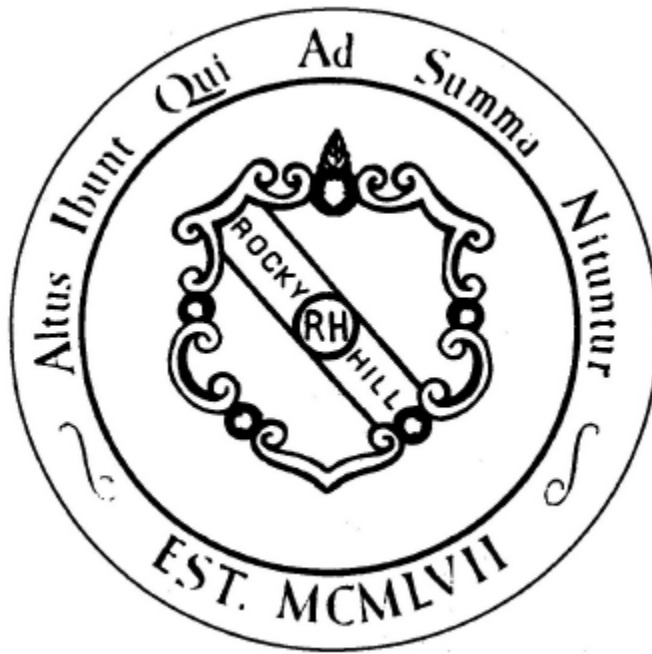


# Rocky Hill High School

## Program of Studies 2026-2027



### *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."*

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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 unless approved by administration.
2. Students may not retake any course in which they have previously received credit toward graduation with the exception of Band, Chorus, Physical Education, Advanced Studio Arts, Academic Assistance, ELL, Reading, Unified P.E. and Unified Art.
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 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.
7. 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.

Unless there are unusual circumstances, students may not make any changes to their schedule after the last day of school, without administrative approval.

**NOTE:** Any student who withdraws from a course will receive a W (Withdraw) or a WF (Withdraw/Fail) on their final transcript.

## LEVEL CHANGES

Rocky Hill High School makes decisions about course scheduling/staffing based on information that comes out of the course registration process. Therefore, any changes in course levels must be approached with caution. Students who wish to take a course at a different level than recommended must complete a *Course Level Change Request Form* which must be returned by the date indicated on the form. Benchmark sources of data may be examined to determine if the level change is appropriate (examples could include PSAT/ SAT data, department diagnostic assessments, current and prior subject area grades and/ or other information as deemed evaluative by staff).

**Students will be limited to override up to one credit per year.** Students wishing to take a course at a different level than recommended must complete the *Course Level Change Request* form by the designated date. All fields must be initialized and signed.

We take the course registration process very seriously and do our best to design our building schedule to accommodate the needs and desires of our students. The decision to drop a level in a course must not be viewed as a “quick fix” for any student who is struggling early on in a course.

Requests for changes in course level just a few days or weeks into the school year will not be considered. We believe that it is appropriate for any student who is struggling with the demands of a particular course to try to address the issues with the help of the teacher. It takes at least a few weeks to determine whether these appropriate interventions have been successful. In addition, too many course drops can cause a significant imbalance in class sizes. The Rocky Hill High School administration, teachers and School Counseling department need time to explore the best options that consider both the needs of an individual student desiring to drop the course as well as the equally important goal of maintaining favorable class sizes for all students. Therefore, students who drop a class level need to be aware that such a decision may impact their schedule in multiple classes.

## **INFORMATION RELATED TO COURSE DESCRIPTIONS**

### **Definition of Terms/Symbols**

<u>Full-year Course</u> (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.
<u>Fall Course</u> (F)	A course offered in the fall semester (S1).
<u>Spring Course</u> (S)	A course offered in the spring semester (S2).

## **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.

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 ([ece.uconn.edu](http://ece.uconn.edu)) 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.

**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.

## **DUAL ENROLLMENT VS. DUAL CREDIT**

**Dual-Enrollment:** Student is enrolled as a student in both the college/university and high school class.

**Dual-Credit:** Student is not enrolled as a student at the university level, but has the opportunity to earn college credit upon completion of the class.

Some opportunities that RHHS offer are listed below. These opportunities can change on a regular basis, and typically they are available to juniors and seniors.

- UConn Early College Experience (ECE) classes are considered dual-enrollment because RHHS teachers are certified to teach the UConn classes; students are enrolled as UConn students; and they have the opportunity to earn college credit at the same time as earning RHHS credit toward graduation.
- High School / College Partnerships are offered through Middlesex or Manchester Community College, University of Hartford, Wesleyan or other colleges (opportunities change each year). Eligible juniors and seniors have the opportunity to attend these programs after school hours to earn college credit. However, because they are not taught by RHHS teachers, these classes would not appear on the student's Rocky Hill transcript nor would they count toward credits or GPA. However, students would receive a college transcript upon completion.
- Project Lead the Way classes are considered dual-credit classes because Rocky Hill educators teach the classes, and students will earn RHHS credit toward graduation. Students have the opportunity to apply for college credit upon completion of the class, and credits would be awarded by the University of New Haven or Rochester Institute of Technology.

## **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:

### **FULL-YEAR COURSES**

Quarter 1	20%
Quarter 2	20%
Midterm Exam	10%
Quarter 3	20%
Quarter 4	20%
Final Exam	10%

### **SEMESTER COURSES**

Quarter 1	40%
Quarter 2	40%
Semester Exam	20%



## **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 GPA	Honors (H) GPA	Academic (A) GPA	General (G) 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: Educere and any pass/fail course.

## **STANDARDS FOR GRADUATION**

In order to satisfy Rocky Hill High School graduation requirements, a student must complete the prescribed courses of study; demonstrate proficiency in skills identified by the Rocky Hill Board of Education and satisfy the legally mandated number and distribution of credits.

### **Required coursework and credits for classes graduating in 2025 and thereafter:**

1. Humanities – Nine (9) credits – including not fewer than:
  - a. Four (4) credits in English, including composition
  - b. Three (3) credits in Social Studies including one (1) credit in U.S. History, and one-half (.50) credit in Civics
  - c. One (1) credit in fine arts (Art/Music)
  - d. One (1) additional credit in Humanities, English, Social Studies, World Language
2. Science, Technology, Engineering, and Math (STEM) – Nine (9) credits - including not fewer than:
  - a. Three (3) credits of Mathematics
  - b. Two (2) credits of Science including one (1) credit in Physical Science and one (1) credit in Biological Science
  - c. Four (4) additional STEM credits in any of the following: Science, Technology (CTE-Family Consumer Science, Business, Tech Ed), Engineering, Mathematics
3. Physical Education and Wellness – One (1) credit
4. Health and Safety Education – One (1) credit
5. World Language – One (1) credit
6. Personal Finance– One-half (.50) credit (starting with YOG 2027)
7. Community Service Hours – One-half (.50) credits for:
  - a. 50 hours community service or
  - b. 40 hours and 2 CPP's (career pathway presentations) in the Career CenterStudents must complete the community service form and get appropriate signatures.  
Community service hours should not include partisan political activities.
8. Three (3) additional credits

**TOTAL: 25 credits required to meet Rocky Hill High School graduation requirements.**

## **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.

## **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.

## **CONNECTICUT AUTOMATIC ADMISSIONS PROGRAM (CAAP)**

As of 12/2025

### **ABOUT CAAP (also referred to as Direct Admissions)**

Graduating CT high school seniors who have a 3.0 weighted GPA or a 2.75 unweighted GPA are eligible upon application to be automatically admitted to participating colleges and universities. Admission to some programs within these colleges and universities may require additional student information or demonstrated student success in the first semesters of attendance. This program waives the application fee, student essays, and recommendation letters for participating institutions. Seniors will receive additional information on the application process in the fall.

For specific questions about CAAP, please email [CSCU-CAAP@ct.edu](mailto:CSCU-CAAP@ct.edu) or visit the website at [www.ct.edu/autoadmit](http://www.ct.edu/autoadmit).

### **Connecticut FAFSA Waiver (information as of 11/5/25)**

Starting with the class of 2027, all Connecticut public high school students are expected to either complete a Free application for Federal Student Aid (FAFSA) or complete and submit to a public institution of higher education an application for institutional financial aid for students without legal immigration status in order to graduate high school unless they submit or obtain a waiver in accordance with Sections 9 and 10 of Public Act 24-45. This waiver form, upon completion, exempts a student from this high school graduation requirement.

Since 2019, the Connecticut State Department of Education (CSDE) has been encouraging high schools to support completion of the Free Application for Federal Student Aid (FAFSA) so our graduates are better positioned for postsecondary success. These efforts include student-level data sharing, a [public dashboard](#), a FAFSA challenge grant, and FAFSA training sessions. Pursuant to sections 9 and 10 of [Public Act 24-45](#), starting with the high school graduating class of 2027, school districts shall not permit a student to graduate from high school unless the student has completed the FAFSA, other institutional financial aid application for those without legal immigration status, or a [waiver developed by the CSDE](#). This [waiver](#) can be completed by the parent/guardian or the student (if 18 or older or an emancipated minor).

## **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](http://www.ncaa.org). \*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 world 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 world 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/hsportal/exec/hsAction>.

