WILLIAM HALL HIGH SCHOOL  
975 North Main Street  
West Hartford, Connecticut  06117  
Phone: 860-232-4561   Fax: 860-236-0366

CENTRAL OFFICE ADMINISTRATION  
Mr. Thomas Moore – Superintendent  
Dr. Nancy DePalma- Assistant Superintendent  
Dr. Andrew Morrow – Assistant Superintendent

BOARD OF EDUCATION  
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HALL HIGH SCHOOL ADMINISTRATION  
Mr. Dan Zittoun – Principal  
Mr. John Guidry - Assistant Principal  
Ms. Shelley A. Solomon - Assistant Principal  
TBA – Assistant Principal

DEPARTMENT SUPERVISORS  
Mrs. Rosemarie Bonner – Physical Education  
Mrs. Catherine Buchholz - English  
Mrs. Lucy Cartland – World Languages  
Mr. Brian Cohen – Career & Technical Education  
Mr. Chad Ellis – Social Studies  
Mr. Tor Fiske – School Counseling  
Mr. Andrew Mayo – Performing Arts  
Ms. Pamela Murphy – Visual Arts  
Mr. Michael Rollins – Science  
Mrs. Patricia Susla – Math

SCHOOL COUNSELORS  
Mrs. Heather Alix  
Mr. Ryan Carlson  
Mrs. Jessica Evans  
Mrs. Amy Landers  
Mrs. Christine Mahler  
Mrs. Samantha Nebiolo  
Mr. John Suchocki  
Ms. Amanda Williams
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Mission
To inspire and prepare all students to realize their potential and enhance our global community

High Expectations
For All Learners

Rigorous & Relevant Curriculum

Realize Student Potential

Dynamic Teaching

Realize Student Potential
• Intellectually, physically, & emotionally healthy
• Globally competitive
• Engaged, responsible, informed citizens
• Persistence & effort
• College & career ready

Rigorous & Relevant Curriculum
• Comprehensive — academic, arts, personal wellness
• Inquiry-based
• 21st century skills
  o Problem solving
  o Communication
  o Critical thinking
  o Adaptability

High Expectations For All Learners
• Cultivate interests, strengths, & abilities
• Apply varied styles & approaches
• Understand preferred strategies
• Meet individual needs

Dynamic Teaching
• Student centered
• Skillful
• Data-driven
• Engaging
• Reflective & Collaborative
• Personalized

Our Core Values
• Set high standards • Provide a safe environment • Promote collaboration
• Embrace diversity • Encourage intellectual risk taking • Integrate technology effectively
• Demand integrity • Support partnerships between home & school • Foster personal wellness
• Inspire creativity & innovation • Make all decisions in the best interests of students

District Goals
Goal One: Advance achievement for all students and reduce disparity between and among groups.

Goal Two: Nurture the intellectual, physical and emotional well-being of students and create a safe and respectful learning community where all students are held to high expectations.

Goal Three: Attract, retain and develop high quality staff by providing professional development, resources and appropriate learning environments.
William H. Hall High School

Mission

Hall High School prepares all students to be educated, responsible citizens who contribute collaboratively, independently, and innovatively to a dynamic global community.

Core Values and Beliefs

- High Expectations
- Relevant Curriculum
- Cultivation of a Compassionate and Engaged Community
- A Safe and Well-Maintained Environment
- Collaborative, Independent and Innovative Learners
- Dynamic and Varied Instruction
- Cultivation of Students’ Interests, Strengths and Abilities

21st Century Learning Expectations: Academic, Civic & Social

<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>Communication</th>
<th>Technology</th>
<th>Habits of Mind</th>
<th>Civic and Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Writing</td>
<td>Publishing</td>
<td>Self-assessment</td>
<td>Informed Citizens</td>
</tr>
<tr>
<td>Innovation</td>
<td>Reading</td>
<td>Data Analysis</td>
<td>Time Management</td>
<td>Engaged</td>
</tr>
<tr>
<td>Adaptability</td>
<td>Speaking</td>
<td>Multimedia Presentation</td>
<td>Improvement</td>
<td>Responsible</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Effort</td>
<td>Respectful</td>
</tr>
</tbody>
</table>
Dear Students:

Welcome to the 2015-16 Program of Studies. Included in this document are course descriptions, policy guidelines, graduation requirements, grading procedures, NCAA eligibility requirements and summer school information.

Planning is an important part of a successful high school experience. There are many pathways you can choose and at times it can feel overwhelming. Therefore it is important to thoroughly review this booklet and discuss your options with your parents, teachers, and school counselor. Discuss where you would like to be by the end of your senior year.

Hall's core values and beliefs include high expectations. Students who are willing to push themselves to work hard in the classroom and to take rigorous courses will be better prepared for any educational career or life choices they pursue after graduation. You should reflect on your goals and determine which courses will best put you in position to meet your post-graduation aspirations.

Your high school experience should not only be about your academic courses. It also is important to take advantage of the numerous Hall High co-curricular activities. These activities create social opportunities, cultivate your interests, strengths and abilities as well as provide leadership opportunities.

We encourage you to use our website to collect more information about all the wonderful opportunities at Hall High. Our staff is committed to giving you the resources and support needed to be successful during your time at Hall.

Sincerely,

Dan Zitoun
Principal

Hall High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Accreditation of an institution by the New England Association (NEASC) indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

The West Hartford Public School does not condone discrimination on the basis of race, color, national origin, age, sex or handicap in employment or assignments, in programs or services provided or operated by the West Hartford Board of Education. Mr. Thomas Moore and Mr. Rick Ledwith are designated as the employees who will coordinate compliance with Title IX, Title VI, & Section 504 of the Rehabilitation Act of 1973 respectively.

In its enacting of the No Child Left Behind Act of 2001, Congress requires public schools to provide “on request by military recruiters, or an institution of higher education, access to secondary school students’ names, addresses and telephone listings.” In keeping with this mandate, the WHPS district will provide this information upon receipt of each request. This act also requires that parents be notified of such requests and be provided with the option to refuse the release of this information. If you prefer that this data not be released without your specific written consent, you must notify the School Counseling Office in writing prior to the beginning of the school year.
WEST HARTFORD PUBLIC SCHOOLS GRADUATION REQUIREMENTS

Introduction
To graduate from West Hartford Public Schools a student must satisfactorily earn a minimum of 21.75 units of credit and must have met the credit distribution requirements. Students must also meet four performance standards: reading/writing, mathematics, science and technology.

Credit Distribution

A. English 4.0 credits
B. Mathematics 3.0 credits
C. Science 2.0 credits
   1 credit in Physical Science
   1 credit in Life Science
D. Arts and/or Career & Technical Education 1.0 credit
E. Social Studies 3.0 credits
   1 credit in Modern World History
   1 credit in U.S. History
   .5 credit in American Government
   .5 credit in an elective
F. Physical Education & Health 1.75 credits
G. Electives* 7.0 credits
TOTAL 21.75 credits

*any subjects chosen outside of the basic requirements for graduation

Upon recommendation of the high school principal and approval of the superintendent of schools, a requirement for graduation may be met, in part, on an equivalency basis as indicated in the administrative regulations. It is possible with special approval for a student to complete the graduation requirements at the end of their junior year of high school, or in the middle of their senior year. Students interested in this option should discuss their plans as early as possible with their school counselor and submit the required paperwork for approval.

EARNING CREDIT
Credit is granted on a semester basis. For each semester of successful work in a subject meeting five times per week .5 credit is granted. For subjects meeting less than five times a week, such as PE and Health courses, .25 credit is granted.

No credit will be given when a student repeats a subject for which he/she has already received credit except in the performing music courses, in special work experience programs and in other individual cases with prior approval.

Note: Attendance policy violations may result in the loss of credit. Attendance violations involving the potential loss of credit are subject to administrative review. See the student handbook for details of the attendance policy.

MINIMUM CREDIT REQUIREMENTS

- Grade 10 4.0 credits
- Grade 11 9.0 credits
- Grade 12 15.0 credits

If a senior is not eligible for graduation with the class due to failure to meet the graduation requirements and/or performance standards then the student must:

A. Return in September as a fifth year student (see policy 5420/ 5430) or
B. Enroll in summer school and meet the requirement or
C. Enroll in courses to be designated through the West Hartford Adult Education Program and meet the requirement or
D. Make arrangements for re-testing to meet the performance standard.
Students in jeopardy of not graduating (due to failure to meet the graduation requirements and/or performance standards) and their parents are formally notified in writing of their status at the first quarter, first semester and third quarter marking periods during their senior year by the administration.

EARLY GRADUATION AND/OR EARLY ADMISSION TO COLLEGE
It is expected that most students will graduate from high school after having attended for four years (grades 9-12) and having earned the required number of credits.

A student contemplating graduating in three (3) years should inform their school counselor by the end of his/her sophomore year. A formal written request to graduate early must be submitted in writing to the principal. Specific details outlining the reasons for this request must be clearly indicated. Upon approval, the student is moved into the senior class and GPA will be computed with the senior class. The student must meet all graduation requirements.

Additional information on graduation requirements will be made available to students at the beginning of the school year in the main office.

GRADING SYSTEM
The following grading system is in use. Please note plus and minus is not computed into GPA.

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>NUMERICAL EQUIVALENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
</tr>
<tr>
<td>A–</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B–</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C–</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D–</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

* Grades for Health will be included in g.p.a. PE classes are not included.

ACADEMIC HONORS AND GRADE POINT AVERAGE (GPA)
At the end of each quarter, students who achieve an average of 3.60 or higher in all credit subjects with no grade below a “C” receive maximum honors (at least five such subjects must be on a letter-grade basis). Those who earn an average of 3.0 to 3.59 on a similar basis receive general honors.

In arriving at averages:
- A = 4
- B = 3
- C = 2
- D = 1

An extra .5 is added to the GPA value for each honors or Advanced Placement course. If an honors and AP course are offered in the same subject, the honors course is then weighted by adding a .25 (i.e. Honors Biology).

A grade of ‘P’ (Pass) does not impact the calculation of GPA, but could impact honor roll eligibility. A grade of ‘D’, ‘F’, ‘Z’ or ‘Inc’ (Incomplete) in any subject including physical education will exclude a student from honors.

Students must carry a minimum of 5.0 credits plus PE per year to be eligible for Honor Roll status.
DISTRICT PERFORMANCE STANDARDS

A. Reading/Writing: Students shall, prior to the completion of their senior year, produce an essay based upon an assigned reading that is focused, organized, elaborated and edited for Standard English conventions.

B. Math: Students shall, prior to the completion of their senior year, demonstrate an ability to perform mathematical operations, to include working with fractions and decimals, in order to solve multi-step problems in algebraic and applied settings. Certain tasks will either require students to explain their procedures or justify answers in writing.

C. Science: Students shall, prior to the completion of their senior year, demonstrate an ability to perform science investigational skills and competencies.

D. Technology Performance Standard: Students shall, prior to completion of their senior year, demonstrate technology competency through discipline-specific learning. Students will create a variety of products which demonstrate the ability to use word processing and/or desktop publishing software, spreadsheet and database software and multimedia authoring tools.

MEETING THE DISTRICT PERFORMANCE STANDARDS

A. A primary means for students to meet the District Performance Standards in reading, writing, mathematics and science will be through participation and performance on state assessments that feature rigorous performance measures aligned to the district standards. Students who have taken the Connecticut Academic Performance Test (CAPT) and earned a score at level 3 or higher will be considered to have met the relevant standard. Commencing with the graduating class of 2015, the state will replace the CAPT with new assessments. Juniors are required to take the newly developed Smarter Balanced assessment for reading, writing, and mathematics. This computer based test is a criterion referenced test designed to measure college and career readiness within literacy and mathematics. A major feature of the test is the performance task components that assess a student’s writing and problem solving skills. These new assessments will continue to serve as a primary means to meet the district performance standards for graduation; however, the specific performance levels on these new assessments necessary to meet the district standards are pending additional information from the state. In the interim, students who participated in the CAPT but did not earn a score at level 3 or higher may meet the district standard through alternatives described below. In order to meet the district performance standard for technology, students must complete all items on the technology competency checklist, as certified by professional staff.

B. If a student does not meet the district performance standards on the relevant state assessment (e.g., CAPT, etc.) or does not complete all items on the technology competency checklist, the district will provide other options in either the junior or senior year. Such options may include reassessment on state measures, assessment on district measures, and/or intensive remediation and support. Specific alternatives vary based on the subject area and individual student circumstances.

C. District Performance Standard for Technology: Students are required to demonstrate proficiency in all three technology competencies.

1. Technology Competency A - Produce a written document(s) that uses word processing or desktop publishing, which includes a variety of elements such as tabs, fonts, columns, tables, outlines, clipart, scanned images, headers/footers, page numbering, properly cited sources, etc. as appropriate.

2. Technology Competency B - Complete a product(s) that uses spreadsheet, database, or other appropriate technology to gather, organize and analyze data to solve a problem.

3. Technology Competency C - Create a multimedia product(s) that could include one or more of the following: presentation software (i.e. PowerPoint), computer-edited video, website design or animation designed to communicate a message, point of view or information with properly cited sources.

The courses in the table below provide each student with at least two opportunities to complete the technology competencies.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade 9 Competency</th>
<th>Course</th>
<th>Grade 10 Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td>c</td>
<td>English 10</td>
<td>c</td>
</tr>
<tr>
<td>Modern World History</td>
<td>a</td>
<td>US History, Amer. Studies</td>
<td>a</td>
</tr>
<tr>
<td>Earth Science</td>
<td>b</td>
<td>Biology</td>
<td>b</td>
</tr>
<tr>
<td>Algebra</td>
<td>b</td>
<td>Geometry</td>
<td>b</td>
</tr>
</tbody>
</table>

8
POWER SCHOOL PARENT PORTAL
The Parent Portal is an integrated tool that allows parents to use any computer with Internet access to view specific information about their child/children, including items such as attendance, assignments, and grades. We believe that this tool will further enhance the communication between parents and teachers and aid in our partnership as we work to provide the best education possible. If you do not have Internet access at home, please visit any branch of the West Harford Public Library or other community resource centers where computers are available, such as the Elmwood Community Center.

Instructions for setting up parent accounts and using the system are posted on the West Harford Public Schools web page at www.whps.org under the “For Parents” heading.

PROGRAM PLANNING

Careful program planning by parents and students is of critical importance. The course of studies followed while in high school is the foundation upon which future success will be based. A broad program of studies will enable students to prepare for college or employment upon completion of their senior year. The complete listing of subjects offered can be found in the Course Description section. Since courses are not limited to specific grades, students may select any course which is offered except for those courses with prerequisites or where exceptions are noted. While selection of a program of studies is the primary responsibility of the student and his or her parents, they are well advised to consult with and make use of the broad experience and professional background of our faculty and school counseling staff. Also available for student and parent use is a wide variety of material such as college and career websites and the school counseling website including the Naviance program. Students and parents are encouraged to make use of the school’s College and Career Center.

COURSE SELECTION GUIDELINES
1. Read the course descriptions of subjects you are eligible to take.
2. Fill in the tentative “Four Year Planning and Credit Check” on page 16. This is not a permanent plan, but a means for projecting your plans into the future. Bring this sheet when you consult with your school counselor.
3. 21.75 credits are required for graduation (see graduation requirements).
4. In a four year program, a minimum of 5.5 credits is mandatory; however, we encourage students to take six courses each semester plus physical education and lunch. For college-bound students, four of the five subjects should be college preparatory subjects.
5. Consultation with teachers and school counselors is necessary prior to finalizing course selections.
6. Students will not be permitted to forego lunch to take an additional class without administrative approval. Parents must make this request in writing and provide a clear rationale.
7. Classes may be cancelled by administration. Reasons include low enrollment, as well as staffing and space constraints.

LEVELS OF INSTRUCTION
1. Standard level courses are for those students planning to continue their education beyond high school (four-year, two-year or technical colleges/universities). The pace and level of instruction are advanced and require students to be organized and motivated. These classes will prepare students well for the rigor of college level programming. They have no special designation and are available to all students. The majority of the student population will select courses at this level. Some (non-honors) courses qualify for college credit through Early College Experience (ECE) or other college partnerships.
2. Early College Experience (ECE) courses are college level for which content is prescribed by the University of Connecticut. ECE courses are offered at both the standard and Advanced Placement (AP) levels, depending on course content. Semester exams have specific content prescribed by the University of Connecticut.
3. Honors and Advanced Placement (AP): The pace and level of instruction are more advanced, requiring higher levels of organization and motivation. Advanced Placement classes are college level courses. Course content is prescribed by the current College Board’s Advanced Placement syllabus. The College Board Advanced Placement Examination is an expectation for students enrolled in AP level courses.
4. Other Courses: Certain subjects offer courses (by recommendation only) that have been grouped according to achievement levels to provide for students who have demonstrated special abilities or needs.
PREREQUISITES AND PLACEMENT IN SEQUENTIAL COURSES
Students who receive lower than a grade of "C" in sequential subjects such as math or language should consider attending summer school to improve their grades and their chances of success in the more advanced levels of the subjects.

Due to the sequential nature of certain courses and the necessity for establishing a firm foundation prior to moving onto advanced work, many courses have prerequisites listed (e.g., Algebra I is a prerequisite for Algebra II). For the majority of students these recommended prerequisites should be followed. Students who feel they have sufficient preparation in a specific area should discuss this with the teacher, school counselor and department supervisor prior to the selection of a course for which they have not met the stated recommended prerequisite.

For placement other than the normal sequence in sequential courses, examination may be necessary but credit will not be granted. Refer to Graduation Requirements for further details.

COLLEGE CREDIT PROGRAMS
ADVANCED PLACEMENT COURSES (AP)
AP courses are rigorous academic programs available to students who demonstrate interest in the opportunity to pursue challenging college-level classes. The College Board’s AP courses are offered in a wide variety of subjects that students can take while still in high school. They offer demanding course work and a taste of what college classes are like. Through AP’s college-level courses and exams, students can earn college credit and/or advanced placement while standing out in the college admission process. College Board offers a series of examinations in May of each year to students who have taken Advanced Placement course work. AP courses can help students acquire the skills and habits necessary to be successful in post-secondary education.

Hall High School AP course offerings are as follows:

<table>
<thead>
<tr>
<th>AP Studio Art</th>
<th>AP English Language</th>
<th>AP English Literature</th>
<th>AP Calculus AB</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Calculus BC</td>
<td>AP Statistics</td>
<td>AP Computer Science</td>
<td>AP Biology</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>AP Physics</td>
<td>AP Environmental Sci</td>
<td>AP US History</td>
</tr>
<tr>
<td>AP European History</td>
<td>AP Economics</td>
<td>AP Psychology</td>
<td>AP US Gov. and Politics</td>
</tr>
<tr>
<td>AP Chinese</td>
<td>AP French Language</td>
<td>AP Spanish Literature</td>
<td>AP Spanish Language</td>
</tr>
<tr>
<td>AP Seminar</td>
<td>AP Research</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Be sure to check each course as some have prerequisites. AP courses are listed in this booklet and on the student transcript with the AP designation. AP exams will be given during the second and third weeks in May. There is a fee for each examination taken, payable to the Advanced Placement Program. Student participation in the Advanced Placement exam is a course expectation.

THE UNIVERSITY OF CONNECTICUT - Early College Experience Program (ECE)
Hall High School participates in the Early College Experience program (ECE) offered by the University of Connecticut. This program, which is offered in high schools around the state, allows students to receive both high school credit and college credit from the University of Connecticut.

- Students may take the Early College Experience program courses if they meet all the prerequisites of the department and the university.
- Student must register in advance. Registration is facilitated through the classroom and School Counseling Office.
- Courses are taught by Hall staff members who are also adjunct professors for UConn.
- Students must maintain a grade of C or better to be awarded the university’s credits.
- Upon successful completion of a UConn/ECE course, students may request a transcript from the University of Connecticut.
- UConn credits are accepted at many colleges and universities across the country.
- Students must register in the UConn ECE program prior to the start of the course and are financially responsible for all fees associated with the course. A $25.00 per credit fee is charged for changes made during the add/drop period in September.
- All fees for courses dropped after the UConn add/drop period deadline are non-refundable.
The following chart indicates each of the courses* at Hall that qualify for the UConn ECE program:

*ECE course offerings and fees are subject to change.

