Note: This course will be a prerequisite for all subsequent television/video production courses.

Grades 9, 10, 11, 12
Semester

**ADVANCED TELEVISION/
VIDEO PRODUCTION**

College Prep or Honors
0.5 Credit - STEM

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, and post-production editing. Students will produce advanced video projects, such as public service announcements, music videos, and a short film as a class. Honors Challenge: To earn honors credit students will be required to create a video that includes a minimum of three special effects to be created Adobe After Effects, which must be approved by the course instructor.

Prerequisite: Television/Video Production.

Grades 9, 10, 11, 12
Semester

DIGITAL PHOTOGRAPHY I

College Prep
0.5 Credit - Fine
Arts/STEM

Digital photography is an introductory course offering students an overview of digital photographic processes. Areas to be covered will include digital SLR camera use, studio lighting, image retouching, photographic composition, portfolio creation, Adobe Photoshop image editing software, advanced photographic techniques, lenses, cellphone photography, and career research.

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| Grades 9, 10, 11, 12 Semester | DIGITAL PHOTOGRAPHY II | College Prep 0.5 Credit - Fine Arts/STEM |
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Digital photography II is a project-driven, advanced course in Digital SLR photography that builds upon the knowledge and skills from Digital Photography. Students will explore technical, artistic, and commercial aspects of photography. This course will investigate a variety of famous photographers and artists. Advanced image editing and manipulation using Adobe Photoshop will also be a large part of this course.

Prerequisite: Digital Photography I

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| Grades 9, 10, 11, 12 Semester | INTRO TO TOOLS, MATERIALS & PROCESSES | College Prep 0.5 Credit - STEM |
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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.

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| Grades 9, 10, 11, 12 Semester | BASIC HOME AND AUTOMOTIVE MAINTENANCE | College Prep 0.5 Credit - STEM |
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Students will learn the basics of home and automotive maintenance through a variety of hands-on experiences, learning how to: change the oil in a car, change a flat tire, check tire air pressure, change a car battery, repair sheetrock, wire lights, replace light fixtures, paint a room, solve common plumbing problems, etc.

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| Grades 9, 10, 11, 12 Semester | CARPENTRY AND HOME IMPROVEMENT | College Prep 0.5 Credit - STEM |
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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

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| Grades 9, 10, 11, 12 Semester | WOODWORKING | College Prep 0.5 Credit - STEM |
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Woodworking II is a project-driven, advanced course in woodworking that builds upon the knowledge and skills from Tools and Machines. Students will plan, design, and build challenging individual woodworking projects. This course will investigate a variety of woodworking techniques and challenge students to create aesthetically pleasing works with an emphasis on detail. Advanced

woodworking techniques will be applied to all projects along with practical joinery techniques. Craftsmanship and proper finishing techniques will be essential.

Prerequisite: Introduction to Tools, Materials and Processes.

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| Grades 9, 10, 11, 12 Semester | MANUFACTURING SYSTEMS | College Prep 0.5 Credit - STEM |
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This course is an entry into the Manufacturing industry. Students will learn about the different manufacturing processes and tools. Some of the tools that are used are rivets, soldering irons, and the spot welder. The focus of this course is the manipulation of sheet metal and the processes that go into it. Some of the projects include metal boxes, wall art, and word walls.

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| Grades 9, 10, 11, 12 Semester | S.T.E.M. GUITAR | Honors 0.5 Credit - STEM |
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STEM Guitar provides students with a hands-on introduction to engineering concepts through the construction of a fully functional custom electric guitar. From woodworking to electronics, students will have the opportunity to explore what technical education is about. Course requires a \$100 lab fee.

ENGLISH COURSES

Required Courses: All students are required to pass 4.0 credits in English in order to graduate. All students must take **English 1, English 2, plus 2.0 additional credits in English**. Students may elect to take a full year English course or a combination of semester courses to meet the additional 2.0 credit requirement. English courses may require summer reading.

| Course Title | Grade(s) Offered | Credit(s) |
|--|------------------|--|
| English 1 (A and B) | 9 | Semester/0.5 each |
| English 2 (A and B) | 10 | Semester/0.5 each |
| ECE American Studies (A and B) | 11, 12 | Semester/0.5 Eng. + 0.5 Soc. Stud. each |
| ECE 1011, Women in Literature (A and B) | 11, 12 | Semester/0.5 each |
| AP Language & Composition (A and B) | 11, 12 | Semester/0.5 each |
| AP Literature & Composition (A and B) | 11, 12 | Semester/0.5 each |
| Journalism & Media in the 21st Century (A and B) | 11, 12 | Semester/0.5 each |

| Course Title | Grade(s) Offered | Credit(s) |
|--|------------------|------------------------------------|
| Criminal Minds and Modalities | 11, 12 | Semester/0.5 |
| Contemporary Literature | 11, 12 | Semester/0.5 |
| Psychology in Literature | 10, 11, 12 | Semester/0.5 |
| Creative Writing: Fiction and Storytelling | 10, 11, 12 | Semester/0.5 |
| Creative Writing: Poetry & Spoken Word | 10, 11, 12 | Semester/0.5 |
| Global Literature | 11, 12 | Semester/0.5 |
| The Refugee and Immigrant Experience | 11, 12 | Semester/0.5 |
| Heroes and Monsters | 11, 12 | Semester/0.5 |
| Playwriting* | 11, 12 | Semester/0.5 Eng. or 0.5 Fine Arts |
| Screenwriting* | 11, 12 | Semester/0.5 Eng. or 0.5 Fine Arts |
| Exploration of Musical Theatre* | 11, 12 | Semester/0.5 Eng. or 0.5 Fine Arts |
| Speech and Debate | 10, 11, 12 | Semester/0.5 |
| Utopian/Dystopian Literature | 11, 12 | Semester/0.5 |
| Introduction to Cinema Studies | 11, 12 | Semester/0.5 |
| Strategic Reading | 9, 10, 11, 12 | Semester/0.5 Elective |
| Strategic Writing | 9, 10, 11, 12 | Semester/0.5 Elective |
| Reading Support | 9, 10, 11, 12 | Semester/0.5 Elective |

**Students may enroll in Playwriting, Screenwriting, or Exploration of Musical Theatre to help fulfill either their English or Fine Arts credit requirement.*

English Course Description - Full Year Courses

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| Grade 9 | ENGLISH 1 | College Prep or Honors |
| English 1 A (Fall) | (A and B) | 0.5 Credit - Eng. |
| English 1 B (Spring) | | 0.5 Credit - Eng. |

In English 1, students will continue to develop their ability to read, interpret, and analyze a range of complex texts independently. 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. In addition, students will develop their skills in written expression, oral presentations, and discussions. In addition to the use of mentor texts, students choose additional texts to read through book clubs and independent reading.

English 1 A is a prerequisite for English 1 B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grade 10 | ENGLISH 2 | College Prep or Honors |
| English 2 A (Fall) | (A and B) | 0.5 Credit - Eng. |
| English 2 B (Spring) | | 0.5 Credit - Eng. |

In English 2, students will read a wide variety of texts, including contemporary fiction, classic fiction, and nonfiction, that gives voice to different perspectives, backgrounds, and cultures. Through the study of mentor texts students will develop their ability to recognize and analyze the choices an author makes within a text, considering how those choices add meaning and value to the texts. In addition, students are routinely offered opportunities to make choices in the texts they read, through book clubs and choice novels, in order to apply their learning to literary texts. Additionally, English II emphasizes the techniques for an effective writing process as students further develop their ability to write literary essays and narrative essays. Finally, students will continue to develop their skills in delivering oral presentations and participating in group and whole-class discussions.

English 1 B is a prerequisite for English 2A; English 2 A is a prerequisite for English 2 B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grade 11 | AMERICAN STUDIES | UConn ECE |
| American Studies A (Fall) | (A and B) | 0.5 Eng.+0.5 Soc. Stud. Credit each |
| American Studies B (Spring) | | 0.5 Eng.+0.5 Soc. Stud. Credit each |

Exploring the question, “What is an American?”, this course is a multi-disciplinary inquiry into the diversity of American societies and cultures.

This interdisciplinary college-level survey course, offered in cooperation with UConn Early College Experience, integrates the study of American history, politics, science, literature, and the arts beginning at the turn of the 20th century. Throughout the year, students engage in critical thinking and problem solving and analyze challenging texts which help prepare them for the SAT, future coursework, and beyond. They also conduct extensive and wide-ranging research about topics of their choice and present their learning in a variety of formats to develop their public speaking skills.

Opportunities to further explore the story of America first-hand with field trips to New York City and Salem, Massachusetts are also provided when sufficient enrollment numbers allow. Finally, all students produce projects which are entered into the Connecticut History Day contest, one of 58 affiliates of National History Day, a prestigious and renowned contest founded in 1974. American Studies is designed for students who are looking to challenge themselves, have a growth mindset,

and are self-motivated, responsible, and committed to their academic studies. In short, the course is a challenging, unique and rewarding experience that prepares students well for whatever they choose to do in the future!

Those who successfully complete the course will earn 1 EHS credit in English and 1 EHS credit in social studies, thereby fulfilling the U.S. history graduation requirement, as well as three credits at the University of Connecticut. Summer work is required.

American Studies A is a prerequisite for American Studies B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grade: 11, 12 | ECE WOMEN IN LITERATURE | UCONN ECE |
| Women in Lit. A (Fall) | (A and B) | 0.5 Credit - Eng. |
| Women in Lit. B (Spring) | | 0.5 Credit - Eng. |

In *Women in Literature* students will read and discuss novels, short stories, and poems published by, or about, women. Students will explore how literature reflects society and how authors use writing to purposefully question concerns and issues regarding women in the world. Units of study will explore how society is reflected in the modern feminist movement as framed by classic feminist ideas. Students will examine what is meant by the word “female” by analyzing photography, art, music, television, film and other mediums. Additionally, students will analyze nonfiction and fiction to critically question the world in which they live. This course will rely on inquiry based, multi-modal projects as a primary means of assessment. Students receiving a qualifying grade will be eligible for credits at UCONN and will fulfill the First Year Writing requirement.

Women in Lit. A is a prerequisite for Women in Lit. B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 11, 12 | AP LANGUAGE AND | AP |
| AP Lang. and Comp. A (Fall) | COMPOSITION | 0.5 Credit - Eng. |
| AP Lang. and Comp. B (Spring) | (A and B) | 0.5 Credit - Eng. |

This course provides instruction in academic writing through interdisciplinary reading. Assignments emphasize the development and revision of evidenced-based argumentative writing and the rhetorical and interpretative analysis of nonfiction texts. 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 of texts and frequent writing, students will develop their skills as readers and writers. Students will be given multiple opportunities to explore diverse themes by creating unique projects that reflect their individual learning and interests. This student-centered approach will include work in cohorts, and in a seminar style, that will include: project based learning, presentations on individually chosen topics, and multi-modal projects. There will be a focus on contemporary links to the learning. This course prepares students to take the AP Language and Composition Exam in May.

AP Lang. and Comp. A is a prerequisite for AP Lang. and Comp. B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 11, 12 | AP LITERATURE AND | AP |
| AP Lit. and Comp. A (Fall) | COMPOSITION | 0.5 Credit - Eng. |
| AP Lit. and Comp. A (Spring) | (A and B) | 0.5 Credit - Eng. |

This seminar course focuses on instruction in academic writing through reading and critical interpretation of literature. Students are engaged in the close reading and critical analysis of a wide variety of literature as they develop their strengths as writers, readers, and critical thinkers. Students will be given multiple opportunities to explore diverse themes by creating unique projects that reflect their individual learning and interests. This student-centered approach will include work in cohorts, and in a seminar style, that will include: project based learning, presentations on individually chosen topics, and multi-modal projects. There will be a focus on contemporary links to the learning. Writing assignments include interpretative and argumentative essays that require students to analyze literary works. The course is designed to help students become skilled readers and writers. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing. This course prepares students for taking the Advanced Placement exam in May.

AP Lit. and Comp. A is a prerequisite for AP Lit. and Comp. B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 11, 12 | JOURNALISM & MEDIA | College Prep or Honors |
| Journ. & Media A (Fall) | IN THE 21ST CENTURY | 0.5 Credit - Eng. |
| Journ. & Media A (Spring) | (A and B) | 0.5 Credit - Eng. |

How is information defined, gathered, and communicated in today's digital world? In this course, students will examine traditional journalism, news & social media, and their impact on our lives. Students will read and analyze a variety of fictional and nonfictional texts across a wide variety of media, such as print, YouTube, Twitter, and digital blogs. The course will be a project- & inquiry-based investigation of the effects of modern media consumption with a focus on a deeper analysis of accepted trends, research, and rhetoric. **Note: Although this course meets EHS English course requirements and receives EHS English credit, it does not meet NCAA core course requirements for English.*

Journ. & Media A is a prerequisite for Journ. & Media B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 11, 12 | CRIMINAL MINDS AND | College Prep or Honors |
| Semester | MODALITIES | 0.5 Credit - Eng. |

Students will read, watch, listen to, and experience a variety of true crime and crime fiction stories. Students will critically analyze a variety of modalities, engage with credible sources, and consider the impact of the world's interest in significant crimes, court cases, and situations. In particular,

students will grapple with the tremendous impact of books and podcasts in the 21st century as a means to find justice.