## **VISION OF THE GRADUATE ELEMENTS BY DEPARTMENT**

	Critical & Creative Thinkers	Collaborative & Communicative	Civic Minded & Globally Aware	Learning as a Lifelong Process	Self-Directed & Resilient
Art	✓				✓
Business		✓		✓	
English	✓	✓			
Family & Consumer Science		✓		✓	
Humanities	✓	✓			
Math	✓	✓			
Music	✓	✓			
PE/Health				✓	✓
Science	✓				✓
Social Studies	✓		✓		
Tech Ed		✓		✓	
World Language		✓	✓		

### **Vision of the Graduate Standards Descriptions:**

#### **Critical and Creative Thinkers**

- Creative and Critical Thinking: Logical and Innovative Analysis of Information

#### **Collaborative & Communicative**

- Communication: Expression of ideas through various mediums
- Collaboration: Working together with a common purpose

#### **Civic-Minded and Globally Aware**

- The role and responsibilities of an individual in an interconnected world

#### **Engage in Learning as a Lifelong Process**

- Engagement is measured by a product that demonstrates the skills of a lifelong learner

#### **Self-Directed and Resilient**

- Displays a growth mindset by taking ownership of learning and outcomes

## CAREER CLUSTERS

Career clusters are a way to group careers by common features and skills. Careers grouped into the same cluster typically require similar education and training. Exploring clusters can be a helpful way to find a good career match, especially if you have general areas of interest but are not sure which specific careers match them. Career clusters can help you better understand how your high school coursework can prepare you for specific career paths. Students can explore careers and career clusters through:

- Naviance (<https://student.naviance.com/rockyhill>)
- Occupational Outlook Handbook (<https://www.bls.gov/ooh/>)
- O\*NET (<https://www.onetonline.org/find/career>)
- STEM Careers Coalition (<https://stemcareerscoalition.org/careers-portal>)

There are 14 career clusters, and 72 subclusters associated with them. Rocky Hill High School has identified courses offered at RHHS that match the 14 clusters. These courses will provide exposure to curriculum that is connected to the matched careers and will help students identify potential career interests.

Students will be given materials during the course selection process that identify the clusters and associated subclusters. Students can reference this information when selecting courses in PowerSchool. Materials can also be found on the school website, in the school counseling section under resources & links.

### Career Pathways

Rocky Hill High School is offering three Career Pathways starting in the 2026-2027 school year. Completion of a pathway will be identified on the student's transcript and recognized at graduation.

#### Teaching, Training, & Facilitation in Education Pathway

The Teaching, Training, and Facilitation in Education Pathway prepares students to design and deliver meaningful learning experiences using effective instruction, coaching, and educational technology. Students explore diverse education careers and gain the skills needed to support learners in schools, workplaces, and communities.

#### Physical Health Pathway

The Physical Health Pathway prepares students to promote lifelong well-being through medical, diagnostic, therapeutic, nutritional, dental, and holistic health services. Students explore diverse health careers and gain the skills needed to support individuals at every stage of life.

#### Engineering Pathway

The Engineering Pathway prepares students to apply engineering principles to design products, optimize manufacturing processes, and solve complex technical challenges. Students explore diverse engineering fields and gain the skills needed to innovate and advance emerging technologies within the manufacturing sector.

\*In all 3 Pathways, students must successfully complete credits from 2 prescribed areas, while also completing the RHHS graduation requirements. Details about these requirements can be found on the RHHS website.

# **ROCKY HILL HIGH SCHOOL COURSE OFFERINGS**

## **ART**

**“While great art makes you wonder, great design makes things clear.” ~ John Maeda**

The Rocky Hill High School art department offers courses in a variety of media providing experiences in the visual arts beginning with foundation courses stressing the fundamentals in design process and thinking, and moving through more intensive courses with specializations in one or more disciplines including studio arts, 2d and 3d design.

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.

Students wishing to receive Honors credit must complete the approved application process established by the department and complete additional assignments. See the department supervisor for more information.

### **Recommended Course Sequence**

	Studio/Fine Arts	2d Design/Graphic Arts	3d Design
9th Foundation	Drawing I Drawing II	Digital Design I Digital Design II or Photography I Photography 1A-darkroom Photography 1B-digital	Ceramics I Ceramics II or Crafts I Crafts II
10th	Painting I Painting II	Photography II or Video & Animation Video Arts 1A Animation 1B	
11th	Advanced Studio Art		
12th	AP Studio Art Independent Study		
Special Interest	Unified Arts		



## STUDIO/FINE ART COURSES

AR 706/707	<u>DRAWING I</u> <u>(F/S)</u>	<u>GRADES 9-12</u>	<u>LEVEL A/H</u> <u>½ CREDIT</u>
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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 and portraiture. Students will engage in critical thinking through the study of historical artworks, which will help them evaluate their own works. This course is necessary for students planning a career in any art-related field and serves as a prerequisite for all studio art courses.

AR 738/739	<u>DRAWING II</u> <u>(F/S)</u>	<u>GRADES 9-12</u>	<u>LEVEL A/H</u> <u>½ CREDIT</u>
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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 focus on figure drawing including fashion illustration, book illustration, comic book or editorial illustration. 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)

AR 761	<u>PAINTING I</u> <u>(F)</u>	<u>GRADES 10-12</u>	<u>LEVEL A/H</u> <u>½ CREDIT</u>
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This course is appropriate for students interested in portfolio development, or students who just want to learn how to paint. 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.

AR 765	<u>PAINTING II</u> (S)	<u>GRADES 10-12</u>	<u>LEVEL A/H</u> <u>½ CREDIT</u>
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This course builds on the skills and techniques from Painting I. During this course, students will learn to stretch their own canvas and work with large platform canvas while continuing to development 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) This course is appropriate for students interested in portfolio development, or students who just want to paint large.

## 2D DESIGN/DIGITAL MEDIA COURSES

AR 708/709	<u>DIGITAL DESIGN I</u> (F/S)	<u>GRADES 9-12</u>	<u>LEVEL A/H</u> <u>½ CREDIT</u>
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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.

AR 716/715	<u>DIGITAL DESIGN II</u> (F/S)	<u>GRADES 9-12</u>	<u>LEVEL A/H</u> <u>½ CREDIT</u>
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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. (Prerequisite: Digital Design I)

AR 772	<u>PHOTOGRAPHY I</u>		<u>LEVEL A/H</u>
	<u>(FY)</u>	<u>GRADES 9-12</u>	<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.

AR	<u>PHOTOGRAPHY 1 DARKROOM</u>		<u>LEVEL A/H</u>
7720/7721	<u>(F/S)</u>	<u>GRADES 9-12</u>	<u>1/2 CREDIT</u>

This unique class is designed to introduce the student to the magic of traditional photography. Students will use a manual 35 mm film camera as a means of investigating the elements of photographic design and composition. Students will learn how to develop black and white negatives and to enlarge black and white prints using an enlarger in the darkroom. Students will also learn a brief history of photography and guidelines for evaluation and critique of photographic images. Cameras and most materials will be provided.

AR	<u>PHOTOGRAPHY 1 DIGITAL</u>		<u>LEVEL A/H</u>
7724/7725	<u>(F/S)</u>	<u>GRADES 9-12</u>	<u>1/2 CREDIT</u>

This exciting class is designed to introduce the student to Digital photography. Students will use a point and shoot digital camera and learn how to crop, set resolution, and optimize images. Elements of photographic design and composition will be used to create aesthetically pleasing photographs. Adobe Photoshop Creative Cloud software will be used to edit and begin manipulating images. Students will also learn a brief history of photography and guidelines for evaluation and critique of photographic images. Cameras and most materials will be provided.

AR 774	<u>PHOTOGRAPHY II</u>		<u>LEVEL A/H</u>
	<u>(FY)</u>	<u>GRADES 10-12</u>	<u>1 CREDIT</u>

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. (Prerequisite: Photography I FY, or Photography I Darkroom and Photography I Digital)

AR 767	<u>VIDEO ARTS AND ANIMATION</u>	<u>LEVEL A/H</u>
	<u>(FY)</u>	<u>1 CREDIT</u>
	<u>GRADES 10-12</u>	

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)

AR 7670	<u>VIDEO ARTS</u>	<u>LEVEL A/H</u>
	<u>(F)</u>	<u>1/2 CREDIT</u>
	<u>GRADES 9-12</u>	

This course is designed to provide a foundation in video arts using the Adobe suite including Premiere Pro, Audition, After Effects and Media Encoder. Working both independently and collaboratively, students will learn how to create original video work while being introduced to the design process including research, planning, scripting, storyboarding, lighting, shooting, video and audio editing, and optimizing content for the chosen delivery system. 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.

AR 7671	<u>ANIMATION 1</u>	<u>LEVEL A/H</u>
	<u>(S)</u>	<u>1/2 CREDIT</u>
	<u>GRADES 9-12</u>	

This course is designed to provide a foundation in the art of animation. Using traditional and digital techniques, students will work independently and collaboratively to explore the media using industry standard equipment and software. Some animation techniques that will be explored include stop motion, claymation and digital animation. Students will learn how to create original animation shorts while being introduced to the design process including research, planning, scripting, storyboarding, lighting, shooting, video and audio editing, and optimizing content for the chosen delivery system. Through discussion and research, students also learn to analyze and critique professional animations.  
(Prerequisite: Digital Design I)

### 3D DESIGN COURSES

AR 750/749	<u>CERAMICS I</u> <u>(F/S)</u>	<u>GRADES 9-12</u>	<u>LEVEL A/H</u> <u>½ CREDIT</u>
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This course introduces students to the basics of three-dimensional design using clay. Emphasizing hands-on techniques, including pinch, coil, and slab construction, students will also be introduced to using the extruder as a building technique. Students will learn various ways to modify the surfaces of their projects, such as through additives, carving, chattering, and applying different glazes and underglazes. Lessons will also include an overview of pottery history and highlight key ceramic artists to help students develop an understanding and appreciation of the cultural significance of ceramics.

AR 748/751	<u>CERAMICS II</u> <u>(F/S)</u>	<u>GRADES 9-12</u>	<u>LEVEL A/H</u> <u>½ CREDIT</u>
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Building on their foundation from Ceramics I, students in this course will deepen their understanding of ceramics and expand their skills in the medium. They will create larger forms using the extruder and explore additional hand-building techniques, including draping. This course will also introduce students to the pottery wheel, where they will learn to craft bowls, coffee mugs, bottle forms, and platters. Students will continue to explore and experiment with surface textures and alterations, incorporating techniques such as additives, carving, chattering, and applying various glazes and underglazes to enhance their work. (Prerequisite: Successful completion of Ceramics I)

AR 752	<u>CRAFTS I</u> <u>(F)</u>	<u>GRADES 9-12</u>	<u>LEVEL A/H</u> <u>½ CREDIT</u>
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In this hands-on 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.