<table>
<thead>
<tr>
<th>Hall Course</th>
<th>Semester</th>
<th>UConn Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Biology</td>
<td>Fall</td>
<td>BIO 1107 – Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>BIO 1108 – Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>AP Calculus BC</td>
<td>Fall</td>
<td>MATH 1131Q – Calculus I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>MATH 1132Q – Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>AP Economics</td>
<td>Fall</td>
<td>ECON 1202 – Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>ECON 1201 – Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>AP English Language (gr. 11)</td>
<td>Full Year</td>
<td>ENGL 1010 – Seminar in Academic Writing</td>
<td>4</td>
</tr>
<tr>
<td>AP English Literature (gr. 12)**</td>
<td>Full Year</td>
<td>ENGL 1011 – Seminar in Writing Through Literature</td>
<td>4</td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>Full Year</td>
<td>NRE 1000 – Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>AP Spanish Language</td>
<td>Fall</td>
<td>SPAN 3178 – Intermediate Spanish Composition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>SPAN 3179 – Spanish Conversation: Cultural Topics</td>
<td>3</td>
</tr>
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<td>AP Statistics</td>
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** Students cannot receive ECE credit for more than one English course during their high school career.

For additional information, contact the Hall School Counseling Office or visit www.ece.uconn.edu

OFF-CAMPUS COLLEGE CREDIT PROGRAMS

College credit programs are available at the high school level for the student who has the skill and motivation to do college level work. The University of Hartford College Now, University of Saint Joseph Project Challenge Program and other similar programs at Trinity College and Goodwin College permit a qualified student to take one freshman level college course per semester through their college/university. College credit plus credit toward graduation from West Hartford Public Schools are granted for successful completion of the work. These courses are intended as enrichment courses for advanced students who are looking for additional challenge and background for later college work. Courses taken “off-campus” may not be substituted for courses presently offered within the high schools. Tuition in most cases is free. However, students will be required to pay a registration fee plus the cost of the books and any lab fee and must arrange their own transportation. See your school counselor for details regarding these and other college programs.

ADDITIONAL PROGRAM OPTIONS

REACH PROGRAM

The REACH Program (Responsible Educational Alternative for Conard and Hall) is an alternative designed for students who are not experiencing success in the larger high school environment. With an emphasis on dropout prevention, the REACH Program has been highly successful in graduating those students who have become disinterested with school. Students who struggle with attendance, academic or social issues are able to apply for admission after completing their 9th grade year. The program is limited to 40 students. Smaller class size, differentiated instruction, social work support and increased collaboration between parents and staff contribute to a positive relational learning environment, which helps to foster student success. In addition, the sequenced career exploration curriculum encourages both academic and professional skill development while providing students with an internship experience in their senior year. See your school counselor if interested.

PUBLIC SCHOOL CHOICE IN CONNECTICUT

High school students have the option to participate in the State of Connecticut Open Choice program, which allows for the two-way movement of urban and suburban students by attending the school of their choice following successful completion of an application process. For more information regarding all of the programs available, please refer to the Connecticut State Department of Education’s publication, Public School Choice in Connecticut: A Guide for Students and Their Families, visit their website at www.state.ct.us/sde/equity/index.htm or contact your school counselor.
BLOOMFIELD/HARTFORD/WEST HARTFORD COLLABORATIVE SUMMER SCHOOL

Summer School is a part of the West Hartford School System. The school offers a variety of credit and non-credit courses. The credit courses are designed to allow a student to earn a passing grade for course work previously failed, improve a passing grade, earn credit for a course not previously taken or preview a course without seeking credit.

COURSE POLICY INFORMATION

CLASS ATTENDANCE POLICY
West Hartford's attendance policy requires students to attend all classes in all subjects. If a student has 4 unexcused absences in any course per semester, the student will lose credit. Students who accumulate twelve (12) or more excused and/or four (4) unexcused absences in a course per semester will be subjected to an appeal process to determine whether they will receive credit for that course.

A copy of the complete attendance policy is distributed to every family and student each year through the student and parent handbooks. Students and parents are advised to read the entire attendance policy carefully.

SCHEDULE CHANGES
All schedule changes must be completed by the end of the previous school year, unless a student's participation in summer school mandates a valid schedule change. Changes are subject to teacher recommendation, department supervisor, administrative approval and class availability.

Please note: Students must always carry a minimum of 5 classes plus P.E. per year.
Changes will not be made based on period, lunch or teacher preferences. Any academic change requires written consent from parent/guardian (and college admissions representatives if applicable).

Reasons for schedule changes after the start of a semester must meet one of these qualifications:
1. Level change - recommended/approved by classroom teacher, department supervisor, administration and parent
2. PPT mandated changes
3. Administrative request
4. Completed summer school classes

Note: All above changes would require use of the Course Request Form (see school counselor).

LEVEL CHANGES
All level changes are subject to administrative approval in collaboration with the classroom teacher, department supervisor, school counselor and parent. Space availability may also be a factor. When students make level changes grades will follow to the new class. Students must continue to attend all classes currently on their schedule while any change is being reviewed.

DROP POLICY
Students may drop a course without penalty (i.e., receiving a "WF") during the first 10 school days of each semester as long as they maintain five classes plus P.E. in their schedule. The teacher, department supervisor, school counselor and parent will be involved in the process prior to the final decision being made by an administrator. Students must continue to attend all classes currently on their schedule while the request for a schedule change is being reviewed.

AUDITING A COURSE
It is possible for any student to “audit” a course if space permits and proper approval is secured. Students are expected to actively participate and regularly attend the class. Reasonable student expectations will be defined by the content area teacher and department supervisor. The title of the course followed by “audit” will be recorded on the student's cumulative record.

MID-YEAR AND FINAL EXAMINATIONS
All students are required to take an examination for each course at the end of both semesters, in January and in June. Seniors with a "B" or better average, at the discretion of the teacher and departmental practice, may be excused from taking the final examination. Such exemptions will not be announced until the last regular meeting of the course. Seniors involved in town-wide exams will not be exempted.
Prior to the beginning of the year, students must have the permission of the school counselor, department supervisor and administration to audit. Once the school year commences, permission of both teacher and school counselor are required. When registering for the class, students must make note of their audit status on the prescribed registration form.

PASS/FAIL
The purpose of allowing students to request a PASS/FAIL option in Visual and Performing Arts is to encourage them to explore an area of the curriculum in which they have high interest but unknown ability. This is not an option for advanced courses in these areas.

Students who enter the school from a foreign country and experience difficulty with the English language or who have been identified as English Language Learners (ELL), may, with appropriate approval from the subject area department supervisor, ESOL teacher and school counselor, elect to use the PASS/FAIL option instead of letter grades.

Requests for PASS/FAIL grading must be made through the school counselor prior to the start or within the first 10 days of the course. This request must be approved by the school counselor, classroom teacher and subject area department supervisor. Each request will be considered on its merits, although students will not receive approval for more than one PASS/FAIL request for a given course. PASS/FAIL grades do not count in determining GPA or in determining academic honors unless the course is failed.

DIRECTED INDIVIDUAL STUDY (DIS)
- DIS is to be used as an option ONLY for students with plans for study not available in any course offering. There is a limit of one DIS per student per semester. No DIS will be used to meet graduation requirements during spring semester of senior year.
- DIS contract forms may be obtained from the School Counseling Office. All DIS contract forms must be submitted and approved BEFORE the end of the drop period. A DIS cannot be initiated after this 10-day period.
- The DIS contract form is to be signed by the student, supervising teacher, school counselor, parent, department supervisor, and assistant principal. No DIS will be approved unless all portions of the form are completed and all necessary signatures secured.
- Teacher participation in DIS is voluntary. A teacher can only supervise one DIS a semester.
- Specific, mutually agreed upon criteria for evaluation of the student's achievement must be a part of the DIS contract. All DIS contracts will be graded on a PASS/FAIL basis.

REPEAT CREDIT
Although courses which are taken more than once (with the exception of music and technical theater) will be included on the student's permanent record and transcript and also figured in the student's GPA, credit toward graduation will not be granted more than once.

TRANSCRIPTS
A transcript is a written record of academic accomplishments in grades 9-12, composed of courses taken, credit and grades earned and grade point average. It is routinely sent, upon written request, to colleges, employers, or scholarship agencies. A transcript release form signed by a parent/guardian is required prior to release of a transcript. A fee is charged for each transcript requested, except for scholarship applications.
The West Hartford School Counseling Program is based on the belief that every student is important and unique. Our mission is to guide all students toward the best possible educational opportunities in a supportive environment, while promoting an understanding of self and others. School counselors strive to provide students with the skills necessary to become productive and healthy citizens. The School Counseling Program is developmental by design focusing on needs, interests and issues related to the various stages of student growth in three domains: personal/social, academic and career/post-secondary planning.

The School Counseling Department provides a program that is comprehensive and developmental in nature and is sequential and designed for all students. Students may meet with their school counselor individually, in small groups or in a classroom setting. School counselors provide educational counseling, career planning, post-high school planning and personal counseling. Each student is assigned to a school counselor. Although school counselors may often initiate an appointment, parents and students are encouraged to make an appointment with their school counselor when necessary.

The School Counseling Department also maintains a Collage & Career Center, which provides information about occupations, careers, colleges, vocational schools and scholarships. Resources are updated regularly. A trained coordinator who assists students in locating and researching the desired information staffs the Collage & Career Center. There are numerous books and computer programs designed to facilitate the search. Internet access further enhances a student’s ability to utilize a broader range of timely resources.

In an effort to help ALL students make sound, informed decisions as they explore the many pathways from school to career, a wide variety of courses and experiences is available throughout the four years in West Hartford’s high schools. Students are encouraged to participate on as many levels as they can, and to talk to school counselors, teachers, family and friends in order to get accurate up-to-date career information. Course selection is an integral part of this process.

**COLLEGE ENTRANCE REQUIREMENTS**

Students planning to attend college should realize that requirements for college admission vary greatly and depend on the selectivity of the school and the specific program to which the student is applying. In general, most colleges indicate that the most important factors in their admission decision are the quality and rigor of the student’s high school program and the student’s performance in that program. Therefore every student is encouraged to take an appropriately rigorous program of study. College admissions directors typically look for the following pattern of high school preparation:

**English 4 years**
- Should stress writing as well as literature

**Mathematics 4 years**
- Algebra I, Geometry and Algebra II - plus one more year of math for those planning to major in business administration, mathematics or sciences

**Science 3 years**
- Including two years of lab science (1 year in a physical science and 1 year in a life science)

**Social Studies 3-4 years**
- Including U.S. History and American Government

**World Language 2-3 years recommended, 3-4 years preferred**
- Should be consecutive years of the same language at the high school level

**STEM 1 year**
- Elective in science, technology, engineering or mathematics

**Humanities 1 year**
- Elective

Reminder: Some schools and colleges will have additional requirements beyond those general university-wide classes listed above. This is only an example of the requirements.

Other factors considered by the colleges, but not necessarily in the order listed, are results of scholastic assessment tests, SAT Reasoning and SAT Subject Tests, the ACT, leadership, participation in extra-curricular activities, character, impressions made in personal interviews and letters of recommendation from your school counselor, teachers and others. The following testing programs are available to Hall students each school year.
American College Testing Program Grades 11, 12 (ACT)
The ACT is a widely accepted college entrance exam. It assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading and science. The Writing Test, which is optional, measures skill in planning and writing a short essay. The ACT is administered six times per year at various test centers throughout the country including Hall and Conard High Schools during the fall and spring semesters.

Advanced Placement (AP) Examinations Grades 10, 11, 12
These are three-hour examinations in specific subject areas taken in May for the purpose of securing college credit or obtaining advanced placement. They are based on subject matter covered in the first year of college and are usually taken only by students who are in Advanced Placement courses.

Preliminary Scholastic Aptitude Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT) Grades 10, 11
This is a 2 hour and 10 minute version of the Scholastic Aptitude Test and is given for planning purposes in October to sophomores and juniors who plan to attend college. Junior test results are also used in the selection of Merit Scholars Finalists and Commended students in the NMSQT program.

SAT Reasoning Test Grades 11, 12
The SAT Reasoning Test is a widely accepted college entrance exam. This is a 3 ½ hour exam consisting of critical reading, mathematics and writing sections given on the morning of all test dates. See your school counselor for further details.

SAT Subject Tests Grades 10, 11, 12
The SAT Subject Tests may be required by certain colleges. These are 1 hour subject specific tests. A maximum of three may be taken on any one test date. These tests may be taken over three years. See your school counselor for further details.

COLLEGE AND CAREER PATHWAYS PROGRAM (CCP)
The CCP Program is a regionally recognized option that enables students to receive community college credit while completing high school courses. The CCP Program is offered in various career cluster areas for sophomores and juniors who wish to pursue course work directly related to a specific career field. This program provides the benefit of earning up to 12 community college credits in select career and technical education courses through a partnership with the community college system. West Hartford Public Schools is aligned with Capital Community College (CCC), but because the CCP Program is a regional program out-of-state universities and private colleges may also accept CCP Program credit. The purpose of this program is to encourage students to continue their post-secondary education while concentrating on a specific pathway interest. There is no fee required for participation and students do not have to attend CCC during their enrollment in the CCP Program. Upon completion of a CCP course or courses, students may request an official transcript directly from Capital Community College.

Students enrolled in this program are required to specialize in a technical area and take at least one course in that technical area. The following courses are also eligible for College Career Pathways credit: Chemistry, Physics and Algebra II (L3) or Algebra II (L2).

In order to register for the College Career Pathways Program students should:
• Meet with their school counselor to plan their CCP Program
• Enroll in one of the technical courses listed below in their sophomore or junior year

Technical Course Areas: choose one option from the 3 pathway areas
1. Business & Finance course option (refer to the Business & Finance section of this booklet)
   • Financial Literacy
2. Early Childhood Education course option (refer to the Family & Consumer Sciences section of this booklet)
   • Introduction to Early Childhood + Early Childhood Careers & Education
3. Technology & Engineering course option (refer to the Technology & Engineering section of this booklet)
   • Web Design & Development
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**New Courses**

HSEN7251  Writing: Description and Narration  
HSEN7252  Writing: Argument and Persuasion  
HSEN7409  Voices of Inspiration and Rebellion  
HSEN7465  Multicultural Perspectives in American Literature  
HSEN7466  Women’s Literature: Breaking the Silence  
HSEN7467  Women’s Literature: Redefining the Roles  
HSMA7710  Advanced Computer Science Principles  
HSSC7700  AP Research  
HSSS4402  US History & the African American Experience
### COURSE OFFERINGS—Grade 9, 10, 11 and 12

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<th>HEALTH &amp; PHYSICAL</th>
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SOCIAL STUDIES
HSSS2400  Modern World History*
HSSS4400  US History
HSSS4402  US History & the African American Experience
HSSS6240  Issues in Society – ASK
HSSS6450  Middle East & African History
HSSS6451  Classical Studies
HSSS6453  History of Modern Warfare
HSSS6454  Introduction to Anthropology
HSSS6455  Introduction to Psychology
HSSS6456  Introduction to Sociology
HSSS6700  AP US History
HSSS6750  AP US Government & Politics
HSSS7450  American Government
HSSS7451  Contemporary Issues
HSSS7452  Human Rights
HSSS8400  Global Problem Solving
HSSS8700  AP Economics
HSSS8701  AP Modern European History
HSSS8702  AP Psychology

TECHNOLOGY & ENGINEERING
HSTE2400  Computer Technology*
HSTE2401  Web Design & Development*
HSTE2410  Graphic Design/Photography I*
HSTE4410  Graphic Design/Photography II
HSTE6410  Graphic Design/Photography III
HSTE8412  Digital Media & Video Production
HSTE2420  Engineering & Architectural Design*
HSTE4420  Engineering Applications
HSTE2430  Robotics & Electronics Concepts*
HSTE4430  Digital Electronics & Robotics
HSTE6430  Advanced Electronics Engineering
HSTE2421  Manufacturing Technology I*
HSTE4421  Manufacturing Technology II

THEATRE ARTS
HSTA2400  Acting I*
HSTA4400  Acting II
HSTA6400  Specialized Performance Study
HSTA2410  Stagecraft*

VISUAL ART
HSAR2401  Ceramics I*
HSAR2411  Drawing I*
HSAR2421  Painting I*
HSAR2431  Sculpture I*
HSAR2454  Survey of Visual Arts I*
HSAR2455  Survey of Visual Arts II*
HSAR4400  Ceramics II
HSAR4411  Drawing II
HSAR4421  Painting II
HSAR4431  Sculpture II
HSAR4441  Visual Arts Concepts
HSAR6740  AP Studio Art

WORLD LANGUAGE
HSLG2400  Ancient Greek I*
HSLG4400  Ancient Greek II
HSLG4600  Honors Ancient Greek II
HSSL2400  Latin I*
HSSL4400  Latin II
HSSL6400  Honors Latin III
HSSL6600  Honors Latin III
HSSL8400  Latin IV
HSSL8600  Honors Latin IV
HSLC2400  Chinese I*
HSLC4400  Chinese II
HSLC6400  Chinese III
HSLC6600  Honors Chinese III
HSLC8400  Chinese IV
HSLC8600  Honors Chinese IV
HSLC8700  AP Chinese Language & Culture
HSLF1400  French I*
HSLF2400  French II*
HSLF2600  Honors French II*
HSLF3400  French III*
HSLF3600  Honors French III*
HSLF4400  French IV
HSLF4600  Honors French IV
HSLF6400  French V
HSLF6600  Honors French V
HSLF8400  French VI
HSLF8601  Adv. Contemporary French Studies
HSLF8700  AP French Language and Culture
HSLI2400  Spanish for Spanish Speakers*
HSLI4400  Spanish I*
HSLI6400  Spanish II*
HSLI8400  Spanish III*
HSLI8600  Honors Spanish III
HSLI8700  AP Spanish Language & Culture
HSLS1400  Spanish I*
HSLS2400  Spanish II*
HSLS3400  Spanish III*
HSLS3600  Honors Spanish III
HSLS4400  Spanish IV
HSLS4600  Honors Spanish IV
HSLS6400  Spanish V
HSLS6600  Honors Spanish V
HSLS8400  Spanish VI
HSLS8702  AP Spanish Language & Culture
HSLS8703  AP Spanish Literature & Culture
HSLS1550  Summer Spanish Exchange Program

CAPSTONE
HSCC5700  AP Seminar
HSSC7400  Science Research and Applications
HSSC7700  AP Research
HSSS8400  Global Problem Solving

Offerings of courses will be dependent upon sufficient enrollment.

*Courses available to 9th grade students
Capstone courses are those that provide for authentic learning experiences focused on the unique interests of learners. The purpose of a capstone experience is to provide an integrative experience for seniors that ties together the key learning objectives identified by the school that are consistent with the 21st century learning described in the district mission. Capstone experiences are expected to demonstrate reflection, critical thinking, and effective communication (including presentation, research and technological skills as defined by the nature of the project). The following courses offered across various departments meet this definition of a capstone course.

**AP Seminar**
1 Credit
Grade 10-11
This foundational course provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a cross curricular lens, consider multiple points of view to develop deep understanding of complex issues, and connect these issues to their own lives. The goal of AP Seminar is to offer rigorous college-level skill-based (rather than content-based) instruction across interdisciplinary concepts in service to development of students’ research and argumentation skills. This new Advanced Placement offering from College Board fits within a sequence of two courses. Within the second course, AP Research (to be offered in subsequent years), students further their skills acquired in the AP Seminar Course by understanding research methodology, employing ethical research practices, accessing, analyzing, and synthesizing information as they address a research question. Both courses fit within the AP Capstone Certificate and Diploma Programs. Visit [http://www.collegeboard.org/apcapstone](http://www.collegeboard.org/apcapstone) for more information.

**AP Research**
1 Credit
Grades 11-12
This course provides students with opportunities to cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic thesis. Students deeply explore an academic topic, problem, or issue of individual interest. Students design, plan, and conduct a yearlong mentored, research-based investigation to address a research question. The goal of AP Research is to further skills acquired in AP Seminar by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. This new Advanced Placement offering from College Board fits within a sequence of two courses that begins with the AP Seminar. Both courses fit within the AP Capstone Certificate and Diploma Programs. Visit [http://www.collegeboard.org/apcapstone](http://www.collegeboard.org/apcapstone) for more information.

**Science Research and Applications**
1 Credit
Grade 12 - Prerequisites: Earth Science, Biology, & Chemistry (Grade 11 with Permission of the Science Department Supervisor)
“Research is formalized curiosity. It is poking and prying with a purpose.” Zora Neale Hurston This course provides a unique opportunity for students to develop and employ the skills of a practicing scientist. The overall goal of the Science Research Internship is to help students plan, design, conduct, and present original scientific research. Students enrolled in this course will develop learning, innovation, career, and informational technology skills that relate to an area of strong personal interest. In addition to their science teacher the student may work with a mentor (a practicing scientist) to complete their project. This course meets the new State of Connecticut graduation requirement for an exhibition portfolio (i.e., capstone project).

