Rocky Hill High School

Program of Studies
2017-2018

Mission Statement
“Through high expectations and a challenging curriculum, all students at Rocky Hill High School will become responsible citizens who embrace learning as a lifelong process in an ever-changing world.”
<table>
<thead>
<tr>
<th>Grade 9</th>
<th>ENGLISH 9</th>
<th>WESTERN CIV I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 10</td>
<td>ENGLISH 10</td>
<td>WESTERN CIV II &amp; CIVICS (or AP MODERN EUROPE)</td>
</tr>
<tr>
<td>Grade 11</td>
<td>2 Semester-Long Courses: preferably AMERICAN LITERATURE and COMPOSITION (or AP LANGUAGE &amp; COMPOSITION)</td>
<td>UNITED STATES HISTORY (or AP UNITED STATES HISTORY)</td>
</tr>
<tr>
<td>Grade 12</td>
<td>2 semesters required</td>
<td>Optional Electives: CURRENT ISSUES, AMERICAN &amp; WORLD POLITICS, PSYCHOLOGY AP/UCONN Classes: MOD. EUROPE US GOVT PSYCHOLOGY</td>
</tr>
</tbody>
</table>

**ENGLISH**
- 4 credits required: This includes a required semester of Composition in 11th or 12th grade unless completing level 1 sequence.

**SOCIAL STUDIES**
- 3 credits required: This includes one semester of Civics and one year of United States History.

**MATH**
- 3 credits required: One must be in basic Algebra or its equivalent.

**SCIENCE**
- 2 credits required: One must be a Biological Science and one a Physical Science.

**ARTS, MUSIC, HUMANITIES, VOCATIONAL, TECHNICAL**
- 3 credits required: This includes Business, Tech Ed, Family & Consumer Sciences courses.

**OTHER**
- Includes 1 credit of an advanced course, which is in addition to the requirements in the previous category.

<table>
<thead>
<tr>
<th>PE</th>
<th>HEALTH</th>
<th>Computer Literacy Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 credit required</td>
<td>.5 credit required</td>
<td></td>
</tr>
</tbody>
</table>

**PE**
- 1 credit required

**HEALTH**
- .5 credit required

**Computer Literacy Requirement**
- Freshmen Seminar

**Math Sequence:**
- ALGEBRA I
- GEOMETRY
- ALGEBRA II
- PRE-CALCULUS
- INTRO TO CALCULUS
- AP CALCULUS

**Optional Courses:**
- PROB & STAT
- ACCOUNTING
- APPLIED MATH
- AP STATISTICS

**Science Sequence:**
- 9TH GRADE SCIENCE
- BIOLOGY
- ART & BIOLOGY
- CONCEPTS IN CHEMISTRY
- CHEMISTRY
- CONCEPTS IN PHYSICS
- PHYSICS

**Optional Courses:**
- BOTANY
- HUMAN & P ENVIRON. SCIENCE
- CT RIVER
- FORENSIC SCIENCE
- AP/UCONN Classes:
  - BIOLOGY
  - CHEMISTRY
  - HORTICULTURE

**ELECTIVE**
- (Appropriate to interest and ability)

**World Language**
- Suggested minimum of 2 years; 3-4 years for college-bound students

**Advanced Credit**
- If student is not in foreign language sequence, advanced credit should be taken in vocational, tech, art, music, or humanities areas.

The Title VI, Title VII, Title IX, and section 504 compliance officer is the Director of Special Education and Pupil Services, P.O. Box 627, Rocky Hill, CT 06067 (telephone: 860-258-7705)

THE ROCKY HILL BOARD OF EDUCATION PROHIBITS DISCRIMINATION OR HARASSMENT ON THE BASIS OF RACE, COLOR, RELIGIOUS CREED, AGE, MARITAL STATUS, MILITARY OR VETERAN STATUS, NATIONAL ORIGIN, ANCESTRY, SEXUAL ORIENTATION, AND PAST OR PRESENT LEARNING DISABILITY, PHYSICAL DISABILITY, OR MENTAL DISORDER.
ROCKY HILL HIGH SCHOOL
Rocky Hill, Connecticut

PROGRAM OF STUDIES

Rocky Hill High School is proud of the comprehensive and demanding academic programs it offers. The primary objective of these programs is to provide an appropriate education for all students so that they will be able to use their school experiences in meaningful ways throughout their lives. While designed to meet the requirements necessary to maintain standards acceptable to the Connecticut State Department of Education and the New England Association of Schools and Colleges, these programs allow for the varied needs of young people preparing either for continued education or for direct employment after graduation.

Students are encouraged to make course choices which will best suit their educational needs and goals. In choosing subjects for an academic year, the following points must be carefully considered by students and their parents or guardians:

1) previous academic achievement
2) ability to perform in a specific academic area
3) the motivation and goals of the student
4) recommendations by school faculty and administrators
5) significant strengths or weaknesses of the student in particular areas
6) results of previous testing programs in the school
7) requirements of advanced educational institutions, specialized schools, etc.
GENERAL GUIDELINES

1. Every student must be enrolled in a minimum of six credits per semester.

2. Students may not retake any course in which they have previously received credit toward graduation with the exception of Band, Chorus, Advanced Strings, Orchestra, Physical Education, Advanced Studio Arts, and Reading.

3. It is suggested that any student wishing to move up a level in a sequential course should have a grade of 80 or better to move from general to academic and should have a grade of 85 or better and teacher recommendation to move from academic to honors.

   For students entering grade nine, a grade of 85 or better is suggested for placement into an academic class and a grade of 90 or better with a teacher recommendation is suggested for placement into an honors class.

   It is also suggested to stay in a same level course, a minimum grade of 70 be earned. Teachers should discuss level recommendations with students particularly when changing a level.

4. Some courses have prerequisites, specific requirements which must be achieved before a student can take a course. This information is contained in the course description portion of this booklet.

5. Student course selections will be honored unless there is a conflict caused by physical limitations, staff utilization, lack of enrollment in a particular course, scheduling problems, or inappropriate selection.

6. Students who wish to take a course at a higher level than recommended must complete a Parent Request for Higher Level form. This must be completed by the date indicated on the higher level form. Any form submitted after the deadline will be scheduled based on space availability.

7. Students in multi-level classes must choose a level within the first 10 days of the class. Students desiring a level-change should confer with their teacher at the beginning of the year. These multi-level courses require students to engage in additional work and have more rigorous expectations. Students are required to demonstrate an independent approach, a strong work ethic, and a commitment of additional time.

8. Audits are a limited practice that allows a student to repeat a previously taken and passed course in which they haven’t met the suggested criteria for suggested placement.
COURSE CHANGES/WITHDRAWALS

The Board of Education reserves the right to cancel any course due to lack of adequate enrollment, limitation of facilities, scheduling problems, or lack of staff. Every effort will be made to schedule elected courses, but other considerations may result in the modification of courses selected.

Students may not make any changes to their schedule after the last day of school, without administrative approval. If unusual circumstances are involved in any situation, the guidance counselor will report the circumstances to the principal for a final decision on a course withdrawal.

NOTE: Any student who withdraws from a course will receive a WF (Withdraw/Fail) on their final transcript.
INFORMATION RELATED TO COURSE DESCRIPTIONS

Definition of Terms/Symbols

Full-year Course (FY)  A course in which the student will remain for the entire school year. One credit is granted for the successful completion of the year.

Fall Course (F)  A course offered in the fall semester (S1).

Spring Course (S)  A course offered in the spring semester (S2).

Required Course (R)  A course that is required within a program area, such as the Composition course in grades 11 or 12.

PROMOTION STANDARD

Students must obtain the following number of credits each year in order to successfully graduate in 4 years with a minimum of 22 credits:

By the end of Year 1:  5.50 Credits
Year 2:  11.00 Credits
Year 3:  16.50 Credits
Year 4:  22.00 Credits Total

HOMEROOM

Students are placed into homeroom alphabetically by grade. The purpose of homeroom is to take daily attendance and create an atmosphere for the high school’s Advisory Program. Students will continue to stay in the same Homeroom/Advisory period for all high school years regardless of credit status.
LEVELS OF INSTRUCTION

NOTE: Rocky Hill High School students are successful in four-year programs which may include a variety of courses offered at different levels during any particular year. Levels can vary from year to year and from course to course based on performance, teacher recommendation, and the student's interests in each area of study.

AP Advanced Placement Program is a cooperative educational endeavor between secondary schools and colleges and universities. It exposes high school students to college-level courses. In order to receive AP credit, students must take the AP Exam. Otherwise, students will receive Honors Credit. There is a fee associated with taking the AP Exam.

Students study subjects of interest and challenge themselves with other students who are similarly motivated. AP often assists in guiding students who are unsure about future plans toward college or advanced studies, and most colleges look favorably on any AP experience.

Rocky Hill High School offers AP courses in Mathematics, English, World Languages, Science, Social Studies, and Art. Please refer to each department’s section for specific information.

UCONN CREDIT COURSE 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.

ECE instructors, who are certified as adjunct professors by UConn faculty, create a classroom environment fostering independent learning, creativity, and critical thinking – all pivotal for success in college. Rocky Hill High School offers ECE courses in Science, World Languages, and Family and Consumer Science. To support rigorous learning, University of Connecticut library resources are also available to students.

ECE students must successfully complete the course with a grade of C or better in order to receive university credit. University credits are highly transferable to other universities.

There is a fee associated with the UConn Credit Course.

****A reduction in cost/fees may be available for students experiencing financial adversity.
LEVEL 1  HONORS courses are designed for students who wish to pursue advanced placement, college-level credit, or a course leading to that level of achievement. Teacher or department recommendation is required.

LEVEL 2  ACADEMIC courses are designed for students who wish to continue their education at a college or university.

LEVEL 3  GENERAL courses are designed to focus on skill development. In areas such as English, Mathematics, Science, and Social Studies, Level 3 offerings are to improve the skills of students who may not yet be prepared for a full Level 2 program and who wish to keep open the option of continuing their education at a college or specialized school.

TERM WEIGHTS

In order to determine the final grade in a particular course, the quarterly grades and semester exams are given certain weights as described below:

<table>
<thead>
<tr>
<th>FULL-YEAR COURSES</th>
<th>SEMESTER COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter 1</td>
<td>Quarter 1</td>
</tr>
<tr>
<td>20%</td>
<td>40%</td>
</tr>
<tr>
<td>Quarter 2</td>
<td>Quarter 2</td>
</tr>
<tr>
<td>20%</td>
<td>40%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>Semester Exam</td>
</tr>
<tr>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>Quarter 3</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Quarter 4</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
</tr>
<tr>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>
RANK IN CLASS

Class rank is determined by assigning a numerical equivalent to each grade within the assigned curriculum level. This will allow for conversion to a Quality Point Ratio.

CURRICULUM LEVEL

<table>
<thead>
<tr>
<th>GRADE</th>
<th>UCONN or AP</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100</td>
<td>4.5</td>
<td>4.0</td>
<td>3.5</td>
<td>3.0</td>
</tr>
<tr>
<td>80 – 89</td>
<td>4.0</td>
<td>3.5</td>
<td>3.0</td>
<td>2.5</td>
</tr>
<tr>
<td>70 – 79</td>
<td>3.5</td>
<td>3.0</td>
<td>2.5</td>
<td>2.0</td>
</tr>
<tr>
<td>60 – 69</td>
<td>3.0</td>
<td>2.5</td>
<td>2.0</td>
<td>1.5</td>
</tr>
<tr>
<td>59 or below</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

HONOR ROLL

High Honors designation is awarded to students who achieve an overall average of 90% or higher for the marking period, provided no single mark is below 75%.

General Honors designation is awarded to students who achieve an average of 85% or higher for the marking period, provided no single mark is below 70%.

Exclusions to honor roll are: Community Service, Marching Band/Flag Corp, VHS, and any pass/fail course.
STANDARDS FOR GRADUATION

Within the total number of credits required, the following minimum standards must be met by students to be considered eligible for a diploma from Rocky Hill High School:

1. Four credits of English.
2. Three credits of Social Studies. One credit must be U.S. History and one-half credit must be in Civics.
3. Three credits of Mathematics, including Algebra I.
4. Two credits of Science, one of which must be a Biological Science and one a Physical Science.
5. Three elective credits. You must have a minimum of 1 credit in each category. The two categories are:
   1. Arts, Music and Humanities
   2. CTE (Business Education, Family and Consumer Science, and Technology Education)
6. One credit in an advanced course, which would be in addition to the three credits indicated in item #5; such credits must be in the arts, vocational, or foreign language fields (see Advanced Level Courses).
7. One credit in Physical Education.
8. One-half credit in Health.
10. An additional four credits in elective areas.

11. TOTAL NUMBER OF CREDITS REQUIRED FOR GRADUATION – 22

PLEASE NOTE: According to State Law, each local Board of Education shall specify the basic skills necessary for graduation and include a process to access the student’s level of competency in such skills. The assessment criteria shall include, but shall not exclusively be based on, the result of the PSAT or SAT, or meeting expectations using the school-wide academic expectation rubrics.

Starting with the graduating class of 2020, all students will be required to complete a Senior Capstone Project as a part of their graduation requirements. Components of the Capstone Project will be outlined and discussed in their junior year.
EXCEPTIONS RELATED TO STANDARDS FOR GRADUATION

An exception to the preceding may be granted under one of the following conditions:

The recommendation by a Planning and Placement Team (PPT) to waive a requirement for a special education student, based on specific evaluative documentation. This exception by recommendation must include the recommendation for a credited course equal in value to be substituted for the waived requirement. In addition, the recommendation must be approved by the principal.

The waiving of a credit or the alteration of the credit balance in the arts or vocational areas on a case-by-case basis only when a conflict is created through the scheduling process in the senior year that eliminates the possibility of the student achieving a specific requirement in these two areas of study. This requires the substitution of another course to replace the course in conflict, and requires the approval of the principal.

ADVANCED LEVEL COURSES

The following courses meet the standards for the achievement of one credit in an advanced course in the arts, vocational, technology, family and consumer sciences, or foreign language fields.

<table>
<thead>
<tr>
<th>Italian II</th>
<th>French II</th>
<th>Spanish II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin II</td>
<td>Painting I</td>
<td>Painting II</td>
</tr>
<tr>
<td>Video &amp; Animation</td>
<td>Advanced Graphics</td>
<td>Photography II</td>
</tr>
<tr>
<td>Sculpture</td>
<td>Ceramics II</td>
<td>Crafts II</td>
</tr>
<tr>
<td>Digital Design II</td>
<td>Advanced Studio Art</td>
<td>AP Studio Art</td>
</tr>
<tr>
<td>Advanced Accounting</td>
<td>Early Childhood Educ.</td>
<td>Culinary II</td>
</tr>
<tr>
<td>Principles of Engineering</td>
<td>Civil Eng. &amp; Arch.</td>
<td>Fashion Merchandising</td>
</tr>
</tbody>
</table>

- plus a second year of Band, Choir, Orchestra, or any Independent Study program that is considered an advanced course by the teacher involved.
SUMMER SCHOOL

Students who are eligible may register for summer school or tutorial programs that are held during the summer months. Students can make up a maximum of two full credits in summer programs. To be eligible, a student must have achieved a final grade of at least 50; otherwise, they may not make up any credit. Credits may be made up provided the following conditions are met:

- All summer school programs or tutorial programs are subject to approval by a high school administrator and guidance counselor before attending or the credits will not be honored.

- Courses selected in a Summer Program must be approved in advance.

- All make-up credits are subject to the requirements established by Rocky Hill High School.

- Tutors must be certified in the subject area in which the student is tutored. Grade is based on 50% completed work and 50% exams. Tutors must submit all work completed by the student. The number of hours completed for .5 credit is 20 hours and hours completed for 1 credit is 40 hours.
NCAA DIVISION I AND II ELIGIBILITY

STATEMENT AND REQUIREMENTS

Many college athletic programs are regulated by the National Collegiate Athletic Association (NCAA) that has established rules on eligibility, recruiting, and financial aid. Students who wish to participate in Division I or II athletics in college should plan early. They must successfully complete a minimum number of core curriculum courses as listed below and have a core-course grade point average (based on a 4.000 scale) and a combined score on the SAT or a sum score on the ACT based on the new core GPA/test score index, which can be found at the NCAA eligibility center. Please note that some requirements are new for students who will be entering college in the fall of 2016.

Division I

16 Core Courses:
- Graduate from High School
- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 1 year additional English, mathematics, or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above or foreign language)
- Consult the sliding scale for GPA/SAT/ACT scores – minimum GPA of 2.3
- 10 core courses must be completed by 7th semester. 7 out of 10 must be in English, Math or Natural/Physical Science. – these courses are “locked-in” at the start of 7th semester and cannot be repeated for GPA improvement

Division II

16 Core Courses:
- Graduate from High School
- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 3 year of additional English, mathematics, or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above or foreign language)
- Earn a 2.0 GPA or better in your Core Courses
- Earn a combined SAT score of 820 (Critical Reading & Math) or an ACT sum of 68
- Starting with students that will be entering college in August 2018, Division II eligibility will be based on a SAT/ACT – GPA sliding scale with a minimum GPA of 2.2
Students should register to take the SAT/ACT as juniors and register with the NCAA Clearinghouse at www.eligibilitycenter.org. Students should complete a Request for Transcript form. (This form can be found in Guidance)

PLEASE CONTACT A GUIDANCE COUNSELOR IF THERE ARE ANY QUESTIONS ABOUT NCAA ELIGIBILITY.
ACADEMIC EXPECTATIONS

Rocky Hill High School will send a report indicating every student’s progress toward meeting the school’s academic expectations. Each student will be assessed on two expectations per course. Listed under each course description are the two expectations that will be measured and reported for that course. Below are all seven of the academic expectations:

- Communicate Effectively in Writing
- Communicate Effectively while Speaking
- Solve Quantitative Problems Effectively
- Solve Qualitative Problems Effectively
- Use Research Skills Effectively
- Demonstrate Effective Reading Skills
- Make Connections between Learning and Life
“Creativity is a key part of the educated mind.”
~by Sir Ken Robinson

Arts education helps students foster a sense of flexibility, a key component to creativity. Self-expression and communication are enhanced. And art is just fun. In order to attend an art university, you must have a portfolio that has not only breadth in medium but depth in concept. This can only be achieved by a focused sequential approach to selecting art courses. A suggested sequence is listed below.