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| Grades 11, 12 Semester | CONTEMPORARY LITERATURE | College Prep or Honors 0.5 Credit - Eng. |
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In this course, students will read, analyze, and discuss contemporary texts including novels, short stories, films, TV, video games, art, and poems created in the last 10-15 years. Students will explore how contemporary literature reflects society and how authors use writing to purposefully question concerns and issues in the world. Units of study will explore defining contemporary literature, how contemporary society is reflected in modern fantasy, the pressures of the modern human experience, and video games as literature. Students will examine what is meant by the word “text” by analyzing photography, art, music, television, film and other mediums. Additionally, students will analyze the writer's craft, author's purpose, critically question texts, and use texts to understand our world. Writing will include inquiry projects around various contemporary topics and a required literary/multimedia analysis project.

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| Grades 10, 11, 12 Semester | PSYCHOLOGY IN LITERATURE | College Prep or Honors 0.5 Credit - Eng. |
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This course will explore psychological themes across multiple genres of literature. This course includes an overview of basic psychological concepts and their connections to the stories we tell. We will look at how psychology is manifested in literature and the ways literature instructs us about human psychology. Through analyzing texts using a psychoanalytical lens, we will examine issues related to mental health and the human condition overall. The foundational assumption of this course, and the connection between psychology and literature, can be summed up in this quote by the semantic scholar Daniel Mengistie Yimer: “Human’s soul makes the literature and literature nourishes human’s soul.”

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| Grades 10, 11, 12 Semester | CREATIVE WRITING: FICTION & STORYTELLING | College Prep or Honors 0.5 Credit - Eng. |
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The overall goal of this semester-long creative writing course is to develop and write great, original stories. To accomplish this, students will engage in various activities to enhance their knowledge of plot, character, storytelling and other skills in order to apply that to their own writing. Activities may include daily quick writes, mini-lessons, group writing activities, consistent reflection, small-group workshops, one-on-one conferencing, and long-term writing projects. This class will not only give students a chance to self-select their writing topics, but it will also give students an opportunity to share their work with an audience and gain feedback from that audience. Students are encouraged to create stories in a variety of mediums including short stories, novels, filmmaking, podcasting, etc. Students will also be encouraged to submit their work to contests and for publication. Students will end the class by creating a personal online creative writing collection.

Grades 10, 11, 12
Semester

**CREATIVE WRITING:
POETRY & SPOKEN
WORD**

College Prep or Honors
0.5 Credit - Eng.

In this course students will write pieces of unique poetry, including a variety of formats ranging from odes, to sestina, to free verse. In addition, students will study and craft spoken word pieces. There will be a heavy focus on workshopping pieces with an end goal of publication. As students progress through the course they will learn how to write poetry that captures intense emotions and uses layers of sensory detail, a distillation of language, and powerful structures to appeal to broad audiences. Students will develop their own unique style and voice as they write their pieces. In addition, students will study contemporary writing as inspiration and models for their own pieces. Students taking this course will also host an annual coffeehouse and/or poetry slam.

Grades 11, 12
Semester

GLOBAL LITERATURE

College Prep or Honors
0.5 Credit - Eng.

In Global Literature and Perspectives students will read and discuss a variety of nonfiction, memoir and historical fiction from across a spectrum of authors from outside the United States. This course will provide students an opportunity to examine issues that affect all of us from different perspectives around the world. Using an inquiry approach, students will choose from a selection of novels, short stories, and films that deal with themes of diversity, identity, ethics, and society.

Grades 11, 12
Semester

**THE REFUGEE AND IMMIGRANT
EXPERIENCE**

College Prep or Honors
0.5 credits- Eng.

In *The Refugee and Immigrant Experience*, students will delve into the experiences of people persecuted in countries across the world. The course will emphasize the lives of people who are forced to emigrate, cross borders, seek refuge, or who are otherwise forcibly displaced within their own countries. Rather than investigating the lives of people who choose to seek a ‘better life’ in the United States, *The Refugee and Immigrant Experience* will offer students a study into the human experience of refugees, immigrants, and asylum-seekers through literature, along with the historical context for the reasons people are displaced or forced to migrate in the first place.

Grades 11, 12
Semester

**HEROES & MONSTERS
IN LITERATURE**

College Prep or Honors
0.5 Credit - Eng.

In this course, students will examine the influence of real-world issues on modern media, in books, film and TV. How do the problems and topics we grapple with in our everyday lives influence the stories we create and vice versa? Using a cross section of stories from across popular media, students will see how classical text structures like the Hero’s Journey and Aristotle’s theory of tragedy still shape modern novels like *Game of Thrones*, *No Country for Old Men*, *Watchmen*, among many others. The class culminates in an analytical research paper that tasks students with examining what a particular novel, film, or TV show says about our society.

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| Grades 11, 12 Semester | PLAYWRITING | College Prep or Honors 0.5 Credit - Eng.or Fine Arts |
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Playwriting 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.

Note: Although this course meets EHS English course requirements and receives EHS English credit, it does not meet NCAA core course requirements for English.

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| Grades 11, 12 Semester | SCREENWRITING | College Prep or Honors 0.5 Credit - Eng.or Fine Arts |
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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 film-making medium.

Note: Although this course meets EHS English course requirements and receives EHS English credit, it does not meet NCAA core course requirements for English.

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| Grades 11, 12 Semester | EXPLORATION OF MUSICAL THEATRE | College Prep or Honors 0.5 Credit - Eng.or Fine Arts |
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Students will examine the evolution of Broadway musical theater, one of America's great indigenous art forms. This course gives students the opportunity to evaluate and compare a variety of musicals from the nineteenth century to present-day Broadway Musicals including Minstrel Shows, Vaudeville, Operetta, Musical Comedy, Opera on Broadway, and Rock Opera. Major figures discussed will include composers, lyricists, producers, directors, choreographers, performers, and conductors. Learning modalities include audio, video, readings, and discussions. Throughout the course, we discuss the evolving elements that make up the Broadway musical, starting with its rich and varied beginnings, viewing and listening to its evolution to the present.

Note: Although this course meets EHS English course requirements and receives EHS English credit, it does not meet NCAA core course requirements for English.

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| Grades 10, 11, 12 Semester | SPEECH AND DEBATE | College Prep or Honors 0.5 Credit - Eng. |
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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.

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| Grades 11, 12 Semester | UTOPIAN/DYSTOPIAN LITERATURE | College Prep or Honors 0.5 Credit - Eng. |
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Can a perfect society ever exist? Utopian/Dystopian Literature focuses on the genre of texts that explores the political and social message of an author as he or she criticizes some aspect of human society. A utopia is a perfect world; consequently, a dystopia is a perversion of perfect ideals and concepts of individual freedom. This course will examine both utopian and dystopian literature and film, as well as the social and political issues that fuel the creation of such texts. Reading may include classic dystopian texts as well as more contemporary selections. Additionally, cultural dystopian elements such as those within modern cults and psychological conditioning examples become a major focus throughout the semester. Writing will focus on satire as well as ongoing literary analysis.

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| Grades 11, 12 Semester | INTRODUCTION TO CINEMA STUDIES | College Prep or Honors 0.5 Credit - Eng. |
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In this writing-based course, you will learn about the basic elements of film production and learn the language needed in order to appreciate film as a unique form of art. As the course progresses, you will study various film and literary theories and apply them to films from around the world that deal with a wide range of topics. As a core component of the course, you will learn to write film reviews for a general audience and formal film critiques for an academic audience. You should expect to be required to watch a significant amount of film outside of the classroom to help us prioritize our time together during the school day.

Reading and Writing Support Courses

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| Grades 9, 10, 11, 12 Semester | STRATEGIC READING | Pass/Fail 0.5 Credit - Elective |
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Strategic Reading is a semester-long reading course designed to provide personalized instruction through specific, targeted reading intervention. Students will practice applying reading strategies to fiction and nonfiction texts; improving accuracy, fluency and comprehension; and acquiring vocabulary strategies to build on overall word knowledge. Students will receive Pass/Fail elective credit at the completion of each semester.

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| Grades 9, 10, 11, 12 Semester | STRATEGIC WRITING | Pass/Fail 0.5 Credit - Elective |
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Strategic Writing is a semester-long intervention course designed to provide targeted instruction in writing. Students will practice using a variety of writing strategies to develop their own writing skills. Writing instruction may include writing about reading through journal responses, narrative, argumentative, or informative pieces of writing. Students will receive Pass/Fail elective credit at the completion of each semester.

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| Grades 9, 10, 11, 12 Semester | READING SUPPORT | Pass/Fail 0.5 Credit - Elective |
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Reading Support is a semester-long course designed to provide intensive, targeted instruction for students in reading. The Wilson Just Words program will be used to provide intervention for students that have decoding or encoding difficulties. This program is also used to strengthen vocabulary through prefix, suffix and root word instruction and exploration. Students will receive Pass/Fail elective credit at the completion of each semester. Students are referred to this program; please speak to your guidance counselor prior to enrolling in this course.

FAMILY AND CONSUMER SCIENCE COURSES

| Course | Prerequisite(s) | Grade Offered | Credit(s) |
|---|------------------------------|---------------|-------------------|
| Child Growth and Development (A and B) | N/A | 9, 10, 11, 12 | Semester/0.5 each |
| Early Childhood Education | Child Growth and Development | 11, 12 | Semester/0.5 |
| Culinary Arts I | N/A | 9, 10, 11, 12 | Semester/0.5 |
| Classic Culinary Cuisine | Culinary Arts I | 11, 12 | Semester/0.5 |
| Baking and Pastry Arts | Culinary Arts I | 10, 11, 12 | Semester/0.5 |
| Artisanal Baking and Confections | Baking and Pastry Arts | 11, 12 | Semester/0.5 |
| Culinary Road Warriors | Culinary Arts I | 11, 12 | Semester/0.5 |
| Fashion Design | N/A | 9, 10, 11, 12 | Semester/0.5 |
| Advanced Fashion Design | Fashion Design | 10, 11, 12 | Semester/0.5 |
| Interior Design | N/A | 9, 10, 11, 12 | Semester/0.5 |
| Mastering Empathy & Cultivating Tolerance | N/A | 9, 10, 11, 12 | Semester/0.5 |

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| Grades 9, 10, 11, 12 | CHILD GROWTH AND DEVELOPMENT (A and B) | College Prep |
| Child Growth & Dev. A (Fall) | | 0.5 Credit - FCS |
| Child Growth & Dev. B (Spring) | | 0.5 Credit - FCS |

This discussion and presentation based course offers students a greater understanding of a child's growth and needs through the many stages of development from conception through adolescence. Studying the physical, social/emotional, and intellectual aspects of human development can improve effectiveness when working with children and prepare students for careers in teaching, counseling, and other child-centered fields. This class is a prerequisite to teaching in our Little Kids, Big Kids Preschool, EHS on-site child laboratory.

Child Growth & Dev. A is a prerequisite for Child Growth & Dev. B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 11, 12 | EARLY CHILDHOOD EDUCATION | Honors |
| Semester | | 0.5 Credit - FCS |

This course is the culmination of students' previous coursework in Child Growth and Development as it builds on prior learning and applies concepts to actual early childhood experiences. Coursework includes presentations, journals, and reflections on personal growth. Students will design and teach six lesson plans while working in our ten week preschool laboratory program, Little Kids, Big Kids, which enrolls local 3-5 year olds. For their final project, students create a portfolio over seventy pages long which showcases their growth, learning, lesson plans, and experiences and can be used for future college or career plans.

Prerequisite: Child Growth and Development (A and B) or permission of the instructor.

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| Grades 9, 10, 11, 12 | CULINARY ARTS ONE | College Prep |
| Semester | | 0.5 Credit - FCS |

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 smallwares that will be used in a professional kitchen.

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| Grades 10, 11, 12 | BAKING AND PASTRY ARTS | College Prep |
| Semester | | 0.5 Credit - FCS |

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.

