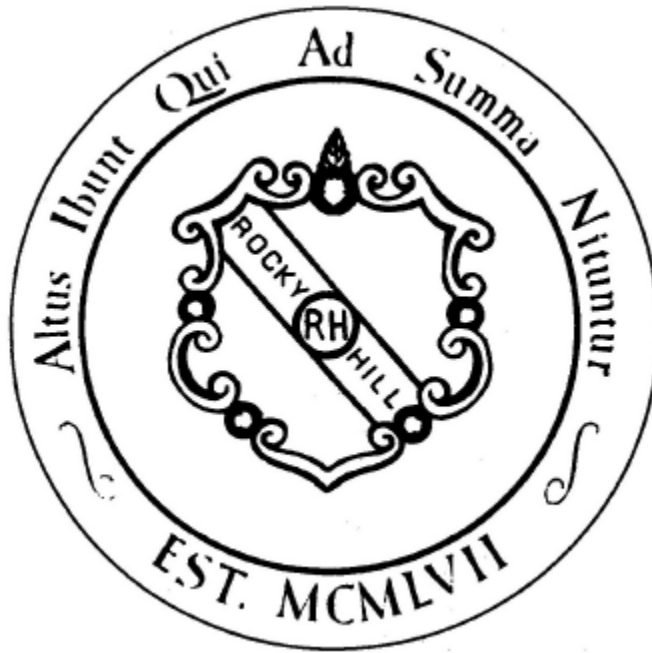


# Rocky Hill High School

## Program of Studies 2022-2023



### *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."***

## **Contents**

|   |           |
|---|-----------|
| <b>PROGRAM OF STUDIES.....</b>                                    | <b>1</b>  |
| <b>GENERAL GUIDELINES.....</b>                                    | <b>2</b>  |
| <b>INFORMATION RELATED TO COURSE DESCRIPTIONS .....</b>           | <b>4</b>  |
| <b>PROMOTION STANDARDS AND GRADUATION .....</b>                   | <b>4</b>  |
| <b>HOMEROOM.....</b>  | <b>4</b>  |
| <b>LEVELS OF INSTRUCTION.....</b>                                 | <b>5</b>  |
| <b>TERM WEIGHTS.....</b>  | <b>6</b>  |
| <b>WEIGHTING FOR CLASS RANK.....</b>                              | <b>7</b>  |
| <b>HONOR ROLL.....</b>  | <b>7</b>  |
| <b>EXCEPTIONS RELATED TO STANDARDS FOR GRADUATION .....</b>       | <b>9</b>  |
| <b>ADVANCED LEVEL COURSES .....</b>                               | <b>9</b>  |
| <b>SUMMER SCHOOL .....</b>  | <b>10</b> |
| <b>NCAA DIVISION I AND II ELIGIBILITY.....</b>                    | <b>11</b> |
| <b>ACADEMIC EXPECTATIONS.....</b>                                 | <b>12</b> |
| <b>ROCKY HILL HIGH SCHOOL COURSE OFFERINGS.....</b>               | <b>13</b> |
| <b>ART.....</b>   | <b>13</b> |
| <b>CTE - BUSINESS EDUCATION.....</b>                              | <b>26</b> |
| <b>CTE - FAMILY AND CONSUMER SCIENCES .....</b>                   | <b>30</b> |
| <b>CTE - TECHNOLOGY EDUCATION .....</b>                           | <b>35</b> |
| <b>EDUCATIONAL ENRICHMENT AND ENHANCEMENT OPPORTUNITIES .....</b> | <b>41</b> |
| <b>ENGLISH .....</b>  | <b>43</b> |
| <b>HUMANITIES .....</b>   | <b>55</b> |
| <b>MATHEMATICS .....</b>  | <b>57</b> |
| <b>MUSIC .....</b>  | <b>64</b> |
| <b>PHYSICAL EDUCATION.....</b>                                    | <b>67</b> |
| <b>SCIENCE .....</b>  | <b>70</b> |
| <b>SOCIAL STUDIES AND HISTORY.....</b>                            | <b>78</b> |
| <b>SPECIAL EDUCATION.....</b>                                     | <b>85</b> |
| <b>WORLD LANGUAGES.....</b>                                       | <b>87</b> |
| <b>OTHER PROGRAMS.....</b>  | <b>94</b> |

The Rocky Hill Board of Education guarantees compliance under Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1973, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991, and Connecticut General Statutes 46a-60.

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 seven 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 different level than recommended must complete a Request for Change In Level form. This must be completed by the date indicated on the 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 or a student may audit a course with the permission of his/her school counselor, an administrator and the teacher. Students auditing courses are expected to follow the attendance, tardiness, classwork, and behavior policies prescribed for the class. Their status is the same as that for all other students except that they do not receive credit for their work or a grade in the class and it does not count toward GPA and Rank.

## **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 school 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**

|                                     |  |
|-------------------------------------|--|
| <b><u>Full-year Course</u></b> (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. |
| <b><u>Fall Course</u></b> (F)       | A course offered in the fall semester (S1).  |
| <b><u>Spring Course</u></b> (S)     | A course offered in the spring semester (S2).  |
| <b><u>Required Course</u></b> (R)   | A course that is required within a program area  |

## **PROMOTION STANDARDS AND GRADUATION**

Students will stay in the same Homeroom regardless of credit status. However, students must obtain the following number of credits each year in order to successfully graduate in 4 years with a minimum of 25 credits for the Class of 2023 and later.

|                |                     |
|----------------|---------------------|
| End of Year 1: | 6.50 Credits        |
| End of Year 2: | 13.00 Credits       |
| End of Year 3: | 19.50 Credits       |
| End of Year 4: | 25.00 Credits Total |

In order to be eligible for a diploma, a student must meet the specific required credits set forth in the Program of Studies

## **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, Math, World Languages, Family and Consumer Science and Humanities. To support rigorous learning, University of Connecticut library resources are also available to students.

Check the ECE website for specific course requirements and cost. University credits are highly transferable to other universities.

There is a fee associated with the UConn Credit Course.

|         |   |
|---------|---|
| LEVEL H | HONORS courses are designed for students who wish to pursue advanced placement, college-level credit, or a course leading to that level of achievement. <u>Teacher or department recommendation is required.</u>  |
| LEVEL A | ACADEMIC courses are designed for students who wish to continue their education at a college or university.   |
| LEVEL G | GENERAL courses are designed to focus on skill development. In areas such as English, Mathematics, Science, and Social Studies, Level G offerings are to improve the skills of students who may not yet be prepared for a full Level A 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:

| <b><u>FULL-YEAR COURSES</u></b> |     | <b><u>SEMESTER COURSES</u></b> |     |
|---------------------------------|-----|--------------------------------|-----|
| Quarter 1                       | 20% | Quarter 1                      | 40% |
| Quarter 2                       | 20% | Quarter 2                      | 40% |
| Midterm Exam                    | 10% | Semester Exam                  | 20% |
| Quarter 3                       | 20% |                                |     |
| Quarter 4                       | 20% |                                |     |
| Final Exam                      | 10% |                                |     |



## **WEIGHTING FOR CLASS RANK**

Class rank is based on a quality point system, which is assigned according to the curriculum level of each course. Class rank will determine valedictorian and salutatorian and is calculated after the first semester of senior year. Transfer credits from other school districts will not count in determining class rank. Transfer students will be included in class rank only after attending five semesters at Rocky Hill High School.

Course Weighting Chart

| Scale  | Grade | AP/ECE<br>GPA | Honors (H)<br>GPA | Academic (A)<br>GPA | General (G)<br>GPA |
|--------|-------|---------------|-------------------|---------------------|--------------------|
| 93-100 | A     | 4.5           | 4                 | 3.5                 | 3                  |
| 90-92  | A-    | 4.33          | 3.83              | 3.33                | 2.83               |
| 87-89  | B+    | 4.17          | 3.67              | 3.17                | 2.67               |
| 83-86  | B     | 4             | 3.5               | 3                   | 2.5                |
| 80-82  | B-    | 3.83          | 3.33              | 2.83                | 2.33               |
| 77-79  | C+    | 3.67          | 3.17              | 2.67                | 2.17               |
| 73-76  | C     | 3.5           | 3                 | 2.5                 | 2                  |
| 70-72  | C-    | 3.33          | 2.83              | 2.33                | 1.83               |
| 67-69  | D+    | 3.17          | 2.67              | 2.17                | 1.67               |
| 63-66  | D     | 3             | 2.5               | 2                   | 1.5                |
| 60-62  | D-    | 2.83          | 2.33              | 1.83                | 1.33               |
| 0-59   | F     | 0             | 0                 | 0                   | 0                  |

## **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, Educere, and any pass/fail course.

## **STANDARDS FOR GRADUATION**

**Commencing with the graduating class of 2023 per Public Act No. 17-42, the minimum credit requirement for graduation is 25 credits. Based on the new state requirements, the RHHS graduation requirements are as follows:**

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.
4. Two credits of science. (1 Physical Science & 1 Biological)
5. One credit of fine arts. (Art/Music)
6. One credit of humanities. (Humanities/English/Social Studies/World Language)
7. Four additional STEM credits in any of the following: science, technology (CTE-FCS, Business, Tech Ed), engineering and/or mathematics.
8. One credit of world language.
9. One credit of physical education and wellness.
10. One credit of health and safety education.
11. One credit of a mastery-based diploma assessment.
12. Three additional elective credits, one must be an advanced credit.

### **13. TOTAL NUMBER OF CREDITS REQUIRED FOR GRADUATION – 25**

**In accordance with the newly implemented statewide Mastery Based Learning requirement (1 credit), Rocky Hill High School requires all students to complete 50 hours of community service. The current Freshman Seminar course has been modified and a Senior Seminar course has been developed. During Freshman Seminar, students will be introduced to both the mandatory community service expectations and the culminating senior project requirements. Senior Seminar will then instruct and guide students through the Senior Project that utilizes community service experiences.**

**\*Community service hours (50) may be reduced due to Covid restrictions**

## **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 is 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. 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.

|                                     |                       |                       |
|-------------------------------------|-----------------------|-----------------------|
| Latin II-IV                         | French II -V          | Spanish II -V         |
| Video & Animation                   | Painting I            | Painting II           |
| Advanced 3D Design                  | Ceramics II           | Photography II        |
| Digital Design II                   | Advanced Studio Art   | Crafts II             |
| Advanced Accounting                 | Early Childhood Educ. | AP Studio Art         |
| Fashion Design II                   | Adv. Materials Proc.  | Culinary II           |
| Principles of Engineering           | Civil Eng. & Arch.    | Fashion Merchandising |
| Athletic Leadership II              | Adv. Robotics Eng.    | Principles of Baking  |
| UConn Perspectives on Latin America | Unified Arts          | Ceramics III          |

- 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 at [www.ncaa.org/student-athletes](http://www.ncaa.org/student-athletes). \*Please refer to NCAA eligibility website for any updates.

### **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 7<sup>th</sup> semester. 7 out of 10 must be in english, math or natural/physical science. – these courses are “locked-in” at the start of 7<sup>th</sup> 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 years 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)
- 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 <https://web3.ncaa.org/ecwr3/>. Students should complete a Request for Transcript form. (This form can be found in Guidance)

Students and their families can view NCAA-approved RHHS courses by going to <https://web3.ncaa.org/hportal/exec/homeAction>.

## **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

# **ROCKY HILL HIGH SCHOOL COURSE OFFERINGS**

## **ART**

**“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:**

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

### Recommended Course Sequence

|   | Studio/Fine Arts                   | 2d Design/Graphic Arts                                    | 3d Design  |
|---|------------------------------------|---|--|
| <b>9<sup>th</sup><br/>Foundation</b>  | Drawing I<br><br>Drawing II        | Digital Design I*<br>Digital Design II*<br>Photography I* | Ceramics I<br>Ceramics II<br>Or<br>Crafts I<br>Crafts II |
| <b>10<sup>th</sup></b>  | Painting I<br>Painting II          | Photography II*<br>Video and Animation *                  | Ceramics III   |
| <b>11<sup>th</sup></b>  | Advanced Studio Art                |   |  |
| <b>12<sup>th</sup></b>  | AP Studio Art<br>Independent Study |   |  |
| <b>* indicates courses that also fulfill the computer literacy requirement</b>  |                                    |   |  |
| <i>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.</i> |                                    |   |  |

### STUDIO/FINE ART COURSES

AR 706/707    DRAWING I  
(F/S)

GRADES 9-12

LEVEL A/H  
½ CREDIT

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



|        |                   |                    |                  |
|--------|-------------------|--------------------|------------------|
| AR 739 | <u>DRAWING II</u> |                    | <u>LEVEL A/H</u> |
|        | <u>(S)</u>        | <u>GRADES 9-12</u> | <u>½ CREDIT</u>  |

During this course, students will have the opportunity to expand their drawing skills and techniques. A variety of drawing media will be utilized, including pastel, charcoal, scratchboard, pen and ink, marker, etc. Subject matter will include direct observational drawing, still life, and anatomy figure drawing. Assignments will be designed to help students develop their own vision and personal style. Through the study of various artists, their styles and the process of creating art, students will continue to utilize critical thinking skills. A student may elect to include the resulting drawings as part of his/her portfolio for the art college application process. (Prerequisite: the successful completion of Drawing 1)

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

|        |                   |                     |                  |
|--------|-------------------|---------------------|------------------|
| AR 761 | <u>PAINTING I</u> |                     | <u>LEVEL A/H</u> |
|        | <u>(F)</u>        | <u>GRADES 10-12</u> | <u>½ CREDIT</u>  |

This fun and exciting 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. 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, or students who just want to learn how to paint.

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

|        |                    |                     |                  |
|--------|--------------------|---------------------|------------------|
| AR 765 | <u>PAINTING II</u> |                     | <u>LEVEL A/H</u> |
|        | <u>(S)</u>         | <u>GRADES 10-12</u> | <u>½ CREDIT</u>  |

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. (Prerequisite: Drawing I and Painting I)

Students will learn to stretch their own canvas and work with large platform canvas. This course is appropriate for students interested in portfolio development, or students who just want to paint large.