Some Art Related Careers:

<table>
<thead>
<tr>
<th>Studio/Fine Art</th>
<th>2D Design/Graphic Arts</th>
<th>3D Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airbrushing</td>
<td>Animator</td>
<td>Automobile Designer</td>
</tr>
<tr>
<td>Architecture</td>
<td>Art/Film Critic</td>
<td>Craftsperson</td>
</tr>
<tr>
<td>Art Consultant/Dealer</td>
<td>Automobile Designer</td>
<td>• Blacksmithing</td>
</tr>
<tr>
<td>Art Teacher</td>
<td>CAD Designer</td>
<td>• Ceramicist</td>
</tr>
<tr>
<td>Art Therapist</td>
<td>Film And Video Artist</td>
<td>• Glass Blowing</td>
</tr>
<tr>
<td>Character Designer</td>
<td>Graphic/Advertising Designer</td>
<td>• Mosaic Artist</td>
</tr>
<tr>
<td>Comic book artist</td>
<td>• Brand Design</td>
<td>• Woodworking</td>
</tr>
<tr>
<td>Fashion Designer</td>
<td>• Logo Design</td>
<td>Fashion Accessory Designer</td>
</tr>
<tr>
<td>Fine Art/Studio Artist</td>
<td>• Package Design</td>
<td>Floral Design</td>
</tr>
<tr>
<td>Forensic Artist</td>
<td>• Layout Artist</td>
<td>Food Stylist</td>
</tr>
<tr>
<td>Graffiti artist</td>
<td>Legal Visual Aids Artist</td>
<td>Furniture Designer</td>
</tr>
<tr>
<td>Illustration</td>
<td>Graphic Designer</td>
<td>Industrial Design</td>
</tr>
<tr>
<td>• Children’s Book Illustrator</td>
<td>Motion Graphics Designer</td>
<td>Jewelry Design</td>
</tr>
<tr>
<td>• Medical Illustrator</td>
<td>Multi Media Designer</td>
<td>Model Maker</td>
</tr>
<tr>
<td>• Set Designer/Illustrator</td>
<td>Photographer</td>
<td>Sculptor</td>
</tr>
<tr>
<td>• Technical Illustrator</td>
<td>Advertising Photographer</td>
<td>Taxidermist</td>
</tr>
<tr>
<td>Interior Design</td>
<td>• Documentary Photographer</td>
<td>Toy Designer</td>
</tr>
<tr>
<td>Landscape Architect</td>
<td>• Photojournalist</td>
<td>Special Effects Designers</td>
</tr>
<tr>
<td>Muralist</td>
<td>• Wedding Photographer</td>
<td>Puppet Maker</td>
</tr>
<tr>
<td>Museum Exhibit Design</td>
<td>• Portrait Photographer</td>
<td>Product designer</td>
</tr>
<tr>
<td>Painter</td>
<td>Character Designer</td>
<td></td>
</tr>
<tr>
<td>Tatoo Artist</td>
<td>Textile Designer</td>
<td></td>
</tr>
<tr>
<td>Sketch artist</td>
<td>Video Game Art &amp; Design</td>
<td></td>
</tr>
<tr>
<td>Makeup Artist</td>
<td>Web Designer</td>
<td></td>
</tr>
</tbody>
</table>
### Recommended Course Sequence

<table>
<thead>
<tr>
<th>Level</th>
<th>Studio/Fine Arts</th>
<th>2d Design/Graphic Arts</th>
<th>3d Design</th>
</tr>
</thead>
</table>
| 9th Foundation | Drawing I  
Art and Biology* | Digital Design I*  
Photography I* | Ceramics I  
Crafts I |
| 10th | Painting I  
Painting II | Photography II*  
Digital Design II*  
Video and Animation I* | Ceramics II  
Crafts II  
Sculpture |
| 11th | | Advanced Studio Art | |
| 12th | | AP Studio Art  
Independent Study | |

* indicates courses that also fulfill the computer literacy requirement

Note: ALL ART COURSES may be taken at the honors level, which will require students to do additional written assignments with more rigorous expectations for achievement on projects. Students will be required to demonstrate an independent approach, a strong work ethic, and a commitment of additional time. The application for honors must be filed during the first 10 days of the semester and requires teacher approval.

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### STUDIO/FINE ART COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Level</th>
<th>Grade Range</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR 705</td>
<td>ART AND BIOLOGY</td>
<td>2</td>
<td>10-12</td>
<td>1</td>
</tr>
</tbody>
</table>

This exciting interdisciplinary course allows students to explore the relationship between biology and art through studio art assignments that address the foundation art skills while offering alternative approaches to understanding biology content. Students enrolled in the biology course will spend their laboratory day exercising direct observational drawing and related skills. The remaining 4 days of the week, students will execute a foundation art curriculum exploring traditional and non-traditional media including but not limited to 3d printing, Photoshop, Illustrator, drawing, print making and mixed media.

This course allows students in biology to fulfill or extend their foundation art year and may fulfill the Computer Literacy graduation requirement. Upon completion of this course, students have taken the equivalent of one Art credit.

Note: This class is taught in conjunction with SC 523 (General Biology). You must sign up for both AR 705 and SC 523.

**Academic Expectations:** 
- Solve Qualitative Problems Effectively
- Make Connections between Learning and Life
Drawing I is a foundation course that is strongly recommended for all students in order to enhance visual thinking and visual communication skills. This course concentrates on the development of observational drawing skills while increasing facility with traditional drawing tools. Research shows that observational drawing is a learnable skill; a student does not need drawing “talent” prior to enrolling in this course. Students will study a range of drawing techniques using various subject matter, which will include: drawing from direct observation as well as imagination, perspective, still life, portrait, and figure studies. Students will engage in critical thinking through the study of historical artworks, which will help them evaluate their own works. A strong emphasis is placed on originality and creativity. This course is necessary for students planning a career in any art-related field. This course serves as a prerequisite for all studio art courses.

**Academic Expectations:**
- Communicate Effectively while Speaking
- Make Connections between Learning and Life

This course introduces students to tools, techniques and styles of painting. The course begins with the basic principles of oil painting; exploring color theory through a series of projects using traditional painting techniques. Students will also learn the qualities and properties of water media in the form of acrylic painting. Emphasis will be placed on composition, technique, color theory and personal expression stressing development of visual literacy skills. Subject matter will include working from observation to create still life, figure, portrait, landscape, and expressive painting. We will study and research major painting styles and movements in historical context. (Prerequisite: Successful completion of Drawing I)

This course is appropriate for students interested in portfolio development.

**Academic Expectations:**
- Communicate Effectively in Writing
- Communicate Effectively while Speaking
AR 765         PAINTING II         LEVEL 2/1
(S)              GRADES 10-12       ½ CREDIT

This course builds on the skills and techniques from Painting I. Students will continue to
draw content from different painting styles while focusing on the development of their
own “voice” or personal style. Students will experiment with traditional and non-
traditional painting techniques. Subject matter may include still life, abstraction, figure,
portrait, and landscape painting. This course is appropriate for students interested in
portfolio development. (Prerequisite: Drawing I and Painting I)

This course is appropriate for students interested in portfolio development.

Academic Expectations:       Communicate Effectively in Writing
                              Communicate Effectively while Speaking

2D DESIGN/DIGITAL MEDIA COURSES

These courses may be used to fulfill either Arts or Computer Literacy graduation requirement.

AR 708/709       DIGITAL DESIGN I       LEVEL 2/1
(F/S)           GRADES 9-12         ½ CREDIT

This exciting digital arts course provides students with a solid foundation in design
principles while working out creative solutions to a variety of design related problems. A
creative approach to visual communication will be encouraged while students explore a
wide variety of social and political concepts. The students will learn how to organize the
elements of art while studying the principles of design. All assignments will be
completed utilizing Adobe Photoshop and Illustrator, which are currently industry
standard software. Students will develop and utilize critical thinking skills through the
study of various artists, their styles, and the process of creating art. This course serves as
a prerequisite for Digital Design II and Video and Animation.

Academic Expectations:       Make Connections between Learning and Life
                              Solve Qualitative Problems Effectively

AR 715         DIGITAL DESIGN II       LEVEL 2/1
(S)              GRADES 9-12       ½ CREDIT

Students in this advanced digital arts course will further develop their skills with software
including Adobe Photoshop and Adobe Illustrator while applying design concepts and
principles to solve real world advertising problems. Projects include but are not limited
to typography, logo, poster design, illustration, brochure and print ads, CD/DVD
packaging, and product packaging design. Student will develop creative thinking and
visual communication skills through work on projects and active critique and discussions
of professional works. A brief history of advertising, discussion of ethical issues, and
introduction to marketing strategies, as well as research assignments will provide students with an understanding of the persuasive power of the advertising industry. *This course fulfills Computer Literacy graduation requirement.* (Prerequisite: Digital Design I)

**Academic Expectations:** Make Connections between Learning and Life  
Solve Qualitative Problems Effectively

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**AR 772 PHOTOGRAPHY I**  
**LEVEL 2/1**  
**GRADES 9-12**  
**1 CREDIT**

This course is designed to introduce the student to both traditional and digital photography. Basic black and white photography and darkroom techniques will be covered as well as the use of digital cameras and manipulation of photographs using Adobe PhotoShop. Students will use the camera as a means for investigating the elements of photographic design and composition. Students will also learn a brief history of photography and guidelines for evaluation and critique of photographs. Cameras and most materials will be provided. *This course fulfills Computer Literacy graduation requirement.*

**Academic Expectations:** Communicate Effectively in Writing  
Make Connections between Learning and Life

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**AR 774 PHOTOGRAPHY II**  
**LEVEL 2/1**  
**GRADES 10-12**  
**1 CREDIT**

A continuation of Photography I, this course will refine and extend the skills of photographic composition. Students will work on theme-based projects allowing more in depth development of technical skills. Students will understand and be able to control shutter and aperature for creative results. Aesthetic awareness and personal style will be a part of discussion and critique as a critical component of this course. This course may be taken at the academic or honors level. *This course fulfills Computer Literacy graduation requirement.* (Prerequisite: Photography I)

**Academic Expectations:** Communicate Effectively in Writing  
Make Connections between Learning and Life

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**AR 767 VIDEO AND ANIMATION**  
**LEVEL 2/1**  
**GRADES 10-12**  
**1 CREDIT**

This advanced digital arts course is designed to provide a foundation in developing video and animation for the web. Using Adobe Premiere Pro, After Effects, and Adobe Flash as well as traditional techniques such as stop motion, students will learn how to create original works in video and animation. This will involve planning, scripting, storyboarding, shooting or creating content, sound and video editing, and the optimization of content. The emphasis of this course is to further develop skills
integrating art and technology while increasing aesthetic judgment and media literacy. Research as well as critique of professional films and animations will be utilized to enrich critical thinking skills. (Prerequisite: Digital Design I or Photography I)

**Academic Expectations:** Make Connections between Learning and Life
Solve Qualitative Problems Effectively

### 3D DESIGN COURSES

**AR 750/749 CERAMICS I**

(LEVEL 2/1)

GRADES 9-12

½ CREDIT

This course offers a foundation in 3D design utilizing clay. The course will focus on hand building techniques using the pinch, slab, and coil methods of construction as well as an introduction to the potter’s wheel. Various glazing and firing procedures will be employed for finishing the ceramic forms. The history of pottery as well as the study of select ceramic artists will be incorporated within lessons to increase student awareness and appreciation of the cultural impact of ceramic pottery.

**Academic Expectations:** Communicate Effectively in Writing
Solve Qualitative Problems Effectively

**AR 751 CERAMICS II**

(LEVEL 2/1)

GRADES 9-12

½ CREDIT

This course allows students to learn advanced creative problem solving techniques using hand building and the potter’s wheel as well as glazing and experimental surface techniques. Students build on the three-dimensional design skills introduced in Ceramics I while creating both aesthetic and utilitarian works. The course will focus on hand building techniques such as slab, drape and coil techniques, as well as use of the extruder and advanced throwing techniques on the wheel. A variety of sculptural styles will be explored in the construction of sculptural forms. (Prerequisite: Ceramics I)

**Academic Expectations:** Communicate Effectively while Speaking
Solve Qualitative Problems Effectively

**AR 752 CRAFTS I**

(LEVEL 2/1)

GRADES 9-12

½ CREDIT

In this course, students will design and create useful and aesthetic works of art, while being encouraged to solve problems using creativity and self-expression. The elements and principles of art will be introduced and their application in three dimensional works will be explored. Projects may include but are not limited to metal embossing, basketry, fabric, macramé/hemp jewelry, and recycled sculpture. The study of various artists and
artworks will allow students to appreciate the cultural influences, transformations and current trends in crafts.

**Academic Expectations:** Make Connections between Learning and Life
Solve Qualitative Problems Effectively

AR 753  CRAFTS II  LEVEL 2/1
(S)  GRADES 9-12  ½ CREDIT

This course will mainly focus on a more in-depth study of functional works of art. Students will design and create works including stained glass, kiln glass, mosaic, and other techniques. Students will hone their skills as craftsman while learning to appreciate the role of the craftsperson and handmade tradition in our techno-centric world. Students will also study historical works and styles as a means of aiding in the development of their own personal style. Originality and creativity will be emphasized. *(Prerequisite: Crafts I)*

**Academic Expectations:** Communicate Effectively while Speaking
Solve Qualitative Problems Effectively

AR 743  SCULPTURE  LEVEL 2/1
(S)  GRADES 10-12  ½ CREDIT

This course will allow students to delve deeper into 3D problem solving through the use of a variety of materials and methods. Students will gain experience in the three basic sculptural techniques of modeling, carving, and construction. The basics of three-dimensional design, historical and interdisciplinary connections, use of media, and art criticism will be studied. Students will work with materials such as stone, clay, wood, tape, plaster, and wire to create three-dimensional works of art. Original and creative thinking and problem solving will be emphasized as students explore issues such as culture, identity, and pure aesthetic creation. *(Prerequisite: Crafts I & II and/or Ceramics I & II)*

**Academic Expectations:** Communicate Effectively while Speaking
Solve Qualitative Problems Effectively

**ADVANCED PLACEMENT IN ART**

AR 773  ADVANCED STUDIO ART  LEVEL 2/1
(FY)  GRADES 11-12  1 CREDIT

In this full year course, art students who have taken 1.5 credits in art focused in either studio/2d or 3d areas will continue their studies extending their skills by experimenting with new materials and mixed media. Materials may include digital and traditional work,
photography, and sculptural media such as plaster, 3d printing, and other materials. Art history will be studied during this course and assignments will directly relate to periods in art history. This course is required for any student wishing to enroll in AP Studio Art, but can be taken as a terminal course in art during senior year. (Prerequisite: Students must have previously taken 1.5 credits in Art)

**Academic Expectations:** Communicate Effectively in Writing
Communicate Effectively while Speaking

**AR 775 AP STUDIO ART (FY) GRADES 11-12 LEVEL AP 1 CREDIT**

This full year advanced course is designed to allow the serious art student to develop a portfolio in studio art for the AP exam. In this course the student will develop a breadth (media skills, direct observation and creativity) and a depth (self-discovery focused body of work) portfolio from which the best work will be culled (quality portfolio) and submitted to the College Board. Students will also develop a working portfolio for application to an art, architecture, or a design college or university and will prepare students for interviews. Summer assignments and a sketchbook are required and will be due on the first class session in September. (Prerequisite: successful completion of two or more credits in advanced art electives, parental consent, and teacher recommendation)

*This course is open to seniors only.*

**AP Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisite</th>
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</thead>
<tbody>
<tr>
<td>AP Studio Art</td>
<td>2½ credits in art, including Drawing I, Painting I &amp; II, and Advanced Studio Art</td>
</tr>
<tr>
<td>AP 2D Design</td>
<td>2½ credits in art, including Photography I &amp; II, and Advanced Studio Art</td>
</tr>
<tr>
<td>AP 3D Design</td>
<td>2½ credits in art, including Ceramics I &amp; II or Crafts I &amp; II, Sculpture, and Advanced Studio Art</td>
</tr>
</tbody>
</table>

**Academic Expectations:** Communicate Effectively in Writing
Communicate Effectively while Speaking

**National Art Honor Society**
The NAHS is an Art service organization. Students will be invited to participate after they have completed 3 semesters of art maintaining an average of 85. Inductees must complete ten hours of art related community service. An additional ten hours is required of members each year. This includes the senior sculpture, hanging art shows, teaching, matting work, selected projects, and fundraising. Students will attend weekly/biweekly meetings directly after school.
Career and Technical Education (CTE)

“It’s a beautiful thing when a career and a passion come together.” unknown

Career and Technical Education (CTE) provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. Cutting-edge, rigorous and relevant career and technical education prepares students for a wide range of high-wage, high-skill, high-demand careers. The Career and Technical Education (CTE) Department includes courses in Business Education, Family and Consumer Sciences, and Technology Education.
CTE - Business Education Career Pathways
Career Clusters

**Business Administration:**
Account Manager, Administrative Assistant, Advertising Manager, Entrepreneur, Event Planner, Executive Assistant, Fashion Marketing and Sales, Food Service Manager, Health Care Manager, Human Resource Manager, Marketing Assistant, Retailing Careers, Sales

**Finance and Accounting:**

<table>
<thead>
<tr>
<th>Business Administration</th>
<th>Finance/Accounting</th>
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<tbody>
<tr>
<td>Introduction to Business</td>
<td>Introduction to Business</td>
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<tr>
<td>½ credit</td>
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<tr>
<td>9, 10, 11 or 12</td>
<td>9, 10, 11 or 12</td>
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<tr>
<td>Entrepreneurship</td>
<td>International Business</td>
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<tr>
<td>½ credit</td>
<td>½ credit</td>
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<tr>
<td>9, 10, 11 or 12</td>
<td>9, 10, 11 or 12</td>
</tr>
<tr>
<td>Desktop Publishing</td>
<td>Accounting One</td>
</tr>
<tr>
<td>½ credit</td>
<td>1 credit</td>
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<tr>
<td>9, 10, 11 or 12</td>
<td>10, 11 or 12</td>
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<tr>
<td>International Business</td>
<td>Personal Finance</td>
</tr>
<tr>
<td>½ credit</td>
<td>½ credit</td>
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<tr>
<td>9, 10, 11 or 12</td>
<td>10, 11 or 12</td>
</tr>
<tr>
<td>Accounting One</td>
<td>Business Law</td>
</tr>
<tr>
<td>1 credit</td>
<td>½ credit</td>
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<tr>
<td>10, 11 or 12</td>
<td>11 or 12</td>
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<tr>
<td>Personal Finance</td>
<td>Advanced Accounting</td>
</tr>
<tr>
<td>½ credit</td>
<td>(prerequisite: Accounting One)</td>
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<tr>
<td>10, 11 or 12</td>
<td>1 credit</td>
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<tr>
<td>Business Law</td>
<td>11 or 12</td>
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<td>½ credit</td>
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<td>11 or 12</td>
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<tr>
<td>Marketing</td>
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<td>½ credit</td>
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<tr>
<td>11 or 12</td>
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</tbody>
</table>
CTE - Family and Consumer Sciences Career Pathways
Career Clusters

**Culinary, Hospitality and Tourism:**
Cake Designer, Cruise Ship Staff, Entrepreneur, Event Planner, Executive Chef, Family & Consumer Sciences Teacher, Food Scientist, Caterer, Food and Beverage Manager, Food Critic/Writer, Food Photographer, Food Stylist, Hospitality, Nutritionist, Pastry Chef, Personal Chef, Recipe Developer, Restaurant Manager, Restaurant Owner, Spa Chef

**Human Services and Education:**
Child advocate/protective services worker, Counselor, Early childhood teacher, Elementary teacher, Family and Consumer Sciences Teacher, Family Therapist, Physical, Occupational or Speech therapist, Nurse or other healthcare worker, Public and/or Global Health, Psychologist, Social Worker

**Fashion Design and Retail Merchandising:**

<table>
<thead>
<tr>
<th>Culinary, Hospitality and Tourism</th>
<th>Human Services and Education</th>
<th>Fashion Design and Retail Merchandising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culinary I 1 credit (9, 10, 11, or 12)</td>
<td>Child and Adolescent Development 1 credit (9, 10, 11, or 12)</td>
<td>Fashion Design I 1 credit (9, 10, 11, or 12)</td>
</tr>
<tr>
<td>Culinary II (prerequisite Culinary I) 1 credit (10, 11, or 12)</td>
<td>Marriage and Family ½ credit (9, 10, 11, or 12)</td>
<td>Fashion Design II (prerequisite Fashion Design I) 1 credit (10, 11, or 12)</td>
</tr>
<tr>
<td>Early Childhood Education (prerequisite Child and Adolescent Development) 1 credit (10, 11 or 12)</td>
<td>Individual and Family Development AP and UConn credit 1 credit (11 or 12)</td>
<td>Fashion Merchandising ½ credit (9, 10, 11, or 12)</td>
</tr>
</tbody>
</table>
**Computers:**