Prerequisite: Culinary Arts One or permission of the instructor

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| Grades 11, 12 Semester | ARTISANAL BAKING AND CONFECTIONS | Honors 0.5 Credit - FCS/Fine Art |
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As a follow-on to Baking and Pastry Arts, students who enroll in this course will hone their baking craft through a series of advanced production labs focused on making their food artistic, flavorful, finely-paired, and noteworthy. From current trends, such as Crudite' and Charcuterie plates, to time-treasured favorites, including Creme Brulee' and Death by Chocolate, this course provides students with the opportunity to showcase their talent in the **"Baker's Guild"**—our experiential retail bakery. This course also provides for two voluntary open "lab/studio" periods per week, most likely to occur during H block.

Prerequisite: Baking and Pastry Arts or permission of the instructor

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| Grades 11, 12 Semester | CULINARY ROAD WARRIORS | Honors 0.5 Credit - FCS |
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Ever wonder where your recipes came from? This course is designed to navigate the 11 culinary regions across the United States and identify the cultural, historical, and environmental influences that help shape the current cuisines offered today. Students will prepare regional dishes using advanced preparation techniques, food complementation skills, and appropriate food plating and garnishing. Students will participate in a "Regional Marketplace" where they will prepare and "sell" their dish in food court fashion.

Prerequisite: Culinary Arts One or permission of the instructor

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| Grades 11, 12 Semester | CLASSIC CULINARY CUISINE | College Prep 0.5 Credit - FCS/Fine Art |
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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 One or permission of the instructor

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| Grades 9, 10, 11, 12 Semester | INTRODUCTION TO FASHION DESIGN | College Prep 0.5 Credit - FCS/Fine Art |
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This course is designed to provide students with an understanding of the role fashion plays in their lives and the lives of others. Students will learn about color, the qualities of fibers and fabrics, and the economics of production and manufacturing as well as collaborating, journaling, presenting, and producing. They will design and sew a lanyard, a bucket hat, and a drawstring bag which they can wear or gift.

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| Grades 10, 11, 12 Semester | ADVANCED FASHION DESIGN | Honors 0.5 Credit - FCS/Fine Art |
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This course is a continuation of the Fashion Design course with emphasis placed on providing more individualized opportunities to extend students' creativity in designing and creating unique projects. Students will study advanced units in fashion which include design and production, current trends, the impact of social media and its influence on fashion marketing and advertising, and advanced principles of fashion design. Students will be embarking on a semester-long personal business project; they will design, produce, market, and sell the items they create.

Prerequisite: Introduction to Fashion Design

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| Grades 9, 10, 11, 12 Semester | INTERIOR DESIGN | College Prep or Honors 0.5 Credit - FCS |
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Students will learn the basics of interior design as outlined by the New York School of Interior Design. The course will include individual research and group presentations, culminating in the creation of a design plan for a "tiny house" as the student's final project.

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| Grades 9, 10, 11, 12 Semester | MASTERING EMPATHY & CULTIVATING TOLERANCE | College Prep 0.5 Credit - FCS/Eng. |
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Students will be studying various characters in film and print to allow for genuine discussion intended to build empathy and promote tolerance. This course is designed to help students identify and practice different ways to come alongside and support difficult people in their lives. Films allow them to "experience" the different lives and challenges many people might have. Although watching is nothing like living, it allows students to consider why people may act and think the way they do based on some of the different abilities, challenges, or beliefs they have. It is the goal of this course that students can see how they can disagree with someone's actions, thoughts, and feelings and still treat them with empathy and compassion. Classroom discussions follow Ellington's Seeds of Civility. Students will be challenged to think and discuss difficult topics.

GENERAL ELECTIVES

| Course | Prerequisite(s) | Grade Offered | Credit(s) |
|------------------------|-----------------|---------------|--------------|
| Greco-Roman Mythology | N/A | 9, 10, 11, 12 | Semester/0.5 |
| Independent Study | N/A | 11, 12 | Semester/0.5 |
| Leadership Development | N/A | 10, 11, 12 | Semester/0.5 |
| Military Preparedness | N/A | 10, 11, 12 | Semester/0.5 |

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| Student Teaching Assistant | N/A | 11, 12 | Semester/0.5 |
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| Grades 9, 10, 11, 12 Semester | GRECO-ROMAN MYTHOLOGY | College Prep 0.5 Credit |
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Ancient mythology pervades myriad aspects of our culture, in both obvious and subtle ways. This course is an introduction to ancient Greek and Roman Mythology through the examination of the literature and art of these cultures. We will learn the principal myths and mythological figures of ancient Greece and Rome, and study the influence these various myths have had on our culture, especially in literature, art, and film.

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| Grades 11, 12 Semester | INDEPENDENT STUDY | College Prep 0.5 Credit |
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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 six courses students are required to carry. They are taken **in addition** to the six 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 year long projects will be conducted in January.

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| Grades 10, 11, 12 Semester | LEADERSHIP DEVELOPMENT | College Prep 0.5 Credit |
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Leadership Development is designed to increase personal responsibility, leadership, and professional skills through participatory learning experiences. The course provides students with the opportunity to develop appropriate influence, an awareness of personal image, a healthy self-concept, and healthy relationships.

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| Grades 10, 11, 12 Semester | MILITARY PREPAREDNESS | College Prep 0.5 Credit |
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Students will embark upon a course of physical, ethical, and historical studies designed to prepare them to pass entrance exams and basic training for all branches of the U.S. military. Readings will include student choice of texts from the USMC Commandant's and U.S. Army professional reading list, among others. Physical fitness standards are drawn from the USMC Physical Fitness Test (PFT), which combines pull ups/push ups, crunches, and a three mile run.

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| Grades 11, 12 Semester | STUDENT TEACHING ASSISTANT | College Prep 0.5 Credit |
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The purpose of this course is to provide career exploration opportunities within the classroom environment. The student teaching assistant program provides students an opportunity to gain valuable insight into potential career paths within a specific area of interest while matching their talents, interests, aptitudes, and skills to real-world opportunities. The student teaching assistant program allows students to “give back” to their community and school through a hands-on internship experience within the classroom. Interested students will be required to complete an application process to be accepted into this course.

HEALTH EDUCATION COURSES

Class of 2023 and beyond

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| Grade 9 Quarter | HEALTH AND WELLNESS 9 | College Prep 0.25 Credit - Health |
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In this comprehensive study of health and wellness, students will investigate the health components 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. Through this course the student will study: wellness concepts, stress management, mindfulness, coping skills, mental illness, relationships, conflict resolution and assertive communication, and vaping prevention.

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| Grade 10 Quarter | HEALTH AND WELLNESS 10 | College Prep 0.25 Credit - Health |
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In this comprehensive study of health and wellness, students will investigate personal wellness and the relationship between decision-making and personal well-being. This course will place emphasis on how to stay well by developing the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions. Skills will include accessing valid information, products and services; goal setting; decision making; using effective interpersonal communication skills; analyzing internal and external influences; and advocating a healthy position. Topics will include nutrition, peer relationships, refusal skills, human growth and development, substance use/misuse/abuse, sexual harassment, stress and suicide prevention.

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| Grade 11 Quarter | HEALTH AND WELLNESS 11 | College Prep 0.25 Credit - Health |
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In this comprehensive study of health and wellness, students will investigate personal wellness and the relationship between decision-making and personal well-being. Topics will include CPR/AED & first aid skills, mental health & suicide prevention, relationships and leadership skills, alcohol awareness and driving laws, and injury prevention. *If the student chooses they may elect to become certified in CPR/AED & First Aid.

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| Grade 12 Quarter | HEALTH AND WELLNESS 12 | College Prep 0.25 Credit - Health |
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In this comprehensive study of health and wellness, students will investigate real life issues associated with personal health evaluation. This required course challenges the adolescent to take control of their lifestyle and understand the impact of genetic and environmental factors. Students will also assess the importance of assuming responsibility for personal health behaviors and the influence of media. Topics will include communicable and non communicable disease, cancer, personal safety, death/dying/grieving and substance abuse prevention/addiction/rehabilitation.

MATHEMATICS COURSES

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

A graphing calculator is required for all mathematics courses. (TI 83, 84 or Nspire recommended)

| Course | Prerequisite(s) | Grade Offered | Credit(s) |
|---|---|---------------|--|
| **Algebra I (A and B) | | 9 | Semester/0.5 each |
| **Algebra II (A and B) (CP or Honors) | Algebra I | 10 | Semester/0.5 each |
| **Geometry (A and B) (CP or Honors) | Algebra I | 9, 10, 11 | Semester/0.5 each |
| **Geometry in Construction (CP) (A and B) | Algebra I | 9, 10, 11 | Semester/ 0.5 Math + 0.5 STEM each |
| Pre-Calculus (CP or Honors) (A and B) | Algebra I, Geometry & Algebra II | 11, 12 | Semester/0.5 each |
| AP Calculus AB (A and B) | Algebra I, Geometry, Algebra II & Pre-Calculus | 11, 12 | Semester/0.5 each |
| *ECE/AP Calculus BC (A and B) | Algebra I, Geometry, Algebra II & Pre-Calculus | 11, 12 | Semester/0.5 each |
| Probability & Statistics (CP) | Algebra I, Geometry & Algebra II | 11, 12 | Semester/0.5 |

| Course | Prerequisite(s) | Grade Offered | Credit(s) |
|--------------------------|----------------------------------|---------------|--------------|
| Trigonometry (CP) | Algebra I, Geometry & Algebra II | 11, 12 | Semester/0.5 |
| Data Science (Honors) | Algebra I | 10, 11, 12 | Semester/0.5 |
| ECE Statistics | Algebra I, Geometry & Algebra II | 11, 12 | Semester/0.5 |
| *ECE Discrete Math | Algebra I, Geometry & Algebra II | 11, 12 | Semester/0.5 |

*If students wish to take both ECE Calculus and ECE Discrete Math, please note that ECE Discrete math must be completed PRIOR to enrolling in ECE Calculus, per The University of Connecticut, for students to be eligible for college credit in both courses.

**At any time, students needing additional math support may be concurrently enrolled in Math Plus.

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| Grade 9 | ALGEBRA I | College Prep |
| Algebra I A (Fall) | (A and B) | 0.5 Credit - Math |
| Algebra I B (Spring) | | 0.5 Credit - Math |

This course emphasizes the language and techniques of Algebra. In this course students will examine topics such as linear expressions, equations, and inequalities; systems of equations and inequalities, an introduction to functions including quadratic and exponential functions, and quadratic equations. This course utilizes the Illustrative Mathematics curriculum along with differentiated supports. A TI 83/84 or TI Nspire graphing calculator is required for all mathematics courses.

Algebra I A is a prerequisite for Algebra I B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grade 10 | ALGEBRA II | College Prep |
| Algebra II A (Fall) | (A and B) | 0.5 Credit - Math |
| Algebra II B (Spring) | | 0.5 Credit - Math |

This course is a continuation of topics from Algebra I and uses a problem-based method of instruction focused on student discourse. Topics include the study of sequences, polynomial functions and their graphs, solving systems of equations and inequalities, rational expressions and transformations. This course utilizes the Illustrative Mathematics curriculum along with differentiated supports. A TI 83/84 or TI Nspire graphing calculator is required for all mathematics courses.

Algebra I B is a prerequisite for Algebra II A; Algebra II A is a prerequisite for Algebra II B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grade 10 | ALGEBRA II | Honors |
| Algebra II A (Fall) | (A and B) | 0.5 Credit - Math |
| Algebra II B (Spring) | | 0.5 Credit - Math |

Honors Algebra II continues and expands upon the topics from Algebra I and uses a problem-based method of instruction focused on student discourse. Topics include the study of sequences, polynomial functions and their graphs, solving systems of equations in two and three variables, systems of inequalities, rational expressions, complex numbers and rational exponents, and transformations. Students may also see an introduction to trigonometry. This course utilizes the Illustrative Mathematics curriculum. A TI 83/84 or TI Nspire graphing calculator is required for all mathematics courses.

Algebra I B is a prerequisite for Algebra II A; Algebra II A is a prerequisite for Algebra II B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 9, 10 | GEOMETRY IN | College Prep |
| Geom. in Const. A (Fall) | CONSTRUCTION | 0.5 Math+0.5 Tech Ed Credit each |
| Geom. in Const. B (Spring) | (A and B) | 0.5 Math+0.5 Tech Ed Credit each |

Advances in science and technology are changing how homes are designed and constructed. This course will explore mathematical concepts and their connections to the field of construction. Through a hands-on approach to learning geometry concepts, students will apply their learning to design and build a physical structure. A TI 83/84 or TI Nspire graphing calculator is required for all mathematics courses. **Note: Although this course meets EHS Mathematics course requirements and receives EHS Mathematics credit, it does not meet NCAA core course requirements for Mathematics.*

Algebra I B is a prerequisite for Geom. in Const. A; Geom. in Const. A is a prerequisite for Geom. in Const. B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 9, 10, 11 | GEOMETRY | College Prep |
| Geometry A (Fall) | (A and B) | 0.5 Credit - Math |
| Geometry B (Spring) | | 0.5 Credit - Math |

This geometry course introduces concepts visually, analytically, inductively, and deductively. Students are expected to prove geometric concepts, reason effectively, solve problems and think critically. A TI 83/84 or TI Nspire graphing calculator is required for all mathematics courses. *Note:* Students may take Geometry concurrently with Algebra I or Algebra II.