AR 753	<u>CRAFTS II</u> <u>(S)</u>	<u>GRADES 9-12</u>	<u>LEVEL A/H</u> <u>½ CREDIT</u>
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This hands-on 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)

## ADVANCED PLACEMENT IN ART

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

AR 775	<u>AP STUDIO ART</u> <u>(FY)</u>	<u>GRADES 11-12</u>	<u>LEVEL AP</u> <u>1 CREDIT</u>
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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	2 credits in art, including Drawing I & Drawing II, Painting 1 & II, and Advanced Studio Art
AP 2D Design	2 credits in art, including Photography I & II, or Digital Design I & II, and Advanced Studio Art
AP 3D Design	2 credits in art, including Ceramics I & II or Crafts I & II, and Advanced Studio Art

In this allied health career-oriented semester course, artists (adaptive students) and their co-artist partners (unified students) will work collaboratively to achieve successful creative outcomes. Co-artists work in a supportive role helping the artists to make their own decisions and creative choices while guiding them through the creative process. Co-Artists will also assist the artists in preparing their work for presentation.

Co-artists will learn about special education and related services as they apply to the adaptive population. Through a study of the history and evolution of special education and exposure to visiting professionals in the related fields, students will gain a better understanding of the unique needs of exceptional students and the potential career opportunities in the field of special education.

Expected to research and develop lessons designed to expose the adaptive students to a wide variety of visual art media and techniques including but not limited to; painting, drawing, collage, mosaic, printmaking and ceramics, students will gain insight into the teaching process and the challenges of creating universal activities for diverse learning needs population. (*Prerequisite: 1 Credit in visual art*)

### **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.

### **Some Art Related Careers:**

<b>Studio/Fine Art</b>	<b>2D Design/Graphic Arts</b>	<b>3D Design</b>
Architecture	Animator	Automobile Designer
Art Consultant/Dealer	CAD Designer	Ceramicist
Art Teacher	Film & Video Artist	Glass Artist
Art Therapist	Graphic Designer	Fashion Accessory Designer
Comic book artist	Interior Design	Floral Design
Fashion Designer	Landscape Architect	Food Stylist
Fine Art/Studio Artist	Legal Visual Aids Artist	Furniture Designer
Forensic Artist	Multi Media Designer	Industrial Design
Illustration	Photographer	Jewelry Design
Muralist	Character Designer	Model Maker
Painter	Special Effects Designers	Sculptor
Tattoo Artist	Textile Designer	Toy Designer
Sketch artist	Video Game Art & Design	Product designer
Makeup Artist	Web Designer	
	Legal Visual Aids Artist	

## **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, Supply Chain Manager

**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 ½ credit 9, 10, 11 or 12	Introduction to Business ½ credit 9, 10, 11 or 12
Entrepreneurship ½ credit 9, 10, 11 or 12	International Business ½ credit 9, 10, 11 or 12
Microsoft Office/Google Skills ½ credit 9, 10, 11 or 12	Accounting 1 credit 10, 11 or 12
International Business ½ credit 9, 10, 11 or 12	Personal Finance ½ credit 11 or 12
Accounting 1 credit 10, 11 or 12	Advanced Accounting (Prerequisite: Accounting) 1 credit 11 or 12
Personal Finance ½ credit 11 or 12	
Marketing 1 credit 10, 11 or 12	

## CTE - BUSINESS EDUCATION

BE 640/641	<u>INTRODUCTION TO BUSINESS</u> (F/S)	<u>LEVEL A</u> <u>GRADES 9-12</u> <u>½ CREDIT</u>
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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, investing, ethics, marketing, entrepreneurship, financial management, and customer service. Students will also learn and gain experience with MS Office software. *This course is applicable to the STEM graduation requirement.*

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

BE 611	<u>MARKETING</u>	<u>LEVEL A/H</u>
	(FY)	GRADES 10,11,12
		<u>1 CREDIT</u>

This career-focused course introduces students to the exciting world of marketing. Students will explore key concepts such as branding, advertising, market research, product development, and sales while applying their knowledge through hands-on projects and simulations. Rocky's School Store will be used during this class to integrate real world examples of marketing.

Students are encouraged to join DECA, an international student organization that prepares emerging leaders for careers in marketing, finance, hospitality, and management. DECA participation includes competitive events, leadership conferences, and community outreach, giving students real-world experience and professional exposure.

Whether you're launching a product, analyzing consumer behavior, or preparing for DECA competitions, this course builds the skills and confidence needed to thrive in today's business environment.

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*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.*

BE 620	<u>ACCOUNTING</u> (FY)	<u>GRADES 10-12</u>	<u>LEVEL A/H</u> <u>1 CREDIT</u>
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Students will comprehend a company's financial resources. Students considering a business major in college or planning to open their own business should take this course. Successful students will complete the accounting cycle; prepare income statements and balance sheets for various business organizations; prepare, interpret and analyze basic financial statements used by stockholders, creditors, and users of financial information; complete income taxes and prepare payroll; and students will reinforce basic accounting by using Excel and Automated Accounting software.

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

This course can be used as a mathematics course requirement.

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

BE 624	<u>ADVANCED ACCOUNTING</u> (FY)	<u>GRADES 11-12</u>	<u>LEVEL A/H</u> <u>1 CREDIT</u>
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Students enrolled in Advanced Accounting will emphasize financial reporting for a business entity organized as a corporation. Students will develop skills utilized in financial statement analysis, corporate budgeting, and financial management decision making. Successful students will reinforce accounting by using Excel and Automated Accounting software, learn methods of valuing inventory and plant assets, record and distribute corporate dividends, analyze corporate annual reports, and complete accounting simulations. *This course is applicable to the STEM graduation requirement.*

This course can be used as a mathematics course requirement or as an advanced credit.  
(Prerequisite: Successful completion of Accounting)

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

*Upon successful completion of Advanced Accounting, students can earn college credit. This college credit can be applied towards an associate degree or they may transfer their CCP credits towards the college of their choice.*

BE 606/607    PERSONAL FINANCE  
(F/S)

GRADES 11, 12

LEVEL A  
½ CREDIT

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 how taxes work.

*This class will count toward the Humanities or elective credit.*

*This fulfills the State requirement for financial literacy.*

BE 630/633    INTERNATIONAL BUSINESS  
(F/S)

GRADES 9-12

LEVEL A/H  
½ CREDIT

International Business commands center stage in today's global economy. This course will utilize human resources and help students understand what affects personal and business financial decisions in the marketplace. Successful students will start-up and run their own business using Virtual Business simulation. 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.*

BE 644/645    ENTREPRENEURSHIP  
(F/S)

GRADES 9-12

LEVEL A/H  
½ CREDIT

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.*

*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 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 or secondary 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 1 credit (9, 10, 11 or 12)	Child Development 1 credit (9, 10, 11 or 12)	Fashion Design I 1 credit (9,10,11 or 12)
Culinary II (Prerequisite Culinary I) 1 credit (10, 11 or 12)	Marriage and Family ½ credit (9, 10, 11 or 12)	Fashion Design II (Prerequisite Fashion Design I) 1 credit (10, 11 or 12)
Intro to Baking .50 Credit (Prerequisite Culinary I) (10, 11, 12)	Early Childhood Education (Prerequisite Child Development) 1 credit (10, 11 or 12)	
Advanced Principles of Baking (Prerequisite Culinary I & II) 1 Credit (11 or 12)	Individual and Family Development AP and UConn credit 1 credit (11 or 12)	

## CTE - FAMILY AND CONSUMER SCIENCES

FS 9020	<u>CULINARY I</u> <u>(FY)</u>	<u>GRADES 9-12</u>	<u>LEVEL A</u> <u>1 CREDIT</u>
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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.

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FS 9040	<u>CULINARY II</u> <u>(FY)</u>	<u>GRADES 10-12</u>	<u>LEVEL A/H</u> <u>1 CREDIT</u>
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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 with a Y1 grade of 70 or better, or teacher approval)

*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.*

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FS 9042	<u>ADVANCED PRINCIPLES OF BAKING</u> <u>(FY)</u>	<u>GRADES 11-12</u>	<u>LEVEL A/H</u> <u>1 CREDIT</u>
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Students will build on the basic foundation of techniques acquired in Culinary I & II. Material includes advanced baking and pastry terminology, ingredients, and methods. The overall focus of the course is 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 bakery 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 & II 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 & II)

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FS	<u>INTRODUCTION TO BAKING</u>	<u>LEVEL A</u>
9044/9045	<u>(F/S)</u>	<u>GRADES 10-12</u>
		<u>.50 CREDIT</u>

This one semester course provides students the opportunity to further explore baking techniques introduced in Culinary I. Students will learn basic concepts and preparation techniques of various types of baked goods.

(Prerequisite: Successful completion of Culinary I)

FS 914/915	<u>INTERIOR DESIGN</u>	<u>LEVEL A</u>
	<u>(F/S)</u>	<u>GRADES 9-12</u>
		<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.

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FS 917	<u>MARRIAGE AND FAMILY LIFE</u>	<u>LEVEL A</u>
	<u>(F)</u>	<u>GRADES 9-12</u>
		<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 and child custody.

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FS 926	<u>CHILD DEVELOPMENT</u>	<u>LEVEL A/H</u>
	<u>(FY)</u>	<u>GRADES 9-12</u>
		<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 prenatal development. Major theories of development and promoting positive development through adolescence 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.*

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

(Prerequisite: Successful completion of Child and Adolescent Development)

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

FS 934	<u>FASHION DESIGN I</u> (FY)	<u>GRADES 9-12</u>	<u>LEVEL A</u> <u>1 CREDIT</u>
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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. Units may include safe operation of computerized sewing machines, importance of fibers, hand sewing, and career exploration. .

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

(Suggested: Successful completion of Child Development)

\*Course Requirement: Field Experience

The University of Connecticut requires 30 contact hours of field experience in various settings throughout the school year. These experiences will include observations and interactions with people across the lifespan.