**Global Problem Solving**
1 Credit
Grade 12
This senior level course offers students an opportunity to leave their mark at the high school by demonstrating their abilities and effort to improve the school community and the world. Students will follow the models of individuals who have identified a problem in the world and dedicated themselves to solving it. Global Problem Solving will invite guest speakers, include a number of the faculty as expert instructors, and introduce case studies of successful problem solving as part of a year-long comprehensive curriculum. Working in collaborative teams, students will learn and apply research methods in order to design and implement a problem-solving project as a part of a portfolio of work. This course offers an opportunity for each students to find his or her area of interest and study it in depth for the purpose of exploring a problem, presenting a solution and collaboration with other in the school and community to take action. The presentation of the completed problem-solving project will mark the culmination of a student's high school career.
The English curriculum is comprised of full-year freshman, sophomore, and junior courses, plus a variety of full-year and semester courses for seniors. While courses vary in content, focus, and level of difficulty, these skills - literature and language study, writing, and critical thinking - receive careful attention in every course. In addition to helping students develop interest and proficiency in these areas, English teachers provide students with extended and individual assistance through teacher-student conferences, portfolio work, and preparation for graduation requirements.

After completing the required English 9 and English 10 courses, students choose among the elective offerings for a program suitable to their interests and needs. To meet district and state requirements, all students must earn eight semester English credits (four full year credits).

*Note: Before enrolling in upper level courses, students must fulfill, in sequence, their English 9, 10, and 11 requirements.

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<th>ENGLISH LANGUAGE ARTS</th>
<th>Grade 9</th>
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<th>Grade 11</th>
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<tr>
<td><strong>Full Year Courses</strong></td>
<td>Honors English 9</td>
<td>Honors English 10</td>
<td>AP Language and Composition (ECE)</td>
<td>AP Literature and Composition (ECE)</td>
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<td>English 9</td>
<td>English 10</td>
<td>British Literature</td>
<td>Advanced Literature: 21st Century Studies, Media and the Critical Eye (ECE)</td>
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<td>World Literature</td>
<td>Voices of Inspiration &amp; Rebellion</td>
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<td>Modern American Literature</td>
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<td>Pre-AP Modern American Literature</td>
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**Students are required to complete 4 credits of English for graduation. The course progressions listed above reflect only a typical sequence.**

**English 9, English 9 – Honors**

In English 9, students continue to develop as critical readers, writers, speakers and thinkers by exploring elements of fiction, non-fiction, and media. As readers, students investigate texts, considering the experiences, perspectives, and arguments of others, in order to refine their own stories of identity. Students examine purpose, audience, mode, voice, and structure as they analyze and critique written expression. Students create written and media texts for a variety of critical, creative, and explorative purposes. Students are expected to demonstrate increasing command of English language conventions, including grammar and vocabulary. Speaking, listening and language enrichment are focal points in the English 9 curriculum. English 9 is offered at the standard and honors level.
English 10, English 10 – Honors
In English 10 students continue to develop reading comprehension, and critical thinking, while writing in the genres of narration, exposition, argument and synthesis. Students are asked to consider themselves as individuals within larger societies whose own abilities to think critically and effect change are reflected in literature. Students analyze, critique, and compose writing as a vehicle for identity formation, challenging norms, effecting change, and possibly transforming the world in which we live. Students are expected to demonstrate increasing command of English language conventions, including grammar and vocabulary. Speaking, listening and language enrichment are focal points in the English 10 curriculum. English 10 is offered at the standard and honors level.

Advanced Placement English: Language & Composition
Grade 11
This college-level course is intended for highly motivated, skilled juniors with an interest in becoming more proficient writers and critical thinkers. By studying various genres, styles and authors, students develop and refine their skills in textual analysis, written and oral composition, and building arguments through research and synthesis, all of which are essential for success on the AP Exam and in college writing. Although the course is predicated on nonfiction text (essays, speeches, letters, autobiography, criticism), students also analyze visual texts and works of fiction. Additionally, the intense focus on language in this course will enhance students’ ability to use grammatical conventions appropriately and with sophistication, as well as to develop stylistic maturity in their prose. Participation in the Advanced Placement exam is an expectation of this course.

British Literature
Grade 11
British Literature focuses on a chronological and thematic study of British authors and their cultural influences. All literary genres are included: the epic through the Anglo-Saxon epic poem, Beowulf, the verse narrative through a study of Chaucer’s Canterbury Tales, Shakespeare’s plays, the classic novel, the modern novel, poetry, short stories, and essays. Development of the English language is also studied from the time of Beowulf through the present. Students examine important historical events and the cultural influence of the age during which each writer lived. Students are actively involved in all areas of the language arts. The course includes expository and creative writing, portfolio development, class lectures and discussion, and a demanding reading schedule.

Modern American Literature
Grade 11
Modern American Literature focuses primarily on the works of post-World War II American authors. Students explore cultural diversity and controversial concerns of modern and contemporary America through various novels, dramas, short stories, essays, and poetry. The activities based on these readings are equally varied, including literary analysis and research, imitative and creative writing, student presentations and class discussions. Major course readings may include The Bean Trees, One Flew Over the Cuckoo’s Nest, The Women of Brewster Place, A Streetcar Named Desire, and a number of short stories and poems.

Pre-AP Modern American Literature
Grade 11
This Pre-Advanced Placement English course engages students in the careful reading and critical analysis of literature. Through the close reading of selected texts from 20th Century American literature, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. This Pre-AP English course provides the foundation for AP English Literature and Composition during the 12th grade year. Students move at an accelerated pace requiring an increased level of responsibility and independence. As they read, students consider a work’s structure, style, and themes as well as the use of figurative language, imagery, symbolism, and tone. In addition to considering a work’s literary artistry, students reflect on the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpretation.

World Literature
Grade 11
This course focuses on readings that will include important works that reflect multicultural diversity within the United States and throughout the world. Through four units of study (Asia, Africa, The Middle East, and The Americas), students will broaden their intercultural reading experience and deepen their awareness of the universal human concerns that are the basis of literary works. Each unit allows for close study of literary works, as well as consideration of historical and cultural context. The units focus not only on geographical regions, but also on themes and literary forms that pertain to them. Students will come to grasp the relationship between local concerns and universal questions.
Modern World Literature (ASK) 2 Credits with History
GR 11-12 - Prerequisite: Counselor recommendation and interview with ASK Coordinator
ASK (Alternative Search for Knowledge) is a two period interdisciplinary, team-taught English and Social Studies course, which introduces the students to a variety of contemporary American and world issues. In English, students will explore literature that reflects varying styles, themes and cultural perspectives and will improve their ability to read for meaning, purpose and personal connection through contemporary literature. In social studies, students will focus on those issues in American society and the world about which an informed citizen should be familiar. Discussion and writing are the primary assessments for both classes, as students will write in various modes of expression. English fulfills the department’s literature/writing requirement, and Social Studies fulfills the American Government credit.

Advanced Literature: 21st Century Studies: Media and the Critical Eye 1 Credit
Grade 12
Everywhere students look today, they are bombarded by visual images that inform, entertain, and exploit. 21st Century Literature is concerned with helping students develop an informed and critical understanding of the nature of visual imagery, the techniques used to create these images, and the impact of these techniques. More specifically, the aim of this course is to increase students’ understanding of the power of visual images in our everyday life. In this course, the students will demonstrate the ability to deconstruct visual images and will apply literacy and critical thinking skills to a variety of visual messages. Students will study both print and non-print images such as radio, magazines, film, television, video games, computers, the performing arts, and virtual reality. Course activities will include presentations, critical analysis and interpretation, small and large group discussions, research projects, and a summative presentation. Students may receive ECE UCONN credits for this course – please see instructor for details.

Advanced Placement English: Literature and Composition 1 Credit
Grade 12
This college-level course is intended for highly motivated, highly skilled students who have a strong interest in literature and writing. Course readings include a variety of challenging classic and contemporary works of prose, drama, non-fiction and poetry from American and world literature. Course activities include presentation, research writing, literary analysis and discussion, and individual and group work - all focused on extending students’ literary breadth and understanding of genre. Participation in the Advanced Placement exam is an expectation of this course.

Multicultural Perspectives in American Literature (semester) .5 Credit
Grade 12
Multicultural Perspectives in American Literature addresses America’s literary cultural diversity. Students explore America’s multiplicity of aesthetic, political, and social values and experiences through the eyes of our most diverse and best writers. Assigned readings include poetry, drama, short fiction, novels, autobiographical essays, and other visual media. Some examples of possible texts include Autobiography of Malcolm X, Black Boy by Richard Wright, I Know Why the Caged Bird Sings by Maya Angelou, When I Was Puerto Rican by Esmerelda Santiago, Mona in the Promised Land by Gish Jen, and How the Garcia Girls Lost Their Accents by Julia Alvarez.

Voices of Inspiration and Rebellion 1 Credit
Grade 12
Storytelling is how we profess love, command attention, persuade, plead, declare war, sell products, interview, make business proposals, challenge injustice, change lives, and alter history. Moving from ancient storytelling to the classical idea of rhetorical citizenship to the contemporary world and voices from spoken word poetry, students will analyze, compose, and present a broad range of texts: speeches, oration, drama, debate, storytelling, poetry, and video. Together we will read, listen, watch, write, collaborate, and speak. Throughout the year, students will build a portfolio of work. In a culminating Capstone experience, students will tell their stories by conceiving, composing and presenting final projects based on their specific interests and areas of inquiry. Possible voices to be studied: Frederick Douglass, Shane Koyczan, Nelson Mandela, Sojourner Truth, Cicero, Louis CK, Shakespeare, David Foster Wallace, Tupac, Socrates, Ronald Reagan, Sarah Kay, Queen Elizabeth, Gandhi and Malala Yousafzai.

Creative Writing .5 Credit
Grade 12
Creative Writing is a one-semester elective, offered to students who wish to enrich and extend their writing. Beyond its journalistic focus on investigative reporting and editorial responsibility, Creative Writing takes an ambitious and broad view of writing. Students are encouraged to try their hands at poetry, personal essay, review, feature, and short story.
Journalism
Grade 12
Journalism is an elective designed for juniors, and seniors with strong writing skills and an interest in working on the school newspaper. In this course, students learn various newsgathering techniques; write types of copy, study local, state, and national papers. Students are expected to submit articles for publication.

Writing: Argument and Persuasion
Grade 12
This semester course focuses on expository writing, summary writing, defining a problem, researching skills, writing a problem solution essay, and developing an argument. This semester will also include the presentation of an argument. Students will read selected models of effective arguments, independent reading choices, and teacher selected literary choices. The course will also include some creative writing opportunities (such as poetry, satire, and screenwriting) in a workshop setting. Students will keep a portfolio of their work and reflect upon their progress as writers.

Writing: Description and Narration
Grade 12
This semester course focuses on developing a comfortable writing process and developing effective process skills (planning, drafting, conferencing, revising, proofreading, and publishing). This semester emphasizes descriptive writing skills (such as using imagery, detail, tone, figurative language, syntax variety, and establishing a dominant impression) and narrative writing skills (such as foreshadowing, flashback, dialogue, indirect characterization) to reflect on the significance of experience. Students read models of essays, independent reading choices, and teacher literary selections as part of the process of developing their own expertise in writing. Students keep a portfolio of their work and reflect upon their progress as writers.

Women's Literature: Breaking the Silence
Grade 12
This semester course exposes students to representative works by and about women from historical, social, and literary perspectives. Students learn how gender roles develop and change and how women's views of themselves are reflected in their writing. Through various literary genres, students become able to identify motifs, themes, and stereotypical patterns in that literature.

The course begins with a breakdown of the radical rebellions of female authors during the phases of Women’s Literature—the feminine (1840-1880), the feminist (1880-1920) and the female (1920-present). The next unit emphasizes victims of sexualization with a narrow focus on sex-trafficking. Following, students focus on the use of “voice” and the benefits, risks, and consequences of using one’s voice vs. remaining silent. Finally, issues in mental health are explored and debated. The following works are read: The Color Purple, The Bell Jar, Sold, The Awakening (excerpts), and selected poetry and prose by Margaret Atwood, Mary Ann Evans, Fay Weldon, Mary Wollstonecraft, and Maya Angelou.

Women's Literature: Redefining the Roles
Grade 12
This semester course exposes students to representative works by and about women from historical, social, and literary perspectives. Students learn how gender roles develop and change and how women's views of themselves are reflected in their writing. Through various literary genres, students become able to identify motifs, themes, and stereotypical patterns in that literature.

This course begins with exploring how the concept of marriage has changed over time. From there, the plight of reproductive rights is explored. Next, a study of “family” and its complexity is evaluated through the lives of female characters. Finally, the evolving ideas and expectations of motherhood are questioned. The following works are read: Their Eyes Were Watching God, The Glass Castle, Handmaid's Tale, and The Secret Life of Bees, and selected poetry and prose by Gwendolyn Brooks, Tillie Olsen, and Virginia Woolf.

Note: Women's Literature: Breaking the Silence is not a pre-requisite for this semester class
The Mathematics Program embraces a standards based approach that reflects a balance between the development of conceptual understandings and procedural skills. Our program is grounded within four key areas: high expectations for all learners, promotion of inquiry and conjecture, reasoning and sense making, and habits of mind. The program facilitates inquiry and exploration of real world phenomenon utilizing technology. Instruction for all students includes a common core of topics aligned with the Connecticut’s Standards for Mathematics. The courses focus on exploring mathematical content through multiple representations including algebraic, numerical, graphical, and tabular.

A Level 3 (L3) sequence of Algebra I, Geometry, and Algebra II will result in college and career readiness. Additional courses are recommended for students considering college majors in mathematics, engineering, other science related fields or business. Level 1 (L1) and Level 2 (L2) courses provide students with content and/or rigor beyond what is expected in a college preparatory course which may benefit students who demonstrate exceptional mathematical ability.

Experience has shown that a final mark of C or above is needed to assure success in the subsequent mathematics course. You should plan to repeat the course if you earned a D, preferably in summer school. If you do not have a full credit in a prerequisite you may not enroll in the next course. Department permission is required to change courses during the school year. Graphing calculators are used extensively in most courses and are required for Advanced Placement exams.

Math programs are individualized and designed to guide students through the sequence of courses which best suits them. The course progressions listed below reflect only a typical sequence.

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<th>MATHEMATICS</th>
<th>Grade 9</th>
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<th>Grade 11</th>
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<td><strong>Full Year Courses</strong></td>
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<td>Algebra I (L2, L3)</td>
<td>Geometry (L2, L3)</td>
<td>Algebra II (L2, L3)</td>
<td>AP Calculus BC (ECE)</td>
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<tr>
<td>Honors Geometry (L1)</td>
<td>Honors Algebra II (L1)</td>
<td>Honors Pre-Calculus</td>
<td>AP Calculus AB</td>
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<tr>
<td>Geometry (L2)</td>
<td>Algebra II (L2)</td>
<td>Pre-Calculus</td>
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<td><strong>Full Year Courses</strong></td>
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<tr>
<td>AP Computer Science</td>
<td>AP Statistics (ECE)</td>
<td>Advanced Computer Science Principles</td>
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<td><strong>Semester Courses</strong></td>
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<td>Discrete Math (ECE)</td>
<td>Probability and Statistics (ECE)</td>
<td>Trigonometry</td>
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** Students are required to complete 3 credits of Math for graduation, and can do so by successfully completing any combination of the courses listed above

Algebra I (L3), Algebra I (L2) 1 Credit
Grade 9 - Prerequisite: department recommendation
First year algebra courses are designed to prepare students to generalize and extend the Laws of Arithmetic. Students will acquire facility in applying algebraic concepts and skills to real world problems utilizing graphing technology. The principle topics included are: simplifying expressions, writing and solving linear equations and inequalities (including systems), operating on polynomials, interpreting slope as a rate of change, graphing in and translating from coordinate system, working with elementary probability theory, and understanding functional representation.
Geometry (L3), Geometry (L2), Honors Geometry (L1)  1 Credit
Grades 9-10 - Prerequisite: Algebra I and department recommendation
These courses are designed to integrate previously encountered mathematics with the study of geometric relationships, transformations and proof. The principle topics included are: working with segments, lines, angles, polygons and circles, finding lateral/surface areas and volume, and constructing proofs.

Algebra II (L3), Algebra II (L2), Honors Algebra II (L1)  1 Credit
Grades 10-11 - Prerequisite: Algebra I & Geometry (or equivalent) and department recommendation
Second year algebra significantly extends the conceptual and procedural understandings of first year algebra. The principle topics included are: distinguishing functions from relations, identifying, writing and graphing functions and relations, writing and using direct and inverse variation equations, solving absolute value, quadratic and radical equations, graphing polynomial functions, simplifying and operating on rational expressions

Precalculus  1 Credit
Grades 11-12 - Prerequisite: Algebra II and Geometry & department recommendation
This course is designed for students planning to continue their study of mathematics or science. Course work includes advanced algebra, analytic geometry, the transcendents (trigonometric, circular, logarithmic and exponential functions), polar coordinates, sequences, series and limits. Other topics include theory of equations, theory of limits and an introduction to the calculus. Although Precalculus is not always required for college entrance, it is recommended for those students who intend to study in the area of mathematics, engineering, or other science related fields. Students who have previously completed the one semester Trigonometry will not earn credit for Precalculus I. Experience has shown that students who have earned grades of “B” or better in Algebra II and Geometry are most likely to be successful. A graphing calculator is required.

Honors Precalculus  1 Credit
Grade 11 - Prerequisite: Honors Algebra II and department recommendation
This course is a more rigorous approach to elementary mathematical analysis than Precalculus I. Coursework includes transcendental functions, number systems, analytic geometry (including parametric and vector representation), sequences, series, limits, permutations, combinations and probability. This course provides an excellent foundation for work in calculus. A graphing calculator is required.

Advanced Placement: Computer Science A  1 Credit
Grades 11-12 - Prerequisites: Algebra I, Geometry, Algebra II (Students with advanced computer experience may be granted permission to enroll concurrently with Algebra II with department recommendation)
This introductory course in computer science is based on requirements that are comparable to an introductory course for computer science majors at a university or college. It is also recommended for students who plan to major in other areas that require significant technology expertise. A large part of the course is built around the writing, running, and debugging of computer programs in Java to correctly design and implement solutions to problems. The design and implementation of computer programs is used as a context for introducing other important aspects of computer science such as the development and analysis of algorithms and the development and use of fundamental data structures. Object-oriented design and the ethical and social implications of computer use are recurring themes. Participation in the Advanced Placement exam is an expectation of this course.
(Students with limited computer experience may consider taking Introduction to Computer Programming, a one semester course using Introduction to Computer Science through the Business Department, as a preceding course to establish a strong sequence of computer programming experience)

Advanced Computer Science Principles  1 Credit
Grades 11-12 - Prerequisite: Algebra II (any level)
Advanced Computer Science Principles is a rigorous course intended to increase students’ understanding of the central ideas of computer science (the study of computers and computation). CS Principles is designed to provide a solid introduction to the thinking skills and practices that make up the study of computer science and an appreciation of the role that computers and computation play in the 21st century. There are seven basic principles that are the basis for this course: (1) creativity, (2) abstraction, (3) data, (4) algorithms, (5) programming, (6) the Internet, and (7) societal impact. The course is project-based, and it is designed to help students learn to access mobile services and applications as creators, not just consumers. Students will use multiple tools and devices such as Android phones and/or Android Emulators, and App Inventor to design and create Android apps.
Advanced Placement Statistics 1 Credit
Grade 12 - Prerequisite: Precalculus and department recommendation
The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns in advance, and statistical inference. Students with credit in Probability and Statistics must complete the full year of AP Statistics in order to receive .5 credits. Participation in the Advanced Placement exam is an expectation of this course. A graphing calculator is required.

Advanced Placement: Calculus AB 1 Credit
Grades 11-12 - Prerequisite: Honors Precalculus and department recommendation
Calculus AB introduces students to the theories of differential and integral calculus and provides a thorough review of elementary functions. For course description see booklet in Guidance Office, Advanced Placement Program: Course Descriptions. A graphing calculator is required. Participation in the Advanced Placement exam is an expectation of this course.

Advanced Placement: Calculus BC 1 Credit
Grades 11-12 - Prerequisite: Honors Precalculus and department recommendation
Calculus BC is intended for students who have a thorough knowledge of analytic geometry and elementary functions in addition to college preparatory algebra, geometry and trigonometry. It is an intensive full year course in calculus. Additional topics include infinite series, elementary differential equations, and calculus of polar and parametric equations. The content of Calculus BC is designed to qualify a student for placement one semester beyond that granted for Calculus AB. Participation in the Advanced Placement exam is an expectation of this course. A graphing calculator is required.