**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 | <u>DIGITAL DESIGN I</u><br><u>(F/S)</u> | <u>GRADES 9-12</u> | <u>LEVEL A/H</u><br><u>½ CREDIT</u> |
|------------|---|--------------------|-------------------------------------|

This foundation digital arts course provides students with a solid knowledge of 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. All assignments will be completed utilizing **Adobe Photoshop and Illustrator or its equivalent**, 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 | <u>DIGITAL DESIGN II</u><br><u>(S)</u> | <u>GRADES 9-12</u> | <u>LEVEL A/H</u><br><u>½ CREDIT</u> |
|--------|--|--------------------|-------------------------------------|

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 graphic design problems. Projects include but are not limited to typography, logo, poster design, illustration, brochure and print ads, product packaging design, and 3D printing. 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

|        |                                     |                    |                                     |
|--------|-------------------------------------|--------------------|-------------------------------------|
| AR 772 | <u>PHOTOGRAPHY I</u><br><u>(FY)</u> | <u>GRADES 9-12</u> | <u>LEVEL A/H</u><br><u>1 CREDIT</u> |
|--------|-------------------------------------|--------------------|-------------------------------------|

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

AR 774      PHOTOGRAPHY II      LEVEL A/H  
(FY)      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 aperture 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

AR 767      VIDEO AND ANIMATION      LEVEL A/H  
(FY)      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 animate 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  
                  (F/S)

GRADES 9-12

LEVEL A/H  
½ CREDIT

This course offers a foundation in 3D design utilizing clay. The course will focus on hand building techniques using the pinch, 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  
                  (S)

GRADES 9-12

LEVEL A/H  
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 3D 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 slab 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  
                  (F)

GRADES 9-12

LEVEL A/H  
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, weaving, mosaic, fabric printing, jewelry, 3D printing 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 | <u>CRAFTS II</u> |                    | <u>LEVEL A/H</u> |
|        | <u>(S)</u>       | <u>GRADES 9-12</u> | <u>½ CREDIT</u>  |

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, leather work, jewelry, 3D printing and prototyping 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 744 | <u>CERAMICS III</u> |                     | <u>LEVEL A/H</u> |
|        | <u>(F)</u>          | <u>GRADES 10-12</u> | <u>½ CREDIT</u>  |

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. In addition to clay students will work with materials such as stone, wood, 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: Ceramics I & II)

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

### ADVANCED PLACEMENT IN ART

|        |                            |                     |                  |
|--------|----------------------------|---------------------|------------------|
| AR 773 | <u>ADVANCED STUDIO ART</u> |                     | <u>LEVEL A/H</u> |
|        | <u>(FY)</u>                | <u>GRADES 11-12</u> | <u>1 CREDIT</u>  |

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

This full year advanced placement course is a college level course designed to allow the serious art student to develop a portfolio and receive AP credit. In this course students create a body of work that represents their own sustained investigation of materials, processes and ideas. Utilizing the design process, creating ideas, experimenting and revising their work, students are expected to reflect on and communicate their process visually and in writing. Students may choose to focus on drawing, 2D design or 3D design. All three Art and Design categories submit a portfolio in two sections: sustained investigation and selected works.

**Sustained Investigation—Section 1 (60%)**

Students develop a topic of inquiry, and create a body of work that demonstrates a sustained investigation of that topic. The materials, processes and ideas all relate to the inquiry and a consistent style should be apparent. Students submit 15 images that include works of art and design and process documentation. A written section accompanies this portion of the portfolio and should show evidence of inquiry guided practice, experimentation and revision.

**Selected Works—Section 2 (40%)**

Students will choose 5 works that demonstrate a synthesis of materials, processes, and ideas. These works do not have to relate to the inquiry, but should be examples of their mastery of materials, processes and techniques. For each work, students will have to describe in writing their ideas, materials, and processes used. These works are physically sent to AP for scoring. (*Prerequisite: successful completion of two or more credits in advanced art courses, parental consent, and teacher recommendation*)

| <b>AP Course</b> | <b>Prerequisite</b>  |
|------------------|--|
| AP Studio Art    | 2½ credits in art, including Drawing I & Drawing II, Painting I & II, and Advanced Studio Art        |
| AP 2D Design     | 2½ credits in art, including Photography I & II, or Digital Design I & II, and Advanced Studio Art   |
| AP 3D Design     | 2½ credits in art, including Ceramics I & II or Crafts I & II, Ceramics III, and Advanced Studio Art |

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

In this semester course, students interested in working with the Adaptive Art class will have an opportunity to develop artistically while collaborating with students with disabilities on a variety of art projects. Students will take part in planning art projects for students with a variety of abilities. We will be considering artistic goals while modifying materials and processes to meet the identified individual needs of each student. Professionals from the fields of special education, physical therapy, occupational therapy and art therapy will visit the classroom to discuss career options and deepen the students' understanding of considerations when working with students with varying abilities. Students considering work in these fields may benefit from participation in this course. Unified programming provides a forum for positive social interaction between typical students and students of varying abilities. This partnership cultivates a greater understanding of oneself and others. Projects will range from drawing, painting, collage, clay, 3D printing, and more. (*Prerequisite: 1 Credit in visual art*)

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

### **National Art Honor Society**

The NAHS is an Art service organization. Students will be invited to participate after they have completed 2 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 courses fulfill the STEM graduation requirement.***



## 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:**

Accountant, Accounting Clerk, Bank Teller, Bookkeeper, Budget Analyst, Chief Financial Officer, Data Analyst, FBI Agent, Financial Analyst, Financial Examiner, Financial Manager, Forensic Accountant, Insurance Agent, Internal Auditor, Loan Officer, Payroll Manager, Personal Financial Advisor, Stockbroker, Tax Collector, Treasurer

| <b>Business Administration</b>                                | <b>Finance/Accounting</b>   |
|---|---|
| Introduction to Business<br>½ credit<br>9, 10, 11 or 12       | Introduction to Business<br>½ credit<br>9, 10, 11 or 12                   |
| Entrepreneurship<br>½ credit<br>9, 10, 11 or 12               | International Business<br>½ credit<br>9, 10, 11 or 12                     |
| Microsoft Office/Google Skills<br>½ credit<br>9, 10, 11 or 12 | Accounting<br>1 credit<br>10, 11 or 12                                    |
| International Business<br>½ credit<br>9, 10, 11 or 12         | Personal Finance<br>½ credit<br>10, 11 or 12                              |
| Accounting<br>1 credit<br>10, 11 or 12                        | Business Law<br>½ credit<br>11 or 12                                      |
| Personal Finance<br>½ credit<br>10, 11 or 12                  | Advanced Accounting<br>(prerequisite: Accounting)<br>1 credit<br>11 or 12 |
| Business Law<br>½ credit<br>11 or 12                          |   |
| Marketing<br>1 credit<br>10, 11 or 12                         |   |

## 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:**

Buyer, Family and Consumer Sciences Teacher, Fashion Branding and Public Relations, Fashion Designer, Fashion Editor/Journalist, Fashion Photographer, Fashion Marketing and Sales, Fashion Model, Pattern Maker, Production and Product Development, Retail Management, Seamstress/Tailor, Stylist, Visual Merchandiser

| <b>Culinary, Hospitality and Tourism</b>  | <b>Human Services and Education</b>  | <b>Fashion Design and Retail Merchandising</b>                                     |
|---|--|--|
| Culinary I<br>1 credit<br>(9, 10, 11 or 12)                                     | Child and Adolescent Development<br>1 credit<br>(9, 10, 11 or 12)  | Fashion Design I<br>1 credit<br>(9,10,11 or 12)                                    |
| Culinary II<br>(prerequisite Culinary I)<br>1 credit<br>(10, 11 or 12)          | Marriage and Family<br>½ credit<br>(9, 10, 11 or 12)   | Fashion Design II<br>(prerequisite Fashion Design I)<br>1 credit<br>(10, 11 or 12) |
| Principles of Baking<br>(prerequisite Culinary I)<br>1 Credit<br>(10, 11 or 12) | Early Childhood Education<br>(prerequisite Child and Adolescent Development)<br>1 credit<br>(10, 11 or 12) | Fashion Merchandising<br>½ credit<br>(9, 10, 11 or 12)                             |
|   | Individual and Family Development<br>AP and UConn credit<br>1 credit<br>(11 or 12)                         |  |

**CTE - Technology Education Department Career Pathways  
Careers Clusters**

**Computer Science:**

Computer Programmer, Computer Networker, Computer Technician, Data Analyst, Electromechanical Technician, Hardware Information Technology (IT), Maintenance Technician, Robotics Operator, Robotics Technician, Software Developer, Software Tester, Web Developer/Designer

**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

**Manufacturing:**

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

|        | <b><u>Computer Science</u></b>  | <b><u>Engineering</u></b>                                | <b><u>Manufacturing</u></b>  |
|--------|---|--|--|
| Step 1 | Computer Tech<br>(½ yr)<br>(9, 10, 11, 12)<br><br>Intro to Robotics<br>(½ yr)<br>(9, 10, 11, 12)    | Introduction To<br>Engineering Design<br>(9, 10, 11, 12) | Materials Processing<br>(9, 10, 11, 12)<br><br>Home & Auto<br>Maintenance<br>(½ yr)<br>(9, 10, 11, 12) |
| Step 2 | Advanced Robotics<br>(½ yr)<br>(9, 10, 11, 12)<br>AP Computer Science<br>Principles<br>(10, 11, 12) | Civil Engineering &<br>Architecture<br>(10, 11, 12)      | Advanced Materials<br>Processing<br>(10, 11, 12)   |
| Step 3 |   | Principles Of<br>Engineering<br>(10, 11, 12)             |  |
| Step 4 |   | Engineering Design<br>& Development<br>(12)              |  |

## **CTE - BUSINESS EDUCATION**

|            |  |   |
|------------|--|---|
| BE 640/641 | <u>INTRODUCTION TO BUSINESS</u><br>(F/S) | <u>LEVEL A</u><br>GRADES 9-12<br>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 various business topics including economics, business career development, entrepreneurship, financial management, and customer service. Students will also learn and gain experience with word processing, presentation, and spreadsheet software. *This course is applicable to the STEM graduation requirement.*

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

|            |                                       |                  |
|------------|---------------------------------------|------------------|
| BE 638/639 | <u>MICROSOFT OFFICE/GOOGLE SKILLS</u> | <u>LEVEL A/H</u> |
| (F/S)      | GRADES 9-12                           | ½ CREDIT         |

Do you really know all the features of Google Suite and Microsoft Office? In this course you will learn the fundamentals for creating successful documents, spreadsheets and presentations. You will gain the necessary Google and Microsoft Office skills needed to be successful in your schoolwork, college and beyond. Students will learn how to create and edit files in MS Office while also learning about Google Docs, Google Sheets and Google Slides. *This course is applicable to the STEM graduation requirement.*

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

|        |                  |                  |
|--------|------------------|------------------|
| BE 611 | <u>MARKETING</u> | <u>LEVEL A/H</u> |
|        | (FY)             | GRADES 11-12     |
|        |                  | 1 CREDIT         |

This course is designed to serve the student who wishes to learn about marketing concepts and strategies. This course will examine the marketing concept, the marketing mix, marketing research techniques, competition, consumer behavior, marketing strategies, promotion, distribution channels, and advertising. Successful students will identify and understand the functions of marketing, assess the characteristics of successful products and services, describe various strategies in public relations, and complete a marketing plan. Rocky's School Store will be used during elements of the class to integrate real world examples of marketing. *This course is applicable to the STEM 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

(S)

---

---

1/2 CREDIT

(FY)

---

---

1 CREDIT

(FY)

---

---

1 CREDIT

27

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.*

*Upon successful completion of Advanced Accounting, students can earn Middlesex Community College credit to apply towards an associate degree or they may transfer their CCP credits towards the college of their choice.*

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

|            |                               |                    |
|------------|-------------------------------|--------------------|
| BE 630/633 | <u>INTERNATIONAL BUSINESS</u> | <u>LEVEL A/H</u>   |
|            | <u>(F/S)</u>                  | <u>GRADES 9-12</u> |
|            |                               | <u>½ CREDIT</u>    |

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. They will 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. Students will analyze the role of international business and how it impacts business activities on the local, state, and international levels.

*This course is applicable to the STEM 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

|            |  |                     |
|------------|--|---------------------|
| BE 606/607 | <u>PERSONAL FINANCE AND TECHNOLOGY</u> | <u>LEVEL A</u>      |
|            | <u>(F/S)</u>                           | <u>GRADES 10-12</u> |
|            |  | <u>½ CREDIT</u>     |

Personal Finance covers the financial issues students will face today. Topics covered will include budgeting, saving, understanding and building credit, automobile and health insurance, and taxes. Successful students will learn to budget and manage finances, identify various options for saving and investing, become more aware consumers by understanding the marketplace, understand the cost of credit and how to manage it, analyze the benefits and dangers of financial risk, and learn to file their taxes.

*This course is applicable to the STEM graduation 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 is applicable to the STEM 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 | <u>CULINARY I</u><br><u>(FY)</u> | <u>GRADES 9-12</u> | <u>LEVEL A</u><br><u>1 CREDIT</u> |
|---------|----------------------------------|--------------------|-----------------------------------|

This course is designed as an introduction to the culinary profession including the basic principles of food preparation/cooking techniques as well as the general concepts of nutrition. Students will practice specific techniques, learn basic terminology, and equipment identification and usage through participation in culinary labs. Students gain knowledge regarding: safety and sanitation, ingredient identification, time management, and food preparation/hands-on labs, and basic cooking techniques.

*This course is applicable to the STEM graduation requirement.*

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

|         |                                   |                     |                                     |
|---------|-----------------------------------|---------------------|-------------------------------------|
| FS 9040 | <u>CULINARY II</u><br><u>(FY)</u> | <u>GRADES 10-12</u> | <u>LEVEL A/H</u><br><u>1 CREDIT</u> |
|---------|-----------------------------------|---------------------|-------------------------------------|

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, cooking techniques, and typical ingredients used by various cultures. Building on basic culinary skills, students will learn more advanced knife skills and cooking techniques, some larger scale production, and the business side of the culinary profession. Students will meet with much success if they have a/an: comprehension of Culinary I techniques, sense of urgency with task persistence, willingness to follow verbal directions, ability to work collaboratively, and set of strong communication skills.

(Prerequisite: Successful completion of Culinary I)

*Note: Students may elect this course at Honors Level I (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.*

*This course is applicable to the STEM graduation requirement.*

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

|         |  |                     |                                     |
|---------|--|---------------------|-------------------------------------|
| FS 9041 | <u>PRINCIPLES OF BAKING</u><br><u>(FY)</u> | <u>GRADES 10-12</u> | <u>LEVEL A/H</u><br><u>1 CREDIT</u> |
|---------|--|---------------------|-------------------------------------|

Students will have the opportunity to acquire a basic foundation of techniques used in baking and pastry. Curriculum will include baking and pastry terminology, ingredients, and methods. The overall focus of the course will be comprised of various doughs and batters including: quick breads, cookies, cakes, yeasted doughs and pastries, tart dough, custards, creams, and puddings, pate a choux, frozen desserts, icings/syrups/sauces, chocolate, the



function of eggs, and the chemistry of bakeshop ingredients. Emphasis on quality control, production consistency, weights and measurement, larger scale production, bakers' percentage, safety and sanitation, time management, collaboration and communication skills. Students will meet with much success if they have a/an: comprehension of Culinary I techniques, sense of urgency with task persistence, willingness to follow verbal directions, ability to work collaboratively, and set of strong communication skills. (Offered 2022-2023) (Prerequisite: Successful completion of Culinary I)

*Note: Students may elect this course at Honors Level I (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.*

*This course is applicable to the STEM graduation requirement.*

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

|        |                                   |                     |                                   |
|--------|-----------------------------------|---------------------|-----------------------------------|
| FS 912 | <u>INDEPENDENT LIVING</u><br>(FY) | <u>GRADES 11-12</u> | <u>LEVEL A</u><br><u>1 CREDIT</u> |
|--------|-----------------------------------|---------------------|-----------------------------------|

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.