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## CTE - TECHNOLOGY EDUCATION

Technology Education Department Tracks				
<u>Step Number</u>	<u>Architecture/ Construction</u>	<u>Computer Science</u>	<u>Engineering</u>	<u>Manufacturing</u>
1	Home & Auto Maintenance (½ yr) (9, 10, 11, 12)	Computer Tech (½ yr.) (9, 10, 11, 12)  Introduction to Robotics Engineering (½ yr) (9, 10, 11, 12)	Introduction To Engineering Design (9, 10, 11, 12)	Materials Processing (9, 10, 11, 12)
2	Materials Processing (9, 10, 11, 12)	Advanced Robotics (½ yr) (9, 10, 11, 12)  AP Computer Science Principles (10, 11, 12)	Civil Engineering & Architecture (10, 11, 12)	Advanced Materials Processing (10, 11, 12)
3	Civil Engineering & Architecture (10, 11, 12)	AP Computer Science A (11, 12)	Principles Of Engineering (10, 11, 12)	Project Lead the Way (PLTW) Capstone (12)
4			Project Lead the Way (PLTW) Capstone (12)	

<b><u>Careers from Technology Education Department Tracks</u></b>	
Architecture/Construction	Architect, Building Code Official, Building Designer, Cabinetmaker, Carpenter, Civil engineer, Contractor, Drywaller, Electrician, Estimator Framar, Furniture Refinisher/Restorer, Heating Ventilation and Cooling (HVAC), House Inspector, Materials Engineer, Mechanic, Plumber, Quality Control Manager, Roofer, Siding Specialist, Tile Installer, Upholsterer, Welder
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	Assembler, Automated Manufacturing Technician, Calibration Technician, Electrical Installer and Repairer, Electromechanical Equipment Assembler, Extruding and Drawing Machine Setter/Set-up Operator, Foundry Worker, Grinding/Lapping/Buffering Machine Operator, Instrument Maker, Machine Operator, Medical Appliance Maker, Micro and Nano Fabrication Technicians, Milling Machine

## Architecture/ Construction Track

The Architecture/Construction Track provides students with the opportunity to channel their creativity and technical skills to address practical challenges in the architecture and construction industry. This program is carefully crafted to offer students a holistic understanding of the dynamic field, enabling them to make well-informed decisions about their future careers. Our curriculum follows a project-based learning model spanning three courses over three years to nurture problem-solving skills and underscore the importance of teamwork. It's important to note that all three classes on the track can be upgraded to honors.

### **Architecture/ Construction Track - Step #1:**

TE	<u>HOME AND AUTOMOTIVE MAINTENANCE</u>	<u>LEVEL A/H</u>
6062/6063	<u>(F/S)</u> <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 equip students with the 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 various tools, equipment, terminology, procedures, safety laws/rules/codes, as well as 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 includes 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 counts towards the STEM graduation requirement.

*Note: Students may receive Honors Credit (HC) for this course. The student may receive a course grade at the HC Level by developing a plan of additional study with the teacher. The HC application must be completed within the first 10 days of the semester.*

### **Architecture/ Construction Track - Step #2:**

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

This class teaches students different manufacturing techniques they can utilize when working with wood. 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 counts towards the STEM graduation requirement.

*Note: Students may receive Honors Credit (HC) for this course. The student may receive a course grade at the HC Level by developing a plan of additional study with the teacher. The HC application must be completed within the first 10 days of the school year.*

### Architecture/ Construction Track - Step #3:

TE 691

CIVIL ENGINEERING & ARCHITECTURE  
(FY) GRADES 10-12

LEVEL DC  
1 CREDIT

This course offers an exploration of Civil Engineering and Architectural Engineering fields as they relate to the structures in which we live and work. Students will learn about 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 both individual and group projects. Students may be eligible for University of New Haven credit in addition to high school credit. This course is offered at the academic level. This course counts towards the STEM graduation requirement. (Prerequisite: Successful completion of Introduction to Engineering Design or instructor approval)

*Note: Students may receive Honors Credit (HC) for this course. The student may receive a course grade at the HC Level, by developing a plan of additional study with the teacher. The application for HC must be completed within the first 10 days of the school year.*

## Computer Science Track

The computer science track allows students to harness their problem-solving, collaboration, and programming skills through the exploration of hardware and software. This program is designed to give students a comprehensive overview of the booming field of computer science, helping them in making informed career choices. It adopts a project-based approach spanning four courses over three years to cultivate problem-solving skills while emphasizing collaborative teamwork. Please note that Computer Technologies, Introduction to Robotics, and Advanced Robotics can be elevated to the honors level upon request.

### **Computer Science Track - Step #1:**

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

We are surrounded by computers in our everyday lives, from the phone 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, including the internet, data mining, privacy, website design, hardware components, and cybersecurity. Some of the activities consist of disassembling and reassembling computers and coding a website from scratch using HTML. This course counts towards the STEM graduation requirement.

*Note: Students may receive Honors Credit (HC) for this course. The student may receive a course grade at the HC Level by developing a plan of additional study with the teacher. The HC application must be completed within the first 10 days of the semester.*

TE	<u>INTRODUCTION 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, skilled people who can use robotics technology to solve a wide range of problems and to 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 use the VEX Robotics platform, which offers for freedom and creativity in designing and building prototypes. This is tied to the Vex Virtual Worlds/Scratch programming software, in which students will learn to enter lines of code in a C-Based programming language and download it to their own robot to perform the actions written. Major concepts covered include: torque ratios, center of gravity, and open vs closed-loop systems. This course counts towards the STEM graduation requirement.

*Note: Students may receive Honors Credit (HC) for this course. The student may receive a course grade at the HC Level by developing a plan of additional study with the teacher. The HC application must be completed within the first 10 days of the school year.*

## Computer Science Track - Step #2:

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 concepts learned in the prerequisite course, Intro to Robotics, this course pushes students to think outside the box and solve open-ended problems in real-world situations that can be addressed using robotics and machine design technology, such as a functional assembly line or elevator. This course uses the SeaPerch platform, a remote-controlled underwater vehicle, that 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 learn circuit board and programming skills using Arduino kits. In this advanced course, students explore related career paths and investigate what is required to pursue them. This course counts towards the STEM graduation requirement. (Prerequisite: Successful completion of TE 6531/6532 Introduction to Robotics Engineering)

*Note: Students may receive Honors Credit (HC) for this course. The student may receive a course grade at the HC Level by developing a plan of additional study with the teacher. The HC application must be completed within the first 10 days of the school year.*

TE 6536	<u>AP COMPUTER SCIENCE PRINCIPLES</u>	<u>LEVEL AP</u>
	<u>(FY)</u> <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, and learning to display text, colors, shapes, and images using 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 counts towards the STEM graduation requirement. (Prerequisite: Successful completion of Computer Technology, Advanced Robotics, or Algebra II)

TE 6540	<u>AP COMPUTER SCIENCE A</u>	<u>LEVEL AP</u>
	<u>(FY)</u> <u>GRADES 11-12</u>	<u>1 CREDIT</u>

This course is designed to be equivalent to a first-semester college-level computer science course. This class will focus on object-oriented programming and problem-solving. Using the CodeHS platform, students will develop a strong foundation in Java programming. Students will learn core concepts such as data types, control structures, methods, and

arrays. Projects include creating functional applications, implementing algorithms, and working with classes and objects. Students will also explore advanced topics like inheritance, recursion, and sorting algorithms. The course culminates in a final open-ended project in which students will design and develop a Java application from scratch, integrating all the skills learned throughout the course. This course counts towards the STEM graduation requirement. (*Prerequisite: Successful completion of AP Computer Science Principles*).



## **Engineering Track**

**Project Lead The Way** is a national pre-engineering program that 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: Civil Engineering and Architecture can be upgraded to the honors level upon request.**

### **Engineering Track - Step #1:**

TE 681	<u>INTRODUCTION TO ENGINEERING DESIGN</u> (FY)	<u>LEVEL DC</u> <u>1 CREDIT</u>
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This course develops student problem solving skills, with an emphasis placed upon the concept of developing a 3-D model or (solid rendering) of an object. Students focus on applying visualization processes and tools provided by modern, state-of-the-art computer hardware and Computer Aided Design (CAD) 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 CAD System. There are no prerequisites. This is a rigorous course that requires strong math skills. Students may be eligible for University of New Haven credit in addition to high school credit. This course counts towards the STEM graduation requirement.

### **Engineering Track - Step #2:**

TE 691	<u>CIVIL ENGINEERING &amp; ARCHITECTURE</u> (FY)	<u>LEVEL DC</u> <u>1 CREDIT</u>
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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 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 University of New Haven credit in addition to high school credit. This course is offered at the academic level. This course counts towards the STEM graduation requirement. (Prerequisite: Successful completion of Introduction to Engineering Design or instructor approval)

### **Engineering Track - Step #3:**

TE 689	<u>PRINCIPLES OF ENGINEERING</u> (FY)	<u>GRADES 10-12</u>	<u>LEVEL DC</u> <u>1 CREDIT</u>
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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 product design and development, designing infrastructure and developing sustainability, mechanical design, and application of robotics. 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 counts towards the STEM graduation requirement. (Prerequisite: Successful completion of Introduction to Engineering Design or instructor approval)

### **Engineering Track - Step #4:**

TE 698	<u>PLTW-CAPSTONE</u> (FY)	<u>GRADE 12</u>	<u>LEVEL H</u> <u>1 CREDIT</u>
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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 counts towards the STEM graduation requirement. (Prerequisite: Successful completion of Introduction to Engineering Design, Principles of Engineering, Civil Engineering & Architecture, or successful completion of Materials Processing, and Advanced Materials Processing, or instructor approval)

## **Manufacturing Track**

The manufacturing track allows students to harness their mathematical and scientific talents to tackle real-world challenges within the manufacturing sector. This program is designed to provide students with a comprehensive overview of the dynamic field of manufacturing, helping them make informed career choices. It adopts a project-based approach spanning three courses over three years to cultivate problem-solving skills while emphasizing collaborative teamwork. Please note that Materials Processing and Advanced Materials Processing can be elevated to the honors level upon request.

### **Manufacturing Track Step #1:**

TE 654	<u>MATERIALS PROCESSING/WOODS</u> (FY)	<u>GRADES 9-12</u>	<u>LEVEL A/H</u> <u>1 CREDIT</u>
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This class teaches students different manufacturing techniques they can utilize when working with wood. 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 counts towards the STEM graduation requirement.