Discrete Math .5 Credit
Grade 12 - Prerequisite: Algebra II and department recommendation
Discrete Math is a course designed for students whose career interests lie in fields not dependent on calculus. Students will develop their abilities to model realistic problems and to use technology. Discrete mathematical tools such as matrices, graph theory or linear programming are used to investigate topics such as logic, combinatorics, iteration, game theory and financial literacy. A graphing calculator is required.

Probability and Statistics .5 Credit
Grade 12 - Prerequisite: Algebra II and department recommendation
This course is designed to foster an appreciation for the role of statistics in society and an understanding of statistical procedures. It explores the role of probability in making statistical inferences and provides experiences with problems from a variety of fields including business, government, medicine, science, engineering and law. A graphing calculator is required.

Trigonometry .5 Credit
Grade 12 - Prerequisite: Geometry & of Algebra II and department recommendation
This one semester course provides students with a complete study of Trigonometry and is designed for students considering technical careers. The trigonometric topics from Precalculus will be covered but in a more concrete and intuitive fashion with a greater emphasis on their application. A graphing calculator is required.
Note: A student who has credit in Precalculus Honors or Precalculus cannot earn credit with Trigonometry. This course may not be used as a prerequisite for Precalculus.
The mission of the secondary science program is to educate all students to be scientifically literate and responsible citizens.

The goal of science education is to develop scientifically literate citizens who understand and apply the knowledge and processes of science. It encourages a positive attitude toward solving problems and a curiosity to understand and appreciate the impact of science and technology on the natural world and on society.

Science is more than a body of facts, a set of principles, or a collection of sophisticated tools. It is a structured, creative, and active method of asking and answering questions. An effective framework for teaching science must be based on knowledge of scientific principles and on an understanding of logical thought processes. Effective science education requires a developmentally appropriate and sequential program that stresses problem solving and inquiry through laboratory experiences and a variety of learning activities. Effective science education will help students become informed adults capable of responsible decisions, independent action and teamwork. It will enable all students to develop an understanding of the interconnections between science and technology and the shared human responsibility to preserve and improve life on Earth.

The course progression listed below reflects only a typical sequence.

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** Students are required to complete 2 credits of Science for graduation. These credits must include: 1 of Life Science, 1 of Physical Science.

**Earth Science**

**Grade 9**

Students enrolled in this course will study the composition and dynamics of the earth and its place in the universe. The areas of geology, meteorology and environmental issues will be explored. The environmental issues studied include the use of fossil, nuclear and alternative fuels to produce electricity; the impact of civilization on climate; the disposal of solid waste; the efforts to reduce resource consumption and improve air and water quality; and the impact of housing patterns and transportation options on resource consumption and the environment. As part of the laboratory program, students will complete the State defined performance tasks that are assessed on the Science CAPT.
Honors Earth Science  
Grade 9 - Prerequisite: Math 8 Honors or department recommendation
1 Credit; 5 periods per week
Honors earth science is an intensive examination of geology, meteorology and selected environmental issues. This course is designed for the academically advanced student and will stress the quantitative analysis of collected data and problem solving techniques. The depth and breadth of the material will be greater than in the standard course. As part of the laboratory program, students will complete the state-defined performance tasks that are assessed on the Science CAPT.

Biology – Applied  
Grade 10- Prerequisite: teacher recommendation
1 Credit; 7 periods per week
Students enrolled in this course will study living things including the human body, other animals, plants and microorganisms. These living things will be discussed relative to their interrelationships, their form and their function. Emphasis is placed on practical, concrete experiences that develop scientific concepts and skills. As part of the laboratory program, students will complete the state-defined performance tasks that are assessed on the Science CAPT. Course requires teacher recommendation and/or science supervisor approval.

Biology  
Grade 10
1 Credit; 7 periods per week
In this course students will learn about life on earth. Topics of study include: biochemistry, cell biology, genetics, ecology, the human body, animals, plants and populations. Students will be encouraged to use the scientific method in their investigations of living things and will be expected to use a variety of problem solving techniques/practices. As part of the laboratory program, students will complete the state-defined performance tasks that are assessed on the Science CAPT.

Honors Biology  
Grade 10- Prerequisite: teacher recommendation
1 Credit; 7 periods per week
It is recommended that students enrolling in Honors Biology have earned an A or B in Honors Earth Science or an A in Earth Science. Honors Biology covers the topics and processes of biochemistry, cell biology, genetics, ecology, the human body, animals, plants, populations, science investigational skills, etc. with a greater depth and breadth than the standard program. Students completing Honors Biology will be prepared for the Biology SAT Subject exam. As part of the laboratory program, students will complete the state-defined performance tasks that are assessed on the Science CAPT.

Advanced Placement: Biology  
Grade 10 Prerequisite: teacher recommendation
1 Credit; 7 periods per week
This course is an introductory college biology course that examines, in an accelerated and in-depth manner, topics in biochemistry, cellular biology, organismal biology, population biology, evolution, genetics and ecology. Advanced Placement Biology will prepare students for the SAT E/M Biology Exam and annual Advanced Placement Examination. This national College Board program enables superior students to complete college level studies in high school. Participating colleges grant credit or advanced placement to students who have done well on the qualifying examination. Participation in the Advanced Placement exam is an expectation of this course. Eight transferable UCONN credits are available for eligible students who earn a grade of C or better as part of the UCONN Early College Experience (ECE) Program.

Chemistry  
Grade 11- Prerequisite: Algebra I
1 Credit; 7 periods per week
It is strongly recommended that only students who have earned a C or above in Algebra I (L2) or an A or above in Algebra I (L3) and co-enroll in Algebra II (L2), Pre-Calculus or Calculus enroll in this course. This course presents to students an explanation of the structure, composition, physical and chemical properties and behavior of the materials that make up the world in which we live. Emphasis is placed on problem solving and the ability to make predictions about the behavior of matter. Inquiry is emphasized in class discussions and in many of the lab activities. Students will learn the skills necessary for the communication of chemical ideas within technical and scientific occupations.

Advanced Placement Chemistry  
Grade 11 - Prerequisite: Algebra II (may be taken concurrently with permission of the department supervisor)
1 Credit; 7 periods per week
This course is the equivalent of an introductory university level chemistry course. It is a challenging, accelerated and in-depth presentation of the topics discussed in chemistry. There is a strong emphasis on theory and descriptive chemistry. The analytical portion of the course requires that students have strong mathematical skills especially in Algebra II (L3). The Advanced Placement program prepares students to take the Advanced Placement Chemistry exam administered by the College Board and the SAT Subject Chemistry Exam. Success on this exam may lead to college credit. Participation in the Advanced Placement exam is an expectation of this course.
Conceptual Chemistry .5 Credit; 7 periods per week
Grades 11-12 - Prerequisites: Biology, Algebra & Geometry
This course will emphasize conceptual understanding of chemistry, science experimentation and investigation, and connections to the "real world." Conceptual Chemistry is an exciting way to learn the fundamentals of chemistry as well as related societal issues, such as agriculture, water resources, the atmosphere, material goods and our energy supplies. The course is designed for students who are interested in learning basic concepts in chemistry and how they apply to the world around us. No credit will be given to students who have completed (i.e., passed) Standard Chemistry.

Conceptual Physics .5 Credit; 7 periods per week
Grades 11-12 - Prerequisites: Biology, Algebra & Geometry
This course will emphasize conceptual understanding of physics, science experimentation and investigation, and connections to the "real world." Conceptual Physics is an exciting way to learn the fundamentals of physics. Here the natural world comes alive with such topics as motion, forces, energy, heat, sound, light, electricity and the insides of atoms. Studying physics will not only help students understand the world around them, but will also aid in their future study of other science topics. This course is designed for students who are interested in learning basic concepts in physics and how they apply to the world around us. No credit will be given to students who have completed (i.e., passed) Standard Physics.

Environmental Science .5 Credit; 7 periods per week
Grades 11-12 - Prerequisite: Biology
Studying Environmental Science leads to a better understanding of human impact on the environment, allows us to practice our problem solving skills and provides for an increased awareness of the diversity of life around us. Topics studied in Environmental Science focus on three key issues:
1. Resource depletion and shifting to a more sustainable use of resources
2. Pollution and its causes and solutions
3. Loss of biodiversity and how we impact it
Humans as a species are responsible for both useful and harmful global changes to earth’s ecosystems. By studying Environmental Science, we, as individuals and as a society, learn how to best impact our planet, thus improving and preserving nature for future generations. One credit of Applied, ESOL, Standard, Honors, or AP Biology is required as a prerequisite.

Marine Science .5 Credit; 7 periods per week
Grades 11-12 - Prerequisite: Biology
The importance of Marine Science to understanding life on earth has been realized in recent years. In this course physical, chemical, biological, ecological and geological aspects of marine science will be surveyed. Long Island Sound, our closest marine environment, will be a focus of study. One credit of Applied, ESOL, Standard, Honors, or AP Biology is required as a prerequisite.

Physics 1 Credit; 7 periods per week
Grade 12 - Prerequisite: Algebra II
It is strongly recommended that only students who have earned a C or above in Algebra II (L2) or an A or above in Algebra II (L3) enroll in this course. Students who wish to take Honors Algebra II (L1) or Algebra II (L2) concurrently may do so with permission of the Department Supervisor. Physics is the study of energy and matter and their relationships. During the first semester, students study energy related to the position or movement of solid objects including motion, forces, gravity, vectors, momentum, potential and kinetic energy, work and power. During the second semester, students study fluids, waves — including mechanical, sound, and light waves — static electricity, electrical current, electrical circuits, magnetism and electromagnetic induction. Physics stresses the use of mathematics to solve physics problems. Students spend time in the laboratory applying science skills to real data to develop the concept upon which the course is based.

AP Physics I 1 Credit; 7 periods per week
Grade 12 - Prerequisite: PreCalculus (which may be taken concurrently with permission of the Department Supervisor)
AP Physics I is equivalent to the first semester of a college introductory, algebra-based physics course. AP Physics I addresses the topics of kinematics, Newton's laws of motion; torque; rotational motion and angular momentum; gravitation and circular motion; work, energy, and power; linear momentum; oscillations, mechanical waves and sound; and an introduction to electric circuits. Participation in the Physics I Advanced Placement Exam is an expectation for this full year, two lab period per week course.
AP Physics I and II 1 Credit; 8 periods per week
Grade 12 - Prerequisite: PreCalculus (Concurrent registration in AP Calculus is recommended.)
AP Physics I and II is the equivalent of a two-semester (full-year) college introductory, algebra-based physics course. AP Physics I and II address all topics in AP Physics I as well as the following: fluid statics and dynamics; thermodynamics with kinetic theory and PV diagrams and probability; electrostatics; electrical circuits; magnetic fields; electromagnetism; physical and geometric optics; and topics in modern physics. Participation in the Advanced Placement Physics I Exam and the Advanced Placement Physics II Exam are part of the expectations for this full year, three labs per week course. The 3rd lab period is slated for Wednesdays.

Science Investigational Skills .5 Credit; 5 periods per week
Grade 12 - Prerequisite: Earth Science & Biology
Enrollment preference will be given to seniors who need to meet the district's graduation performance standard in science investigational skills. This is a one semester, five periods per week, laboratory-based course that will focus on the scientific process as opposed to science content and knowledge. Students will have the opportunity to develop their proficiency in science investigational skills and competencies while they conduct hands-on laboratory investigations.

Advanced Placement Environmental Science 1 Credit; 7 periods per week
Grade 12 - Prerequisite: Earth Science, Biology & Algebra II (may be taken concurrently)
The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving or preventing them. The following themes provide a foundation for the structure of the AP Environmental Science course:
1. Science is a process.
2. Energy conversions underlie all ecological processes.
3. The earth itself is one interconnected system.
5. Environmental problems have a cultural and social context.
6. Human survival depends on developing practices that will achieve sustainable systems.

Science Research and Applications 1 Credit; 5 periods per week
Grade 12 (Grade 11 with permission of the department supervisor) - Prerequisite: Earth Science, Biology, & Chemistry
"Research is formalized curiosity. It is poking and prying with a purpose." Zora Neale Hurston. This course provides a unique opportunity for students to develop and employ the skills of a practicing scientist. The overall goal of the Advanced Science Research course is to help students plan, design, conduct, and present original science research. Students enrolled in this course will develop learning, innovation, career, and informational technology skills that relate to an area of strong personal interest. In addition to their science teacher the student may work with an internship host (i.e. a practicing scientist) to complete their project. This course meets the new State of Connecticut graduation requirement for an exhibition portfolio (i.e. Capstone Project).
The mission of the Social Studies Department is to prepare students to be informed participants in an ever-changing global community and to act responsibly to improve its condition. Through acquiring knowledge, developing analytical skills, and examining multiple perspectives, students will understand themselves as individuals and as contributing members of a democratic society.

The course progressions listed below reflect only a typical sequence.

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<td>Introduction to Anthropology</td>
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<td>Modern Africa and the Middle East</td>
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**Students are required to complete 3 credits of Social Studies for graduation. These credits must include: 1 of Modern World History, 1 of US History, and .5 of American Government**

**Modern World History**

**Grade 9**

Students in this course will analyze major people, events and themes of Modern World History from the time of the French Revolution up to the present day. Students will study the histories of Europe, Africa, Asia and Latin America in this course. A major component of the course is the connecting of historical events of the past to the present day. During the year students will develop research and other 21st century skills, and will produce a comprehensive research paper as a requirement for the course.
United States History 1 Credit
Grade 10
This course will focus on important people, places, events and themes in American history from the 1880s to the present. Historical topics such as industrialization, progressivism, imperialism, the struggle for equality and American exceptionalism are introduced to illustrate how vital issues impact events across time. Students will gain experience in interpreting primary sources and in exploring and evaluating divergent viewpoints of events and individuals in American history. Students will continue to develop their research skills, and a comprehensive research paper is required to earn credit for this course.

United States History & the African American Experience 1 Credit
Grade 10
Students may elect to take this course to meet the U.S. History requirement. This course will examine the people, places, and events of U.S. History from 1870- Present. Historic topics such as Reconstruction, Industrialization, the Progressive Era, the Harlem Renaissance, the World Wars, the Civil Rights Movement, Vietnam and Iraq Wars will be studied and analyzed from the experience of African Americans and society at large. Students will gain experience in analyzing primary sources and in exploring and evaluating divergent viewpoints. A research paper is required.

Advanced Placement Modern European History 1 Credit
Grades 10-12
Students will investigate political, intellectual, social, economic and cultural aspects of European History through the analysis of topics such as: Nation States, Changing Concepts of Man, God and the Universe, Rise of Mass Urban Society, Growth of Industrial Technology Emergence of World Politics and Intercultural Response of Europe and the Wider World. Students are evaluated on the basis of their performance on essay and objective tests, class participation and a research paper. A summer reading assignment is required. Participation in the Advanced Placement exam is an expectation of this course.

Advanced Placement Economics 1 Credit
Grades 11-12
This is a full-year course designed for students who are committed to taking the AP Micro and/or Macro Economics Exam. The Microeconomic section of the course is designed to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. The Macroeconomic section of the course is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. There is a particular emphasis on the study of national income and price determination, economic growth, and international economics. Participation in the Advanced Placement exam is an expectation of this course.

Advanced Placement Psychology 1 Credit
Grades 11-12
The science of behavior is psychology. The purpose of the Advanced Placement Psychology course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and animals. Major topics in the course include psychological methods and approaches; history of psychology; biological bases of behavior; sensation and perception; states of consciousness; learning; cognition; motivation and emotion; developmental psychology; theories of personality; psychological testing and individual differences; psychological disorders and their treatment; and social psychology. The AP Psychology course prepares students to take the AP Psychology examination, which is administered every year in May. By achieving a satisfactory score on the exam, students may receive college credit and/or advanced placement for course work in college. A summer reading assignment is required. Participation in the Advanced Placement exam is an expectation of this course.

Advanced Placement United States History 1 Credit
Grades 11-12
Students electing this course will pursue the study of historical growth and development of the United States from 1600 to the present. They will examine historical interpretation in greater detail and use primary source materials. By taking the AP examination students may be awarded either college credit or advanced placement depending on the individual college involved. Summer reading is a requirement. Participation in the Advanced Placement exam is an expectation of this course.

Issues in Society (ASK) 2 Credits with English ASK
Grades 11-12 - Prerequisite: Counselor Recommendation and interview with ASK Coordinator
ASK (Alternative Search for Knowledge) is a two period interdisciplinary, team-taught social studies and English course. Students take this course in conjunction with Contemporary Writing. The course is designed to increase students’ awareness of issues in American society and the world about which an informed citizen should be familiar. Students will learn to identify key features of American Government. This course fulfills the department’s requirement for American Government.
Global Problem Solving  
Grade 12
This senior level course offers students an opportunity to leave their mark at the High School by demonstrating their abilities and effort to improve the school community and the world. Students will follow the models of individuals who have identified a problem in the world and dedicated themselves to solving it. Global Problem Solving will invite guest speakers, include a number of the faculty as expert instructors, and introduce case studies of successful problem solving as part of a year-long comprehensive curriculum. Working in collaborative teams, students will learn and apply research methods in order to design and implement a problem-solving project as a part of a portfolio of work. This course offers an opportunity for each students to find his or her area of interest and study it in depth for the purpose of exploring a problem, presenting a solution and collaboration with others in the school and community to take action. The presentation of the completed problem-solving project will mark the culmination of a student’s high school career.

American Government  
Grades 10-12
Students will investigate the organization of government in the United States, the division of power between state and national government and the separation of powers in various branches of government. Formal and informal rules which regulate the political process will be examined. The procedure open to the individual citizen to influence the political decision-making process will be emphasized. Election procedures, political party activities, pressure of special interest groups, conditions influencing voter choices, limitations placed on decision makers and rights and responsibilities of citizens will be studied. Students in the course with engage in the development of a Democracy Activities Portfolio.

Advanced Placement United States Government and Politics  
Grades 10-12 - Prerequisite: American Government, Grade 10 students require department supervisor permission
This course provides students with an analytical perspective on government and politics in the United States. This college-level course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Topics covered in this course include: constitutional underpinnings of government; political beliefs and behaviors; political parties, interest groups and mass media; institutions of national government; public policy; and civil rights and civil liberties. By taking the AP examination students may be awarded either college credit or advanced placement depending on the individual college involved. Participation in the Advanced Placement exam is an expectation of this course.

Classical Studies  
Grades 10-12
This course will serve as a survey of Greek and Roman history. Lessons on Greece will cover the development of Greek civilization from the Bronze Age to the death of Alexander the Great. The section on Rome will focus on the rise and fall of the Rome Republic, Rome’s overseas expansion, and its transformation into the Roman Empire. Special attention will also be given to Christianity and the collapse of the Roman Empire in the west. The course will encourage students to analyze the social and political structures in Greece and Rome through the examination of art, literature, film and theater. The class will explore the reasons for the success of both civilizations and their contributions to Western civilization and the world today.

History of Modern Warfare  
Grades 10-12
This one semester course will be an in-depth study of the political, economic and social causes, events, and results of major wars of the past 100 years. Special attention will be given to the impact war has on civilization and populations. Topical segments from literature and films of major wars will be analyzed. Special focus will be given to World War I, World War II, the Vietnam War, and the war in Iraq. Students in this class will spend time engaged in activities designed to improve their reading and writing skills.

Introduction to Anthropology  
Grades 10-12
This is a study of cultural and physical anthropology with emphasis on peoples outside the United States. The basics of anthropological research techniques will be studied and then applied to an analysis of traditional cultures quite different from our own. The study of archeology and a hand on field experience at a dig site are also included.

Introduction to Psychology  
Grades 10-12
This course is designed to provide students with a foundation in the basic theories and principles of psychology. Students will examine the major theories of human behavior, personality and developmental growth. By the end of the course, students will
have a greater understanding of themselves and their capacity for growth by exploring such topics as conflict resolution and interpersonal relationships. Open to juniors and seniors; others by permission of department supervisor.

**Introduction to Sociology**  
*Grades 10-12*  
The focus of this course is a basic understanding of the principles of sociology and a practical application of sociological research. Another focus is a better understanding of the problems and challenges facing American society today. Issues covered include racism, social classes, the family, role conflict and contemporary popular culture.

**Modern Africa & the Middle East**  
*Grades 10-12*  
This course will focus on the three main areas of the world from 1599 to the present: the Middle East, with emphasis on the Arab World, Islamic culture, and the Israeli-Palestinian conflicts: Sub-Sahara Africa, with emphasis on the impact of the slave trade, colonialism and independence of African nations: South Africa, as a case study of dramatic changes in political and social relations between whites and blacks. Fiction, guest speakers and research projects are key elements in the course.

