



# 2020 - 2021 Program of Studies



Francis T.  
Maloney High School



Orville H.  
Platt High School

# **Meriden Public Schools Program of Studies**

**2020-2021**

**Francis T. Maloney High School  
and  
Orville H. Platt High School**



***Here, Students Succeed***

The most updated version of the Program of Studies can be found online at [www.meridenk12.org](http://www.meridenk12.org).

## TABLE OF CONTENTS

|   |       |
|---|-------|
| Letter from Principal Jennifer Straub and Principal Robert Montemurro ..... | 1     |
| Maloney Core Values, Beliefs and Learning Expectations .....                | 2     |
| Platt Core Values, Beliefs and Learning Expectations .....                  | 3     |
| Board of Education, Administration & School Counseling Department .....     | 4     |
| Accreditation .....   | 5     |
| Introduction .....  | 6     |
| • Requirements for Promotion.....   | 6     |
| • Requirements for Graduation.....  | 6     |
| • Transfer Credit.....  | 7     |
| • Attendance Requirements .....   | 7     |
| • Grading System .....  | 7     |
| • Class Rank .....  | 7     |
| • Guidelines for Honor Roll .....   | 8     |
| • High School Honors.....   | 8     |
| • PSAT/CAPT/SAT.....  | 8     |
| • Pass-Fail Option.....   | 8     |
| • Community Service .....   | 8     |
| • Auditing Courses .....  | 9     |
| • Repeating Courses .....   | 9     |
| • Middlesex Early Childhood Education Certificate .....                     | 9     |
| • UCONN Early College Experience (ECE) .....                                | 9     |
| • Advanced Placement .....  | 9     |
| • Student Centered Learning .....   | 9     |
| • Personalized Learning Experiences .....                                   | 10    |
| • Embracing Anywhere/Anytime Learning – Guidelines for PE Credit.....       | 11    |
| • College Credit Option.....  | 12    |
| • National Honor Society .....  | 12    |
| • Eligibility for Athletes: CIAC.....                                       | 12    |
| • NCAA Guidelines for the College-Bound Athlete .....                       | 12    |
| • School Counseling Services.....   | 12    |
| • Course Change Procedures .....  | 12    |
| • Suggestions for Choosing a Good Program.....                              | 13    |
| • Course Levels .....   | 13    |
| • Suggested Course Sequences .....  | 13    |
| • Programs for Students Learning English .....                              | 13    |
| • Prerequisite Courses .....  | 14    |
| • School Choice.....  | 14    |
| • Seal of Biliteracy and CT Certificate of Global Engagement .....          | 14    |
| • Connecticut Seal of Biliteracy .....                                      | 15    |
| • Connecticut Certificate of Global Engagement .....                        | 16    |
| Course Offerings .....  | 17-29 |

## COURSE DESCRIPTIONS

|   |    |
|---|----|
| Art .....   | 30 |
| Business .....  | 32 |
| English .....   | 35 |
| Family and Consumer Science .....                               | 39 |
| Health Education .....  | 42 |
| Mathematics .....   | 42 |
| Music.....  | 45 |
| Physical Education .....  | 49 |
| Science .....   | 51 |
| Social Studies .....  | 56 |
| Technology Education .....                                      | 60 |
| Vocational Education .....                                      | 66 |
| World Languages .....   | 67 |
| Meriden Graduation Summary – Class of 2021/2022 .....           | 67 |
| Meriden Graduation Summary – Beginning with Class of 2023 ..... | 68 |
| College and Career Readiness.....                               | 69 |
| Master Schedule.....  | 70 |
| Student Checklist for Course Selection.....                     | 71 |
| Non-Discrimination Policy and Practices and Attendance .....    | 72 |
| Truancy Policy .....  | 73 |



Dear Student,

It is with great pride and excitement that we present you with the 2020-2021 Maloney and Platt High School Program of Studies which provides you with information that will help you choose an academic path that best suits your needs for the coming year. Platt and Maloney offer comprehensive academic programs with a highly qualified faculty at each school. We are confident this Program of Studies will prepare all Meriden graduates for whatever comes next: whether it is college, the work force or the armed services. You will be ready having met our rigorous 21<sup>st</sup> Century Learning Expectations.

Maloney High School and Platt High School employ student centered approaches to provide a rigorous and meaningful learning environment where dedicated educators, in partnership with parents and the community, work to support and challenge all students to do their very best. The richness of our curriculum, the preparation of our faculty and the achievements of our students make both Platt and Maloney High School a great place to go to school. In our high schools, we embrace technology to enhance learning. Here, students succeed!

It is important that you and your parent /guardian thoroughly review this booklet and discuss the many options available to you. Also, please communicate with your teachers and your counselors who know you well, regarding the right course of studies for you. We encourage you to take advantage of our many course offerings and to take the most challenging courses you can take by setting your goals high. Our teachers are committed to providing you with the support and resources you will need to be successful. We love the programming provided at our schools, but as principals, you expect that. We want you to hear from students. Check out this link with information about our school and how we use personalized learning experiences and student-centered learning to engage students!

In preparation, not only for post high school education, but also to lead productive and satisfying adult lives, we encourage you to become part of the broader school community. Our extensive schedule of athletics, fine and performing arts opportunities, club and activity offerings, and contributions through community service, further characterize our commitment to provide you with a tremendous education. Please take advantage of all that we have to offer.

For more information, visit our Maloney High School and Platt High School websites at

[http://www.meridenk12.org/Schools/High\\_Schools/](http://www.meridenk12.org/Schools/High_Schools/)

Sincerely,

Jennifer Straub  
Principal, Maloney High School  
[www.maloneyhs.com](http://www.maloneyhs.com)

Sincerely,

Robert Montemurro  
Principal, Platt High School  
[www.platths.com](http://www.platths.com)

# FRANCIS T. MALONEY HIGH SCHOOL



*Excellence*

## CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

Francis T. Maloney High School, a diverse and dynamic community of learners, values the uniqueness of all its students and members. We work collaboratively to develop the academic, civic, and social skills needed to succeed in the 21st century.

### **Academic Expectations**

Students will:

Demonstrate communication skills through reading, writing, listening, speaking, and the use of technology.  
Apply decision-making and problem-solving techniques through the use of critical thinking skills.

### **Civic Expectations**

Students will:

Participate in school and community activities.

### **Social Expectations**

Students will:

Demonstrate responsible behavior by showing respect for self and others.  
Work and learn collaboratively and independently.

# O. H. Platt High School

## Panther PRIDE

At O.H. Platt High School, we strive to exhibit professionalism, respect, integrity, discipline, and enthusiasm in all aspects of the school community.



### **Academic**

#### **Students will:**

Demonstrate communication skills through reading, writing, listening, speaking, language development, the use of technology, and artistic expression.

Apply decision-making and problem-solving techniques through the use of critical thinking skills.

### **Social**

#### **Students will:**

Display healthy habits and life skills through respect, self-discipline, and independent and cooperative work.

### **Civic**

#### **Students will:**

Be responsible citizens by respecting others and participating in the community.

**BOARD OF EDUCATION  
ADMINISTRATIVE OFFICES  
22 LIBERTY STREET  
MERIDEN, CONNECTICUT**

**BOARD OF EDUCATION**

Joshua M. Broekstra  
Kim A. Carbone-Pandiani  
Marisol Estrada  
Robert E. Kosienski, Jr.  
Dr. Steven J. O'Donnell

Ray R. Ouellett  
Allan E. Pronovost  
Michael P. Reynolds  
Rebecca L. Wronski

**ADMINISTRATION**

Mark D. Benigni, Ed.D..... Superintendent  
Michael S. Grove..... Assistant Superintendent for Technology and Operations  
Louis Bronk..... Assistant Superintendent for Personnel and Talent Development  
Barbara A. Haeffner ..... Director of Teaching and Innovation  
Jennifer Straub..... Principal, Maloney High School  
James Flynn..... Assistant Principal, Maloney High School  
Erin Lyons Barton ..... Assistant Principal, Maloney High School  
Robert Montemurro..... Principal, Platt High School  
Peter Civitello..... Assistant Principal, Platt High School  
Geoffrey Kenyon..... Assistant Principal, Platt High School

**SCHOOL COUNSELING DEPARTMENT**

*For assistance with this document, please call the School Counseling Directors*

Dana Fudge..... School Counseling Director (203-238-2334 x8352) Maloney High School  
Yesenia Diaz..... Maloney High School  
Luisa Taylor – Transition Specialist..... Maloney High School  
Christine Fenn – Transition Specialist ..... Maloney High School  
Keith Lombardo..... Maloney High School  
Michelle Newbury ..... Maloney High School  
Deanna Roncaioli ..... Maloney High School  
Alicia Webber ..... Maloney High School  
Marc Guidone..... School Counseling Director (203-235-7962 x7502) Platt High School  
Brian Frederick ..... Platt High School  
Marisa LaPlante – Transition Specialist..... Platt High School  
Jennifer Melnik..... Platt High School  
Kristin Mona..... Platt High School  
Sheena Ojeda ..... Platt High School  
Michael Strumski – Transition Specialist ..... Platt High School



## ACCREDITATION

The New England Association of Schools and Colleges, Inc. is one of six nationally recognized regional accrediting associations in the United States and is the official accrediting agency for high schools in the six New England states. Institutional membership in the Association indicates that the school has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Consistent with accreditation procedures, Maloney and Platt High Schools were evaluated in 2012. Each evaluation consisted of a detailed appraisal by the school faculty and a team of visiting educators. Specific areas of review include all curricular programs, student activities, school core values and beliefs, facilities, library/media, school counseling, and administrative services.

The Meriden community can take great pride in its high schools' programs. We encourage each and every student to take full advantage of the many resources available to them at Maloney and Platt High Schools.

Meriden Board of Education  
22 Liberty Street  
Meriden, CT 06450  
[www.meridenk12.org](http://www.meridenk12.org)

Francis T. Maloney High School  
121 Gravel Street  
Meriden, CT 06450  
203-238-2334  
[www.maloneyhs.com](http://www.maloneyhs.com)

Orville H. Platt High School  
220 Coe Avenue  
Meriden, CT 06451  
203-235-7962  
[www.platths.com](http://www.platths.com)

## INTRODUCTION

Maloney and Platt High Schools offer students a wide variety of subject choices. This makes it possible for them to select a four-year educational program best suited to their particular needs, interests and abilities. Students should discuss their program carefully with their parents and school guidance counselor. Although they will select their courses one year at a time, it is advisable to have a four-year plan.

### **REQUIREMENTS FOR PROMOTION**

To enroll in the ninth grade at either high school, a student must have been promoted or assigned to ninth grade. To be promoted to grade 10, a student must have passed 6 units. To be promoted to grade 11, a student must have passed 12 units. To be promoted to grade 12, a student must have passed 18 units. Credits will be awarded at the semester (S1, S2).

### **REQUIREMENTS FOR GRADUATION (Class of 2020-2022)**

While the minimum graduation requirement in the Meriden Public Schools is 21.25, with review and prior approval of the principal, the following College and Career Readiness Pathways will guide all high school student programming options. Beginning with the class of 2023, graduation requirements will be 25 credits. (Public Act No. 17-42)

High school diplomas will be granted only to students who satisfy the following requirements:

### **Meriden Graduation with Credit Requirements (Class of 2020-2021): 21.25 Credits**

|  |                         |
|--|-------------------------|
| English (one credit per year)                        | 4 Credits               |
| Social Studies (must include Civics and U.S History) | 3 Credits               |
| Mathematics  | 3 Credits               |
| Science (one must be in Biology)                     | 2 Credits               |
| Arts/Vocational/Technology/FCS                       | 1 Credit                |
| Physical Education                                   | 1.5 Credits             |
| Business/Computer                                    | 1 Credit                |
| Health   | 0.5 Credit              |
| Electives  | 5 Credits               |
| Community Service                                    | 0.25 (20 hours minimum) |

Students graduating with 25.25 credits will earn credit distinction. Students graduating with 28.25 credits will graduate with highest credit distinction.

### **Meriden Graduation Requirements beginning with Class of 2023:**

|  |              |
|--|--------------|
| Humanities<br>4 credits English, 3 credits Social Studies (must include Civics and US History),<br>1 credit Fine Arts, 1 credit Humanities Elective) | 9 Credits    |
| STEM<br>2 credit Science (1 to include Biology), 1 credit Technology, 3 credits Math, 3 credits STEM Electives)                                      | 9 Credits    |
| World Language   | 1 Credit     |
| Electives  | 2.75 Credits |
| Community Service  | .25 Credit   |
| Physical Education and Wellness  | 1 Credit     |
| Health and Safety Education  | 1 Credit     |

Students graduating with 29.0 credits will earn credit distinction. Students graduating with 31.0 credits will graduate with highest credit distinction.

### **Transfer Credit**

Only transfer credits earned from high schools accredited by their state accrediting agencies will be accepted in fulfillment of the course requirements. Prior approval from the principal is necessary to pursue transfer credit/credit opportunities from accredited institutions other than high school, except as described above.

## Attendance Requirements

Students eligible to receive a high school diploma and participate in the graduation ceremony must have attended a Meriden high school for the full and final semester before graduation. Exceptions from this policy may be made by the Superintendent after reviewing special cases with the high school administration.

## GRADING SYSTEM

| Grade | Approximate Numerical Equivalent | Grade | Approximate Numerical Equivalent |
|-------|----------------------------------|-------|----------------------------------|
| A+    | 97-100                           | C     | 73-76                            |
| A     | 93-96                            | C-    | 70-72                            |
| A-    | 90-92                            | D+    | 67-69                            |
| B+    | 87-89                            | D     | 63-66                            |
| B     | 83-86                            | D-    | 60-62                            |
| B-    | 80-82                            | F     | Below 60                         |
| C+    | 77-79                            | I     | Incomplete                       |

## CLASS RANK

All students are ranked at the end of their junior year and again after the end of the third term of their senior year. In order to be ranked in the top ten, a student must have been enrolled at Platt and/or Maloney High Schools for a minimum of seven marking terms. Students entering either high school as a senior will retain the rank of the sending school for the purpose of college and/or scholarship applications. The class rank will be calculated as follows:

Procedure:

1. Only courses taken during high school years will be counted.
2. If a student transfers from a state accredited school, courses taken will be assigned Meriden's point value and used in the calculation of the grade average.
3. Grade point weights will be multiplied by credit value to determine a point value. Total point value will be divided by total credits to determine the grade average.
4. For the purpose of top ten recognition and selection of the valedictorian and salutatorian, students will have to have completed their junior and senior year at the school.

| Grade | AP/UCONN ECE | Accelerated | Academic/<br>All Other Courses |
|-------|--------------|-------------|--------------------------------|
| A+    | 5.33         | 4.83        | 4.33                           |
| A     | 5.00         | 4.50        | 4.00                           |
| A-    | 4.67         | 4.17        | 3.67                           |
| B+    | 4.33         | 3.83        | 3.33                           |
| B     | 4.00         | 3.50        | 3.00                           |
| B-    | 3.67         | 3.17        | 2.67                           |
| C+    | 3.33         | 2.83        | 2.33                           |
| C     | 3.00         | 2.50        | 2.00                           |
| C-    | 2.67         | 2.17        | 1.67                           |
| D+    | 2.33         | 1.83        | 1.33                           |
| D     | 2.00         | 1.50        | 1.00                           |
| D-    | 1.67         | 1.17        | .67                            |
| F     | 0.00         | 0.00        | 0.00                           |

## **GUIDELINES FOR HONOR ROLL**

The purpose of an Honor Roll is to provide student recognition for academic achievement. Honor roll recognition will be given at the end of each marking period for students in grades six through twelve. Recognition may include the award of Honor Roll Certificates and Honor Rolls published in the local newspapers.

## **HIGH SCHOOL**

Honor roll recognition will be based upon the achievement of the following criteria during each honor roll interval:

1. **Distinguished Honors:**
  - a. The student has a grade point average (GPA) of 4.00 or greater;
  - b. The student has no grade less than the "C" range, 70-79, in any subject that meets on a daily basis;
  - c. The student has no more than one grade in the "C" range, 70-79, in any subject that meets on a daily basis;
  - d. The student has no grades less than the "C" range, 70-79, in subjects that meet on less than a daily basis;
  - e. Courses with the pass/fail option are not considered in computing grade point averages for honor roll purposes; and
  - f. No grade of incomplete.
2. **High Honors:** Same as Distinguished Honors except GPA of 3.67- 3.99
3. **Honors:** Same as Distinguished Honors except GPA of 3.00 – 3.66
4. To compute a student's grade point average, the point value for each grade is multiplied by the number of times the subject meets per cycle. The total of these products is then divided by the sum of the times all subjects meet per cycle.

## **PSAT/SAT**

All grade 9 students will take the PSAT 8/9, and grade 10 and 11 students will take the PSAT/National Merit Scholarship Qualifying Test (PSAT/ NMSQT). This is a standardized test that provides first hand practice for the SAT. It tests students in critical reading skills, Math problem-solving skills and writing skills.

All grade 11 students in the Meriden Public Schools will be required to take the state mandated Next Generation Science Standards (NGSS) Assessment in Science. In addition, all grade 11 students will participate in the state school-based (SAT), which will measure student progress toward college and career readiness.

## **PASS-FAIL OPTION**

The pass-fail option described below is open to all 9, 10, 11, and 12 grade students.

- A. Only one pass/fail credit may be taken per school year. To take a course pass/fail, the student must be enrolled in a schedule of 5 credits per year in addition to the course being taken as pass/fail. The expectation is that students may earn an additional 0.5 credits pass/fail for the interscholastic athletic physical education PLE. Application forms are available in the School Counseling Office and must be approved by the principal.
- B. Students selecting a pass/fail course must sign up in School Counseling Office by the fifth (5<sup>th</sup>) Friday of the semester.
- C. If a student drops a course, the pass/fail course will revert to a graded course unless another graded course is added to the schedule to replace the one that is dropped.
- D. Pass/fail elective courses will not be computed in the class rank or honor rolls.
- E. Pass/fail courses will be credited toward graduation requirements.
- F. This pass/fail option does not impact the SAT prep course.
- G. The following courses are not eligible to be taken as pass/fail:
  1. Courses required for graduation
  2. World Language courses
  3. Accelerated, Honors, or AP/ECE courses

## **COMMUNITY SERVICE**

A total of .25 credit is required for grades 9-12. Students may earn another 20 hours of community service for an additional .25 credit.

## **AUDITING COURSES**

Auditing courses, which means to take a course for the experience and not the credit, must have the recommendation of a counselor and the approval of the Department Chair. Audit courses will not be credited toward graduation requirements or class rank. Audit courses must be carried in addition to the normal class load. Students must meet all course requirements.

## **REPEATING COURSES**

High school students who have already taken a middle school credit-bearing course can repeat the course without receiving credit. All the requirements of the course must be met and a grade will be recorded.

## **UCONN EARLY COLLEGE EXPERIENCE (ECE)**

UCONN Early College Experience (ECE) provides academically motivated students the opportunity to take university courses while still in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head-start on a college degree.

ECE instructors, who are certified as adjunct professors by UCONN faculty, create a classroom environment fostering independent learning, creativity and critical thinking – all pivotal for success in college. To support rigorous learning, University of Connecticut library resources are also available to students.

ECE students must successfully complete the course with a grade of C or better in order to receive university credit. University credits are highly transferable to other universities. The courses that qualify for this program are identified by three asterisks (\*\*\*)

## **MIDDLESEX EARLY CHILDHOOD EDUCATION CERTIFICATE**

In collaboration with the Meriden YMCA and Middlesex Community College, Meriden Public School high school junior and senior level students have the potential to earn credits toward an Early Childhood Education Certificate by successfully completing any or all of the four Middlesex courses listed below. Students are dual-enrolled in these classes as high school students and Middlesex students, with the potential to earn three college credits per course. The courses that qualify for this program are identified by four asterisks (\*\*\*\*).

|         |   |                   |
|---------|---|-------------------|
| ****723 | MxCC--101 Introduction to Early Childhood Education   | (Semester Course) |
| ****724 | MxCC- 103 Creative Art Experiences for Young Children | (Semester Course) |
| ****725 | MxCC- 141 Infant/Toddler Growth & Development         | (Semester Course) |
| ****726 | MxCC- 176 Health, Safety and Nutrition                | (Semester Course) |

## **ADVANCED PLACEMENT**

Advanced Placement (AP) courses were created by College Board to offer high school students the opportunity to experience college-level curriculum and exams. All students are required to take the AP Exams held in May and for those who obtain a score of 4 or 5 on the exam, college credit may be awarded at the post-secondary school the student attends. Benefits of taking AP courses include but are not limited to, strengthening the high school transcript, the opportunity to take college level courses in high school, the rigor which prepares students for the college level and the opportunity to earn college credit for free. The Board will pay the cost of the Advanced Placement examinations.

**STUDENT CENTERED LEARNING** –Our high schools work to promote Student Centered Learning that will give each student the critical thinking, problem solving and 21<sup>st</sup> century skills that they need to be college and career ready. Student Centered Learning engages students in their own success, incorporates their interests and skills into the learning process and encourages students to take responsibility for their own learning. The four areas of focus are: student ownership, personalized learning, mastery-based performance, and anytime, anywhere learning.