*Note: Students may receive Honors Credit (HC) for this course. The student may receive a course grade at the HC Level by developing a plan of additional study with the teacher. The HC application must be completed within the first 10 days of the school year.*

### **Manufacturing Track Step #2:**

TE 658	<u>ADVANCED MATERIALS PROCESSING</u> (FY)	<u>GRADES 10-12</u>	<u>LEVEL A/H</u> <u>1 CREDIT</u>
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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. Students will be introduced to a state-of-the-art Computer Numerical Control (CNC) machine, that will use 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. . (Prerequisite: Successful completion of Materials Processing)

*Note: Students may receive Honors Credit (HC) for this course. The student may receive a course grade at the HC Level, by developing a plan of additional study with the teacher. The application for HC must be completed within the first 10 days of the school year.*

### **Manufacturing Track Step #3:**

TE 698	<u>PLTW-CAPSTONE</u> <u>(FY)</u>	<u>GRADE 12</u>	<u>LEVEL H</u> <u>1 CREDIT</u>
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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 counts towards the STEM graduation requirement. (Prerequisite: Successful completion of Introduction to Engineering Design, Principles of Engineering, Civil Engineering & Architecture, or successful completion of Materials Processing, and Advanced Materials Processing, or instructor approval)

## EDUCATIONAL ENRICHMENT AND ENHANCEMENT OPPORTUNITIES

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 grammatical 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 but does not count towards class rank.

2190/2191	<u>ELL</u>		<u>PASS/FAIL</u>
	<u>(F/S)</u>	<u>GRADE 9-12</u>	<u>.25 CREDIT</u>

This course is for English Learners. It targets language development including reading, writing, speaking, and listening skills and is designed to make grade level academic content accessible. Credits earned in ELL do not satisfy graduation requirements in English. *This course is graded as a Pass/Fail and will be excluded from GPA, ranking, and honor roll.*

## **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.

Also, please note that AP level English students will be required to complete summer prerequisite reading. Each course will have a specific text 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 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.

## COURSE SELECTIONS FOR GRADE 9

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

EN 102	<u>ENGLISH 9</u> (FY)	<u>GRADE 9</u>	<u>LEVEL A</u> <u>1 CREDIT</u>
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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, mood, 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.

EN 104	<u>ENGLISH 9</u> (FY)	<u>GRADE 9</u>	<u>LEVEL G</u> <u>1 CREDIT</u>
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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.

## COURSE SELECTIONS FOR GRADE 10

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

EN 112	<u>ENGLISH 10</u> (FY)	<u>GRADE 10</u>	<u>LEVEL A</u> <u>1 CREDIT</u>
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This 10th grade English Language Arts course takes a thematic approach to literature and writing. It guides students through an exploration of complex human experiences across genres, time periods, and cultures. Each unit centers on a unifying theme—ranging from fear and alienation to the relationship between identity and perception. Students will engage with a curated mix of fiction, nonfiction, poetry, and visual media. They will develop skills in critical reading, analytical writing, creative expression, and research. Grammar, vocabulary, and discussion abilities will also be a regular focus. The course is designed to foster deeper thinking, empathy, and effective communication.

EN 114	<u>ENGLISH 10</u> (FY)	<u>GRADE 10</u>	<u>LEVEL G</u> <u>1 CREDIT</u>
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This 10th grade English Language Arts course takes a thematic approach to literature and writing. It guides students through an exploration of essential human experiences across a variety of genres, time periods, and cultures. Each unit centers on a unifying theme—ranging from fear and exclusion to identity, resilience, and belonging. Students will engage with a curated mix of fiction, nonfiction, poetry, and visual media, including accessible and relatable texts. They will build foundational skills in reading comprehension, literary analysis, writing, and speaking. Grammar, vocabulary, and structured discussion will also be regularly practiced. In addition to whole-class texts, students will participate in an ongoing independent reading unit, where they choose books aligned to their interests and reading level. This supports reading stamina, personal engagement with literature, and the development of lifelong reading habits. The course is designed to support student growth in thinking, empathy, and clear communication.



## **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> <u>(FY)</u>	<u>GRADE 11</u>	<u>LEVEL H</u> <u>1 CREDIT</u>
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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.

EN 123	<u>DEVELOPMENT OF DRAMA</u> <u>(F)</u>	<u>GRADE 12</u>	<u>LEVEL H</u> <u>½ CREDIT</u>
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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, Elizabethan and Restoration periods into the diversity of modern theater. Students will be required to write analytical and interpretive essays.

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

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

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

## LEVEL A ACADEMIC PROGRAM

EN 129	<u>AMERICAN LITERATURE</u> <u>(FY)</u>	<u>GRADE 11</u>	<u>LEVEL A</u> <u>1 CREDIT</u>
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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.

EN 1331	<u>MODERN POETRY AND DRAMA</u> <u>(F)</u>	<u>GRADES 11-12</u>	<u>LEVEL A</u> <u>½ CREDIT</u>
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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.

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

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

EN 136/137    JOURNALISM  
                  (F/S)

GRADES 10-12

LEVEL A  
½ CREDIT

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.*

EN 138        AUTHORS  
                  (F)

GRADE 12

LEVEL A  
½ CREDIT

During each quarter, the works of two authors 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. Film adaptations of selected works will also be studied. This course may be elected by juniors, but should not replace American Literature.

EN 1450      MEDIA LITERACY  
                  (S)

GRADE 12

LEVEL A  
½ CREDIT

This course is designed to work on critical reading and thinking skills. The course consists of analysis of newspapers, advertising, the internet and social media, political cartoons, musical lyricism 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.

EN 1390      FILM AND LITERATURE  
                  (S)

GRADE 12

LEVEL A  
½ CREDIT

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.

EN 170	<u>CREATIVE WRITING</u> (F)	<u>GRADE 12</u>	<u>LEVEL A</u> <u>1/2 CREDIT</u>
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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 analyzing writing for specific detail and fresh imagery, and 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. Students who elect this course must participate in writing workshops where they give and receive feedback on their peers' work.

### LEVEL G GENERAL PROGRAM

EN 144	<u>AMERICAN LITERATURE</u> (FY)	<u>GRADE 11</u>	<u>LEVEL G</u> <u>1 CREDIT</u>
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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 essay. 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.

1350	<u>MODERN FICTION</u> (S)	<u>GRADES 11-12</u>	<u>LEVEL G</u> <u>1/2 CREDIT</u>
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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.

1360/1370	<u>JOURNALISM</u> (F/S)	<u>GRADES 10-12</u>	<u>LEVEL G</u> <u>1/2 CREDIT</u>
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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.*

1380	<u>AUTHORS</u> <u>(F)</u>	<u>GRADE 12</u>	<u>LEVEL G</u> <u>½ CREDIT</u>
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During each quarter the works of two authors 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. Film adaptations of selected works will also be studied. This course may be elected by juniors, but should not replace American Literature.

1330	<u>MODERN POETRY AND DRAMA</u> <u>(F)</u>	<u>GRADES 11-12</u>	<u>LEVEL G</u> <u>½ CREDIT</u>
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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.

1391	<u>FILM AND LITERATURE</u> <u>(S)</u>	<u>GRADE 12</u>	<u>LEVEL G</u> <u>½ CREDIT</u>
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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.

EN 1451	<u>MEDIA LITERACY</u> <u>(S)</u>	<u>GRADE 12</u>	<u>LEVEL G</u> <u>½ CREDIT</u>
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This course is designed to work on critical reading and thinking skills. The course consists of analysis of advertising, the internet and social media, political cartoons, musical lyricism, etc. for the purpose of determining propaganda, media manipulation, subliminal influence and evolution of technology. 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.

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 analyzing writing for specific detail and fresh imagery, and 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. Students who elect this course must participate in writing workshops where they give and receive feedback on their peers' work.



## HEALTH

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

GRADE 10

LEVEL G/A  
½ CREDIT

Health I is designed to equip students with the scientific knowledge and personal insight necessary to make informed decisions regarding physical and emotional health challenges commonly faced in American society today. Students will develop an understanding of self-awareness, interpersonal relationships, and human development. This foundation fosters the skills required to make responsible choices on critical life topics, including sexuality and substance abuse.

*Note:* Students may opt to take this course at the academic level (L2) by collaborating with the teacher to create an individualized study plan, which may include research on specialized topics.

\*Starting with the class of 2029, Health I must be taken in grade 10 (S1 or S2) along with P.E. the corresponding semester.

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

GRADE 11-12

LEVEL G/A  
½ CREDIT

Health II covers financial wellness, nutrition, exercise, college and career planning, and American Red Cross training. The course aims to provide students with a comprehensive understanding of both societal and personal issues from a global perspective. This knowledge equips students with the skills to make well-informed life decisions.  
(*Prerequisite: Successful completion of Health I.*)

*Note:* Students may choose to take this course at the academic level (L2) by working with the teacher to develop a plan for additional study, which may include research into specialized topics.

\*Starting with the class of 2029, Health II must be taken in grade 11 (S1 or S2).

## 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.

BE 606/607    PERSONAL FINANCE    LEVEL A  
                  (F/S)                                GRADES 11, 12                                ½ CREDIT

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 how taxes work. *This class will count toward the Humanities or elective credit. This fulfills the State requirement for financial literacy.*

*Starting with the class of 2029, Personal Finance must be taken in Grade 11.*

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

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 analyzing writing for specific detail and fresh imagery, and 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. Students who elect this course must participate in writing workshops where they give and receive feedback on their peers' work.

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

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.

HU 186            UCONN CLASSICAL MYTHOLOGY                                LEVEL AP  
                  (FY)    GRADES 11-12                                1 CREDIT

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.