**Engineering:**
Aerospace Engineer, Architecture, Architectural Engineer, Automotive Engineer, Biomedical Engineer, CADD Designer/Drafter, Chemical Engineer, Civil Engineer, Computer Hardware Engineer, Construction Engineer, Electronic Engineer, Electrical Engineer, Geological Engineer, Industrial Engineer, Mechanical Engineer, Robotics Engineer, Structural Engineer

**Skills/Trades:**
Appliance Repair, Cabinetmaker, Carpenter, Carpet Installer, Contractor, Drywaller, Electrician, Framer, Furniture Refinisher/Restorer, Heating Ventilation And Cooling (HVAC), House Inspector, Interior Designer, Manufacturer, Mason, Mechanic, Painter, Pipe Fitter, Plumber, Quality Control Manager, Refrigeration Service Person, Roofer, Siding Specialist, Tile Installer, Upholsterer, Welder

<table>
<thead>
<tr>
<th>Step 1</th>
<th><strong>Computers</strong></th>
<th><strong>Engineering</strong></th>
<th><strong>Skills/Trade</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Computer Tech (½ yr)</td>
<td>Introduction To Engineering Design (9th, 10th, 11th, 12th)</td>
<td>Material Processing 1 (9th, 10th, 11th, 12th)</td>
</tr>
<tr>
<td></td>
<td>Robotics 1 (½ yr)</td>
<td></td>
<td>Home &amp; Auto (½ yr)</td>
</tr>
<tr>
<td></td>
<td>(9th, 10th, 11th, 12th)</td>
<td>(9th, 10th, 11th, 12th)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Step 2</th>
<th><strong>Computers</strong></th>
<th><strong>Engineering</strong></th>
<th><strong>Skills/Trade</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Robotics 2 (½ yr)</td>
<td>Civil Engineering &amp; Architecture (10th, 11th, 12th)</td>
<td>Material Processing 2 (10th, 11th, 12th)</td>
</tr>
<tr>
<td></td>
<td>(9th, 10th, 11th, 12th)</td>
<td></td>
<td></td>
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</tbody>
</table>

| Step 3 | | Principles Of Engineering (10th, 11th, 12th) |

| Step 4 | | Engineering Design & Development (12th) |
CTE - BUSINESS EDUCATION

BE 640/641  INTRODUCTION TO BUSINESS    LEVEL 2
            (F/S)                GRADES 9-12    ½ CREDIT

This course is designed for the student who is interested in exploring the field of business. Business is one of the most popular college majors and leads to numerous business careers. Students will be exposed to the various business disciplines including business management, accounting, entrepreneurship, financial management, economics, marketing and advertising. Students will also acquire competency and experience with word processing, presentation, and spreadsheet software. This course fulfills computer literacy graduation requirement.

Academic Expectations:  Demonstrate Effective Reading Skills
                           Make Connections between Learning and Life

BE 604/605  DESKTOP PUBLISHING    LEVEL 2
            (F/S)                GRADES 9-12    ½ CREDIT

Students will learn to create graphics, import clip art, and creatively layout and produce various types of documents including letterheads, brochures, flyers, and newsletters using Microsoft Word and Publisher. Successful students will learn the basic fundamentals of Desktop Publishing and Graphic Design develop creative skills to enhance the appearance of business documents, utilize a variety of electronic resources to produce documents, and customize photos, drawings, and graphics to create advertisements and promotional materials. This course fulfills Computer Literacy graduation requirement.

Academic Expectations:  Communicate Effectively in Writing
                           Make Connections between Learning and Life

BE 610  MARKETING  LEVEL 2/1
        (F)                GRADES 11-12    ½ CREDIT

This course is designed to serve the student who wishes to learn about marketing concepts and strategies. The course will examine various business organizational structures, the economics of conducting business in a global market, the numerous transportation methods and channels of distribution, pricing methods including calculating prices, and the function of promotional media and designs. Successful students will identify and understand the functions of marketing, assess the characteristics of successful products and services, understand the social and ethical responsibilities of a business, describe various strategies in public relations, and complete a market analysis and marketing plan. This course fulfills computer literacy graduation requirement.
**Note:** Students may elect this course at the Honors Level (L1) by developing a plan of additional study with the teacher. Application for L1 must be completed within the first 10 days of the semester.

**Academic Expectations:**
- Communicate Effectively while Speaking
- Make Connections between Learning and Life

**BE 615 BUSINESS LAW**
- LEVEL 2/1
- GRADES 11-12
- ½ CREDIT

This course deals with the fundamentals of law, from infractions to misdemeanors to felonies. Students will study business, life, property, and renter’s insurance. A section will be devoted to family law including the rights of minors. Students will understand the constitution, and the branches of government that create and maintain our legal system, and the various levels of our courts; learn proper legal terminology as it relates to the rights and duties of citizens; identify the laws that protect consumers; explain the elements required for a legal contract; and describe the differences between personal and real property. *This course fulfills computer literacy graduation requirement.*

**Note:** Students may elect this course at the Honors Level (L1), by developing a plan of additional study with the teacher. Application for L1 must be completed within the first 10 days of the semester.

**Academic Expectations:**
- Use Research Skills Effectively
- Make Connections between Learning and Life

**BE 620 ACCOUNTING**
- LEVEL 2/1
- GRAD 10-12
- 1 CREDIT

Students will comprehend a company’s financial resources. Students considering a business major in college or planning to open their own business should take this course. Successful students will complete the accounting cycle; prepare income statements and balance sheets for various business organizations; prepare, interpret and analyze basic financial statements used by stockholders, creditors, and users of financial information; complete income taxes and prepare payroll; and students will reinforce basic accounting by using Excel and Automated Accounting software. *This course fulfills the Computer Literacy graduation requirement.*

This course can be used as a mathematics course requirement.

**Note:** Students may elect this course at the Honors Level (L1), by developing a plan of additional study with the teacher. Application for L1 must be completed within the first 10 days of the semester.
**Academic Expectations:** Solve Quantitative Problems Effectively
Demonstrate Effective Reading Skills

**BE 624** ADVANCED ACCOUNTING LEVEL 2/1
(FY) GRADES 11-12 1 CREDIT

Students enrolled in Advanced Accounting will emphasize financial reporting for a business entity organized as a corporation. Students will develop skills utilized in financial statement analysis, corporate budgeting, and financial management decision making. Successful students will reinforce accounting by using Excel and Automated Accounting software, learn methods of valuing inventory and plant assets, record and distribute corporate dividends, analyze corporate annual reports, complete accounting simulations, and opportunity to experience a job-shadow. This course fulfills Computer Literacy graduation requirement. This course can be used as a mathematics course requirement or as an advanced credit. (Prerequisite: Successful completion of Accounting)

*Note: Students may elect this course at the Honors Level (L1), by developing a plan of additional study with the teacher. Application for L1 must be completed within the first 10 days of the semester.*

Please see Middlesex Community College - College Career Pathways Program under Educational Enrichment and Enhancement Opportunities.

**Academic Expectations:** Solve Quantitative Problems Effectively
Demonstrate Effective Reading Skills

**BE 630/633** INTERNATIONAL BUSINESS LEVEL 2/1
(F/S) GRADES 9-12 ½ CREDIT

International Business commands center stage in today’s global economy. This course will utilize human resources and help students understand what affects personal and business financial decisions in the marketplace. Successful students will start-up and run their own business using Virtual Business simulation; gain a developmental understanding of their own skills, strengths, and weaknesses; recognize the ever-evolving requirements of the workplace and the relationship of lifelong learning to career success; analyze the role of international business and how it impacts business activities on the local, state, and international levels; and utilize resources to develop a career portfolio. This course fulfills Computer Literacy graduation requirement.

*Note: Students may elect this course at the Honors Level (L1), by developing a plan of additional study with the teacher. Application for L1 must be completed within the first 10 days of the semester.*

**Academic Expectations:** Communicate Effectively in Writing
Communicate Effectively while Speaking
The ultimate goal of this course is to help students fulfill their individual potential and expand their economic opportunities by learning the value of money and how to use it wisely. This course will provide students with definitions, facts, theories, and money-management skills that will enhance their financial decision making. Topics covered will include budgeting, saving, investing, understanding and building credit, protecting oneself against financial ruin due to, job loss, identity theft or other circumstances. The course will explore various types of investing through simulations and research activities. Successful students will learn to budget and manage finances, identify various options for saving and investing, become better consumers by understanding the marketplace, understand the cost of credit and how to manage it, and analyze the benefits and dangers of financial risk. This course fulfills the computer literacy requirement.

**Academic Expectations:**
Solve Quantitative Problems Effectively
Make Connections between Learning and Life

Students will learn the fundamentals for creating a successful business. They will research and develop a business plan to implement their unique product for their business venture and will understand the necessary steps for creating, developing, and marketing a business. Students will be responsible for marketing their business and its products, and will explore business opportunities while analyzing the risks, rewards, and potential for making a profit with their business. This course fulfills computer literacy graduation requirement.

**Academic Expectations:**
Make Connections between Learning and Life
Communicate Effectively in Writing

*Note: Students may elect this course at the Honors Level (L1), by developing a plan of additional study with the teacher. Applications for L1 must be completed within the first 10 days of the semester.*
CTE - FAMILY AND CONSUMER SCIENCES

FS 9020  CULINARY I  LEVEL 2  GRADES 9-12  1 CREDIT
(FY)

This course is designed to introduce the basic principles of food preparation and new concepts in nutrition addressing the movement for healthy, affordable and sustainable food as they apply to our health, environment and animal care. Students will also work on units introducing concepts in safety and sanitation, laboratory skills, and meal management. Students will practice specific techniques, learn basic terminology and equipment usage.

Academic Expectations:  Demonstrate Effective Reading Skills
Make Connections between Learning and Life

FS 9040  CULINARY II  LEVEL 2  GRADES 10-12  1 CREDIT
(FY)

This course is designed for students who have successfully completed Culinary I. Knowledge of basic food preparation techniques and nutrition is essential. Students will explore the customs, methods and ingredients of food preparation in foreign countries and regional sections of the United States. Students will plan and prepare foods representative of countries and use equipment native to the land or people. The impact of culture, income, age, health concerns, and nutrition are examined. Students will also explore techniques used in cake decorating and food preservation. (Prerequisite: Successful completion of Culinary I)

Academic Expectations:  Communicate Effectively while Speaking
Use Research Skills Effectively

FS 912  INDEPENDENT LIVING  LEVEL 2  GRADES 11-12  1 CREDIT
(FY)

This course has been developed to aid students in living on their own in an increasingly complex world, and is designed to make the student a more informed consumer. The course considers various lifestyles, supporting oneself, relationships with others, citizenship, and the choosing, buying, and planning for one’s home. Students will explore consumer skills, budgeting, insurance, and credit options while learning how to make satisfying choices in the marketplace.

Academic Expectations:  Demonstrate Effective Reading Skills
Make Connections between Learning and Life
FS 915  INTERIOR DESIGN  LEVEL 2
(S)  GRADES 9-12  ½ CREDIT
Interior Design introduces students to the influences that affect housing decisions. Instruction in the social and psychological aspects of housing will be included. Skills in planning and decorating are developed through the study and application of color and the elements and principles of design. Furniture selection, materials, and arrangement will be explored. Projects assigned will allow students to apply the knowledge gained in the course.

Academic Expectations: Communicate Effectively in Writing
Communicate Effectively while Speaking

FS 917  MARRIAGE AND FAMILY LIFE  LEVEL 2
(F)  GRADES 9-12  ½ CREDIT
This course addresses the relationships of marriage, family and single life. Topics include exploring personal development, emerging issues of adulthood and the historical, legal, and social changes in marriage and family patterns. Students will learn constructive ways to convey feelings, thoughts, and values to others. The topics may cover the following issues: deciding to have children, raising children, divorce, child custody, insurance and, wills.

Academic Expectations: Communicate Effectively in Writing
Use Research Skills Effectively

FS 926  CHILD AND ADOLESCENT DEVELOPMENT  LEVEL 2/1
(FY)  GRADES 9-12  1 CREDIT
This course will examine human development from conception through adolescence, with emphasis on the areas of physical, cognitive, and socio-emotional development of children. Course content will include units on teen pregnancy, reproduction, prenatal development, and birthing options. Major theories of development and promoting positive development will be emphasized. Students will participate in a parenting simulation.

Academic Expectations: Demonstrate Effective Reading Skills
Make Connections between Learning and Life

Note: Students may elect this course at the Honors Level (L1), by developing a plan of additional study with the teacher. Applications for L1 must be completed within the first 10 days of the semester.
Early Childhood Education is a course designed to provide students with information and skills necessary to be employed in the field of early childhood education. Emphasis will be on practical ways to guide children through the early years of development and the exploration of careers dealing with children. Students assume responsibility for planning, conducting, and evaluating early childhood activities. Students will also be required to volunteer one and a half hours weekly at an internship site. (Prerequisite: Successful completion of Child and Adolescent Development)

Note: Students may elect this course at the Honors Level (L1), by developing a plan of additional study with the teacher. Applications for L1 must be completed within the first 10 days of the semester.

**Academic Expectations:** Use Research Skills Effectively
Make Connections between Learning and Life

This course is designed for students interested in sewing techniques and fashion design. Students will learn basic sewing techniques and complete several sewing projects while developing necessary skills for construction and use of commercial pattern. Units on the importance of fashion, fashion trends and cycles, fashion history, and career exploration will be covered.

**Academic Expectations:** Communicate Effectively While Speaking
Use Research Skills Effectively

This is an advanced course designed for those students who are interested in more challenging sewing techniques and more in depth study of the fashion industry. Students will build on skills acquired in Fashion Design I. Students will create more complex projects and learn to design, create and/or alter patterns. Units covered will include Fibers and Fabrics, Color and Design, Fashion Designers, and Fashion Merchandising. Careers and the use of technology will be emphasized. (Prerequisite: Successful completion of Fashion Design I)

**Academic Expectations:** Communicate Effectively while Speaking
Use Research Skills Effectively
Note: Students may elect this course at the Honors Level (L1), by developing a plan of additional study with the teacher. Applications for L1 must be completed within the first 10 days of the semester.

FS 942/943  FASHION MERCHANDISING  LEVEL 2/1
            (F/S)  GRADES 9-12  ½ CREDIT

Fashion Merchandising is designed to give students an overview of the fashion industry. Students will be introduced to a range of careers in the field. This class will work closely with the Entrepreneurship class in the Business Department to identify, create, and market a product of their own design.

Note: Students may elect this course at the Honors Level (L1), by developing a plan of additional study with the teacher. Applications for L1 must be completed within the first 10 days of the semester.

Academic Expectations: Make Connections between Learning and Life
                      Communicate Effectively in Writing

FS 940  UCONN/INDIVIDUAL AND FAMILY DEVELOPMENT  LEVEL AP
        (FY)  GRADES 11-12  1 CREDIT

This course is designed as an introduction to the field of human development and the world of teaching. Students will gain an understanding of individual and family development over the life span. Job shadows and an internship will be key components of this course. This course is equivalent of UCONN HDFS 1090. Upon successful completion of the course students will receive 3 UCONN credits. No additional exam is required.

Academic Expectations: Communicate Effectively in Writing
                      Use Research Skills Effectively
This course is designed to introduce students to the wonderful field of robotic engineering. It is a growing field with high demand for enthusiastic and skilled people who are able to use robotic technology to solve a wide range of problems and innovate existing solutions. Students will learn and apply the engineering design process to complete various tasks and challenges while recording and documenting all of their work. Students will primarily be using the VEX platform, which allows for much freedom and creativity while building. This is tied together with EasyC programming software, in which students will drag-and-drop programming functions and downloads it to their robot to perform the actions written. Students will experience troubleshooting and debugging, which are key concepts of this field. *This course fulfills Computer Literacy graduation requirement.*

**Academic Expectations:**
- Make Connections between Learning and Life
- Solve Qualitative Problems Effectively

Advanced Robotics Engineering is a course designed for students who are looking to further their robotics, programming and overall engineering skills, knowledge and application. Building off of concepts discussed in its prerequisite course, Robotics I, this advanced course pushes students to think outside the box and solve open-ended problems in real-world situations with the use of robotic technology. This course uses the VEX Robotics platform, as well SeaPerch, an underwater user-controlled ROV; other types will be explored also such as pneumatics, arduinos, and more. This gives students, as well as onlookers, multiple mediums and various applications where robotics technology is relevant yet different from one another. *This course fulfills Computer Literacy graduation requirement.* (Prerequisite: Successful completion of TE 6531/6532 Introduction to Robotics Engineering)

**Academic Expectations:**
- Solve Quantitative Problems Effectively
- Solve Qualitative Problems Effectively

This class teaches students how to use different manufacturing techniques using wood, metal, plastics, and even cement through the use of state of the art machinery. These machines include a computer aided milling machine, which shapes projects that students
have designed on the computer; a table saw with a computer brain that shuts down the machine in milliseconds if a body part comes in contact with the blade; and a computer assisted router and digital caliper for measuring thickness of stock. These tools and machines will help prepare students for modern manufacturing and production jobs and to execute common repairs and maintenance around the home. There is a strong emphasis on safety in the use of all machinery. Students may choose from a wide variety of projects to build and then keep upon completion. Examples of possible projects include Adirondack chairs, baseball bats, garden benches, and coffee tables.

**Academic Expectations:**
- Solve Quantitative Problems Effectively
- Solve Qualitative Problems Effectively

**TE 658**  
**ADVANCED MATERIALS PROCESSING**  
**LEVEL 2**  
**(FY)**  
**GRADES 10-12**  
**1 CREDIT**

Advanced Materials Processing is an elective open to students successfully completing Materials Processing TE 654. This class continues where the first Materials class left off. Students will be introduced to new technologies in the building and manufacturing trades including materials, equipment, cost estimating and safety. State of the Art machines and processes will be used to help prepare them for manufacturing and production jobs of today. Students will also construct a scale-model of a wood-framed house to expose them to the building trades industry. Advanced projects will be selected by students to complete and bring home. (Prerequisite: Successful completion of Materials Processing)

**Academic Expectations:**
- Communicate Effectively while Speaking
- Use Research Skills Effectively

**TE 670/671**  
**COMPUTER TECHNOLOGIES**  
**LEVEL 2**  
**(E/S)**  
**GRADES 9-12**  
**½ CREDIT**

This course is designed for students who have an interest in computers and a desire to interact with basic computer hardware, disassembly, installation, assembly, diagnostics and preventative maintenance. The course will provide students with hands on repair experiences. *This course fulfills Computer Literacy graduation requirement.*

**Academic Expectations:**
- Communicate Effectively while Speaking
- Use Research Skills Effectively
This course is designed to give students the necessary knowledge and skills to assess various home and automotive maintenance issues and perform the appropriate actions to fix them; this also means identifying if the issue/task is out of their skill set or if it is too dangerous and requires a certified professional. Students will be exposed to the various tools, equipment, terminology, procedures, safety/laws/rules/codes, and other professional hints and tips by learning hands-on, via textbook, and from professional guest speakers who work in the different fields. Some of these fields include carpentry, plumbing, electrical, HVAC, interior and exterior finishing, along with basic automotive care, i.e. changing a flat tire, testing and replacing a car battery, checking fluids and changing your oil.