## **PERSONALIZED LEARNING EXPERIENCES**

At Maloney and Platt High School we offer Personalized Learning Experiences (PLE) which allow students to customize their educational program to pursue areas of interest or investigate a career outside of the traditional classroom setting. Learning activities may take place before, during or after school, or on nights or weekends, providing for anytime, anywhere learning. Students work with a staff member to design a program with measurable learning objectives and must demonstrate mastery of the program components. Students may earn credits based on successful completion of the PLE.

### **Student Internships**

Student Internships may occur within the school or at an outside business or organization. Internships allow students to apply skills to a real-world setting and gain exposure to a career in a specific field. Students will learn professional, interpersonal and technical skills, as well as develop teamwork, critical thinking, conflict resolution, time management, and problem-solving skills. Students may also serve as peer mentors in subject areas where they have demonstrated an advanced level of mastery. (Special opportunities exist for students to intern as lifeguards, in the school store, or in the school's branch of the Meriden School Employees Federal Credit Union.)

### **Independent Study Programs**

Students interested in exploring an area of study not readily available in the regular curriculum may design a PLE that incorporates a variety of learning activities. Students will work with a faculty sponsor to develop a program that documents the components of the PLE, expected learning outcomes and criteria for successful completion of the program.

### **Online Learning**

Online Learning may provide additional coursework opportunities for students or supplement student internship or independent study PLEs. Students interested in online learning should see their counselor for more information about current offerings.

In order to participate in a Personalized Learning Experience, students must:

- Complete all components of the PLE application
- Be enrolled in a schedule of 5 credits in addition to the PLE
- May earn a maximum of 2 credits per year
- Seniors may not elect an internship for the second semester if the credit is needed for graduation
- The submission deadline for a student internship shall be the fourth (4<sup>th</sup>) Friday of the current term
- Internship credits shall be counted toward graduation, but shall not replace any required course
- A failing internship grade in any term shall terminate the program and credit will be prorated
- Academic or Accelerated credit is available through the PLE program. At the request of the student, Accelerated credit will be considered by the PLE committee, comprised of the following: administration, department chair, PLE Coordinator, teacher and school counselor
- Excellent attendance and punctuality in all classes throughout the school year

## **Embracing Anywhere/Anytime Learning – Guidelines for Physical Education Credit**

As we continue to provide students additional choice and voice in their education, the Central Office administration proposes alternative methods for students to earn credit. PLE in Physical Education can be taken in grades 9-12. However, all students must fulfill the 1.0 credit of state required physical education. Students' participation in a physical education PLE during their sophomore year will still be required to participate in the Connecticut Physical Fitness assessment.

### **Proposal:**

- To provide Personalized Learning Experience (PLE) opportunities in Physical Education

### **Purpose:**

- To allow students to earn a half credit through creative program options, as well as participation in interscholastic sports and other fitness based activities
- To recognize the academic value of participation on interscholastic sports teams, as well as other quality experiences occurring inside and outside the school walls
- To recognize that real learning can occur anytime, anywhere

### **In-School Options**

- Participation in an interscholastic sport or cheerleading equals a half credit
- Participation in intramural athletics
- Participation in a school sponsored fitness-based club or activity
- In addition to PLE Coordinator, program overseen by the Athletic Director, PE Department Chair, PE certified staff member and/or building administrator for Physical Education
- Other as deemed appropriate via the PLE Guidelines for Success, e.g. internships and independent study

### **Out-Of School Options**

- Students can design their own PLE for credit. The PLE can be for a ¼ credit (30 hours) or a ½ credit (60 hours)

### **Guidelines for Success**

- Comply with existing PLE Guidelines for Success
- PLE in Physical Education can be taken in grades 9-12, however all students will take 1.0 credits of state required PE credits during the 9<sup>th</sup> and 10<sup>th</sup> grade years. This is to prepare students for Connecticut Physical Fitness Assessments which occur during the sophomore year
- If participation in interscholastic sports or cheerleading is the chosen PLE activity, the following will apply:
  - Participation must be for the entire season, no other academic requirement, e.g. journal, research paper, activity log, will be necessary
  - Participation in a CIAC controlled interscholastic sport must be in compliance with CIAC regulations
  - PLE is terminated if the student leaves the team voluntarily or is removed for cause, e.g. violation of team/school rules, violation of Board of Education policy, or loss of academic eligibility
  - Continued participation in PLE will be reviewed if the athlete becomes injured
  - Coach will attest to successful participation in interscholastic athletic/cheerleading season
  - Pass/Fail only option

## **COLLEGE CREDIT OPTIONS**

Students have several opportunities to earn college credit while enrolled at Maloney and Platt High Schools, these include programming with Middlesex Community College, and Early College Experience with the University of Connecticut, and several Advanced Placement courses.

## **NATIONAL HONOR SOCIETY**

Membership in the National Honor Society is an honor bestowed upon a student. Selection is based on outstanding scholarship, character, leadership, and service. Students must have a 3.5 grade point average. Character is measured in terms of integrity, behavior, ethics, and cooperation with both students and faculty. Leadership must be demonstrated in community and/or school activities and must be verified by a supervisor or sponsor. To meet the service requirement, the student must be active in service projects in the school and/or community. Students are screened by a Faculty Council consisting of five members of the faculty who are appointed by the principal.

Once accepted into the National Honor Society, members are expected to uphold the standards of scholarship, character, leadership and service that were the basis for their selection by the NHS Faculty Council. Members who fail to maintain these standards are subject to procedures outlined in the chapter's bylaws and the National Honor Society handbook, a copy of which is available upon request. Information regarding National Honor Society can be found on the NHS website at <https://www.nhs.us/>

## **ELIGIBILITY FOR ATHLETES: Connecticut Interscholastic Athletic Conference (CIAC)**

Students are eligible to participate in athletics for eight consecutive semesters or four consecutive years, from the date of entry into the ninth grade. Students will not be eligible to participate in a fifth year unless a hardship is granted by the Eligibility Review Board and promotes consistent progress toward meeting graduation requirements. [www.casciac.org](http://www.casciac.org)

## **NCAA (National Collegiate Athletic Association) - GUIDELINES FOR THE COLLEGE-BOUND STUDENT ATHLETE**

NCAA guidelines for the college-bound student athlete are available in the School Counseling Office. [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

## **SCHOOL COUNSELING SERVICES**

School counseling services are recognized as those services which facilitate the development of each pupil within the formal educational structure of the school. School counseling services most commonly identified are: counseling, testing and test interpretation, referral, career planning, orientation, programming and consulting. The counselor's function is to help students get the most from their school experience, to assist with problems if they arise and to help students plan realistically for the future. Your school counselor plans to meet with you periodically during the school year. You and your parents are encouraged to make an appointment with him or her should you have any questions or concerns. For more information or to set up a meeting with a school counselor, please call 203-235-7962 (ext. 7709) at Platt High School or 203-238-2334 (ext. 8350) Maloney High School.

## **COURSE CHANGE PROCEDURES**

The School Counseling Department encourages students to select their programs of study carefully. The courses students select should have a direct relationship to their career and vocational plans. Parents, teachers and counselors should be consulted before a final program is decided. Once a decision is made, counselors review each program for graduation requirements, proper course sequence and future high school plans. Students are responsible for making certain that their programs are satisfactorily completed.

### **Procedures:**

1. The scheduling process begins in January of the current school year and is completed by June 30<sup>th</sup>. Once students have selected a program of study, changes will be considered up to June 30<sup>th</sup>. Students new to the Meriden Public Schools will be programmed during the summer prior to the opening of school.
2. Computer errors in student schedules will be corrected during the first week of school. Other requests for a change in schedule will be considered during the first two weeks of each semester.
3. After the completion of the second quarter, a full course may not be dropped. A semester course may not be dropped after the first marking quarter of the course.
4. Unique or extenuating circumstances that require a change in program will be considered on an individual basis and must have the approval of the Director of School Counseling and the Principal.



## SUGGESTIONS FOR CHOOSING A GOOD PROGRAM

1. Select a program in keeping with your scholastic abilities and then strive for the best possible accomplishment.
2. Plan to take subjects from several different areas. You may discover new interests and talents. The chance for free elective choices in your program makes this possible.
3. Plan for a two or three-year sequence in as many subjects as possible. This element of depth can be important.
4. See your school counselor for help in making choices based on your abilities, interests, goals, and your academic record.
5. Your parents are most important. They, along with your teachers and school counselor, can offer helpful advice. However, the final decision of your courses should be mutually agreeable to you and your parents.

## COURSE LEVELS

A course title may be designated by the letters AP or ECE or titles Academic or Accelerated which designate the degree of course difficulty. Assignments to course levels are made cooperatively by teachers, guidance, students, and parents. The particular course levels are indicated in the following manner:

|               |   |
|---------------|---|
| AP -          | College level courses designed to prepare students for Advanced Placement exams |
| ECE -         | Middlesex and UCONN courses designed to earn college credits                    |
| Academic -    | College and other post-secondary educational preparatory courses                |
| Accelerated - | College preparatory courses requiring commitment and motivation                 |

## SUGGESTED COURSE SEQUENCES

The following are examples of possible programs for students. They are designed to fit your needs but all may have considerable variation. You are the one to tailor the program for yourself. Take only those courses that best suit your needs. The following are suggested program guidelines which offer flexibility to students.

### Rigorous College Prep Program\*

**\*Accelerated or Advanced Placement courses should be selected by students seeking greater academic challenge.**

4 years English – Accelerated, AP, ECE  
4 years Math – Accelerated, AP, ECE  
3-4 years Social Studies - Accelerated, AP, ECE  
4 years Science – Accelerated, AP, ECE  
3-4 years World Language - AP, ECE  
1 year Technology Education  
1 year Fine Arts/Vocational Education  
2 semesters Physical Education  
2 semester Health Education  
Appropriate Electives

### Standard College Prep Program

4 years English – Academic  
4 years Math – 2 years Algebra, 1 year Geometry  
3 years Social Studies – Academic  
3-4 years Science – Academic  
3-4 years World Language  
1 year Technology Education  
1 year Fine Arts/Vocational Education  
2 semesters Physical Education  
2 semester Health Education  
Appropriate Electives

Students are advised to consult with the admissions office of those colleges they might wish to attend as early as possible to determine specific entrance requirements. Students and parents are encouraged to seek the assistance of the school counselor in discussing and planning for higher education.

## PROGRAMS FOR STUDENTS LEARNING ENGLISH

Following the United States Civil Rights Act of 1964 and the Connecticut Bilingual Statute (10-17a-n) to ensure that all English Learners (ELs) receive specialized services to meet their language and academic needs, there are specific instructional models established at the high school level.

For students in grade 9th a bilingual program is available to students whose dominant language is Spanish. This program provides students with content instruction in the language they best understand as well as incorporating effective strategies to enhance English proficiency in the content areas. For students in grade 10, 11, and 12, we have implemented an intensive Language and Content model which include ESOL courses as well as co-teaching model to support English Learners in mainstream courses. ESOL instruction is provided to students as a scheduled class. In addition, LTSS is also in place to support students as they moved to the academic program.

All English Learners (ELs) must meet the Board of Education requirements for English by successfully completing ESOL courses in addition to the four units (4 years) of English.

**PREREQUISITE COURSES**

It is assumed, unless in a case waived by the building principal, a student must have a passing grade in the prerequisite course in order to continue in the course series.

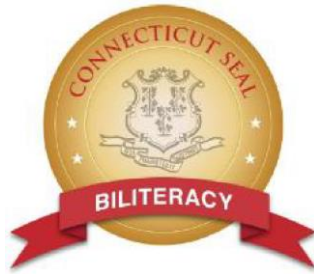
**SCHOOL CHOICE**

Parents and students are encouraged to explore other educational opportunities that are offered in the school district, locally or regionally. These options may include magnet, charter, lighthouse and vocational-technical schools; Open Choice and inter-district programs; and vocational agriculture centers. Contact the School Counseling Department for further information on these School Choice options. <http://www.sde.ct.gov/sde/cwp/view.asp?a=2681&q=335070&sdeNavPage=%7C>

**SEAL OF BILITERACY AND CONNECTICUT CERTIFICATE OF GLOBAL ENGAGEMENT**

The Seal of Biliteracy was established to recognize public school graduates who have attained a high level of proficiency in English and one or more other languages. Similarly, the CT Certificate of Global Engagement is a state approved designation that districts may award students who demonstrate achievement toward global competency. More information on these distinctions can be found on the next two pages.

**Meriden Public Schools  
Connecticut Seal of Bilingual**



**Purpose:**

The Seal of Bilingual was established to recognize public school graduates who have attained high level of proficiency in English and one or more other languages.

The Seal of Bilingual initiative:

- encourages students to study languages;
- certifies attainment of bilingual skills;
- recognizes the value of language diversity;
- provides employers with a method of identifying Connecticut high school graduates with bilingual skills;
- assists universities in recognizing applicants with language skills;
- equips students with the 21st-century skills that will allow them to succeed in college and careers in a global society;
- strengthens relationships and honors the multiple cultures and languages represented in Connecticut communities;
- encourages students to develop communicative proficiency in multiple languages;
- values the knowledge and skills of both English speakers learning world languages and English learners studying English or other world languages; and recognizes and rewards students' linguistic and cultural knowledge.

Connecticut State Department of Education

**Who qualify to receive the Seal of Bilingual?**

All students are eligible to receive the Seal of Bilingual based on evidence of achieving the designated level of language proficiency in two or more languages by high school graduation. Students must demonstrate the state-determined level of proficiency in English, as well as one or more additional languages in grade 10, 11, or 12.

**How do I get more information?**

Students can get more information regarding the state requirements of the Connecticut Seal of Bilingual through the guidance department or by visiting

[https://portal.ct.gov/-/media/SDE/Board/BoardMaterials090617/Seal\\_of\\_Bilingual\\_Guidelines.pdf](https://portal.ct.gov/-/media/SDE/Board/BoardMaterials090617/Seal_of_Bilingual_Guidelines.pdf).

## Meriden Public Schools

### The Connecticut Certificate of Global Engagement (CTCGE)

---

Educating for Global Competency



#### What is it?

A state approved designation that districts may award students who demonstrate achievement toward global competency, as defined by an ability to:

- Investigate the world beyond their immediate environment
- Recognize their own and others' perspectives
- Communicate ideas effectively with diverse audiences
- Translate their ideas into appropriate actions to address a contemporary global issue

#### Why does it matter?

The Connecticut Certificate of Global Engagement validates a student's deliberate pursuit of global education and awareness. This designation will be listed on the student's transcripts and aims to:

- Educate a globally competent citizenry by encouraging students to pursue the global aspects of their education
- Prepare a globally competent workforce for Connecticut
- Recognize the value of global learning and its essential place in a well-rounded contemporary education

#### How do I get it?

A student must follow the state guidelines within the following:

- Globally focused coursework
- Globally focused extracurricular activities
- Globally focused service learning or action project

#### When do I get it?

Students who meet all the requirements of the certificate will receive a certificate upon completion of all requirements, the certificate will be documented on their official transcripts and they will receive a special pin commemorating their achievement at graduation.

#### I want it! How do I get more information?

Students can get more information regarding the state requirements of the Connecticut Certificate of Global Engagement through the guidance department or by visiting <https://portal.ct.gov/-/media/SDE/Social-Studies/CT-Certificate-of-Global-Engagement-Guidelines.pdf?la=en>.

## COURSE OFFERINGS HUMANITIES

| <b>ART</b>      |   |               |                         |    |    |    |
|-----------------|---|---------------|-------------------------|----|----|----|
| <b>Course #</b> | <b>Course Title</b>                                     | <b>Credit</b> | <b>Offered in Grade</b> |    |    |    |
| *159            | Exploring Art with a Digital Sketchbook (online course) | ½             |                         | 10 | 11 | 12 |
| *174            | Introduction to Digital Photography                     | ½             |                         |    | 11 | 12 |
| *176            | Advanced Digital Photography                            | ½             |                         |    | 11 | 12 |
| *180            | Expressive Art  | ½             | 9                       | 10 | 11 | 12 |
| 183             | Adaptive Visual Art                                     | ½             | 9                       | 10 | 11 | 12 |
| 184             | Innovative Forms/3 Dimensional Design                   | ½             | 9                       | 10 | 11 | 12 |
| 187             | Jewelry Design and Techniques                           | ½             | 9                       | 10 | 11 | 12 |
| *188            | Drawing and Illustration                                | ½             | 9                       | 10 | 11 | 12 |
| *189            | Advanced Drawing and Illustration                       | ½             | 9                       | 10 | 11 | 12 |
| *190            | Painting and Mixed Media                                | ½             | 9                       | 10 | 11 | 12 |
| *191            | Advanced Painting and Mixed Media                       | ½             |                         | 10 | 11 | 12 |
| *192            | Ceramics and Innovative Forms I                         | ½             | 9                       | 10 | 11 | 12 |
| *193            | Ceramics and Innovative Forms II                        | ½             | 9                       | 10 | 11 | 12 |
| *194            | Elements of Art   | ½             | 9                       | 10 | 11 | 12 |
| *195            | Cultural Art and Crafts                                 | ½             | 9                       | 10 | 11 | 12 |
| *196            | Contemporary Topics in Art                              | ½             | 9                       | 10 | 11 | 12 |
| *197            | Studio Art AP   | ½             |                         |    | 11 | 12 |
| *198            | Student Internship in Art                               | ¼ - 1         |                         | 10 | 11 | 12 |
| *199            | Independent Study in Art                                | ¼ - 1         |                         | 10 | 11 | 12 |

| <b>ENGLISH</b>  |  |               |                         |    |    |    |
|-----------------|--|---------------|-------------------------|----|----|----|
| <b>Course #</b> | <b>Course Title</b>                              | <b>Credit</b> | <b>Offered in Grade</b> |    |    |    |
| 005             | English 9: Genres in Literature Academic         | 1             | 9                       |    |    |    |
| 006             | English 9: Genres in Literature Accelerated      | 1             | 9                       |    |    |    |
| 018             | English 10 American Composition Academic         | 1             |                         | 10 |    |    |
| 019             | English 10 American Composition Accelerated      | 1             |                         | 10 |    |    |
| 025             | American Literature and Composition Academic     | 1             |                         |    | 11 | 12 |
| 026             | American Literature and Composition Accelerated  | 1             |                         |    | 11 | 12 |
| 029             | British Literature and Composition 1 Accelerated | .5            |                         |    |    | 12 |
| 030             | British Literature and Composition 2 Accelerated | .5            |                         |    |    | 12 |
| ***036          | AP English Literature and Composition UCONN ECE  | 1             |                         |    | 11 | 12 |
| 041             | AP English Language and Composition              | 1             |                         |    | 11 | 12 |

\* Eligible for Arts/Vocational/Technology/FCS Credit Requirement

\*\* Eligible for Business/Computer Credit Requirement

\*\*\* Eligible for UCONN Credit – Grades 10, 11 & 12

\*\*\*\*Eligible for Middlesex Credit – Grades 11 & 12

## COURSE OFFERINGS HUMANITIES

| ENGLISH ELECTIVES |   |       |   |    |    |    |
|-------------------|---|-------|---|----|----|----|
| 017               | Introduction to College English                     | 1     |   |    |    | 12 |
| 043               | Creative Writing/Journalism                         | ½     |   | 10 | 11 | 12 |
| 044               | Cinema Studies                                      | ½     |   |    | 11 | 12 |
| 046               | Modern Fiction & Poetry                             | ½     |   |    | 11 | 12 |
| 047               | Young Adult Literature                              | ½     |   |    | 11 | 12 |
| 048               | Public Speaking                                     | ½     |   | 10 | 11 | 12 |
| *050              | Dramatics – Introduction to Theatre                 | ½     | 9 | 10 | 11 | 12 |
| *051              | Dramatics - Acting and Performance                  | ½     | 9 | 10 | 11 | 12 |
| 061               | Freshman Seminar                                    | ¼ - 1 | 9 |    |    |    |
| 063               | Literacy Connections: Principles of Text            | ½     | 9 | 10 |    |    |
| 064               | Literacy Connections: Connections and Comprehension | ½     | 9 | 10 |    |    |
| 065               | English & Mathematics SAT Skills (Fall)             | ½     |   |    | 11 | 12 |
| 066               | English & Mathematics SAT Skills (Spring)           | ½     |   |    | 11 | 12 |
| 083               | Sports Literature                                   | ½     |   | 10 | 11 | 12 |
| 084               | Poetry: From Page to Stage                          | ½     |   | 10 | 11 | 12 |
| 087               | The Mastery Project                                 | ½     |   |    | 11 | 12 |
| 088               | LTSS 1 (Language Transition Support Services)       | 1     | 9 | 10 | 11 | 12 |
| 089               | LTSS 2 (Language Transition Support Services)       | 1     | 9 | 10 | 11 | 12 |
| 090               | Beginning ESOL                                      | 1     | 9 | 10 | 11 | 12 |
| 091               | Intermediate/Advanced ESOL                          | 1     | 9 | 10 | 11 | 12 |
| 095               | Student Internship in English                       | ¼ - 1 |   | 10 | 11 | 12 |
| 099               | Independent Study in English                        | ¼ - 1 |   | 10 | 11 | 12 |