Geometry A is a prerequisite for Geometry B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 9, 10, 11 | GEOMETRY | Honors |
| Geometry A (Fall) | (A and B) | 0.5 Credit - Math |
| Geometry B (Spring) | | 0.5 Credit - Math |

This geometry course emphasizes an 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 or TI Nspire graphing calculator is required for all mathematics courses. *Note:* Students may take Geometry concurrently with Algebra I or Algebra II.

Geometry A is a prerequisite for Geometry B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 9, 10, 11 | MATH PLUS | College Prep |
| Semester | (A and B) | 0.5 Credit - Elective |

This is a semester-long course designed to support students in both foundational math content and skills and current mathematical course content and skills for Algebra I, Algebra II, and Geometry. Each semester of Math Plus is aligned to the three core courses in foundational knowledge, skills, and current content.

Note: Students may enroll in one or two semesters of Math Plus for which they will receive Pass/Fail elective credit. Students must be concurrently enrolled in Algebra I, Algebra II, or Geometry.

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| Grades 11, 12 | PRE-CALCULUS | College Prep |
| Pre-Calculus A (Fall) | (A and B) | 0.5 Credit - Math |
| Pre-Calculus B (Spring) | | 0.5 Credit - Math |

This precalculus course builds upon Algebra and Geometry through studies 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 TI 83/84 or TI Nspire graphing calculator is required for all mathematics courses.

Algebra I B, Geometry B, and Algebra II B are prerequisites for Pre-Calculus A; Pre-Calculus A is a prerequisite for Pre-Calculus B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 11, 12 | PRE-CALCULUS | Honors |
| Pre-Calculus A (Fall) | (A and B) | 0.5 Credit - Math |
| Pre-Calculus B (Spring) | | 0.5 Credit - Math |

This precalculus 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 TI 83/84 or TI Nspire graphing calculator is required for all mathematics courses.

Algebra I B, Geometry B, and Algebra II B are prerequisites for Pre-Calculus A; Pre-Calculus A is a prerequisite for Pre-Calculus B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 11, 12 | AP CALCULUS AB | AP |
| AP Calculus AB A (Fall) | (A and B) | 0.5 Credit - Math |
| AP Calculus AB B (Spring) | | 0.5 Credit - Math |

This Calculus course covers 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 TI 83/84 or TI Nspire graphing calculator is required for all-mathematics courses.

Algebra I B, Geometry B, Algebra II B, and Pre-Calculus B are prerequisites for AP Calculus AB A; AP Calculus AB A is a prerequisite for AP Calculus AB B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 11, 12 | ECE/AP CALCULUS BC | ECE/AP |
| ECE/AP Calculus BC A (Fall) | (A and B) | 0.5 Credit - Math |
| ECE/AP Calculus BC B (Spring) | | 0.5 Credit - Math |

This Calculus course covers the topics of single variable calculus 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 TI 83/84 or TI Nspire graphing calculator is required for all mathematics courses. **If students wish to take both ECE Calculus and ECE Discrete Math, please note that ECE Discrete math must be completed PRIOR to enrolling in ECE Calculus, per The University of Connecticut, for students to be eligible for college credit in both courses.*

Algebra I B, Geometry B, Algebra II B, and Pre-Calculus B are prerequisites for ECE/AP Calculus BC A; ECE/AP Calculus BC A is a prerequisite for ECE/AP Calculus BC B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

Grades 11, 12
Semester

PROBABILITY AND STATISTICS

College Prep
0.5 Credit-Math

Students will use statistics and probability to study patterns and departures from patterns. This course is designed to expose students to statistical methods of collecting, analyzing and testing data, and making inferences from the data. Additionally, students will work with permutations, combinations, and the binomial theorem as applied to probability. Throughout the course, real world scenarios 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, measures of central tendency, measures of variation, statistical distribution, hypothesis testing, and probability. Technology and manipulatives will be incorporated on a regular basis in class and on assessments. A TI 83/84 or TI Nspire graphing calculator is required for all mathematics courses.

Prerequisites: Algebra I B, Geometry B, and Algebra II B

Grades 11, 12
Semester

TRIGONOMETRY

College Prep
0.5 Credit - Math

Trigonometry is a field of mathematics in which the geometric properties of the angles of triangles are used to measure lengths. This semester length course will cover the foundations of trigonometry in right triangles, understanding the unit circle and circular definitions of trigonometric functions, and applications of trigonometry in problem solving. Trigonometry may be taken concurrently with Pre-Calculus, Calculus (any level), Probability & Statistics, ECE Statistics, or ECE Discrete Math. A TI 83/84 or TI Nspire graphing calculator is required for all mathematics courses.

Prerequisites: Algebra I B, Geometry B, and Algebra II B

Grades 10, 11, 12
Semester

DATA SCIENCE

Honors
0.5 Credit - Math

Data science is a fascinating, lucrative, and fast-growing field. Data scientists structure and analyze large volumes of data, uncover patterns, and make predictions. They are needed in practically every domain: business, finance, science, health, and the public sector. The curriculum will introduce students to the main ideas in data science through free tools such as Google Sheets, Python, Data Commons and Tableau. At the end of the course students will have a portfolio of their data science work to showcase their newly developed abilities for potential employers.

Prerequisites: Algebra I B

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| Grades 11, 12 Semester (Fall) | ECE DISCRETE MATH | ECE 0.5 Credit - Math |
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This course is offered in conjunction with the University of Connecticut Early College Experience (ECE) program. This course emphasizes problem solving through the following concepts: voting methods, apportionment methods, mathematics of money and finance, counting principles and probability, graph theory. UConn credit will be granted to pre-registered students with a grade of C or better. Students are individually responsible for costs associated with the University of Connecticut. A TI 83/84 or TI Nspire graphing calculator is required for all mathematics courses.

**If students wish to take both ECE Calculus and ECE Discrete Math, please note that ECE Discrete math must be completed PRIOR to enrolling in ECE Calculus, per The University of Connecticut, for students to be eligible for college credit in both courses.*

Prerequisites: Algebra I B, Geometry B, and Algebra II B

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| Grades 11, 12 Semester (Spring) | ECE STATISTICS | ECE 0.5 Credit - Math |
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This course is offered in conjunction with the University of Connecticut Early College Experience (ECE) program. This course considers a standard approach to statistical analysis primarily for students of business and economics. Topics of study include elementary probability, sampling distributions, confidence intervals and hypothesis testing, regression and correlation, exploratory data analysis. Statistical functions of the graphing calculator are integrated into the coursework. The TI-84 Plus or TI Nspire graphing calculator are required for this course, and statistics via personal computers will also be explored. UConn credit will be granted to pre-registered students with a grade of C or better. Students are individually responsible for costs associated with the University of Connecticut.

Prerequisites: Algebra I B, Geometry B, and Algebra II B

MUSIC COURSES

| Course | Grade(s) Offered | Credit(s) |
|----------------------------|------------------|---|
| Unified Music | 9, 10, 11, 12 | Semester/0.5 |
| History of Musical Theater | 9, 10, 11, 12 | Semester/0.5 |
| Music Production | 9, 10, 11, 12 | Semester/0.5 |
| Popular Music | 9, 10, 11, 12 | Semester/0.5 |
| Songwriting | 9, 10, 11, 12 | Semester/0.5 |
| Music Theory (A and B) | 9, 10, 11, 12 | Semester/0.5 each |
| AP Music Theory (A and B) | 9, 10, 11, 12 | Semester/0.5 each |
| Beginning Guitar | 9, 10, 11, 12 | Semester/0.5 |
| Intermediate Guitar | 9, 10, 11, 12 | Semester/0.5 |
| Chorale (A and B) | 9, 10, 11, 12 | Semester/0.5 each |
| Drop the Bass (A and B) | 9, 10, 11, 12 | Semester/0.25 each Afterschool (P/F) |
| Treble Chorus (A and B) | 10, 11, 12 | Semester/0.5 each |
| Vocal Ensemble (A and B) | 10, 11, 12 | Semester/0.5 each |
| Steel Drum Band | 9, 10, 11, 12 | Semester/0.5 |
| Concert Band (A and B) | 9, 10, 11, 12 | Semester/0.5 each |
| Wind Ensemble (A and B) | 9, 10, 11, 12 | Semester/0.25 each Afterschool (P/F) |
| Jazz Band (A and B) | 9, 10, 11, 12 | Semester/0.5 each |
| ECE Music Appreciation | 9, 10, 11, 12 | Semester/0.5 |

Grades 9, 10, 11, 12
Semester

UNIFIED MUSIC

College Prep
0.5 Credit - Fine Arts

This is an inclusive, experiential music course specific to special needs students. Traditional education students will also enroll in the class to act as peer mentors and will gain knowledge and build partnerships with students, while fostering important and meaningful relationships through music. The class will focus on movement to music, singing, theatrics, technology and basic in-class performance coupled with experimentation between different genres and equipment.

Grades 9, 10, 11, 12
Semester

MUSIC PRODUCTION

College Prep
0.5 Credit - Fine Arts

This course provides an introduction to the basic principles, procedures and techniques of music production. Students will learn to use BandLab, a cross-platform digital audio workstation (DAW) to manipulate and synthesize both prerecorded and live sounds for their own original compositions.

Grades 9, 10, 11, 12
Semester

POPULAR MUSIC

College Prep
0.5 Credit - Fine Arts

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.

Grades 9, 10, 11, 12
Semester

SONGWRITING

College Prep
0.5 Credit - Fine Arts

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.

Grades 9, 10, 11, 12
Music Theory A (Fall)
Music Theory B (Spring)

**MUSIC THEORY
(A and B)**

Honors
0.5 Credit - Fine Arts
0.5 Credit - Fine Arts

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.

Music Theory A is a prerequisite for Music Theory B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

Grades 9, 10, 11, 12
AP Music Theory A (Fall)
AP Music Theory B (Spring)

**AP MUSIC THEORY
(A and B)**

AP
0.5 Credit - Fine Arts
0.5 Credit - Fine Arts

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.

AP Music Theory A is a prerequisite for AP Music Theory B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 9, 10, 11, 12 Semester | BEGINNING GUITAR | College Prep 0.5 Credit - Fine Arts |
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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.

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| Grades 9, 10, 11, 12 Semester | INTERMEDIATE GUITAR | College Prep 0.5 Credit - Fine Arts |
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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.

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| Grades 9, 10, 11, 12 | CHORALE | College Prep or Honors |
| Chorale A (Fall) | (A and B) | 0.5 Credit - Fine Arts |
| Chorale B (Spring) | | 0.5 Credit - Fine Arts |

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.

Chorale A is a prerequisite for Chorale B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 9, 10, 11, 12 | DROP THE BASS | After School Class (Pass/Fail) |
| Drop the Bass A (Fall) | (A and B) | 0.25 Credit - Fine Arts |
| Drop the Bass B (Spring) | | 0.25 Credit - Fine Arts |

This ensemble meets once per week after school at a time that will be determined and is open to all students who demonstrate the ability to sing in the tenor or bass range. Drop the Bass sings a variety of music ranging from 1950s Doo-Wop to Modern Pop. 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.

Drop the Bass A is a prerequisite for Drop the Bass B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 10, 11, 12 | TREBLE CHORUS | Honors |
| Treble Chorus A (Fall) | (A and B) | 0.5 Credit - Fine Arts |
| Treble Chorus B (Spring) | | 0.5 Credit - Fine Arts |

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.

Treble Chorus A is a prerequisite for Treble Chorus B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 10, 11, 12 | VOCAL ENSEMBLE | Honors |
| Vocal Ensemble A (Fall) | (A and B) | 0.5 Credit - Fine Arts |
| Vocal Ensemble B (Spring) | | 0.5 Credit - Fine Arts |

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 Ensemble A is a prerequisite for Vocal Ensemble B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 9, 10, 11, 12 Semester | STEEL DRUM BAND | College Prep 0.5 Credit - Fine Arts |
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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.

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| Grades 9, 10, 11, 12 Concert Band A (Fall) Concert Band B (Spring) | CONCERT BAND (A and B) | College Prep or Honors 0.5 Credit - Fine Arts 0.5 Credit - Fine Arts |
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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. Participation in all dress rehearsals and concerts is mandatory.