*This course is applicable to the STEM graduation requirement.*

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

|        |                               |                    |                                   |
|--------|-------------------------------|--------------------|-----------------------------------|
| FS 915 | <u>INTERIOR DESIGN</u><br>(S) | <u>GRADES 9-12</u> | <u>LEVEL A</u><br><u>½ CREDIT</u> |
|--------|-------------------------------|--------------------|-----------------------------------|

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.

*This course is applicable to the STEM graduation requirement.*

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

|        |  |                    |                                   |
|--------|--|--------------------|-----------------------------------|
| FS 917 | <u>MARRIAGE AND FAMILY LIFE</u><br>(F) | <u>GRADES 9-12</u> | <u>LEVEL A</u><br><u>½ CREDIT</u> |
|--------|--|--------------------|-----------------------------------|

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: marriage laws, wedding customs, deciding to have children, raising children, divorce, child custody, insurance and wills.

*This course is applicable to the STEM graduation requirement.*

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

|        |   |                    |                                     |
|--------|---|--------------------|-------------------------------------|
| FS 926 | <u>CHILD AND ADOLESCENT DEVELOPMENT</u><br>(FY) | <u>GRADES 9-12</u> | <u>LEVEL A/H</u><br><u>1 CREDIT</u> |
|--------|---|--------------------|-------------------------------------|

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.

*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.*

*This course is applicable to the STEM graduation requirement.*

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

|        |  |                     |                                     |
|--------|--|---------------------|-------------------------------------|
| FS 928 | <u>EARLY CHILDHOOD EDUCATION</u><br>(FY) | <u>GRADES 10-12</u> | <u>LEVEL A/H</u><br><u>1 CREDIT</u> |
|--------|--|---------------------|-------------------------------------|

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) (This course will not be offered in 2022-2023) *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. This course is applicable to the STEM graduation requirement.*

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

|        |                                 |                    |                                   |
|--------|---------------------------------|--------------------|-----------------------------------|
| FS 934 | <u>FASHION DESIGN I</u><br>(FY) | <u>GRADES 9-12</u> | <u>LEVEL A</u><br><u>1 CREDIT</u> |
|--------|---------------------------------|--------------------|-----------------------------------|

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 patterns. Units on the importance of fashion, fashion trends and cycles, fashion history, and career exploration will be covered. *This course is applicable to the STEM graduation requirement.*

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

|        |                                  |                     |                                     |
|--------|----------------------------------|---------------------|-------------------------------------|
| FS 935 | <u>FASHION DESIGN II</u><br>(FY) | <u>GRADES 10-12</u> | <u>LEVEL A/H</u><br><u>1 CREDIT</u> |
|--------|----------------------------------|---------------------|-------------------------------------|

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)

*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.*

*This course is applicable to the STEM graduation requirement.*

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

|            |                                       |                    |                                     |
|------------|---------------------------------------|--------------------|-------------------------------------|
| FS 942/943 | <u>FASHION MERCHANDISING</u><br>(F/S) | <u>GRADES 9-12</u> | <u>LEVEL A/H</u><br><u>½ CREDIT</u> |
|------------|---------------------------------------|--------------------|-------------------------------------|

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.*

*This course is applicable to the STEM graduation requirement.*

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

This course is designed as an introduction to the field of Human Development and Family Studies for both majors and non-majors. This course will provide students with an understanding of individual and family development over the lifespan. In particular, the course will focus on the developing individual within the context of the family system and the changes that occur in the family systems over time.

\*Course Requirement: Field Experience

The University of Connecticut requires 40 contact hours of field experience in various settings throughout the school year. These experiences will include observations and interactions with people across the lifespan. You will be required to complete 10 hours each quarter.

*This course is applicable to the STEM graduation requirement.*

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

## CTE - TECHNOLOGY EDUCATION

|           |                                      |                    |
|-----------|--------------------------------------|--------------------|
| TE        | <u>INTRO TO ROBOTICS ENGINEERING</u> | <u>LEVEL A/H</u>   |
| 6531/6532 | <u>(F/S)</u>                         | <u>GRADES 9-12</u> |
|           |                                      | <u>½ CREDIT</u>    |

This course is designed to introduce students and spark interest in the wonderful field of robotics engineering. It is a growing field with high demand for enthusiastic and skilled people who are able to use robotics 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, such as tractor pulls and task-oriented obstacle courses, while recording and documenting all of their work along the way. Students will primarily be using the VEX Robotics platform, which allows for freedom and creativity while designing and building prototypes. This is tied together with the Vex Virtual Worlds programming software, in which students will learn how to input lines of code using a C-Based programming language and download it to their own robot to carry out and perform the actions written. Major concepts covered include: torque ratios, center of gravity, and opened vs closed-loop systems. *This course is applicable to the STEM graduation requirement.*

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

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

|           |                                      |                    |
|-----------|--------------------------------------|--------------------|
| TE        | <u>ADVANCED ROBOTICS ENGINEERING</u> | <u>LEVEL A/H</u>   |
| 6533/6534 | <u>(F/S)</u>                         | <u>GRADES 9-12</u> |
|           |                                      | <u>½ CREDIT</u>    |

Advanced Robotics Engineering is designed for students who are looking to further their robotics, programming and overall engineering skills, knowledge and application. Building on top of concepts learned in the prerequisite course, Intro to Robotics, this course pushes students to think outside of the box and solve open-ended problem in real world situations that can be solved using robotics and machine-design technology, such as a functional assembly line or elevator. This course continues to use the VEX Robotics platform as well as the SeaPerch platform, a remotely-controlled underwater ROV, which can be tested in the RHHS pool. SeaPerch allows students to see other forms of robotics technology and how different tasks and environments can drastically change the criteria for success. Additionally, students will explore Aerospace engineering through the use of drones. In this advanced course, students explore related career paths and will investigate what is required to pursue these paths. *This course is applicable to the STEM graduation requirement.* (Prerequisite: Successful completion of TE 6531/6532 Introduction to Robotics Engineering)

*Note: Students may elect this course at 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:**      Make Connections between Learning and Life  
Solve Qualitative Problems Effectively

|        |   |                                     |
|--------|---|-------------------------------------|
| TE 654 | <u>MATERIALS PROCESSING/WOODS</u><br>(FY) GRADES 9-12 | <u>LEVEL A/H</u><br><u>1 CREDIT</u> |
|--------|---|-------------------------------------|

This class teaches students different manufacturing techniques they can utilize when working with wood, metal, plastic, and cement. Students will be introduced to the principles of design which they will employ when completing a couple of design challenges. Over the course of the design challenges students will gain hands on experience when constructing the items that they have designed. Coupling the design challenges with hands on experience will help prepare students for modern manufacturing and production jobs.

*This course is applicable to the STEM graduation requirement.*

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

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

|        |   |                                     |
|--------|---|-------------------------------------|
| TE 658 | <u>ADVANCED MATERIALS PROCESSING</u><br>(FY) GRADES 10-12 | <u>LEVEL A/H</u><br><u>1 CREDIT</u> |
|--------|---|-------------------------------------|

Advanced Materials Processing is an elective open to students who have successfully completed Materials Processing/Woods TE 654. This class picks up where Materials Processing left off, introducing students to more advanced manufacturing techniques they can utilize when working with wood, metal, plastic, and cement. Students will be introduced to a state of the art Computer Numerical Control (CNC) machine, which will utilize different router bits to shape projects that they have designed on the computer. Students will employ the advanced techniques that they have gained throughout the year as they complete a culminating final project that they can bring home.

*This course is applicable to the STEM graduation requirement.*

(Prerequisite: Successful completion of Materials Processing)

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

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

|            |   |                                     |
|------------|---|-------------------------------------|
| TE 670/671 | <u>COMPUTER TECHNOLOGIES</u><br>(F/S) GRADES 9-12 | <u>LEVEL A/H</u><br><u>½ CREDIT</u> |
|------------|---|-------------------------------------|

We are surrounded by computers in our everyday lives, from the alarm clock that wakes us up to the GPS system capable of sending a rocket to Mars. The primary focus of this course is to get students excited about computers and emphasize the link between the hardware and software that allows computers to take data and transform it into relevant

pieces of information. Students will explore various aspects of computer science such as the internet, data mining, privacy, website design, various hardware components and a wide variety of software. Some of the activities consist of disassembling and reassembling computers and coding a website from scratch using HTML.

*This course is applicable to the STEM graduation requirement.*

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

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

|           |  |                  |
|-----------|--|------------------|
| TE        | <u>HOME AND AUTOMOTIVE MAINTENANCE</u> | <u>LEVEL A/H</u> |
| 6062/6063 | (F/S) <u>GRADES 9-12</u>               | <u>½ CREDIT</u>  |

Do you ever plan on owning a car or living on your own? This course is designed to give students the necessary skills to assess and repair various home and automotive maintenance issues. With this new found knowledge students will also be able to identify 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 through hands-on learning, videos, textbooks, and lectures from professional guest speakers who work in different fields. Material covered in this course include subjects from the professional fields of carpentry, plumbing, electrical, HVAC and automotive maintenance. Specific topics include framing, drywall, electrical, plumbing, changing a flat tire, testing and replacing a vehicle's battery, checking fluids and changing the vehicle's oil.

*This course is applicable to the STEM graduation requirement.*

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

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

|         |                                       |                 |
|---------|---------------------------------------|-----------------|
| TE 6536 | <u>AP COMPUTER SCIENCE PRINCIPLES</u> | <u>LEVEL AP</u> |
|         | (FY) <u>GRADES 10-12</u>              | <u>1 CREDIT</u> |

This course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop the fundamental skills of computer science that will be applied to a wide range of projects. Projects include creating multiple applications with Javascript, learn how to display text, colors, shapes, and images via pixels. Students will also investigate networking, the internet and the basics of data

privacy. There is a final open-ended project that students will have to develop from the ground up, allowing students to apply all aspects of what they've learned throughout the course; options include creating programs and websites that tell a story, help solve a problem, and/or teach a user something.

*This course is applicable to the STEM graduation requirement.*

(Prerequisite: Successful completion of Computer Technology, Advanced Robotics, or Algebra II)

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

## PROJECT LEAD THE WAY

This National 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 college credit. *NOTE: Introduction to Engineering Design and Civil Engineering and Architecture courses can be upgraded to honors level upon request.*

|        |  |                                     |
|--------|--|-------------------------------------|
| TE 682 | <u>INTRODUCTION TO ENGINEERING DESIGN</u><br><u>(FY)</u> | <u>LEVEL A/H</u><br><u>1 CREDIT</u> |
|        | <u>GRADES 9-12</u>                                       |                                     |

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 is applicable to the STEM graduation requirement.*

Academic Expectations:      Solve Quantitative Problems Effectively  
Solve Qualitative Problems Effectively



|        |  |                     |                                   |
|--------|--|---------------------|-----------------------------------|
| TE 688 | <u>PRINCIPLES OF ENGINEERING</u><br>(FY) | <u>GRADES 10-12</u> | <u>LEVEL H</u><br><u>1 CREDIT</u> |
|--------|--|---------------------|-----------------------------------|

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 and society. 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 will explore engineering career paths and investigate what is required to pursue the careers. Students may be eligible for University of New Haven credit in addition to high school credit. This course is offered at honors level.

*This course is applicable to the STEM graduation requirement.*

(Prerequisite: Successful completion of Intro to Engineering Design or instructor approval)

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

|        |   |                     |                                     |
|--------|---|---------------------|-------------------------------------|
| TE 690 | <u>CIVIL ENGINEERING &amp; ARCHITECTURE</u><br>(FY) | <u>GRADES 10-12</u> | <u>LEVEL A/H</u><br><u>1 CREDIT</u> |
|--------|---|---------------------|-------------------------------------|

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. Students may be eligible for Rochester Institute of Technology credit in addition to high school credit. This course is offered at the academic level.