**Academic Expectations:** Solve Quantitative Problems Effectively  
Make Connections between Learning and Life

### PROJECT LEAD THE WAY

This pre-engineering program allows students to apply their math and science skills to real world problems. Students will have the opportunity to explore the broad field of engineering to help them make career decisions. The program is presented in a project oriented manner, through four courses over four years, that encourages problem solving skills in a team centered approach. Upon successful completion of each course, students may be eligible to receive University of New Haven credit. *NOTE: All PLTW courses can be upgraded to honors level upon request.*

This course is an introductory course which develops student problem solving skills, with emphasis placed upon the concept of developing a 3-D model or solid rendering of an object. Students focus on the application of visualization processes and tools provided by modern, state-of-the-art computer hardware and Computer Aided Drafting and Design software. The course will emphasize the design development process of a product and how a model of that product is produced, analyzed and evaluated, using a Computer Aided Design System. This course is offered at the academic level and has no prerequisite. Students may be eligible for University of New Haven credit in addition to high school credit. It is recommended that the student be enrolled in Algebra I, Academic level, or higher. *This course fulfills Computer Literacy graduation requirement.*

**Academic Expectations:** Solve Quantitative Problems Effectively  
Solve Qualitative Problems Effectively
**TE 688  PRINCIPLES OF ENGINEERING**  
**LEVEL 1**  
**(FY)**  
**GRADES 10-12**  
**1 CREDIT**  

This course helps students understand the field of engineering/engineering technology. The exploration of various technology systems and manufacturing processes assist students in learning how engineers and technicians use mathematics, science, and technology in an engineering problem-solving process to benefit people. Some specific areas of study are mechanisms, thermodynamics, fluid systems, materials, and motion. The course also addresses concerns about the social and political consequences of technological change. Students may be eligible for University of New Haven credit in addition to high school credit. This course is offered at the academic level. *This course fulfills the Computer Literacy graduation requirement.*  
(Prerequisite: A grade of 70 or above in Intro to Engineering Design or instructor approval)

**Academic Expectations:**  
- Solve Quantitative Problems Effectively  
- Solve Qualitative Problems Effectively

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**TE 690  CIVIL ENGINEERING & ARCHITECTURE**  
**LEVEL 2/1**  
**(FY)**  
**GRADES 10-12**  
**1 CREDIT**  

This course offers an exploration of Civil Engineering and Architectural engineering fields as they relate to the structures in which we live and work. Students will learn about the conception, planning, design, construction, and operation of facilities essential to modern life. These facilities range from transit systems to offshore structures, to businesses and homes. Students in this course will work on individual as well as group projects. This course is offered at the academic level. *This course fulfills the Computer Literacy graduation requirement.*  
(Prerequisite: A grade of 70 or above in Intro to Engineering Design or instructor approval)

**Academic Expectations:**  
- Solve Quantitative Problems Effectively  
- Solve Qualitative Problems Effectively

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**TE 698  ENGINEERING DESIGN & DEVELOPMENT**  
**LEVEL 1**  
**(FY)**  
**GRADE 12**  
**1 CREDIT**  

Engineering Design & Development is an engineering research course in which students work in teams to research, design, construct, and test a solution to an open-ended engineering problem. Students apply principles developed in the three preceding engineering courses. They must present progress reports, submit a final written report and defend their solution(s) to a panel of outside reviewers at the end of the school year. Students may be eligible for University of New Haven credit in addition to high school credit. *This course fulfills the Computer Literacy graduation requirement.*  
(Prerequisite:
Successful completion of Introduction to Engineering Design, Principles of Engineering, Civil Engineering & Architecture, or instructor approval)

**Academic Expectations:**  Solve Quantitative Problems Effectively
Solve Qualitative Problems Effectively
Beginning with the class of 2017, all ninth graders are required to take the Freshman Seminar course. This concept arose out of the need to provide our ninth graders with the skills they need to be successful in high school. The activities in the Freshman Seminar class are designed to provide and refine skills needed to begin the compilation process, to facilitate an efficient shift from the middle school academic environment to the more rigorous high school curriculum, and to give the students time to participate in developmentally appropriate personal, social, academic, and career activities. Topics may include study skills/test preparation, academic goal setting, career planning & course selection, conflict resolution & team building, and school climate. The course will also be used to monitor student progress and provide differentiated support in order to facilitate each student’s academic growth. Freshman Seminar teachers will collaborate with faculty members to support this effort. This course counts towards Honor Roll, but does not count towards GPA and rank.

This course is designed for the student who needs additional time and support to master Algebraic concepts. Topics include solving more complicated linear equations; solving and graphing simple and compound inequalities; introduction to functions and function notation, including arithmetic and geometric sequences; the laws of exponents, including rational exponents; solving systems of linear equations; descriptive statistics, including measures of central tendency, measures of spread, and data trends; operations on polynomials, simple polynomial factoring; analysis of the graphs of quadratics; exponential functions; and laws of growth and decay. Graphing methods and methods of problem-solving will be covered throughout the course. (Prerequisite: Teacher recommendation)

This course is designed for students who need additional time and support to master Algebra II concepts. Topics include linear equations and inequalities, systems of equations and inequalities, functions and inverse functions, operations with functions and the composition of functions, exponents and radicals, complex numbers and their operations, polynomial functions and polynomial operations, graphs of polynomials, and finding roots of polynomial equations. An additional focus on real world problems will
be emphasized with the assistance of technology and additional resources. (Prerequisite: Teacher recommendation)

*All students enrolled in Algebra II Part 1 must be enrolled in Math Problem Solving II Part 1.

**MA 404/405 MATH PROBLEM SOLVING II PART 2**
**LEVEL 3**
**GRADES 11-12**
**½ CREDIT**

This course is designed for students who need additional time and support to master Algebra II concepts. Topics include rational expressions and functions, operations with rational functions, graphs of rational functions, solving rational equations, exponential and logarithmic functions including exponential growth and decay, solving exponential and logarithmic equations, trigonometric functions, and inferential statistics. An additional focus on real world problems will be emphasized with the assistance of technology and additional resources. (Prerequisite: Teacher recommendation)

**RD 172/173 READING ACROSS THE CONTENT I**
**LEVEL 3**
**GRADES 9**
**½ CREDIT**

This course is primarily designed to provide small group instruction for grade 9 students who need additional support to improve their comprehension and critical reading skills. Students will develop the skills necessary to become independent readers and to function in a literate society. Organization and study skills are components of the class. Students are placed into this program based upon their performance on reading tests and/or the Connecticut Mastery Test. This course is pass/fail and does not fulfill the requirements for English credit. This course does not count towards GPA. (Prerequisite: Teacher recommendation)

**RD 176/177 READING ACROSS THE CONTENT II**
**LEVEL 2**
**GRADES 10-12**
**½ CREDIT**

This course is designed to provide small group instruction for grades 10-12 students who need additional support to improve their comprehension and critical reading skills. Creating independent, life-long readers is one goal of this class. Organization and study skills are key components of the class. Students are placed in this class based on State tests and classroom performance. This course is pass/fail and does not fulfill the requirements for English credit. This course does not count towards GPA. (Prerequisite: Teacher recommendation)

**MA/EN 190/191 SAT PREPARATION**
**LEVEL 2**
**GRADES 11**
**½ CREDIT**

This course prepares juniors for the mathematics, reading, and writing sections of the SAT. Students will learn test-taking strategies and become familiar with the unique style
of SAT questions. Students will briefly review math topics and study SAT-specific questions that have been grouped by those topics. Students will also adopt vocabulary development techniques, hone reading comprehension skills, and learn efficient methods for composing a coherent writing sample under time constraints. The subject of focus will rotate daily; math will comprise 50% of the course, reading 25%, and writing 25%. (All juniors are eligible to enroll with no prerequisites)

<table>
<thead>
<tr>
<th>COMMUNITY SERVICE PROGRAM</th>
<th>NO LEVEL</th>
<th>GRADES 10-12</th>
<th>¼-½ CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>(F/S)</td>
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Interested students must apply to the principal during the first ten days of each semester. Students will be notified if accepted for the program. All participants must be registered in at least six courses in addition to Community Service. Parental consent is also required. Community Service Program credit hours cannot fulfill the Honor Society requirement for community service. **THIS CREDIT MAY NOT BE SCHEDULED AS THE FINAL CREDIT TOWARD GRADUATION IN THE SENIOR YEAR AND DOES NOT COUNT TOWARD GPA.**
Course Level Recommendations

Course level recommendations represent the professional judgments made by teachers. These judgments are based on test and performance data. The English department expects that the course level recommendation made by teachers will be accepted and that the student will register for the recommended course. If the parent or guardian desires to change a level recommendation as presented by a teacher, a Request for Higher Level Form must be completed through guidance. Final determination of placement will be decided after review by the principal.
COURSE SELECTIONS FOR GRADE 9

EN 100  GRAMMAR, COMPOSITION AND INTRODUCTION TO THE SHORT STORY AND NOVEL  LEVEL 1  
(R/FY)  GRADE 9  1 CREDIT

The student will review the principles of paragraph construction, grammar and mechanics, and learn to organize lengthier papers. Also included is an in-depth study of the technical aspects of short stories, plays, and novels with special emphasis on the development of conflict, climax, character, theme, tone, and setting. Students are encouraged to write creatively to enhance their understanding of the writing process. By the end of the course the students will understand how the literary elements contribute to the overall effect of the stories and novels. The Common Core standards are a major focus of the curriculum. (By teacher recommendation.)

Academic Expectations:  
Communicate Effectively in Writing  
Make Connections between Learning and Life

EN 102  EXPLORING LITERARY GENRES  LEVEL 2  
(R/FY)  GRADE 9  1 CREDIT

In this course, students will read selected short stories and novels to gain familiarity with plot, tone, setting, characterization, theme and point of view. In addition, poetry and drama will be examined. The literature will be used to develop inferential skills and reading comprehension, and as a base from which to organize and write three and five-paragraph essays. Grammar, mechanics, and usage will be studied as needed to improve writing skills. Common Core standards are a major focus of the curriculum.

Academic Expectations:  
Demonstrate Effective Reading Skills  
Make Connections between Learning and Life

EN 104  INTRODUCTION TO COMPOSITION AND LITERATURE  LEVEL 3  
(R/FY)  GRADE 9  1 CREDIT

The students in this course will work on critical reading skills and strategies through a study of myths, short stories, plays, poems, and novels. In their writings, students will develop coherent paragraphs, progressing from one paragraph to the five-paragraph essay. In addition, students will master basic grammatical structures as well as sentence-combining. Vocabulary development is also an integral part of the program. Common Core standards are a major focus of the curriculum.

Academic Expectations:  
Demonstrate Effective Reading Skills  
Make Connections between Learning and Life
This course examines poetry, drama, the short story and novel in order to develop students’ critical judgment and inferential thinking skills. Students begin by learning the rudimentary structure of these literary forms and finally view poetry, drama, the novel and the short story as reflections of life. Additionally, analysis of non-fiction and vocabulary development are key components of this class. The intent of this course is to expand on skills developed in Honors 9th grade English. This course also emphasizes the development of the writing skills of analysis and persuasion. Common Core standards are in integral part of the curriculum. (By teacher recommendation.)

**Academic Expectations:**
- Communicate Effectively in Writing
- Make Connections between Learning and Life

This course is designed to give students a firm background in good literature. As literature is an expression of human thought, it is studied for its artistic value as well as for its relation to the student’s own experiences. This course places strong emphasis on an analytical approach to literature. In addition, a variety of essays are required. Additionally, analysis of non-fiction and vocabulary development are key components of this class. Grammar and skill in mechanics will be reinforced as needed. Common Core standards are an integral part of the curriculum.

**Academic Expectations:**
- Demonstrate Effective Reading Skills
- Make Connections between Learning and Life

This course studies the various literary forms: the short story, the novel, the play, and the poem. The student will read and analyze appropriate literature in each of the disciplines. In addition, the course is designed to help students develop and express their ideas in an effective way. Logical thinking and clear, concise writing are the primary goals. Students must write a series of five-paragraph essays. Common Core standards are an integral part of the curriculum.

**Academic Expectations:**
- Make Connections between Learning and Life
- Demonstrate Effective Reading Skills
Offerings in Grades 11 and 12

All members of Grades 11 and 12 must meet the following minimal requirements of the English program:

1. Students may not take a grade 11 or grade 12 English offering until they have passed both their freshman and sophomore English requirements.

2. Each student must take at least one course in English each semester during the last two years of school.

3. Each student must take one composition course in the junior year. Composition courses are asterisked (*) in the sequence of courses listed below. (Students participating at Level 1 in grades 11 and 12 are exempt from the composition requirement if successful for all four semesters.) This course must be paired with an American Literature course. (American Writers or Readings in American Literature).

4. Qualified students intending to pursue a highly competitive college program should consider placement in the Level 1 program (British Literature/Fiction Masters; Development of Drama/American Literature) in their junior and senior years. Placement in such sections is based on the student's meeting the criteria established by the department. Teacher recommendation is required.

5. College-preparatory students should elect from the Level 2 program. Students interested in pursuing a career in the Humanities or Social Sciences are strongly advised to choose from other Level 2 electives, even opting for two English courses per semester.

6. Students should seek the advice of their current English teacher in making selections.

**Level 1 Honors Program**

*(By Placement Only)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Grade(s)</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EN 120</td>
<td>British Literature</td>
<td>Grades 11-12</td>
<td>½ Credit</td>
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Required for students who wish to complete the Level 1 program, this course covers the major authors from the Medieval through the Modern period. Using a chronological approach, the course traces the development of style, technique, and theme, and provides insight into the fascinating lives of the English, Welsh, and Irish people. (Not offered in 2017-2018)

**Academic Expectations:**
- Communicate Effectively in Writing
- Use Research Skills Effectively
EN 121  FICTION MASTERS  LEVEL 1
(R/S)  GRADES 11-12  ½ CREDIT

Required for students who wish to complete the Level 1 program, this course covers the works of major English and American authors and includes some European literature in translation. The course attempts to provide insight into the philosophical roots of twentieth-century life and literature, included are literature of the absurd and stream of consciousness technique as well as traditional forms. (Not offered in 2017-2018)

Academic Expectations: Communicate Effectively in Writing
Use Research Skills Effectively

EN 122  AMERICAN LITERATURE  LEVEL 1
(R/S)  GRADES 11-12  ½ CREDIT

This course is a requirement for students in Level 1 in grades 11 and 12. In-depth studies of the origins, directions, and changes in American Literature from the 1600s to the present will be presented. Stress will be placed upon Puritan roots, Romanticism, Naturalism, Realism, and the modern literary scene. Students will be required to complete a term paper and/or projects as well as frequent analytic and interpretative papers. This course may not be taken if the student has taken another American Literature class. (Offered in 2017-2018)

Academic Expectations: Demonstrate Effective Reading Skills
Use Research Skills Effectively

EN 123  DEVELOPMENT OF DRAMA  LEVEL 1
(R/F)  GRADES 11-12  ½ CREDIT

Required for students who wish to complete the Level I program, this course traces the theater arts from their beginnings, through the Classical, Medieval, Renaissance, and Restoration periods into the diversity of modern theater. Students will be required to write analytical and interpretive essays. (Offered in 2017-2018)

Academic Expectations: Communicate Effectively in Writing
Use Research Skills Effectively

EN 126  AP LANGUAGE AND COMPOSITION  LEVEL AP
(R/FY)  GRADES 11-12  1 CREDIT

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students
evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Placement by teacher recommendation based on performance in grades 9 and 10 English.

The Advanced Placement Program® enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement, or both — while still in high school. AP Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible to receive college credit and/or placement into advanced courses in college. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher’s course syllabus. In order to receive AP credit, students must take the AP exam.

**Academic Expectations:**
- Communicate Effectively in Writing
- Use Research Skills Effectively

**LEVEL 2 ACADEMIC PROGRAM**

Students electing Level 2 courses must elect Advanced Composition (asterisked below) and must take an additional three courses in grades 11 and 12. Advanced Composition and American Writers are a sequence that the English Department requires to be taken in the junior year to complement the study of United States history.

**EN 130 AMERICAN WRITERS**

**LEVEL 2**

**GRADES 11**

**½ CREDIT**

This course is designed to familiarize students in their junior year with masters of the American literary scene, such as Poe, Melville, Hawthorne, Crane, Masters, Anderson, Hemingway, Steinbeck, Faulkner, and Fitzgerald, as well as contemporary authors. A term paper may be required in this course, as well as a series of analytical papers. It is strongly recommended that students planning to attend college elect this course in order to acquaint themselves with the literary heritage of the United States. This course is taken in conjunction with Advanced Composition. Common Core Standards are integrated into the curriculum.

**Academic Expectations:**
- Communicate Effectively in Writing
- Demonstrate Effective Reading Skills
Students electing this course work towards writing polished essays. Among the topics covered in the course are originality, style, and voice, as well as figurative language, inferential skills and analysis in writing. The course also teaches students the research process. In-class writing drills, peer editing, selected readings, and vocabulary work from context are used to assist students with the writing process. Common Core Standards are integrated into the curriculum.

**Academic Expectations:**
- Communicate Effectively in Writing
- Use Research Skills Effectively

This course provides students with a survey of William Shakespeare’s plays. This course may be elected by juniors, but should not replace American Writers.

**Academic Expectations:**
- Communicate Effectively in Writing
- Make Connections between Learning and Life

This course is for the student who enjoys the study of poetry and drama and wishes to develop the skills to interpret the most elusive of the arts. Study will concentrate on the twentieth century writers such as Frost, Williams, Eliot, Ionesco, and Miller, Ibsen, Hansberry and other modern and contemporary poets and playwrights. In addition to traditional tests and quizzes, students will be challenged to write creative pieces. This course may be elected by juniors, but should not replace American Writers.

**Academic Expectations:**
- Communicate Effectively in Writing
- Demonstrate Effective Reading Skills

This course utilizes a traditional approach to the history of Western thought. Readings and discussions will center on such universal questions as free will, the existence of God, human nature and moral decisions. Since the course involves numerous primary source materials, students should be reading above grade level. It is also recommended that students be adept at exploring abstract ideas in essays of five hundred or more words. A notebook will be required, and may constitute a significant part of the final grade. Class
participation is obligatory. This course may be elected by juniors, but should not be replaced by American Writers.

**Academic Expectations:**
- Demonstrate Effective Reading Skills
- Make Connections between Learning and Life

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**EN 135 MODERN FICTION**
**LEVEL 2**
**(S)**
**GRADES 11-12**

The anxieties, attitudes, and concerns of the Twentieth century world are reflected in its novels and short stories. Students will read a variety of international authors to understand the various solutions, styles, and techniques used by modern authors in approaching the human dilemma. Selections will be of a challenging nature, and students must demonstrate high levels of reading ability. This course may be elected by juniors, but should not replace American Writers.