*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 (A)

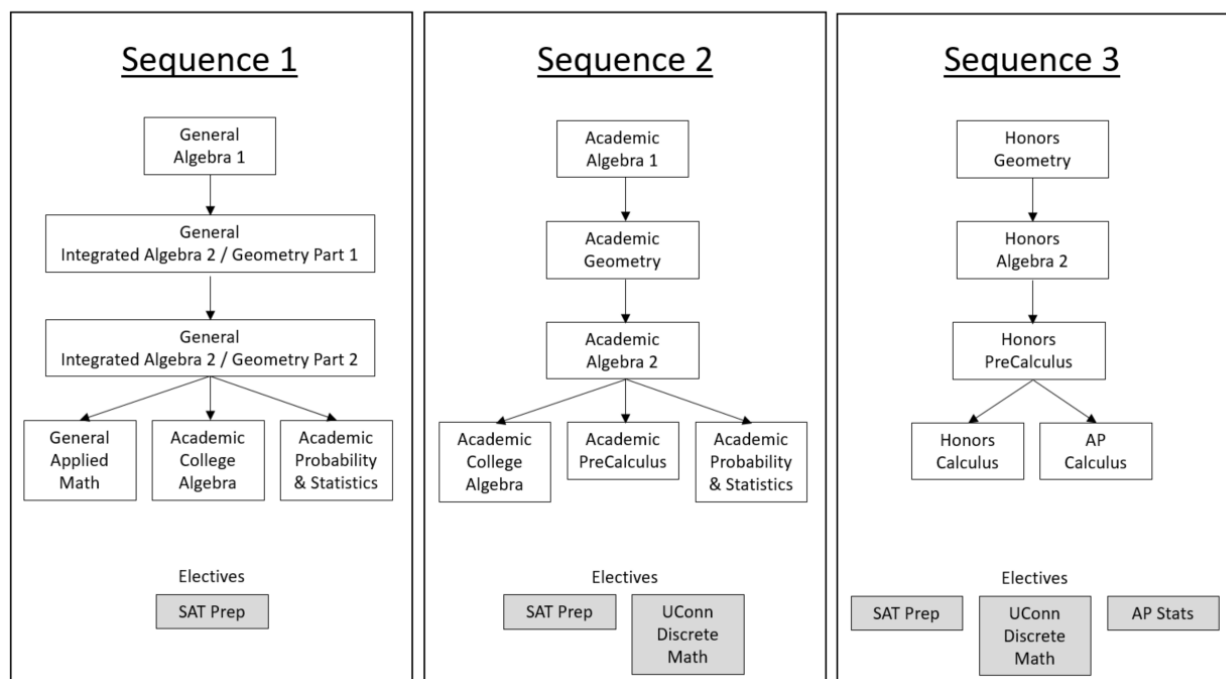
EN 1360/1370 JOURNALISM (G)

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	<u>ALGEBRA I</u> (FY)	<u>GRADES 9-10</u>	<u>LEVEL G</u> <u>1 CREDIT</u>
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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, and more. Graphing methods and methods of problem-solving will be covered throughout the course.

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

This supports 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. (This course does not count as a math credit but can count as an elective STEM credit)

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

This course is the traditional introductory algebra curriculum upgraded to align with the Common Core State Standards. Topics include solving introductory and advanced 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.

MA 420            GEOMETRY                                     LEVEL H  
                    (FY)                                     GRADES 9-12                                     1 CREDIT

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 from 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 Honors Algebra I)

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

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

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

MA 430	<u>ALGEBRA II</u> <u>(FY)</u>	<u>GRADES 10-12</u>	<u>LEVEL H</u> <u>1 CREDIT</u>
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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 Honors and Geometry.

MA 432	<u>ALGEBRA II</u> <u>(FY)</u>	<u>GRADES 10-12</u>	<u>LEVEL A</u> <u>1 CREDIT</u>
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This course (which is aligned with the Common Core State Standards) continues 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)

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

MA 440	<u>PRECALCULUS</u> (FY)	<u>GRADES 10-12</u>	<u>LEVEL H</u> <u>1 CREDIT</u>
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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 prior experience and knowledge in mathematics are relied on throughout the course. In this course, students may be assigned a summer packet (grading determined by teacher/course). This packet is used to help students retain information from the previous course. A review unit test is given at the beginning of the year based on material from the summer packet. (Prerequisite: Successful completion of Geometry and Algebra II Honors)

MA 442	<u>PRECALCULUS</u> (FY)	<u>GRADES 11-12</u>	<u>LEVEL A</u> <u>1 CREDIT</u>
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This course is designed for students who demonstrate a strong level of proficiency and motivation in previous mathematics courses such as Algebra II, Geometry, and Algebra 1 since prior experience and knowledge in mathematics are relied on throughout the course. Topics include, but are not limited to Trigonometry, Analytic Trigonometry, Functions from a Calculus Perspective, Power Functions, Polynomial and Rational Functions, Exponential and Logarithmic Functions, Limits, and Derivatives. (Prerequisite: Successful completion of Algebra II and Geometry)

MA 448	<u>CALCULUS</u> (FY)	<u>GRADE 12</u>	<u>LEVEL H</u> <u>1 CREDIT</u>
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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. (Prerequisite: Successful completion of Precalculus)

MA 450	<u>AP CALCULUS (AB)</u> (FY)	<u>GRADE 12</u>	<u>LEVEL AP</u> <u>1 CREDIT</u>
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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 as outlined by the College Board for AB Calculus. It is expected that students enrolled will take the Advanced Placement examination in May. By achieving a satisfactory score on the exam, students may receive college credit and/or advanced placement for one semester of course work in college calculus. In order to



receive AP credit, students must take the AP exam. 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. In this course, students may be assigned a summer packet (grading determined by teacher/course). (Prerequisite: Successful completion of Precalculus)

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

MA 456	<u>PROBABILITY AND STATISTICS</u> (FY)	<u>GRADES 11-12</u>	<u>LEVEL A</u> <u>1 CREDIT</u>
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The ability to work with data has become one of the most valuable skill sets for college and career readiness. This course trains you to discover, interpret, and effectively communicate data to help organizations make informed decisions. The data cycle, including data collection, visualization, and analysis, is explored in-depth. Other topics include theoretical and experimental probabilities, normal distributions, confidence intervals, hypothesis testing, and regression analysis. This course is an alternative to Calculus or Precalculus for students pursuing a non-engineering field such as business or science. It may also be taken concurrently with Calculus, Precalculus, or Algebra II as a math elective.

(Prerequisite: Successful completion of Algebra I and Geometry)

MA 460	<u>AP STATISTICS</u> (FY)	<u>GRADES 10*, 11-12</u>	<u>LEVEL AP</u> <u>1 CREDIT</u>
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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 Precalculus, Honors Precalculus, Discrete Mathematics, 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.

MA 452

UConn DISCRETE MATHEMATICS

(F)

GRADES 12

LEVEL AP

1/2 CREDIT

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. Successful completion of one year of pre-calculus is recommended.

(Prerequisite: Successful completion of Algebra II)

Please go to this link, or scan this QR code for eligibility guidelines from UConn:

<https://ece.uconn.edu/mathematics/>



MA 453

UConn DISCRETE MATHEMATICS

(S)

GRADES 11

LEVEL AP

1/2 CREDIT

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. Successful completion of one year of pre-calculus is recommended.

(Prerequisite: Successful completion of Algebra II)

Please go to this link, or scan this QR code for eligibility guidelines from UConn:

<https://ece.uconn.edu/mathematics/>



## 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>1/2 CREDIT</u>
	<u>GRADES 9-12</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.

MU 850	<u>JAZZ ENSEMBLE</u>	<u>LEVEL A/H</u>
	<u>(FY)</u>	<u>1 CREDIT</u>
	<u>GRADES 10-12</u>	

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.

MU 806/809     MARCHING BAND  
(F/S)

GRADES 9-12

LEVEL A/H  
½ CREDIT

The Rocky Hill School *Royal Blues* Marching Band is an ensemble constructed of wind instruments, percussion instruments, and color guard. In this course, students will further develop musical/visual performance technique as well as physical well-being in a competitive and athletic setting. All members of this ensemble are responsible for memorizing several pieces of band music, stands, cheers, and all visual design work for the field show and parades. Two years of study on a band instrument is highly recommended although not required. Any student interested in joining the marching band who has no prior experience performing on a band instrument must arrange for an interview with the director of bands prior to enrollment. The course **requires** participation in 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.

MU 812/813     CONCERT CHOIR  
(F/S)

GRADES 9-12

LEVEL A/H  
½ CREDIT

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.*

MU 820     CHORALE  
(FY)

GRADES 10-12

LEVEL A/H  
1 CREDIT

Chorale is an intermediate select ensemble for girls. Emphasis is placed on the performance of a *cappella* and accompanied music covering a variety of genres and styles. Students are expected to take part in all performances. Chorale meets five days per week. 9<sup>th</sup> graders may take this course at teacher discretion. *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.*

MU 826     CHAMBER CHOIR  
(FY)

GRADES 10-12

LEVEL A/H  
1 CREDIT

Chamber Choir is a select ensemble whose members are selected by audition in the spring prior to Fall enrollment. Emphasis is placed on the performance of a *cappella* vocal music, both secular and sacred, covering a variety of music genres and styles. Students are expected to take part in all performances. Chamber Choir meets five days per week. 9<sup>th</sup> graders may take this course at teacher discretion. *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.*

MU 853	<u>MUSIC APPRECIATION</u> <u>(F)</u>	<u>GRADES 9-12</u>	<u>LEVEL A/H</u> <u>.50 CREDIT</u>
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Have you ever wondered why your favorite song makes your toes tap....or wondered how music is written....or why you enjoy a particular type of music? This class will help you identify the elements of music that speak to you as a listener. We will compare the musical styles of the past with those of the present to see how we arrived at today's current musical tapestry. We will draw from early American music to see how it paved the way for jazz, rock, and pop and beyond. A detailed introduction to musical terms and concepts will be provided; no prior musical experience or "musical literacy" in any tradition is required for this course.

MU 859	<u>WORLD MUSIC</u> <u>(S)</u>	<u>GRADES 9-12</u>	<u>LEVEL A/H</u> <u>.50 CREDIT</u>
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Every culture has a unique musical tradition of their own. In this class we will explore some of the traditions of several of these cultures through discussion and performance. We will learn about each culture and what makes their music unique, while also learning to play some of their traditional instruments. Students enrolled in this class will learn African Drumming, Caribbean Steel Drums, Brazilian Samba percussion, Japanese Taiko drumming, and other instruments found in the cultures that we are studying. A detailed introduction to musical terms and concepts will be provided; no prior musical experience or "musical literacy" in any tradition is required for this course.