*This course is applicable to the STEM graduation requirement.*

(Prerequisite: Successful completion of Intro to Engineering Design or instructor approval)

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

|        |   |                 |                                   |
|--------|---|-----------------|-----------------------------------|
| TE 698 | <u>ENGINEERING DESIGN &amp; DEVELOPMENT</u><br>(FY) | <u>GRADE 12</u> | <u>LEVEL H</u><br><u>1 CREDIT</u> |
|--------|---|-----------------|-----------------------------------|

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 is applicable to the STEM 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

## **EDUCATIONAL ENRICHMENT AND ENHANCEMENT OPPORTUNITIES**

|     |                         |                |                   |
|-----|-------------------------|----------------|-------------------|
| 194 | <u>FRESHMAN SEMINAR</u> |                |                   |
|     | <u>(R/F)</u>            | <u>GRADE 9</u> | <u>.25 CREDIT</u> |

All ninth graders are required to take the Freshman Seminar course 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.

|     |                                |                 |                   |
|-----|--------------------------------|-----------------|-------------------|
| 196 | <u>SENIOR SEMINAR</u><br>(R/S) | <u>GRADE 12</u> | <u>.25 CREDIT</u> |
|-----|--------------------------------|-----------------|-------------------|

Senior seminar will instruct and guide students through the completion of a Senior Project that is based on their community service experiences. This project includes a mandatory presentation component to meet the CT Mastery Based Credit requirement. This course is Pass/Fail and does not count towards honor roll or GPA.

|         |                          |         |          |
|---------|--------------------------|---------|----------|
| RD 1720 | <u>READING SUPPORT I</u> |         |          |
| 1730    | (F/S)                    | GRADE 9 | ½ CREDIT |

This course provides an opportunity for students who need additional support to improve their critical readings skills, including phonological awareness, sequencing, decoding, fluency, vocabulary, and ultimately, comprehension, using a science-based, online platform in addition to traditional learning. In addition, the students will work on focus and attentiveness. The course incorporates individual and small group instruction as deemed necessary, and includes individual reading assignments. Students are placed into this program based upon their performance on reading tests, teacher recommendation, and the RHPS Tier II Reading Intervention Eligibility Guidelines. This course is pass/fail and does not fulfill the requirements for English credit. The course does not count towards GPA.

|         |                           |                    |                 |
|---------|---------------------------|--------------------|-----------------|
| RD 1770 | <u>READING SUPPORT II</u> |                    |                 |
| 1780    | <u>(F/S)</u>              | <u>GRADE 10-12</u> | <u>½ CREDIT</u> |

This course is a continuation of Reading Support I for students who need further support with their reading skills, especially comprehension. This course aims to improve their critical readings skills, including phonological awareness, sequencing, decoding, fluency, vocabulary, and ultimately, comprehension, using a science-based, online platform. In addition, the students will work on focus and attentiveness. The course incorporates individual and small group instruction as deemed necessary, and may include individual reading assignments. Students are placed into this program based upon teacher and guidance recommendations. This course is pass/fail and does not fulfill the requirements for English credit. The course does not count towards GPA.

|         |                        |                 |                 |
|---------|------------------------|-----------------|-----------------|
| MA/EN   | <u>SAT PREPARATION</u> |                 | <u>NO LEVEL</u> |
| 190/191 | <u>(F/S)</u>           | <u>GRADE 11</u> | <u>½ CREDIT</u> |

This course prepares juniors for the mathematics and reading/writing sections of the SAT. Students will review math topics and study SAT-specific questions that have been grouped by those topics. Students will adopt vocabulary development techniques, hone reading comprehension skills, and practice time management strategies. Students will also learn test-taking strategies and become familiar with the unique style of SAT questions. The subject of focus will rotate weekly; math will comprise 50% of the course, reading 25%, and writing 25%. (All juniors are eligible to enroll with no prerequisites) This course does count towards Honor Roll.

|                                  |                     |
|----------------------------------|---------------------|
| <u>COMMUNITY SERVICE PROGRAM</u> | <u>NO LEVEL</u>     |
| <u>(F/S)</u>                     | <u>GRADES 10-12</u> |

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 seven 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.**

## **ENGLISH**

### **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 Change in Level Form must be completed through guidance.

Students are required to take 4 credits of English (1 English each semester) to graduate. Any additional English credits can count as Humanities credits.

All honors and AP level English students will be required to complete summer prerequisite reading. Each course will have a specific novel to read and detailed note taking requirements. Before students leave for the summer, they will be issued a packet where they will find their specific course materials and requirements. When students return to school in the fall, they should be ready to actively discuss and complete assignments related to this text.

Electing to take honors and AP level courses at the high school level requires dedication, hard work and determination. This prerequisite reading is meant to prepare students for the rigor of this advanced material as well as introduce them to the workload of these courses. Additionally, it provides teachers with the unique opportunity to teach a novel holistically.

We are confident that students will find the experience challenging, engaging and ultimately, very rewarding.

## COURSE SELECTIONS FOR GRADE 9

|        |                          |                |                                   |
|--------|--------------------------|----------------|-----------------------------------|
| EN 100 | <u>ENGLISH 9</u><br>(FY) | <u>GRADE 9</u> | <u>LEVEL H</u><br><u>1 CREDIT</u> |
|--------|--------------------------|----------------|-----------------------------------|

The beginning of Grade 9 Honors English will focus on the foundations of grammar, composition, and organization of lengthier, critical 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. 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.

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

|        |                          |                |                                   |
|--------|--------------------------|----------------|-----------------------------------|
| EN 102 | <u>ENGLISH 9</u><br>(FY) | <u>GRADE 9</u> | <u>LEVEL A</u><br><u>1 CREDIT</u> |
|--------|--------------------------|----------------|-----------------------------------|

The beginning of Grade 9 Academic English will focus on the foundations of grammar and composition. Students will apply these skills as they 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 | <u>ENGLISH 9</u><br>(FY) | <u>GRADE 9</u> | <u>LEVEL G</u><br><u>1 CREDIT</u> |
|--------|--------------------------|----------------|-----------------------------------|

The beginning of Grade 9 General English will focus on the foundations of grammar and composition. Students will apply these skills, as well as critical reading skills and strategies, as they read short stories, plays, poems, and novels. In their writings, students will develop coherent paragraphs through formal and informal writing. In addition, students will master basic grammatical structures as well as sentence combining. By the end of the course the students will understand how the literary elements contribute to the overall effect of different texts. Common Core standards are a major focus of the curriculum.

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

## COURSE SELECTIONS FOR GRADE 10

|        |                           |                 |                                   |
|--------|---------------------------|-----------------|-----------------------------------|
| EN 110 | <u>ENGLISH 10</u><br>(FY) | <u>GRADE 10</u> | <u>LEVEL H</u><br><u>1 CREDIT</u> |
|--------|---------------------------|-----------------|-----------------------------------|

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. This course also emphasizes the development of the writing skills of analysis and persuasion. Common Core standards are in integral part of the curriculum.

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

|        |                           |                 |                                   |
|--------|---------------------------|-----------------|-----------------------------------|
| EN 112 | <u>ENGLISH 10</u><br>(FY) | <u>GRADE 10</u> | <u>LEVEL A</u><br><u>1 CREDIT</u> |
|--------|---------------------------|-----------------|-----------------------------------|

This course promotes student-centered learning through thematic units. Each unit gives students increasing responsibility, supports active learning, and promotes social collaboration and interaction. Students begin by applying literary forms to a broad range of texts, making meaning through close reading and analysis. Additionally, concept vocabulary words are taught in conjunction with each text, providing students with frequent opportunities to practice writing within each unit's focus. Throughout a unit, students also participate in speaking and listening, writing, and research activities that emphasize the development of analytical and persuasive writing skills. Common Core standards are an integral part of the curriculum.

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

|        |                           |                 |                                   |
|--------|---------------------------|-----------------|-----------------------------------|
| EN 114 | <u>ENGLISH 10</u><br>(FY) | <u>GRADE 10</u> | <u>LEVEL G</u><br><u>1 CREDIT</u> |
|--------|---------------------------|-----------------|-----------------------------------|

This course promotes student-centered learning through thematic units. Each unit gives students increasing responsibility, supports active learning, and promotes social collaboration and interaction. Students begin by applying critical reading skills and strategies as they read short stories, novellas, graphic novels, non-fiction texts, plays, and poetry. Additionally, concept vocabulary words are taught in conjunction with each text, providing students with frequent opportunities to practice and strengthen writing within each unit's focus. Throughout a unit, students also participate in speaking and listening, writing, and research activities that emphasize the development of analytical and persuasive writing skills. 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. All Juniors at the general, academic and honors level must take full year American Literature.
4. Qualified students intending to pursue a highly competitive college program should consider enrolling in AP Language and Composition or AP Literature and Composition.
5. College-preparatory students should elect from the LEVEL A program. Students interested in pursuing a career in the Humanities or Social Sciences are strongly advised to choose from other LEVEL A electives, even opting for two English courses per semester.
6. Students should seek the advice of their current English teacher in making selections.

### **LEVEL H HONORS PROGRAM** **(BY PLACEMENT ONLY)**

|        |   |                 |                                   |
|--------|---|-----------------|-----------------------------------|
| EN 128 | <u>AMERICAN LITERATURE</u><br><u>(FY)</u> | <u>GRADE 11</u> | <u>LEVEL H</u><br><u>1 CREDIT</u> |
|--------|---|-----------------|-----------------------------------|

This course is a requirement for students in LEVEL H in grades 11. 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.

**Academic Expectations:**     Demonstrate Effective Reading Skills  
   Use Research Skills Effectively



|        |                                    |                 |                                   |
|--------|------------------------------------|-----------------|-----------------------------------|
| EN 125 | <u>DEVELOPMENT OF DRAMA</u><br>(S) | <u>GRADE 12</u> | <u>LEVEL H</u><br><u>½ CREDIT</u> |
|--------|------------------------------------|-----------------|-----------------------------------|

Required for students who wish to complete the Level H 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 2023-2024)

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

|        |                                  |                 |                                   |
|--------|----------------------------------|-----------------|-----------------------------------|
| EN 120 | <u>BRITISH LITERATURE</u><br>(F) | <u>GRADE 12</u> | <u>LEVEL H</u><br><u>½ CREDIT</u> |
|--------|----------------------------------|-----------------|-----------------------------------|

Required for students who wish to complete the LEVEL H 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. (Offered 2022-2023)

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

|        |                               |                 |                                   |
|--------|-------------------------------|-----------------|-----------------------------------|
| EN 121 | <u>FICTION MASTERS</u><br>(S) | <u>GRADE 12</u> | <u>LEVEL H</u><br><u>½ CREDIT</u> |
|--------|-------------------------------|-----------------|-----------------------------------|

Required for students who wish to complete the LEVEL H 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.

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

|        |  |                     |                                    |
|--------|--|---------------------|------------------------------------|
| EN 126 | <u>AP LANGUAGE AND COMPOSITION</u><br>(FY) | <u>GRADES 11-12</u> | <u>LEVEL AP</u><br><u>1 CREDIT</u> |
|--------|--|---------------------|------------------------------------|

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. This course will focus heavily on texts by American authors.

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

|        |  |                 |
|--------|--|-----------------|
| EN 127 | <u>AP ENGLISH LITERATURE AND COMPOSITION</u> | <u>LEVEL AP</u> |
| (FY)   | <u>GRADE 12</u>                              | <u>1 CREDIT</u> |

The AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. Students will engage in college level writing experiences, and work to craft expository, analytical and argumentative essays about the literature, concepts, and theories covered throughout the course. This course will focus heavily on texts by American authors.

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. It is strongly recommended that students take AP Language and Composition prior to taking this course.

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

## LEVEL A ACADEMIC PROGRAM

EN 129      AMERICAN LITERATURE      LEVEL A  
(FY)      GRADE 11      1 CREDIT

This course is designed to familiarize students in their junior year with masters of the American literary scene, such as Poe, Miller, Emerson, Thoreau, Salinger, Crane, Dickinson, Whitman, as well as contemporary authors. Students electing this course will also work towards writing polished essays. Among the skills 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  
   Demonstrate Effective Reading Skills

EN 132      SHAKESPEARE      LEVEL A  
(F)      GRADES 11-12      ½ CREDIT

This course provides students with a survey of 4-5 William Shakespeare's plays and some of their film adaptations. This course may be elected by juniors, but should not replace American Literature.

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

EN 133      MODERN POETRY AND DRAMA      LEVEL A  
(S)      GRADES 11-12      ½ CREDIT

This course is for the student who enjoys the study of poetry and drama, as well as discussion and analysis of the modern world. Study will concentrate on a variety of twentieth and twenty-first century playwrights and poets. Students will engage in rich discussions of the literature and of modern society, read and watch modern dramas, and write both literary analysis essays and creative pieces. This course may be elected by juniors, but should not replace American Literature.

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

|        |                               |                     |
|--------|-------------------------------|---------------------|
| EN 134 | <u>READINGS IN PHILOSOPHY</u> | <u>LEVEL A</u>      |
|        | <u>(F)</u>                    | <u>GRADES 11-12</u> |
|        |                               | <u>½ CREDIT</u>     |

This course utilizes a traditional approach to the history of Western thought. Readings and discussions will center on such universal questions as the nature of existence, free will, the existence of God, human nature and moral decisions. Class participation is obligatory. This course may be elected by juniors, but should not replace American Literature.

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

|        |                       |                     |
|--------|-----------------------|---------------------|
| EN 135 | <u>MODERN FICTION</u> | <u>LEVEL A</u>      |
|        | <u>(S)</u>            | <u>GRADES 11-12</u> |
|        |                       | <u>½ CREDIT</u>     |

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 Literature.

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

|            |                   |                     |
|------------|-------------------|---------------------|
| EN 136/137 | <u>JOURNALISM</u> | <u>LEVEL A</u>      |
|            | <u>(F/S)</u>      | <u>GRADES 10-12</u> |
|            |                   | <u>½ CREDIT</u>     |

This course is designed as a single semester elective to introduce students to Journalism. Students will develop skills in such areas as organizing and composing news stories, developing headlines and captions, writing long-form/feature articles and editorials, conducting surveys, and reporting on sporting events and entertainment. The course will address issues of journalistic ethics and the law, as well as some aspects of publishing, such as layout design 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 Literature. *Sophomores must get teacher recommendation.*

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

|        |                |                 |                 |
|--------|----------------|-----------------|-----------------|
| EN 138 | <u>AUTHORS</u> |                 | <u>LEVEL A</u>  |
|        | <u>(F)</u>     | <u>GRADE 12</u> | <u>½ CREDIT</u> |

During each quarter the works of one 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 Literature.

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

|         |                            |                 |                 |
|---------|----------------------------|-----------------|-----------------|
| EN 1390 | <u>FILM AND LITERATURE</u> |                 | <u>LEVEL A</u>  |
|         | <u>(S)</u>                 | <u>GRADE 12</u> | <u>½ CREDIT</u> |

In this course students will read a variety of short stories, novellas as well as non-fiction selections and will also watch a wide variety of films. As the course will begin with direct adaptations of literary works, the content will evolve into a mixed media genre study as students gain a more robust understanding of the content. Students will also, as an independent project, read a novel or nonfiction selection of their choice and explore its film's equivalent in genre. In addition, Students will learn the fundamentals of cinematography, sound design, lighting and production design; delving into complex and nuanced art of filmmaking.

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

## LEVEL G GENERAL PROGRAM

EN 144      AMERICAN LITERATURE      LEVEL G  
                  (FY)                                      GRADE 11                                      1 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. Students 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. Common Core Standards are integrated into the curriculum.

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

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

This course gives you an opportunity to survey the full scope of our culture. Through the study of ancient civilizations and several world mythologies, we will analyze where our present traditions started. Emphasis will be placed upon finding similarities and differences between these cultures. Students will then gain an understanding of how our culture has changed in the past decades and how cultural differences can lead to conflict. The curriculum focuses on individual projects, reflections, and presentations. This course may be elected by juniors, but should not replace American literature.

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

EN 143      WORLD LITERATURE      LEVEL G  
                  (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 American Literature.

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

|        |   |                 |                                   |
|--------|---|-----------------|-----------------------------------|
| EN 145 | <u>COMMUNICATIONS/MEDIA EXPLORATION</u><br><u>(S)</u> | <u>GRADE 12</u> | <u>LEVEL G</u><br><u>½ CREDIT</u> |
|--------|---|-----------------|-----------------------------------|

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

|        |  |                     |                                   |
|--------|--|---------------------|-----------------------------------|
| EN 146 | <u>LITERATURE: REFLECTIONS ON LIFE</u><br><u>(F)</u> | <u>GRADES 11-12</u> | <u>LEVEL G</u><br><u>½ CREDIT</u> |
|--------|--|---------------------|-----------------------------------|

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 credit of Health is required of students graduating in the class of 2023. Health I is the prerequisite for Health II.