Concert Band A is a prerequisite for Concert Band B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 9, 10, 11, 12 Wind Ensemble A (Fall) Wind Ensemble B (Spring) | WIND ENSEMBLE (A and B) | After School Class (Pass/Fail) 0.25 Credit - Fine Arts 0.25 Credit - Fine Arts |
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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.

Note: Students will receive Pass/Fail credit for this course.

Wind Ensemble A is a prerequisite for Wind Ensemble B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 9, 10, 11, 12 | JAZZ BAND | Honors |
| Jazz Band A (Fall) | (A and B) | 0.5 Credit - Fine Arts |
| Jazz Band B (Spring) | | 0.5 Credit - Fine Arts |

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 Band A is a prerequisite for Jazz Band B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 9, 10, 11, 12 | ECE MUSIC APPRECIATION | ECE |
| Semester | | 0.5 Credits- Fine Arts |

This course is designed to give students an introduction to listening to music, describing what they hear, and appreciating music. The primary focus will be on Western music, but other forms of music such as Jazz, 20th century music, Folk, Latin American, and other World Music will also be explored. Students who take this course do not need to have any prior experience in music.

PHYSICAL EDUCATION COURSES

The Ellington High School PE department seeks to educate all students to their academic and 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.

In order to satisfy graduation requirements, each EHS student must pass all four quarters of PE, for a total of **one credit** of Physical Education. Two of these quarter credits must be PE 9 and PE 10; the other two quarters will be PE Elective credits as outlined below.

All students enrolled in PE 9 and PE 10 will be required to fully participate in all sections of the CT Physical Fitness Assessment, which includes the mile run, sit-and-reach, curl-ups, and push-ups.

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.

| Course | Grade(s) Offered | Credit(s) |
|--|------------------|--------------|
| Physical Education 9 | 9 | Quarter/0.25 |
| Physical Education 10 | 10 | Quarter/0.25 |
| PE Elective: Fitness | 11, 12 | Quarter/0.25 |
| PE Elective: Indoor Lifetime Activities | 11, 12 | Quarter/0.25 |
| PE Elective: Outdoor Lifetime Activities | 11, 12 | Quarter/0.25 |
| PE Elective: Unified Physical Education | 11, 12 | Quarter/0.25 |
| PE Elective: Self Defense | 11, 12 | Quarter/0.25 |
| PE Elective: Yoga for Health and Fitness | 11, 12 | Quarter/0.25 |
| PE Elective: Indoor Game Play | 11, 12 | Quarter/0.25 |
| PE Elective: Outdoor Game Play | 11, 12 | Quarter/0.25 |

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| Grade 9 Quarters 2, 3 | PHYSICAL EDUCATION 9 | College Prep 0.25 Credit - PE |
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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. Instruction may include but is not limited to: Badminton, Pickleball, Volleyball, Basketball, Hockey and the CT Physical Fitness Assessment.

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| Grade 10 Quarters 1, 4 | PHYSICAL EDUCATION 10 | College Prep 0.25 Credit - PE |
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This PE course is a requirement for all students in grade 10. 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. Instruction may include but is not limited to: Flag football, Ultimate Frisbee, Archery, Tennis, Fitness Components and the CT Physical Fitness Assessment.

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| Grades 11, 12 Quarter | PE ELECTIVE: FITNESS | College Prep 0.25 Credit - PE |
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This elective course is only available to students who have already earned one half 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.

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| Grades 11, 12 Quarter | PE ELECTIVE: INDOOR LIFETIME ACTIVITIES | College Prep 0.25 Credit - PE |
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This elective course is only available to students who have already earned one half credit in PE. 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 that may be covered but are not limited to: Ping Pong, Ladderball, Cornhole, Yoga/Fitness, Badminton, Spike ball, Speedball. Students will be evaluated based on their daily participation and other assessments.

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| Grades 11, 12 Quarter | PE ELECTIVE: OUTDOOR LIFETIME ACTIVITIES | College Prep 0.25 Credit - PE |
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This elective course is only available to students who have already earned one half credit in PE. 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 that may be covered but are not limited to: Archery, Backyard games (Croquet, Kan Jam, Lasso Golf, Corn Hole), Tennis, Frisbee Golf, and Power Walking. Students will be evaluated based on their daily participation and other assessments.

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| Grades 11, 12 Quarter | PE ELECTIVE: UNIFIED PHYSICAL EDUCATION | College Prep 0.25 Credit - PE |
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This elective course is only available to students who have earned one half credit in PE. 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 movement and wellness concept. 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. Interested students will be required to obtain PE teacher approval prior to the start of the quarter.

Grades 11, 12
Quarter

**PE ELECTIVE: SELF
DEFENSE**

College Prep
0.25 Credit - PE

This elective course is available to students who have earned one half credit in PE. In this course students will focus on self-defense tactics, concepts, and strategies. Students will engage in specific physical defense movements as well as research and present to peers additional safety options. Students will learn how to de-escalate conflict situations both verbally and tactically.

Grades 11, 12
Quarter

PE ELECTIVE: YOGA

College Prep
0.25 Credit - PE

This elective course is available to students who have earned one half credit in PE. This course is designed to introduce postures, breathing techniques, and relaxation methods of yoga. Through this course, students will build a flexible, mobile and strong body, dissolve tensions, and improve body composition. Participation will also improve one's psychological/mental well being by increasing both self confidence, mental clarity and mindfulness.

Grades 11, 12
Quarter

PE ELECTIVE: INDOOR GAME PLAY

College Prep
0.25 Credit-PE

This elective course is only available to students who have earned one half credit in PE. The concepts and skills from PE 9 and PE 10 are expanded upon in Indoor Game Play. Students will be required to demonstrate a more advanced understanding of the rules and regulations of each sport as compared to PE 9 and PE 10. 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. Instruction may include but is not limited to: pickleball, volleyball, badminton, and basketball.

Grades 11, 12
Quarter

PE ELECTIVE: OUTDOOR GAME PLAY

College Prep
0.25 Credit- PE

This elective course is only available to students who have earned one half credit in PE. The concepts and skills from PE 9 and PE 10 are expanded upon in Indoor Game Play. Students will be required to demonstrate a more advanced understanding of the rules and regulations of each sport as compared to PE 9 and PE 10. 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. Instruction may include but is not limited to: Ultimate Frisbee, tennis, flag football.

SCIENCE COURSES

A high-quality science education means that students will develop an in-depth understanding of content and develop key skills—communication, collaboration, inquiry, problem solving, and flexibility—that will serve them throughout their educational and professional lives. Course offerings fall under major areas of study: Life, Physical, Earth and Space Science and General Science.

Three credits of science are required to graduate, including: Physical Science, Biology, and Earth & Space Science; ideally, each of these courses will be completed prior to the spring of Junior year due to State mandated testing.

Students may take multiple science classes concurrently; preference for enrollment will be given to grade 12 and grade 11 students. All students are encouraged to take four years of science, particularly if they are interested in pursuing STEM fields after high school.

| Course Title | Prerequisite(s) | Grade(s) | Credit(s) | Concentration |
|------------------------------------|---|-------------|-------------------------------------|---------------|
| *Physical Science (A and B) | N/A | 9 | Full Year / 0.5 each semester | Physical |
| *Biology (A and B) | Physical Science | 10, 11 | Full Year / 0.5 each semester | Life |
| Chemistry (A and B) | Physical Science, Algebra I | 10, 11, 12 | Full Year / 0.5 each semester | Physical |
| Astronomy | Physical Science | 10, 11, 12 | Semester/0.5 | Earth & Space |
| *Earth & Space Science | Physical Science | 10, 11, 12 | Semester/0.5 | Earth & Space |
| Environmental Science | Physical Science | 10, 11, 12, | Semester/0.5 | General |
| Forensics | Physical Science | 10, 11, 12 | Semester/0.5 | General |
| Science in the Media | Physical Science | 10, 11, 12 | Semester/0.5 | General |
| The Science of Art | Physical Science, Art Foundations | 11, 12 | Semester/0.5 | General |
| **AP Biology (A and B) | Physical Science, Biology & Chemistry | 11, 12 | Full Year / 0.5 each semester | Life |
| **AP Chemistry (A and B) | Physical Science, Algebra I, Algebra II & Chemistry | 11, 12 | Full Year / 0.5 each semester | Physical |

| Course Title | Prerequisite(s) | Grade(s) | Credit(s) | Concentration |
|--|--|----------|-------------------------------------|---------------|
| **AP Environmental Science (A and B) | Physical Science, Biology & Chemistry | 11, 12 | Full Year / 0.5 each semester | General |
| Anatomy & Physiology (A and B) | Biology | 11, 12 | Full Year / 0.5 each semester | Life |
| Physics (A and B) | Physical Science, Algebra I & Algebra II | 11, 12 | Full Year / 0.5 each semester | Physical |
| ECE Physics (A and B) | Physical Science, Algebra I & Algebra II | 11, 12 | Full Year / 0.5 each semester | Physical |

***Required courses for graduation, to be completed prior to spring of Junior year**

****AP science courses may require summer work**

Physical Science, Astronomy, Earth & Space Science, Environmental Science, Forensics, Science in the Media, and The Science of Art are all offered heterogeneously for credit at either the College Prep or Honors level. Any level changes must be completed by the first mid-marking period.

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|--------------------------|-------------------------|------------------|
| Grade 9 | PHYSICAL SCIENCE | College Prep |
| Physical Sci. A (Fall) | (A and B) | 0.5 Credit - Sci |
| Physical Sci. B (Spring) | | 0.5 Credit - Sci |

The main objective of this course is to help make students aware of some of the ways in which chemistry and physics influence their daily lives. The first half of the year will be spent engaging with topics, such as scientific skills, properties of matter, atomic structure, the periodic table and chemical bonding and reactions. The second half of the year will be focusing on physics topics, such as forces in motion, energy, electricity and magnetism, and sound and light waves. These topics emphasize the interdisciplinary nature of science and its role in innovation and solving local and global issues.

Physical Science A is a prerequisite for Physical Science B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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|--------------------------|-------------------------|------------------|
| Grade 9 | PHYSICAL SCIENCE | Honors |
| Physical Sci. A (Fall) | (A and B) | 0.5 Credit - Sci |
| Physical Sci. B (Spring) | | 0.5 Credit - Sci |

This lab-based course emphasizes the cross-cutting concepts, science and engineering practices, and disciplinary core ideas within physics and chemistry. The first half of the year will be spent engaging with topics, such as scientific skills, properties of matter, atomic structure, the periodic

table and chemical bonding and reactions. The second half of the year will be focusing on physics topics, such as forces in motion, energy, electricity and magnetism, and sound and light waves. Students will delve into and design solutions to authentic problems based on laboratory explorations.

Physical Science A is a prerequisite for Physical Science B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grade 10 | BIOLOGY | College Prep |
| Biology A (Fall) | (A and B) | 0.5 Credit - Sci |
| Biology B (Spring) | | 0.5 Credit - Sci |

This course will introduce students to the concepts of molecular and cellular biology, metabolism, cell reproduction, genetics, and evolution. Through phenomena-based units and student-centered inquiry, students will explore the unity and diversity of living organisms, how they function, and how they interact with their environment. This course will focus on current biological concepts as described in the Next Generation Science Standards. 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, which facilitates students' scientific literacy in an increasingly science-oriented world.

Biology A is a prerequisite for Biology B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grade 10 | BIOLOGY | Honors |
| Biology A (Fall) | (A and B) | 0.5 Credit - Sci |
| Biology B (Spring) | | 0.5 Credit - Sci |

The Honors Biology course is designed to cover complex biological concepts of molecular and cellular biology, metabolism, cell reproduction, genetics, and evolution. Through phenomena-based units and student-centered inquiry, students will explore the unity and diversity of living organisms, how they function, and how they interact with their environment. This course will focus on current biological concepts as described in the Next Generation Science Standards. The rigors of this course require students to work independently outside the classroom to prepare and participate in a variety of collaborative work. This course necessitates a strong commitment by students interested in life science. Students will be challenged to enhance their comprehension of each biological concept studied by engaging with complex text/readings and lab experiences. In addition, there will be an emphasis on effective reasoning, thinking, and problem solving, which facilitates students' scientific literacy in an increasingly science-oriented world.

Biology A is a prerequisite for Biology B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 10, 11, 12 | CHEMISTRY | College Prep |
| Chemistry A (Fall) | (A and B) | 0.5 Credit - Sci |
| Chemistry B (Spring) | | 0.5 Credit - Sci |

This course provides students with opportunities to investigate phenomena in the real world related to the nature and interactions of matter and energy. Through looking at real world scenarios, problems, and challenges this course studies topics such as: atomic structure, matter and energy, chemical formulas and bonding, chemical reactions and equations, nuclear chemistry, the mole and stoichiometry. Students are taught mathematical applications, laboratory methods necessary for a solid background in basic chemistry.