**Human Rights**  
*Grades 11-12*  
This course on Human Rights will examine the history of Human Rights culture leading to the establishment of the Universal Declaration of Human Rights and its adoption by the United Nations. It will survey the various Articles and examine its application in relation to the Constitution of the United States of America. In this critical and analytical exercise the course will study the fundamental questions raised by organizations like Amnesty International and Human Rights Watch and will interrogate some of the more serious violations of the protocols of the Universal Declarations not only in America but also in the international society. Case studies and appropriate media will be examined and analyzed.
The mission of the World Language Department is to enable our students to communicate effectively in the target language, develop an understanding of the cultures of the speakers of that language and compare that to their own. As a result, students will be able to use their language skills in learning and understanding of other disciplines, seeing themselves as life-long learners and as members of the world community.

The district standards are based on the goals and standards that are clearly presented in the National Standards and CT State Frameworks for World Languages. They are known as THE FIVE "Cs":
- Communication: Communicate in at least one language other than English.
- Cultures: Gain knowledge and understanding of cultures.
- Connections: Make connections with other areas of study and acquire information.
- Comparisons: Understand the nature of language and cultures through comparisons.
- Communities: Participate in multilingual communities within a variety of contexts.

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### WORLD LANGUAGES

#### Classical Languages

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#### Modern Languages

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### CLASSICAL LANGUAGES

**Ancient Greek I**

**Grades 9-12**

The aim of this course is to enable students to read ancient Greek early in the year and to accomplish this within the context of classical Greek culture. Daily life, political events, mythology, religion, philosophy, literature, art and architecture are among the areas explored. As with Latin, one of the goals of the study of ancient Greek is to achieve a better understanding of English. Greek roots, prefixes, and suffixes that appear in English are highlighted as well as the influence of Greek on the language of politics, philosophy, literature,

**Ancient Greek II, Ancient Greek II - Honors**

**Grades 10-12 - Prerequisite: Greek I**

Ancient Greek II builds upon the linguistic, cultural and historical foundations established in the first year of Ancient Greek. Continued emphasis is placed upon the development of reading skills. The purpose of this course is to master the fundamentals of Greek grammar by incorporating authentic Greek texts to ultimately begin study of Ancient Greek literary, historical, and philosophical text.
Latin I  
Grades 9-12
This is an introductory course in which the students will learn to read and comprehend passages of basic Latin prose. Instruction will focus on the grammatical fundamentals of the Latin language. Students will receive a foundation in Roman mythology, civilization and history as well as build a rich English vocabulary through the study of word etymologies and Latin phrases and mottos commonly used in English. This course is especially recommended for the student who may consider specialization in areas such as English literature, law, modern languages, or similar fields.

Latin II, Latin II – Honors  
Grades 10-12 - Prerequisite: Latin I
This course further develops the reading skills of the student within the context of a continuing story set in the Roman Empire. Students will continue to read and comprehend passages of basic Latin poetry and prose. This course will continue to focus on the study of Latin grammar and vocabulary, English derivatives, Roman culture and mythology, and ancient history with a focus on the Imperial period. Through our readings as well as passages in translation, students will examine the social institutions, customs, and advances that made Rome an ancient world power, with further emphasis on Roman influences in Britain, North Africa, the Near East, and Gaul.

Latin III, Latin III – Honors, Latin IV, Latin IV - Honors  
Grades 11-12 (2015-2016) - Prerequisite: Latin II/Latin II Honors
This is an advanced course in which students will learn to read and comprehend passages of authentic Latin prose and poetry. Incorporating an ongoing and complete grammar review of the material covered in Latin I and II, we shall study major works from such authors as Cicero, Livy, Catullus, Vergil, Martial etc. With continuing focus on vocabulary building and derivative study, students will not only study the poetics of Latin literature but also the role of culture, politics, law, and philosophy in these author’s lives and works. In this year, we will explore Roman history and culture as a whole with a particular emphasis on the founding myth of Rome and the early legendary heroes of the early Republic.

Latin III, Latin III - Honors, Latin IV, Latin IV - Honors  
Grades 11-12 (2016-2017) - Prerequisite: Latin II/Latin II Honors
This is an advanced course in which students will learn to read and comprehend passages of authentic Latin poetry. Incorporating an ongoing and complete grammar review of the material covered in Latin I and II, we shall study major works from such authors as Catullus in the age of Julius Caesar and Ovid in the age of Augustus. With continued focus on vocabulary building and derivative study, students will not only study the poetics of Latin literature but also the role of culture, politics, law and philosophy in these author’s lives and works. We will take an especially close look at Roman views of love and friendship. In Catullus’ poetry, we will explore various themes of love, loss, friendship, witty playfulness, and even crude invectives. In Ovid, we will focus on transformation in mythology (Metamorphoses) and love (Amores). We will also read parts of the Metamorphoses in translation. Latin III/IV may be taken for honors at either level. Students are encouraged to take the SAT Subject test at the end of the year.

MODERN LANGUAGES

Chinese I, Chinese I - Honors  
Grades 9-12
This course is designed to introduce students to the Chinese language and Chinese culture. Students learn the pronunciation patterns and tones of the Mandarin dialect, the official dialect of the People’s Republic of China. Students study lessons such as greetings, family, friends and hobbies for oral practice and conversation. Students learn to read and write approximately 350 characters. Lessons on Chinese culture and history complement the language portion of this course. Chinese I Honors credit is offered upon approval of the department supervisor to students who have successfully completed a middle school Chinese program.

Chinese II, Chinese II - Honors  
Grades 10-12 - Prerequisite: Chinese I
In this intermediate course, students continue their study of the spoken and written Mandarin language. The curriculum builds on the foundations learned in Chinese I. Students learn to read and write an additional 350 characters and build communicative skills by discussing topics such as travel, food and sports. Lessons on Chinese culture and history complement the language portion of this course. Students who elect this course for honors credit will be required to memorize more characters for reading and writing, write longer and more in-depth essays utilizing those characters and speak more consistently and fluently in Chinese.

Note: Students with a language background in Mandarin but who have not taken Chinese I may be able to enroll with teacher and department supervisor permission.
Chinese III, Chinese III - Honors 1 Credit
Grades 10-12 - Prerequisite: Chinese II or Chinese II - Honors
Students who complete Chinese II will be eligible to continue with their Mandarin Chinese language study in Chinese III. Students will continue to read and write approximately 400 new characters, bringing the total character recognition to over 1,000 characters. Students will continue to use their speaking skills to communicate almost exclusively in Chinese and continue to learn about the culture of China, Taiwan and other Chinese-speaking countries. Students will have the option of taking this class for honors credit and will be required to memorize more characters for reading and writing, write longer and more in-depth essays utilizing those characters and speak more consistently and fluently in Chinese.
Note: Native speakers may be approved by the Chinese language teacher and Department Supervisor for either class.

Chinese IV, Chinese IV - Honors 1 Credit
Grades 11-12 - Prerequisite: Chinese III or Chinese III - Honors
This advanced course is designed to reinforce a high level of proficiency in Chinese. Students will master additional 300-400 new characters, increase total character recognition to over 1300 characters and be able to understand and put to use grammatical patterns both in oral and written communication. Students will increase their ability to read and understand authentic materials such as newspaper articles and book excerpts. This course contains Pre-SAT II and AP Chinese content designed to prepare students for Chinese standardized testing.

AP Chinese Language & Culture * 1 Credit
Grades 11-12
This college level course emphasizes continued development and reinforcement of a high level of proficiency in Chinese, and preparation to take the Advanced Placement Chinese Language and Culture test. Students will master an additional 300-400 new character, bringing their total character recognition to 1600-1700 characters. Students will be able to understand and put new grammatical patterns to use in oral and written communication. Students will continue to increase their ability to read and understand authentic materials.
*currently offered in conjunction w/Honors Chinese IV; see Department Supervisor for additional details.

French I 1 Credit
Grades 9-12
This introductory course is designed for the development of language skills in French, with early emphasis on listening and speaking and to introduce students to the rich and varied cultures of the French speaking world. Classroom activities include: use of audio material and visual aids for comprehension, pronunciation, and conversation stimuli; dialogues, oral and written exercises; explanation of basic grammatical patterns in French; reading of short passages with discussion; vocabulary building; and use of video for reinforcement. Practical communication in various areas, including home and school life, enhances student language skills.

French II, French II - Honors 1 Credit
Grades 9-12
This course is a continuation of French I for those who begin French in high school. The course is also designed for some students coming from the middle school program. Students will continue to build proficiency in the four basic skills: Students who elect this course for honors credit will be required to memorize and use more vocabulary and language structures, with more in-depth compositions and demonstrate more fluency on a consistent basis.
1. LISTENING for imitation and comprehension of simple conversations;
2. SPEAKING in basic sentence patterns and in a manner acceptable to native speakers;
3. READING simple dialogues, paragraphs, and culturally oriented selections for purposes of answering questions about the material and building vocabulary; and
4. WRITING using vocabulary and structures which have already been learned orally.
Practical communication in various areas, including food, transportation, shopping and clothing, enhances student language skills.

French III 1 Credit
Grades 9-12
This course is for students who demonstrated solid achievement in French in the middle school or have completed French II in high school. The broad aims of this course are:
1. to understand the target language without frequent references to English;
2. to be able to ask questions and give information on basic survival topics;
3. to read not only dialogues but also short stories and connected prose on cultural topics; and
4. to write using intermediate-level syntax and create short paragraphs on topics which have been discussed orally.
Listening skills are enhanced by authentic media in the language lab. Practical communication topics include daily living, housing, health and transportation.

**French III - Honors**  
**Grades 9-12 - Prerequisite: French II Honors**  
This course is for students who demonstrate excellent achievement in French at the middle school program or from French II, and are considering the Advanced Placement Program. While the basic goals of the course are similar to those of French III, the materials used and expectations are more demanding in all skill areas. Listening skills are enhanced by audio tapes and CDs as well as authentic media in the language lab. Students are expected to be able to discuss a range of topics and readings in the target language. Practical communication topics include daily living, housing, health and transportation.

**French IV**  
**Grades 10-12 - Prerequisite: French III**  
This course combines conversation, grammar review, and reading of selected prose as the students continue to build their proficiency in the four skills. Units on the francophone world and on current events provide many opportunities to practice skills as well as to expand ability and learn new material. Listening skills are enhanced by audio tapes/CDs as well as authentic media in the language lab. Higher-level grammatical concepts are introduced through a variety of themes emphasizing the practical use of the language.

**French IV - Honors**  
**Grades 10-12 - Prerequisite: French III - Honors**  
The emphasis in this course is on a high level of oral and written communication while continuing to work toward mastery of French grammar. Students read short stories, poetry, newspaper and magazine articles and a French novel. Students write compositions in French with an increased level of accuracy of expression on an increasing variety of topics. Different authentic print materials will be used in the classroom. Situational activities, authentic media, interviews, classroom discussions and email activities with other language students provide opportunities to improve and develop language ability.

**French V**  
**Grades 11-12 - Prerequisite: French IV**  
This course emphasizes the application of the student's ability to use the spoken and written language in a wide variety of situations, especially in the areas of business and travel. Readings consist of contemporary prose, short stories and drama as well as magazines and newspapers. Cultural and current events of the French speaking world provide opportunities for students to use their language to improve skill development in all skill areas. Authentic media will be included to reinforce, challenge and extend student learning.

**French V – Honors**  
**Grades 11-12 - Prerequisite: French IV - Honors**  
This course is designed to prepare students for the Advanced Placement Language class and expands students’ ability to express themselves in spoken and written forms in French. Along with a general review of French grammar, students will read appropriate and representative works of literature. They will read about life in the francophone world, and will be expected to discuss readings and contemporary issues in French. Authentic media will be included to reinforce, challenge and extend student learning. Activities and assessments incorporated in the curriculum provide practice with content and format for the AP Exam.

**French VI**  
**Grades 11-12 - Prerequisite: French V**  
This course relies heavily on authentic print materials and contemporary literature representative of the francophone world. Composition and speaking assignments reflect advanced grammatical concepts. Current global issues discussed reflect and acknowledge differences in cultural perspectives. Authentic media will be included to reinforce, challenge and extend student learning.

**Advanced Contemporary French Studies**  
**Grades 11-12 - Prerequisite: French V - Honors**  
The course objective is to maintain a high level of skill in understanding, speaking, reading and writing in French while deepening student's understanding of francophone cultures. Through cinema, the arts, current events and literature, students will explore French culture and its place in history and in today’s world. Through the use of media and technology, students will create journals and portfolios to explore their skills and interests, and showcase their talents through a capstone project.
Advanced Placement French Language and Culture  
Grades 11-12 - Prerequisite: French V - Honors  
This college level course emphasizes continued development of the four language skills with a high level of proficiency in both spoken and written language in formal and conversational situations. Students will refine their understanding of grammatical structures, build their vocabulary, read material ranging from the contemporary press to modern classics and continue to develop their ability to speak on topics of general interest. Students must relate the course content to sociocultural, geopolitical, historical, and literary contexts in French. Substantial preparation for the AP exam includes practice with writing prompts and authentic media, in addition to taking sample AP tests. Participation in the Advanced Placement exam is an expectation of this course.

Spanish I  
Grades 9-12  
This course begins the development of language skills in Spanish with early emphasis on listening and speaking to introduce students to the rich and varied cultures of the Spanish-speaking world. Classroom activities include: use of taped/CD material and visual aids for comprehension, pronunciation, and conversation stimuli; dialogues, oral and written exercises; explanation of basic grammatical patterns in Spanish; reading of short passages with discussion; vocabulary building; and use of video for reinforcement. Practical communication in various areas, including home and school life, enhances student language skills.

Spanish for Spanish Speakers  
Grades 9-12  
This course is designed for students who have a strong Spanish language background and speak the language among family and friends. Building on each student’s comprehension and verbal abilities, the class will extend listening and speaking skills, as well as strengthen reading and writing skills. This class is open to all grade levels and will support student achievement in order to be successful at Spanish offering at the highest levels.

Spanish II  
Grades 9-12  
This course is a continuation of Spanish I for those who begin Spanish in high school. The course is also designed for some students coming from the middle school program. Students will continue to build proficiency in the four basic skills:
1. LISTENING for imitation and comprehension of simple conversations;
2. SPEAKING in basic sentence patterns and in a manner, acceptable to native speakers;
3. READING simple dialogues, paragraphs, and culturally oriented selections for purposes of answering questions about the material and building vocabulary; and
4. WRITING using vocabulary and structures which have already been learned orally. 
Practical communication in various areas, including food, transportation, shopping and clothing, enhances student language skills.

Spanish III  
Grades 9-12 - Prerequisite: Spanish II  
This course is designed for students who have demonstrated solid performance in Spanish in middle school or who have completed Spanish II in high school. The broad aims of this intermediate course are:
1. to understand the target language without frequent references to English,
2. to be able to ask questions and give information on a variety of basic survival topics,
3. to read both dialogues as well as short stories and connected prose on cultural topics, and
4. to write using intermediate levels of sentence structure and create short paragraphs on topics which have been discussed orally. Listening skills are enhanced by authentic media in the language lab.
Practical communication topics include daily living, housing, health and transportation.

Spanish III – Honors  
Grades 9-12 - Prerequisite: Spanish II  
This course is designed for students who have demonstrated excellent performance in Spanish at the middle school program or from Spanish II, and are considering the Advanced Placement Program. While the basic goals of the course are similar to those of Spanish III, the materials used and expectations are more demanding in all skill areas.

Listening skills are enhanced by audio tapes/CDs as well as authentic media in the language lab. Students are expected to be able to discuss a range of topics and readings in the target language. Practical communication topics include daily living, housing, health and transportation.
Spanish IV 1 Credit
Grades 10-12 - Prerequisite: Spanish III
This course combines conversation, grammar review, and reading of selected prose as the students continue to build their proficiency in the four skills. Units on the Spanish speaking world and on current events provide many opportunities to practice skills as well as to expand ability and learn new material. Listening skills are enhanced by audio tapes/CDs as well as authentic media in the language lab. Higher-level grammatical concepts are introduced through a variety of themes emphasizing the practical use of the language.

Spanish IV – Honors 1 Credit
Grades 10-12 - Prerequisite: Spanish III - Honors
The emphasis in this course is on a high level of oral and written communication while continuing to work toward mastery of Spanish grammar. Students read short stories, poetry, newspaper and magazine articles and a Spanish novel. Students write compositions in Spanish with an increased level of accuracy of expression on an increasing variety of topics. Different authentic print materials will be used in the classroom. Situational activities, authentic media, interviews, classroom discussions and email activities with other language students provide opportunities to improve and develop language ability.

Spanish V 1 Credit
Grades 11-12 - Prerequisite: Spanish IV
The objective of this course is the understanding of one's identity as a member of a larger community through collaboration, literacy, critical thinking skills, and global awareness. By listening, speaking, reading, and writing, the student will apply their Spanish skills in a wide variety of contexts, including authentic documents and community resources. The courses content supports 21st century skill development, by engaging students to compare and contrast cultural practices, perspectives and products, by making interdisciplinary connections, and by extending learning beyond the walls of the classroom.

Spanish V – Honors 1 Credit
Grades 11-12 - Prerequisite: Spanish IV - Honors
This course is designed to prepare students for the Advanced Placement Language class and expands students' ability to express themselves in spoken and written forms in Spanish. Along with a general review of Spanish grammar, students will read appropriate and representative works of literature. They will read about life in the Spanish speaking world, and will be expected to discuss readings and contemporary issues in Spanish cultures. Authentic media will be included to reinforce, challenge and extend student learning. Activities and assessments incorporated in the curriculum provide practice with content and format for the AP Exam.

Spanish VI 1 Credit
Grades 11-12 - Prerequisite: Spanish V
This course relies heavily on real print materials and contemporary literature representative of the Spanish speaking world. Composition assignments will reflect advanced grammatical concepts and writing for different purposes. Current authentic media and Spanish for use in the business world will be incorporated into class activities. Current global issues that are discussed reflect and acknowledge differences in cultural perspectives.

Advanced Placement Spanish Language & Culture 1 Credit
Grades 11-12 - Prerequisite: Spanish V Honors
This college level course emphasizes continued development of the four language skills with a high level of proficiency in both spoken and written language in formal and conversational situations. Students will refine their understanding of grammatical structures, build their vocabulary, read material ranging from the contemporary press to modern classics and continue to develop their ability to speak on topics of general interest. Substantial preparation for the AP exam includes practice with writing prompts, authentic media, in addition to taking sample AP tests. Participation in the Advanced Placement exam is an expectation of this course.

Advanced Placement Spanish Literature & Culture 1 Credit
Grades 11-12 - Prerequisite: Spanish V Honors; AP Spanish Language & Culture
This college level course is a survey course of identified works of Spanish Literature. The curriculum focuses on representative works of Peninsular and Latin American authors from the Middle Ages through the Spanish Golden Age (Siglo de Oro), and it also includes works of the 19th and 20th centuries. Student will read and analyze poems, plays, short stories and chapters of classical novels. Participation in the Advanced Placement exam is an expectation of this course.

Note: Heritage language speakers of Spanish require department supervisor approval.
Summer Spanish Exchange Program  
Grades 10-11

The West Hartford Public School District has an on-going exchange program with a sister school in Madrid, Spain. During odd-numbered years (2017, 2019) a group from West Hartford travels to Spain and even numbered years (2016, 2018) a group of students from Madrid comes to West Hartford. Each travel experience includes a short excursion to see some of the country followed by a three week home stay with a Spanish family. Over the years, hundreds of West Hartford students have participated in this program and have found it to be a rewarding experience. This program involves a two-year commitment: one summer that involves hosting and one summer of travel. Students interested in participating should ask a Spanish teacher or the World Language Department Supervisor for more information.
The physical education program is based on helping students develop healthy, active lifestyles by experiencing a balance of activities in a positive, responsible, and cooperative environment. These activities include the movement areas of dance, fitness, adventure/cooperative education, and sports/games. It is through these experiences that we address the diverse needs of our students in the physical, social, emotional, and cognitive domains. The health education program offers a foundation of functional health information and skills so that students become health literate. Content areas are multidimensional, encompassing the areas of emotional wellness, intellectual wellness, spiritual wellness, social wellness, physical wellness, and occupational wellness. The dynamic nature of wellness requires that our curriculum focus on critical health skills, such as communication, decision-making, goal-setting, advocacy, self-management, analyzing influences, and accessing information.