HL 950/951    HEALTH I  
                  (R/F/S)

GRADE 10

LEVEL G/A  
½ CREDIT

Health I 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 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

HL 954/955    HEALTH II  
                  (R/F/S)

GRADE 11-12

LEVEL G/A  
½ CREDIT

Health II will expand on the key concepts covered in Health I. Health II will additionally discuss the topics of financial wellness, nutrition, exercise, college/career planning, and American Red Cross training. The course is designed to provide the student with a global perspective on societal and personal issues. This understanding of current issues provides the skills necessary to make informed decisions in life. (Prerequisite: Successful completion of Health I.)

*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



## HUMANITIES

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 170 | <u>HUMANITIES - CREATIVE WRITING</u> | <u>LEVEL A/H</u> |
|        | <u>(F)</u> <u>GRADES 10-12</u>       | <u>½ CREDIT</u>  |

This course will allow students to express their creative talents in the literary genres of poetry, short story, drama, and creative nonfiction. 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 creating a writing portfolio and submitting work for publication, and participating in a writer's workshop. Students participating in the class on an honors level will be required to complete longer written assignments, and write critiques of contemporary poems, short stories and personal essays.

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

|            |                                     |                 |
|------------|-------------------------------------|-----------------|
| HU 174/179 | <u>HUMANITIES - PUBLIC SPEAKING</u> | <u>LEVEL A</u>  |
|            | <u>(F/S)</u> <u>GRADES 10-12</u>    | <u>½ CREDIT</u> |

A successful career depends largely 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 reading, speeches, a variety of presentations and debate.

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

|        |                                  |                 |
|--------|----------------------------------|-----------------|
| HU 186 | <u>UCONN CLASSICAL MYTHOLOGY</u> | <u>LEVEL AP</u> |
|        | <u>(FY)</u> <u>GRADES 11-12</u>  | <u>1 CREDIT</u> |

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.

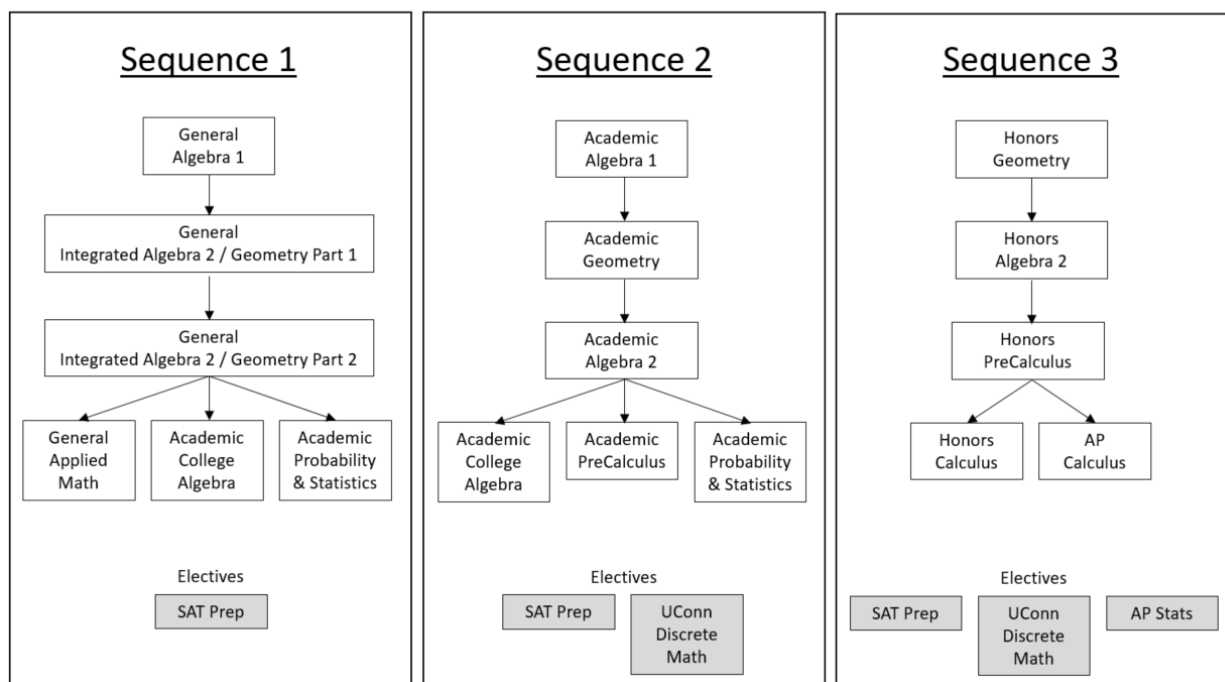
**Academic Expectations:**    Communicate Effectively in Writing  
   Demonstrate Effective Reading Skills

*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

### Typical Course Sequence in 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.

Students are required to take 3 credits of mathematics to graduate. Any additional mathematics credits can count as STEM credits.

The mathematics department evaluates students who transfer to Rocky Hill to ensure appropriate placement regardless of their academic transcript.

MA 414

ALGEBRA I  
(FY)

GRADES 9-10

LEVEL G  
1 CREDIT

This is the traditional introductory algebra course 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 linear equations of varying difficulty, solving and graphing simple and compound inequalities, introduction to functions and function notation, the

laws of exponents, solving systems of linear equations, 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.

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

|            |                               |                    |
|------------|-------------------------------|--------------------|
| MA 400/401 | <u>MATH PROBLEM SOLVING I</u> | <u>LEVEL G</u>     |
|            | <u>(F/S)</u>                  | <u>GRADES 9-10</u> |
|            |                               | <u>½ CREDIT</u>    |

This course is designed for the student who needs additional time and support to master foundational algebraic skills. Topics include solving linear equations, solving and graphing simple and compound inequalities, introduction to functions and function notation, the laws of exponents, solving systems of linear equations, 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. Technology will be emphasized with use of various applications. (Prerequisite: Teacher recommendation)

|        |                  |                    |
|--------|------------------|--------------------|
| MA 416 | <u>ALGEBRA I</u> | <u>LEVEL A</u>     |
|        | <u>(FY)</u>      | <u>GRADES 9-12</u> |
|        |                  | <u>1 CREDIT</u>    |

This course is the traditional introductory algebra curriculum upgraded to align with the Common Core State Standards. Topics include solving complicated linear equations, solving and graphing simple and compound inequalities, introduction to functions, function notation and graphing functions, the laws of exponents, solving systems of linear equations, operations on polynomials, simple polynomial factoring, analysis of the graphs, exponential functions, the laws of growth and decay, descriptive statistics and data trends. Graphing methods and methods of problem-solving will be covered throughout the course.

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

|        |  |                     |
|--------|--|---------------------|
| MA 426 | <u>INTEGRATED ALGEBRA II/GEOMETRY PART 1</u> | <u>LEVEL G</u>      |
|        | <u>(FY)</u>                                  | <u>GRADES 10-11</u> |
|        |  | <u>1 CREDIT</u>     |

This course is designed for the student who needs additional time to master algebraic concepts. This course (which is aligned with the Common Core State Standards) is an introduction to the study of geometry as a logical system as well as an introduction to key concepts and theories that provide a foundation for further study in mathematics. This course will increase students' mathematical literacy, problem solving, and critical thinking skills. The topics covered are the building blocks of geometry, circles, two and three dimensional models, polynomial functions, polynomial operations, exponents and radicals, complex numbers and their operations, quadratic functions and factoring, and graphs of

polynomials. This is the first course in a two-part Algebra II and Geometry series. (Prerequisite: Successful completion of Algebra I)

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

|        |                         |                    |                                   |
|--------|-------------------------|--------------------|-----------------------------------|
| MA 420 | <u>GEOMETRY</u><br>(FY) | <u>GRADES 9-12</u> | <u>LEVEL H</u><br><u>1 CREDIT</u> |
|--------|-------------------------|--------------------|-----------------------------------|

This course (which is aligned with the Common Core State Standards) is an introduction to deductive reasoning and leads to a study of geometry as a logical system which emphasizes proof-based problem solving. The topics covered are the same as those covered in Academic Geometry, but at a greater depth and with more challenging 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)

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

|        |                         |                    |                                   |
|--------|-------------------------|--------------------|-----------------------------------|
| MA 422 | <u>GEOMETRY</u><br>(FY) | <u>GRADES 9-12</u> | <u>LEVEL A</u><br><u>1 CREDIT</u> |
|--------|-------------------------|--------------------|-----------------------------------|

This course (which is aligned with the Common Core State Standards) is an introduction to 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, volume, similarity, right triangles, trigonometry, circles, congruence, and coordinate-plane geometry. 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)

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

|        |                           |                     |                                   |
|--------|---------------------------|---------------------|-----------------------------------|
| MA 430 | <u>ALGEBRA II</u><br>(FY) | <u>GRADES 10-12</u> | <u>LEVEL H</u><br><u>1 CREDIT</u> |
|--------|---------------------------|---------------------|-----------------------------------|

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. In addition, this curriculum also covers matrix operations and an introduction to trigonometry. Students are recommended for this course on the basis of their performance in Algebra I and Geometry.

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

|        |                           |                     |                                   |
|--------|---------------------------|---------------------|-----------------------------------|
| MA 432 | <u>ALGEBRA II</u><br>(FY) | <u>GRADES 10-12</u> | <u>LEVEL A</u><br><u>1 CREDIT</u> |
|--------|---------------------------|---------------------|-----------------------------------|

This course (which is aligned with the Common Core State Standards) completes the algebra sequence begun in Academic Algebra I. Topics include quadratic functions, functions and inverse functions, transformations of parent 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, solving rational equations, exponential and logarithmic functions including exponential growth and decay, and solving exponential and logarithmic equations. (Prerequisite: Successful completion of Academic Algebra I)

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

|        |  |                     |                                   |
|--------|--|---------------------|-----------------------------------|
| MA 428 | <u>INTEGRATED ALGEBRA II/GEOMETRY - PART 2</u><br>(FY) | <u>GRADES 11-12</u> | <u>LEVEL G</u><br><u>1 CREDIT</u> |
|--------|--|---------------------|-----------------------------------|

This course is designed for the student who needs additional time to master concepts. The course, continuing from Integrated Algebra II/Geometry-Part 1, introduces students to concepts and theories that provide a foundation for further study in mathematics and increase students' mathematical literacy, problem solving and critical thinking skills. Topics include an introduction to statistics, triangle congruence and similarity, right triangles, graphs of polynomial functions, exponents and radicals, composition and inverse functions, exponential and logarithmic functions, quadrilaterals and rational expressions and functions. This is the second course in a two part Integrated series. (Prerequisite: Successful completion of Integrated Algebra II/Geometry-Part 1)

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

|        |                                |                     |                                   |
|--------|--------------------------------|---------------------|-----------------------------------|
| MA 462 | <u>COLLEGE ALGEBRA</u><br>(FY) | <u>GRADES 11-12</u> | <u>LEVEL A</u><br><u>1 CREDIT</u> |
|--------|--------------------------------|---------------------|-----------------------------------|

College Algebra is a course designed to examine, in detail, the applied, real world, and theoretical mathematical implications of advanced mathematical concepts. This course (which is aligned with the Common Core State Standards) completes and expands on the algebra topics learned in previous math courses such as Algebra 2. This course covers an introduction to PreCalculus concepts such as advanced exponential and logarithmic functions and trigonometry, as well as inferential statistics and probability. Emphasis will be on solving problems symbolically, numerically and graphically and interpreting advanced mathematical connections. Students are recommended for this course based on their performance in Algebra II or Integrated Algebra II/Geometry Part 2.

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

|   |                                 |   |                                    |
|---|---------------------------------|---|------------------------------------|
| MA 440  | <u>PRE-CALCULUS</u><br>(FY)     | <u>GRADES 11-12</u>   | <u>LEVEL H</u><br><u>1 CREDIT</u>  |
| <p>Students study Trigonometry, Analytic Trigonometry, Functions from a Calculus Perspective, Power, Polynomial and Rational Functions, Exponential and Logarithmic Functions, Systems of Equations and Matrices, Conic Sections, Polar 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. (<u>Prerequisite: Successful completion of Algebra II and Geometry</u>)</p>   |                                 |   |                                    |
| <b>Academic Expectations:</b>   |                                 | <p>Solve Quantitative Problems Effectively<br/>Make Connections between Learning and Life</p> |                                    |
| MA 442  | <u>PRE-CALCULUS</u><br>(FY)     | <u>GRADES 11-12</u>   | <u>LEVEL A</u><br><u>1 CREDIT</u>  |
| <p>Students study Trigonometry, Analytic Trigonometry, Functions from a Calculus Perspective, Power, Polynomial and Rational Functions, Exponential and Logarithmic Functions, Limits, and Derivatives. It is designed for the advanced mathematics student since earlier experience and knowledge in mathematics are relied on throughout the course. (<u>Prerequisite: Successful completion of Algebra II and Geometry</u>)</p>  |                                 |   |                                    |
| <b>Academic Expectations:</b>   |                                 | <p>Solve Quantitative Problems Effectively<br/>Make Connections between Learning and Life</p> |                                    |
| MA 448  | <u>CALCULUS</u><br>(FY)         | <u>GRADE 12</u>   | <u>LEVEL H</u><br><u>1 CREDIT</u>  |
| <p>This course is designed for students who are planning to pursue a scientific, mathematics or engineering program in college. Students are recommended and placed in this program 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. Topics include limits, differentiation and integration of polynomial, rational, trigonometric and transcendental functions. (<u>Prerequisite: Successful completion of Pre-Calculus</u>)</p> |                                 |   |                                    |
| <b>Academic Expectations:</b>   |                                 | <p>Solve Quantitative Problems Effectively<br/>Make Connections between Learning and Life</p> |                                    |
| MA 450  | <u>AP CALCULUS (AB)</u><br>(FY) | <u>GRADE 12</u>   | <u>LEVEL AP</u><br><u>1 CREDIT</u> |
| <p>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 H college calculus. It is expected that students enrolled</p>  |                                 |   |                                    |

will take the Advanced Placement examination and should advance to LEVEL A 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)

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

|        |                            |                 |
|--------|----------------------------|-----------------|
| MA 410 | <u>APPLIED MATHEMATICS</u> | <u>LEVEL G</u>  |
|        | <u>(FY)</u>                | <u>1 CREDIT</u> |
|        | <u>GRADES 11-12</u>        |                 |

This course will emphasize practical applications of mathematics in everyday life. Topics include personal income, purchasing consumer goods and financing, renting/owning a home, personal budgeting, automobile ownership/leasing, income and property taxes, banking/investments, retirement income, travel, and home improvement. Students use internet-based resources in the areas of employment, home rental/purchasing, retail advertising, car leasing/buying, tax preparation and transportation. Throughout the year students are introduced to basic spreadsheet functions.