- \* Eligible for Arts/Vocational/Technology/FCS Credit Requirement
- \*\* Eligible for Business/Computer Credit Requirement
- \*\*\* Eligible for UCONN Credit – Grades 10, 11 & 12
- \*\*\*\*Eligible for Middlesex Credit – Grades 11 & 12

## COURSE OFFERINGS HUMANITIES

| MUSIC    |                                |        |                  |    |    |    |
|----------|--------------------------------|--------|------------------|----|----|----|
| Course # | Course Title                   | Credit | Offered in Grade |    |    |    |
| *101     | Color guard                    | ½      | 9                | 10 | 11 | 12 |
| *102     | Band                           | 1      | 9                | 10 | 11 | 12 |
| *103     | Band Accelerated               | 1      | 9                | 10 | 11 | 12 |
| *104     | Orchestra                      | 1      | 9                | 10 | 11 | 12 |
| *145     | Orchestra Accelerated          | 1      | 9                | 10 | 11 | 12 |
| *106     | Music Theory                   | 1      | 9                | 10 | 11 | 12 |
| *108     | Guitar 1                       | ½      | 9                | 10 | 11 | 12 |
| *109     | Guitar 2                       | ½      | 9                | 10 | 11 | 12 |
| *134     | Advanced Guitar                | ½      | 9                | 10 | 11 | 12 |
| *117     | Jazz Lab                       | ½      | 9                | 10 | 11 | 12 |
| *118     | Jazz Band                      | ½      | 9                | 10 | 11 | 12 |
| *123     | Morning Choir                  | ½      | 9                | 10 | 11 | 12 |
| *124     | Concert Choir                  | 1      | 9                | 10 | 11 | 12 |
| *126     | Pentangle Preps (Platt Only)   | 1      | 9                | 10 | 11 | 12 |
| *127     | Pentangle Players (Platt Only) | 1      | 9                | 10 | 11 | 12 |
| *128     | Cantabiles (Maloney Only)      | 1      | 9                | 10 | 11 | 12 |
| *129     | Allegrettos (Maloney Only)     | 1      | 9                | 10 | 11 | 12 |
| *144     | Bel Cantos (Maloney Only)      | ½      | 9                | 10 | 11 | 12 |
| *132     | Morning Choir Accelerated      | ½      | 9                | 10 | 11 | 12 |
| *133     | Choir Accelerated              | 1      | 9                | 10 | 11 | 12 |
| *136     | Piano 1                        | ½      | 9                | 10 | 11 | 12 |
| *137     | Piano 2                        | ½      | 9                | 10 | 11 | 12 |
| *115     | Advanced Piano                 | ½      | 9                | 10 | 11 | 12 |
| */***131 | Music History UCONN ECE        | 1      |                  |    | 11 | 12 |
| *142     | Music and the Theater          | ½      | 9                | 10 | 11 | 12 |
| *143     | Exploring Music                | ½      | 9                | 10 | 11 | 12 |
| */***149 | AP Music Theory UCONN ECE      | 1      |                  |    | 11 | 12 |
| *160     | Student Internship in Music    | ¼ - 1  |                  | 10 | 11 | 12 |
| *182     | Independent Study in Music     | ¼ - 1  |                  | 10 | 11 | 12 |

- \* Eligible for Arts/Vocational/Technology/FCS Credit Requirement
- \*\* Eligible for Business/Computer Credit Requirement
- \*\*\* Eligible for UCONN Credit – Grades 10, 11 & 12
- \*\*\*\*Eligible for Middlesex Credit – Grades 11 & 12

## COURSE OFFERINGS HUMANITIES

| SOCIAL STUDIES |   |        |                  |    |    |    |
|----------------|---|--------|------------------|----|----|----|
| Course #       | Course Title  | Credit | Offered in Grade |    |    |    |
| 406            | World History Academic                                    | 1      | 9                |    |    |    |
| 406B           | Bilingual World History                                   | 1      | 9                | 10 |    |    |
| 406S           | Sheltered World History                                   | 1      | 9                | 10 |    |    |
| 409            | World History Accelerated                                 | 1      | 9                |    |    |    |
| 425            | AP United States History                                  | 1      |                  | 10 | 11 | 12 |
| 428            | United States History 2 Academic                          | 1      |                  | 10 |    |    |
| 428B           | Bilingual United States History 2                         | 1      | 9                | 10 | 11 | 12 |
| 428S           | Sheltered United States History 2                         | 1      | 9                | 10 | 11 | 12 |
| 429            | United States History 2 Accelerated                       | 1      |                  | 10 |    |    |
| 430            | Civics Academic   | ½      |                  |    | 11 | 12 |
| 430B           | Bilingual Civics Academic                                 | ½      |                  | 10 | 11 | 12 |
| 430S           | Sheltered Civics Academic                                 | ½      |                  | 10 | 11 | 12 |
| 431            | Civics Accelerated  | ½      |                  |    | 11 | 12 |
| 431B           | Bilingual Civics Accelerated                              | ½      |                  | 10 | 11 | 12 |
| 431S           | Sheltered Civics Accelerated                              | ½      |                  | 10 | 11 | 12 |
| 432            | United States History 1 Academic                          | 1      |                  | 10 |    |    |
| 433            | United States History 1 Accelerated                       | 1      |                  | 10 |    |    |
| 434            | AP European History                                       | 1      | 9                | 10 | 11 | 12 |
| 435            | AP US Government & Politics                               | 1      |                  |    | 11 | 12 |
| 436            | Meriden: The Town in Which We Live                        | ½      |                  | 10 | 11 | 12 |
| ***437         | Principles of Macroeconomics (UConn ECE – Maloney Only)   | ½      |                  |    | 11 | 12 |
| 438            | Economics   | ½      |                  |    | 11 | 12 |
| 439A           | AP Microeconomics   | 1      |                  |    | 11 | 12 |
| 447A           | AP Macroeconomics   | 1      |                  |    | 11 | 12 |
| 443            | World Geography 1: Geography and You                      | ½      |                  |    | 11 | 12 |
| 444            | World Geography 2: Geography and the World                | ½      |                  |    | 11 | 12 |
| ***445         | Essentials of Economics (UConn ECE - Maloney Only)        | ½      |                  |    | 11 | 12 |
| ***446         | Principles of Microeconomics (UConn ECE ECON – MHS Only)  | ½      |                  |    | 11 | 12 |
| 448            | Taking Informed Action                                    | ½      |                  |    |    | 12 |
| 449            | Think Globally, Act Locally                               | ½      |                  |    |    | 12 |
| 450            | Crimes Against Humanity: Human Rights & International Law | ½      |                  |    | 11 | 12 |
| 451            | Sociology   | ½      |                  |    | 11 | 12 |
| 453            | Human Behavior  | ½      |                  |    | 11 | 12 |
| 456            | Youth & Government Accelerated                            | ½      |                  | 10 | 11 | 12 |
| 461            | AP Psychology   | 1      |                  |    | 11 | 12 |
| 462            | Conspiracy Theories                                       | .5     |                  |    | 11 | 12 |
| 463            | Women's Studies   | .5     |                  |    | 11 | 12 |
| 464            | Axis vs. Allies – The Study of WWII                       | .5     |                  |    | 11 | 12 |
| 497            | Student Internship in Social Studies                      | ¼ - 1  |                  | 10 | 11 | 12 |
| 499            | Independent Study for Social Studies                      | ¼ - 1  |                  | 10 | 11 | 12 |

\* Eligible for Arts/Vocational/Technology/FCS Credit Requirement

\*\* Eligible for Business/Computer Credit Requirement

\*\*\* Eligible for UConn Credit – Grades 10, 11 & 12

\*\*\*\*Eligible for Middlesex Credit – Grades 11 & 12



## COURSE OFFERINGS ELECTIVES

| <b>BUSINESS</b> |  |               |                         |    |    |    |
|-----------------|--|---------------|-------------------------|----|----|----|
| <b>Course #</b> | <b>Course Title</b>                              | <b>Credit</b> | <b>Offered in Grade</b> |    |    |    |
| **603           | Introduction to Business                         | ½             | 9                       | 10 | 11 | 12 |
| **605           | Business Management                              | 1             |                         |    | 11 | 12 |
| **608           | Banking Internship                               | 1             |                         |    | 11 | 12 |
| 609             | Entrepreneurship                                 | ½             | 9                       | 10 | 11 | 12 |
| **642           | Law and the Legal System                         | ½             |                         |    | 11 | 12 |
| **646           | College Prep Skills                              | 1             |                         |    |    | 12 |
| **/**647        | MxCC College Success Skills                      | 1             |                         |    |    | 12 |
| *664            | Student Internship in Business                   | ¼ - 1         |                         | 10 | 11 | 12 |
| *699            | Independent Study in Business                    | ¼ - 1         |                         | 10 | 11 | 12 |
| *846            | Sports and Entertainment Marketing               | ½             | 9                       | 10 | 11 | 12 |
| *847            | Contemporary Social Issues in Sports Accelerated | 1             |                         | 10 | 11 | 12 |
| *852            | Marketing 2                                      | 1-2           |                         |    | 11 | 12 |
| *853            | Marketing 3                                      | 1-2           |                         |    | 11 | 12 |

\* Eligible for Arts/Vocational/Technology/FCS Credit Requirement

\*\* Eligible for Business/Computer Credit Requirement

\*\*\* Eligible for UCONN Credit – Grades 10, 11 & 12

\*\*\*\*Eligible for Middlesex Credit – Grades 11 & 12

## COURSE OFFERINGS ELECTIVES

| <b>FAMILY AND CONSUMER SCIENCE</b> |   |               |                         |    |    |    |
|------------------------------------|---|---------------|-------------------------|----|----|----|
| <b>Course #</b>                    | <b>Course Title</b>   | <b>Credit</b> | <b>Offered in Grade</b> |    |    |    |
| *701                               | Child Development 1   | 1             |                         | 10 | 11 | 12 |
| *703                               | Introductory Foods  | 1             | 9                       | 10 | 11 | 12 |
| *705                               | Advanced Foods  | 1             |                         | 10 | 11 | 12 |
| 706                                | Baking Techniques   | .5            | 9                       | 10 | 11 | 12 |
| 707                                | Cooking Essentials  | .5            | 9                       | 10 | 11 | 12 |
| *708                               | Interior Design   | 1             | 9                       | 10 | 11 | 12 |
| *713                               | Human Relations   | 1             |                         | 10 | 11 | 12 |
| *714                               | Foods of the World I  | ½             | 9                       | 10 | 11 | 12 |
| *715                               | Foods of the World II   | ½             | 9                       | 10 | 11 | 12 |
| */****723                          | MxCC 101: Introduction to Early Childhood Education               | ½             |                         |    | 11 | 12 |
| */****724                          | MxCC 103: Creative Art Experiences for Young Children             | ½             |                         |    | 11 | 12 |
| */****725                          | MxCC 141: Infant/Toddler Growth & Development                     | ½             |                         |    | 11 | 12 |
| */****726                          | MxCC 176: Health, Safety and Nutrition                            | ½             |                         |    | 11 | 12 |
| *730                               | Parenting   | 1             |                         | 10 | 11 | 12 |
| *740                               | Food Service  | 1-2           |                         | 10 | 11 | 12 |
| *750                               | Child Development 2   | 1-2           |                         |    | 11 | 12 |
| 760                                | Student Internship in Family and Consumer Science                 | ¼ - 1         |                         | 10 | 11 | 12 |
| ***788                             | Introduction to Individual and Family Development/<br>(UCONN ECE) | 1             |                         |    | 11 | 12 |
| 799                                | Independent Study in Family and Consumer Science                  | ¼ - 1         |                         | 10 | 11 | 12 |

| <b>HEALTH EDUCATION</b> |           |     |   |    |    |    |
|-------------------------|-----------|-----|---|----|----|----|
| 921                     | First Aid | 1/2 | 9 | 10 | 11 | 12 |

- \* Eligible for Arts/Vocational/Technology/FCS Credit Requirement
- \*\* Eligible for Business/Computer Credit Requirement
- \*\*\* Eligible for UCONN Credit – Grades 10, 11 & 12
- \*\*\*\*Eligible for Middlesex Credit – Grades 11 & 12

## COURSE OFFERINGS ELECTIVES

| MATHEMATICS |   |         |                  |  |    |    |
|-------------|---|---------|------------------|--|----|----|
| Course #    | Course Title                                | Credit  | Offered in Grade |  |    |    |
| 065         | English and Mathematics SAT Skills (Fall)   | ½ (P/F) |                  |  | 11 | 12 |
| 066         | English and Mathematics SAT Skills (Spring) | ½ (P/F) |                  |  | 11 | 12 |

| PHYSICAL EDUCATION |   |        |                  |    |    |    |
|--------------------|---|--------|------------------|----|----|----|
| Course #           | Course Title  | Credit | Offered in Grade |    |    |    |
| PLE Opportunity    | Students have a Personalized Learning Experience opportunity in Physical Education. Participation in an interscholastic sport, cheerleading or your personally designed PE course equals a half credit. Read more about this in the PLE section on page 10. | 1/2    | 9                | 10 | 11 | 12 |

| TECHNOLOGY EDUCATION |                                       |        |                  |    |    |    |
|----------------------|---------------------------------------|--------|------------------|----|----|----|
| Course #             | Course Title                          | Credit | Offered in Grade |    |    |    |
| *820                 | Home Maintenance & Consumer Education | 1      | 9                | 10 | 11 | 12 |

| VOCATIONAL EDUCATION |   |        |                  |    |    |    |
|----------------------|---|--------|------------------|----|----|----|
| Course #             | Course Title  | Credit | Offered in Grade |    |    |    |
| **870                | Cooperative Work Experience                                   | 1-2    |                  |    |    | 12 |
| */***879             | If you Love It, Teach It Accelerated                          | 1      |                  | 10 | 11 | 12 |
| */***880             | Education for Social Change UCONN ECE (ED1820)                | 1/2    |                  | 10 | 11 | 12 |
| */***881             | Introduction to Special Education UCONN ECE (ESPY 2100)       | 1      |                  | 10 | 11 | 12 |
| */***/§882           | Health & Education in Urban Communities UCONN ECE (EKIN 1160) | 1/2    |                  | 10 | 11 | 12 |
| **888                | Student Internship in Vocational Education                    | ¼ - 1  |                  | 10 | 11 | 12 |
| **899                | Independent Study for Vocational Education                    | ¼ - 1  |                  | 10 | 11 | 12 |

- \* Eligible for Arts/Vocational/Technology/FCS Credit Requirement
- \*\* Eligible for Business/Computer Credit Requirement
- \*\*\* Eligible for UCONN Credit – Grades 10, 11 & 12
- \*\*\*\*Eligible for Middlesex Credit – Grades 11 & 12
- §Eligible for Health Credit Requirement

## COURSE OFFERINGS STEM

| <b>BUSINESS</b> |                                     |               |                         |    |    |    |
|-----------------|-------------------------------------|---------------|-------------------------|----|----|----|
| <b>Course #</b> | <b>Course Title</b>                 | <b>Credit</b> | <b>Offered in Grade</b> |    |    |    |
| **606           | Digital Personal Finance            | 1/2           |                         | 10 | 11 | 12 |
| **621           | Computer Based Accounting 1         | 1             |                         | 10 | 11 | 12 |
| **622           | Computer Based Accounting 2         | 1             |                         |    | 11 | 12 |
| **644           | Computer Applications 1             | 1/2           | 9                       | 10 | 11 | 12 |
| **644B          | Bilingual Computer Applications 1   | 1/2           | 9                       | 10 | 11 | 12 |
| **644S          | Sheltered Computer Applications 1   | 1/2           | 9                       | 10 | 11 | 12 |
| **645           | Computer Applications 2             | 1/2           | 9                       | 10 | 11 | 12 |
| **645B          | Bilingual Computer Applications 2   | 1/2           | 9                       | 10 | 11 | 12 |
| **645S          | Sheltered Computer Applications 2   | 1/2           | 9                       | 10 | 11 | 12 |
| 648             | Applied Digital Skills              | 1/2           | 9                       | 10 | 11 | 12 |
| *688            | Computer Applications 1 Accelerated | 1/2           | 9                       | 10 | 11 | 12 |
| *689            | Computer Applications 2 Accelerated | 1/2           | 9                       | 10 | 11 | 12 |
| *857            | Digital Marketing and E-Commerce    | 1             |                         | 10 | 11 | 12 |

- \* Eligible for Arts/Vocational/Technology/FCS Credit Requirement
- \*\* Eligible for Business/Computer Credit Requirement
- \*\*\* Eligible for UCONN Credit – Grades 10, 11 & 12
- \*\*\*\*Eligible for Middlesex Credit – Grades 11 & 12

## COURSE OFFERINGS STEM

| MATHEMATICS |   |                   |                  |    |    |    |    |
|-------------|---|-------------------|------------------|----|----|----|----|
| Course #    | Course Title                              | Credit            | Offered in Grade |    |    |    |    |
| 200         | Math Enhancement                          | $\frac{1}{4}$ - 1 | 9                | 10 | 11 | 12 |    |
| 226         | Algebra Foundations                       | 1                 |                  |    |    |    | 12 |
| 227         | Algebra 1 Academic                        | 1                 | 9                | 10 | 11 | 12 |    |
| 227B        | Bilingual Algebra 1                       | 1                 | 9                | 10 | 11 | 12 |    |
| 227S        | Sheltered Algebra 1                       | 1                 | 9                | 10 | 11 | 12 |    |
| 228         | Algebra 1 Accelerated                     | 1                 | 9                |    |    |    |    |
| 236         | Algebra 2 Academic                        | 1                 |                  | 10 | 11 | 12 |    |
| 236B        | Bilingual Algebra 2                       | 1                 | 9                | 10 | 11 | 12 |    |
| 236S        | Sheltered Algebra 2                       | 1                 | 9                | 10 | 11 | 12 |    |
| 237         | Algebra 2 Accelerated                     | 1                 |                  | 10 | 11 | 12 |    |
| 239         | Advanced Algebra & Trigonometry           | 1                 |                  |    | 11 | 12 |    |
| 244         | Statistics                                | 1                 |                  |    |    |    | 12 |
| ***245      | AP Statistics UCONN ECE                   | 1                 |                  |    | 11 | 12 |    |
| 246         | Geometry Accelerated                      | 1                 | 9                |    |    |    |    |
| 247         | Geometry Academic                         | 1                 |                  | 10 | 11 | 12 |    |
| 247B        | Bilingual Geometry                        | 1                 | 9                | 10 | 11 | 12 |    |
| 247S        | Sheltered Geometry                        | 1                 | 9                | 10 | 11 | 12 |    |
| 252         | Elements of Finite Mathematics & Calculus | 1                 |                  |    | 11 | 12 |    |
| ***253      | AP Calculus AB UCONN ECE                  | 1                 |                  |    | 11 | 12 |    |
| 258         | Computer Science Principles               | 1                 |                  |    | 11 | 12 |    |
| 258A        | AP Computer Science Principles            | 1                 |                  |    | 11 | 12 |    |
| 259         | AP Computer Science AB                    | 1                 |                  |    | 11 | 12 |    |
| 260         | Pre-Calculus Accelerated                  | 1                 |                  |    | 11 | 12 |    |
| ***263      | AP Calculus BC UCONN ECE                  | 1                 |                  |    | 11 | 12 |    |
| 264         | Student Internship in Mathematics         | $\frac{1}{4}$ - 1 |                  | 10 | 11 | 12 |    |
| **267       | Student Internship in Computer Science    | $\frac{1}{4}$ - 1 |                  | 10 | 11 | 12 |    |
| **298       | Independent Study in Computer Science     | $\frac{1}{4}$ - 1 |                  | 10 | 11 | 12 |    |
| 299         | Independent Study in Mathematics          | $\frac{1}{4}$ - 1 |                  | 10 | 11 | 12 |    |

| MUSIC    |                  |               |                  |    |    |    |  |
|----------|------------------|---------------|------------------|----|----|----|--|
| Course # | Course Title     | Credit        | Offered in Grade |    |    |    |  |
| 140      | Music Technology | $\frac{1}{2}$ | 9                | 10 | 11 | 12 |  |