## 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 980/981	<u>PE 9</u> (F/S)	GRADE 9	½ CREDIT
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Students will explore a variety of activities which will include challenging adventure and cooperative tasks, group games, weight training, badminton, tennis, volleyball, ultimate frisbee, flag football, lacrosse, and floor hockey. Students will also learn water safety, basic stroke development, and aquatic games.

\*Starting with the class of 2029, P.E. must be taken in grade 10 (S1 or S2).

PE 986/985	<u>PE FITNESS</u> (F/S)	GRADES 10-12	½ CREDIT
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This course focuses on fitness, strength training, physical conditioning and concepts, activities and knowledge that promote lifelong health and wellness. The course is structured to develop students understanding of weight training and physical conditioning for the beginning and advanced athlete.

PE 990/989	<u>PE GROUP GAMES</u> (F/S)	GRADES 10-12	½ CREDIT
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Sportsmanship and teamwork are a focus 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.

<u>PE ADVENTURE</u>			
PE 988/987	(F/S)	GRADES 10-12	½ CREDIT

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

## PE ELECTIVES

PE 972      LIFEGUARD CERTIFICATION      LEVEL A  
(F)      GRADES \*10, 11-12      ½ CREDIT

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

\*10<sup>th</sup> graders who take this course must be 15 years old by the end of the year.

PE 970/971      ATHLETIC LEADERSHIP I      LEVEL A  
(F/S)      GRADES 11-12      ½ CREDIT

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

PE 974/975      ATHLETIC LEADERSHIP II      LEVEL A  
(F/S)      GRADES 11-12      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)

PE 2902      UNIFIED PHYSICAL EDUCATION      LEVEL A  
(F)      GRADES 11-12      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.

## 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.

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

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

SC 501	<u>9<sup>th</sup> GRADE SCIENCE</u> <u>(FY)</u>	<u>GRADE 9</u>	<u>LEVEL H</u> <u>1 CREDIT</u>
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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.*

SC 503	<u>9<sup>th</sup> GRADE SCIENCE</u> <u>(FY)</u>	<u>GRADE 9</u>	<u>LEVEL A</u> <u>1 CREDIT</u>
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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.*



SC 505	<u>9<sup>th</sup> GRADE SCIENCE</u> (FY)	<u>GRADE 9</u>	<u>LEVEL G</u> <u>1 CREDIT</u>
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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. *This course fulfills the Physical Science graduation requirement.*

SC 510	<u>BIOLOGY</u> (FY)	<u>GRADES 9-12</u>	<u>LEVEL H</u> <u>1 CREDIT</u>
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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. *This course fulfills the Biological Science graduation requirement.*  
(Prerequisite: Students must have taken 9<sup>th</sup> Grade Science or teacher recommendation.)

SC 512	<u>BIOLOGY</u> (FY)	<u>GRADES 10-12</u>	<u>LEVEL A</u> <u>1 CREDIT</u>
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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. *This course fulfills the Biological Science graduation requirement.* (Prerequisite: Students must have taken 9<sup>th</sup> Grade Science)

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

SC 520	<u>CHEMISTRY</u> <u>(FY)</u>	<u>GRADES 10-12</u>	<u>LEVEL H</u> <u>1 CREDIT</u>
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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 or Academic Biology)

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

SC 524	<u>CONCEPTS IN CHEMISTRY</u> (FY)	<u>GRADES 11-12</u>	<u>LEVEL G</u> <u>1 CREDIT</u>
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Topics in Chemistry is a hands-on course that focuses on the major ideas of chemistry. The curriculum integrates critical thinking through modeling, planning and carrying out investigations, evaluating results and communicating ideas. This course emphasizes comprehension rather than computation of basic chemistry principles and their application in everyday life. The course is framed around the themes of patterns as well as energy and matter. Course content includes the structures of atoms and compounds, the Periodic Table of Elements, chemical reactions and physical changes, gasses, solutions, and acids and bases. A double period lab each week ensures time for gaining basic laboratory skills and hands-on application of learning. This course runs alternate years. (Offered in 2025-2026) *This course fulfills the Physical Science graduation requirement.*

SC 532	<u>PHYSICS</u> (FY)	<u>GRADES 11-12</u>	<u>LEVEL A</u> <u>1 CREDIT</u>
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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, or passed Integrated Algebra II/Geometry - Part 2 (not concurrent).)

SC 534	<u>CONCEPTS IN PHYSICS</u> (FY)	<u>GRADES 11-12</u>	<u>LEVEL G</u> <u>1 CREDIT</u>
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Topics in Physics is a hands-on course that focuses 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 in the real world. This course emphasizes comprehension rather than computation of basic physics principles and their application in everyday life. Topics of study include motions, physics of sports, sound, light, electricity, heat, nuclear physics, astronomy and ideas from modern physics. This course runs alternate years. (Offered in 2026-2027) *This course fulfills the Physical Science graduation requirement.*

SC 540	<u>BOTANY</u> <u>(FY)</u>	<u>GRADES 11-12</u>	<u>LEVEL G/A/H</u> <u>1 CREDIT</u>
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This course is designed for the academically motivated student who is interested in learning about greenhouse management, hydroponics, 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.*

SC 544	<u>HUMAN ANATOMY AND PHYSIOLOGY</u> <u>(FY)</u>	<u>GRADES 10-12</u>	<u>LEVEL A/H</u> <u>1 CREDIT</u>
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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.

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

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)

### **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.

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.)

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

SC 575	<u>UCONN FUNDAMENTALS OF HORTICULTURE</u> <u>(S)</u>	<u>GRADES 10-12</u>	<u>LEVEL AP</u> <u>1/2 CREDIT</u>
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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.*

SC 577	<u>UCONN PHYSICS</u> <u>(FY)</u>	<u>GRADES 11-12</u>	<u>LEVEL AP</u> <u>1 CREDIT</u>
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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. 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 Precalculus.)

## 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.

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

Western Civilization I traces the growth and development of European cultures from the early river valley civilizations 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

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

SS (see below)	<u>CIVICS</u> (R/S)	<u>GRADES 10-12</u>	<u>LEVEL</u> (see below) <u>½ CREDIT</u>
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This course focuses on the foundations, traditions and operation of the American federal republic. Students will concentrate on the political heritage of the United States of America, the essentials of constitutional government at the federal, state and local levels, and the U.S. legal system. This is a required course for all grade 10 students. *Students must pass this course to be eligible for graduation. Students must pass Civics to be eligible to take Law & Order in American Society.*

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

SS 3400	<u>AP EUROPEAN HISTORY</u> (FY)	<u>GRADES 10-12</u>	<u>LEVEL AP</u> <u>1 CREDIT</u>
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Advanced Placement European History examines major themes in European history, including political, economic, cultural, and scientific developments that shaped the modern world. Beginning with the Renaissance and continuing through the Enlightenment, Industrial Revolution, global conflicts of the 20th century, and the Cold War, students explore the rise of nation-states, capitalism, liberalism, and imperialism. Emphasis is placed on Europe's lasting contributions, such as the rule of law and advancements in science, art, and industry, alongside the consequences of global domination. By course end, students will have a foundation for understanding the evolution and future trajectory of Western and world history. The class prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses.

*Note: A sophomore taking AP European History 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, students may receive college credit and/or advanced placement for coursework in college. In order to receive AP credit, students must take the AP Exam.*

SS 320	<u>AP UNITED STATES HISTORY</u> (FY)	<u>GRADE 11</u>	<u>LEVEL AP</u> <u>1 CREDIT</u>
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Advanced Placement United States History provides students with a two semester survey of American history aligned with College Board curricular expectations. Eight themes described in the AP U.S. History Course and Exam Description provide the underpinnings of the course. It is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses.



The course also prepares students for AP US Government and Politics, American and World Politics, Current Issues, Law and Order in American Society, and 20th Century American Culture and Society.

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.

SS	<u>UNITED STATES HISTORY</u>	<u>LEVEL</u>
(see below)	(R/FY)	(see below)
	<u>GRADE 11</u>	<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 assignments, oral presentations, and research projects.

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  
 (R/FY) SS 324 – LEVEL A  
 (R/FY) SS 326 – LEVEL G

SS 332	<u>AMERICAN AND WORLD POLITICS</u>	<u>LEVEL A/H</u>
	(FY)	
	<u>GRADE 12</u>	<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.*

SS 343	<u>AP UNITED STATES GOVERNMENT AND POLITICS</u> (FY)	<u>GRADE 12</u>	<u>LEVEL AP</u> <u>1 CREDIT</u>
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AP US Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret US government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute US government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. 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.

SS 3520	<u>CURRENT ISSUES</u> (FY)	<u>GRADE 12</u>	<u>LEVEL G/A</u> <u>1 CREDIT</u>
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Current Issues is a discussion-based seminar designed to allow students to explore the myriad of current issues that confront our world on a daily basis. Daily activities may include consulting a variety of news media sources, evaluating their credibility and reliability, application of previous knowledge, research, analysis and synthesis of ideas. Respectful interaction and discussion, along with a basic knowledge of current events, 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)

SS 3522/3531	<u>LAW &amp; ORDER IN AMERICAN SOCIETY</u> (F/S)	<u>GRADE 11-12</u>	<u>LEVEL A/H</u> <u>½ CREDIT</u>
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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.*

SS 3523	<u>20<sup>TH</sup> CENTURY AMERICAN CULTURE &amp; SOCIETY</u> <u>(S)</u>	<u>GRADE 11-12</u>	<u>LEVEL A/H</u> <u>½ CREDIT</u>
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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 (such as music, film/tv, sports, communication, etc.), 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.*

SS 180/181	<u>PSYCHOLOGY</u> <u>(F/S)</u>	<u>GRADES 11-12</u>	<u>LEVEL A</u> <u>½ CREDIT</u>
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This course is designed to give the students an introduction to how the mind and body work together to help navigate the world around us. Students will take an in depth look at the brain while also exploring how behavior is impacted in many different ways. While doing so they will examine topics such as: conditioning, dreams, mental illnesses, memory and criminology and the various ways that thoughts are processed. By the end of the class students will have the foundations to be able to understand biological, psychological and social/cultural influences that impact their everyday lives and the choices they make because of it. This course may fulfill the Humanities requirement if taken in addition to required Social Studies courses.