Chemistry A is a prerequisite for Chemistry B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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|----------------------|------------------|------------------|
| Grades 10, 11, 12 | CHEMISTRY | Honors |
| Chemistry A (Fall) | (A and B) | 0.5 Credit - Sci |
| Chemistry B (Spring) | | 0.5 Credit - Sci |

This course provides students with opportunities to investigate phenomena in the real world related to the nature and interactions of matter and energy. This course studies topics such as: atomic structure, matter and energy, chemical formulas and bonding, chemical reactions, nuclear chemistry, and equations, the mole and stoichiometry with an emphasis in examining real world scenarios and challenges. Students will develop the laboratory skills necessary for a solid background in chemistry. Honors chemistry students are expected to be highly motivated, have strong mathematical skills and to be able to work independently outside the classroom.

Chemistry A is a prerequisite for Chemistry B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 10, 11, 12 | ASTRONOMY | College Prep or Honors |
| Semester | | 0.5 Credit - Sci |

This course will focus on the study of space and the universe. Students will explore the nature and evolution of a variety of astronomical objects including galaxies, planets, moons, asteroids, meteors and comets. Students will also learn about the function of modern observational astronomy tools including satellites and ground/space based telescopes, as well as the history and future of spaceflight, constellations, and motions of the sun, moon and planets.

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| Grades 10, 11, 12 | EARTH & SPACE SCIENCE | College Prep |
| Semester | | 0.5 Credit - Sci |

This course focuses on the study of space and the geologic and atmospheric forces that shape our world. Students will learn about the history of the earth and the universe, space exploration, plate tectonics, and the role of earthquakes in determining the internal structure of the Earth. Students will use and produce models, collaborate on projects and engage in investigations to demonstrate

understanding throughout the course. Upon completion of the course, students will have a clear understanding of the dynamic forces at work in the world around them.

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| Grades 10, 11, 12 Semester | EARTH & SPACE SCIENCE | Honors 0.5 Credit - Sci |
|-------------------------------|----------------------------------|----------------------------|

This course focuses on the study of space and the geologic and atmospheric forces that shape our world. Students will learn about the history of the earth and the universe, space exploration, plate tectonics, and the role of earthquakes in determining the internal structure of the Earth. Students will use and produce models, collaborate on projects and engage in investigations to demonstrate understanding throughout the course. Upon completion of the course, students will have a clear understanding of the dynamic forces at work in the world around them.

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| Grades 10, 11, 12 Semester | ENVIRONMENTAL SCIENCE | College Prep or Honors 0.5 Credit - Sci |
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This course serves as an introduction to the human impact on our environment. Specific topics that will be covered include: loss of biodiversity, water and air pollution, climate change, waste management, and the growth of the human population and its effect on the planet. Students will understand the interdisciplinary nature of environmental science and utilize technology to research about the causes and effects of these topics on our world and work to design solutions to environmental issues.

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| Grades 10, 11, 12 Semester | FORENSICS | College Prep or Honors 0.5 Credit - Sci |
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This course focuses on the collection, identification and analysis of crime scene evidence. We will use case studies, current events, and laboratory exercises to explore the methods that link suspect, victim, and crime scene. Laboratory exercises may include fingerprinting, handwriting analysis, bloodstain patterns and blood typing, hair examination, soil analysis and DNA analysis. Forensics is an interdisciplinary science incorporating topics in Biology, Chemistry, Physical Science, and Anatomy and Physiology as well as other fields of science and how they relate to a crime scene or a crime laboratory. Forensics is a project-based course.

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| Grades 10, 11, 12 Semester | SCIENCE IN THE MEDIA (Fall Semester Only) | College Prep or Honors 0.5 Credit - Sci |
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This course is designed to engage students in the current science all around them. Students will gain the tools necessary to explore and think critically about the science that confronts them in all aspects of their lives for both physical and life sciences. Using materials such as but not limited to Current Articles, Hollywood Feature Films, Documentaries, Newspapers, Advertisements, Novels, Viral Internet Videos and student-generated questions about how things in their life function. Students will be able to discern the real science from false and misleading claims. Students will have the opportunity to further their knowledge of individual interests empowering them to be involved citizens, self directed learners and effective scientific communicators.

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| Grades 11, 12 Semester | THE SCIENCE OF ART (Spring Semester Only) | College Prep or Honors 0.5 Credit - Sci |
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This course is designed to engage students in a new approach to the arts that they often take for granted. Students will explore the history and science behind various artistic techniques and materials. Students will be challenged to demonstrate their creativity, and ingenuity by creating art pieces and explaining the science behind that art. Students will have the opportunity to explore the interconnectedness of two disciplines and open their minds up to the possibilities of other similar connections. Students will be given the opportunity to both give and receive critical peer feedback, and reflect on the growth that comes with it.

Prerequisite: Art Foundations.

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| Grades 11, 12 AP Biology A (Fall) AP Biology B (Spring) | AP BIOLOGY (A and B) | AP 0.5 Credit - Sci 0.5 Credit - Sci |
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AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. This course is taken as a second high school biology course by those students who have an interest in life science. Course work requires 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.

Biology A+B and Chemistry A+B are prerequisites for AP Biology A; AP Biology A is a prerequisite for AP Biology B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 11, 12 AP Chemistry A (Fall) AP Chemistry B (Spring) | AP CHEMISTRY (A and B) | AP 0.5 Credit - Sci 0.5 Credit - Sci |
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The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. 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 on 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 are expected to complete a

summer assignment (due on the 1st day of school) which serves as an important review of chemistry fundamentals.

Algebra I A+B, Algebra II A+B, Biology A+B, and Chemistry A+B are prerequisites for AP Chemistry A; AP Chemistry A is a prerequisite for AP Chemistry B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 11, 12 | AP ENVIRONMENTAL SCIENCE | AP |
| AP Env. Sci. A (Fall) | (A and B) | 0.5 Credit - Sci |
| AP Env. Sci. B (Spring) | | 0.5 Credit - Sci |

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.

Biology A+B and Chemistry A+B are prerequisites for AP Env. Sci. A; AP Env. Sci. A is a prerequisite for AP Env. Sci. B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 11, 12 | ANATOMY & PHYSIOLOGY | Honors |
| Anat. & Phys. A (Fall) | (A and B) | 0.5 Credit - Sci |
| Anat. & Phys. B (Spring) | | 0.5 Credit - Sci |

This course is designed for 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 renal. Clinical applications and current issues in health are integrated throughout the course. Priority will be given to seniors if all interested students cannot be accommodated.

Biology A+B is a prerequisite for Anat. & Phys.. A; Anat. & Phys. A is a prerequisite for Anat. & Phys. B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 11, 12 | PHYSICS | College Prep |
| Physics A (Fall) | (A and B) | 0.5 Credit - Sci |
| Physics B (Spring) | | 0.5 Credit - Sci |

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, and magnetism. Laboratory work is an integral part of this course.

Algebra I A+B and Algebra II A+B are prerequisites for Physics A (concurrent enrollment in Algebra II will suffice); Physics A is a prerequisite for Physics B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 11, 12 | ECE PHYSICS | ECE |
| ECE Physics A (Fall) | (A and B) | 0.5 Credit - Sci |
| ECE Physics B (Spring) | | 0.5 Credit - Sci |

ECE Physics is a course for students who desire to perform and be challenged at the college level. This algebra-based college freshman physics course is UConn Physics 1201Q; 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 innovative problem solving skills and effective communication. Formal lab reports are required. Students will have the opportunity to earn four (4) 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, Sound, Torque and Equilibrium.

Algebra I A+B and Algebra II A+B are prerequisites for ECE Physics A; ECE Physics A is a prerequisite for ECE Physics B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

SOCIAL STUDIES COURSES

The Social Studies Department uses an inquiry approach to studying 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.

| Course Title | Grade(s) Offered | Credit(s) | Meets Civics or US History Requirement |
|--|------------------|-------------------|--|
| *Modern World History (A and B) | 9 | Semester/0.5 each | |
| *History of Modern Warfare | 10, 11, 12 | Semester/0.5 | |
| *Civics/Government | 10, 11, 12 | Semester/0.5 | Civics |
| AP Govt. and Politics (A and B) | 10, 11, 12 | Semester/0.5 each | Civics |
| *Economics | 10, 11, 12 | Semester/0.5 | |
| AP Microeconomics (A and B) | 11, 12 | Semester/0.5 each | |
| ECE Microeconomics (A and B) | 11, 12 | Semester/0.5 each | |
| *African American Perspectives in American History (Diverse Perspectives A) | 9, 10, 11, 12 | Semester/0.5 each | |
| *Indigenous, Puerto Rican, and Latino Perspectives in American History (Diverse Perspectives B) | 9, 10, 11, 12 | Semester/0.5 each | |
| *Modern United States History (A and B) | 11 | Semester/0.5 each | US History |
| AP United States History (A and B) | 11, 12 | Semester/0.5 each | US History |
| ECE American Studies (A and B) | 11 | Semester/0.5 each | US History |
| Contemporary Issues (A and B) | 12 | Semester/0.5 each | |
| ECE European History | 11, 12 | Semester/0.5 | |
| Sociology (A and B) | 12 | Semester/0.5 each | |
| AP Psychology (A and B) | 11, 12 | Semester/0.5 each | |

**These courses are all offered heterogeneously for credit at either the College Prep or Honors level. Any level changes must be completed by the first mid-marking period.*

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| Grade 9 | MODERN WORLD | College Prep or Honors |
| Mod. World Hist. A (Fall) | HISTORY | 0.5 Credit - SS |
| Mod. World Hist. B (Spring) | (A and B) | 0.5 Credit - SS |

In this course students will examine modern world history through an overarching lens of “Conflict, Change, and Cooperation.” Across three chrono-thematic units of study, students will analyze how historical events such as the Industrial Revolution, Imperialism, World War I and World War II impacted both Western and non-Western societies. Using an inquiry process, students will question, research, and evaluate political, social, economic, and intellectual factors that have shaped the modern world. Students will develop their skills as historical thinkers, learning to evaluate, corroborate, and use primary sources to develop claims and support their understandings.

Modern World History A is a prerequisite for Modern World History B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 10, 11, 12 Semester | HISTORY OF MODERN WARFARE | College Prep or Honors 0.5 Credit -SS |
|-------------------------------|----------------------------------|--|

This one-semester course will be an in-depth study of the political, economic and social causes, events, and results of major wars of the past 50 years. Special attention will be given to the impact war has on civilization, populations and current politics. Topical segments from literature and films of major wars will be analyzed. Special focus will be given to the Gulf War, the War in Afghanistan, the Syrian Civil War, the Conflict in Darfur and the Yemeni Civil War. Students in this class will spend time engaged in activities designed to improve their reading and writing skills through inquiry into subtopics that address areas of personal interest to the student.

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| Grades 10, 11, 12 Semester | CIVICS/GOVERNMENT | College Prep or Honors 0.5 Credit - SS |
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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.

| | | |
|---------------------|------------------------------------|-----------------|
| Grades 10, 11, 12 | AP GOVERNMENT AND POLITICS: | AP |
| AP Govt. A (Fall) | UNITED STATES | 0.5 Credit - SS |
| AP Govt. B (Spring) | (A and B) | 0.5 Credit - SS |

This course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess the causes and consequences of political events, and interpret data to develop evidence-based arguments. This AP American Government course will prepare students to take the AP exam and will afford them an opportunity to participate in a college-level course with more personalized instruction. Summer reading required.

AP Government and Politics A is a prerequisite for AP Government and Politics B. Both A and B

courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 10, 11, 12 Semester | ECONOMICS | College Prep or Honors 0.5 Credit-SS |
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In this course students will be introduced to the principles of micro and macro economics through project-based inquiry tasks designed to provide real-world application of economic theories. In the first unit students will develop a life project to reflect how economic concepts such as cost-benefit analysis can support personal economic decisions. In the second unit students will understand how different business organizations operate as they collaborate in the Shark Tank project and look at global economics. A focus on analysis of primary and secondary sources, academic vocabulary, and writing to support understanding of concepts will be central to course instruction.

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| Grades 11, 12 | AP MICROECONOMICS | AP |
| AP Microeconomics A (Fall) | (A and B) | 0.5 Credit - SS |
| AP Microeconomics B (Spring) | | 0.5 Credit - SS |

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. This course may be taught concurrently with the UCONN ECE Microeconomics, although course work and assessments will primarily be focused on preparing students for the AP exam.