\* Eligible for Arts/Vocational/Technology/FCS Credit Requirement

\*\* Eligible for Business/Computer Credit Requirement

\*\*\* Eligible for UCONN Credit – Grades 10, 11 & 12

\*\*\*\*Eligible for Middlesex Credit – Grades 11 & 12

## COURSE OFFERINGS STEM

| SCIENCE  |  |        |                  |    |    |    |
|----------|--|--------|------------------|----|----|----|
| Course # | Course Title                                       | Credit | Offered in Grade |    |    |    |
| 300      | Integrated Physical Science Academic               | 1      | 9                |    |    |    |
| 300B     | Bilingual Integrated Physical Science              | 1      | 9                | 10 | 11 | 12 |
| 300S     | Sheltered Integrated Physical Science              | 1      | 9                | 10 | 11 | 12 |
| 305      | Integrated Physical Science Accelerated            | 1      | 9                |    |    |    |
| 315      | AP Biology (with #316 Lab)                         | 1      |                  | 10 | 11 | 12 |
| 316      | AP Biology Lab (with #315)                         | ½      |                  | 10 | 11 | 12 |
| 317      | Biology Accelerated                                | 1      | 9                | 10 | 11 | 12 |
| 317B     | Bilingual Biology Accelerated                      | 1      | 9                | 10 | 11 | 12 |
| 317S     | Sheltered Biology Accelerated                      | 1      | 9                | 10 | 11 | 12 |
| 323      | Biology Academic                                   | 1      | 9                | 10 | 11 | 12 |
| 323B     | Bilingual Biology Academic                         | 1      | 9                | 10 | 11 | 12 |
| 323S     | Sheltered Biology Academic                         | 1      | 9                | 10 | 11 | 12 |
| 324      | Earth Science                                      | 1      |                  |    | 11 | 12 |
| 325      | Ecology Academic                                   | 1      |                  |    | 11 | 12 |
| 326      | Ecology Accelerated                                | 1      |                  |    | 11 | 12 |
| 328      | Geology  | ½      |                  |    | 11 | 12 |
| 333      | Human Anatomy and Physiology Academic              | 1      |                  |    | 11 | 12 |
| 333B     | Bilingual Human Anatomy and Physiology Academic    | 1      |                  |    | 11 | 12 |
| 333S     | Sheltered Human Anatomy and Physiology Academic    | 1      |                  |    | 11 | 12 |
| 334      | Human Anatomy and Physiology Accelerated           | 1      |                  |    | 11 | 12 |
| 334B     | Bilingual Human Anatomy and Physiology Accelerated | 1      |                  |    | 11 | 12 |
| 334S     | Sheltered Human Anatomy and Physiology Accelerated | 1      |                  |    | 11 | 12 |
| 335      | Physics Academic                                   | 1      |                  |    | 11 | 12 |
| 336      | Physics Accelerated                                | 1      |                  |    | 11 | 12 |
| 337      | AP Physics 1                                       | 1      |                  |    | 11 | 12 |
| 338      | Botany 1   | 1      |                  | 10 | 11 | 12 |
| 339      | Botany 2   | 1      |                  | 10 | 11 | 12 |
| 344      | Environmental & Applied Chemistry                  | 1      |                  |    | 11 | 12 |
| 345      | Astronomy  | ½      |                  |    | 11 | 12 |
| ***346   | AP Chemistry UCONN ECE                             | 1      |                  | 10 | 11 | 12 |
| ***347   | AP Chemistry Lab UCONN ECE                         | ½      |                  | 10 | 11 | 12 |
| 348      | Chemistry Academic                                 | 1      |                  | 10 | 11 | 12 |
| 349      | Chemistry Accelerated                              | 1      |                  | 10 | 11 | 12 |
| 350      | Aquaponics   | ½      |                  |    | 11 | 12 |
| 353      | Physical Science for the NEXT Generation 1         | ½      |                  |    | 11 | 12 |
| 354      | Aquatic Ecology                                    | ½      |                  |    | 11 | 12 |
| 355      | Terrestrial Ecology                                | ½      |                  |    | 11 | 12 |
| 356      | Physical Science for the NEXT Generation 2         | ½      |                  |    | 11 | 12 |
| 357      | Urban Horticulture <i>Pilot 2020-2021</i>          | ½      | 9                | 10 | 11 | 12 |
| ***361   | AP Environmental Science UCONN ECE                 | 1      |                  | 10 | 11 | 12 |
| 362      | Forensic Science                                   | 1      |                  | 10 | 11 | 12 |
| 395      | Student Internship in Science                      | ¼ - 1  |                  | 10 | 11 | 12 |
| 399      | Independent Study for Science                      | ¼ - 1  |                  | 10 | 11 | 12 |

\* Eligible for Arts/Vocational/Technology/FCS Credit Requirement

\*\* Eligible for Business/Computer Credit Requirement

\*\*\* Eligible for UCONN Credit – Grades 10, 11 & 12

\*\*\*\*Eligible for Middlesex Credit – Grades 11 & 12

## COURSE OFFERINGS STEM

| TECHNOLOGY EDUCATION |   |        |                  |    |    |    |
|----------------------|---|--------|------------------|----|----|----|
| Course #             | Course Title  | Credit | Offered in Grade |    |    |    |
| */**801              | Computer Aided Drafting 1                             | 1      | 9                | 10 | 11 | 12 |
| */**802              | Computer Aided Drafting 2                             | 1      |                  | 10 | 11 | 12 |
| */**803              | Computer Aided Drafting 3                             | 1      |                  | 10 | 11 | 12 |
| */**804              | Pre-Engineering Drafting                              | 1      |                  |    | 11 | 12 |
| *811                 | Information Systems                                   | 1      | 9                | 10 | 11 | 12 |
| */**813              | Video Production                                      | 1      |                  |    | 11 | 12 |
| */**815              | Advanced Digital Imaging                              | ½      | 9                | 10 | 11 | 12 |
| *818                 | Robotics  | 1      | 9                | 10 | 11 | 12 |
| *819                 | Exploring Technology                                  | 1      | 9                | 10 | 11 | 12 |
| */****821            | MxCC Manufacturing Processes – MFG 102                | ½      |                  |    | 11 | 12 |
| */****823            | MxCC Introduction to CAD 110                          | ½      |                  |    | 11 | 12 |
| */****824            | MxCC Engineering, Drawing Interpretations 1 – MFG 124 | ½      |                  |    | 11 | 12 |
| *841                 | Woodworking Technology 1                              | 1      | 9                | 10 | 11 | 12 |
| *842                 | Woodworking Technology 2                              | 1      |                  | 10 | 11 | 12 |
| *843                 | Woodworking Technology 3                              | 1      |                  |    | 11 | 12 |
| *850                 | Student Internship in Technology Education            | ¼ - 1  |                  | 10 | 11 | 12 |
| */**883              | Digital Imaging                                       | ½      | 9                | 10 | 11 | 12 |
| *884                 | Independent Study in Technology Education             | ¼ - 1  |                  | 10 | 11 | 12 |
| 885                  | Transportation Engineering                            | 1      |                  | 10 | 11 | 12 |

| VOCATIONAL EDUCATION |  |        |                  |    |    |    |
|----------------------|--|--------|------------------|----|----|----|
| Course #             | Course Title                           | Credit | Offered in Grade |    |    |    |
| */****872            | Medical Terminology UCONN ECE (AH2001) | 1      |                  |    | 11 | 12 |
| *873                 | Medical Careers 1                      | 1      |                  | 10 | 11 | 12 |
| *874                 | Medical Careers CNA Lab 1              | ½      |                  |    | 11 | 12 |
| *875                 | Medical Careers CNA Lab 2              | ½      |                  | 10 | 11 | 12 |
| *876                 | Medical Careers 2                      | 1 ½    |                  |    | 11 | 12 |
| *877                 | Medical Careers 3                      | 1      |                  |    | 11 | 12 |

\* Eligible for Arts/Vocational/Technology/FCS Credit Requirement

\*\* Eligible for Business/Computer Credit Requirement

\*\*\* Eligible for UCONN Credit – Grades 10, 11 & 12

\*\*\*\*Eligible for Middlesex Credit – Grades 11 & 12

## COURSE OFFERINGS HEALTH

| HEALTH EDUCATION |                              |        |                  |    |    |    |
|------------------|------------------------------|--------|------------------|----|----|----|
| Course #         | Course Title                 | Credit | Offered in Grade |    |    |    |
| 911              | Health Education 1           | ½      | 9                | 10 | 11 | 12 |
| 911B             | Bilingual Health Education   | ½      | 9                | 10 | 11 | 12 |
| 911S             | Sheltered Health Education   | ½      | 9                | 10 | 11 | 12 |
| 913              | Health Education 2           | ½      | 9                | 10 | 11 | 12 |
| 915              | Changing Person              | ½      |                  | 10 | 11 | 12 |
| 956              | Independent Study in Health  | ¼ - 1  |                  | 10 | 11 | 12 |
| 958              | Student Internship in Health | ¼ - 1  |                  | 10 | 11 | 12 |

## COURSE OFFERINGS PHYSICAL EDUCATION

| PHYSICAL EDUCATION |  |        |                  |    |    |    |
|--------------------|--|--------|------------------|----|----|----|
| Course #           | Course Title                             | Credit | Offered in Grade |    |    |    |
| 912                | Grade 9 Physical Education               | ½      | 9                |    |    |    |
| 918                | Weight Training and Nutrition            | ½      |                  | 10 | 11 | 12 |
| 922                | Grade 10 Physical Education              | ½      |                  | 10 |    |    |
| 923                | Lifesaving                               | ½      |                  | 10 | 11 | 12 |
| 924                | Personal Fitness Module                  | ½      |                  | 10 | 11 | 12 |
| 925                | Outdoor Adventure Activities             | ½      |                  | 10 | 11 | 12 |
| 926                | CrossFit/CrossFit Kids                   | ½      |                  | 10 | 11 | 12 |
| 927                | CrossFit Level 2                         | ½      |                  | 10 | 11 | 12 |
| 928                | Outdoor Adventure Activities II          | ½      |                  | 10 | 11 | 12 |
| 932                | Grade 11 Physical Education              | ½      |                  |    | 11 |    |
| 986                | Independent Study in Physical Education  | ¼ - 1  |                  | 10 | 11 | 12 |
| 988                | Student Internship in Physical Education | ¼ - 1  |                  | 10 | 11 | 12 |

\* Eligible for Arts/Vocational/Technology/FCS Credit Requirement

\*\* Eligible for Business/Computer Credit Requirement

\*\*\* Eligible for UCONN Credit – Grades 10, 11 & 12

\*\*\*\*Eligible for Middlesex Credit – Grades 11 & 12



## COURSE OFFERINGS

### WORLD LANGUAGE

| WORLD LANGUAGES |  |         |                  |    |    |    |
|-----------------|--|---------|------------------|----|----|----|
| Course #        | Course Title   | Credit  | Offered in Grade |    |    |    |
| 520             | Latinos In Action <i>Pilot 2020-2021!</i>              | 1       | 9                | 10 | 11 | 12 |
| 521             | Latin 1  | 1       | 9                | 10 | 11 | 12 |
| 522             | Latin 2  | 1       |                  | 10 | 11 | 12 |
| 523             | Latin 3  | 1       |                  |    | 11 | 12 |
| 525             | AP Latin: Vergil                                       | 1       |                  |    | 11 | 12 |
| ***526          | Topics in Advanced Latin UCONN ECE                     | 1/2     |                  |    | 11 | 12 |
| 527             | Latin 4 Accelerated                                    | 1       |                  |    |    | 12 |
| 531             | Spanish 1 Academic                                     | 1       | 9                | 10 | 11 | 12 |
| 531ACC          | Spanish 1 Accelerated <i>New Pilot 2020-2021!</i>      |         |                  |    |    |    |
| 532             | Spanish 2 Academic                                     | 1       | 9                | 10 | 11 | 12 |
| 532ACC          | Spanish 2 Accelerated <i>New Pilot 2020-2021!</i>      |         |                  |    |    |    |
| 533             | Spanish 3 Academic                                     | 1       |                  | 10 | 11 | 12 |
| 533ACC          | Spanish 3 Accelerated                                  |         |                  |    |    |    |
| 537             | Spanish 4 Accelerated                                  | 1       |                  |    |    | 12 |
| ***535          | AP Spanish Language (UCONN ECE)                        | 1       |                  |    | 11 | 12 |
| ***538          | Reading & Composition for Spanish Speakers (UCONN ECE) | 1       |                  | 10 | 11 | 12 |
| 541             | Italian 1 Academic                                     | 1       | 9                | 10 | 11 | 12 |
| 541ACC          | Italian 1 Accelerated <i>New Pilot 2020-2021!</i>      |         |                  |    |    |    |
| 542             | Italian 2 Academic                                     | 1       |                  | 10 | 11 | 12 |
| 542ACC          | Italian 2 Accelerated <i>New Pilot 2020-2021!</i>      |         |                  |    |    |    |
| 543             | Italian 3  | 1       |                  |    | 11 | 12 |
| 543ACC          | Italian 3 Accelerated                                  |         |                  |    |    |    |
| 547             | Italian 4 Accelerated                                  | 1       |                  |    |    | 12 |
| ***545          | AP Italian and Culture (UCONN ECE)                     | 1       |                  |    | 11 | 12 |
| 546             | Student Internship in World Language                   | 1/4 - 1 |                  | 10 | 11 | 12 |
| 599             | Independent Study in World Language                    | 1/4 - 1 |                  | 10 | 11 | 12 |

\* Eligible for Arts/Vocational/Technology/FCS Credit Requirement

\*\* Eligible for Business/Computer Credit Requirement

\*\*\* Eligible for UCONN Credit – Grades 10, 11 & 12

\*\*\*\*Eligible for Middlesex Credit – Grades 11 & 12

## COURSE DESCRIPTIONS

### ART

|  |  |
|--|--|
| <b>159 EXPLORING ART WITH A DIGITAL SKETCHBOOK – Online Course</b> | <b>Prerequisite: None<br/>Credit: ½ unit</b> |
|--|--|

Deepen your understanding of the Elements of Art and Principles of Design, through online research and art creation. Students will have the opportunity to look at, read about, write about and create their own art, developing a digital portfolio of their work. This course is recommended for students with an interest in deepening their understanding of art and practicing their skills.

|  |  |
|--|--|
| <b>174 INTRODUCTION TO DIGITAL PHOTOGRAPHY</b> | <b>Prerequisite: None<br/>Credit: ½ unit</b> |
|--|--|

This course is an introduction to photography as a digital media. Students will be exposed to the fundamentals of photographic composition including lighting, angles, selective focus and other basic photography techniques. Students will use digital SLR cameras and learn the various technical skills to manually control the many aspects of professional photography and the editing skills necessary to create finished photos.

|   |   |
|---|---|
| <b>176 ADVANCED DIGITAL PHOTOGRAPHY</b> | <b>Prerequisite: Introduction to Photography<br/>Credit: ½ unit</b> |
|---|---|

This class is a continuation of Introduction to Digital Photography and will focus on advanced technical camera control and operational as well as advanced editing and retouching processes. Aspects of selecting and presenting work along with the development of digital portfolio work are key areas of focus in this class.

|                           |  |
|---------------------------|--|
| <b>180 EXPRESSIVE ART</b> | <b>Prerequisite: None<br/>Credit: ½ unit</b> |
|---------------------------|--|

This unique and exciting art class will invite students to explore various forms of art and mediums. With the Elements of Art serving as a foundation, students will learn how to use art forms such as paint, collage, spontaneous drawing, visual journaling, poetry prompts, printmaking, music, guided imagery and movement to create self-expressive works of art, while challenging them to build imagination and problem-solving skills.

|                                |  |
|--------------------------------|--|
| <b>183 ADAPTIVE VISUAL ART</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|--------------------------------|--|

This class is for students with special needs and physical limitations to experience a full range of adapted art projects based on specific individualized needs. In addition, students who wish to pursue education as a career can take this course as a PLE upon recommendation in order to learn about adaptive art and all that it entails.

|  |  |
|--|--|
| <b>184 INNOVATIVE FORMS/3 DIMENSIONAL DESIGN</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|--|--|

In this hands-on studio course, students will create original 3 dimensional sculptures with various materials including paper, wood, metal, and found objects. This course will focus on the elements of art specifically, form and space. The work of classic and contemporary sculptors will be studied. Students will experience the creative process from conception of original ideas, to sketching, planning and constructing their 3 dimensional sculptures.

|  |  |
|--|--|
| <b>187 JEWELRY DESIGN AND TECHNIQUES</b> | <b>Prerequisite: Completion of one art course<br/>Credit: 1/2 unit</b> |
|--|--|

In this hands-on studio course, students will design and create original jewelry pieces using a variety of techniques and materials. Students will study man's deep rooted relationship with jewelry as a universal form of adornment. Materials can include leather, metals, wood, clay, resin, and stone. Students will learn stringing, wire working, braiding and knotting techniques, stamping, soldering, and metal working.

|                                     |  |
|-------------------------------------|--|
| <b>188 DRAWING AND ILLUSTRATION</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|-------------------------------------|--|

This course is an introduction in various drawing media with a focus on building the student's foundational drawing skills. Drawing techniques including sketching, tonal drawing, perspective, landscape drawing, and figure drawing will be taught. Students will also study the elements and principles of design and understand how they can apply these concepts to their artwork.

|  |  |
|--|--|
| <b>189 ADVANCED DRAWING AND ILLUSTRATION</b> | <b>Prerequisite: Drawing and Illustration<br/>Credit: 1/2 unit</b> |
|--|--|

This course is the continuation of Drawing 1. Students will be challenged to build on the prior knowledge and skills gained in their previous art classes, such as perspective, figure drawing, tonal drawing, and color drawing. Students will learn more about creating advanced compositions and how they can apply their understanding of the Elements and Principles of Art to their artwork.

|                                     |  |
|-------------------------------------|--|
| <b>190 PAINTING AND MIXED MEDIA</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|-------------------------------------|--|

Students will explore and develop painting skills through an array of media applications and techniques. Students will learn color theory and applied use of color mixing and paint application. Paint media may encompass watercolor, acrylic, tempera and ink washes. Students will paint from life, photo references, landscape and still life subjects.

|  |  |
|--|--|
| <b>191 ADVANCED PAINTING AND MIXED MEDIA</b> | <b>Prerequisite: Painting and Mixed Media<br/>Credit: 1/2 unit</b> |
|--|--|

This class is a continuation of Painting and Mixed Media and will further explore painting at an advanced level. Students will understand technical methods of stretching a canvas, paint applications and the usage of studio tools on a variety of media. Aspects of selecting and presenting work along with the development of portfolio work are key areas of focus in this class.

|  |  |
|--|--|
| <b>192 CERAMICS AND INNOVATIVE FORMS 1</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|--|--|

This course is an introduction to working in three-dimensional forms with a focus on the elements of art and principles of design. Students will learn hand-building techniques in clay including slab, coil, additive and subtractive as well as experience working with a variety of hand tools. In addition to clay, students may explore developing forms in glass, metal, wood and found materials.

|  |  |
|--|--|
| <b>193 CERAMICS AND INNOVATIVE FORMS 2</b> | <b>Prerequisite: Ceramics 1<br/>Credit: 1/2 unit</b> |
|--|--|

In this course, students will continue work in clay including wheel-throwing techniques. Work will include functional and decorative pieces with a focus on surface treatment and decoration. In this advanced course, students will explore personal expression in three-dimensional art. In addition to clay, students may explore developing forms in glass, metal, wood, and found materials.

|                            |  |
|----------------------------|--|
| <b>194 ELEMENTS OF ART</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|----------------------------|--|

This course introduces students to the fundamentals of studio art through a sequential study of the elements of art and principles of design. Students will build foundational skills, and begin to develop a portfolio through hands-on assignments. The course is intended to be an exploration of the application of various media, such as painting, drawing, ceramics, and printmaking through a variety of lessons which will help students decide future art course selections.

|                                    |  |
|------------------------------------|--|
| <b>195 CULTURAL ART AND CRAFTS</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|------------------------------------|--|

This course is designed to expose students to the history and arts of the people of various cultures such as Africa, Asia, Australia, Native North America, and Latin America. The emphasis will be on the production of art projects inspired by these cultures and various craft media will be used including printmaking, crafts (such as stenciling or block printing), fabric crafts (such as Batik, stitchery, and weaving), ceramics/clay production, paper mache, and other craft materials. Projects will include mask making, dot paintings, clay vessel construction, fabric dyeing, and other craft-oriented projects.

|                                       |  |
|---------------------------------------|--|
| <b>196 CONTEMPORARY TOPICS IN ART</b> | <b>Prerequisite: Art Teacher Recommendation<br/>Credit: ½ unit</b> |
|---------------------------------------|--|

Topics in this course will be generated from the needs of the school, the community and student interest. Students will be engaged in art processes from mural design to set painting to landscape design, installation art and beyond. Students will have the opportunity to further develop skills and interest in very specific art topics and media.

|                          |  |
|--------------------------|--|
| <b>197 STUDIO ART AP</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|--------------------------|--|

This course is intended for highly motivated art students to do college level art work. The program will offer two portfolio studies: Drawing and 2-D Design. Each portfolio contains three rigorous and required sections, emphasizing quality, concentration and breadth. Candidates will prepare their portfolios through organized instruction. Portfolios will be submitted in early May for review by AP faculty consultants appointed by the National AP Studio Art Program.

|                                      |  |
|--------------------------------------|--|
| <b>198 STUDENT INTERNSHIP IN ART</b> | <b>Prerequisite: Teacher Recommendation<br/>Credit: ¼ - 1 unit</b> |
|--------------------------------------|--|

Internships as a personalized learning experience (PLE) allow students to apply existing skills while further developing interpersonal, technical, critical thinking, conflict resolution, time management, and problem-solving skills. Students may also serve as peer mentors in a subject area where they have demonstrated an advanced level of mastery. Students desiring such a program should consult their school counselor.

|                                     |  |
|-------------------------------------|--|
| <b>199 INDEPENDENT STUDY IN ART</b> | <b>Prerequisite: Teacher Recommendation<br/>Credit: ¼ - 1 unit</b> |
|-------------------------------------|--|

This personalized learning experience (PLE) provides students with an opportunity to do a study in a field of interest not readily available in the regular curriculum. Students desiring such a program should consult their school counselor.