**Academic Expectations:** Solve Quantitative Problems Effectively  
Use Research Skills Effectively

|        |                                   |                 |
|--------|-----------------------------------|-----------------|
| MA 456 | <u>PROBABILITY AND STATISTICS</u> | <u>LEVEL A</u>  |
|        | <u>(FY)</u>                       | <u>1 CREDIT</u> |
|        | <u>GRADES 11-12</u>               |                 |

This course may be taken concurrently with Calculus or Precalculus for those who wish to take an additional math elective. It is also an alternative to Pre-calculus or Calculus for students who will be pursuing a career in a non-engineering field such as business or science. The course explores the data cycle, including data collection, visualization, analysis, and data-based decision making. Other topics include theoretical and experimental probabilities, normal distributions, statistical testing, and regression analysis. (Prerequisite: Successful completion of Algebra I, Geometry, and Algebra II)

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

|        |                          |                 |
|--------|--------------------------|-----------------|
| MA 460 | <u>AP STATISTICS</u>     | <u>LEVEL AP</u> |
|        | <u>(FY)</u>              | <u>1 CREDIT</u> |
|        | <u>GRADES 10*, 11-12</u> |                 |

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 a one-semester, non-calculus based college statistics course. 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, 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. Students must take the AP exam in order to receive AP credit. (Prerequisite: Successful completion of Algebra I, Geometry and Algebra II)

\*Exception – 10<sup>th</sup> graders may enroll in AP Statistics concurrently with another math class if they have successfully completed Honors Geometry and have that teacher's recommendation.

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

|            |                                   |                   |
|------------|-----------------------------------|-------------------|
| MA 452/453 | <u>UCONN DISCRETE MATHEMATICS</u> | <u>LEVEL AP</u>   |
|            | <u>(F/S)</u>                      | <u>1/2 CREDIT</u> |
|            | <u>GRADES 11-12</u>               |                   |

UConn Discrete Mathematics stresses the problem solving and reasoning skills used by decision makers in fields such as business, government, health, and manufacturing, among others. Main topics include counting and probability, voting methods, apportionment, finance, number theory and many more. A scientific calculator is required for this course. Students taking this course may enroll in The University of Connecticut Early College Experience Program (ECE) and potentially earn credit if they meet the requirements set forth by UConn. This course can only be taken one semester. (Prerequisite: Successful completion of Algebra II)

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

## MUSIC

NOTE: Students selecting Band, and/or Chorus who have not previously participated or who are new to the school system should contact the band or chorus director for proper placement. Music classes fulfill the Fine Arts graduation requirements.

Any student wishing to take a Music 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.

|            |                       |                    |                  |
|------------|-----------------------|--------------------|------------------|
| MU 802/803 | <u>SYMPHONIC BAND</u> |                    | <u>LEVEL A/H</u> |
|            | <u>(F/S)</u>          | <u>GRADES 9-12</u> | <u>½ CREDIT</u>  |

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 key board, 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.

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

|            |                      |                    |                  |
|------------|----------------------|--------------------|------------------|
| MU 806/809 | <u>MARCHING BAND</u> |                    | <u>LEVEL A/H</u> |
|            | <u>(F/S)</u>         | <u>GRADES 9-12</u> | <u>½ CREDIT</u>  |

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 summer band camp, evening and weekend rehearsals, and performances. Students must be taking the required number of courses for their grade level in order to enroll.

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

|            |                               |                    |                                     |
|------------|-------------------------------|--------------------|-------------------------------------|
| MU 812/813 | <u>CONCERT CHOIR</u><br>(F/S) | <u>GRADES 9-12</u> | <u>LEVEL A/H</u><br><u>½ CREDIT</u> |
|------------|-------------------------------|--------------------|-------------------------------------|

This course is designed for any student who has an interest in vocal music, both in training and performance. 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 | <u>CHORALE</u><br>(FY) | <u>GRADES 10-12</u> | <u>LEVEL A/H</u><br><u>1 CREDIT</u> |
|--------|------------------------|---------------------|-------------------------------------|

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.*

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

|        |                              |                     |                                     |
|--------|------------------------------|---------------------|-------------------------------------|
| MU 826 | <u>CHAMBER CHOIR</u><br>(FY) | <u>GRADES 10-12</u> | <u>LEVEL A/H</u><br><u>1 CREDIT</u> |
|--------|------------------------------|---------------------|-------------------------------------|

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.*

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

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.

**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 fulfill 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 986/985    **PE FITNESS**  
**(F/S)**

**GRADES 9-12**

**½ CREDIT**

Students will have the opportunity to develop personal fitness goals and work on them daily in the fitness room. Activities will include group fitness such as pilates and yoga, and training classes such as medicine ball plyometrics. 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 9-12**

**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

PE 988/987    **PE ADVENTURE**  
**(F/S)**

**GRADES 9-12**

**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 frisbee golf.

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

## **PE ELECTIVES**

|        |   |                                 |   |
|--------|---|---------------------------------|---|
| PE 972 | <b><u>LIFEGUARDING</u></b><br><b><u>(F)</u></b> | <b><u>GRADES *10, 11-12</u></b> | <b><u>LEVEL A</u></b><br><b><u>½ CREDIT</u></b> |
|--------|---|---------------------------------|---|

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.

\*10<sup>th</sup> 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 | <b><u>ATHLETIC LEADERSHIP I</u></b><br><b><u>(F/S)</u></b> | <b><u>GRADES 11-12</u></b> | <b><u>LEVEL A</u></b><br><b><u>½ CREDIT</u></b> |
|------------|--|----------------------------|---|

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

PE 974/975     ATHLETIC LEADERSHIP II  
(F/S)

GRADES 11-12

LEVEL A  
½ CREDIT

Athletic Leadership II will provide a more in depth experience for students interested in sports related careers of coaching, teaching and sports marketing. Students will be responsible for planning and creating a coaching portfolio consisting of team mission, philosophy, mental skills, practice plans and injury prevention plans. Students will also implement outside of the classroom events and lessons. (Prerequisite: Successful completion of Athletic Leadership I)

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

PE 2902     UNIFIED PHYSICAL EDUCATION  
(F)

GRADES 11-12

LEVEL A  
½ CREDIT

This is an elective physical education course for the student interested in working with the Adaptive P.E. class. Students will have the opportunity to make a strong connection as a peer while working one on one with students in a group environment. Students will also research various 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

## SCIENCE

Students are required to take 2 credits of Science to graduate (1.0 Physical & 1.0 Biological). Any additional Science credits can fulfill the STEM requirement.

|        |  |                    |                                   |
|--------|--|--------------------|-----------------------------------|
| SC 501 | <u>9<sup>th</sup> GRADE SCIENCE</u><br><u>(FY)</u> | <u>GRADES 9-10</u> | <u>LEVEL H</u><br><u>1 CREDIT</u> |
|--------|--|--------------------|-----------------------------------|

This course is designed for the highly motivated student who is an independent learner and has strong reading and research skills. Students will learn at an accelerated pace and are expected to take individual responsibility to organize their materials and efficiently communicate with collaborative teams to accomplish course requirements.

Students will be introduced to various aspects of our Earth, its environment and the Universe beyond throughout the course. Students will focus on current scientific, technological, and societal issues as they relate to our scientific concepts. This course will lead students beyond the acquisition of scientific knowledge, challenging them to apply, analyze, synthesize, and evaluate their knowledge. In addition, there will be an emphasis on brainstorming, effective reasoning, researching, critical thinking, problem solving, and collaboration. Students will learn through a wide range of experiences that will include laboratory investigations, hands-on activities, classroom discussions, debates, classroom presentations and research. Course Unit topics include, but are not limited to: Impacts on Earth's Resources, Global Climate Change, Earth's Interactions, Planetary Motion, and Understanding the Universe. *This course fulfills the Physical Science graduation requirement.*

The Next Generation Science Standards (NGSS) supports STEM (Science, Technology, Engineering, and Mathematics) initiatives through:

- Scientific and Engineering Practices
- Disciplinary Core Ideas
- Crosscutting Concepts

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

|        |  |                    |                                   |
|--------|--|--------------------|-----------------------------------|
| SC 503 | <u>9<sup>th</sup> GRADE SCIENCE</u><br><u>(FY)</u> | <u>GRADES 9-10</u> | <u>LEVEL A</u><br><u>1 CREDIT</u> |
|--------|--|--------------------|-----------------------------------|

This course follows the same curriculum and content as Honors 9th Grade Science SC 501 and aligns with Next Generation Science Standards (NGSS). Students should be self-motivated and be able to work independently. Students will learn through a wide range of experiences that will include laboratory investigations, hands-on activities, classroom discussions, debates, classroom presentations and research. Course Unit topics include, but are not limited to the following: Impacts on Earth's Resources, Global Climate Change, Earth's Interactions, Planetary Motion, and Understanding the Universe. *This course fulfills the Physical Science graduation requirement.*

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



|  |   |                     |                                   |
|--|---|---------------------|-----------------------------------|
| SC 505   | <u>9<sup>th</sup> GRADE SCIENCE</u><br>(FY) | <u>GRADES 9-10</u>  | <u>LEVEL G</u><br><u>1 CREDIT</u> |
| <p>This course follows the same curriculum as all other 9<sup>th</sup> grade science classes. 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. Extra time and support is devoted to math, reading and the development of study skills to enhance student learning. Additionally, students will be supported to develop problem solving and critical thinking skills. Students will use these skills to develop and refine their research and writing as they relate to the 9<sup>th</sup> grade curriculum. <i>This course fulfills the Physical Science graduation requirement.</i></p>   |   |                     |                                   |
| <p><b>Academic Expectations:</b> Communicate Effectively while Speaking<br/>Solve Quantitative Problems Effectively</p>  |   |                     |                                   |
| SC 510   | <u>HONORS BIOLOGY</u><br>(FY)               | <u>GRADES 9-12</u>  | <u>LEVEL H</u><br><u>1 CREDIT</u> |
| <p>The course is aligned with the Next Generation Science Standards. The goals of these standards are to develop a thorough understanding of content as well as improve key skills such as communication, collaboration, inquiry, problem solving, and creative thinking. The pace of learning is accelerated and is designed for the highly motivated student who is an independent thinker and has strong interpretation skills. Students are expected to utilize their understanding from multiple content areas during the activities in this course. The double period labs require students to demonstrate and apply knowledge of biology to work through the processes and objectives of each lab with the experiences intended to be authentic experiential learning activities. Topics covered include structure and function, heredity, energy in organisms, natural selection, ecology, plants and body systems. <i>This course fulfills the Biological Science graduation requirement.</i></p> |   |                     |                                   |
| <p><u>(Prerequisite: Students must have taken 9<sup>th</sup> Grade Science or teacher recommendation.)</u></p>   |   |                     |                                   |
| <p><b>Academic Expectations:</b> Solve Quantitative Problems Effectively<br/>Solve Qualitative Problems Effectively</p>  |   |                     |                                   |
| SC 512   | <u>BIOLOGY</u><br>(FY)                      | <u>GRADES 10-12</u> | <u>LEVEL A</u><br><u>1 CREDIT</u> |
| <p>The course is aligned with the Next Generation Science Standards. The goals of these standards are to develop a thorough understanding of content as well as improve key skills such as communication, collaboration, inquiry, problem solving, and creative thinking. This course includes a double lab period and is designed for motivated students who are capable of self-directed study in addition to collaborative group work. Laboratory work is an integral part of this course where problem-solving, data analysis, integration of concepts, and other analytical skills are developed. Students will make applications and connections to the world around them. Topics covered include structure and function, heredity, energy in organisms, natural selection, ecology, plants and body systems. <i>This course fulfills the Biological Science graduation requirement.</i> <u>(Prerequisite: Students must have taken 9<sup>th</sup> Grade Science)</u></p>                            |   |                     |                                   |
| <p><b>Academic Expectations:</b> Solve Quantitative Problems Effectively<br/>Solve Qualitative Problems Effectively</p>  |   |                     |                                   |

|        |                                |                     |                                   |
|--------|--------------------------------|---------------------|-----------------------------------|
| SC 515 | <u>GENERAL BIOLOGY</u><br>(FY) | <u>GRADES 10-12</u> | <u>LEVEL G</u><br><u>1 CREDIT</u> |
|--------|--------------------------------|---------------------|-----------------------------------|

The course is aligned with the Next Generation Science Standards. The goals of these standards are to develop a thorough understanding of content as well as improve key skills such as communication, collaboration, inquiry, problem solving, and creative thinking. Students are challenged to analyze the principles of biology in relation to personal, social, historical, and ethical issues. During double period labs students cultivate science skills through recognizing variables, observation techniques, qualitative and quantitative data collection and analysis. Students will make applications and connections to the world around them. Topics covered include structure and function, heredity, energy in organisms, natural selection, ecology, plants and body systems. *This course fulfills the Biological Science graduation requirement.* (Prerequisite: Students must have taken 9<sup>th</sup> Grade Science)

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

|        |                                 |                     |                                   |
|--------|---------------------------------|---------------------|-----------------------------------|
| SC 520 | <u>HONORS CHEMISTRY</u><br>(FY) | <u>GRADES 10-12</u> | <u>LEVEL H</u><br><u>1 CREDIT</u> |
|--------|---------------------------------|---------------------|-----------------------------------|

Honors Chemistry is a one-year course designed to prepare students for work they will encounter in college programs related to the sciences and engineering and to prepare students for UConn ECE Chemistry. Chemistry SC520 covers a greater depth and breadth of material and moves at a faster pace than the Chemistry SC522 class. This lab-based course covers the foundational principles of modern chemistry as outlined in the Next Generation Science Standards (NGSS). The curriculum integrates critical thinking via modeling, planning and carrying out investigations, and obtaining, evaluating, and communicating information (verbally, graphically, textually, and mathematically). The course is framed around the themes of patterns as well as energy and matter. Course content will include the structures of atoms and compounds, the Periodic Table of the Elements, chemical reactions and physical changes, gases, solutions, acids and bases, chemical quantities, kinetic theory, and thermodynamics. A double lab period will be scheduled each week to provide time for the students to gain basic laboratory skills and hands-on application of the chemical principles. *This course fulfills the Physical Science graduation requirement.* (Prerequisite: Student must have passed Algebra I and Honors Biology)

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

|        |                          |                     |                                   |
|--------|--------------------------|---------------------|-----------------------------------|
| SC 522 | <u>CHEMISTRY</u><br>(FY) | <u>GRADES 11-12</u> | <u>LEVEL A</u><br><u>1 CREDIT</u> |
|--------|--------------------------|---------------------|-----------------------------------|