AP Microeconomics A is a prerequisite for AP Microeconomics B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 11, 12 | UCONN ECE | ECE |
| ECE Microeconomics A (Fall) | MICROECONOMICS | 0.5 Credit - SS |
| ECE Microeconomics B (Spring) | (A and B) | 0.5 Credit - SS |

ECE Microeconomics is a study of economic principles concerning individual decision makers within an economy. The main areas of concentration include basic economic concepts; the nature and functions of product markets; factor markets; and, efficiency, equity, and the role of government. Students are expected not only to know the material but also to apply critical thinking skills to the units covered. Conceptualization of the information presented is a key component of this class. Students are expected to engage in the analysis of case studies that apply concepts to real-world examples and applications. Areas of focus include how the invisible hand of the market functions through the economic decisions of firms and individuals, as well as how prices, wages and profits are determined, resources are allocated and income is distributed. Topical subjects (e.g., energy policy and health care) are also addressed.

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. UConn ECE students are non-degree UConn students and are eligible for a variety of university benefits. Students in Microeconomics 1201 who have registered with the ECE program, and who have received at least a C in this class will be awarded 3 UCONN credits (ECON 1201). Students must take this course for the whole year in order to receive credit. This course may be taught concurrently with the AP Microeconomics although course work and assessments will primarily be project-based.

ECE Microeconomics A is a prerequisite for ECE Microeconomics B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 9, 10, 11, 12 Diverse Perspectives A: African American Studies (Fall) | AFRICAN AMERICAN PERSPECTIVES IN AMERICAN HISTORY | Honors 0.5 Credit - SS |
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This course will examine the perspectives and indispensable role that African-American communities have played in shaping U.S. society, its economy, and its culture. It will analyze how race and power influence access to rights and resources and how a legacy of resistance has shaped African-American history. Students will develop a comprehensive knowledge of peoples and their cultures and learn how to apply that understanding to actively engage in civic responsibility and take informed action.

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| Grades 9, 10, 11, 12 Diverse Perspectives B: Indigenous, Puerto Rican and Latino Studies (Spring) | INDIGENOUS, PUERTO RICAN, AND LATINO PERSPECTIVES IN AMERICAN HISTORY | Honors 0.5 Credit - SS |
|--|--|---------------------------|

This course will examine the perspectives and indispensable role that Indigenous, Puerto Rican, and Latino communities have played in shaping U.S. society, its economy, and its culture. It will analyze how race and power influence access to rights and resources and how a legacy of resistance has shaped Indigenous, Puerto Rican, and Latino history. Students will develop a comprehensive knowledge of peoples and their cultures and learn how to apply that understanding to actively engage in civic responsibility and take informed action.

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| Grade 11 Modern US History A (Fall) Modern US History B (Spring) | MODERN UNITED STATES HISTORY (A and B) | College Prep or Honors 0.5 Credit - SS 0.5 Credit - SS |
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In this course, students develop their understanding of modern U.S. History through a thematic lens that allows for rigorous student-centered learning and inquiry. The four themes of study include The American Dream, Social Change, Conflict, and Economic Prosperity. Students will complete project-based assessments in these four thematic units. There is an emphasis on inquiry research, reading both primary and secondary sources, and developing informational and argumentative writing skills. Students enrolled in the Honors level course will be expected to engage in

challenging and rigorous reading of both primary and secondary sources and independent research to extend the learning of the course.

Modern US History A is a prerequisite for Modern US History B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 11, 12 | AP UNITED STATES | AP |
| AP US History A (Fall) | HISTORY | 0.5 Credit - SS |
| AP US History B (Spring) | (A and B) | 0.5 Credit - SS |

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.

AP US History A is a prerequisite for AP US History B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grade 11 | AMERICAN STUDIES | UConn ECE |
| American Studies A (Fall) | (A and B) | 0.5 Eng.+0.5 Soc. Stud. Credit each |
| American Studies B (Spring) | | 0.5 Eng.+0.5 Soc. Stud. Credit each |

Exploring the question, “What is an American?”, this course is a multi-disciplinary inquiry into the diversity of American societies and cultures.

This interdisciplinary college-level survey course, offered in cooperation with UConn Early College Experience, integrates the study of American history, politics, science, literature, and the arts beginning at the turn of the 20th century. Throughout the year, students engage in critical thinking and problem solving and analyze challenging texts which help prepare them for the SAT, future coursework, and beyond. They also conduct extensive and wide-ranging research about topics of their choice and present their learning in a variety of formats to develop their public speaking skills.

Opportunities to further explore the story of America first-hand with field trips to New York City and Salem, Massachusetts are also provided when sufficient enrollment numbers allow. Finally, all students produce projects which are entered into the Connecticut History Day contest, one of 58 affiliates of National History Day, a prestigious and renowned contest founded in 1974. American Studies is designed for students who are looking to challenge themselves, have a growth mindset, and are self-motivated, responsible, and committed to their academic studies. In short, the course is a challenging, unique and rewarding experience that prepares students well for whatever they choose to do in the future!

Those who successfully complete the course will earn 1 EHS credit in English and 1 EHS credit in social studies, thereby fulfilling the U.S. history graduation requirement, as well as three credits at the University of Connecticut. Summer work is required.

American Studies A is a prerequisite for American Studies B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grade 12 | CONTEMPORARY | College Prep |
| Contemporary Issues A (Fall) | ISSUES | 0.5 Credit - SS |
| Contemporary Issues B (Spring) | (A and B) | 0.5 Credit - SS |

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.

Contemporary Issues A is a prerequisite for Contemporary Issues B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 11, 12 Semester | ECE EUROPEAN HISTORY | ECE 0.5 Credit - SS |
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The ECE European History (UConn History 1400 - Modern Western Traditions) 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.

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| Grade 12 | SOCIOLOGY | College Prep |
| Sociology A (Fall) | (A and B) | 0.5 Credit - SS |
| Sociology B (Spring) | | 0.5 Credit - SS |

This course explores how human beings learn a large portion of their behaviors and examines the way we interact within groups and societies, through approaches that consider physical and human patterns and processes. 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, and analyze social problems and issues and develop alternative choices. 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.

Sociology A is a prerequisite for Sociology B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 11, 12 | AP PSYCHOLOGY | AP |
| AP Psychology A (Fall) | (A and B) | 0.5 Credit - SS |
| AP Psychology B (Spring) | | 0.5 Credit - SS |

AP 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. AP 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.

AP Psychology A is a prerequisite for AP Psychology B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

THEATER COURSES

| Course Title | Grade(s) Offered | Credit(s) |
|---------------------------|---------------------|-------------------|
| Theater Arts I | 9, 10, 11, 12 | Semester/0.5 |
| Theater Arts II (A and B) | 10, 11, 12 | Semester/0.5 each |
| Technical Theater | 9, 10, 11, 12 | Semester/0.5 |

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| Grades 9, 10, 11, 12 Semester | THEATRE ARTS I | College Prep 0.5 Credit - Fine Arts |
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Through the use of theater games, relaxation, pantomime, improvisation, and voice work, students develop an appreciation and understanding of the theatrical medium. Students will learn basic theater techniques, language and strategies for both technical and performance mediums and implement them throughout the course. The course also fosters communication, creativity, and

cooperation through a variety of classroom activities. This course is the prerequisite for Theater Arts II.

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|----------------------------|------------------------|------------------------|
| Grades 10, 11, 12 | THEATRE ARTS II | Honors |
| Theatre Arts II A (Fall) | (A and B) | 0.5 Credit - Fine Arts |
| Theatre Arts II B (Spring) | | 0.5 Credit - Fine Arts |

Through a multitude of theatrical activities and experiences, students will refine skills developed in Theatre Arts I. In Theatre Arts II A, students will explore contemporary and historical plays through several different mediums and gain a better understanding of theater history. In Theatre Arts II B, students 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.

Theatre Arts I is a prerequisite for Theatre Arts II A and Theatre Arts II B. Both Theatre Arts II A and Theatre Arts II B are intended to be taken together, spanning an entire academic year. However, this is not essential, and only one of the two classes may be scheduled with instructor approval.

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|----------------------|--------------------------|------------------------|
| Grades 9, 10, 11, 12 | TECHNICAL THEATRE | College Prep |
| Semester | | 0.5 Credit - Fine Arts |

This course is designed to give the student a hands-on introductory experience in each of the technical elements involved in creating a theatrical production. Students will be exposed to the processes and procedures for the construction and implementation of theatrical scenery, lighting, sound, publicity, costumes, make-up, and directing. Safety procedures, building technique, terminology and technology, project management, and organization will be emphasized.

WORLD LANGUAGE COURSES

| Course Title | Grade(s) Offered | Credit(s) |
|-------------------------------------|---------------------|-------------------|
| American Sign Language I (A and B) | 9, 10, 11, 12 | Semester/0.5 each |
| American Sign Language II (A and B) | 10, 11, 12 | Semester/0.5 each |
| Arabic I (A and B) | 9, 10, 11, 12 | Semester/0.5 each |
| Arabic II (A and B) | 10, 11, 12 | Semester/0.5 each |
| Arabic III (A and B) | 11, 12 | Semester/0.5 each |
| French IA (A and B) | 9, 10, 11, 12 | Semester/0.5 each |
| French IB (A and B) | 9, 10, 11, 12 | Semester/0.5 each |

| Course Title | Grade(s) Offered | Credit(s) |
|-------------------------|---------------------|-------------------|
| French II (A and B) | 9, 10, 11, 12 | Semester/0.5 each |
| French III (A and B) | 10, 11, 12 | Semester/0.5 each |
| French IV (A and B) | 11, 12 | Semester/0.5 each |
| AP French (A and B) | 12 | Semester/0.5 each |
| Latin I (A and B) | 9, 10, 11, 12 | Semester/0.5 each |
| Latin II (A and B) | 10, 11, 12 | Semester/0.5 each |
| Latin III (A and B) | 11, 12 | Semester/0.5 each |
| AP Latin (A and B) | 12 | Semester/0.5 each |
| Portuguese I (A and B) | 9, 10, 11, 12 | Semester/0.5 each |
| Portuguese II (A and B) | 10, 11, 12 | Semester/0.5 each |
| Spanish IA (A and B) | 9, 10, 11, 12 | Semester/0.5 each |
| Spanish IB (A and B) | 9, 10, 11, 12 | Semester/0.5 each |
| Spanish II (A and B) | 9, 10, 11, 12 | Semester/0.5 each |
| Spanish III (A and B) | 10, 11, 12 | Semester/0.5 each |
| Spanish IV (A and B) | 11, 12 | Semester/0.5 each |
| AP Spanish (A and B) | 12 | Semester/0.5 each |

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| Grades 9, 10, 11, 12 | AMERICAN SIGN LANGUAGE I | College Prep |
| ASL I A (Fall) | (A and B) | 0.5 Credit - WL |
| ASL I B (Spring) | | 0.5 Credit - WL |

Students will develop beginning level ASL receptive and expressive communication skills with vocabulary and grammar in a cultural context. Deaf culture and history will be introduced with an emphasis on making comparisons and connections to one's own culture. Course instruction and activities are primarily carried out in ASL.

ASL I A is a prerequisite for ASL I B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 10, 11, 12 | AMERICAN SIGN LANGUAGE II | College Prep |
| ASL II A (Fall) | (A and B) | 0.5 Credit - WL |
| ASL II B (Spring) | | 0.5 Credit - WL |

Students will continue to develop beginning level ASL receptive and expressive communication skills with an increase in vocabulary, syntax, and grammar in a cultural context. Deaf culture and history continues to be an important part of the course. Course instruction and activities are primarily carried out in ASL.

ASL I B is a prerequisite for ASL II A; ASL II A is a prerequisite for ASL II B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 11, 12 | AMERICAN SIGN LANGUAGE III | Honors |
| ASL III A (Fall) | (A and B) | 0.5 Credit - WL |
| ASL III B (Spring) | | 0.5 Credit - WL |

ASL 3 is a continuation of the skills learned and developed in ASL 1 and ASL 2. This class will incorporate content from both the textbook and supplemental information based on the student interests in Deaf culture and vocabulary.

ASL II B is a prerequisite for ASL III A; ASL III A is a prerequisite for ASL III B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 9, 10, 11, 12 | ARABIC I-MSA | Honors |
| Arabic I A (Fall) | (A and B) | 0.5 Credit - WL |
| Arabic I B (Spring) | | 0.5 Credit - WL |

Arabic I introduces students to the study of Modern Standard Arabic, with a lesser focus on various dialects, such as Shami (Levantine dialect) and Masri (Egyptian dialect). It is designed to provide students with the skills to begin developing the basics of the language in multiple modes (reading, writing, speaking, and listening). This course will emphasize thematic vocabulary, common expressions, and cultural activities /norms. This class will also analyze various Arab cultures through music, media, art, cultural products, practices, and perspectives.