HEALTH AND PHYSICAL EDUCATION

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** Students are required to complete 1.75 credits of Physical Education and Health for graduation. These credits must include: 1.5 in Physical Education and .25 of Health.**

Freshman physical education classes meet three times a week during the school year. A wide range of physical activities is present with a focus on health and physical wellness. Students will participate in dance activities, lifetime sports, adventure/outdoor education, and fitness related activities. Students will develop physical skills, learn how to assess and improve their present level of fitness, and gain an appreciation for a physically active lifestyle.

Sophomore physical education classes meet three times a week for one semester and build upon the activities presented in the freshman year. Tenth grade students participate in the CT Physical Fitness Assessment and this instruction will guide the students in their goal setting for an improved personal level of physical fitness. Sophomores enroll in health for the other semester.

Junior and senior physical education classes allow students to apply the information and skills from their physical education experience and design and implement their own fitness program. Instruction is geared towards helping students meet their individual needs. Students can elect to participate in a variety of activities to meet their needs and challenge themselves. Activities may be from the following areas: personal fitness design, adventure based activity, tennis, golf, archery, fencing, badminton, dancing, and a variety of team sports. Junior physical education classes meet twice a week for the entire school year. Senior physical education classes meet twice a week for one semester.

Substance Abuse Prevention
A component of physical education classes in grades 9, 11, and 12 will focus on substance abuse prevention. These classes will include basic information about chemicals and their effects on the human body and society. Students will examine their own attitudes as they practice communication skills, decision-making skills, and refusal skills.

Medical Excuses
All students are expected to attend and participate in physical education class. We recognize that during the course of the year, a student may become sick or injured. A student with an acute illness or injury (upper respiratory infection, sprained ankle, etc.) should present a note from his/her physician to the nurse. Excuses from physical education class are valid from the time the doctor’s note is received by the school nurse and only for the time period stipulated by the doctor. Retroactive excuses are not acceptable unless immediately following a school absence covered by the doctor’s note.

Medical Exemptions
There may be a time in a student’s career when, because of chronic illness or injury, a medical exemption from physical education class is requested. The parent/guardian should follow the process outlined below to request an exemption.
1. The student will contact the school nurse, inform her of the need for exemption, and obtain the required medical form.
2. The parent/guardian will mail the medical form to the student’s physician. The doctor must clearly indicate on the form the types of physical activities in which the child can participate (mild, moderate, vigorous, or full exemption).
3. The physician will specify the length of the exemption or modification in the student’s physical education program.
4. The school nurse will inform the physical education teacher and the school counselor of record of the desired exemption.
5. In the event that adjustments must be made in a student’s schedule and program, the adjustments will be made through the school counselor who will notify the physical education teacher.

Health Education .25 Credit
A one-semester course in Health Education is required for graduation. Students are scheduled for Health Education during their sophomore year. The course will place emphasis on how to stay well and will focus on developing a positive approach to living through skills. Skills will include accessing valid information, products and services, goal setting, decision making, using effective interpersonal communication skills; analyzing internal and external influences and advocating a healthy position. Topics will include human sexuality, sexually transmitted diseases, substance use/misuse/abuse, sexual harassment, stress, and suicide prevention and nutrition.

Empowering Students through Leadership in Physical Education .5 Credit
Grade 11
Juniors, who have successfully passed their freshman and sophomore health and physical education courses and who have been recommended by their physical education teachers, can enroll in this physical education class. This full year course meets the junior year physical education requirement.

The activity-based course will give students the opportunity to continue to develop their own fitness and physical education skills while developing their leadership potential. Course experiences include:

• Designing and leading effective dynamic warm-ups
• Practicing methods and techniques for teaching and coaching various activities
• Officiating various sports and activities
• Learning ways to support peers, including special needs students
• Learning the basics of first aid and CPR/AED

Successful completion of this course will make students eligible to be a peer assistant in PE Strategies or serve as physical education leader in a freshman or sophomore course during their senior year.

Physical Education Strategies .25 Credit
Grades 12 – Prerequisite: Empowering Students through Leadership in Physical Education, teacher recommendation required
This course is open to grade 12 students who would like to take their physical education knowledge and skills to a new level by working to help other students develop their recreational, social, and physical education skills. Class participation involves working one-on-one or in small groups with fellow students. Skill practice will include tracking objects, catching, and throwing. Games, sports, and cooperative activities will be used to help students develop relationships and an appreciation for student differences. Students must have successfully completed previous physical education and health requirements. Class is limited to 10 students. Physical Education Strategies is a half year course.

Creating Lifelong Learners and Consumers of Fitness and Nutrition .25 Credit
Grade 12
This course is open to seniors, who have successfully completed their freshman, sophomore, and junior physical education/health education courses and who have been recommended by their physical education teachers.

This activity-based course will give students the opportunity to continue to develop their own health and fitness levels through a personalized plan tapping into community and technology resources. Course experiences include:

• Designing and implementing a personal fitness and nutrition plan.
• Exploring local community fitness and activity-based facilities and services.
• Using technology to improve fitness and nutrition.
• Creating Lifelong Learners and Consumers of Fitness and Nutrition is a half year course.
• Researching how to select and purchase products and services.
The Career & Technical Education department is a consortium of Business & Finance, Family & Consumer Sciences and Technology & Engineering. As comprehensive, standards-based instructional programs the focus of CTE is to enable students to demonstrate individual creativity and achievement through the use of advanced technologies and 21st century skills. Through the use of Mac and PC computer labs, authentic pre-schools, culinary labs, 3D printers and manufacturing labs CTE students cultivate skills that improve the lives of individuals, families, and communities. CTE students routinely participate in problem-solving activities that reflect current workplace practices and develop career awareness, time management and communication skills. In collaboration with School Counseling and Advisory, students will work to establish a four-year Student Success Plan (SSP) based on their career aspirations and interests. The SSP guides students toward skill development that aligns with college and career preparation. Specific career clusters and their associated pathways are highlighted below.

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<th>Technology and Engineering</th>
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<td><strong>Hospitality Pathway</strong></td>
<td><strong>Communication Technology Pathway</strong></td>
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The mission of the Business & Finance Education Department is to develop the use of technology, business and economic concepts, and ethical principles that are essential to all citizens in a global economy. Business & Finance Education courses promote the application of acquired skills to numerous disciplines and tasks. The Business & Finance Education curriculum prepares students with the knowledge and skills necessary for advanced study in post-secondary education and career preparation. Through a rigorous and comprehensive course of study, students are exposed to business pathways in accounting, finance, and marketing and information technology. Business & Finance Education offers college credit for select courses as noted through the College Career Pathways program partnership with Connecticut community colleges.

**Accounting I**  
**Grades 9-12**  
1 Credit  
The basics of accounting are presented in this course. Students learn the accounting cycle, including journals, posting trial balance, income statement and balance sheet, and will be introduced to computerized accounting. Simulation of a realistic business situation is presented with an automated practice set. Accounting is strongly recommended for students who will major in business.

**Accounting II**  
**Grades 10-12 - Prerequisite: Accounting**  
1 Credit  
This course is for students who wish to study advanced accounting methods and to experience computerized accounting procedures. Special journals, payrolls, control systems and automated accounting are covered in this course. Business simulations are provided to give students similar activities as experienced in the accounting world.

**Business Mathematics A**  
**Grades 10-12**  
.5 Credit  
This course is for students who wish to study the fundamentals of math used in the business world and in personal affairs. Topics will include: personal money records; salary calculation; fringe benefits; commission; costs involved in home ownership; purchasing and leasing; taxes and insurance. Students may take this course alone or in combination with Business Math B. Students electing Business Math for math credit, may also elect accounting, but will not receive math credit for both business math and accounting.

**Business Mathematics B**  
**Grades 10-12**  
.5 Credit  
This course is for students who wish to study the fundamentals of math used in the business world and in personal affairs. Topics will include: saving and borrowing money; investments; business analysis and statistics; business profit and loss; and doing business in a global economy. Students may take these courses alone or in combination. Students may receive up to one math credit for business math if both courses are taken. Students electing business math for math credit, may also elect accounting, but will not receive math credit for both business math and accounting.

**Financial Literacy**  
**Grades 9-12**  
.5 Credit  
At a time when credit card debt among eighteen to twenty-four year olds is dramatically increasing, and both unemployment and mortgage delinquencies are climbing, financial literacy has become a skill that must be acquired. After all, “four out of ten Americans are currently living beyond their means”, a statistic that directly affects our entire economy (jumpstart.org). Within the finance curriculum students explore the concepts surrounding budgeting, goal setting, banking, consumer credit, savings, consumer protections, housing, taxes, retirement and investment. Through projects, activities, case studies and computer simulations students apply course concepts to authentic, real-world situations. The highlight of this course includes a real-time online Stock Market Simulation allowing students to research assess and monitor investments in multiple domains.

**Entrepreneurship: Introduction to Business Marketing**  
**Grades 9-12**  
.5 Credit  
Entrepreneurship focuses on recognizing a business opportunity, starting a business based on that recognized opportunity and operating and maintaining the business. Students will develop an appreciation for and understanding of entrepreneurship in our economy, especially since most of the jobs created in the early 1990’s have been in the small business sector. Forecasters have indicated that this trend will continue into the twenty-first century. Topics will include: the American free enterprise system, competition and the profit motive and the interrelationships of various facets of business ownership. This course will provide students with a realistic framework for starting their own business.
Sports and Entertainment Marketing
Grades 9-12
This course will introduce students to fundamental marketing principles through exploration of the concepts and theories behind the lucrative sports and entertainment industry. Students will develop an understanding of the billions of dollars spent each year involving marketing, finance, economics, sponsorship, public relations, sales, advertising, licensing and other industry-related topics. Students will gain valuable knowledge on the impact that sports and entertainment have on consumer spending. Students will work individually and within teams through authentic applications and creative writing. This exploration will be reinforced with market strategies and real world applications.

Computer Applications/Microsoft Office
Grades 9-12
Colleges and workplaces of today require students to be proficient in the essential components of Microsoft Office. Knowledge of these applications will assist students with projects, reports, data analysis and presentations in both academic and professional career environments. This comprehensive course encompasses Microsoft Office Suite including Word, Excel, Access and PowerPoint. Students will create MLA style reports, letters, memos, flyers, worksheets, charts, databases and presentations. Additionally, students will become proficient at integrating Microsoft Office Suite software to produce projects, complete simulations and develop advanced computer and Internet research skills. Using SAM (Microsoft Office Online Training), students will prepare to take the certification exam to become a designated Microsoft Office Specialist.

Note: This course will provide students with the opportunity to complete the technology competency requirements for graduation.

Computer Applications/Microsoft Media
Grades 9-12
Technology provides a means to enhance academic achievement, promote student learning and prepare for career success. In Computer Applications Media, students will be introduced to the world of personal publishing by using Word, Publisher, PowerPoint and Front Page. During this course, students will become acquainted with the proper procedures to design and create professional quality publications suitable for course work, professional purposes and personal use. Students will learn to create complex tables, mail merges, sales proposals, flyers/signs, tri-fold brochures, newsletters, presentations, and personal Web pages and sites. Students will be encouraged to use their creativity in designing and creating original publications.

Note: This course will provide students with the opportunity to complete the technology competency requirements for graduation.

Introduction to Computer Science
Grades 9-12
This course is for students who wish to explore the fundamentals of computer programming using the Visual Basic Language. The focus of this introductory level course is to provide students with the basic thought process in programming through a series of true applications written and tested by the student. Topics will include flowcharting, program design, object properties, and writing code. This hands-on course will provide an opportunity to explore interest in the computer science field and other computer related careers.

Introduction to Computer Systems: Word Processing
Grades 9-12
The ability for students to master the skill of keyboarding along with knowledge of computer systems, hardware and applications are essential for every student. Students will master the "touch system" of keying and develop proficiency with Microsoft Word. Topics will include: formatting research papers with proper citations, the Modern Language Association academic reports and business correspondence such as letters and memos. An introduction to computer systems and the Internet, with current hardware & software technology products, rounds out this essential business course.
Family & Consumer Sciences courses focus on skills needed to successfully manage resources, not only as individuals, but as group members in the family, workplace, and community. The variety of courses offered help students develop skills in the areas of self-confidence, setting goals, developing values and making educated decisions. Living independently is going to be a reality for students at some point in the near future. Family & Consumer Sciences courses will prepare students for daily life challenges as well as give them the opportunity to express their creativity.

Family & Consumer Sciences offers college credit for select courses as noted through the College Career Pathways program partnership with the community colleges. In addition, Introduction to Individual & Family Development offers college credit through the UConn Early College Experience program.

**Introductory Foods**
*Grades 9-12*
This course will provide instruction in the area of nutrition, food preparation and meal planning. Laboratory work will provide the opportunity for students to become familiar with kitchen tools, equipment, terminology, recipes and safety and sanitation procedures. Each student will work cooperatively in organized laboratory activities. Time management skills will be emphasized. Throughout this course, information will be presented to help students make wise consumer choices.

**Regional and International Cuisines**
*Grades 9-12 - Prerequisite: Introductory Foods*
This course allows more time for individual work by students in the development and preparation of regional and foreign recipes. Through the medium of food preparation students will develop an understanding of relationships between people of various regions of the world. Students will study the interaction that culture, climate and geography have on food choices of various countries of the world and regions of the United States. Current and future issues regarding global nutrition and health will be examined. Complex food preparation and other laboratory experiences are an integral part of the course.

**Culinary Arts**
*Grades 9-12 - Prerequisite: Introductory Foods*
This course is designed to build upon knowledge gained in Introductory Foods. The focus, however, will be shifted from preparation of individual items to the planning and preparation of complete meals that require advanced preparation techniques. Weekly, students will prepare meals that fall within dietary restriction and budgetary factors of the class. Through self-evaluation and research they will cite scientific reasons for successes or failures of the recipes. Career skills such as cake decorating and garnishing techniques are taught at this level. Students will be able to demonstrate their acquired knowledge through such projects as creating a personal cookbook, researching family dietary concerns and exploring personal nutritional habits.

**Careers in Foods**
*Grades 10-12 - Prerequisite: Introductory Foods, Culinary Arts or Regional and International Cuisines*
This course is designed to offer the student opportunities to develop food service and restaurant management skills, as well as self-confidence and leadership skills. Quantity food production methods and quality control measures are an essential part of this course and are practiced weekly in laboratory classes. Students make the major decisions on all aspects of planning activities such as a lunch restaurant operation and take-out catering business. In addition there are many required opportunities to participate in catering and serving for school and community events such as dances, awards ceremonies and senior citizen functions which often take place after regular school hours.

**Introduction to Early Childhood**
*Grades 9-12*
Through this course, students will learn the basic principles and sequences of human development from the time of conception until the time of elementary school. Topics such as conception, pregnancy, patterns of child development, influences of environment, the exceptional child, pre-school education and parenting skills will be explored. It is hoped that this course will develop greater self-understandings as well as provide insight into children’s behavior. This course is appropriate for all students; especially for those who have an interest in the following careers: medicine, nursing, law, social services, childcare and education. Students will operate a student planned and directed laboratory nursery school, which will provide opportunities to interact with children, as well as teach groups of children between the ages of two and a half and five years.
Early Childhood Careers and Education .5 Credit
Grades 9-12 - Prerequisite: Introduction to Early Childhood
Students in this course will build upon the concepts of Introduction to Early Childhood. This semester allows students to follow the development of the child through the older preschool years, observing conceptual learning as well as foundations of social interaction. Students will be exposed to a variety of teaching approaches used to stimulate the young child. The second component of the course will be the student organized and operated nursery school. Students will focus on parent communication, the entrepreneurship aspects of nursery school, early childhood education and community involvement.

Introduction to Health Careers 1 Credit
Grades 11-12 - Co-Requisite Health Field Experience
This course will give students knowledge and skills needed for careers in the rapidly growing Health field. This program will benefit students interested in such careers as: Nursing; Medical Assisting; Dietetics; Physical, Radiation, Respiratory, Speech or Occupational Therapy; Physician; and other related medical technology fields. The class is taught during the school day and students will benefit from the combination of in-class instruction by a teacher and a consulting nurse/health professional. Students have the opportunity to become certified in American Red Cross First Aid and CPR. Students taking Introduction to Health Careers are required to be enrolled in Health Careers Field Experience during the same academic calendar year.

Health Careers Field Experience .5 Credit
Grades 11-12 - Co-Requisite Into to Health Careers
This is the required semester-long field experience portion of the Introduction to Health Careers class. Students will participate in experiences at local healthcare facilities. Guest speakers from various healthcare professions will help to broaden student’s career awareness. Research into a health career of the student’s choice will be required.

Note: Students should be aware that field experience participation is off site and extends beyond the end of the school day.

Human Relations .5 Credit
Grades 10-12
Human Relations is a course that will help students develop skills that will guide them to make informed choices in the areas of relationships and human sexuality. Role playing and discussion will allow students to become comfortable when communicating with others, making decisions, resisting pressure and taking risks. Relationships with members of the opposite sex, parents, siblings, extended family members, employers and coworkers are explored and discussed. Male/female issues such as sexual harassment, rape, abusive relationships, premarital sexual activity and contraception are covered. An in-depth study of human reproductive anatomy, physiology and health concerns is undertaken and related to their impact on personal relationships throughout the life cycle. Parenting skills are reinforced when students take “Baby Think It Over” home for a night.

Introduction to Individual and Family Development 1 Credit
Grades 11-12
The course is an introduction to the field of Human Development and Family Relations and is part of the Early College Experience program at the University of Connecticut. The course will provide students with an understanding of individual and family development within the context of the family system and the changes that occur in family systems over time. The course will also include an internship component. Students will have the opportunity to apply for college credit. This course (HDFS1070) is required for students majoring in Human Development and Family Studies, Health Sciences, and Education at UConn, and it satisfies a general education requirement in social sciences for all UConn students.
Technology & Engineering primary goal is investigation into the world of technology as it affects our daily lives. Courses provide all students with the knowledge and skills needed to understand and use technology; and to participate in our global, technical society as informed citizens, productive workers and wise consumers of products and services. Students can explore an area completely new to them; gain greater depth in an area of interest; and continue their career awareness and planning pathway. Students will develop valuable skills for life through the use of a variety of basic tools, equipment, and machines as well as advanced technology such as computer graphics, computer aided design and manufacturing, information technology hardware & software, and robotics essential to the engineering and design fields. Technology & Engineering courses provide an excellent foundation for students who intend to pursue education for careers in technical design or engineering. Technology & Engineering courses offer college credit for select courses as noted through the College Career Pathways program partnership with the community colleges.

Computer Technology 1 Credit
Grades 9-12
This course is designed to present the most up-to-date information in the rapidly changing world of computers, hardware and peripherals, operating system software and networking. Students will learn how to build, upgrade and troubleshoot personal computers in addition to learning the skill set required to pursue computer information systems careers in fields such as computer technical support, network administration, network design and troubleshooting. The knowledge and skills learned in this class will allow students apply concepts and strategies to real world hardware and network issues. The course will teach the principles needed to prepare students for computer industry certification exams, continue their computer information systems education in college or obtain an entry level computer service/support job.

Web Design and Development 1 Credit
Grades 9-12
This course will introduce students to the world of Web Design, creating exciting web sites through the use of both HTML programming and industry standard web authoring software such as Dreamweaver and Flash. Students will learn to format text, add graphics and multimedia pages, animation elements, create online forms, and work with tables and control web page layouts and links.

Graphic Design/Photography I 1 Credit
Grades 9-12
Graphic Communications I is the first full-year graphics course offered at the high school level. Students successfully completing this course will have a good understanding of the occupational as well as the mechanical and artistic aspects of the graphics industry. Areas of study will include an introduction to Desktop Publishing using a computer lab. Software well known to the "real world" such as Adobe Creative Suite which includes Illustrator, In Design and Photoshop will be an integral part of the curriculum along with digital video editing. Other areas of study will include design, artwork, production, 35mm and digital camera use, black and white and digital photography, and photo screen-printing.

Graphic Design/Photography II 1 Credit
Grades 10-12 – Prerequisite: Graphic Design/Photography I
For the student who has successfully completed Graphics I and wishes to continue the study of graphics. Areas of concentration will include artwork, design, and advanced camera work such as 3 and 4 color printing, halftones, duotones, and posterization. Related graphic processes such as photoscreen printing and continuous tone photography will also be covered. Class activities will include advanced work with Desktop Publishing and video editing. Work can be individualized according to the student’s talents and strengths in order that he/she may specialize and concentrate in specific areas.

Graphic Design/Photography III 1 Credit
Grades 10-12 - Prerequisite: Graphic Design/Photography II
For the student who wishes to continue the study of graphics, this course will concentrate on advanced work in all forms of digital media. The student will specialize in specific areas of interest.