**Academic Expectations:**
- Demonstrate Effective Reading Skills
- Make Connections between Learning and Life

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**EN 136/137 JOURNALISM**
**LEVEL 2**
**(F/S)**
**GRADES 10-12**

Journalism is a course designed as a single semester elective to give students an appreciation of and skill in the craft of news writing. This course will develop skills in such areas as organizing and composing news stories, headlines and captions, writing feature articles and editorials, conducting surveys, and reporting on sporting events. The course will address issues of journalistic ethics as well as technical aspects of publishing, such as layout and photojournalism. This course may fulfill the Humanities requirement if taken in addition to required English courses. This course may be elected by juniors, but should not replace American Writers. **Sophomores must get teacher recommendation.**

**Academic Expectations:**
- Communicate Effectively in Writing
- Solve Qualitative Problems Effectively
EN 138  AUTHORSH I  LEVEL 2  
(F)  GRADE 12  ½ CREDIT 

During each quarter the works of one American author will be examined in depth. Depending on the author, students may read several novels, plays, poems, short stories and/or non-fiction selections by the same writer. The focus will be on the style, thematic development, and historical perspective of the author’s works. The two authors to be studied will be selected by the teacher and may vary from year to year. This course may be elected by juniors, but should not replace American Writers.

Academic Expectations:  Communicate Effectively in Writing
Demonstrate Effective Reading Skills

EN 139  AUTHORSH II  LEVEL 2  
(S)  GRADE 12  ½ CREDIT 

During each quarter the works of one author from world literature will be examined in depth. Depending on the author, students may read several novels, plays, poems, short stories and/or non-fiction selections by the same writer. The focus will be on the style, thematic development, and historical perspective of the author’s works. The authors to be studied will be selected by the teacher and may vary from year to year. This course may provide an opportunity for students to examine minority, third world, or female authors that may not be covered in other courses. This course may be elected by juniors, but should not replace American Writers. Authors I is not a prerequisite for this course.

Academic Expectations:  Communicate Effectively in Writing
Demonstrate Effective Reading Skills

LEVEL 3 GENERAL PROGRAM

Students electing Level 3 courses must elect General Composition (see asterisk) in grade 11 and three other English courses during the last two years. General Composition and Readings in American Literature are a sequence that the English department requires to be taken in the junior year to complement the study of United States history. Likewise, Cultural Heritage and World Literature are recommended as a sequence in the senior year.

EN 140  READINGS IN AMERICAN LITERATURE  LEVEL 3  
(F)  GRADE 11  ½ CREDIT

This course is designed for juniors in order to acquaint the students with the literary heritage of the United States. It will deal with highlights of American fiction, poetry, and drama. (Do not select if American Writers has been taken.) This course should be taken
in conjunction with General Composition. Common Core Standards are integrated into the curriculum.

**Academic Expectations:** Communicate Effectively in Writing
Demonstrate Effective Reading Skills

*EN 141 GENERAL COMPOSITION LEVEL 3 (R/S) GRADE 11 ½ CREDIT

In the study of General Composition the student will continue to develop and refine skills first introduced in the writing courses in grades 9 and 10. Emphasis will be upon the mastering of the essentials involved in organizing and writing a comprehensive and informative report. An analysis of writing style and creative literary techniques will be incorporated into the course. Vocabulary study will also be emphasized. Junior requirement. Common Core Standards are integrated into the curriculum.

**Academic Expectations:** Communicate Effectively in Writing
Use Research Skills Effectively

EN 142 CULTURAL HERITAGE LEVEL 3 (F) GRADES 11-12 ½ CREDIT

A study of Cultural Heritage will acquaint students with knowledge of the past through the study of several world mythologies. Emphasis will be placed upon finding similarities and differences between cultures. Students will gain an understanding of how early myths and folklore have shaped our present day culture. This course maybe elected by juniors, but should not replace Readings in American Literature.

**Academic Expectations:** Communicate Effectively in Writing
Demonstrate Effective Reading Skills

EN 143 WORLD LITERATURE LEVEL 3 (S) GRADES 11-12 ½ CREDIT

The literature of a country is a mirror of that country's mind. This course will provide a survey of the many writers and literary movements throughout the world. Readings will be used to discover those elements that are common among nations as well as differences. This course maybe elected by juniors, but should not replace Readings in American Literature.

**Academic Expectations:** Communicate Effectively in Writing
Demonstrate Effective Reading Skills
This course is designed to work on critical reading and thinking skills. The course consists of analysis of newspapers, magazines, advertising, political cartoons, etc. for the purpose of determining propaganda, media manipulation, and subliminal influence. The ultimate goal of the course is to make students more astute readers and viewers and to enable them to critically evaluate a lifetime of written, verbal and visual information.

**Academic Expectations:**
- Demonstrate Effective Reading Skills
- Make Connections between Learning and Life

Using short stories, novels, non-fiction, and films, students will explore a variety of themes which reflect human nature and thought-provoking issues about life. The class will examine the sociological and psychological implications of these works as well as their literary value. The readings will consist of fiction, poetry, drama, and non-fiction. In addition, students will continue to develop and refine their abilities to read texts critically. Other areas addressed include writing, grammar and vocabulary.

**Academic Expectations:**
- Demonstrate Effective Reading Skills
- Make Connections between Learning and Life
HEALTH

One-half credit of Health is required of all students at Rocky Hill High School. During the semester when this course is taken, Physical Education is not required.

HL 950/951  HEALTH  LEVEL 3/2
(F/S)  GRADE 10  ½ CREDIT

Health is designed to provide the student with the ability, through scientific and personal knowledge, to make crucial decisions regarding the physical and emotional health issues facing every individual in American society today. The student is expected to acquire knowledge of self, interpersonal relationships, and human maturation. This understanding of individual and social life provides the skills necessary to make informed decisions about life issues, including nutrition, sexuality, and substance abuse.

NOTE: Students may elect this course at the academic level (L2) by developing a plan of additional study with the teacher which may include research into special topics.

Academic Expectations:  Communicate Effectively while Speaking
Use Research Skills Effectively
The following courses are offered as electives and do not fulfill English or Social Studies requirements. They should be elected by students committed to an enrichment of their background and an interest in the exploration of the phenomena of humankind.

HU 163  HUMANITIES - FILM  LEVEL 2/3
(S)  GRADES 10-12  ½ CREDIT

This course is open to students interested in learning how to see, interpret, and create visual and graphic images. Through the viewing and discussion of films and other media, the student will develop his/her visual intellect, communicative literacy, and interpretative skills. Students also will be encouraged to create original films. In addition, an emphasis will be placed on writing skills and improvement. Students will be required to write and revise a variety of essays based on viewing and discussion. This class can also be elected at Level 3 (General)

Academic Expectations:  Communicate Effectively in Writing
Make Connections between Learning and Life

HU 170  HUMANITIES - CREATIVE WRITING  LEVEL 2
(F)  GRADES 10-12  ½ CREDIT

This course will allow students to express their creative talents in the literary genres of poetry, short stories, drama, and the essay. The intent of the course is to teach writing as a craft and to encourage students to use their imaginations. The major emphasis of the course will be on the search in writing for specific detail and fresh imagery, and in the revision of writing for appropriate form and effective structure. Students who elect this course will write with the goal of submission for publication and/or contest participation.

Academic Expectations:  Communicate Effectively in Writing
Make Connections between Learning and Life

HU 174/179  HUMANITIES - PUBLIC SPEAKING  LEVEL 2
(F/S)  GRADES 10-12  ½ CREDIT

A successful career depends in large measure on the ability to communicate effectively. This course provides students with the opportunity to improve presentation and communication skills, overcome reticence, and build self-confidence. The curriculum focuses on such activities as inflected readings, speeches, a variety of presentations, and debate.

Academic Expectations:  Communicate Effectively while Speaking
Make Connections between Learning and Life
This course delves into the origin, nature, and function of myth in the literature and art of Greece and Rome and the re-interpretation of classical myth in modern art forms. Students will learn the myths of the Greeks and Romans and have the opportunity to draw parallels between classical myths and modern discourses. Greek and Roman mythology is ubiquitous to the American experience and has deeply influenced American culture in the formation of our art, literature, gender roles, TV shows, movies, video games, and music. Students in this class will learn about the primary characters and important stories of Greek and Roman mythology. Students will read and analyze creation myths, Greek and Roman gods, Greek Heroes, and stories of love, war, deception, intrigue, jealousy, and fate. Students will also develop a cultural literacy which they would otherwise lack, e.g. a Gordian knot or a Herculean task.

**Academic Expectations:**
- Communicate Effectively in Writing
- Demonstrate Effective Reading Skills

*You can also earn Humanities credit by taking the courses listed below. If taken for a Humanities credit, you will not earn credit for that class towards your English or Social Studies requirement.*

- EN 136/137 JOURNALISM
- SS 180/181 PSYCHOLOGY
- SS 182 AP PSYCHOLOGY
MATHEMATICS

Algebra Sequence Note

The first year of Algebra is offered in a traditional one-year course (MA 416). For the student who requires a slower pace and more practice work, MA 414 is offered.

The mathematics department reserves the right to evaluate students who transfer to Rocky Hill to ensure appropriate placement.

MA 414  ALGEBRA I  LEVEL 3
( FY )  GRADES 9-10  1 CREDIT

This course is the traditional introductory algebra upgraded to align with the Common Core State Standards but for the student who requires a somewhat slower pace and more practice work. Topics include solving more complicated linear equations; solving and graphing simple and compound inequalities; introduction to functions and function notation, including arithmetic and geometric sequences; the laws of exponents, including rational exponents; solving systems of linear equations; descriptive statistics, including measures of central tendency, measures of spread, and data trends; operations on polynomials, simple polynomial factoring; analysis of the graphs of quadratics; exponential functions; and the laws of growth and decay. Graphing methods and methods of problem-solving will be covered throughout the course. (Prerequisite: Teacher recommendation)

Academic Expectations: Solve Quantitative Problems Effectively
Make Connections between Learning and Life

MA 416  ALGEBRA I  LEVEL 2
( FY )  GRADES 9-12  1 CREDIT

This course is the traditional introductory algebra upgraded to align with the Common Core State Standards. Topics include solving more complicated linear equations; solving and graphing simple and compound inequalities; introduction to functions and function notation, including arithmetic and geometric sequences; the laws of exponents, including rational exponents; solving systems of linear equations; descriptive statistics, including measures of central tendency, measures of spread, and data trends; operations on polynomials; simple polynomial factoring; analysis of the graphs of quadratics; exponential functions; and the laws of growth and decay. Graphing methods and methods of problem-solving will be covered throughout the course. (Prerequisite: Teacher recommendation)

Academic Expectations: Solve Quantitative Problems Effectively
Make Connections between Learning and Life
MA 420  GEOMETRY/HONORS  LEVEL 1  
(FY)  GRADES 9-12  1 CREDIT

This course (which is aligned with the Common Core State Standards) is an introduction to the nature of deductive reasoning and leads to a study of geometry as a logical system. The topics covered are the same as those covered in Academic Geometry, but at a greater depth and with more rigorous algebraic applications. Students are recommended for this course on the basis of their performance in Algebra I in the middle school. Algebra I teachers at the high school may also recommend highly competitive, capable students from Academic Algebra I.  (Prerequisite: Successful completion of Algebra I or recommendation of grade 8 Algebra teacher)

**Academic Expectations:**  Solve Quantitative Problems Effectively  
Make Connections between Learning and Life

MA 422  GEOMETRY  LEVEL 2  
(FY)  GRADES 9-12  1 CREDIT

This course (which is aligned with the Common Core State Standards) is an introduction to the nature of deductive reasoning and leads to a study of geometry as a logical system. Topics will include relationships between lines and angles, transformations, triangle inequalities, polygons, area, similarity, right triangles, trigonometry, concurrence, circles, and geometric solids in Euclidean space. Students will use algebraic equations to apply geometric properties and model geometric applications. Proofs will be used to explore triangle congruencies.  (Prerequisite: Successful completion of Algebra I or recommendation of grade 8 Algebra teacher)

**Academic Expectations:**  Solve Quantitative Problems Effectively  
Make Connections between Learning and Life

MA 424  GEOMETRY  LEVEL 3  
(FY)  GRADES 9-12  1 CREDIT

This course (which is aligned with the Common Core State Standards) is an introduction to a study of geometry as a logical system. The topics covered are linear equations and inequalities, systems of equations and inequalities, plus those covered in Academic Geometry, but to a lesser degree. Elementary geometric proofs are developed from basic definitions, assumptions, and the beginning theorems of Euclidean geometry.  (Prerequisite: Successful completion of Algebra I)

**Academic Expectations:**  Solve Quantitative Problems Effectively  
Make Connections between Learning and Life
MA 430  ALGEBRA II  LEVEL 1  
(FY)  GRADES 10  1 CREDIT

This course (which is aligned with the Common Core State Standards) completes the algebra sequence begun in the middle school. The topics covered are the same as those covered in Academic Algebra II, but at a greater depth and more rigorous approach. Students are recommended for this course on the basis of their performance in Algebra I in the middle school and Geometry at the high school. (Prerequisite: Teacher recommendation)

Academic Expectations:  Solve Quantitative Problems Effectively
Make Connections between Learning and Life

MA 432  ALGEBRA II  LEVEL 2  
(FY)  GRADES 10-12  1 CREDIT

This course (which is aligned with the Common Core State Standards) completes the algebra sequence begun in Academic Algebra I or its equivalent. Topics include, functions and inverse functions, operations with functions and the composition of functions, exponents and radicals, complex numbers and their operations, polynomial functions and polynomial operations, graphs of polynomials, finding roots of polynomial equations, rational expressions and rational functions, operations with rational functions, graphs of rational functions, solving rational equations, exponential and logarithmic functions including exponential growth and decay, solving exponential and logarithmic equations, trigonometric functions including their graphs, and inferential statistics. (Prerequisite: Successful completion of Algebra I)

Academic Expectations:  Solve Quantitative Problems Effectively
Make Connections between Learning and Life

MA 436  ALGEBRA II PART 1  LEVEL 3  
(FY)  GRADES 11  1 CREDIT

The course introduces students to key concepts and theories that provide a foundation for further study in mathematics and increase students’ mathematical literacy, problem-solving, and critical thinking skills. This course is designed for the student who needs additional time to master algebraic concepts. Topics include linear equations and inequalities, systems of equations and inequalities, functions and inverse functions, operations with functions and the composition of functions, exponents and radicals, complex numbers and their operations, polynomial functions and polynomial operations, graphs of polynomials, and finding roots of polynomial equations. This is the first course in a two-part Algebra II series. (Prerequisite: Successful completion of Algebra I)
*All students enrolled in Algebra II Part 1 must be enrolled in Math Problem Solving II Part 1.

**Academic Expectations:** Solve quantitative problems effectively. Make connections between learning and life.

**MA 437**  
**ALGEBRA II PART 2**  
(FY)  
**LEVEL 3**  
**GRADES 12**  
**1 CREDIT**

The course, continuing from Algebra II Part 1, introduces students to key concepts and theories that provide a foundation for further study in mathematics and increase students’ mathematical literacy, problem-solving, and critical thinking skills. This course is designed for the student who needs additional time to master algebraic concepts. Topics include rational expressions and functions, operations with rational functions, graphs of rational functions, solving rational equations, exponential and logarithmic functions including exponential growth and decay, solving exponential and logarithmic equations, trigonometric functions, and inferential statistics. This is the second course in a two-part Algebra II series. (Prerequisite: Successful completion of Algebra II Part 1)

**Academic Expectations:** Solve quantitative problems effectively. Make connections between learning and life.

**MA 440**  
**PRE-CALCULUS**  
(FY)  
**LEVEL 1**  
**GRADES 11-12**  
**1 CREDIT**

The topics covered are the same as those covered in Academic Pre-Calculus, but at a greater depth and more rigorous approach. Students are recommended and placed in this program on the basis of their work in Algebra II and Geometry.

**Academic Expectations:** Solve Quantitative Problems Effectively Make Connections between Learning and Life

**MA 442**  
**PRE-CALCULUS**  
(FY)  
**LEVEL 2**  
**GRADES 11-12**  
**1 CREDIT**

Students study Trigonometry, Analytic Trigonometry, Functions from a Calculus Perspective, Power, Polynomial and Rational Function, Exponential and Logarithmic Function, Systems of Equations and Matrices, Conic Sections and Parametric Equations, Sequences and Series, Limits and Derivatives, and Vectors. It is designed for the advanced mathematics student since earlier experience and knowledge in mathematics are relied on throughout the course. (Prerequisite: Successful completion of Algebra II and Geometry)

**Academic Expectations:** Solve Quantitative Problems Effectively Make Connections between Learning and Life
MA 446 \hspace{1cm} \textbf{INTRODUCTION TO CALCULUS} \hspace{1cm} \textbf{LEVEL 2} \hspace{1cm} \textbf{GRADE 12} \hspace{1cm} 1 \text{ CREDIT}

This is a course for the competent mathematics student that introduces the basic fundamentals of the calculus. Topics include pertinent review from previous math courses as well as introduction to limits, the derivative, the integral and their applications.  
(Prerequisite: Successful completion of Pre-Calculus)

\textbf{Academic Expectations:} \hspace{0.5cm} Solve Quantitative Problems Effectively  
Make Connections between Learning and Life

MA 450 \hspace{1cm} \textbf{AP CALCULUS(AB)} \hspace{1cm} \textbf{LEVEL AP} \hspace{1cm} \textbf{GRADE 12} \hspace{1cm} 1 \text{ CREDIT}

This course is designed for the student who has demonstrated a high level of proficiency and motivation in previous mathematics courses. The course follows the advanced placement curriculum for Level 1 college calculus. It is expected that students enrolled will take the Advanced Placement examination and should advance to Level 2 calculus during their freshman year of college. Students are recommended and placed in this program by the mathematics teachers based on a combination of the following criteria: student interest and motivation in mathematics, present and past performance in mathematics courses, and performance on standardized tests - PSAT, SAT, etc.  
(Prerequisite: Successful completion of Pre-Calculus and Teacher Recommendation)

By achieving a satisfactory score on the exam, students may receive college credit and/or advanced placement for course work in college. In order to receive AP credit, students must take the AP exam.

\textbf{Academic Expectations:} \hspace{0.5cm} Solve Quantitative Problems Effectively  
Make Connections between Learning and Life

MA 410 \hspace{1cm} \textbf{APPLIED MATHEMATICS} \hspace{1cm} \textbf{LEVEL 3} \hspace{1cm} \textbf{GRADES 11-12} \hspace{1cm} 1 \text{ CREDIT}

Emphasis will be on the practical applications of mathematics in everyday life. Topics include automobile ownership, purchasing consumer goods, personal income, income taxes, banking, investments, insurance, and retirement income. Students use internet based resources in the areas of employment, retail advertising, apartments, and transportation, as well as participate in a national stock market simulation.  
(Prerequisite: Teacher recommendation)

\textbf{Academic Expectations:} \hspace{0.5cm} Solve Quantitative Problems Effectively  
Use Research Skills Effectively
MA 456  PROBABILITY AND STATISTICS  LEVEL 2
         (FY)  GRADES 11-12  1 CREDIT

This course may be taken concurrently with Calculus or Pre-Calculus for those who wish to take an additional math elective. It is also an alternative to Pre-calculus or Calculus for the advanced math student who will be pursuing a career in a non-engineering field such as business or science. Topics include data analysis and display, normal distributions, statistical testing, regression analysis, theoretical and experimental probabilities, simulations, surveys, and population sampling. (Prerequisite: Successful completion of Algebra I, Geometry, and Algebra II)

Note: Students may elect this course at the following levels:

(FY)  MA 456 Level 2
(FY)  MA 454 Level 3

Academic Expectations:  Solve Quantitative Problems Effectively
                        Make Connections between Learning and Life

MA 460  AP STATISTICS  LEVEL AP
         (FY)  GRADES 10*, 11-12  1 CREDIT

This course is designed for the student who has demonstrated a high level of proficiency and motivation in previous mathematics courses. The course follows the advanced placement curriculum for Level 1 college statistics. Students are expected to take the Advanced Placement examination. Topics include data analysis, descriptive statistics, experimental design, probability, and statistical inference. This course may be taken concurrently with Academic Pre-Calculus, Honors Pre-Calculus, Intro. to Calculus, or AP Calculus. By achieving the requisite score on the AP exam, students may receive college credit and/or advanced placement for course work in college. In order to receive AP credit, students must take the AP exam. (Prerequisite: Successful completion of Algebra I, Geometry, and Algebra II)

*Exception – 10th graders may enroll if they have successfully completed Honors Geometry and have that teacher’s recommendation.