## BUSINESS

|                                     |  |
|-------------------------------------|--|
| <b>603 INTRODUCTION TO BUSINESS</b> | <b>Prerequisite: None<br/>Credit: ½ unit</b> |
|-------------------------------------|--|

This is a survey course introducing the field of business including topics such as management, finance, accounting, marketing, and the other areas of general business interest. This class will be the precursor to subsequent specialized courses in the business field and will include topics such as money management, investing, banking, insurance, credit, career opportunities, basic economics and consumerism.

|                                |  |
|--------------------------------|--|
| <b>605 BUSINESS MANAGEMENT</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--------------------------------|--|

This course is intended to serve all students, particularly the college-bound planning on majoring in business. Students will receive an introduction to management concepts, theory, and practice. They will also study recognizing a business opportunity, starting a business based on the recognized opportunity, and operating and maintaining the business. The course focuses on the various functional areas of business (e.g., accounting, finance, marketing, and management) and the environments (e.g., legal and economic) as they apply to the individual starting his/her own business.

|                                     |  |
|-------------------------------------|--|
| <b>606 DIGITAL PERSONAL FINANCE</b> | <b>Prerequisite: None<br/>Credit: ½ unit</b> |
|-------------------------------------|--|

Students in this half year Digital Personal Finance class will learn how to plan their own personal finances. Students will create financial goals, track their income and spending, develop personal budgets, comprehend the impact of investments, understand the cost of using credit, study the different types of insurance options for consumers, and research careers and their potential salary.

|                               |  |
|-------------------------------|--|
| <b>608 BANKING INTERNSHIP</b> | <b>Prerequisite: Personal Finance<br/>Credit: 1 unit</b> |
|-------------------------------|--|

As part of this full year course, students will work in the Meriden Schools Federal Credit Union. Students will assist in everyday transactions, such as: depositing money into checking and savings accounts, cashing checks, giving balances, opening new accounts, and making withdrawals for customers.

|                             |  |
|-----------------------------|--|
| <b>609 ENTREPRENEURSHIP</b> | <b>Prerequisite: None<br/>Credit: ½ unit</b> |
|-----------------------------|--|

Students will identify the fundamentals of business creation, the personal attributes needed to be a successful entrepreneur, and will research various business opportunities. Topics covered include the characteristics of an entrepreneur, discovering entrepreneurial opportunities, and researching/analyzing domestic, global and market trends. The course culminates with the student developing a hypothetical business plan to implement their unique venture that conforms to all applicable governmental laws and regulations.

|  |  |
|--|--|
| <b>621 COMPUTER BASED ACCOUNTING 1</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--|--|

Accounting helps students understand business practices and transactions and maintain proper records involved in day-to-day business activities. It is a background course for students who intend to major in business. Students will complete the accounting cycle for both a service business, organized as a proprietorship and a merchandising business organized as a corporation, as well as complete a culminating accounting simulation.

|  |  |
|--|--|
| <b>622 COMPUTER BASED ACCOUNTING 2</b> | <b>Prerequisite: Accounting 1<br/>Credit: 1 unit</b> |
|--|--|

This intermediate course is specifically vocational and career oriented. It is recommended for the student who has as his/her objectives (a) a career in accounting, (b) further study of accounting at the college level, (c) college study in the area of marketing, business management, business administration, or (d) owning and managing a business.

|                                     |  |
|-------------------------------------|--|
| <b>642 LAW AND THE LEGAL SYSTEM</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|-------------------------------------|--|

This course is designed to explore various legal issues in both criminal and civil law. We examine rights, remedies, and responsibility. The study of law as it relates to individuals as citizens and consumers is also included.

|                                    |  |
|------------------------------------|--|
| <b>644 COMPUTER APPLICATIONS 1</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|------------------------------------|--|

Students will be introduced to the Microsoft Word, Microsoft Excel and to a variety of web based applications. The focus will be on word processing, spreadsheets, and integrated projects. Any student planning to attend college or enter directly into the workforce will benefit from this course. Simulated applications will be used to supplement textbook exercises. Access to the Internet will be provided for classroom projects.

|   |  |
|---|--|
| <b>644B/S BILINGUAL/SHELTERED COMPUTER APPLICATIONS 1</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|---|--|

Students will be introduced to the Microsoft Word, Microsoft Excel and to a variety of web based applications. The focus will be on word processing, spreadsheets, and integrated projects. Any student planning to attend college or enter directly into the workforce will benefit from this course. Simulated applications will be used to supplement textbook exercises. Access to the Internet will be provided for classroom projects.

|                                    |  |
|------------------------------------|--|
| <b>645 COMPUTER APPLICATIONS 2</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|------------------------------------|--|

Students will be introduced Microsoft Access, Microsoft PowerPoint and to a wide variety of digital presentation applications. Any student planning to attend college or enter directly into the workforce will benefit from this course. Simulated applications will be used to supplement textbook exercises. Access to the Internet will be provided for classroom projects.

|   |  |
|---|--|
| <b>645B/S BILINGUAL/SHELTERED COMPUTER APPLICATIONS 2</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|---|--|

Students will be introduced to the Microsoft Office suite of programs and focus on spreadsheets, databases and integrated projects. Any student planning to attend college or enter directly into the work force will benefit from this course. Simulated applications will be used to supplement textbook exercises. Access to the Internet will be provided for classroom projects.

|                                |  |
|--------------------------------|--|
| <b>646 COLLEGE PREP SKILLS</b> | <b>Prerequisite: Grade 12<br/>Credit: 1 unit</b> |
|--------------------------------|--|

This is a comprehensive course for the serious college – bound senior. Among the topics to be covered: college and career exploration, the college application process, time management, strategies for study, reading and researching online, communication skills, personal finance and campus life.

|  |  |
|--|--|
| <b>647 MxCC COLLEGE SUCCESS SKILLS</b> | <b>Prerequisite: Must be taken concurrently with MxCC<br/>Algebra Foundations and/or MxCC Introduction to<br/>English<br/>Credit: 1 unit</b> |
|--|--|

The College Success Skills course provides an introduction to the nature of college education and a general orientation to the functions and resources of the college as a whole. It is designed to orientate new students to adjust to the college, prepare for many new collegiate experiences, acquire essential academic survival skills, and learn to make effective career planning decisions. The goal of the class is to teach students the skills and supply them with the knowledge and resources that will enable them to achieve success in their academic, professional, and personal lives.

|                                   |  |
|-----------------------------------|--|
| <b>648 APPLIED DIGITAL SKILLS</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|-----------------------------------|--|

This course is designed for a self-paced blended learning environment where learners practice life skills while building creative projects using Google’s Suite of apps. Applied Digital Skills will allow students to become more collaborative, more creative, and more productive with quick activities that build valuable skills using Sheets, Docs, and Slides relevant to real-life problems. Applied Digital Skills covers a wide range of topics that teach digital literacy as well as practical life and job skills. Students will have the option to obtain G Suite certification. This exam verifies proficiency in key features of G Suite platform: Drive, Gmail, Hangouts Meets, Docs, Sheets Forms, and Slides.

|   |   |
|---|---|
| <b>664 STUDENT INTERNSHIP IN BUSINESS</b> | <b>Prerequisite: Teacher Recommendation<br/>Credit: ¼ to 1 unit</b> |
|---|---|

Internships as a personalized learning experience (PLE) allow students to apply existing skills while further developing interpersonal, technical, critical thinking, conflict resolution, time management, and problem-solving skills. Students may also serve as peer mentors in a subject area where they have demonstrated an advanced level of mastery. Students desiring such a program should consult their school counselor.

|  |  |
|--|--|
| <b>688 COMPUTER APPLICATIONS 1 ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: ½ unit</b> |
|--|--|

This accelerated level course explores the intermediate and advanced concepts of Microsoft Word, Microsoft Excel, and web based applications. Concepts will include mail merges, macros, charting, logical functions, and pivot charts.

|  |  |
|--|--|
| <b>689 COMPUTER APPLICATIONS 2 ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: ½ unit</b> |
|--|--|

This accelerated level course explores the intermediate and advanced concepts of Microsoft Access, Microsoft PowerPoint, and web based applications. Concepts will include table, query, form and report design as well as integrating multiple applications to create multimedia presentations. Simulated projects will be used.

|  |  |
|--|--|
| <b>699 INDEPENDENT STUDY IN BUSINESS</b> | <b>Prerequisite: Teacher Recommendation<br/>Credit: ¼ - 1 unit</b> |
|--|--|

This personalized learning experience (PLE) provides students with an opportunity to do a study in a field of interest not readily available in the regular curriculum. Students desiring such a program should consult their school counselor.

|   |  |
|---|--|
| <b>846 SPORTS AND ENTERTAINMENT MARKETING</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|---|--|

Sports and entertainment industries will be used to introduce students to the foundations and functions of marketing. This unique and innovative course includes an orientation to the sports and entertainment industry with supporting topics including sponsorship, pricing, market research, endorsements and promotions. Projects, test, and presentations will be used as assessments of learning. Students will also explore careers in marketing and business.

|   |  |
|---|--|
| <b>847 CONTEMPORARY SOCIAL ISSUES IN SPORTS<br/>ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|---|--|

This course examines issues, challenges, opportunities and constraints within the domain of sport. The course will explore socio-cultural, economic, political and other related issues in sport. Students will locate sport as a social institution, and as such, examine the impact of sport in American culture and how American culture impacts sport. The course will cover sport at the youth, intercollegiate, professional and international level, considering how sport at these levels is differently experienced by individuals, communities, organizations, and broadly by society. Students will also engage in discussion of issues in sport relative to gender, race (ethnicity), differing physical and intellectual ability, sexual identity, and gender identity.

|                        |   |
|------------------------|---|
| <b>852 MARKETING 2</b> | <b>Prerequisite: Digital Commerce &amp; ECommerce<br/>Credit: 1-2 units</b> |
|------------------------|---|

Marketing 2 is a continuation of Digital Commerce & ECommerce. Students will continue their study of marketing, business and economics. Studies will also include cost-profit relationships, operations, risk management, purchasing, pricing and sales and finance. Students will be engaged in hands-on activities using skills developed through the entrepreneurship component of the program.

|                        |  |
|------------------------|--|
| <b>853 MARKETING 3</b> | <b>Prerequisite: Marketing 2<br/>Credit: 1-2 units</b> |
|------------------------|--|

Marketing 3 is a continuation of Marketing 2. Students will continue their study of marketing with a special emphasis placed on entrepreneurship. This course is designed for students planning on majoring in marketing and/or business in college. Concentration will be on the student's desire to own and operate their own business. Students will develop marketing plans, learn how to complete a thorough marketing analysis and complete a comprehensive written project on starting a new business.

|   |   |
|---|---|
| <b>857 DIGITAL MARKETING AND E-COMMERCE</b> | <b>Prerequisite: None<br/>Credit: 1-2 units</b> |
|---|---|

Digital Marketing and E-Commerce is a study of concepts in marketing and business with a primary focus on the 4 P's of marketing (product, place, price, promotion) in a digital society. These topics include finance, product/service management, pricing, promotion, marketing information management, selling, and distribution. Students will apply their creativity and knowledge during project-based assessments. Special emphasis is placed on the student's involvement in DECA and the School Store as co-curricular activities.

## ENGLISH

The High School English Departments' mission is to prepare students to live meaningful lives as productive and literate citizens by improving their abilities to think critically and to read, write, view, listen, and speak effectively.

### NINTH GRADE

Our ninth-grade English courses provide students the foundation upon which to build their understanding of the human condition as presented in literature in general and coming-of-age stories in particular and to develop the skills essential for success in high school English and on state and district assessments. Writing and reading workshops as well as on-going vocabulary development are important activities in these classes.

|   |  |
|---|--|
| <b>005 ENGLISH 9: GENRES IN LITERATURE<br/>ACADEMIC</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|---|--|

This course introduces students to the essential reading, writing, listening, viewing, speaking, and critical thinking skills that make one an effective reader, writer, and thinker. Throughout the year, students read and write for a variety of purposes, including personal narrative, literary analysis, response to literature, research, and persuasion.

|  |  |
|--|--|
| <b>006 ENGLISH 9: GENRES IN LITERATURE<br/>ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--|--|

This college preparatory course introduces students to the basic essential reading, writing, listening, viewing, speaking, and critical thinking skills that make one an effective reader, writer, and thinker. Throughout the year, students read and write for a variety of purposes, including personal narrative, literary analysis, response to literature, research, and persuasion.

## TENTH GRADE

Our tenth-grade English courses build upon the skills and understandings developed in grade nine in the context of stories that teach lessons of power and corruption, preparing students for success in high school English and on state and district assessments and the PSAT, SAT and AP exams. Reading workshops and on-going vocabulary development are important activities in these classes.

|  |  |
|--|--|
| <b>018 ENGLISH 10: AMERICAN COMPOSITION ACADEMIC</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--|--|

This course will build upon the skills and understandings developed in grade nine to prepare students for success in high school English and on state and district assessments and the PSAT, SAT and AP exams. The focus will be on writing for multiple audiences with a focus on American literature which aligns with the grade 10 Social Studies course.

|   |  |
|---|--|
| <b>019 ENGLISH 10: AMERICAN COMPOSITION ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|---|--|

This college preparatory course will build upon the skills and understandings developed in grade nine to prepare students for success in high school English and on state and district assessments and the PSAT, SAT and AP exams. The focus will be on writing for multiple audiences with a focus on American literature which aligns with the grade 10 Social Studies course.

## ELEVENTH GRADE

Eleventh-grade English further develops students' skills and understandings in the context of a survey course of American literature. On-going vocabulary development is an important activity in these classes. **One of the American Literature courses is required first semester for graduation. Students can choose to take one or both American Literature courses in any sequence.**

|   |  |
|---|--|
| <b>025 AMERICAN LITERATURE AND COMPOSITION ACADEMIC</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|---|--|

This college preparatory course will introduce students to the early American authors. Reading selections focus on what it means to be American and how the country was formed. Students will also prepare for the SAT and write a required junior essay that could be used on a college application. Students will read titles such as *The Scarlet Letter*, *The Color of Water*, *The Crucible*, and *A Streetcar Named Desire*.

|  |  |
|--|--|
| <b>027 AMERICAN LITERATURE AND COMPOSITION ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--|--|

This rigorous college preparatory course will introduce students to the early American authors. Students will be challenged in their writing as they blend both literature and composition skills. Reading selections will focus on what it means to be American and how the country was formed. Students will also prepare for the SAT and write a required junior essay that could be used in a college application. Students will read, analyze and write about complex texts in a variety of genres while exploring American Literature.

|   |  |
|---|--|
| <b>041 AP ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|---|--|

The Advanced Placement English Language and Composition class is designed for students who have demonstrated superior skills and produced superior work in English classes. The class focuses on close reading and sophisticated analysis of prose written in a variety of contexts and for a variety of purposes. The reading and writing of college level prose will foster students' awareness of the interactions among writer's purpose, audience, and subject. The amount of reading and writing is extensive and work proceeds at a rapid pace. Students who enroll in this course are expected to take the AP English Language and Composition Exam.

## TWELFTH GRADE

Twelfth-grade English further develops students' skills and understandings in the context of a survey course of British literature. On-going vocabulary development is an important activity in these courses. **Twelfth grade offers opportunities for students to continue with the survey courses or select from the English electives.**

|   |  |
|---|--|
| <b>029 BRITISH LITERATURE AND COMPOSITION 1 ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|---|--|

This rigorous college preparatory course will introduce students to the British authors and other modern writers of the world. Students will be introduced to literature that they could expect to see in a first year college course. Reading selections focus on classic and historically relevant fiction, nonfiction, poetry and drama. Reading, writing, speaking and listening are college and career readiness standards that will be practiced throughout this course.



|   |  |
|---|--|
| <b>030 BRITISH LITERATURE AND COMPOSITION 2<br/>ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|---|--|

This rigorous college preparatory course will introduce students to the British authors and other modern writers of the world. Students will be introduced to literature that they could expect to see in a first year college course. Reading selections focus on classic and historically relevant fiction, nonfiction, poetry and drama. Reading, writing, speaking and listening are college and career readiness standards that will be practiced throughout this course.

|   |  |
|---|--|
| <b>041 AP ADVANCED PLACEMENT ENGLISH<br/>LANGUAGE AND COMPOSITION</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|---|--|

The Advanced Placement English Language and Composition class is designed for students who have demonstrated superior skills and produced superior work in English classes. The class focuses on close reading and sophisticated analysis of prose written in a variety of contexts and for a variety of purposes. The reading and writing of college level prose will foster students' awareness of the interactions among writer's purpose, audience, and subject. The amount of reading and writing is extensive and work proceeds at a rapid pace. Students who enroll in this course are expected to take the AP English Language and Composition Exam.

## ENGLISH ELECTIVES

|   |  |
|---|--|
| <b>017 MxCC INTRODUCTION TO COLLEGE ENGLISH</b> | <b>Prerequisite: Must be taken concurrently with MxCC<br/>Algebra Foundations and/or MxCC Introduction to<br/>English<br/>Credit: 1 unit</b> |
|---|--|

This course prepares students for the reading and writing demands in Composition and other college-level courses by integrating reading, writing, and critical thinking. Student writing is focused on understanding, reporting on, reacting to, and analyzing the ideas of others. Texts will serve as models and sources for students to refine their skills in exposition, interpretation, and argumentation. Students learn and practice specific college-level skills through critical reading and writing, and class discussions, lectures, group presentations, or workshops. In order for this course to satisfy the requirement for entry into a credit bearing English course freshman year of college, students need a C or higher on the writing portfolio which is embedded in the course, and a C or higher for the final grade.

|  |  |
|--|--|
| <b>043 CREATIVE WRITING/JOURNALISM</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|--|--|

This course, open to tenth, eleventh, and twelfth graders, will further the student's ability to report and write the news for the school newspaper, for local papers, and digital media, such as edublogs and e-magazines. Emphasis will be placed upon interviewing techniques, organization of facts, and writing feature articles. Newspaper production work will be included. Students will also have opportunities to write short stories, poetry, and one act plays for the literary magazine.

|                           |  |
|---------------------------|--|
| <b>044 CINEMA STUDIES</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|---------------------------|--|

This course, open to all juniors and seniors will feature group discussion and written analysis and criticism of films viewed by the class with an emphasis on narrative and filmic aspects of the medium, as well as the history of early cinema.

|                                      |  |
|--------------------------------------|--|
| <b>046 MODERN FICTION AND POETRY</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|--------------------------------------|--|

This course will introduce juniors and seniors to many of the best twentieth and 21<sup>st</sup> century writers of short stories, novels, and poetry. Emphasis will be upon discussion of ideas and of humanistic values rather than upon lengthy written analysis. Great novels will be presented by individuals or by panels of students. Those who write poetry will be encouraged to present their efforts to the class.

|                                   |  |
|-----------------------------------|--|
| <b>047 YOUNG ADULT LITERATURE</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|-----------------------------------|--|

This course will provide the opportunity for students to enhance their reading and writing skills through the study of contemporary literature. The literary critique, as well as the composition process will aid students in their personal development as readers and writers. Moreover, this course will allow students to understand the marketing, publication and critique of contemporary texts. Students will personalize their learning, work collaboratively and make connections thematically as well as across subject matter.

|                            |  |
|----------------------------|--|
| <b>048 PUBLIC SPEAKING</b> | <b>Prerequisite: None</b><br><b>Credit: ½ unit</b> |
|----------------------------|--|

This course offers students the opportunity to develop and improve speaking and writing skills. The focus will be extemporaneous and persuasive speeches, team debates on current issues, and the interview process. Students will review and evaluate famous speeches and prepare individual speeches for presentation. Students with little or no experience in public speaking are invited to enroll.

|   |  |
|---|--|
| <b>050 DRAMATICS: INTRODUCTION TO THEATRE</b> | <b>Prerequisite: None</b><br><b>Credit: ½ unit</b> |
|---|--|

This course will consist of a survey of the major period of theatre history and literature including the Greeks, the Middle Ages, the Renaissance, Restoration drama, and Modern theatre. Students will read a range of texts and learn how to interpret those texts for the purpose of creating a production. Attention will be given to the staging, design, costuming, and technical elements of interpreting theatre.

|  |  |
|--|--|
| <b>051 DRAMATICS: ACTING AND PERFORMANCE</b> | <b>Prerequisite: None</b><br><b>Credit: ½ unit</b> |
|--|--|

This course will consist of close reading of texts, including plays and monologues for the purpose of performance. This will include units on movement, voice, pantomime, acting, and improvisation. Students will conduct scene studies and script analyses using a variety of theatrical techniques including Stanislavsky, Method, and Classical. Time will also be spent on the writing of scripts for performance.

|                             |  |
|-----------------------------|--|
| <b>061 FRESHMAN SEMINAR</b> | <b>Prerequisite: None</b><br><b>Credit: ¼ - 1 unit</b> |
|-----------------------------|--|