Digital Media & Video Development 1 Credit
Grades 10-12 - Prerequisite: Graphic Design/Photography I
This upper level high school learning experience enhances student understanding of the design and development process of digital media development. With Graphic Design/Photography I as a pre-requisite students will expand upon their understanding of media creation as they capture, create, and edit video files for media production and various delivery formats.
Engineering & Architectural Design  1 Credit
Grades 9-12
In this course students will utilize professional, modern technology to develop an understanding of the vast world of design as it is applied in the engineering and architecture career fields. Students will use industry standard computer aided drafting/design (CAD) and 3-D modeling software, and experience hands on activities using basic machines and advanced computer aided manufacturing equipment in the design and fabrication of products, structures and buildings.

Engineering Applications  1 Credit
Grades 10-12 - Prerequisite: any Technology Education Course or teacher recommendation.
This dynamic course allows students to identify real world problems and implement technological solutions in an engineering environment. Working together, students of varied backgrounds will research problems and develop functional solutions using the computers, tools, equipment, materials, processes and strategies of modern engineering, science and technology.

Robotics & Electronics Concepts  1 Credit
Grades 9-12
This course introduces students to many of the electronic devices used in the world in which they live and will work; and includes the study of robotics using the VEX robotics platform. Students will gain an overview of the principles of electronics, components, test equipment, circuit design and construction; and the fundamentals of robotics programming, design, construction and application.

Digital Electronics & Robotics  1 Credit
Grades 10-12 - Prerequisite: Robotics & Electronics Concepts
This course adds the study of robotics and is designed for students who successfully complete the first year, who wish to pursue electronics engineering in greater depth. Topics include power supplies, digital communications, computer applications, logic design, oscillators, integrated circuits, FET's, robotics theory, design and application. Individual areas of study will be available throughout the year with experimentation and construction of electronic circuits and laboratory experimentation.

Advanced Electronics Engineering  1 Credit
Grades 10-12 - Prerequisite: Digital Electronics and Robotics
Continued study in electronics engineering is offered at a higher level of study in the areas of: photonics, development of holograms, lasers, fiber optics, wave analysis, light devices, RF communications, solid state devices and their operation in circuits. Individual areas of study will be available throughout the year with experimentation construction of electronic circuits, laboratory experimentation, RCL filter designs with laboratory applications.

Advanced Computer Science Principles  1 Credit
Grades 11-12 - Prerequisite: Algebra II (any level)
Advanced Computer Science Principles is a rigorous course intended to increase students’ understanding of the central ideas of computer science (the study of computers and computation). CS Principles is designed to provide a solid introduction to the thinking skills and practices that make up the study of computer science and an appreciation of the role that computers and computation play in the 21st century. There are seven basic principles that are the basis for this course: (1) creativity, (2) abstraction, (3) data, (4) algorithms, (5) programming, (6) the Internet, and (7) societal impact. The course is project-based, and it is designed to help students learn to access mobile services and applications as creators, not just consumers. Students will use multiple tools and devices such as Android phones and/or Android Emulators, and App Inventor to design and create Android apps.

Manufacturing Technology I  1 Credit
Grades 9-12
A basic course in the laboratory application of systems and technical means used to manufacture and construct products. Students will learn various methods to process wood and other materials through demonstration, research, and hands-on experience. The proper use and safe operation of hand, power, and machine tools will be stressed. Students will apply critical thinking, problem solving skills and industrial techniques as they explore various production technologies. Several manufacturing style projects will be designed and produced in groups to enhance the understanding of the production process. Students will learn how manufacturing impacts natural resources, society and how industry makes finished products. Student projects may be constructed in a variety of wood, composite and other materials using modern techniques, and will incorporate computer aided design and manufacturing (CAD/CAM) through the use of computers and computer operated machine tools.
Manufacturing Technology II  
Grades 10-12 - Prerequisite: Manufacturing Technology I

In this extension of the Manufacturing Technology I course, students will utilize the basic principles; incorporate product selection, design and prototyping; and form manufacturing companies. All aspects of production will be explored including product marketing and fiscal responsibilities. Links will be formed with related business programs as well as investigation of modern manufacturing companies. The proper use and safe operation of hand, power and machine tools will be stressed, as will the role of computer aided design and manufacturing (CAD/CAM) through the use of computers and computer operated machine tools.
The schools' Performing Arts Department is comprised of the Music Department and the Theatre Department. Throughout the Performing Arts classes, students are brought together to work in ensembles where they hone their individual and collaborative skills. Students deepen their artistic development and express sensitivity through the carefully guided study of core repertoire and performance preparation.

The Music Department will provide all students with a comprehensive, standards-based music education. The study of music fosters artistic development, critical thinking, intellectual curiosity, and the pursuit of life-long learning. Through performing and responding to music, all students develop individual skills, realize a sense of belonging, and establish connections to the community.

The Music department offers courses that provide a variety of experiences for students of all abilities and musical backgrounds. These courses are designed for students who wish to pursue music as an avocation as well as those planning a career in music. Some of the courses listed below are open to all students; others require a special audition for membership. Most music classes meet daily.

Students enrolling in performance groups accept the obligation to participate in all scheduled concerts and rehearsals. Students may only be excused with the instructor’s approval.

In addition to the courses listed below as Honors Level, Contract Credit is available for a limited number of juniors and seniors in conjunction with one music class. Acceptance to this Contract Honors Program is based on a student audition and portfolio, both of which will be reviewed by the music faculty.

**PERFORMING ARTS**

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<th>Theatre Arts</th>
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<td>Freshman Band</td>
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<td>Freshman Men’s Choir</td>
<td>Concert Orchestra</td>
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<td>Concert Choir</td>
<td>Concert Jazz Ensemble (Honors)</td>
<td>Specialized Performance Study</td>
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<tr>
<td>Chorale Cantare</td>
<td>Jazz Ensemble</td>
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<td>Choraliers (Honors)</td>
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<td>Guitar II</td>
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<td>I Giovani Solisti (Honors)</td>
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**MUSIC**

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The Music department offers courses that provide a variety of experiences for students of all abilities and musical backgrounds. These courses are designed for students who wish to pursue music as an avocation as well as those planning a career in music. Some of the courses listed below are open to all students; others require a special audition for membership. Most music classes meet daily.

Students enrolling in performance groups accept the obligation to participate in all scheduled concerts and rehearsals. Students may only be excused with the instructor’s approval.

In addition to the courses listed below as Honors Level, Contract Credit is available for a limited number of juniors and seniors in conjunction with one music class. Acceptance to this Contract Honors Program is based on a student audition and portfolio, both of which will be reviewed by the music faculty.

**CHORAL MUSIC**

<table>
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The treble choir is open to 9th grade females. The focus of the ensemble is to develop proper vocal production, basic musicianship and music reading skills. This choir performs a wide variety of musical styles. Performances are scheduled throughout the year. The Treble Choir will combine with other ensembles for certain performances.

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<th>Freshman Men’s Choir</th>
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The Freshman Men’s Choir is open to 9th grade males. The focus of the ensemble is to develop proper vocal production to help facilitate the changing voice, basic musicianship and music reading skills. This choir performs a wide variety of musical styles. Performances are scheduled throughout the year. The Freshman Men’s Choir will combine with other ensembles for certain performances.
Concert Choir 1 Credit
Grade 10 - Prerequisite: Teacher recommendation
The Concert Choir is a mixed ensemble open to 10th graders. The focus of the ensemble is placed on the continual development of individual and ensemble skills presented in the freshman year. This choir performs a wide variety of musical styles. Performances are scheduled throughout the year. The Concert Choir will combine with other ensembles for certain performances.

Chorale Cantare 1 Credit
Grades 11-12 - Prerequisite: Teacher recommendation
Chorale Cantare is an intermediate mixed ensemble open to 11th and 12th graders. The focus of the choir is the continual development of individual and ensemble skills presented in the sophomore year. This choir performs a variety of musical styles. Performances include the annual Madrigal Dinners, local settings and other opportunities. Chorale Cantare represents a singer's culmination in the choral program which promotes a high level of musicianship through performance. Concerts are scheduled throughout the year. Chorale Cantare will combine with other ensembles for certain performances.

Choraliers (Honors) 1 Credit
Grades 11-12 - Prerequisite: Audition
Choraliers is an advanced vocal ensemble selected from members of the Chorale Cantare. The students develop both advanced individual skills including music reading and tone production and ensemble skills including blending, balance and intonation. This choir performs a variety of musical styles with an emphasis on Renaissance and vocal jazz. Performances include the annual Madrigal Dinners, extensive local concerts and participation in the semi-annual European tour and the annual “Pops ‘n Jazz” Show. Choraliers represents a singer's culmination in the choral program which promotes a high level of musicianship through performance. Concerts are scheduled throughout the year. Choraliers will combine with other ensembles for certain performances. To be eligible for this group it is recommended that Choralier members participate in Chorale Cantare.

INSTRUMENTAL MUSIC

Freshman Band 1 Credit
Grade 9 - Prerequisite: Teacher recommendation
The Freshman Band is a performance ensemble consisting of woodwinds, brass and percussion instrumentalists who have reached the intermediate level in technique and musicianship. Students develop knowledge and skill in ensemble balance, tone production, sight reading, musical terms and historical information as they pertain to the music that is prepared and performed. Repertoire includes major works for band that serve to prepare the student for admission to the advanced level band. This group rehearses five times per week and performs regularly throughout the school year at concerts, school and community events, and home football games and in the Memorial Day Parade.

Concert Band 1 Credit
Grades 10-12 - Prerequisite: Teacher recommendation
The Concert Band is an advanced performance ensemble consisting of woodwind, brass, and percussion instrumentalists that rehearse daily. Students develop knowledge and skill in ensemble balance, tone production, sight-reading, musical terms, and historical information to promote a high level of musical artistry through performance. The Concert Band performs advanced band and wind ensemble literature throughout the school year at concerts, school and community events, and home football games and in the Memorial Day Parade. Small ensembles are offered occasionally as an adjunct to the Concert Band.

Jazz Ensemble 1 Credit
Grades 9-12 - Prerequisite: Audition
The Jazz Ensemble is an intermediate level performance ensemble consisting of flute, saxophone, trumpet, trombone, piano, guitar, string bass, drum set and auxiliary percussion. This group rehearses daily, with some additional evening rehearsals. Students develop knowledge and skill in ensemble balance, tone production, improvisation, sight-reading, jazz theory and jazz history as it pertains to the music being prepared and performed. A wide variety of styles are studied and emphasis is placed on improvisation and a repertoire that serves to prepare the student for admission to the Concert Jazz Ensemble. This group performs regularly throughout the school year in school and community events and in jazz festivals.

Concert Jazz Ensemble (Honors) 1 Credit
Grades 9-12 - Prerequisite: Audition
The Concert Jazz Band Ensemble is an advanced level performance ensemble consisting of flute, saxophone, trumpet, trombone, piano, guitar, string bass, drum set, and auxiliary percussion. This group rehearses daily, with some additional evening rehearsals, and a weekly sectional rehearsal. Students develop knowledge and skill in ensemble balance, tone production, improvisation, sight-reading, jazz theory, and jazz history to promote a high level of musicianship through performance. A wide variety of styles
are studied and the group performs at the annual jazz shows, school and community events, competitions and a biennial European concert tour.

**Concert Orchestra**

**Grades 9-12** - Prerequisite: Teacher recommendation

Concert Orchestra is an ensemble for all students who play violin, viola, cello or bass. Concert Orchestra is open to all string players who have developed proficiency with their instrument that enables them to play the repertoire of the ensemble. Students develop knowledge and skill in ensemble balance, tone production, sight reading, instrumental technique, and historical information in relation to the music they perform. Repertoire is drawn from the Baroque, Classical, Romantic, and Contemporary eras and occasionally Wind players are selected from band to form a full orchestra on occasion. Concert Orchestra rehearses daily and performs regularly throughout the year. Small group instruction and chamber ensembles are offered as adjunct activities. All freshmen continuing their study of string instrument should register for Concert Orchestra.

**I Giovani Solisti (Honors)**

**Grades 9-12** - Prerequisite: Audition

I Giovani Solisti (Honors) is a chamber orchestra for advanced string players from Conard and Hall High Schools. This performance group meets at each high school independently during the school day and once per week in the evening with students from both schools by arrangement with the instructor. The group performs some of the hallmarks of the string orchestra repertoire, along with contemporary and rarely heard works. Typically, much of the repertoire is NYSSMA level 5, 6, or collegiate level. I GIOVANI SOLISTI (The Young Soloists) often perform locally and at regional festivals and periodically travel abroad.

**Guitar I**

**Grades 9-12**

Guitar instruction is offered for beginners and students with prior experience on the instrument. The class is taught in a lab setting with instruction tailored to the specific needs of each student and an emphasis on the practical knowledge needed to become competent guitarists. Students are introduced to many styles of guitar playing including folk, classical, rhythm and blues, rock, lead, finger picking, and jazz guitar in both tablature and standard notation.

**Guitar II**

**GR 10-12** - Prerequisite: Teacher recommendation

Guitar instruction is offered for intermediate students with prior experience on the instrument. The class is taught in a lab setting with instruction tailored to the specific needs of each student and an emphasis on more advanced guitar skill development and improvisation techniques. Through direct instruction and independent learning opportunities students will be exposed to many styles, including folk, classical, rhythm and blues, rock, lead, finger picking, and jazz guitar in both tablature and standard notation.
Theatre Arts studies offer students the opportunity to work in a collaborative environment where they can enhance artistic and creative talents, develop problem-solving strategies, foster communication skills, and overcome personal limitations. The exploration of theatre enables students to understand and express life experiences while developing an awareness and appreciation of cultural and historical diversity. The creation of theatre helps them learn to make informed personal and aesthetic choices throughout their lives. Theatre Arts studies provide a variety of experiences for students of all abilities and backgrounds, and are equally suited for students who choose to pursue the theatre as a career or an avocation. Stagecraft and Introduction to Acting are open to all students, but other courses have prerequisites for enrollment. Most students enrolled in Theatre Arts classes will participate to some degree outside of regularly scheduled class time on productions.

**Acting I: Introduction to Acting**  
*Grades 9-12*  
This full-year course introduces students to the basic principles and techniques of acting while working on scenes, monologues and acting exercises. In the first semester, the student will learn effective use of imagination, concentration, relaxation and physical and vocal techniques that will build a foundation for the craft of acting and an appreciation for Theatre Arts. The second semester begins to introduce playwriting, emotional work, and more intense scene study. Peer evaluation, collaborative learning, and an end of the year scene evening performance are all a part of this course.

**Acting II: Intermediate Acting**  
*Grades 9-12 - Prerequisite: Acting I or permission of department supervisor*  
This full-year course expands upon the knowledge previously learned in Acting I by having the student explore additional and more advanced acting techniques as well as further disciplines of theatre such as playwriting, script analysis, and the basics of directing. The year culminates with an end-of-the-year scene night for family and friends.

**Specialized Performance Study**  
*Grades 10-12 - Prerequisite: Acting I, Acting II, or permission of department supervisor*  
This full-year laboratory emphasizes theatre as a collaborative art and each student will have the opportunity to explore various disciplines of theatre. Each course will receive advanced training in acting, directing, playwriting and design. Screenwriting is also tackled in this class. Strong emphasis is on technique and acquiring of these new skills that will enable the theatre student the needed knowledge to work collaboratively to create a successful production. An end-of-the-year One-Act Festival written, designed, directed, acted and produced by the students in this class culminates the study.

**Stagecraft**  
*Grades 9-12 - Prerequisite: permission of department supervisor*  
This hands-on course develops technical skills essential to competent theatre production. Students are introduced to theatrical design, construction and production. Production planning and management, set design and construction, painting, publicity, lighting, sound, and costuming and makeup may be covered. Students apply their practical skills to plays, concerts, musicals and other performances at Hall by helping to build the designs created in Stagecraft design courses. Independent effort in various stagecraft areas is also be encouraged.

*Note: Students should have some time available during the year to work after school on theatre projects intended for public performance (can be repeated for credit).*
The visual arts curriculum encompasses the four components of Comprehensive Art Education (Discipline Based Art Education), art production, art history, aesthetics, and art criticism which encourage students to see and think about the world from different perspectives. Every student is entitled to a quality education in the visual arts. Such an education will provide students with the means to:

- Value art as an important realm of human activity, and a lifelong source of insight and understanding
- Offer self-reflective opportunities focusing on expression and development of personal style
- Provide opportunities to develop interpersonal skills through collaborative work
- Improve perceptual skills and strengthen their knowledge base
- Enhance their critical and creative thinking abilities as well as problem solving skills
- Develop visual literacy skills
- Broaden their career opportunities and possible application

Course offerings provide guided learning experiences with two-dimensional and three-dimensional art forms and concepts. A variety of subject matter, materials, tools and production techniques are explored. The courses encourage students to make connections with other disciplines through class discussions, assignments, research, readings, lectures, guest speakers and field trips.

<table>
<thead>
<tr>
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<th>Grades 10-12</th>
<th>Grades 11-12</th>
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<td>Ceramics II</td>
<td>Visual Arts Concepts</td>
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<td>Drawing I</td>
<td>Drawing II</td>
<td>Grade 12</td>
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**Ceramics I**
Grades 9-12

This course will introduce students to clay as an artistic medium. Clay will be used both for sculptural and functional purposes. Specific projects will allow creative problem-solving while students explore various hand building and wheel throwing skills and both traditional and experimental finishing techniques. Throughout the course, criticism and relevant art history information will be addressed.

**Drawing I**
Grades 9-12

Drawing is a basic process for creating visual images and is a fundamental form of communication. In this course, students will develop their approaches to drawing from observation and from their imagination. A full range of drawing activities, such as quick sketching to in-depth studies, will be addressed. Various media and drawing techniques will be explored. Throughout the course, art criticism aesthetics, and relevant art history information will be addressed.

**Painting I**
Grades 9-12

This course is designed to acquaint students with the knowledge and understanding of how to express visual ideas through the various painting media such as oil paint, watercolor and acrylic. Students will be provided many opportunities to solve visual problems related to composition, subject matter and technique. Throughout the course, criticism and relevant art history information will be addressed.

**Sculpture I**
Grades 9-12

In this course traditional and contemporary approaches and materials for creating sculpture will be explored. The techniques of carving, construction, modeling and assemblage are experienced through a wide variety of media including wood, metal, clay, wire,
paper, plaster and synthetic materials. Surface treatment will be explored through pattern, texture and color. Along with using the basic sculptural processes of carving and modeling, students will learn about other processes, technologies and materials used by contemporary sculptors. Throughout the course, criticism and relevant art history will be addressed.

Survey of Visual Arts Processes, Media and Techniques I  
Semester 1  .5 Credit

Survey of Visual Arts Processes, Media and Techniques II  
Semester 2  .5 Credit

Grades 9-12

This introductory course provides students with a basic foundation in the Visual Arts. This course will focus on two-dimensional work such as drawing and painting and three dimensional works such as ceramics and sculpture. The course combines art production with the processes and content of visual thinking, visual problem solving, and the study of artists. Students will develop their artistic abilities for both personal growth and communication while being exposed to the basic elements of design. Media will be explored that may later be investigated in greater depth in other art department courses. Throughout the course, criticism and relevant art history information will be addressed.

Ceramics II  
1 Credit

Grades 10-12 - Prerequisite: Minimum of a B average in Ceramics I or teacher recommendation

This course continues the development of skills, concepts and techniques learned in Ceramics I. A greater emphasis is placed on craftsmanship and wheel throwing as well as individual expression, while creating sculptural and functional ceramics. Throughout the course, criticism and relevant art history information will be addressed. In addition, students will work toward the development and enhancement of a personal drawing style.

Drawing II  
1 Credit

Grades 10-12 - Prerequisite: Minimum of a B average in Drawing I or teacher recommendation

This course continues the development of skills, concepts and techniques learned in Drawing I. Concentrated work with specific media, techniques and experimental approaches will be the focus of instruction. Throughout the course, criticism and relevant art history information will be addressed. In addition, students will work toward the development and enhancement of a personal drawing style.

Painting II  
1 Credit

Grades 10-12 - Prerequisite: Minimum of a B average in Painting I or teacher recommendation

This course continues the development of skills, concepts and techniques developed in Painting I. Concentrated work with advanced approaches to composition, subject matter and techniques will be the focus of instruction. In addition, students will work toward the development and enhancement of personal painting style. Throughout the course, criticism and relevant art history information will be addressed.