Academic Expectations:  Solve Quantitative Problems Effectively
                        Demonstrate Effective Reading Skills
MUSIC

NOTE: Students selecting Band, Choir, or String Orchestra who have not previously participated or who are new to the school system must arrange to audition with the band or chorus director for placement. Incoming freshmen may only register for Band, Chorus, and/or String Orchestra with the consent of the high school band, chorus, or orchestra director.

MU 802/803 SYMPHONIC BAND LEVEL 2/1
(F/S) GRADES 9-12 ½ CREDIT

The Symphonic Band is loosely defined as an ensemble consisting of winds and percussion and based on fixed instrumentation. Repertoire for this ensemble generally includes original works for wind band as well as transcriptions of keyboard, vocal, and orchestral music. Students will develop musical literacy through performance on an instrument and will study basic concepts of music theory and music history. Two years of study on a band instrument is highly recommended although not required. Any student interested in joining the symphonic band who has no prior experience performing on a band instrument must arrange for an interview/audition with the director of bands prior to enrollment. This course meets five days a week and the level of instruction may be upgraded from general level to advanced level on an individual basis if a student meets all requirements for level promotion and approval has been granted by the director of bands. Students interested in participating in marching band should also sign up for Marching Band.

Any student wishing to take this course as an Honors level course must include additional coursework including weekly lessons, audition for festival, leader of section, etc. This would be determined the first 10 days of school.

Academic Expectations: Communicate Effectively in Writing
Solve Qualitative Problems Effectively

MU 806/809 MARCHING BAND LEVEL 2/1
(F/S) GRADES 9-12 ½ CREDIT

The Rocky Hill School Royal Blues Marching Band is an ensemble constructed of wind instruments, percussion instruments, and color guard. In this course, students will further develop musical/visual performance technique as well as physical well-being in a competitive and athletic setting. All members of this ensemble are responsible for memorizing several pieces of band music, stands, cheers, and all visual design work for the field show and parades. Two years of study on a band instrument is highly recommended although not required. Any student interested in joining the marching band who has no prior experience performing on a band instrument must arrange for an interview with the director of bands prior to enrollment. The course requires participation in evening and weekend rehearsals and performances. Students must be
taking the required number of courses for their grade level in order to enroll. **Please note:** Students must be enrolled in this course prior to July 1st for the upcoming fall semester.

Any student wishing to take this course as an Honors level course must include additional coursework including weekly lessons, audition for festival, leader of section, etc. This would be determined the first 10 days of school.

**Academic Expectations:** Communicate Effectively in Writing  
Solve Qualitative Problems Effectively

MU 812/813 **CONCERT CHOIR**  
LEVEL 2  
GRADES 9-12  
½ CREDIT

This course is designed for any student who has an interest in vocal music, both in training and performance. Students who cannot match pitch may be asked to take a series of private lessons on their own time. The student is given vocal training and instruction in the reading of unison and part music in both accompanied and a cappella music of various periods and styles. Students will participate in all rehearsals, and are required to attend all performances of the group. Concert Choir meets five days per week for one-half credit per semester. **NOTE:** The level of instruction may be upgraded for a student if the instructor feels the talent, time, and leadership of the student merit this increase.

**Academic Expectations:** Communicate Effectively in Writing  
Solve Qualitative Problems Effectively

MU 820 **CHORALE**  
LEVEL 2/1  
GRADES 10-12  
1 CREDIT

Chorale is an intermediate select ensemble for girls. Emphasis is placed on the performance of a cappella and accompanied music covering a variety of genres and styles. Students are expected to take part in all performances. Chorale meets five days per week. **Note:** The level of instruction may be upgraded for a student if the instructor feels the time, talent, and leadership of the student merit this increase.

Any student wishing to take this course as an Honors level course must include additional coursework including weekly lessons, audition for festival, leader of section, etc. This would be determined the first 10 days of school.

**Academic Expectations:** Communicate Effectively in Writing  
Solve Qualitative Problems Effectively
MU 826  
CHAMBER CHOIR  
LEVEL 2/1  
GRADES 10-12  
1 CREDIT

Chamber Choir is a select ensemble whose members are selected by audition in the spring prior to Fall enrollment. Emphasis is placed on the performance of *a cappella* vocal music, both secular and sacred, covering a variety of music genres and styles. Students are expected to take part in all performances. Chamber Choir meets five days per week. **NOTE:** The level of instruction may be upgraded for a student if the instructor feels the time, talent, and leadership of the student merit this increase.

Any student wishing to take this course as an Honors level course must include additional coursework including weekly lessons, audition for festival, leader of section, etc. This would be determined the first 10 days of school.

**Academic Expectations:**  
Communicate Effectively in Writing  
Solve Qualitative Problems Effectively

MU 850  
JAZZ ENSEMBLE  
LEVEL 2/1  
GRADES 10-12  
1 CREDIT

The Jazz Ensemble is an advanced instrumental course dealing with the performance and stylistic aspects of American Jazz and other related musical styles. Students will develop musical literacy through performance on an instrument and will study basic concepts of music theory, jazz history, listening analysis, instrumental techniques, and solo/improvisation. The instrumentation of this ensemble is set to the specifications of a traditional big band, which traditionally uses the following instrumentation: Alto saxophone, tenor saxophone, baritone saxophone, trumpet, trombone, piano/keyboards, guitar, bass guitar, drum set, auxiliary percussion. Any student interested in this course must audition for the director of bands at the end of the spring semester prior to the year of desired enrollment. This course meets five days a week.

Any student wishing to take this course as an Honors level course must include additional coursework including weekly lessons, audition for festival, leader of section, etc. This would be determined the first 10 days of school.

**Academic Expectations:**  
Communicate Effectively in Writing  
Solve Qualitative Problems Effectively

MU 880  
STRING ORCHESTRA  
LEVEL 2/1  
GRADES 9-12  
1 CREDIT

String orchestra is a performing ensemble open to any high school students who play an orchestral string instrument: violin, viola, cello, or double bass. Repertoire for this ensemble will cover a variety of eras and genres, and will be appropriate for students with
at least 1-2 years of previous experience playing a string instrument. If a student wishes to take string orchestra and does not have previous experience, a meeting with the orchestra director is necessary. Emphasis in this course is placed on skill and ensemble development. Students will perform in two concerts yearly and a variety of community events. String Orchestra meets five days a week. *Note: The level of instruction may be upgraded for a student if the instructor feels the talent, time, and leadership of the student merits this increase.*

*Any student wishing to take this course as an Honors level course must include additional coursework including weekly lessons, audition for festival, leader of section, etc. This would be determined the first 10 days of school.*

**Academic Expectations:**
- Communicate Effectively in Writing
- Solve Qualitative Problems Effectively
PHYSICAL EDUCATION

Physical Education is required of all students. Each student is required to complete one credit to state requirements. The Physical Education Program focuses on concepts of lifelong fitness and wellness, as well as reinforcing skills, strategies, tactics and knowledge of individual and team sports. Only through written medical authorization will a student’s program be limited or reduced. Students who obtain written authorization excusing them from active participation in physical education are required to complete an alternative assignment in order to receive credit.

PE 983  PE 9
(FY) GRADE 9  ½ CREDIT

Students will explore a variety of activities which will include challenging adventure and cooperative tasks, group games, fitness training, badminton, tennis, volleyball, ultimate frisbee, flag football, lacrosse, and floor hockey. Students will also learn water safety, basic stroke development, and participate in aquatic fitness and games. A variety of physical activities will be explored such as yoga, Pilates, meditation, zumba, and hip hop.

Academic Expectations: Make Connections between Learning and Life
Communicate Effectively While Speaking

PE 986/985  PE FITNESS
(F/S) GRADES 10-12  ½ CREDIT

Students will have the opportunity to experience what a fitness club in the adult world has to offer. Activities will include group fitness, such as zumba and yoga, training classes such as boxing and medicine ball plyometrics, and visits to the weight room during the semester. The pool will be used as an alternative environment to reach fitness objectives. Students will learn how to create realistic goals through an individualized fitness program where success and lifetime wellness will be the ultimate focus.

Academic Expectations: Make Connections between Learning and Life
Communicate Effectively While Speaking

PE 990/989  PE GROUP GAMES
(F/S) GRADES 10-12  ½ CREDIT

Healthy competition and group work are common themes throughout the semester for students who participate in this PE class. Activities will include but not be limited to basketball, lacrosse, ultimate Frisbee, floor hockey, speedball, flag football, net games, aquatic games, and base running games.

Academic Expectations: Make Connections between Learning and Life
Communicate Effectively While Speaking

66
PE 988/987  PE ADVENTURE  GRADES 10-12  ½ CREDIT

Students will have the opportunity to participate in a unique physical education course that explores alternative to the main stream sport and fitness activities. The class will begin with an in depth team building unit that will lead to activities such as orienteering, kayaking, water survival, flying fishing, and inline skating.

**Academic Expectations:** Make Connections between Learning and Life
Communicate Effectively While Speaking

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**PE ELECTIVES**

PE 972  LIFEGUARDING  GRADES *10, 11-12  ½ CREDIT

A full semester course will entail training in all American Red Cross Lifeguarding rescues and techniques, which can result in a 2 year Lifeguarding certification. The course will also include certifications in two Person Professional CPR/AED and First Aid. The course will be held in the classroom and the pool. You will also receive ½ elective course credits for taking the class.

*10th graders who take this course must be 15 years old by the end of the year.

**Academic Expectations:** Make Connections between Learning and Life
Communicate Effectively While Speaking

PE 970/971  ATHLETIC LEADERSHIP I  GRADES 11-12  ½ CREDIT

This physical education-related course is offered to juniors and seniors as an elective class. This course is designed for students who are interested in sports and athletics. Students investigate, discuss, and debate the current issues in sports and historical events in sports and how they impact our society. Students will also be exposed to the sport and athletic related careers of Sports Marketing, Sports Management, Fitness Training, Athletic Training, Coaching and Teaching through discussions, guest speakers, and hands on experiences.

**Academic Expectations:** Make Connections between Learning and Life
Communicate Effectively While Speaking
ATHLETIC LEADERSHIP II
(LEVEL 2
GRDES 11-12
½ CREDIT

Athletic Leadership II will provide a more in depth experience for students in the interest of sports related careers such as Athletic Training, Sports Marketing and Promotions, Coach/Teaching/Refereeing, Strength and Conditioning Coach. Students will be responsible for planning and implementing outside of the classroom events, lessons, observations that will be done in real life settings. (Prerequisite: Successful completion of Athletic Leadership I)

Academic Expectations: Make Connections between Learning and Life
Communicate Effectively While Speaking

UNIFIED PHYSICAL EDUCATION
(LEVEL 2
GRDES 11-12
½ CREDIT

This is an elective physical education course for the student interested in working with students of special needs in a physical education setting. Students will have the opportunity to make a strong connection as a peer while working one on one with a student in a group environment. Students will also research many different mental and physical disabilities in order to discover ways to modify and adjust activities to increase an individual’s success. This would be a valuable experience for students interested in a career in special education, physical therapy, and occupational therapy.

Academic Expectations: Make Connections between Learning and Life
Communicate Effectively While Speaking
The theme of the course focuses on the Earth, its materials, processes, cycles, history, and how it relates to our ever changing environment. The goal of this course is to enhance the students’ understanding and appreciation of the world around them and to involve students in the inquiry process of science. Students will learn through a wide range of experiences that will include laboratory investigations, hands-on activities, classroom discussion, classroom presentations, research, and lectures. This course is designed to comply with the State of Connecticut Standards for scientific inquiry, literacy and numeracy, and with the core content standards for grade 9. Standardized assessment preparation is developed through the use of open ended labs, critical thinking, and problem solving activities. Course topics include the nature of science, climate, natural resources, different energy resources, types of pollution, brownfields and land use, basic chemistry, carbon chemistry and polymers, electricity, geology, and plate tectonics. This course covers five embedded tasks required by the state frameworks.

**Academic Expectations:**
- Communicate Effectively while Speaking
- Solve Quantitative Problems Effectively
Environment levels. Extra time is devoted to math and reading skills to enhance student learning. Additionally students will be coached to develop lab-report-writing skills.

**Academic Expectations:** Communicate Effectively while Speaking
Solve Quantitative Problems Effectively

**SC 510 HONORS BIOLOGY**
(FY) LEVEL 1
GRADES 9-12 1 CREDIT

This course is designed for the highly motivated student who is an independent thinker and has strong interpretation skills. This course will cover topics such as ecology, structure and function of biological components, evolution, biotechnology, human anatomy and physiology, and the six kingdoms of life. A double lab period per week is required. Students must have completed Earth & Its Environment or be recommended by their teacher. Additional scientific literature, research papers, and laboratory experimentation is required. Students will be expected to read, analyze, and discuss scientific articles from leading journals in the biology field.

**Academic Expectations:** Solve Quantitative Problems Effectively
Solve Qualitative Problems Effectively

**SC 523 BIOLOGY AND ART**
(FY) LEVEL 3
GRADES 10-12 1 CREDIT

This interdisciplinary course will allow the student to study biology but also appreciate unique form and function and how art and biology are intimately connected. Topics such as ecology, cells, biochemistry, population dynamics, structure and function of biological components, evolution, biotechnology, human anatomy and physiology, and the six kingdoms of life will be covered. The impact that science and art have on technology and society will be emphasized and discussed. A double lab period each week will enable students to have an opportunity for inquiry and investigation into many science topics. Science and art teachers will be co-teaching this course. Students must have passed ninth grade science and must also enroll in AR 705. Upon completion of these courses, students will have met the biological and art graduation requirements.

**Note:** This class is taught in conjunction with AR 705 (Art and Biology). You must sign up for both AR 705 and SC 523.

**Academic Expectations:** Solve Quantitative Problems Effectively
Solve Qualitative Problems Effectively
This survey course in Biology ensures that all students have exposure and experience with the Connecticut State Science Standards. Topics such as basic biochemistry, ecological relationships and population dynamics, cell structure and metabolism, cell reproduction, Mendelian genetics, evolution, and the impact of viruses and bacteria on human life. The importance of DNA and its relationship to modern genetics and bioengineering will be studied. Throughout this course, references will be made to the impact that biological sciences has on Science, Technology and Society. Students should be self-motivated and be able to work individually on both large and small projects with a minimum of direction. A double laboratory period each week will enable students an opportunity for inquiry and investigation into many biological concepts. Lab reports that analyze and interpret data are required weekly. Students must have completed Earth & Its Environment.

Academic Expectations: Solve Quantitative Problems Effectively
Solve Qualitative Problems Effectively

General Biology is intended for students who do not have a strong reading and mathematical background. However, this course in Biology ensures that all students have exposure and experience with the Connecticut State Science Standards. The fundamental principles of basic biochemistry, ecological relationships and population dynamics, cell structure and metabolism, cell reproduction, Mendelian genetics, evolution, and the impact of viruses and bacteria on human life will be investigated. The importance of DNA and its relationship to modern genetics and bioengineering will be studied. Throughout this course, references will be made to the impact that biological sciences has on Science, Technology and Society. A double laboratory period each week will enable students an opportunity for inquiry and investigation into many biological concepts. Lab reports that analyze and interpret data are required weekly. Students must have completed Earth & Its Environment.

Academic Expectations: Solve Quantitative Problems Effectively
Solve Qualitative Problems Effectively

The goals of Honors Chemistry are to understand the principles of chemistry and to develop analytical and critical thinking skills. This course provides linkage to Physics and AP/UCONN courses. Topics include the Conservation of Matter and Energy; the
Behavior and Properties of Matter; the Particulate Nature of Matter; and Equilibrium and Driving Forces. A double laboratory period will be scheduled each week to provide time for the student to gain experience in basic instrumental skills and hands-on application of chemical principles. Written interpretive analysis of data will be required weekly. Students should be VERY comfortable with algebraic calculations. (Prerequisite: Students must have successfully completed Honors Algebra I & Honors Biology, or teacher recommendation)

**Academic Expectations:**
- Solve Quantitative Problems Effectively
- Solve Qualitative Problems Effectively

### SC 522 CHEMISTRY (FY)
**LEVEL 2**
**GRADES 11-12**
**1 CREDIT**

The goals of Chemistry are to understand the basic principles of chemistry and to develop both analytical and critical thinking skills. This course provides linkage to Physics and science electives. Topics include Matter and Energy; Atomic Theories; the Periodic Table, Bonding; Chemical reactions; Stoichiometry; Phases of Matter; Acids and Bases; and Nuclear Chemistry. A double laboratory period will be scheduled each week to provide time for the students to gain basic Laboratory skills and hand-on application of the chemical principles. Written analysis of data will be required weekly. More time will be spent working with the mathematical and writing skills needed for chemistry. (Prerequisite: Successful completion of Algebra I and Biology)

**Academic Expectations:**
- Solve Quantitative Problems Effectively
- Solve Qualitative Problems Effectively

### SC 524 CONCEPTS IN CHEMISTRY (FY)
**LEVEL 3**
**GRADES 11-12**
**1 CREDIT**

Chemistry is the study of matter and its changes. This course will emphasize the comprehension rather than the computation of basic chemistry principles and how we apply them to technological advances. First semester topics include the scientific method, measurements, separation and changes in matter, formula and equation writing, and the behavior of gases, liquids, and solids. Lab experiences are scheduled during class time to emphasize concepts introduced during class discussion. A double laboratory period is scheduled each week to provide time for students in hands-on application of chemical principles and to emphasize concepts introduced in class. Second semester topics will include chemical reactions, phase changes, acids & bases, nuclear chemistry, and consumer sciences (cosmetics, foods, cleaning products, petroleum products). (Prerequisite: Successful completion of Biology)

**Academic Expectations:**
- Communicate Effectively while Speaking
- Solve Qualitative Problems Effectively
SC 530  HONORS PHYSICS  LEVEL 1
(FY)  GRADES 11-12  1 CREDIT

This course follows the same curriculum and course content as Level 2 Physics. Topics will be studied in more depth and with a greater emphasis on mathematics. (Prerequisite: Successful completion of Honors Chemistry and taking Intro to Calculus or AP Calculus concurrently, and permission of instructor)

Academic Expectations:  Communicate Effectively in Writing
Solve Quantitative Problems Effectively

SC 532  PHYSICS  LEVEL 2
(FY)  GRADES 11-12  1 CREDIT

The goal of physics is to gain a deeper understanding of the world in which we live. Physics is the study of the fundamental laws of nature, which, simply put, are the laws that underlie all physical phenomena in the universe. Topics to be studied in this laboratory course will include the laws of motion, gravity, energy, thermodynamics, sound, light and electricity and magnetism. Topics in astronomy and modern physics will also be explored. (Prerequisite: Successful completion of Chemistry and be enrolled in Algebra II)

Academic Expectations:  Communicate Effectively in Writing
Solve Quantitative Problems Effectively

SC 534  CONCEPTUAL PHYSICS  LEVEL 3
(FY)  GRADES 11-12  1 CREDIT

Conceptual Physics will focus on the major ideas of physics. Understanding of physical concepts will lead to a greater appreciation of the universe. The emphasis will be on understanding concepts of physics and applying them to the real world. Mathematical problem solving will not be a focus in this class, however there will be mathematical reasoning at times to illustrate concepts. Topics of study include motion, physics of sports, sound, light, electricity, heat, nuclear physics, astronomy, and ideas from modern physics. (Prerequisite: Successful completion of biological science)

Academic Expectations:  Communicate Effectively in Writing
Solve Quantitative Problems Effectively
SC 540  
**BOTANY**  
(IFY)  
**GRADES 11-12**  
**LEVEL 3/2**  
**1 CREDIT**

This course is designed for the academically motivated student who will be required to run the RHHS greenhouses. Topics will include greenhouse structure and function, ethnobotany, plant structures and functions, plant propagation, integrated pest management, and plant growth and responses. Students will learn how to produce a professional crop of poinsettias and bedding plants. Additional topics such as floral design, landscape design, and bonsai trees will be covered in the spring. Students are required to participate in the fall and spring sales, August poinsettia planting, and be willing to spend additional time (including weekend coverage) in the greenhouses throughout the school year.  
(Prerequisite: Successful completion of Biology)

**Academic Expectations:** Solve Qualitative Problems Effectively  
Make Connections between Learning and Life

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SC 544  
**HUMAN ANATOMY AND PHYSIOLOGY**  
(IFY)  
**GRADES 11-12**  
**LEVEL 2/1**  
**1 CREDIT**

This course is designed for the academically motivated student who is interested in the structure and function of the human body. This course will assist students who are planning further studies in the biological sciences or who are considering a career in a health-related field. After an introduction to basic physiological concepts, students will examine organ systems in detail, including normal function and specific clinical references to types of dysfunction and pathology. Topics include the digestive, circulatory, respiratory, nervous, excretory, lymphatic, immune, endocrine and reproductive systems. The approach includes discussion of the body both in health and in disease, with an understanding of typical physiological response data being developed during laboratory activities. Laboratory exercises include detailed histological study as well as physiological experiments, some involving computer interfacing. There will be a double laboratory period each week. (Prerequisite: Successful completion of Honors or Academic Biology & Honors or Academic Chemistry. NOTE: Honors or Academic Chemistry may be taken concurrently.)