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

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

## 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)

GRADES 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.*

The purpose of this special education course is to further develop student word identification, spelling, and overall reading skills in a structured and systematic way. Strategies may include the use of phonics, spelling rules/generalizations, syllable division patterns, morphology (prefixes, suffixes, roots/bases), and practice with phonological awareness and fluency. Comprehension, writing, and vocabulary will be woven into lessons to ensure that students can apply what they have learned. Individualized IEP goals and objectives will also be addressed as a part of these strategies. Entry into this class is determined by the planning and placement team (PPT).

## 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.

Each language track, either French, Latin, or Spanish ends in classes that earn credits from the University of Connecticut that are transferrable to most universities. Students in both French and Latin earn 3 UConn credits in their junior and senior year for a total of 6 credits. Students in UConn Spanish V earn 6 credits and students in Perspectives on Latin America (available in addition to Spanish V) earn 3 credits.

In addition to earning college credits, students in the World Language program at Rocky Hill High School also have the opportunity to earn, in their senior year, the Seal of Biliteracy. The Seal of Biliteracy is an award given in recognition to students who have attained proficiency in two or more languages by high school graduation. The seal serves to certify to colleges and employers that the student is proficient in at least two languages and evidences a student's readiness for career, college, and for engagement as a global citizen.

WL 214	<u>FUNDAMENTALS OF FRENCH: CULTURE</u> <u>(FY)</u>	<u>GRADES 9-12</u>	<u>LEVEL G</u> <u>1 CREDIT</u>
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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, 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.

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

WL 222	<u>FRENCH II</u> (FY)	<u>GRADES 9-12</u>	<u>LEVEL A</u> <u>1 CREDIT</u>
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This Class is designed for students to continue the development of the skills of the World Readiness Standards: Communication, Cultures, Connections, Comparisons, and Communities. While the vocabulary and grammatical structure of the French language are instructed, the essential objective of the course is to develop proficiency in reading, writing, speaking, and listening in the French language. Topics will include: getting to know people; holidays celebrated in different cultures; shopping for food and preparing meals; and education in Francophone countries. Class participation in the target language is expected. Materials are presented in an active, flexible, and meaningful way. Class is conducted in French. (Prerequisite: Successful completion of French I)

WL 224	<u>FRENCH III</u> (FY)	<u>GRADES 10-12</u>	<u>LEVEL A</u> <u>1 CREDIT</u>
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This class is designed for students to continue the development of the skills of the World Readiness Standards: Communication, Cultures, Connections, Comparisons, and Communities. While the vocabulary and grammatical Structure of the French language are instructed, the essential objective of the course is to develop proficiency in reading, writing, speaking, and listening in the French language. Topics will include: Adolescence and rites of passage; healthcare issues; the effects of tourism in different Francophone countries; and current events. Class participation in the target language is expected. Materials are presented in an active, flexible, and meaningful way. Class is mostly conducted in French. (Prerequisite: Successful completion of French II)

WL 227	<u>UCONN FRENCH IV</u> (FY)	<u>GRADES 11-12</u>	<u>LEVEL AP</u> <u>1 CREDIT</u>
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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. Authentic resources include websites, newspapers, magazines, short stories, blogs, podcasts, music, videos, films, advertisements, news programs, TV shows, and radio broadcast. The course content is structured around three specific themes and promotes exploration of the language in context and develop students' understanding of the target culture. Within each theme, students will work on all aspects of communication: listening, speaking, reading, and writing. (Prerequisite: Successful completion of French III)

WL 230	<u>UCONN FRENCH V</u> (FY)	<u>GRADE 12</u>	<u>LEVEL AP</u> <u>1 CREDIT</u>
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Advanced study of French texts and extensive written practice in a variety of forms ranging from compositions, essays, summaries and film reviews etc. Authentic resources include websites, newspapers, magazines, short stories, blogs, podcasts, music, videos, films, advertisements, news programs, TV shows, and radio broadcast. The course content is



structured around three specific themes and promotes exploration of the language in context and develop students' understanding of the target culture. Within each theme, students will work on all aspects of communication: listening, speaking, reading, and writing. French 3268 is a writing intensive course: students will need to write and revise a minimum of 6-8 pages during the semester.

(Prerequisite: successful completion of UCONN French IV 3250 - Global Cultures I)

WL 218	<u>FUNDAMENTALS OF LATIN: CULTURE</u> <u>(FY)</u>	<u>GRADES 9-11</u>	<u>LEVEL G</u> <u>1 CREDIT</u>
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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, 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.

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

WL 242	<u>LATIN II</u> <u>(FY)</u>	<u>GRADES 10-12</u>	<u>LEVEL A</u> <u>1 CREDIT</u>
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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)

WL 254	<u>UCONN LATIN III/IV - Ovid &amp; Catullus</u> (FY)	<u>GRADES 11-12</u>	<u>LEVEL AP</u> <u>1 CREDIT</u>
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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 2027-28) (Prerequisite: Successful completion of Latin II or UCONN Latin III/IV-Vergil)

WL 256	<u>UCONN LATIN III/IV - Vergil</u> (FY)	<u>GRADES 11-12</u>	<u>LEVEL AP</u> <u>1 CREDIT</u>
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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 2026-2027) (Prerequisite: Successful completion of Latin II or UConn Latin III/IV – Ovid & Catullus)

WL 219	<u>FUNDAMENTALS OF SPANISH: CULTURE</u> (FY)	<u>GRADES 9-12</u>	<u>LEVEL G</u> <u>1 CREDIT</u>
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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, 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.

WL 200	<u>SPANISH I</u> (FY)	<u>GRADES 9-12</u>	<u>LEVEL A</u> <u>1 CREDIT</u>
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This course is designed for students to begin development of the skills of the World Readiness Standards: Communication, Cultures, Connections, Comparisons, and Community. 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, food, and family life. Class participation in the target language is expected. Materials are presented in an active, flexible, and meaningful way.

WL 202	<u>SPANISH II</u> (FY)	<u>GRADES 9-12</u>	<u>LEVEL A</u> <u>1 CREDIT</u>
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This course is designed for students to continue the development of the skills of the ACTFL World Readiness Standards: Communication, Cultures, Connections, Comparisons, and Communities. 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: schools in Latin America; shopping in Spanish speaking countries; comparing Panama to the United States; how Hispanic families celebrate milestones in the United States; and natural disasters in Latin American countries such as Mexico, Uruguay, and Argentina. 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)

WL 204	<u>SPANISH III</u> (FY)	<u>GRADES 10-12</u>	<u>LEVEL A</u> <u>1 CREDIT</u>
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This course is designed for students to continue the development of the skills of the World Readiness Standards: Communication, Cultures, Connections, Comparisons, and Community. 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)

WL 208	<u>SPANISH IV</u> (FY)	<u>GRADES 11-12</u>	<u>LEVEL H/A</u> <u>1 CREDIT</u>
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This course is designed for students to continue the development of the skills of the World Readiness Standards: Communication, Cultures, Connections, Comparisons, and Community. 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; food of the Andes; traditional and contemporary health care in Guatemala and Honduras; and the environment around the world. Current events are integrated throughout the course in a variety of modalities. 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)

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

WL 213	<u>UConn PERSPECTIVES ON LATIN AMERICA</u> <u>(FY)</u>	<u>GRADES 11-12</u>	<u>LEVEL AP</u> <u>1 CREDIT</u>
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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)

## **OTHER PROGRAMS**

### **GREATER HARTFORD REGION RSCO SCHOOL CHOICE**

The Connecticut State Department of Education's Regional School Choice Office (RSCO) offers a broad variety of school choice opportunities that empower families to choose opportunities for their students and to enable student success. You have a choice about where your child attends school! School Choice options extend beyond your own home district and offer families amazing educational opportunities in the Greater Hartford Region, with transportation provided from most areas. RSCO offers students entering prekindergarten through grade 12 a wide array of choices, including Open Choice, magnet, technical, and agriculture schools, that meet the individual needs of students and families.

See the link below for options:

<https://portal.ct.gov/-/media/SDE/School-Choice/RSCO/RSCOFamilyGuide.pdf>

### **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.

### **COMMUNITY SERVICE PROGRAM**

**(F/S)**

**GRADES 10-12**

**NO LEVEL**

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.**

### **COLLEGE PARTNERSHIPS**

**(F/S)**

**GRADE 11-12**

**NO LEVEL**

Depending on eligibility, high achieving high school students may take advanced courses at Goodwin College, Manchester or Middlesex Community Colleges, St. Joseph College, Trinity College, University of Hartford, Central Connecticut State University or Wesleyan University. However, college-level classes are not added to the Rocky Hill Transcript.

## **ONLINE COURSES**

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

Course offerings can be found at: <https://enroll.edtell.com/enrollment/school/8FT6DRPB/33979>

### **COURSE REQUIREMENTS:**

1. Educere 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. Juniors and seniors are eligible to take up to 1.0 Educere credit per their high school career. Seniors will be given priority for Educere enrollment.
3. RHHS may pay for Educere course enrollment if the 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.
4. Students may take additional Educere courses at their own expense beyond the 1.0 credit limit. These additional courses will not affect GPA or class rank, but students remain eligible to take AP exams for courses offered at RHHS.
5. Educere credits within the 1.0 credit limit, will be recorded on student transcripts and included in GPA calculations but it will not count toward honor roll.
6. Interested students must complete and return the Educere Application to their School Counselor within the **first five days of the school-year**.
7. Students are required to take the AP Exam if it is offered at RHHS. Students will be expected to pay for the AP exam when registering for the AP exam.
8. If a student elects to take more than 1 Educere credit, and it is an AP exam that Rocky Hill High School does not administer, the student will be responsible for arranging an off-site testing location.
9. 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.

### **Changes for the Class of 2030:**

1. Only seniors will be allowed to enroll in Educere classes, and these classes will not be included in GPA or count towards class rank. The course and credit will be displayed on the transcript.
2. Students/ families will be required to pay for Educere courses. RHHS Educere funding will be need-based and will be allocated to families that qualify for free/reduced lunch. This will be dispersed on a first-come, first serve basis.