This lab-based course covers the foundational principles of modern chemistry as outlined in the Next Generation Science Standards (NGSS). The curriculum integrates critical thinking via modeling, planning and carrying out investigations, and obtaining, evaluating,

and communicating information (verbally, graphically, textually, and mathematically). The course is framed around the themes of patterns as well as energy and matter. Course content will include the structures of atoms and compounds, the Periodic Table of the Elements, chemical reactions and physical changes, gases, solutions, acids and bases, chemical quantities, kinetic theory, and thermodynamics. A double lab period will be scheduled each week to provide time for the students to gain basic laboratory skills and hands-on application of the chemical principles. *This course fulfills the Physical Science graduation requirement.* (Prerequisite: Student must have passed Algebra I and Biology)

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

|        |   |                     |                                   |
|--------|---|---------------------|-----------------------------------|
| SC 524 | <u>CONCEPTS IN CHEMISTRY</u><br><u>(FY)</u> | <u>GRADES 11-12</u> | <u>LEVEL G</u><br><u>1 CREDIT</u> |
|--------|---|---------------------|-----------------------------------|

This lab-based course covers the foundational principles of modern chemistry as outlined in the Next Generation Science Standards (NGSS). The curriculum integrates critical thinking via modeling, planning and carrying out investigations, and obtaining, evaluating, and communicating information (verbally, graphically, textually, and mathematically). This course emphasizes the comprehension rather than the computation of basic chemistry principles and how we apply them in technology and society. The course is framed around the themes of patterns as well as energy and matter. Course content will include the structures of atoms and compounds, the Periodic Table of the Elements, chemical reactions and physical changes, gases, solutions, acids and bases, chemical quantities, kinetic theory, and thermodynamics. A double lab period will be scheduled each week to provide time for the students to gain basic laboratory skills and hands-on application of the chemical principles. *This course fulfills the Physical Science graduation requirement.*

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

|        |                               |                     |                                   |
|--------|-------------------------------|---------------------|-----------------------------------|
| SC 532 | <u>PHYSICS</u><br><u>(FY)</u> | <u>GRADES 11-12</u> | <u>LEVEL A</u><br><u>1 CREDIT</u> |
|--------|-------------------------------|---------------------|-----------------------------------|

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. *This course fulfills the Physical Science graduation requirement.*  
(Prerequisite: Students must have passed or concurrently be enrolled in Algebra II.)

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

|        |                                   |                     |                                   |
|--------|-----------------------------------|---------------------|-----------------------------------|
| SC 534 | <u>CONCEPTUAL PHYSICS</u><br>(FY) | <u>GRADES 11-12</u> | <u>LEVEL G</u><br><u>1 CREDIT</u> |
|--------|-----------------------------------|---------------------|-----------------------------------|

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. *This course fulfills the Physical Science graduation requirement.*

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

|        |                       |                     |                                     |
|--------|-----------------------|---------------------|-------------------------------------|
| SC 540 | <u>BOTANY</u><br>(FY) | <u>GRADES 11-12</u> | <u>LEVEL G/A</u><br><u>1 CREDIT</u> |
|--------|-----------------------|---------------------|-------------------------------------|

This course is designed for the academically motivated student who is interested in learning about greenhouse management, home gardening, running a small business, and landscaping. After an introduction to basic plant structures and functions, students will explore topics such as greenhouse structures and functions, plant propagation, integrated pest management, plant growth, marketing, customer service, and business planning. Students will learn how to produce a commercial crop of poinsettias and a spring crop of herbs, vegetables, hanging baskets, and bedding plants. Additional topics such as floral design, wild edible and medicinal plants, succulent gardens and bonsai trees will be covered in the spring. Students are required to participate in summer poinsettia planting, organize of plant sales, and spend additional time in the greenhouses. *This course fulfills the Biological Science graduation requirement.*

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

|        |   |                     |                                     |
|--------|---|---------------------|-------------------------------------|
| SC 544 | <u>HUMAN ANATOMY AND PHYSIOLOGY</u><br>(FY) | <u>GRADES 11-12</u> | <u>LEVEL A/H</u><br><u>1 CREDIT</u> |
|--------|---|---------------------|-------------------------------------|

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, musculo-skeletal, 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. *This course fulfills the Biological Science graduation requirement.* (Prerequisite: Students must have passed 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

|        |   |  |
|--------|---|--|
| SC 552 | <u>THE CONNECTICUT RIVER: FROM SOURCE TO SOUND</u><br>(F) | <u>LEVEL A/H</u><br><u>GRADES 10-12</u><br><u>½ CREDIT</u> |
|--------|---|--|

This semester course will allow students to learn about the unique environment of the Connecticut River through interactive hands-on studies. Students will be exploring Long Island Sound and the salt marsh by kayak and hiking through the beautiful Wadsworth State Park to learn about common plant and animal species associated with key wetland areas. Topics include the biology of fish, macroinvertebrates, river structure, human impact and history, the Great North Woods, the floodplain forest, animal tracking and signs of wildlife, watersheds, and water pollution. Temporary fresh and saltwater tanks will be maintained in the classroom. Students will be able to personalize their learning experience by conducting a field study on a topic that interests them. This course meets five periods per week and will run during the fall semester. *This course fulfills the Biological Science graduation credit.*

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

|            |                                  |  |
|------------|----------------------------------|--|
| SC 560/561 | <u>FORENSIC SCIENCE</u><br>(F/S) | <u>LEVEL A/H</u><br><u>GRADES 10-12</u><br><u>½ CREDIT</u> |
|------------|----------------------------------|--|

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: physical and trace evidence, hair, fibers, drugs and toxicology, simulated serology, questioned documents, DNA analysis, ballistics, 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 10<sup>th</sup> through 12<sup>th</sup> grade students. *This course fulfills the Physical Science graduation requirement.* (Prerequisite: Students must have passed Biology and Chemistry or concurrently be enrolled in Chemistry)

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

## UCONN EARLY COLLEGE EXPERIENCES 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. These credits may be applied toward an undergraduate degree at UCONN, or, if the student does not attend UCONN, a transcript of these credits can be provided to the institution that the student does attend.

Students in UConn ECE Courses are eligible to take the Advanced Placement examination in May. It is strongly recommended that students enroll in the UConn ECE program.

|        |   |                     |                                    |
|--------|---|---------------------|------------------------------------|
| SC 570 | <u>UCONN ADVANCED CHEMISTRY</u><br>(FY) | <u>GRADES 11-12</u> | <u>LEVEL AP</u><br><u>1 CREDIT</u> |
|--------|---|---------------------|------------------------------------|

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. *This course fulfills the Physical Science graduation requirement.* UCONN will accept this course as an equivalent to Chemistry 1127-1128. (Prerequisite: Students must have passed Honors or Academic Biology and Chemistry, and recommendation by Science Department faculty.)

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

|        |                                       |                     |                                    |
|--------|---------------------------------------|---------------------|------------------------------------|
| SC 572 | <u>UCONN ADVANCED BIOLOGY</u><br>(FY) | <u>GRADES 11-12</u> | <u>LEVEL AP</u><br><u>1 CREDIT</u> |
|--------|---------------------------------------|---------------------|------------------------------------|

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. *This course fulfills the Biological Science graduation requirement.* (Prerequisite: Students must have passed Honors or Academic Biology and Chemistry and 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 five periods per week. UCONN will accept this course as an equivalent to Fundamentals of Horticulture HORT 101/1110. *This course fulfills the Biological Science graduation requirement.*

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

SC 577      UCONN PHYSICS      LEVEL AP  
(FY)      GRADES 11-12      1 CREDIT

This course provides a foundation for more advanced college level courses in physics. Basic facts and principles of physics will be the focus of this course. Topics to be studied in this laboratory course will include the laws of motion, gravity, energy, fluid mechanics, thermodynamics, sound, light and electricity and magnetism. The laboratory offers fundamental training in precise measurements. Problem solving as well as writing lab reports are an integral part of the course. Students are expected to spend extra time in the laboratory. *This course fulfills the Physical Science graduation requirement.* Upon successful completion, qualified students will be credited with 4 college credits. UCONN will accept this course as an equivalent to Physics 1201 General Physics I. (Prerequisite: Recommendation by Science Department faculty. Students must have passed or be currently enrolled in Pre-Calculus.)

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

## SOCIAL STUDIES AND HISTORY

### REQUIRED TO BE ELIGIBLE FOR GRADUATION:

- 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 European History can meet the Civics graduation requirement by taking the AP U.S. Government class during their senior year. Students are required to take 3 credits of Social Studies (1.0 U.S. History and .50 of Civics) to graduate. Any additional S.S. credits can count as Humanities.

| <u>SS</u><br><u>(see below)</u> | <u>WESTERN CIVILIZATION I</u><br><br><u>(FY)</u> | <u>GRADE 9</u> | <u>LEVEL</u><br><u>(see below)</u><br><u>1 CREDIT</u> |
|---------------------------------|--|----------------|---|
|---------------------------------|--|----------------|---|

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 H  
(FY) SS 302 LEVEL A  
(FY) SS 304 LEVEL G

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

| <u>SS</u><br><u>(see below)</u> | <u>WESTERN CIVILIZATION II</u><br><br><u>(F)</u> | <u>GRADES 10-12</u> | <u>LEVEL</u><br><u>(see below)</u><br><u>½ CREDIT</u> |
|---------------------------------|--|---------------------|---|
|---------------------------------|--|---------------------|---|

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 H
- (F) SS 314 LEVEL A
- (F) SS 316 LEVEL G

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

|                   |               |                     |                             |
|-------------------|---------------|---------------------|-----------------------------|
| SS<br>(see below) | <u>CIVICS</u> |                     | <u>LEVEL</u><br>(see below) |
|                   | <u>(R/S)</u>  | <u>GRADES 10-12</u> | <u>½ CREDIT</u>             |

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. This is a required course for all grade 10 students. Students must pass Civics to be eligible to take Law & Order in American Society.

*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 H
- (R/S) SS 315 LEVEL A
- (R/S) SS 317 LEVEL G

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

|         |                            |                     |                 |
|---------|----------------------------|---------------------|-----------------|
| SS 3400 | <u>AP EUROPEAN HISTORY</u> |                     | <u>LEVEL AP</u> |
|         | <u>(FY)</u>                | <u>GRADES 10-12</u> | <u>1 CREDIT</u> |

AP 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, nationalism, 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 20<sup>th</sup> 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, and the impact of 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 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 | <u>AP UNITED STATES HISTORY</u><br>(FY) | <u>GRADE 11</u> | <u>LEVEL AP</u><br><u>1 CREDIT</u> |
|--------|---|-----------------|------------------------------------|

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 H for American and World Politics, Current Issues, Law & Order in American Society, and Advanced US History: 20<sup>th</sup> Century American Studies.

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 is required.

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

|                   |  |                 |  |
|-------------------|--|-----------------|--|
| SS<br>(see below) | <u>UNITED STATES HISTORY</u><br>(R/FY) | <u>GRADE 11</u> | <u>LEVEL</u><br>(see below)<br><u>1 CREDIT</u> |
|-------------------|--|-----------------|--|

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 H (Teacher recommendation required)  
 (R/FY) SS 324 – LEVEL A  
 (R/FY) SS 326 – LEVEL G

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

|        |  |                 |                                     |
|--------|--|-----------------|-------------------------------------|
| SS 332 | <u>AMERICAN AND WORLD POLITICS</u><br>(FY) | <u>GRADE 12</u> | <u>LEVEL A/H</u><br><u>1 CREDIT</u> |
|--------|--|-----------------|-------------------------------------|

American and World Politics is a thought provoking and stimulating full year Senior elective course. The course focuses on U.S. and World political, social, historical, and economic issues relevant to students in a fast changing environment. The goal is for students to develop and utilize an *independent mind*. Units focus on diverse issues such as:

1. The role of the media in politics
2. The effects of money in the political process
3. America's foreign policies
4. Corruption in government
5. Terrorism
6. Conspiracy theories

The class also features daily student-led discussions of current events both at home and abroad.

*Note: Students may elect this course at the honors level (LH) where they will complete a year-long capstone project done in consultation with the instructor. Applications for LEVEL H will be made during the first ten days of the semester.*

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

|        |   |                 |                                    |
|--------|---|-----------------|------------------------------------|
| SS 343 | <u>AP UNITED STATES GOVERNMENT AND POLITICS</u><br>(FY) | <u>GRADE 12</u> | <u>LEVEL AP</u><br><u>1 CREDIT</u> |
|--------|---|-----------------|------------------------------------|

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

|         |                               |                 |                                     |
|---------|-------------------------------|-----------------|-------------------------------------|
| SS 3520 | <u>CURRENT ISSUES</u><br>(FY) | <u>GRADE 12</u> | <u>LEVEL G/A</u><br><u>1 CREDIT</u> |
|---------|-------------------------------|-----------------|-------------------------------------|

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

|         |   |                    |                                     |
|---------|---|--------------------|-------------------------------------|
| SS 3522 | <u>LAW &amp; ORDER IN AMERICAN SOCIETY</u><br>(F) | <u>GRADE 11-12</u> | <u>LEVEL A/H</u><br><u>½ CREDIT</u> |
|---------|---|--------------------|-------------------------------------|

Law and Order in American Society is designed to teach students about all aspects of law, including the criminal justice system, constitutional law, and how these topics relate to the

lives of ordinary Americans. Students will have the opportunity to hear from guest speakers, as well as participate in mock trials, simulations, and field trips as they strive to better understand the complexities of the justice system. This course serves as an extension of Civics, going into greater depth on state and local laws and procedures. Students interested in careers in law, public safety, government, the military, and history will find ample connections related to those fields. (Prerequisite: Students must have previously taken and passed Civics or be presently enrolled in AP U.S. Government and Politics.)

*Note: Students may elect this course at the honors level (LH) by developing a plan of additional study with the teacher that may include research into special topics. Applications for LEVEL H will be made during the first ten days of the semester.*

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

|         |  |                    |                                     |
|---------|--|--------------------|-------------------------------------|
| SS 3523 | <u>20<sup>TH</sup> CENTURY AMERICAN CULTURE &amp; SOCIETY</u><br>(S) | <u>GRADE 11-12</u> | <u>LEVEL A/H</u><br><u>½ CREDIT</u> |
|---------|--|--------------------|-------------------------------------|

American society is defined by its history and culture. Culture influences how we think, how we feel, our priorities, the decisions we make, the votes we cast, and how we live our lives. This course examines how America has been shaped by its culture and how the events that have defined our nation have themselves influenced the social fabric of the United States throughout the 20<sup>th</sup> century and into the 21<sup>st</sup> century. Through the study of specific aspects of society, students will critically analyze how factors such as ethnicity, race, religion, gender, class, age, and region have shaped and been shaped by American history. This course serves as an extension of the Survey of United States History course, allowing for a more in depth study of modern American history. It cannot be taken in place of Survey of United States History or AP United States History.