**Academic Expectations:**  
Make Connections between Learning and Life  
Solve Qualitative Problems Effectively

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SC 552  
**THE CONNECTICUT RIVER: FROM SOURCE TO SOUND**  
(F)  
**GRADES 11-12**  
**LEVEL 2/1**  
½ **CREDIT**

This semester course will focus on the value and importance of the Connecticut River ecosystem through geological, historical and natural history explorations. The biology, geology, and chemistry of the river as it flows from the Canadian border to Long Island Sound will be examined through hands-on interactive studies. Topics such as industrial use of the river, Connecticut River flora and fauna (plants and animals), and the impact
the river has on the people of southern New England will be discussed. This course meets five periods per week and will run during the fall semester.

**Academic Expectations:**
- Make Connections between Learning and Life
- Solve Qualitative Problems Effectively

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**SC 560/561  FORENSIC SCIENCE  LEVEL 2/1**
(F/S)  GRADES 11-12  ½ CREDIT

This course is a laboratory based interdisciplinary application of Science topics to the law. Forensic Science will explore Crime Scene Analysis and the analysis of the following types of evidence as it applies to a particular crime: glass and soil, hair, fibers, drugs and toxicology, simulated serology, questioned documents, DNA analysis, fingerprints and other impressions. Students will use the skills gained to write a Reconstruction of a Crime Report as a major project. This semester course is an elective for motivated 11th and 12th grade students. (Prerequisite: Successful completion of Biology and Chemistry)

**Academic Expectations:**
- Make Connections between Learning and Life
- Solve Qualitative Problems Effectively

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**ADVANCED PLACEMENT AND EARLY COLLEGE EXPERIENCE IN SCIENCE**

The following science courses are offered at Rocky Hill High School in conjunction with the Advanced Placement Program and the University of Connecticut’s ECE. Students must meet qualifications set by the University of Connecticut and the course instructor in order to be admitted to the program. The University of Connecticut will award 8 credits to those students who successfully complete each semester with a grade of C or better. These credits may be applied toward an undergraduate degree at UCONN, or, if the student does not attend UCONN, a transcript of these credits will be provided to the institution that the student does attend.

Students may also take these courses as Advanced Placement courses and are eligible to take the Advanced Placement examination in May. By taking the AP class and achieving a satisfactory score on the exam, students may receive college credit and/or advanced placement for course work in college. In order to receive AP credit, students must take the AP exam or be enrolled in the UCONN ECE class.

**SC 570  AP/UCONN ADVANCED CHEMISTRY  LEVEL AP**
(FY)  GRADES 11-12  1 CREDIT

This course is designed to provide a foundation for more advanced college level courses in chemistry. The topics include chemical and physical behavior of gases, liquids, solids; solutions; electronic and molecular structure; thermochemistry; equilibrium; acids and bases; kinetics and spontaneity of reactions; and electrochemistry. The laboratory work
includes quantitative measurements illustrating the laws of chemical configuration, equilibrium in solutions, and qualitative reactions of cations and anions. Upon successful completion, qualified students will be credited with 8 college credits. Students are expected to spend extra time in the laboratory and to be well versed in algebra. This course meets 7 periods per week. UCONN will accept this course as an equivalent to Chemistry 1127-1128. (Prerequisite: Recommendation by Science Department faculty)

**Academic Expectations:**
- Solve Quantitative Problems Effectively
- Solve Qualitative Problems Effectively

**SC 572**

AP/UCONN ADVANCED BIOLOGY

LEVEL AP

(FY)

GRADES 11-12

1 CREDIT

This course is designed to provide a foundation for more advanced college level courses in biology. Topics included are cell structure and function, genetics, diversity of organisms, biology of vascular plants, animal biology, population biology, evolution, and ecology. Laboratory exercises relating to topics discussed in lecture will be scheduled. UCONN will accept this as an equivalent to Biology 1107-1108. Upon successful completion, qualified students will be credited with 8 college credits. Students planning to enroll in a four-year college program are especially encouraged to take this course. Students are expected to spend extra time in the laboratory. This course meets 7 periods per week. (Prerequisite: Recommendation by Science Department faculty)

**Academic Expectations:**
- Communicate Effectively in Writing
- Solve Qualitative Problems Effectively

**SC 575**

UCONN FUNDAMENTALS OF HORTICULTURE

LEVEL AP

(S)

GRADES 11-12

1/2 CREDIT

This course is designed to provide a foundation for more advanced college level study in plant science/horticulture. The topics include plant structure, growth and function, plant taxonomy, soils and soil fertility, plant reproduction, greenhouse and container horticulture, pests and pest management, and supplemental floriculture. The laboratory work includes responses to hormones, experimental growth labs, production of retail quality plants, and plant anatomy. Upon successful completion, qualified students will receive 3 college credits. Students are expected to spend extra time in the greenhouse laboratory and participate in winter and spring plant sales. This course meets six periods per week. UCONN will accept this course as an equivalent to Fundamentals of Horticulture HORT 101/1110. (Prerequisite: Recommendation by Science Department Faculty)

**Academic Expectations:**
- Communicate Effectively in Writing
- Solve Qualitative Problems Effectively
SOCIAL STUDIES AND HISTORY

REQUIRED TO BE ELIGIBLE FOR GRADUATION:

- Survey of United States History (FY)
- Civics (S)

For those who qualify for AP Level, AP United States Government and Politics meets the Civics graduation requirement. Sophomores taking AP Modern European History can meet the Civics graduation requirement by taking the AP U.S. Government class during their senior year.

SS (see below) WESTERN CIVILIZATION I LEVEL (see below)
(FY) GRADE 9 1 CREDIT

Western Civilization I traces the growth and development of European cultures from Homer’s fabled Trojan War of the late Bronze Age through the sixteenth century voyages of global exploration and discovery. Topics include the Classical civilizations of Greece and Rome, the rise of Christianity, Medieval Europe, the Renaissance and Reformation, as well as Europe’s projection of power around the world. The course exposes students to the study skills and the expository writing necessary for success in subsequent high school offerings. This course prepares students for Western Civilization II, Civics, and AP history courses.

Note: Students may elect this course at the following levels:

(FY) SS 300 Level 1 (Teacher recommendation required)
(FY) SS 302 Level 2
(FY) SS 304 Level 3

Academic Expectations: Use Research Skills Effectively
General Level: Demonstrate Effective Reading Skills
Academic Level: Communicate Effectively in Writing

SS (see below) WESTERN CIVILIZATION II LEVEL (see below)
(F) GRADES 10-12 ½ CREDIT

Western Civilization II continues the story of European civilization from the emergence of the modern world to the early twentieth century. Students examine the changing nature of European culture and thought from the rise of nation states, the Scientific Revolution and the Enlightenment to the emergence of global empires, democratic revolutions, nationalism, imperialism, the Industrial Revolution and the modern world order. All students are exposed to critical and creative thinking skills and to writing
based on researched information. This course provides a foundation and gateway to more advanced study of history and the social sciences.

**Note:** Students may elect this course at the following levels:

(F) SS 312 Level 1 (Teacher recommendation required)  
(F) SS 314 Level 2  
(F) SS 316 Level 3

**Academic Expectations:**  
Communicate Effectively while Speaking  
Use Research Skills Effectively

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<tr>
<th>SS (see below)</th>
<th>CIVICS</th>
<th>LEVEL</th>
<th>GRADES 10-12</th>
<th>½ CREDIT</th>
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This course focuses on the foundations, traditions and operation of the American federal republic. Students will concentrate on the political heritage of the United States of America, the essentials of constitutional government at the federal, state and local levels, and the U.S. legal system. Students may be required to attend one or more local or state meetings (town council, Board of Education, etc.). This is a required course for all grade 10 students.

*Students must pass this course to be eligible for graduation.*

**Note:** Students may elect this course at the following levels:

(R/S) SS 313 Level 1 (Teacher recommendation required)  
(R/S) SS 315 Level 2  
(R/S) SS 317 Level 3

**Academic Expectations:**  
Communicate Effectively while Speaking  
Use Research Skills Effectively

<table>
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<tr>
<th>SS 3400</th>
<th>AP MODERN EUROPEAN HISTORY</th>
<th>LEVEL AP</th>
<th>GRADES 10-12</th>
<th>1 CREDIT</th>
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<tr>
<td>(FY)</td>
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AP Modern Europe provides essential preparation for students hoping to be accepted into a challenging and competitive college experience. In addition to exploring and examining the critical foundations of the modern world, students will work to improve their writing, reading, research and analytical skills. The assessment will be based on the standards set forth by College Board, where students will analyze, synthesize and organize information based on the AP curriculum outline. The themes of the course explore the interaction of Europe and the World, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power and the role of individuals and society.
Our focus includes the foundations of the Western world beginning with the Renaissance, Scientific Revolution, Enlightenment, Industrial Revolution, the 20th century wars and the modern issues facing the European continent. In concert with these intellectual currents, student piece together the building blocks that formed the first nation states and global empires and analyze the elements that spawned the first democratic revolutions. Students also consider the factors that created modern capitalism, the Industrial Revolution and the path of Western liberalism and imperialism that transformed the west toward the hope of greater material and moral progress.

Unique Western Contributions to history like the abolition of slavery, the rule of law, the promulgation of individual rights and the freedom of religion, along with marvels of engineering, medical science, art and literature will be examined in light of the cost of European global domination. The course will culminate with an examination of the three great global conflicts of the twentieth century, the two world wars and the Cold War. Through successful completion of this course, students will form the intellectual basis for assessing the possible future course of Western and world history. Note: A sophomore taking AP Modern Europe may fulfill the Civics graduation requirement by taking AP U.S. Government and politics as a senior.

By achieving a satisfactory score on the exam, student may receive college credit and/or advanced placement for coursework in college. In order to receive AP credit, students must take the AP Exam.

**Academic Expectations:** Communicate Effectively in Writing
Use Research Skills Effectively

**SS 320 AP UNITED STATES HISTORY LEVEL AP**

(FY) GRADE 11 1 CREDIT

This course offers students the opportunity to participate in a college-level program. It provides a survey of United States History, with an emphasis on economic, social, cultural, and political themes. It emphasizes critical reading and writing skills, historiography, and the factual knowledge needed to assess scholarly issues in American history. Students will be prepared for the Advanced Placement exam which, if successfully passed, may result in college credit. This course prepares students for AP US Government and Politics, Level 1 Honors for American and World Politics, and Current Issues.

By achieving a satisfactory score on the exam, students may receive college credit and/or advanced placement for coursework in college. In order to receive AP credit, students must take the AP exam. Summer reading is required.

**Academic Expectations:** Communicate Effectively in Writing
Demonstrate Effective Reading Skills
SS SURVEY OF UNITED STATES HISTORY
(see below) LEVEL
(R/FY) GRADE 11
(see below) 1 CREDIT

This course explores the formation of the United States, its expansion and growth, the Civil War, the industrial age, and the emergence of the United States as a world power during the twentieth century, including the social, political, and economic factors that have influenced this recent growth.

Students will explore historical as well as contemporary issues through supplemental readings, writing projects, oral presentations, library assignments, and research papers.

Appropriate to the course level, students will use and develop the critical and creative thinking skills acquired in their previous Social Studies courses.

Students must pass this course to be eligible for graduation.

Note: Students may elect this course at the following levels:

(R/FY) SS 322 – Level 1 (Teacher recommendation required)
(R/FY) SS 324 – Level 2
(R/FY) SS 326 – Level 3

Academic Expectations: Communicate Effectively in Writing
Demonstrate Effective Reading Skills

SS 332 AMERICAN AND WORLD POLITICS
(FY) GRADE 12

You’ve studied history, how would you like to change it? This course provides an opportunity to move beyond the textbook and into the shoes of some of history’s great leaders and decision-makers. Could you have changed the course of history at Waterloo and Gettysburg or altered the outcomes of the Twentieth Century’s world wars? Do you have the strategic and diplomatic sense to bend your opponent’s will or prevent a global catastrophe? Would you like to ride across the battlegrounds and marshal political, economic and military forces in the great cultural clashes of history?

American and World Politics explores the historic and contemporary dynamics of war and peace through a series of thought provoking simulations. In this unique setting students become the leaders of nations and empires that recreate some of history’s greatest struggles. Students research and prepare to take command. Knowledge and understanding of past and contemporary conflicts become essential tools in forging victory or avoiding defeat. American and World Politics challenges students to apply the lessons of history and also provides them with the opportunity to implement their ideas by participating in simulations of past and present conflicts. Note: Students may elect this course at the honors level (L1) by developing a plan of additional study with the
teacher that may include research into special topics. Applications for Level 1 will be made during the first ten days of the semester.

**Academic Expectations:** Communicate Effectively in Writing
Communicate Effectively while Speaking

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<th>Course Code</th>
<th>Course Title</th>
<th>Level</th>
<th>Grade</th>
<th>Credit</th>
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<tr>
<td>SS 343</td>
<td>AP UNITED STATES GOVERNMENT AND POLITICS</td>
<td>AP</td>
<td>12</td>
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AP US Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret US government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute US government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. The class will be run in a seminar format; students will be responsible for readings, research projects and participation in simulations, debates, current events and group discussions. Students enrolled in this course will be eligible to take the AP exam in United States Government and Politics. Students may earn college credit for successfully completing this examination.

By achieving a satisfactory score on the exam, students may receive college credit and/or advanced placement for course work in college. In order to receive AP credit, students must take the AP exam. Summer reading may be required.

**Academic Expectations:** Communicate Effectively in Writing
Use Research Skills Effectively

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<th>Course Code</th>
<th>Course Title</th>
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<th>Grade</th>
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<tr>
<td>SS 3520</td>
<td>CURRENT ISSUES</td>
<td>3/2</td>
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Current Issues is a discussion-based seminar designed to allow students to explore the myriad of current issues that confront our nation on a daily basis. Daily preparation includes consulting a variety of news media sources, evaluating their credibility and reliability, and the application of previous knowledge, research, analysis and synthesis skills. The preparation is supplemented with readings from the text as well as appropriate handouts. Respectful interaction and discussion are the dominant expectations. The class may be taken at the academic or general levels with teacher approval and completion of level-specific coursework. *Level determinations must be made within the first 10 days of the course.* (Prerequisites: Civics and United State History)

**Academic Expectations:** Communicate Effectively while Speaking
Use Research Skills Effectively
What is man? How do we come to be so? How important is our environment in understanding our behavior? What is the abnormal personality like? How can it be helped? These and other fundamental psychological questions will be explored through the reading and discussion of classic and current research. Various literary pieces will also be used as a springboard to the discussion of this fascinating study of self. Assessment will include detailed objective tests, essays, and group projects. This course may fulfill the Humanities requirement if taken in addition to required Social Studies courses.

**Academic Expectations:** Communicate Effectively while Speaking
Make Connections between Learning and Life

AP Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principals, and phenomena associated with each of the major subfields within psychology. They also will learn about the ethics and methods psychologists use in their science and practice. Through scholarly readings, research, written work, and projects, students will cover the material to prepare for the AP exam and gain a greater understanding and appreciation for this subject. This course may fulfill the Humanities requirement if taken in addition to required Social Studies courses.

By achieving a satisfactory score on the exam, students may receive college credit and/or advanced placement for course work in college. In order to receive AP credit, students must take the AP exam. Summer reading may be required.

**Academic Expectations:** Use Research Skills Effectively
Make Connections between Learning and Life
SPECIAL EDUCATION

SKILLS DEVELOPMENT (SD) LEVEL 3
(F/S) GRADES 9-12 CREDIT STATUS
DEFINED BELOW

These courses are designed for special education students requiring further development of basic academic skills or who need instruction in specific learning strategies and techniques that can be applied across content areas. Students do not elect SD, but are recommended for placement based on their need for additional academic support by a Planning and Placement Team (PPT). Parents and guardians are part of the team that places students in this program. Students are required to report for assistance either three or five times a week. Students attending SD three periods per week will receive one-quarter credit per semester, and students attending SD five periods per week will receive one-half credit per semester.

CAREER CONNECTIONS LEVEL 3
(F/S) GRADES 9-12 CREDIT STATUS
DEFINED BELOW

This program is designed for special education students in need of vocational skills development. Students do not elect Career Connections but are recommended for placement in the program by a Planning and Placement Team (PPT). Parents and guardians are part of the team that places students in this program. Students are required to report to class either 3 or 5 periods per week. Students attending Career Connections three periods per week will receive one-quarter credit per semester, and students attending five periods per week will receive one-half credit per semester.

This program is individualized to meet student needs. Assessments of students' interests and abilities will be completed. Students will explore a variety of career options. Strategies in the areas of time management, interpersonal communication, job seeking, problem-solving, and self-advocacy will be offered and explored.