Arabic I A is a prerequisite for Arabic I B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 10, 11, 12 | ARABIC II-MSA | Honors |
| Arabic II A (Fall) | (A and B) | 0.5 Credit - WL |
| Arabic II B (Spring) | | 0.5 Credit - WL |

Honors Arabic II continues the study of Modern Standard Arabic, following the prerequisite Arabic I, with a lesser focus on various dialects, such as Shami (Levantine dialect) and Masri (Egyptian dialect). It is designed to provide students with the skills to develop the language in multiple modes

(reading, writing, speaking, and listening). This course will emphasize thematic vocabulary, common expressions, and cultural activities /norms. This class will also analyze various Arab cultures through music, media, art, cultural products, practices, and perspectives.

Arabic I B is a prerequisite for Arabic II A; Arabic II A is a prerequisite for Arabic II B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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|-----------------------|-----------------------|-----------------|
| Grades 11, 12 | ARABIC III-MSA | Honors |
| Arabic III A (Fall) | (A and B) | 0.5 Credit - WL |
| Arabic III B (Spring) | | 0.5 Credit - WL |

Honors Arabic 3 continues the study of Modern Standard Arabic, following the prerequisite Arabic 1 and 2, with an increasing focus on various dialects, vocabulary, common expressions, and cultural activities /norms. This class will also analyze various Arab cultures through music, media, art, cultural products, practices, and perspectives.

Arabic II B is a prerequisite for Arabic III A; Arabic III A is a prerequisite for Arabic III B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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|----------------------|------------------|-----------------|
| Grades 9, 10, 11, 12 | FRENCH IA | College Prep |
| French IA A (Fall) | (A and B) | 0.5 Credit - WL |
| French IA B (Spring) | | 0.5 Credit - WL |

French IA introduces students to the study of French and is designed to provide students with the materials and classroom atmosphere to develop beginning language skills in the target language and better understand his/her own language. The course will emphasize thematic vocabulary, common expressions, and enable students to converse in everyday situations. This course relies on authentic resources, such as popular music videos, newspapers, etc., with supplemental use of the *D'accord!* text series. This course corresponds to the middle school grade 7 French program. If successful in this course, students can continue to study French by enrolling in French IB the following year.

French IA A is a prerequisite for French IA B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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|----------------------|------------------|-----------------|
| Grades 9, 10, 11, 12 | FRENCH IB | College Prep |
| French IB A (Fall) | (A and B) | 0.5 Credit - WL |
| French IB B (Spring) | | 0.5 Credit - WL |

French IB is the continuation of the work begun in French IA. This course 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. The study of French culture is incorporated to make language acquisition as meaningful as possible. This course corresponds to the middle school grade 8 French program. Eighth grade students who need additional time to master the foundational language skills of French I may enroll in this course prior to taking French II at the high school.

7th grade French or French IA B is a prerequisite for French IB A; French IB A is a prerequisite for French IB B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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|----------------------|------------------|-----------------|
| Grades 9, 10, 11, 12 | FRENCH II | College Prep |
| French II A (Fall) | (A and B) | 0.5 Credit - WL |
| French II B (Spring) | | 0.5 Credit - WL |

Throughout French II, students continue to develop all four major language skills (reading, writing, listening and speaking). The course provides an increased emphasis on using the target language in classroom instruction and activities. Francophone cultures are studied to make language acquisition as meaningful as possible.

8th grade French or French IB B is a prerequisite for French II A; French II A is a prerequisite for French II B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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|-----------------------|-------------------|-----------------|
| Grades 10, 11, 12 | FRENCH III | Honors |
| French III A (Fall) | (A and B) | 0.5 Credit - WL |
| French III B (Spring) | | 0.5 Credit - WL |

French III is a continuation of linguistic and cultural studies about the French language and Francophone world. Students will be provided with authentic materials and the 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 activities. With this, there will be increased expectations in language production, which will allow students to incorporate the skills from previous language studies while expanding fluency. Students will read, summarize, analyze and discuss authentic selections, current events and other cultural topics to increase vocabulary and grammatical accuracy.

French II B is a prerequisite for French III A; French III A is a prerequisite for French III B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 11, 12 | FRENCH IV | Honors |
| French IV A (Fall) | (A and B) | 0.5 Credit - WL |
| French IV B (Spring) | | 0.5 Credit - WL |

French IV is designed to prepare students for the Advanced Placement French Language class. The focus of this course is not only on speaking and understanding both oral and written French with greater ease and fluency, but also on being able to communicate in greater detail about more topics both orally and in writing. Students will further refine understanding and language application as they study diverse topics from the Francophone world. The target language will be primarily used to develop the students' fluency.

French III B is a prerequisite for French IV A; French IV A is a prerequisite for French IV B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grade 12 | AP FRENCH | AP |
| AP French A (Fall) | (A and B) | 0.5 Credit - WL |
| AP French B (Spring) | | 0.5 Credit - WL |

AP French Language and Culture is equivalent to an intermediate level college course in French. Students cultivate their understanding of French language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. The course is taught almost exclusively in French.

French IV B is a prerequisite for AP French A; AP French A is a prerequisite for AP French B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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|----------------------|------------------|-----------------|
| Grades 9, 10, 11, 12 | LATIN I | College Prep |
| Latin I A (Fall) | (A and B) | 0.5 Credit - WL |
| Latin I B (Spring) | | 0.5 Credit - WL |

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 I A is a prerequisite for Latin I B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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| Grades 10, 11, 12 | LATIN II | College Prep |
| Latin II A (Fall) | (A and B) | 0.5 Credit - WL |
| Latin II B (Spring) | | 0.5 Credit - WL |

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 I B is a prerequisite for Latin II A; Latin II A is a prerequisite for Latin II B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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|----------------------|------------------|-----------------|
| Grades 11, 12 | LATIN III | Honors |
| Latin III A (Fall) | (A and B) | 0.5 Credit - WL |
| Latin III B (Spring) | | 0.5 Credit - WL |

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.

Latin II B is a prerequisite for Latin III A; Latin III A is a prerequisite for Latin III B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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|---------------------|------------------|-----------------|
| Grade 12 | AP LATIN | AP |
| AP Latin A (Fall) | (A and B) | 0.5 Credit - WL |
| AP Latin B (Spring) | | 0.5 Credit - WL |

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.

Latin III B is a prerequisite for AP Latin A; AP Latin A is a prerequisite for AP Latin B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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|-------------------------|---------------------|-----------------|
| Grades 9, 10, 11, 12 | PORTUGUESE I | College Prep |
| Portuguese I A (Fall) | (A and B) | 0.5 Credit - WL |
| Portuguese I B (Spring) | | 0.5 Credit - WL |

Portuguese I introduces students to the study of Portuguese and is designed to provide students with the materials and classroom atmosphere to develop basic target language skills (listening, speaking, reading, and writing) as well as to better understand his/her own language. The course will emphasize thematic vocabulary, common expressions, and will enable students to converse in everyday situations. The study of Portuguese culture is included with language study to make language acquisition as meaningful as possible.

Portuguese I A is a prerequisite for Portuguese I B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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|-------------------------|----------------------|-----------------|
| Grades 10, 11, 12 | PORTUGUESE II | College Prep |
| Portuguese I A (Fall) | (A and B) | 0.5 Credit - WL |
| Portuguese I B (Spring) | | 0.5 Credit - WL |

Portuguese 2 continues the study of Portuguese and is designed to provide students with the materials and classroom atmosphere to develop basic target language skills (listening, speaking, reading, and writing) as well as to better understand his/her own language. The study of Portuguese culture is included with language study to make language acquisition as meaningful as possible.

Portuguese I B is a prerequisite for Portuguese II A. Portuguese II A is a prerequisite for Portuguese II B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

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|-----------------------|-------------------|-----------------|
| Grades 9, 10, 11, 12 | SPANISH IA | College Prep |
| Spanish IA A (Fall) | (A and B) | 0.5 Credit - WL |
| Spanish IA B (Spring) | | 0.5 Credit - WL |

Spanish IA introduces students to the study of Spanish and is designed to provide the student with the materials and classroom atmosphere to develop basic language skills (listening, speaking, reading, and writing) in the target language as well as to better understand his/her own language. The course will emphasize thematic vocabulary, common expressions, and enable students to converse in everyday situations. The study of Spanish cultures is included with language study to make language acquisition as meaningful as possible. This course corresponds to the middle school grade 7 Spanish program. If successful in this course, students can continue to study Spanish by enrolling in Spanish IB the following year.

Spanish IA A is a prerequisite for Spanish IA B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

| | | |
|-----------------------|-------------------|-----------------|
| Grades 9, 10, 11, 12 | SPANISH IB | College Prep |
| Spanish IB A (Fall) | (A and B) | 0.5 Credit - WL |
| Spanish IB B (Spring) | | 0.5 Credit - WL |

Spanish IB is the continuation of the work begun in Spanish IA. This course 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. The study of Spanish cultures is incorporated to make language acquisition as meaningful as possible. This course corresponds to the middle school grade 8 Spanish program. Eighth grade students who need additional time to master the foundational language skills of Spanish I may enroll in this course prior to taking Spanish II at the high school.

7th grade Spanish or Spanish IA B is a prerequisite for Spanish IB A; Spanish IB A is a prerequisite for Spanish IB B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

| | | |
|-----------------------|-------------------|-----------------|
| Grades 9, 10, 11, 12 | SPANISH II | College Prep |
| Spanish II A (Fall) | (A and B) | 0.5 Credit - WL |
| Spanish II B (Spring) | | 0.5 Credit - WL |

Throughout Spanish II, students continue to develop all four major language skills (reading, writing, listening and speaking). The course provides an increased emphasis on using the target language in classroom instruction and activities. Spanish cultures are studied to make language acquisition as meaningful as possible.

8th grade Spanish or Spanish IB B is a prerequisite for Spanish II A; Spanish II A is a prerequisite for Spanish II B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

| | | |
|------------------------|--------------------|-----------------|
| Grades 10, 11, 12 | SPANISH III | Honors |
| Spanish III A (Fall) | (A and B) | 0.5 Credit - WL |
| Spanish III B (Spring) | | 0.5 Credit - WL |

Spanish III provides a continuation of language acquisition while developing skills within the interpretive, interpersonal and presentational modes of communication. An increasing expectation in language production will allow students to incorporate the skills from previous language studies while expanding fluency. Students will read, summarize, analyze and discuss authentic selections, current events and other cultural topics to increase vocabulary and grammatical accuracy.

Spanish II B is a prerequisite for Spanish III A; Spanish III A is a prerequisite for Spanish III B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

| | | |
|-----------------------|-------------------|-----------------|
| Grades 11, 12 | SPANISH IV | Honors |
| Spanish IV A (Fall) | (A and B) | 0.5 Credit - WL |
| Spanish IV B (Spring) | | 0.5 Credit - WL |

Spanish IV is designed to prepare students for the Advanced Placement Spanish Language class. The focus of this course is not only on speaking and understanding both oral and written Spanish with greater ease and fluency, but also on being able to communicate in greater detail about more topics both orally and in writing. Students will further refine understanding and language application as they study diverse topics from the Spanish-speaking world. The target language will be primarily used to develop the students' fluency.

Spanish III B is a prerequisite for Spanish IV A; Spanish IV A is a prerequisite for Spanish IV B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

| | | |
|-----------------------|----------------------------|-----------------|
| Grade 12 | AP SPANISH LANGUAGE | AP |
| AP Spanish A (Fall) | AND CULTURE | 0.5 Credit - WL |
| AP Spanish B (Spring) | (A and B) | 0.5 Credit - WL |

AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. The course is taught almost exclusively in Spanish.

Spanish IV B is a prerequisite for AP Spanish A; AP Spanish A is a prerequisite for AP Spanish B. Both A and B courses are intended to be scheduled together, spanning an entire academic year, and administrative approval is required to take either course on a non-consecutive basis.

EDUCATIONAL OPPORTUNITIES OUTSIDE OF EHS

The Counseling 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 Program in conjunction with Asnuntuck Community College (ACC) and Manchester Community College (MCC). This program is designed for high school juniors and seniors who are interested in taking up to two courses on a college campus. It was developed to offer qualified students the opportunity to attend and earn college credits at no cost.

Overview:

- Students should rank in the upper 50% of their class
- Maintain an "80+" average
- Receive approval from their school counselor in order to participate.

Students enrolled in one college semester course through a partnership program must be enrolled in five credits/courses at Ellington High School. One three-credit college semester course is equivalent to one-half (.50) high school credit.

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.

SUMMER COURSES

Students who wish to take summer courses to meet prerequisite requirements or for high school credit must meet the following before credit is awarded:

- Meet with their school counselor prior to enrolling in the course;
- Enroll in an accredited course and submit the course syllabus to administration for approval;
- Provide the course transcript to the school counseling office;
- Submit a portfolio of course work or take the equivalent course exam to demonstrate competency.