*Note: Students may elect this course at the honors level (LH) by developing a plan of additional study with the teacher that may include research into special topics. Applications for LEVEL H will be made during the first ten days of the semester.*

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

|            |                            |                     |                                   |
|------------|----------------------------|---------------------|-----------------------------------|
| SS 180/181 | <u>PSYCHOLOGY</u><br>(F/S) | <u>GRADES 10-12</u> | <u>LEVEL A</u><br><u>½ CREDIT</u> |
|------------|----------------------------|---------------------|-----------------------------------|

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

|        |                              |                     |                                    |
|--------|------------------------------|---------------------|------------------------------------|
| SS 182 | <u>AP PSYCHOLOGY</u><br>(FY) | <u>GRADES 11-12</u> | <u>LEVEL AP</u><br><u>1 CREDIT</u> |
|--------|------------------------------|---------------------|------------------------------------|

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

|         |  |                     |                                     |
|---------|--|---------------------|-------------------------------------|
| SS 3526 | <u>AFRICAN AMERICAN/BLACK AND PUERTO RICAN/<br/>LATINO STUDIES</u><br>(FY) | <u>GRADES 11-12</u> | <u>LEVEL A/G</u><br><u>1 CREDIT</u> |
|---------|--|---------------------|-------------------------------------|

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

The class may be taken at the academic or general levels with teacher approval and completion of level-specific coursework. *Level determination must be made within the first 10 days of the course.*

**Academic Expectations:** Demonstrate Effective Reading Skills  
Make connections between learning and life

## SPECIAL EDUCATION

Rocky Hill High School Special Education Department offers a variety of classes to meet the individual needs of students who have been identified with disabilities according to Federal and State guidelines.

It is the goal of the Special Education Department to ensure that each student identified as having a disability has the opportunity to acquire the knowledge and skill set which will allow that student to achieve consistent with his or her potential. The Special Education Department provides a continuum of services to support the needs of students with disabilities. Students do not elect this level or classes, but are instead recommended for placement based on need for additional academic support by a Planning and Placement Team (PPT).

### SKILLS DEVELOPMENT (SD)

(F/S)

GRADES 9-12

LEVEL G

Per Semester

Credit-1/2

Skill development courses are offered in the areas of English, Math, Science, Social Studies and Independent Living. These courses are designed to meet the needs of Special Education students requiring further development of basic academic skills or who need instruction in specific learning strategies and/or techniques that can be applied across content areas. Goals and objectives related to Individual Education Plans are emphasized.

### VOCATIONAL SKILL DEVELOPMENT (VSD)

(F/S)

GRADES 9-12

LEVEL G

Per Semester

Credit-1/2

The purpose of this program is to provide special education students with development of vocational skills. The program is designed to meet the needs of the individual student. Assessments of students' needs and interests will be completed. The students will explore a variety of career options as well as developing strategies in time management, problem-solving, interpersonal communication and job readiness skills. VSD may be taken for Advanced Credit.

### ACADEMIC ASSISTANCE

(F/S)

GRADE 9-12

P/F

Per Semester

Credit-.25

The purpose of Academic Assistance is to reinforce classroom concepts as well as to address specific IEP goals. Students will become familiar with their IEP, learning their strengths and difficulties, and be active participants in their PPT meetings. With support from staff, students will work towards independence with learning strategies, study skills, time management and self-advocacy skills which will be taught and reinforced throughout

the course. Assistance with classroom assignments will be provided to support student learning. Students will focus on transition goals; specifically those which highlight career interests. In the 11th and 12th grade, a transition counselor will work with students on vocational assessments, job shadows and other career exploration tasks. Special education teachers will collaborate with subject area teachers on a regular basis to ensure student success. *This course is graded as a Pass/Fail and will be excluded from GPA, ranking, and honor roll.*



## WORLD LANGUAGES

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. Starting with the class of 2023, any additional world language credits may count as humanities credits.

|        |                                       |                    |                                   |
|--------|---------------------------------------|--------------------|-----------------------------------|
| WL 214 | <u>INTRO TO FRENCH</u><br><u>(FY)</u> | <u>GRADES 9-11</u> | <u>LEVEL G</u><br><u>1 CREDIT</u> |
|--------|---------------------------------------|--------------------|-----------------------------------|

This non-sequential World Language course will meet the Connecticut state requirement for graduation, but will not prepare students to progress to any additional language classes. This course will place value on communication in the target language, and its culture, connections, comparisons and communities through authentic and contemporary resources such as art, music, biographies, current events, and videos. Materials are presented in an active, flexible, and meaningful way. (Prerequisite: By recommendation only)

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

|        |                                |                    |                                   |
|--------|--------------------------------|--------------------|-----------------------------------|
| WL 220 | <u>FRENCH I</u><br><u>(FY)</u> | <u>GRADES 9-12</u> | <u>LEVEL A</u><br><u>1 CREDIT</u> |
|--------|--------------------------------|--------------------|-----------------------------------|

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 | <u>FRENCH II</u><br><u>(FY)</u> | <u>GRADES 9-12</u> | <u>LEVEL A</u><br><u>1 CREDIT</u> |
|--------|---------------------------------|--------------------|-----------------------------------|

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 | <u>FRENCH III</u><br>(FY) | <u>GRADES 10-12</u> | <u>LEVEL A</u><br><u>1 CREDIT</u> |
|--------|---------------------------|---------------------|-----------------------------------|

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 | <u>UCONN FRENCH IV</u><br>(FY) | <u>GRADES 11-12</u> | <u>LEVEL AP</u><br><u>1 CREDIT</u> |
|--------|--------------------------------|---------------------|------------------------------------|

This course is a college course via the UCONN ECE Program (3 University credits may be awarded.) Intense study of oral French. Learning of oral techniques of communication in conjunction with weekly topics of conversation associated with various francophone cultures. Rigorous and active oral practice through dialogues, interviews, round tables, and oral reports. Grammar structures from previous French classes as well as advanced grammar structures will be studied including the four basic skills: listening, speaking, reading, and writing. Regular activities and assessments include: reading assignments, oral presentations, compositions, class discussions, grammar exercises, quizzes and exams. (Prerequisite: Successful completion of French III)

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

|        |                               |                 |                                    |
|--------|-------------------------------|-----------------|------------------------------------|
| WL 230 | <u>UCONN FRENCH V</u><br>(FY) | <u>GRADE 12</u> | <u>LEVEL AP</u><br><u>1 CREDIT</u> |
|--------|-------------------------------|-----------------|------------------------------------|

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.. Grammar structures from previous French classes as well as advanced grammar structures will be studied including the four basic skills: listening, speaking, reading, and writing. Regular activities and assessments include: reading assignments, oral presentations, compositions, class discussions, grammar exercises, quizzes and exams. French 3268 is a writing

intensive (W) course: students need to write and revise a minimum of 15 pages during the semester. At the high schools, frequent writing samples (compositions, a journal etc.) assigned throughout the year, along with the final 5-page paper, need to amount to the same number of pages. The university requires a five page paper in French as the final summative assessment. (Prerequisite: Successful completion of UConn French IV)

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

|        |                       |                    |                 |
|--------|-----------------------|--------------------|-----------------|
| WL 218 | <u>INTRO TO LATIN</u> |                    | <u>LEVEL G</u>  |
|        | <u>(FY)</u>           | <u>GRADES 9-11</u> | <u>1 CREDIT</u> |

This non-sequential World Language course will meet the Connecticut state requirement for graduation, but will not prepare students to progress to any additional language classes. This course will place value on communication in the target language, and its culture, connections, comparisons and communities through authentic and contemporary resources such as art, music, biographies, current events, and videos. Materials are presented in an active, flexible, and meaningful way.  
(Prerequisite: By recommendation only)

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

|        |                |                    |                 |
|--------|----------------|--------------------|-----------------|
| WL 240 | <u>LATIN I</u> |                    | <u>LEVEL A</u>  |
|        | <u>(FY)</u>    | <u>GRADES 9-12</u> | <u>1 CREDIT</u> |

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 | <u>LATIN II</u><br>(FY) | <u>GRADES 10-12</u> | <u>LEVEL A</u><br><u>1 CREDIT</u> |
|--------|-------------------------|---------------------|-----------------------------------|

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 | <u>UConn LATIN III/IV - Ovid &amp; Catullus</u><br>(FY) | <u>GRADES 11-12</u> | <u>LEVEL AP</u><br><u>1 CREDIT</u> |
|--------|---|---------------------|------------------------------------|

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 2023-2024) (Prerequisite: Successful completion of Latin II or UConn Latin III/IV-Vergil)

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

|        |  |                     |                                    |
|--------|--|---------------------|------------------------------------|
| WL 256 | <u>UConn LATIN III/IV - Vergil</u><br>(FY) | <u>GRADES 11-12</u> | <u>LEVEL AP</u><br><u>1 CREDIT</u> |
|--------|--|---------------------|------------------------------------|

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 Virgilian poetry and poetics in the original Latin. (Offered in 2022-2023) (Prerequisite: Successful completion of Latin II or UConn Latin III/IV – Ovid & Catullus)

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

|        |                                 |                    |                                   |
|--------|---------------------------------|--------------------|-----------------------------------|
| WL 216 | <u>INTRO TO SPANISH</u><br>(FY) | <u>GRADES 9-11</u> | <u>LEVEL G</u><br><u>1 CREDIT</u> |
|--------|---------------------------------|--------------------|-----------------------------------|

This non-sequential World Language course will meet the Connecticut state requirement for graduation, but will not prepare students to progress to any additional language classes. This course will place value on communication in the target language and its culture, connections, comparisons, and communities through authentic and contemporary resources such as art, music, biographies, current events, and videos. Materials are presented in an active, flexible, and meaningful way.

(Prerequisite: By recommendation only)

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

|        |                          |                    |                                   |
|--------|--------------------------|--------------------|-----------------------------------|
| WL 200 | <u>SPANISH I</u><br>(FY) | <u>GRADES 9-12</u> | <u>LEVEL A</u><br><u>1 CREDIT</u> |
|--------|--------------------------|--------------------|-----------------------------------|

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 through the study of Spanish-speaking countries, teenage life, Mexico City, and family life. 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 | <u>SPANISH II</u><br>(FY) | <u>GRADES 9-12</u> | <u>LEVEL A</u><br><u>1 CREDIT</u> |
|--------|---------------------------|--------------------|-----------------------------------|

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: technology in our daily lives; travel; food; clothing; taking care of ourselves and each other; and *barrios mágicos*/magical neighborhoods. 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 | <u>SPANISH III</u><br>(FY) | <u>GRADES 10-12</u> | <u>LEVEL A</u><br><u>1 CREDIT</u> |
|--------|----------------------------|---------------------|-----------------------------------|

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 | <u>SPANISH IV</u><br>(FY) | <u>GRADES 11-12</u> | <u>LEVEL A/H</u><br><u>1 CREDIT</u> |
|--------|---------------------------|---------------------|-------------------------------------|

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 212 | <u>UConn SPANISH V</u><br>(FY) | <u>GRADES 12</u> | <u>LEVEL AP</u><br><u>1 CREDIT</u> |
|--------|--------------------------------|------------------|------------------------------------|

Students have the opportunity to earn six transferable credits for Spanish 3178 and Spanish 3179 from UConn. In this advanced Spanish course, the instructor and students use the language daily to explore the following Global Themes: Personal and Public Identities; Science and Technology; Beauty and Aesthetics; Contemporary Life; Families and Communities; and Global Challenges. Through these six cultural units, speaking, writing, reading, and listening skills are further developed through a variety of authentic resources such as cultural readings, newspapers, art, film, videos, podcasts, and music. Thematic vocabulary and grammatical structures are intertwined to enhance each cultural unit. Language skills are further developed through chats and discussions on a variety of cultural topics, as well as research for delivery of oral presentations. Students will read and discuss

short stories and current events, write informal and formal journals and compositions, and compare and contrast famous artists, works, and genres.

(Prerequisite: Successful completion of Spanish IV)

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

|        |   |                                    |
|--------|---|------------------------------------|
| WL 213 | <u>UConn Perspectives on Latin America</u><br><u>(FY)</u> | <u>LEVEL AP</u><br><u>1 CREDIT</u> |
|        | <u>GRADES 11-12</u>                                       |                                    |

This Spanish course engages students to examine Latin America and how its history has shaped its place in today's world. Through a multidisciplinary exploration of primary media including art, film, music, newspaper publications, and literature, students will collaborate and communicate in Spanish about Latin America and the Caribbean while learning to interact with cultural competence and understanding. Topics will include colonization and nation formation; geography and the environment; immigration and migration; race, ethnicity, and gender in society, politics, economy, and culture. Upon successful completion, students will receive 3 transferable credits for LLAS 1190 from UConn.

(Prerequisite: Spanish 4 or Heritage Speakers by placement test)

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

## **OTHER PROGRAMS**

### **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 student will receive a grade and credit for an Independent Study. This course will be calculated in the student's grade point average.
5. Students must be enrolled in seven classes each semester. The independent study would be taken in addition to the required seven classes.
6. 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.



## **ONLINE COURSES**

Students have the opportunity to take online classes through Educere. Students should be motivated, disciplined, and able to work independently. If students are interested in registering for an online class, please see your counselor.

Course offerings can be found at:

<https://sis.edtell.com/program/?pageID=4843.6955>

OR Advanced Placement classes at:

<https://sis.edtell.com/program/?pageID=4843.8626>

### **COURSE REQUIREMENTS:**

- 1) Online courses cannot substitute a course already offered at RHHS or be used as the final credit toward graduation (unless it is for credit recovery or approved by administration for extenuating circumstances).
- 2) Preference for online course registration will be given to junior and senior students.
- 3) Online courses will count toward GPA (unless it is a credit recovery course), and they will not count toward honor roll.
- 4) Students taking an online AP course are required to take the AP Exam. Students will be expected to pay for the AP exam when registering for the AP exam.
- 5) Online courses are considered rigorous. Students must be independent learners and plan on devoting up to 12 hours per week, depending on the level of the course.
- 6) Students may only enroll in one online course per semester.
- 7) Educere exams will be administered at RHHS, and students will have two hours to complete the proctored exam.
- 8) RHHS may pay for online course enrollment if budget/resources are available. However, if the student does not complete the class or withdraws after the designated add/drop deadline, the student will receive a “WF – Withdrawal/Fail” on their transcript and will be held responsible for reimbursing RHHS for the cost of the class.