This is a comprehensive approach to learning the skills necessary for academic success. Among the topics covered will be reading, listening, note-taking, and outlining skills, vocabulary development, time management, and preparation for examinations, including classroom exams, common formative assessments, district assessments, and state mandated tests.

|  |  |
|--|--|
| <b>063 LITERACY CONNECTIONS: PRINCIPLES OF TEXT - (FALL)</b> | <b>Prerequisite: Teacher Recommendation</b><br><b>Credit: ½ unit</b> |
|--|--|

The goal of this course is to improve reading by focusing on decoding, morphology, vocabulary, comprehension, and fluency. Students will focus on specific reading skills and strategies in order to improve their overall reading abilities. Students will have time for daily independent reading and conferencing with the teacher. Additionally, students will be assessed and will track their own progress with teacher guidance. Students will establish goals for themselves throughout the year and have opportunities for frequent self-reflection. This course must be taken in conjunction with a full credit English course.

|   |  |
|---|--|
| <b>064 LITERACY CONNECTIONS: CONNECTIONS AND COMPREHENSION – (SPRING)</b> | <b>Prerequisite: Teacher Recommendation</b><br><b>Credit: ½ unit</b> |
|---|--|

The goal of this course is to improve reading by focusing on morphology, vocabulary, comprehension and fluency. Students will focus on vocabulary, comprehension, and fluency to improve their reading abilities in core subjects. Teachers will highlight a skill; provide application in independent reading, and conference with students to see progress of the applied skill and comprehension of text. Students will work with informational text, as well as, literary text to achieve their goals and advance in reading comprehension. This course must be taken in conjunction with a full credit English course.

|  |  |
|--|--|
| <b>065 ENGLISH AND MATHEMATICS SAT SKILLS (FALL)</b> | <b>Prerequisite: None</b><br><b>Credit: ½ Unit (P/F or with grade)</b> |
|--|--|

This course may be elected by juniors and seniors who plan to take SAT examinations in the fall. Emphasis will be placed on the development of verbal and quantitative skills and upon familiarizing students with the format of the SATs. The course, taught by members of the Departments of English and Mathematics, will include simulated testing situations. The one-quarter credit is only for seniors who take the course for the first eight weeks.

|  |  |
|--|--|
| <b>066 ENGLISH AND MATHEMATICS SAT SKILLS (SPRING)</b> | <b>Prerequisite: None</b><br><b>Credit: 1/2 unit (P/F or with grade)</b> |
|--|--|

This course may be elected by juniors and seniors who plan to take SAT examinations in the spring. Emphasis will be placed on the development of verbal and quantitative skills and upon familiarizing student with the format of the SATs. The course, taught by members of the Departments of English and Mathematics, will include simulated testing situations.

|                              |   |
|------------------------------|---|
| <b>083 SPORTS LITERATURE</b> | <b>Prerequisite: English 9<br/>Credit: 1/2 unit</b> |
|------------------------------|---|

This course is designed to engage readers of all abilities to explore literature with sport as a focal point. Students will discuss literature, develop critical reading skills and evaluate text as they evaluate sport culture in literature. Students will explore literature and the social role it plays as they delve into debates about sport, athletes, and teams in contemporary society.

|                                       |  |
|---------------------------------------|--|
| <b>084 POETRY: FROM PAGE TO STAGE</b> | <b>Prerequisite: ENG 005 or 006<br/>Credit: 1/2 unit</b> |
|---------------------------------------|--|

This course will expose students to a wide range of poetry written by both classical and contemporary authors for discussion and analysis. Students will learn the techniques writers wield to successfully produce and present poetry, and be challenged to apply these elements to their writing. A pre-existing knowledge of poetry basics is recommended.

|                                |  |
|--------------------------------|--|
| <b>087 THE MASTERY PROJECT</b> | <b>Prerequisite: English 9 and 10<br/>Credit: 1/2 unit</b> |
|--------------------------------|--|

This course is designed to engage students in their own learning. Students will explore, create and innovate topics that are rooted in the core subject areas; English, Math, Natural Sciences and Social Sciences. The culminating assessment is based on an independent student led project in which students research, design, apply and present information on a topic of their choosing. Students will also lead work on a collaborative project that will make an impact upon the school and/ or community.

|   |  |
|---|--|
| <b>088 LANGUAGE TRANSITIONAL SUPPORT SERVICES 1</b> | <b>Prerequisite: None<br/>Credit: 1 English or Elective Credit</b> |
|---|--|

This course is designed for students who speak a language other than English. Students will receive academic support in various content areas as well as support in English language acquisition. This course is for students with emerging English language skills.

|   |  |
|---|--|
| <b>089 LANGUAGE TRANSITIONAL SUPPORT SERVICES 2</b> | <b>Prerequisite: None<br/>Credit: 1 English or Elective Credit</b> |
|---|--|

This course is for students who speak a language other than English. Students will receive academic support in various content areas as well as support in English language acquisition. This course is for students with developing and intermediate English language skills.

|                           |  |
|---------------------------|--|
| <b>090 BEGINNING ESOL</b> | <b>Prerequisite: None<br/>Credit: 1 Credit</b> |
|---------------------------|--|

This course is for new students who have arrived within the school year and are from all language backgrounds with limited English vocabulary. This course will focus on survival skills, emphasis on strong oral language skills, and basic English.

|                                       |  |
|---------------------------------------|--|
| <b>091 INTERMEDIATE/ADVANCED ESOL</b> | <b>Prerequisite: None<br/>Credit: 1 Credit</b> |
|---------------------------------------|--|

This course is for new students who have arrived within the school year and are from all language backgrounds with limited English vocabulary. This course will focus on survival skills, emphasis on strong oral language skills, and basic English.

|  |  |
|--|--|
| <b>095 STUDENT INTERNSHIP IN ENGLISH</b> | <b>Prerequisite: Teacher Recommendation<br/>Credit: ¼ - 1 unit</b> |
|--|--|

Internships as a personalized learning experience (PLE) allow students to apply existing skills while further developing interpersonal, technical, critical thinking, conflict resolution, time management, and problem-solving skills. Students may also serve as peer mentors in a subject area where they have demonstrated an advanced level of mastery. Students desiring such a program should consult their school counselor.

|   |  |
|---|--|
| <b>099 INDEPENDENT STUDY IN ENGLISH</b> | <b>Prerequisite: Teacher Recommendation<br/>Credit: ¼ - 1 unit</b> |
|---|--|

This personalized learning experience (PLE) provides students with an opportunity to do a study in a field of interest not readily available in the regular curriculum. Students desiring such a program should consult their school counselor.

|                                    |
|------------------------------------|
| <b>FAMILY AND CONSUMER SCIENCE</b> |
|------------------------------------|

|                                |  |
|--------------------------------|--|
| <b>701 CHILD DEVELOPMENT 1</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--------------------------------|--|

Child Development is a course designed to increase student understanding of children's development and behavior from age one through school age. Students will examine the influence of parents, other adults, and the environment of the various areas of development such as physical, emotional, social, moral, and intellectual development.

|                               |  |
|-------------------------------|--|
| <b>703 INTRODUCTORY FOODS</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|-------------------------------|--|

This introductory course in food preparation involves laboratory experiences, discussions, and written work. Areas of study include food preparation, safe and sanitary work practices, meal planning and nutrition.

|                           |  |
|---------------------------|--|
| <b>705 ADVANCED FOODS</b> | <b>Prerequisite: Introductory Foods<br/>Credit: 1 unit</b> |
|---------------------------|--|

This course includes the advanced study of food preparation, meal planning and service, and food preparation equipment. Students will be exposed to a variety of food-related career opportunities.

|                              |  |
|------------------------------|--|
| <b>706 BAKING TECHNIQUES</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|------------------------------|--|

This course is designed to give you a comprehensive look into the world of baking and principles to allow you to master the fundamentals. Here you will learn the value of creating your own desserts and artisan style breads.

|                               |  |
|-------------------------------|--|
| <b>707 COOKING ESSENTIALS</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|-------------------------------|--|

This course will provide the student with an overview of fundamental cooking methods and theories through lectures, discussions, and demonstration and production exercises. An emphasis will be placed on the selection of appropriate ingredients, food safety and sanitation, cutting skills, equipment and techniques.

|                            |  |
|----------------------------|--|
| <b>708 INTERIOR DESIGN</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|----------------------------|--|

This course is designed to allow students to study the principals of interior design. Special attention will be given to the use of textile arts in the home. Students will be given the opportunity to participate in a community service project and entrepreneurial endeavors.

|                            |  |
|----------------------------|--|
| <b>713 HUMAN RELATIONS</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|----------------------------|--|

Issues concerning adolescents will be the main focus of this course. Students will explore the many types of relationships among people. Topics will include personal development, self-awareness, friendship, dating, marriage, family life, sexuality, stress, conflict management, decision-making, and responsibility. Current and contemporary issues and problems will be addressed throughout the course. The course is open to sophomores, juniors, and seniors.

|                                 |  |
|---------------------------------|--|
| <b>714 FOODS OF THE WORLD 1</b> | <b>Prerequisite: Introductory Foods<br/>Credit: 1/2 unit</b> |
|---------------------------------|--|

This course allows students to explore foods and cultures around the world. Students will study the food customs and patterns in various regions and will prepare and taste foods native to those areas.

|                                 |  |
|---------------------------------|--|
| <b>715 FOODS OF THE WORLD 2</b> | <b>Prerequisite: Introductory Foods and Foods 1<br/>Credit: 1/2 unit</b> |
|---------------------------------|--|

This course is a continuation of Foods of the World I allowing students to explore foods and cultures around the world. Students will study the food customs and patterns in various regions and will prepare and taste foods native to those areas.

|  |  |
|--|--|
| <b>723 MxCC 101: INTRODUCTION TO EARLY CHILDHOOD EDUCATION</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|--|--|

This college level course introduces students to early childhood education with emphasis on historical perspectives, theories, teaching practices and current trends in the preschool classroom. This course covers aspects of developing child from birth through age eight. Observation hours in a preschool classroom are required. Students are dually enrolled in this class as high school students and Middlesex students with a chance to earn 3 college credits. These credits can be used at Middlesex or can be transferred to another college.

|  |  |
|--|--|
| <b>724 MxCC 103: CREATIVE ART EXPERIENCES FOR YOUNG CHILDREN</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|--|--|

This college level course is designed to study the concept of creativity and the creative process as it applies to art and play for young children. It will include exploring the relationship of creative art and how it is used in the classroom. At the completion of this course, the student will be able to set-up a creative play environment, facilitate children's creative play and develop an art philosophy and a creative art program for children. Students are dually enrolled in this class as high school students and Middlesex students with a chance to earn three college credits. These credits can be used at Middlesex or can be transferred to another college.

|  |  |
|--|--|
| <b>725 MxCC 141: INFANT/TODDLER GROWTH &amp; DEVELOPMENT</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|--|--|

This college level course is an introduction to the care and teaching of infants and toddlers, which emphasizes the interrelationship between social, emotional, cognitive, physical and language development. Age appropriate curriculum strategies will be based on developmental theories. Components of a high quality program will be explored. Students are required to complete observation hours in an infant/toddler program. Students are dually enrolled in this class as high school students and Middlesex students with a chance to earn three college credits. These credits can be used at Middlesex or can be transferred to another college.

|  |  |
|--|--|
| <b>726 MxCC 176: HEALTH, SAFETY, AND NUTRITION</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|--|--|

This college level course is designed to examine the relationship between health, safety and nutrition and child development. Emphasis will be on the strategies needed to implement a safe, healthy and nutritionally sound program. Community agencies and resources that benefit children and families will be explored. Students are dually enrolled in this class as high school students and Middlesex students with a chance to earn three college credits. These credits can be used at Middlesex or can be transferred to another college.

|                      |  |
|----------------------|--|
| <b>730 PARENTING</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|----------------------|--|

Instruction focuses on the roles and responsibilities of the family, the impact and life changes of becoming a parent, parenting skills, infant care and development (prenatal through age two), and establishing a positive, healthy environment to raise children. This course is for students in grades 10, 11, and 12.

|                         |   |
|-------------------------|---|
| <b>740 FOOD SERVICE</b> | <b>Prerequisite: Introductory Foods<br/>Credit: 1-2 units<br/>(1-classroom instruction) (1 field site experience)</b> |
|-------------------------|---|

This course is designed to meet the needs of students who are considering a career in Food Service. Students will participate in a variety of food service experiences including the preparation of food for others, catering special events, working in an in-school program, serving food to the public, demonstrations, and field trips. Through these experiences, students will learn the types of food service operations, safety, sanitation, menu planning, and the preparation of a variety of foods using basic food service equipment. Opportunities are provided, under the supervision of the teacher-coordinator, for students to combine classroom instruction with actual work experience through in-school and local food service programs. Students must meet minimum hours as established by district and state guidelines to earn up to 1 credit for field site experience.

|                                |   |
|--------------------------------|---|
| <b>750 CHILD DEVELOPMENT 2</b> | <b>Prerequisite: Child Development 1<br/>Credit: 1-2 units<br/>(1-classroom instruction) (1/4-1 field site instruction)</b> |
|--------------------------------|---|

This course is a continuation of Child Development. It is designed to meet the needs of students who are planning a career in child care, as well as those who are interested in further study of early childhood. Areas of study will be concentrated on developmentally appropriate practices for the pre-school and school age child. Child-centered experiences will be provided to students enrolled in this class. Students completing the two-year sequence in Child Development may be required to take a state test in this area.

|  |  |
|--|--|
| <b>760 STUDENT INTERNSHIP IN FAMILY AND CONSUMER SCIENCE</b> | <b>Prerequisite: Teacher Recommendation<br/>Credit: 1/4 - 1 unit</b> |
|--|--|

Internships as a personalized learning experience (PLE) allow students to apply existing skills while further developing interpersonal, technical, critical thinking, conflict resolution, time management, and problem-solving skills. Students may also serve as peer mentors in a subject area where they have demonstrated an advanced level of mastery. Students desiring such a program should consult their school counselor.

|   |  |
|---|--|
| <b>788 INTRODUCTION TO INDIVIDUAL AND FAMILY DEVELOPMENT (UConn ECE - Platt Only)</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|---|--|

This college level, honors course is designed as an introduction to the field of Human Development and Family Studies. The course will provide students with an understanding of individual and family development over the life span. In particular, the course will focus on the developing individual within the context of the family system and the changes that occur in family systems over time. The course will also include required field work. Upon successful completion, college credit may be earned from the University of Connecticut. (This course is a required course at UConn for all education, nursing, and family studies majors and counts as a general education requirement. Credits can be transferred to other colleges.)

|   |  |
|---|--|
| <b>799 INDEPENDENT STUDY IN FAMILY AND CONSUMER SCIENCE</b> | <b>Prerequisite: Teacher Recommendation<br/>Credit: ¼ - 1 unit</b> |
|---|--|

This personalized learning experience (PLE) provides students with an opportunity to do a study in a field of interest not readily available in the regular curriculum. Students desiring such a program should consult their school counselor.

## HEALTH EDUCATION

|                               |  |
|-------------------------------|--|
| <b>911 HEALTH EDUCATION 1</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|-------------------------------|--|

Health Education is a required ninth grade course designed to teach the principles of growth and development based on the student's fundamental health needs. Topics include self-awareness education, substance abuse, diseases including sexuality transmitted diseases, human sexuality, nutrition, and fitness.

|  |  |
|--|--|
| <b>911B/S BILINGUAL/SHELTERED HEALTH EDUCATION</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|--|--|

Health Education is a required ninth grade course designed to teach the principles of growth and development based on the student's fundamental health needs. Topics include self-awareness education, substance abuse, diseases including sexuality transmitted diseases, human sexuality, nutrition, and fitness.

|                               |  |
|-------------------------------|--|
| <b>913 HEALTH EDUCATION 2</b> | <b>Prerequisite: Health Education 1<br/>Credit: 1/2 unit</b> |
|-------------------------------|--|

Health Education 2 is a required course designed to teach the principles necessary to live a Healthy life. Topics include: STD's, Healthy Relationships, Consumer Health, Designer Drugs and Opioids, Physical Fitness, Health and Safety, and Systems of the body. Students will learn to analyze their current health practices and develop personal health programs to make improvements where necessary

|                            |  |
|----------------------------|--|
| <b>915 CHANGING PERSON</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|----------------------------|--|

This course is designed to assist the individual in decision-making and overall adolescent adjustment. Topics discussed are personal awareness and communication development, suicide, death and dying, substance abuse and human sexuality.

|                      |  |
|----------------------|--|
| <b>921 FIRST AID</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|----------------------|--|

Through this elective course, students will learn how to recognize and act in emergency situations. Students will learn how to care for heart attack, burns, spinal injuries, sudden illnesses, as well as muscular skeletal injuries. Upon successful completion of the Red Cross requirement, students will receive certification in CPR, First Aid, and Automated External Defibrillation.

|  |  |
|--|--|
| <b>956 INDEPENDENT STUDY IN HEALTH</b> | <b>Prerequisite: Teacher Recommendation<br/>Credit: ¼ - 1 unit</b> |
|--|--|

This personalized learning experience (PLE) provides students with an opportunity to do a study in a field of interest not readily available in the regular curriculum. Students desiring such a program should consult their school counselor.

|   |   |
|---|---|
| <b>958 STUDENT INTERNSHIP IN HEALTH</b> | <b>Prerequisite: Teacher Recommendation<br/>Credit: ¼ - 1 units</b> |
|---|---|

Internships as a personalized learning experience (PLE) allow students to apply existing skills while further developing interpersonal, technical, critical thinking, conflict resolution, time management, and problem-solving skills. Students may also serve as peer mentors in a subject area where they have demonstrated an advanced level of mastery. Students desiring such a program should consult their school counselor.

## MATHEMATICS

|   |  |
|---|--|
| <b>065 ENGLISH AND MATHEMATICS SAT (FALL)</b> | <b>Prerequisite: None<br/>Credit: ½ unit (P/F)</b> |
|---|--|

This course may be elected by juniors and seniors who plan to take SAT examinations in the fall. Emphasis will be placed on the development of verbal and quantitative skills and upon familiarizing students with the format of the SATs. The course, taught by members of the Department of English and/or Mathematics, will include simulated testing situations.

|   |  |
|---|--|
| <b>066 ENGLISH AND MATHEMATICS SAT (SPRING)</b> | <b>Prerequisite: None<br/>Credit: ½ unit (P/F)</b> |
|---|--|

This course may be elected by juniors and seniors who plan to take SAT examinations in the spring. Emphasis will be placed on the development of verbal and quantitative skills and upon familiarizing students with the format of the SATs. The course, taught by members of the Department of English and/or Mathematics, will include simulated testing situations.

|                             |  |
|-----------------------------|--|
| <b>200 MATH ENHANCEMENT</b> | <b>Prerequisite: None<br/>Credit: ½ unit</b> |
|-----------------------------|--|

Tier intervention designed to offer support in the areas of Algebra 1, Algebra 2 and Geometry to students in need as evidenced by performance on standardized tests.

|                                |  |
|--------------------------------|--|
| <b>226 ALGEBRA FOUNDATIONS</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--------------------------------|--|

Math 226 is an introductory college course that will emphasize the understanding of basic concepts and skills of arithmetic (whole numbers, signed numbers, decimals, fractions, ratios and proportions, percent and estimation), as well as introductory topics in Algebra. This course includes a study of the basic properties and theorems of rational numbers; expressions and equations with polynomials, rational and radical expressions, and integer exponents; linear equations in one and two variables; systems of linear equations in two variables; functions; and applications in Geometry and Algebra.

|                               |  |
|-------------------------------|--|
| <b>227 ALGEBRA 1 ACADEMIC</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|-------------------------------|--|

This course in first year algebra covers the following: graphs, equations, formulas, data analysis and problems. The structure of algebra, as well as functional relationships and deductive reasoning, are emphasized.

|   |  |
|---|--|
| <b>227B/S BILINGUAL/SHELTERED ALGEBRA 1</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|---|--|

This course in first year algebra covers the following: graphs, equations, formulas, data analysis and problems. The structure of algebra, as well as functional relationships and deductive reasoning, are emphasized.

|                                  |  |
|----------------------------------|--|
| <b>228 ALGEBRA 1 ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|----------------------------------|--|

This course is designed especially for those students who have high ability in math and who may wish to continue their high school work in mathematics through calculus. More advanced topics are covered than in Algebra 1 Academic and the work proceeds at a faster rate.

|                               |  |
|-------------------------------|--|
| <b>236 ALGEBRA 2 ACADEMIC</b> | <b>Prerequisite: Geometry<br/>Credit: 1 unit</b> |
|-------------------------------|--|

This course includes a brief review of the fundamentals of Algebra and detailed study of the complex number system, algebraic and exponential functions, system of open sentences, real exponents, introduction to trigonometry, statistics, sequences and series, and problem-solving.

|   |  |
|---|--|
| <b>236B/S BILINGUAL/SHELTERED ALGEBRA 2</b> | <b>Prerequisite: Geometry<br/>Credit: 1 unit</b> |
|---|--|