Sculpture II  
1 Credit

Grades 10-12 - Prerequisite: Minimum of a B average in Sculpture I or teacher recommendation

This course continues the development of skills, concepts and techniques learned in Sculpture I. Students will use a greater degree of planning and craftsmanship to address and work with more challenging sculptural ideas and problems. For example, emphasis will be placed on advanced skills and ideas associated with carving, construction, modeling and assemblage in a wide variety of materials. Art criticism and art history will be emphasized at this level of study.

Visual Arts Concepts  
1 Credit

Grades 11-12 - Prerequisite: Minimum B average in 1 credit of Art or teacher recommendation

This course is open to upper-class students who would like to take their visual arts knowledge and skills to a new level by working to help other students develop their artistic abilities and creative skills through a variety of visual art experiences. Class participation involves working one-on-one or in small groups with other students, and activities will be used to help students develop relationships and an appreciation for student differences. Class size is limited to 10 students.

Advanced Placement in Studio Art  
1 Credit

Grades 12 - Prerequisite: A minimum B average in 2 credits of Art and teacher recommendation

This is a college level experience emphasizing an area of studio art in depth. This advanced course provides an extended opportunity for advanced art students to develop a portfolio of original artwork for college admission, and to pursue possible work in a chosen area of concentration. Specific class assignments are individualized for maximum effectiveness. Throughout the course, criticism and relevant art history will be addressed.
The English to Speakers of Other Languages (ESOL) course of study is designed for students whose first language is other than English. ESOL students new to the high school or students who are identified by the ESOL Department as needing support in English language skills are encouraged to follow this course of study.

The Special Education Department offers a continuum of courses and delivery models to meet the individual needs of all students who have been mandated as eligible for special education and requiring specialized instruction as determined by the Planning and Placement Team (PPT). The focus of the program is to provide appropriate instruction and support to assist students in meeting the academic and/or behavioral expectations of the general education classroom. Special education courses in the core academic areas are aligned with the general education curriculum and West Hartford Public School’s graduation requirements.

In addition to specialized instruction, related services are offered through PPT recommendations on an as needed basis. These services may include:

- Individual or group counseling
- Behavioral supports
- Vocational counseling and work experience
- Speech and language therapy
- Services for the hearing or visually impaired
- Occupational and physical therapy

The library media center is a flexible access, resource-based environment available to all students and staff before, during and after school. Print resources include fiction, nonfiction, reference, rapid reader, newspapers and periodicals. AV resources include audio books, DVDs and videos. Electronic resources include 55 computers in the library and adjacent classroom, digital image and audio recording equipment and online access to subscription databases, eBooks and other research and information resources through the library’s website.

The library media program builds on the information and technology literacy skills acquired at the middle school level and supports reading for lifelong learning. Library media specialists work with classroom teachers to integrate these skills with classroom curriculum areas. Students are engaged in inquiry-based projects that focus on research, critical thinking, and creative thinking skills.

SENIOR INTERNSHIPS
Career Internship: Cooperative Work Experience 1 Credit
Grade 12
The Career Internship Program is a career-oriented workplace learning experience that provides individualized career interest placements for seniors above the age of 16. The Internship Coordinator will assist students in finding placement in a related career interest area and in determining work experience placement. Students can earn up to 1 credit for the Internship Program.
All students are encouraged to participate in the interscholastic program. Twenty nine varsity sports are offered with numerous opportunities for sub varsity experiences. Both boys' and girls' teams compete in the Western Division of the Central Connecticut Conference. Students should note that participation in sports is not to be considered as a replacement for the regularly scheduled physical education program.

Athletic Student eligibility on high school athletic teams is controlled by the rules of eligibility adopted by the Connecticut Interscholastic Athletic Conference. You are NOT eligible:

1. If you are not taking at least four units of work.
2. If you have not passed at least four units at the end of the last marking period.
3. If you have reached your 20th birthday. A student-athlete will not be allowed to start a season or compete during a season in which his/her twentieth birthday falls.
4. If you transfer from one member school to another in grades 10-12 without a corresponding change of legal address you may be subject to a 50% sit out in your first varsity sport you played at your previous school that you may wish to play at your new school. Check with the athletic director to see if this rule with apply to your transfer.
5. If you play or practice with an outside team in the same sport while a member of the school team.
6. If you play under an assumed name on an outside team.
7. If you receive payment for participation in any athletic activity.

Eight Semester Rule: A student has eight (8) consecutive semesters or four (4) consecutive years of eligibility from the date of initial entry into ninth grade to be eligible for interscholastic competition. Students who are not eligible or elect to not participate do not preserve additional semesters for use at a later time. There is no fifth year of eligibility per se.

### BOYS' SPORTS

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Divisions I and II Initial-Eligibility Requirements

Core Courses

- **NCAA Divisions I and II require 16 core courses.** See the charts below.
- **Beginning August 1, 2016, NCAA Division I will require 10 core courses** to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become “locked in” at the start of the seventh semester and cannot be retaken for grade improvement.
  - Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.

Test Scores

- **Division I** uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- **Division II** requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average

- Be sure to look at your high school’s List of NCAA Courses on the NCAA Eligibility Center’s website (www.eligibilitycenter.org). Only courses that appear on your school’s List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- **Division I** students enrolling full time before August 1, 2016, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- **Division I** GPA required to receive athletics aid and practice on or after August 1, 2016, is 2.000-2.299 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- **Division I** GPA required to be eligible for competition on or after August 1, 2016, is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- The **Division II** core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

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**DIVISION I 16 Core Courses**

- 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 of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

**DIVISION II 16 Core Courses**

- 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, foreign language or comparative religion/philosophy).
### Sliding Scale A
**Use for Division I prior to August 1, 2016**

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### Sliding Scale B
**Use for Division I beginning August 1, 2016**

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</table>

For more information, visit the NCAA Eligibility Center website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).
2015 - HIGH SCHOOL SUMMER REGISTRATION INFORMATION

Held at: Conard High School, 110 Beechwood Road, West Hartford, CT 06107

Monday, June 29 - Thursday, August 6  No school July 4 - Hours 7:30 a.m. - 12:20 p.m.
(Winter school cancellations may delay the start of summer school)

Principal - Roszena Haskins

REGISTRATION

Until Thursday, June 25, registration is through the Continuing Education Office by any of the following:

Online: Registration will be available online beginning in February. Visit our website at whlifelearn.org and click on “summer”.

Phone: Monday through Friday 8:00 a.m. - 4:30 p.m.
MasterCard or VISA or DISCOVER 860-561-6900

Fax: (24 hours / 7 days)
MasterCard or VISA or DISCOVER 860-561-6907

Mail:
Summer Options
Continuing Education Office
50 South Main Street, Room 130
West Hartford, CT 06107-2447

Walk-In:
Continuing Education Office
West Hartford Town Hall
50 South Main Street, Room 130
Monday through Friday - 8:00 a.m. - 4:30 p.m.

Starting Thursday, June 25, all registrations will take place through the Summer High School office at Conard High School from 7:30 a.m. - 2:30 p.m., either in person, or by phone at 860-929-5050

CONFIRMATION OF REGISTRATION
Placement in class can be assumed unless notified by the summer school office. No confirmation will be mailed.

FINANCIAL AID

A limited amount of financial aid is available to assist West Hartford residents of public school age who require financial assistance. For applications consult a guidance counselor. Applications are available after April vacation and are due Fri., June 5.

FEES

Tuition fees: Residents and collaborating towns:
1/4 credit; $289 (Non-residents $339)
1/2 credit; $359 (Non-residents $399)
1 credit; $684 (Non-residents $739)

Registration fee: Please add a non-refundable registration fee of $15 per student. Each student must pay the registration fee only once per summer, regardless of the number of courses or programs selected. Make checks payable to West Hartford Public Schools

Tuition: Tuition and registration fee are due at the time of registration.

Refund Policy: Registration fee is non-refundable unless a course is filled or cancelled by the Continuing Education Office. A full tuition refund excluding the registration fee if the student elects to leave the program for any reason prior to the close of business on the first day of the semester.

CREDIT INFORMATION

All credit courses meet the minimum state requirement for the number of instructional hours offered during the regular school year, and are approved for credit by the West Hartford/Bloomfield Boards of Education.

All students must check with their guidance counselor if they plan to take courses for credit toward their local graduation requirements, as some credit courses may require prior approval of the student’s Department Head/Department Supervisor.

Summer courses are intensive and move through a year’s curriculum in six weeks. Students may not achieve at the same level as during the school year.

No credit or grade will be released by the Summer School unless tuition payments and book obligations are paid in full.

INFORMATION FOR PARENTS

On the first day of school, each student will receive a Student/Parent Handbook and a written description of the teacher’s Academic Procedures. A parent signature is required to verify that the parent has read the handbook. Copies will also be available in the summer school office.

OPEN HOUSE FOR PARENTS

Parents are invited to an Open House for first semester on Wednesday, July 1, from 7:00-7:20 a.m. during which time the teacher will describe the curriculum and expectations of the course. A second semester Open House will take place on Wednesday, July 22, also from 7:00-7:20 a.m.

For more information or to register call 860-561-6900
STUDENT ATTENDANCE
Summer School credit courses meet approximately four and a half hours (4.5 hrs.) per day. This time allotment makes each summer school day the equivalent of one week of school during the regular school year. Consequently, all students will be expected to attend every day. Summer school attendance policy mandates that unexcused or excessive absences may lead to course failure and, therefore, loss of course credit.
In short, if students will miss more than two (2) class days for a full credit course, or one (1) class day for a 1/2 credit course in a semester, they should not plan to attend class for credit. Specific attendance requirements are stated in the Student-Parent Handbook.

HOMEWORK
Students must expect to devote a significant amount of time on homework on a daily basis. Students holding jobs while attending summer school may find it difficult to allocate the time needed to complete their homework.

HOMEWORK CENTER
The Homework Center is open four days per week, Monday through Thursday, from 12:30 to 1:15 p.m. The center provides students help with homework and access to computers, math and language arts tutors, in a quiet atmosphere for completing assignments. It is open to all summer school students. Late bus transportation is provided to Bloomfield, Hartford, and West Hartford students. All other students must provide their own transportation.

EXPULSED STUDENTS
Students currently expelled by a public school district may not attend this Summer School.

ROOM ASSIGNMENTS
Room assignments for each course will be posted on the first day of each semester inside the school entrances.

SPECIAL EDUCATION STUDENTS
The Summer High School will make reasonable accommodations to meet the needs of all students. Summer School is a regular education program. Special education services are not provided. It is the responsibility of parents who wish to have the classroom teacher be aware of their student’s instructional modifications to provide the teacher with the list of accommodations approved as noted in the latest individualized education plan (IEP) or Section 504 Plan.

AUTO TRANSPORTATION
Student Parking: Students must park only in the student parking lot at Conard High School. The student parking lot is located on the side of the school on Berkshire Road.

Drop-Off and Pick-Up: All vehicles dropping off or picking up students must use the main entrance to the school campus at 110 Beechwood Rd.

BUS TRANSPORTATION
There is limited bus transportation available to eligible students for a nominal fee of $50 per semester, or $25 if taking 7-day health class. Students must live at least two miles from Conard High School to be eligible for bus transportation. Students will be picked up between 6:40 and 7:00 a.m. and will be transported home at the close of the school day, which is 12:20 p.m., except on the last day of each semester, when pick-up will be at 11:40 a.m. Routes and pick-up locations are fixed and will be posted in the Summer Options catalog mailed to all West Hartford homes in April. Bus drop-off and pick-up is located on the back side of the school. Stops will be eliminated if not utilized in the first week of the semester.

MEDICAL INFORMATION
If your child is not enrolled in a Connecticut school, a blue State of Connecticut “Health Assessment Record” must be included with the High School Registration Form prior to enrollment. Forms are available at the Continuing Education Office.

SCHOOL CLOSINGS
Any closing of summer school for reasons such as inclement weather will be announced on radio stations WTIC - 1080 AM, and 96.5 FM, WDRC - 1360 AM, and 102.9 FM; WVIT-TV Channel 30, WFSB Channel 3; or call the Continuing Education office at 860-561-6900.
Any day of school lost due to a closing will be made up at the end of the semester.

ELECTRONIC DEVICES
We discourage students from having any electronic devices in school, including cell phones, because classrooms cannot be left secured and devices are easily lost or stolen. Students may not use cell phones during the school day.

USB/Flash Storage Device
It is highly recommended that students who may be using a computer during summer school at Conard to complete assignments should bring a USB/flash storage device to store their work. Students cannot email work from home to a school account during the summer. WHPS students will have access to their Google accounts during summer school.

STUDENT TO-DO LIST
- Check with your guidance counselor early to see if summer school fits into your high school program.
- Look at your total 4-year high school experience to see when summer school works best for you.
- Start setting aside money now to cover the tuition fees.
- Ask students who have attended summer school what it was like.
- Check with your teachers for their opinion as to what courses would be best for you.
- You don’t have to fail to take summer school - approximately 7 of every 10 students take summer school to get ahead on credits or just to improve skills.

Visit our Website: www.whlifelearn.org
2015 - HIGH SCHOOL COURSES

FULL YEAR
ONE-CREDIT COURSES

MON., JUNE 29 - FRI., JULY 17

• Career Internship - Work Experience
• English 9 *
• English 10 *
• Pre-AP American Literature *
• Writing
• Business Math A
• Algebra I Fundamental (L3)
• Algebra 1 Standard (L2)
• Algebra II Fundamental (L3)
• Algebra II Standard (L2)
• Geometry Fundamental (L3)
• Geometry Standard (L2)
• Earth Science
• Biology
• Chemistry
• Physics
• Anatomy & Physiology
• Modern World History #
• U.S. History
• Chinese and Language Culture I
• Spanish I
• Spanish II

SECOND SEMESTER
MON., JULY 20 - THURS., AUGUST 6

• Community School
• English 9 *
• English 10 *
• Pre-AP American Literature *
• Writing
• Business Math B
• Algebra I Fundamental (L3)
• Algebra 1 Standard (L2)
• Algebra II Fundamental (L3)
• Algebra II Standard (L2)
• Geometry Fundamental (L3)
• Geometry Standard (L2)
• Earth Science
• Biology
• Chemistry
• Physics
• Anatomy & Physiology
• Modern World History #
• U.S. History
• Chinese and Language Culture I
• Spanish I
• Spanish II

Notes regarding West Hartford Public School students:
* Students may take English 9, English 10 or Pre-AP American Literature only to make up credit.
# If Modern World History is taken for get ahead credit, both semesters must be taken.

Fee for one-credit courses (First and Second Semester)
$684 (resident)
$739 (non-resident)

If only taking one semester (1/2 credit) of listed courses:
Resident $359
Non-Resident $399

Dismissal and bus pickup on the last day of the semester.
Fee for half-credit courses
$359 (resident)
$399 (non-resident)

HALF YEAR
HALF-CREDIT COURSES

MON., JUNE 29 - FRI., JULY 17

• American Government/Civics
• Introduction to Psychology
• Drawing
• Ceramics
• Foods I
• Financial Literacy

• Junior Physical Education (Sem. 1) 7:30-9:45 a.m. and Junior Physical Education (Sem. 2) 7:30-9:45 a.m (West Hartford Public School Juniors must take both semesters of physical education for 1/2 credit unless the course is for remedial purposes and only one semester (1/4 credit) is necessary to make up credit.)

SECOND SEMESTER
MON., JULY 20 - THURS., AUGUST 6

• American Government/Civics
• Human Rights
• Drawing
• Ceramics

Fee for half-credit courses
$359 (resident)
$399 (non-resident)

For Art Classes
$384 (resident)
$439 (non-resident)

For more information or to register call 860-561-6900
2015 - HIGH SCHOOL COURSES

QUARTER CREDIT COURSES

Fee for quarter-credit courses
$289 (resident)
$339 (non-resident)

• Health - 7 days each (Choose One)
  Session A: 7:30 - 12:20 p.m. for 7 days: Mon., June 29 - Wed. July 8
  Session B: 7:30 - 12:20 p.m. for 7 days: Thurs., July 9 - Fri., July 17
  Session C: 7:30 - 12:20 p.m. for 7 days: Mon., July 20 - Tues., July 28
  Session D: 7:30 - 12:20 p.m. for 7 days: Wed., July 29 - Thurs., August 6

• Senior Physical Education:
  First Semester: 7:30 - 9:45 a.m. for 14 days: Mon., June 29 - Fri., July 17
  Second Semester: 7:30 - 9:45 a.m. for 14 days: Mon., July 20 - Thurs., August 6

NON-CREDIT COURSES

FIRST SEMESTER
MON., JUNE 29 - FRI., JULY 17
7:30 - 9:50 a.m.

• SAT Preparation: (Verbal)
• SAT Preparation: (Math)
• Study Skills - Organizing for High School
• Writing a Standout College Essay
• *Introduction to Algebra
• *Photography/Graphic Design
  *(Open to students entering grades 6-8

SECOND SEMESTER
MON., JULY 20 - THURS., AUGUST 6
7:30 - 9:50 a.m.

• SAT Preparation: (Math)
• SAT Preparation: (Verbal)

Fee for non-credit courses
$289 (resident)
$329 (non-resident)
(See cost for SAT below)

SAT Cost including book:
$289 ($329 non-residents)
Per Two Hour Section
non-credit
$540 ($630 non-residents) for both Verbal and Math

FIRST SEMESTER
MON., JUNE 29 - FRI., JULY 17
10:00 -12:20 p.m.

• SAT Preparation: (Math)
• SAT Preparation: (Verbal)
• Intensive Reading Skills Development
• Writing a Standout College Essay
• *Study Skills for Middle School
• *Keyboarding for Middle School
• *Animation/Game Design
  *(Open to students entering grades 6-8

SECOND SEMESTER
MON., JULY 20 - THURS., AUGUST 6
10:00 -12:20 p.m.

• SAT Preparation: (Verbal)
• SAT Preparation: (Math)

• ESOL (7:30-12:20 p.m.) - $359 (resident) $399 (non-resident)

Visit our Website: www.whlifelearn.org
**SUMMER HIGH SCHOOL REGISTRATION 2015**

**ONLINE - ANYTIME**
whilifelearn.org
Click on Summer Offerings

**TELEPHONE**
Mon. - Fri. 8 am to 4:30 pm
(860) 561-6900
MasterCard/VISA/Discover

**WALK-IN or MAIL**
Continuing Education Office
50 South Main Street - Rm 130
West Hartford, CT, 06107-2447
Office Hours: 8:00 am - 4:30 pm

**FAX**
24 Hours 7 Days a Week
(860)561-6907
MasterCard/Visa/Discover

**REGISTRATION**
At Conard High School
110 Beechwood Road
Begins on Thursday June 25
(860)928-5500

---

**Last Name** ___________________________ **First Name** ___________________________

Street ___________________________ **Town** ___________________________ **Zip** __________

**Home Phone** ___________________________ **Grace Completed in June** _____ **Birth Date** __________

**School Now Attending** ___________________________ **School To Send Report Card To** ___________________________

**Parent/Guardian** ___________________________

**Cell Phone** ___________________________ **Work Phone** ___________________________

**Emergency Contact** ___________________________ **Relationship** ___________________________ **Phone** ___________________________

**Parent/Guardian Email** ___________________________

**Medical conditions the staff should be aware of** ___________________________

---

**Note:** Any information regarding disability accommodations through an Individual Education Plan or Section 504 Plan should be communicated directly from the student's family to the summer program teacher. Please Check One Before Continuing: [ ] I will contact teacher [ ] No accommodations needed

**BUS SING:** Limited bus routes and stops available to West Hartford residents (see the bus schedule in the Summer Options catalog). Trans. notified ______

---

**Register here for all courses except HEALTH:**

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<td>Thursday, July 9, - Friday, July 17</td>
<td>7:30 am - 12:20 pm</td>
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<td>3</td>
<td>Monday, July 20, - Tuesday, July 28</td>
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<td>Wednesday, July 29, - Thursday, Aug 6</td>
<td>7:30 am - 12:20 pm</td>
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**PAYMENT BY CREDIT CARD**
 [ ] Mastercard [ ] VISA [ ] Discover

Card# ___________________________

**Name of Payor** ___________________________

**Ex. Date** ___________________________

**PAYMENT BY CASH, CHECK OR M.O.**

Cash and $ ___________________________

Check# ___________________________

**M#** ___________________________

Fin. A/C $ ___________________________

Make checks payable to West Hartford Public Schools

---

**Note**

Total Tuition $ ______

Bus Fee + $ ______

Registration Fee + $ 15.00

TOTAL AMOUNT OWED $ ______

---

**Office Use Only**

Student Number: ___________________________

Registrar _______ Date, Entered by _______ Date ________

---

- 2015 (1500)