Any student attending Career Connections for fewer than three periods per week will not receive credit. Credit given for Career Connections will not take the place of any course required for graduation. This course is taken in addition to the required number of courses each year unless otherwise determined by the PPT. Career Connections may be taken for Advanced Credit.

Academic Expectation: Use Research Skills Effectively
ACADEMIC ASSISTANCE
(F/S)          GRADES 9-12          NO CREDIT

This program is designed to support students’ progress in core academic areas and to provide an opportunity to implement IEP modifications and transition goals. Study skills, pre-teaching, concept reinforcement, and self-advocacy skills are emphasized while the students work toward success in academic classes. Placement is at the recommendation of the PPT.

No credit is assigned. Progress toward accomplishment of annual goals is reported to parents at regular intervals.
The mission of the Rocky Hill World Language Department is to enable our students to communicate effectively and appropriately in the target language and to foster an understanding of the cultures studied. Through comparisons and connections of our current and diverse ethnicity, the students will become successful in the global community and will develop the skills needed for lifelong learning.

**WL 220  FRENCH I**  
**LEVEL 2  GRADES 9-12  1 CREDIT**

During the first year of French I, students will learn to deal with everyday situations in the target language at the introductory level. Daily emphasis will be placed on vocabulary, basic grammar, intonation, and pronunciation. Through guided practice and cooperative learning, the students will build proficiency in the four skills of listening, speaking, reading, and writing. In addition, the geography, culture, traditions, national landmarks, current events, and history of the French people will be studied throughout the year.

**Academic Expectations:**  
Communicate Effectively in Writing  
Communicate Effectively while Speaking

**WL 222  FRENCH II**  
**LEVEL 2  GRADES 9-12  1 CREDIT**

In the second year of the language, students will learn to express their ideas on a wider range of topics. Greater emphasis is placed on improving pronunciation, accent, and intonation. New grammatical structures are taught to illustrate how the language works. By the end of the year the students learn to express themselves orally and in short writings. Short cultural readings, problem-solving games, newspaper articles, short stories, and other activities are an integral part of the program. The daily goal is to use French in all components of this course. (Prerequisite: Successful completion of French I)

**Academic Expectations:**  
Communicate Effectively in Writing  
Communicate Effectively while Speaking

**WL 224  FRENCH III**  
**LEVEL 2  GRADES 10-12  1 CREDIT**

The students will continue to build their vocabulary and understanding of grammatical concepts in this intermediate course. Students will also learn to express their opinions and to give more detailed explanations and descriptions in the target language. Students will become more comfortable with listening to native speech and with reading
unfamiliar materials. This class is conducted in French. (Prerequisite: Successful completion of French II)

**Academic Expectations:** Communicate Effectively in Writing
Communicate Effectively while Speaking

WL 227 UCONN FRENCH IV
(FY) LEVEL 2/1/AP GRADES 11-12
1 CREDIT

This course is a college course via the UCONN ECE Program (3 University credits may be awarded). It will provide an overview of French history and civilization from prehistory through the 20th Century. Literature and art will be explored to demonstrate how they are influenced by the historical, philosophical, religious, and political ideas in the time period when these works were produced. Grammar structures from previous French classes as well as advanced grammar structures will be studied. Class is conducted in French. Students may elect to take this course at the UCONN, Honors, or Academic level. (Prerequisite: Successful completion of French III)

**Academic Expectations:** Communicate Effectively while Speaking
Demonstrate Effective Reading Skills

WL 230 UCONN FRENCH V
(FY) GRADE 12
LEVEL 2/1/AP 1 CREDIT

This course is a college course via the UCONN ECE Program (3 University credits may be awarded). Advanced study of French texts and extensive written practice in a variety of forms ranging from compositions, essays, summaries, and film reviews. The university requires a five page paper in French as the final summative assessment. Advanced grammar structures will be studied. Class is conducted in French. Students may elect to take this course at the UCONN, Honors, or Academic level. (Prerequisite: Successful completion of French IV)

**Academic Expectations:** Communicate Effectively while Speaking
Communicate Effectively in Writing

WL 234 AP FRENCH V
(FY) GRADE 12
LEVEL 2/1/AP 1 CREDIT

Students who enroll in AP French Language should already have a good command of French grammar and vocabulary and have competence in listening, reading, speaking, and writing. The course emphasizes the use of language for active communication and help students develop the following: the ability to understand spoken French in various contexts, a French vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary, and the ability to express themselves coherently, resourcefully, and with
reasonable fluency and accuracy in both written and spoken French. Course content can reflect intellectual interests in the arts, current events, literature, sports, etc. Materials include audio and video recordings, films, newspapers, and magazines. Extensive training in the organization and writing of compositions is also emphasized. Students may elect to take this course at the AP, Honors, or Academic level. (Prerequisite: Successful completion of French IV)

**Academic Expectations:**
- Communicate Effectively while Speaking
- Communicate Effectively in Writing

By achieving a satisfactory score on the exam, students may receive college credit and/or advanced placement for course work in college. In order to receive AP credit, students must take the AP exam.

**WL 260**  
**ITALIAN I**  
**(FY)**  
**LEVEL 2**  
**GRADES 9-12**  
**1 CREDIT**

This Course is designed as an entry level to the study of Italian. Materials are presented in an active, flexible, and meaningful way. Daily emphasis will be placed on vocabulary, basic grammar, intonation, and pronunciation. The goals of the course are to begin to develop listening, speaking, reading, and writing skills. Additionally, they will begin to become familiar with some aspects of Italian Culture. Students will at times use on-line sites and the on-line text for assignments.

**Academic Expectations:**
- Communicate Effectively in Writing
- Communicate Effectively while Speaking

**WL 262**  
**ITALIAN II**  
**(FY)**  
**LEVEL 2**  
**GRADES 9-12**  
**1 CREDIT**

This course further develops the materials presented in Italian I. Students continue to practice speaking, listening, reading and writing at developmentally appropriate levels. Students strengthen their ability to communicate and continue to learn about Italy's culture. Students are expected to complete many of the homework assignments on-line. (Prerequisite: Successful completion of Italian I)

**Academic Expectations:**
- Communicate Effectively in Writing
- Communicate Effectively while Speaking

**WL 264**  
**ITALIAN III**  
**(FY)**  
**LEVEL 2**  
**GRADES 9-12**  
**1 CREDIT**

This course further develops the materials presented in Italian I & II. Students continue to practice speaking, listening, reading and writing at developmentally appropriate levels. Students strengthen their ability to communicate and continue to learn about Italy's
culture. The class will be conducted almost entirely in Italian. Students are expected to complete many of the homework assignments on-line. (Prerequisite: Successful completion of Italian II)

**Academic Expectations:**
- Communicate Effectively in Writing
- Communicate Effectively while Speaking

**WL 265 **
**ITALIAN IV LEVEL 2**
*(FY)*
**GRADES 9-12**
**1 CREDIT**

This course further develops the materials presented in Italian I, II & III. Students continue to practice speaking, listening, reading, and writing at developmentally appropriate levels. Students read longer texts and texts from current media sources and discuss current events. Additionally, they will become more familiar with Italian culture. The class is conducted almost entirely in Italian. (Prerequisite: Successful completion of Italian III)

**Academic Expectations:**
- Communicate Effectively in Writing
- Communicate Effectively while Speaking

**WL 240 **
**LATIN I LEVEL 2**
*(FY)*
**GRADES 9-12**
**1 CREDIT**

In this year, students are introduced to and immersed in the language, culture, history and mythology of the ancient Romans. Students begin to develop their skills in reading Latin and use language in context to gain insight into the customs, beliefs, and daily lives of the Roman people. Through the readings, students will learn the basic structure of the Latin language. Emphasis will be placed on developing the ability to recognize written forms and to understand the concepts and structures of an inflected language. Based on the text and its readings, students will begin to build a Latin vocabulary and will, in turn, increase their English vocabulary by examining how English words derived from their Latin roots.

**Academic Expectations:**
- Communicate Effectively in Writing
- Communicate Effective Reading Skill

**WL 242 **
**LATIN II LEVEL 2**
*(FY)*
**GRADES 10-12**
**1 CREDIT**

Students continue to build their knowledge of Latin vocabulary based on the readings in the text and continue to examine word derivation, making connections between English vocabulary and Latin roots. Students will also get a taste of original, authentic Latin readings; short passages by various Roman authors. Emphasis this year is on building the students’ knowledge of grammar and sentence structure. Students will continue to gain understanding of Roman culture and daily life from the readings, and will also focus on
learning the historical background of the Roman people through reading legends from Roman mythology. (Prerequisite: Successful completion of Latin I)

**Academic Expectations:**  
Demonstrate Effective Reading Skills  
Solve Qualitative Problems Effectively

**WL 254 UCONN LATIN III/IV - Ovid & Catullus**  
LEVEL AP  
(FY)  
GRADES 11-12  
1 CREDIT

This course seeks to help students gain a breadth and depth of knowledge of the Latin language commensurate with college study. The course requires students to gain linguistically-informed knowledge of Ovidian and Catullan poetry and poetics as well as knowledge of the cultural background of Ovidian and Catullan poetry and poetics. The course will also develop students’ skill at analysis of Ovidian and Catullan poetry and poetics in the original Latin. Students will also demonstrate knowledge of Latin poetic meter and rhetoric.  
(Offered in 2017-2018)  
(Prerequisite: Successful completion of Latin II or AP Latin)

**Academic Expectations:**  
Communicate Effectively in Writing  
Communicate Effective Reading Skills

**WL 256 UCONN LATIN III/IV-VERGIL**  
LEVEL AP  
(FY)  
GRADES 11-12  
1 CREDIT

This course seeks to help students gain a breadth and depth of knowledge of the Latin language commensurate with college study. The focus of this year will be Vergil’s greatest work, the *Aeneid*. Students will not only study the content of the poem, but will also interpret its meaning and symbolism. Students will examine the features of style, literary devices, and the effect of the meter used by the author. As well as studying the style of Vergil, students will examine the culture and history of Augustan Rome. Students will continue to develop their skill at analysis of Vergilian poetry and poetics in the original Latin.  
(Offered in 2018-2019)  
(Prerequisite: Successful completion of Latin II or UConn Latin III/IV Ovid & Catullus)

**Academic Expectations:**  
Communicate Effectively in Writing  
Demonstrate Effective Reading Skills

**WL 200 SPANISH I**  
LEVEL 2  
(FY)  
GRADES 9-12  
1 CREDIT

This course is designed for students to begin development of the skills of the World-Readiness Standards: Communication, Cultures, Connections, Comparisons, and Community. While the vocabulary and grammatical structure of the Spanish-language are instructed, the essential objective of the course is to develop proficiency in reading,
writing, speaking, and listening in the Spanish language. Class participation in the target language is expected. Materials are presented in an active, flexible, and meaningful way.

**Academic Expectations:** Communicate Effectively in Writing
Communicate Effectively while Speaking

WL 202 SPANISH II
(FY) LEVEL 2
GRADES 9-12 1 CREDIT

This course is designed for students to continue the development of the skills of the World-Readiness Standards: Communication, Cultures, Connections, Comparisons, and Community. While the vocabulary and grammatical structure of the Spanish-language are instructed, the essential objective of the course is to develop proficiency in reading, writing, speaking, and listening in the Spanish language. Class participation in the target language is expected. Materials are presented in an active, flexible, and meaningful way. Class is conducted mostly in Spanish. (Prerequisite: Successful completion of Spanish I)

**Academic Expectations:** Communicate Effectively in Writing
Communicate Effectively while Speaking

WL 204 SPANISH III
(FY) LEVEL 2
GRADES 10-12 1 CREDIT

This course is designed for students to continue the development of the skills of the World-Readiness Standards: Communication, Cultures, Connections, Comparisons, and Community. While the vocabulary and grammatical structure of the Spanish-language are instructed, the essential objective of the course is to develop proficiency in reading, writing, speaking, and listening in the Spanish language through the study of cultural topics including: Colombia, the diversity of the US, Spain, Dominican Republic, Puerto Rico, Argentina, Chile and the Andes region. Class participation in the target language is expected. Materials are presented in an active, flexible, and meaningful way. Class is conducted in Spanish. (Prerequisite: Successful completion of Spanish II)

**Academic Expectations:** Communicate Effectively in Writing
Communicate Effectively while Speaking

WL 206 SPANISH IV
(FY) LEVEL 2/1
GRADES 11-12 1 CREDIT

This course is designed for students to continue the development of the skills of the World-Readiness Standards: Communication, Cultures, Connections, Comparisons, and Community. While the vocabulary and grammatical structure of the Spanish-language are instructed, the essential objective of the course is to develop proficiency in reading,
writing, speaking, and listening in the Spanish language through the study of cultural topics including: the Kuna Yala people of Panama, the rainforest in Costa Rica, quinoa in Bolivia and Peru, traditional and contemporary health care in Guatemala and Honduras, and post-high school plans and preparations in the US and Spain. Class participation in the target language is expected. Materials are presented in an active, flexible, and meaningful way. Class is conducted in Spanish. (Prerequisite: Successful completion of Spanish III)

**Academic Expectations:**
 Communicate Effectively in Writing  
 Communicate Effectively while Speaking

WL 210 | AP SPANISH LANGUAGE V | LEVEL 1/AP  
| (FY) | GRADE 12 | 1 CREDIT |

AP Spanish language is a college level course. Students are expected to understand and use the language with the teacher and classmates. Authentic resources provide students with rigorous practice of reading, writing, listening, and speaking skills. The course prepares students to take the AP exam in May. This advanced course takes a thematic and cultural approach and provides students with a grammatical review. *Although this class is taught at the college level, students have the option of taking it for honors credit.* (Prerequisite: Successful completion of Spanish IV and teacher recommendation)

By achieving a satisfactory score on the exam, students may receive college credit and/or advanced placement for course work in college. In order to receive AP credit, students **must** take the AP exam.

**Academic Expectation:**
 Communicate Effectively in Writing  
 Communicate Effectively while Speaking

WL 212 | UCONN SPANISH V | LEVEL AP  
| (FY) | GRADES 12 | 1 CREDIT |

UCONN is a college level course. Students are expected to understand and use the language with the teacher and classmates. Students have the opportunity to earn 6 transferable credits for Spanish 3178 and Spanish 3179 from the University of Connecticut. In order to earn UCONN credits, students need to earn a 73 or higher, for their semester one and semester two grades. Thematic units provide in depth development of cultural readings, compositions, class discussions, and oral presentations. This advanced course also provides students with practical idioms/vocabulary and a thorough grammatical review. *Although this class is taught at the college level, students have the option of taking it for honors credit.* (Prerequisite: Successful completion of Spanish IV and teacher recommendation)

**Academic Expectations:**
 Communicate Effectively in Writing  
 Communicate Effectively while Speaking
OTHER PROGRAMS

GREATER HARTFORD ACADEMY OF MATH AND SCIENCE (GHAMAS)

The Greater Hartford Academy of Mathematics and Science (GHAMAS) is a public, magnet school for grades 9-12 managed by the Capital Region Education Council (CREC). GHAMAS provides students with a specialized honors level curriculum in the natural sciences and mathematics taught by master teachers and practicing scientists. The curriculum is founded in laboratory experiences of physics, chemistry, biology, biochemistry and molecular genetics, earth science, astronomy and electronics and engineering. Mathematics and computer science will be taught as a discipline and more importantly, through applications to scientific experimentation. Upper class students (grade 12) will be afforded opportunities in research at the surrounding institutes of higher education as well as in the research labs of GHAMAS. Technology and applications of computer science will be a major component of all activities, and the school has been designed for each student to be fully integrated into the world’s information network.

The magnet school is conducted as half-day sessions with courses in mathematics, health/biomedicine, and science. All other curricular courses will be provided by the students’ home school district. In order to be successful at GHAMAS, students must possess a strong motivation for pursuing math and science and have an aptitude for inquiry-based learning. GHAMAS classes and credits count toward honor roll and GPA.

GREATER HARTFORD ACADEMY OF THE ARTS

The Greater Hartford Academy of the Arts is an integrated magnet arts high school that is open through audition to high school students in the Greater Hartford area. Academy students attend their sending school in the morning and the Academy from 1:00 p.m. - 4:15 p.m., Monday through Thursday. The students spend 13 hours per week pursuing artistic excellence. The arts training program is designed to prepare gifted and talented students to pursue post-secondary studies and professional careers in dance, music, theater, and creative writing. The curriculum is professionally oriented, highly structured, and academically rigorous. GHAA classes and credits count toward honor roll and GPA.
INDEPENDENT STUDY

The Independent Study Program allows students to pursue advanced study in a program that is an outgrowth of the regular program of studies. Students may discuss this program with teachers, but only teachers can initiate a program. Such work must be initiated in the first ten days of a semester. A student may be involved in only one independent study program per semester.

The following regulations apply to any student pursuing Independent Study.

1. Teacher recommendation and administrative approval is required.

2. Written parental consent is required.

3. The student must have motivation and interest in the program to the extent the student is willing to pursue study beyond the normal classroom performance.

4. The program must be taken as an outgrowth of a regularly scheduled course of study. This may be accomplished in one of two ways:
   a) A student who has completed a course may choose to engage in a more advanced program with the teacher (e.g., Fine Arts - I.S.)
   b) A student currently involved in a course may elect to pursue further study with a teacher. The level of credit will be determined by the teacher. (Teachers can only take on a maximum of 3 Independent Study students a Semester/Year)

5. When the independent study is an addition to a current program, the student must complete all work assigned in the regular class.

6. Factors affecting any schedule must be reported to both guidance and the office.

7. The schedule may not interfere with the instruction of the student relating to any other teacher.

8. The student will receive a grade and academic credit for an Independent Study. This course will be calculated in the student’s grade point average.

9. School records must accurately reflect any Independent Study program, such as schedules, level of instruction, report cards, etc.

10. Students must be enrolled in six classes each semester. The independent study would be taken in addition to the required six classes.

11. An independent study cannot be used as the final credit toward graduation.

The program must include an arrangement for evaluation of the performance level of the student.
VIRTUAL HIGH SCHOOL

Imagine classrooms without walls, where students are able to attend their classes 24 hours a day, seven days a week. Imagine students working cooperatively online with other students from a wide variety of ethnicities, backgrounds, and geographic locations. This is the reality of the Virtual High School (VHS) classes which are now being offered at Rocky Hill High School. Students can choose to enroll in one of over 150 full semester or half-semester courses.

Students need to be motivated, disciplined, and able to work independently. If students are interested in registering for a VHS class, please see your Guidance counselor as soon as possible for a list of available classes and the registration packet. For more information, go to www.govhs.org, contact your Guidance counselor, or the VHS Site Coordinator.

VHS REQUIREMENTS

1. VHS course cannot substitute a course already offered at Rocky Hill High School.
2. VHS course cannot be used if it is a final credit toward graduation.
3. VHS preference given to junior and senior students.
4. VHS course will count toward GPA, but it will not count toward honor roll.
5. Students taking VHS AP courses are required to take AP exam (VHS policy states that students are responsible for the cost of the exam).
6. VHS program is considered rigorous. Students must be independent learners and plan on devoting several hours per week to their VHS course.
7. Students may only enroll in one VHS course per semester.
8. After VHS drop period ends, transcripts will reflect a withdrawal/fail. (W/F)

To view the entire list of Virtual High School courses go to:

https://my.vhslearning.org/PublicStudentCourseList.aspx