This course includes a brief review of the fundamentals of Algebra and detailed study of the complex number system, algebraic and exponential functions, system of open sentences, real exponents, conic sections, sequences and series, and problem-solving.

|                                  |  |
|----------------------------------|--|
| <b>237 ALGEBRA 2 ACCELERATED</b> | <b>Prerequisite: Geometry<br/>Credit: 1 unit</b> |
|----------------------------------|--|

This is an honors course designed especially for those students who intend to continue their high school work in mathematics through calculus. More advanced topics are covered than in Algebra 2 Academic and the work proceeds at a faster rate.

|  |  |
|--|--|
| <b>239 ADVANCED ALGEBRA &amp; TRIGONOMETRY</b> | <b>Prerequisite: Algebra 2<br/>Credit: 1unit</b> |
|--|--|

This course is designed to introduce advanced mathematical concepts to college bound students in algebra, geometry, trigonometry, and statistics and probability. Course content includes preparation for college placements exams as well as real world applications of advanced mathematics.

|                       |   |
|-----------------------|---|
| <b>244 STATISTICS</b> | <b>Prerequisite: Algebra<br/>Credit: 1 unit</b> |
|-----------------------|---|

This is a course which introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data.

|  |   |
|--|---|
| <b>245 AP STATISTICS (UCONN ECE)<br/>(AP–Maloney Only)</b> | <b>Prerequisite: Algebra 2<br/>Credit: 1 unit</b> |
|--|---|

A college level, honors course which introduces students to the major concepts and tools of collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring data; (2) Planning a statistical study; (3) Anticipating patterns in advance; and (4) Statistical inference. Upon successful completion, college credit may be earned from UCONN.

|                                 |   |
|---------------------------------|---|
| <b>246 GEOMETRY ACCELERATED</b> | <b>Prerequisite: Algebra 1<br/>Credit: 1 unit</b> |
|---------------------------------|---|

This course is designed for those students who intend to continue their high school work in mathematics through calculus. More advanced topics are covered than in Geometry Academic and work proceeds at a faster rate.

|                              |   |
|------------------------------|---|
| <b>247 GEOMETRY ACADEMIC</b> | <b>Prerequisite: Algebra 1<br/>Credit: 1 unit</b> |
|------------------------------|---|

The primary aims of this course are to develop logical thinking through the use of deductive and inductive reasoning, to apply properties of transformational geometry to make conclusions, to use these methods of reasoning in solving geometric problems, and to study the properties of plane and solid figures used in engineering, construction, and advanced mathematics.

|  |   |
|--|---|
| <b>247B/S BILINGUAL/SHELTERED GEOMETRY</b> | <b>Prerequisite: Algebra 1<br/>Credit: 1 unit</b> |
|--|---|

The primary aims of this course are to develop logical thinking through the use of deductive and inductive reasoning, to apply properties of transformational geometry to make conclusions, to use these methods of reasoning in solving geometric problems, and to study the properties of plane and solid figures used in engineering, construction, and advanced mathematics.

|  |  |
|--|--|
| <b>252 ELEMENTS OF FINITE MATHEMATICS<br/>AND CALCULUS</b> | <b>Prerequisite: A Trigonometry course must be taken<br/>prior to, or concurrently with this course<br/>Credit: 1 unit</b> |
|--|--|

This course is designed to meet the needs of two groups of students. First, it gives to students who plan careers in math, computer science, medicine, engineering, or science some background for a more formal, theoretical study of calculus. Second, it gives to students planning careers in business, economics, and related fields the mathematical tools that they need to effectively solve problems in those areas. Included in the course are topics from algebra, linear algebra, linear programming, and integral and differential calculus. Selected applications from the fields of business and economics will be chosen to illustrate the mathematical concepts that are covered.

|  |  |
|--|--|
| <b>253 AP CALCULUS AB<br/>(UCONN ECE – Platt Only) (AP – Maloney Only)</b> | <b>Prerequisite: Pre-Calculus<br/>Credit: 1 unit</b> |
|--|--|

This is a course for students with high level aptitude and interest in mathematics. It is recommended for students who intend to major in mathematics related subjects in college. Since calculus deals with the mathematics of change and motion, new processes of reason and calculation are developed. A comprehensive knowledge of algebra, trigonometry, and geometry is a necessity for success in calculus. Therefore, it is recommended that a student achieve a minimum grade of “B” in the prerequisite before electing the course. Graphing calculator technology is required. Upon successful completion, college credit may be earned from the UCONN. Also, this course will prepare students for the Advanced Placement AB calculus exam.

|  |  |
|--|--|
| <b>258 COMPUTER SCIENCE PRINCIPLES</b> | <b>Prerequisite: Algebra 1 and Geometry<br/>Credit: 1 unit</b> |
|--|--|

In this STEM offering, students learn computer science by building socially useful mobile apps. In addition to programming and computer science principles, the course is project-based and emphasizes writing, communication, collaboration and creativity.

|  |  |
|--|--|
| <b>258A AP COMPUTER SCIENCE PRINCIPLES</b> | <b>Prerequisite: Algebra 1 and Geometry<br/>Credit: 1 unit</b> |
|--|--|

AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career.



|                                   |   |
|-----------------------------------|---|
| <b>259 AP COMPUTER SCIENCE AB</b> | <b>Prerequisite: Computer Programming 1, Advanced Computer Programming 2, or Algebra 2<br/>Credit: 1 unit</b> |
|-----------------------------------|---|

This course is designed for advanced students who have taken one year of honors programming in VISUAL BASIC. It will provide student with experience in the advanced language of JAVA.

|                                     |   |
|-------------------------------------|---|
| <b>260 PRE-CALCULUS ACCELERATED</b> | <b>Prerequisite: Algebra 2<br/>Credit: 1 unit</b> |
|-------------------------------------|---|

This is an honors course which is broader in scope and covers more advanced work than the corresponding course in Trigonometry and Analytic Geometry. Designed to give the student intensified experience working with elementary functions, includes work on the real and complex number systems, trigonometric analysis, inverse and exponential functions, conics, polar coordinates, vectors, sequence and limit, and the theory of equations. Computer related assignments may be given. Student planning to take Calculus should elect this course.

|   |  |
|---|--|
| <b>***263 AP CALCULUS BC<br/>(UConn ECE - Platt only) (AP – Maloney Only)</b> | <b>Prerequisite: Pre-Calculus Accelerated<br/>Credit: 1 unit</b> |
|---|--|

This is a course for students with high level aptitude and interest in mathematics. It is recommended especially for students who intend to major in mathematics, science or engineering in college. Since calculus deals with the mathematics of change and motion, new processes of reasons and calculation are developed. A comprehensive knowledge of algebra, trigonometry, and geometry is a necessity for success in calculus. Graphing calculator technology is required. This course will prepare students for the Advanced Placement BC calculus exam.

|  |  |
|--|--|
| <b>264 STUDENT INTERNSHIP IN MATHEMATICS</b> | <b>Prerequisite: Teacher Recommendation<br/>Credit: ¼ - 1 unit</b> |
|--|--|

Internships as a personalized learning experience (PLE) allow students to apply existing skills while further developing interpersonal, technical, critical thinking, conflict resolution, time management, and problem-solving skills. Students may also serve as peer mentors in a subject area where they have demonstrated an advanced level of mastery. Students desiring such a program should consult their school counselor.

|   |  |
|---|--|
| <b>267 STUDENT INTERNSHIP IN COMPUTER SCIENCE</b> | <b>Prerequisite: Teacher Recommendation<br/>Credit: ¼ - 1 unit</b> |
|---|--|

Internships as a personalized learning experience (PLE) allow students to apply existing skills while further developing interpersonal, technical, critical thinking, conflict resolution, time management, and problem-solving skills. Students may also serve as peer mentors in a subject area where they have demonstrated an advanced level of mastery. Students desiring such a program should consult their school counselor.

|  |  |
|--|--|
| <b>298 INDEPENDENT STUDY IN COMPUTER SCIENCE</b> | <b>Prerequisite: Teacher Recommendation<br/>Credit: ¼ - 1 unit</b> |
|--|--|

This personalized learning experience (PLE) provides students with an opportunity to do a study in a field of interest not readily available in the regular curriculum. Students desiring such a program should consult their school counselor.

|                                      |  |
|--------------------------------------|--|
| <b>299 INDEPENDENT STUDY IN MATH</b> | <b>Prerequisite: Teacher Recommendation<br/>Credit: ¼ - 1 unit</b> |
|--------------------------------------|--|

This personalized learning experience (PLE) provides students with an opportunity to do a study in a field of interest not readily available in the regular curriculum. Students desiring such a program should consult their school counselor.

## MUSIC

|  |  |
|--|--|
| <b>101 COLOR GUARD (Semester Course)</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|--|--|

This course is run in conjunction with the marching band. Color guard is an athletic, dance-infused element of the marching band utilizing choreographed flag and body movements. Physical activity is involved in this course similar to that of a sport. The Color guard performs with the band during fall evening rehearsals (on select evenings weekly), at football games, parades, and at competitions. Please note that a camp session is a required component of this class. A camp session will be run prior to the start of school for all marching band and Color guard members for as many as 14 total days in August. Please contact the Music Department for details.

|                 |  |
|-----------------|--|
| <b>102 BAND</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|-----------------|--|

This course is the primary instrumental performing ensemble of the school. Students enrolled in Band comprise the marching band and concert bands. In order to participate in this course, students must be able to read music and play a band instrument. (If a student wishes to join the band but does not meet these criteria, they are encouraged to contact the director to discuss their options). Membership does entail some rehearsal and performance responsibilities outside of the school day. Students are encouraged to attend a school sponsored marching band camp prior to the start of the school year. Please note that a camp session is a required component of this class. A camp session will be run prior to the start of school for all marching band and Color guard members for as many as 14 total days in August. Please contact the Music Department for details.

|                             |  |
|-----------------------------|--|
| <b>103 BAND ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|-----------------------------|--|

Students who enroll in Band Accelerated will be engaged in a rigorous study of musical performance. With this class meeting along with the regular band during Period 5, these students will first be held to the same requirements. In addition to these requirements, students will have to complete several project-based assessments each term. Please note that a camp session is a required component of this class. A camp session will be run prior to the start of school for all marching band and Color guard members for as many as 14 total days in August. Please contact the Music Department for details.

|                      |  |
|----------------------|--|
| <b>104 ORCHESTRA</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|----------------------|--|

This course is designed for students who currently play or want to learn a stringed instrument. In order to participate in this course, students must be able to read music and play a stringed instrument. (If a student wishes to join the orchestra but does not meet these criteria, they are encouraged to contact the director to discuss their options). Instruments in the orchestra include violin, viola, cello and bass. Students will engage in appropriate and challenging repertoire to further develop proper playing techniques and theory comprehension. Students in this class will be responsible to attend and perform in concerts outside of classroom time.

|                         |  |
|-------------------------|--|
| <b>106 MUSIC THEORY</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|-------------------------|--|

Elementary theory, fundamentals of harmony, and some emphasis on keyboard and ear training are included in this course.

|                     |  |
|---------------------|--|
| <b>108 GUITAR 1</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|---------------------|--|

This semester course is designed to introduce students to the fundamentals of guitar playing. Various styles, techniques and repertoire are covered with an emphasis on music reading. Students may use their own guitar, rent from a local music store, or use a school owned instrument.

|                     |  |
|---------------------|--|
| <b>109 GUITAR 2</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|---------------------|--|

This semester course is a continuation of Guitar 1 with emphasis upon improving technique, reading skills, performance and repertoire.

|                           |   |
|---------------------------|---|
| <b>115 ADVANCED PIANO</b> | <b>Prerequisite: Piano 2<br/>Credit: 1/2 unit</b> |
|---------------------------|---|

This course is designed for students to further their musical training subsequent to Piano 1 & 2. Technique is developed while understanding of music theory and harmony are emphasized.

|                     |  |
|---------------------|--|
| <b>117 JAZZ LAB</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|---------------------|--|

Students may elect to take this class as a half-year class for 1/2 credit or for a full year for a full credit. Literature, styles, performance practice, jazz theory, and improvisational skills will be studied through the performance and listening media. Election of this course does not guarantee membership in the jazz band, rather it provides a means of qualifying for membership upon approval of the teacher in charge.

|                      |   |
|----------------------|---|
| <b>118 JAZZ BAND</b> | <b>Prerequisite: Audition only<br/>Credit: 1/2 unit</b> |
|----------------------|---|

This course meets two nights a week in preparing a jazz repertoire for performances at school and public events. Students engage in a big band style ensemble which meets outside of the school day and requires participation in numerous evening and weekend performances. Students will study the classic and modern jazz styles through this course. A high level of proficiency on a band instrument is required to participate in this class. Instruments include: saxophone, trombone, trumpet, drum set, bass, guitar and piano.

|                          |  |
|--------------------------|--|
| <b>123 MORNING CHOIR</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|--------------------------|--|

This singing ensemble is available for all interested students. This course is designed to engage high school vocal music students in a challenging and varied performance environment in the midst of a concert choir setting. Emphasis in this course is placed upon the understanding of performance fundamentals, listening skills and group performance through performance in a variety of musical styles. Please note that rehearsals and performances outside of the school days are mandatory components of this class. Meets before school and does not interfere with the daily schedule.

|                          |  |
|--------------------------|--|
| <b>124 CONCERT CHOIR</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--------------------------|--|

This singing ensemble is available for all interested students. This course is designed to engage high school vocal music students in a challenging and varied performance environment in the midst of a concert choir setting. Emphasis in this course is place upon the understanding of performance fundamentals, listening skills and group performance through performance in a variety of musical styles. Please note that rehearsals and performances outside of the school days are mandatory components of this class.

|   |   |
|---|---|
| <b>126 PENTANGLE PREPS<br/>(Platt Only)</b> | <b>Prerequisite: Teacher recommendation and be a<br/>member of Concert Choir/Morning Choir<br/>Credit: 1 unit</b> |
|---|---|

This course is limited to students who qualify and are recommended by their music teacher to sing in this training group of the Pentangle Players. Activities of the Pentangle Preps include singing, dancing, acting, and performing for live audiences.

|   |   |
|---|---|
| <b>127 PENTANGLE PLAYERS<br/>(Platt Only)</b> | <b>Prerequisite: Teacher recommendation and be a<br/>member of Concert Choir/Morning Choir<br/>Credit: 1 unit</b> |
|---|---|

This class is more advanced than Pentangle Preps and is recommended for those students whose talents warrant it. Student must audition for this class each year.

|   |   |
|---|---|
| <b>128 CANTABLES<br/>(Maloney Only)</b> | <b>Prerequisite: Teacher recommendation and be a<br/>member of Concert Choir/Morning Choir<br/>Credit: 1 unit</b> |
|---|---|

Maloney's advanced All-Women's Ensemble. This course is for students who qualify through the audition process and are recommended by the teacher. This traveling ensemble will be prepared for public performances.

|   |   |
|---|---|
| <b>129 ALLEGRETTOS<br/>(Maloney Only)</b> | <b>Prerequisite: Teacher recommendation and be a<br/>member of Concert Choir/Morning Choir<br/>Credit: 1 unit</b> |
|---|---|

Maloney's advanced Chamber Ensemble. This course is for students who qualify through the audition process and are recommended by the teacher. This traveling ensemble will be prepared for public performances.

|                                      |  |
|--------------------------------------|--|
| <b>131 MUSIC HISTORY (UCONN ECE)</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--------------------------------------|--|

This course is a survey of the western classical music tradition from ancient Greece to the present day. Music of each era is studied in the context of the society that created it, with an emphasis on how political, religious, and social development affected the philosophy, creation, and practice of music.

|                                      |  |
|--------------------------------------|--|
| <b>132 MORNING CHOIR ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|--------------------------------------|--|

Students who enroll in Chorus Accelerated will be engaged in a rigorous study of musical performance. With this class meeting along with the regular morning choir, these students will first be held to the same requirements. In addition to these requirements, students will complete several projects and assignments throughout the school year geared towards advanced musical study, ensemble training and vocal performance. This class meets before school.

|                              |  |
|------------------------------|--|
| <b>133 CHOIR ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|------------------------------|--|

Students who enroll in Chorus Accelerated will be engaged in a rigorous study of musical performance. With this class meeting along with the regular concert choir, these students will first be held to the same requirements. In addition to these requirements, students will complete several projects and assignments throughout the school year geared towards advanced musical study, ensemble training and vocal performance.

|                            |  |
|----------------------------|--|
| <b>134 ADVANCED GUITAR</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|----------------------------|--|

This course is designed for students to further their musical training subsequent to Guitar 1 & 2. Technique is developed while understanding of music theory and harmony are emphasized.

|                    |  |
|--------------------|--|
| <b>136 PIANO 1</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|--------------------|--|

This course is designed to introduce students to the fundamentals of playing the piano. Basic theory, the reading of music notation, learning to play melodies and chord accompaniments are some of the areas in this class piano course.

|                    |  |
|--------------------|--|
| <b>137 PIANO 2</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|--------------------|--|

This course is a continuation of Piano 1. Piano technique is further developed. The basics of music theory and harmony are emphasized.

|                             |  |
|-----------------------------|--|
| <b>140 MUSIC TECHNOLOGY</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|-----------------------------|--|

This class will focus on music production through modern technological processes. Students will engage in music composition and arrangement through computer-based notation and digital sequencing. Students will learn the proper methods of hard-disk recording, editing, and mixing, as well as, the skills involved in audio production and post-production.

|                                  |  |
|----------------------------------|--|
| <b>142 MUSIC AND THE THEATRE</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|----------------------------------|--|

This class will cover the many aspects of Music and Theatre. When these art forms are combined, the art of Musical Theatre is developed. An over-view of the historical, cultural and social issues that contribute to the development of this art form is covered. Notable performers, writers, choreographers, directors and producers are examined for their contribution to the art. Self-reflection, evaluation, and personal thought provoking topics are covered while students learn to become independent thinkers.

|                            |  |
|----------------------------|--|
| <b>143 EXPLORING MUSIC</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|----------------------------|--|

This course will introduce students to basic concepts of music, through aural and physical interaction. Students will engage in multi-sensory activities geared towards creative listening, peer interaction and the development of motor skills in relation to musical performance techniques.

|                                      |  |
|--------------------------------------|--|
| <b>144 BEL CANTOS (Maloney Only)</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--------------------------------------|--|

Maloney's intermediate Chamber Ensemble. This course is for students who qualify through the audition process and are recommended by the teacher. This group performs concerts for the public and may travel to events.

|                                  |  |
|----------------------------------|--|
| <b>145 ORCHESTRA ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|----------------------------------|--|

Students who enroll in Orchestra Accelerated will be engaged in a rigorous study of musical performance. With this class meeting along with the regular orchestra, these students will first be held to the same course requirements. In addition to these requirements, students will have to complete several project-based assessments each term geared towards advanced musical study and ensemble training. Please contact the Music Department for details.

|  |  |
|--|--|
| <b>149 AP MUSIC THEORY (UCONN ECE)</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--|--|

Students will develop a visual and aural understanding of musical structure and compositional procedures. Emphasis will be placed on: note reading, listening skills, melodic and harmonic dictation, and sight-singing. Students will practice theory analysis using various pieces of music literature. Note: A thorough understanding of theory basics (including note reading and application), and is necessary to participate in this course.

|  |  |
|--|--|
| <b>160 STUDENT INTERNSHIP IN MUSIC</b> | <b>Prerequisite: Teacher Recommendation</b><br><b>Credit: ¼ - 1 unit</b> |
|--|--|

Internships as a personalized learning experience (PLE) allow students to apply existing skills while further developing interpersonal, technical, critical thinking, conflict resolution, time management, and problem-solving skills. Students may also serve as peer mentors in a subject area where they have demonstrated an advanced level of mastery. Students desiring such a program should consult their school counselor.

|                                       |  |
|---------------------------------------|--|
| <b>182 INDEPENDENT STUDY IN MUSIC</b> | <b>Prerequisite: Teacher Recommendation</b><br><b>Credit: ¼ - 1 unit</b> |
|---------------------------------------|--|

This personalized learning experience (PLE) provides students with an opportunity to do a study in a field of interest not readily available in the regular curriculum. Students desiring such a program should consult their school counselor.

## PHYSICAL EDUCATION

*Students may have a Personalized Learning Experience Opportunity in Physical Education. Participation in an interscholastic sport, cheerleading or your personally designed physical education course equals a half credit. Read more about this exciting opportunity in the PLE section on page 10.*

|                                       |  |
|---------------------------------------|--|
| <b>912/922/932 PHYSICAL EDUCATION</b> | <b>Prerequisite: None</b><br><b>Credit: 1/2 unit</b> |
|---------------------------------------|--|

This course includes team sports, individual sports fitness activities, and cooperative activities. Students will participate in physical activities five days a week for one semester. Students may have the option to choose some/all of their activities depending on teacher assignments. Students will be expected to complete physical, as well as cognitive assessments. In aquatic classes, which are also co-educational, grade 9 students will learn basic skills in either the beginning swim program or the fundamental swim program; grade 10 may receive instruction in basic rescue and water safety, advanced swimming, and/or in snorkeling and skin diving. Students in grade 10 may participate in conditioning and distance swimming activities, canoeing, kayaking, community water safety, and/or water sports and activities. Elective units may be offered depending on class characteristics.

|  |  |
|--|--|
| <b>918 WEIGHT TRAINING AND NUTRITION</b> | <b>Prerequisite: None</b><br><b>Credit: 1/2 unit</b> |
|--|--|

Through this course, students will gain the knowledge needed to develop a comprehensive individualized fitness program. Students will gain understanding of various theories of resistance training, and implement them during the semester. Students will also examine the basics of nutrition, current nutritional philosophies, dietary supplements, and their own dietary habits. This course will include classroom work as well as practical work in the gym, weight room, outside, and the pool. This course is open to all students in grades 10, 11 and 12. This course may be substituted once for physical education.

|                       |  |
|-----------------------|--|
| <b>923 LIFESAVING</b> | <b>Prerequisite: PE 9</b><br><b>Credit: ½ unit</b> |
|-----------------------|--|

Through this course, students will acquire the skills necessary to prevent and handle emergencies in and around water. Students who successfully complete the Red Cross requirements will receive a Lifeguarding Certificate, which will enable them to qualify for a position at an aquatic facility. This course will focus on the characteristics of a professional lifeguard, which include physical fitness, nutrition, maturity, decision-making skills, and responsibility. Students in grades 10, 11, and 12 can receive physical education credit for this course.

|                                    |  |
|------------------------------------|--|
| <b>924 PERSONAL FITNESS MODULE</b> | <b>Prerequisite: None</b><br><b>Credit: 1/2 unit</b> |
|------------------------------------|--|

This course will be offered to individual who wish to focus on their personal physical fitness condition. Students will learn how to develop and adjust their personal fitness programs as their conditioning improves. The health components of physical fitness will be the main focus of this course and students will gain knowledge through classroom work and practical work in the gym, outside, the weight room, and the pool. By the end of the semester, each student will have completed developing their own personal fitness program to be used in class and in their personal lives. This course is open to all students in grades 10, 11, and 12. This course may be substituted for physical education with the approval of the Physical Education Department Chair.

|   |  |
|---|--|
| <b>925 OUTDOOR ADVENTURE ACTIVITIES</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|---|--|

This course will cover the safety issues and basic skills necessary to participate in outdoor adventure activities. Activities such as rock climbing, kayaking, SCUBA diving, white water rafting, mountain biking, hiking, camping, surfing, and emergency care in the wilderness will be taught. Students will have the opportunity to participate in these activities off campus, but will not be required to do so for class credit. Students will work in groups to problem solve and offer support to one another. This course is open to all students in grades 10, 11 and 12. This course may be substituted for physical education with the approval of the Physical Education Department Chair.

|                                   |  |
|-----------------------------------|--|
| <b>926 CROSSFIT/CROSSFIT KIDS</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|-----------------------------------|--|

CrossFit develops broad, general and inclusive fitness. The program prepares students for any physical contingency. Looking at all sport and physical tasks collectively, CrossFit is designed to enhance universal motor recruitment patterns. Building on functional movements, physical skills and adaptations, this program is intended to give all students a performance advantage in any physical challenge of their choosing. CrossFit's specialty is not specializing. CrossFit is a core strength-and-conditioning program. The program is designed to elicit as broad an adaptational response as possible. CrossFit programming is intended to optimize physical competence in each of the 10 recognized fitness domains: cardiovascular/respiratory endurance, stamina, strength, flexibility, power, coordination, agility, speed, balance, and accuracy. In addition, studies have proven the direct correlation between physical activity and higher academic test scores, improved classroom behaviors and reduced classroom disruptions. Furthermore, stress reduction, self-discipline, strengthened peer relations, and improved self-confidence are all proven outcomes in relation to physical activity.

|                             |  |
|-----------------------------|--|
| <b>927 CROSSFIT LEVEL 2</b> | <b>Prerequisite: CrossFit/CrossFit Kids<br/>Credit: 1/2 unit</b> |
|-----------------------------|--|

CrossFit develops broad, general and inclusive fitness. The program prepares students for any physical contingency. Looking at all sport and physical tasks collectively, CrossFit is designed to enhance universal motor recruitment patterns. Building on functional movements, physical skills and adaptations, this program is intended to give all students a performance advantage in any physical challenge of their choosing. CrossFit's specialty is not specializing. CrossFit is a core strength-and-conditioning program. The program is designed to elicit as broad an adaptational response as possible. CrossFit programming is intended to optimize physical competence in each of the 10 recognized fitness domains: cardiovascular/respiratory endurance, stamina, strength, flexibility, power, coordination, agility, speed, balance, and accuracy. In addition, studies have proven the direct correlation between physical activity and higher academic test scores, improved classroom behaviors and reduced classroom disruptions. Furthermore, stress reduction, self-discipline, strengthened peer relations, and improved self-confidence are all proven outcomes in relation to physical activity.

|  |  |
|--|--|
| <b>928 OUTDOOR ADVENTURE ACTIVITIES II</b> | <b>Prerequisite: Outdoor Adventure Activities I<br/>Credit: 1/2 unit</b> |
|--|--|

Students will further their skills in outdoor adventure activities and incorporate skills such as leadership, planning, fitness, survival, and outdoorsmanship. This course will culminate with the students developing their own outdoor trip to meet set criteria. This course is open to all students in grades 10, 11, and 12. This course may be substituted for a physical education class with the permission of the PE Department Leader.

|  |  |
|--|--|
| <b>986 INDEPENDENT STUDY IN PHYSICAL EDUCATION</b> | <b>Prerequisite: Teacher Recommendation<br/>Credit: ¼ - 1 unit</b> |
|--|--|

This personalized learning experience (PLE) provides students with an opportunity to do a study in a field of interest not readily available in the regular curriculum. Students desiring such a program should consult their school counselor.

|   |  |
|---|--|
| <b>988 STUDENT INTERNSHIP IN PHYSICAL EDUCATION</b> | <b>Prerequisite: Teacher Recommendation<br/>Credit: ¼ - 1 unit</b> |
|---|--|

Internships as a personalized learning experience (PLE) allow students to apply existing skills while further developing interpersonal, technical, critical thinking, conflict resolution, time management, and problem-solving skills. Students may also serve as peer mentors in a subject area where they have demonstrated an advanced level of mastery. Students desiring such a program should consult their school counselor.

## SCIENCE

|   |  |
|---|--|
| <b>300 INTEGRATED PHYSICAL SCIENCE<br/>ACADEMIC</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|---|--|

This course focuses upon earth and space sciences within the integrated framework of physical science studies and is aligned to the Next Generation Science Standards. The interrelated nature of the universe, solar system, earth's history, and earth systems (solid earth, hydrosphere, and atmosphere) will be stressed, and the impact of science issues on society will be explored. Emphasis will be placed on student development of 21st Century Skills. Hands-on laboratory activities will be an integral part of this course.

|   |  |
|---|--|
| <b>300B/S BILINGUAL/SHELTERED INTEGRATED<br/>SCIENCE ACADEMIC</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|---|--|

This course focuses upon earth and space sciences within the integrated framework of physical science studies and is aligned to the Next Generation Science Standards. The interrelated nature of the universe, solar system, earth's history, and earth systems (solid earth, hydrosphere, and atmosphere) will be stressed, and the impact of science issues on society will be explored. Emphasis will be placed on student development of 21st Century Skills. Hands-on laboratory activities will be an integral part of this course.

|  |  |
|--|--|
| <b>305 INTEGRATED PHYSICAL SCIENCE<br/>ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--|--|

This course focuses upon earth and space sciences within the integrated framework of physical science studies and is aligned to the Next Generation Science Standards. The interrelated nature of the universe, solar system, earth's history, and earth systems (solid geosphere, hydrosphere, and atmosphere) will be stressed, and the impact of science issues on society will be explored. Assessments of students' 21st Century Skills will be built around processes of conceptual understanding, experimentation, and application. Student responsibility will be high in regard to designing and carrying out experiments to explore scientific problems. Hands-on laboratory activities will be an integral part of this course.

|  |   |
|--|---|
| <b>315 AP BIOLOGY<br/>316 AP BIOLOGY LAB</b> | <b>Prerequisite: None<br/>Credit: 1 1/2 units</b> |
|--|---|

The AP Biology course and lab section are designed to be the equivalent of a college introductory biology course. They provide the students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing field of biology. The areas covers in extensive detail include: biochemistry, cell structure and function, energy transformation, molecular genetics, heredity, structure and physiology of plants and animals, behavior, ecology and evolution. Students will have the opportunity to pursue individual assignments and projects under the direction of the teacher. Great emphasis is placed on individual lab work and outside readings. Laboratory experience is required in the AP Biology course. This includes twelve AP laboratories and supplemental labs. The course is designed to help students prepare for the AP Biology Exam. Students selecting 315 AP Biology are required to take 316 AP Biology Lab. It is recommended that AP Biology students take Chemistry either before or with this course.

|                                |  |
|--------------------------------|--|
| <b>317 BIOLOGY ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--------------------------------|--|

This accelerated level course takes a comprehensive overview of life sciences as aligned to the Next Generation Science Standards. Rigorous assessments of students' 21<sup>st</sup> Century Skills will be built around processes of conceptual understanding, experimentation, and application. Student responsibility will be high as laboratory work is extensive and a major project is assigned with expected individual student research to be accomplished independently throughout the year.

|   |  |
|---|--|
| <b>317B/S BILINGUAL/SHELTERED BIOLOGY<br/>ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|---|--|

This accelerated level course takes a comprehensive overview of life sciences as aligned to the Next Generation Science Standards. Rigorous assessments of students' 21<sup>st</sup> Century Skills will be built around processes of conceptual understanding, experimentation, and application. Student responsibility will be high as laboratory work is extensive and a major project is assigned with expected individual student research to be accomplished independently throughout the year.

|                             |  |
|-----------------------------|--|
| <b>323 BIOLOGY ACADEMIC</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|-----------------------------|--|

This course offers a comprehensive overview of life sciences as aligned to the Next Generation Science Standards. The interrelated nature of many of the concepts concerning living organisms will be stressed, and the impact of science issue on society will be explored. Laboratory activities and microscope work. Emphasis will be placed on student development of 21<sup>st</sup> Century Skills.

|  |  |
|--|--|
| <b>323B/S BILINGUAL/SHELTERED BIOLOGY<br/>ACADEMIC</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--|--|

This course offers a comprehensive overview of life sciences as aligned to the Next Generation Science Standards. The interrelated nature of many of the concepts concerning living organisms will be stressed, and the impact of science issue on society will be explored. Laboratory activities and microscope work. Emphasis will be placed on student development of 21<sup>st</sup> Century Skills.

|                          |  |
|--------------------------|--|
| <b>324 EARTH SCIENCE</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--------------------------|--|

With an understanding of earth science, students will be able to make more informed choices about how to conserve and use the earth's resources. In this course, students will study earth as a member of our solar system. Several major subject areas will be covered in this course including Astronomy, Geology, Atmospheric Science (Meteorology), Oceanography, and Mapping (Topography). Hands-on laboratory activities will be an integral part of this course.

|                             |   |
|-----------------------------|---|
| <b>325 ECOLOGY ACADEMIC</b> | <b>Prerequisite: Biology<br/>Credit: 1 unit</b> |
|-----------------------------|---|

This course presents factual information needed to understand the basic concepts and principles of ecology. This content will include the study of humans and their environment: the study of habitats; the interrelationships of organisms; the behavior and requirement of primary species: and the structure and succession of communities. The core of the course involves the distribution of organisms and how they respond and adjust to environmental factors. A program of both laboratory and field exercises will be used during all seasons of the school year which involves projects and individual assignments.

|                                |   |
|--------------------------------|---|
| <b>326 ECOLOGY ACCELERATED</b> | <b>Prerequisite: Biology<br/>Credit: 1 unit</b> |
|--------------------------------|---|

This accelerated level course takes a comprehensive overview of the principles of ecology as aligned to the Connecticut State Science Standards. This content will include the study of human impact on the environment; the study of habitats; the interrelationships of organisms; the behavior and requirement of primary species; energy and nutrient flow through ecosystems; and the structure and succession of communities. Rigorous assessments of students' 21<sup>st</sup> Century Skills will be built around processes of conceptual understanding, experimentation and application. Student responsibility will be high as laboratory work is extensive, field trip attendance is expected and major projects are assigned with student research to be accomplished independently throughout the year.

|                    |  |
|--------------------|--|
| <b>328 GEOLOGY</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|--------------------|--|

This course will present a brief introductory survey of the whole field of geology, from rocks and minerals to the formation of entire continents and the processes that act upon them. This overview will provide you with a basis for understanding many different aspects of our planet including: Structure of a Dynamic Earth (Origin of Earth, Layers of Earth, Rock Types, Minerals), Forces that Raise the Surface (Plate Tectonics, Volcanism, Earthquakes and Mountain Building), Forces That Attack the Surface (Weathering, Erosion, Glaciers), Geologic Time (A Brief History of Earth and its Life Forms) and the Geology of Connecticut. Hands-on laboratory activities will be an integral part of this course.

|  |   |
|--|---|
| <b>333 HUMAN ANATOMY AND PHYSIOLOGY<br/>ACADEMIC</b> | <b>Prerequisite: Biology<br/>Credit: 1 unit</b> |
|--|---|

The structure and function of the human body are examined in this course in extensive detail. Content includes the various systems of the body such as those that involve locomotion, digestion, circulation, respiration, excretion, and reproduction. Diseases and genetic abnormalities are also studied. The course will provide a comprehensive understanding for students whose future interests may lie in the biological sciences, medicine, nursing, physical therapy, dentistry, medical technology, and other related health sciences. Extensive laboratory work will focus on tissue identification, the nervous system, the chemical properties of foods, blood typing, and other investigations. To derive maximum benefit, it is recommended that students have completed or be enrolled in a chemistry course.

|   |   |
|---|---|
| <b>333B/S BILINGUAL/SHELTERED HUMAN ANATOMY<br/>AND PHYSIOLOGY ACADEMIC</b> | <b>Prerequisite: Biology<br/>Credit: 1 unit</b> |
|---|---|

The structure and function of the human body are examined in this course in extensive detail. Content includes the various systems of the body such as those that involve locomotion, digestion, circulation, respiration, excretion, and reproduction. Diseases and genetic abnormalities are also studied. The course will provide a comprehensive understanding for students whose future interests may lie in the biological sciences, medicine, nursing, physical therapy, dentistry, medical technology, and other related health sciences. Extensive laboratory work will focus on tissue identification, the nervous system, the chemical properties of foods, blood typing, and other investigations. To derive maximum benefit, it is recommended that students have completed or be enrolled in a chemistry course.



|   |   |
|---|---|
| <b>334 HUMAN ANATOMY AND PHYSIOLOGY ACCELERATED</b> | <b>Prerequisite: Biology<br/>Credit: 1 unit</b> |
|---|---|

The normal and abnormal structure and function of the human body are the focus of this honors level course. After a detailed introduction to the four types of human body tissue in healthy and diseased conditions, the content includes coverage of the integumentary, muscular, skeletal, digestive, respiratory, circulatory, excretory, immune, endocrine, nervous, lymphatic, and reproductive systems. Although the subject matter is helpful for all students to understand, the course is especially helpful for students who are considering a future as a physician, nurse or nurse practitioner, therapist, pharmacist, bioengineer, and others. The use of physiological experimentation and technology is included in this program. An extensive full year research project may be required. Hands-on laboratory activities will be an integral part of this course.

|  |   |
|--|---|
| <b>334B/S BILINGUAL/SHELTERED HUMAN ANATOMY AND PHYSIOLOGY ACCELERATED</b> | <b>Prerequisite: Biology<br/>Credit: 1 unit</b> |
|--|---|

The normal and abnormal structure and function of the human body are the focus of this honors level course. After a detailed introduction to the four types of human body tissue in healthy and diseased conditions, the content includes coverage of the integumentary, muscular, skeletal, digestive, respiratory, circulatory, excretory, immune, endocrine, nervous, lymphatic, and reproductive systems. Although the subject matter is helpful for all students to understand, the course is especially helpful for students who are considering a future as a physician, nurse or nurse practitioner, therapist, pharmacist, bioengineer, and others. The use of physiological experimentation and technology is included in this program. An extensive full year research project may be required. Hands-on laboratory activities will be an integral part of this course.

|                             |   |
|-----------------------------|---|
| <b>335 PHYSICS ACADEMIC</b> | <b>Prerequisite: Algebra 1 or Concurrent Enrollment in Algebra 2<br/>Credit: 1 unit</b> |
|-----------------------------|---|

Any physics course is a study of matter and energy. This involves inquiry into the concepts, laws, and applications of force, motion, heat, fluids, sound, light, electricity, magnetism, and atomic and nuclear physics. Teacher demonstrations, laboratory activities, and problem solving will show the applications of physics to industry and daily life. Students should have a good mathematics background.

|                                |   |
|--------------------------------|---|
| <b>336 PHYSICS ACCELERATED</b> | <b>Prerequisite: Algebra 1 or Concurrent Enrollment in Algebra 2<br/>Credit: 1 unit</b> |
|--------------------------------|---|

Election of this course should be based on a strong background in mathematics and science. It is an intensive and analytical course. Emphasis is placed on the principles and applications of mechanics, wave motion, heat, electricity, magnetism, optics and atomic and nuclear physics. Students will have opportunity to participate in a wide range of laboratory activities, projects, problem solving work, and computer applications in physics. To derive maximum benefit, students should take Calculus with this course.

|                         |  |
|-------------------------|--|
| <b>337 AP PHYSICS 1</b> | <b>Prerequisite: Algebra 2 or concurrent enrollment<br/>Credit: 1 unit</b> |
|-------------------------|--|

AP Physics B is now offered as AP Physics 1 and 2. The course has been split into two separate full year courses which allow students to achieve in depth understanding. Advanced Physics 1 is the equivalent to a first semester college course in algebra-based physics. Students will have more time for hands on exploration of physics content and inquiry labs. The full year also allows for in depth physics content specified by state standards. This algebra-based physics course covers Newtonian mechanics, work, energy, and power; mechanical waves and sound. Electric circuits will be introduced. This course is taken in preparation of the Advanced Placement exam.

|                     |  |
|---------------------|--|
| <b>338 BOTANY 1</b> | <b>Prerequisite: Biology<br/>Credit: .5 unit</b> |
|---------------------|--|

Botany is the study of plant life. As a branch of biology, it is also referred to as plant science or plant biology. Botany covers a wide range of scientific disciplines that study the growth, reproduction, metabolism, development, diseases, and evolution of plants. Many plant labs and dissections will be included in this course.

|                     |   |
|---------------------|---|
| <b>339 BOTANY 2</b> | <b>Prerequisite: Biology and Botany 1<br/>Credit: .5 unit</b> |
|---------------------|---|

Botany is the study of plant life. As a branch of biology, it is also referred to as plant science or plant biology. Botany covers a wide range of scientific disciplines that study the growth, reproduction, metabolism, development, diseases, and evolution of plants. Many plant labs and dissections will be included in this course.

|  |   |
|--|---|
| <b>344 ENVIRONMENTAL AND APPLIED CHEMISTRY</b> | <b>Prerequisite: Biology<br/>Credit: 1 unit</b> |
|--|---|

Environmental Chemistry covers chemistry concepts in the context of societal issues. The topics emphasize organic chemistry, biochemistry, environmental chemistry and industrial chemistry. The consequences of pollution brought about by natural and synthetic materials and modern energy usage are areas of focus. Students learn in-depth applied chemistry concepts, evaluate data, and make decisions based on their knowledge and observations. The lab-based course feature activities that give students practice in applying their knowledge of chemistry.

|                      |  |
|----------------------|--|
| <b>345 ASTRONOMY</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|----------------------|--|

This class is designed to familiarize students with the origin, evolution and structure of the universe. Numerous topics will be discussed in this class including: the solar system and its members (sun, moon, planets, comets), seasons, eclipses, star finding and constellations (reading star charts), stars (characteristics and stellar evolution), aspects of the celestial sphere, spectroscopy (light and the electromagnetic spectrum), and types of telescopes. Hands-on lab activities will be an integral part of this course. Daytime observation of the sun (with a specially equipped telescope) and optional evening observation sessions will be offered. Hands-on laboratory activities will be an integral part of this course.

|  |   |
|--|---|
| <b>346 AP CHEMISTRY (UCONN ECE)<br/>347 AP CHEMISTRY LAB</b> | <b>Prerequisite: Algebra 1 or Concurrent<br/>Enrollment in Algebra 2<br/>Credit: ECE = 1 1/2 units AP = 1.5 units</b> |
|--|---|

This course is designed to provide a foundation for more advanced courses in chemistry. Topics include atomic theory; law and theories concerning the physical and chemical behavior of gases, liquids, solids, and solutions; and properties of some of the more familiar elements and their compounds. Quantitative measurements illustrating the laws of chemical combination comprise the first semester labs. The second semester labs focus on equilibrium in solutions and qualitative reactions of the common cations and anions. Upon successful completion, college credit may be earned from UCONN.

|                               |  |
|-------------------------------|--|
| <b>348 CHEMISTRY ACADEMIC</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|-------------------------------|--|

This standard pre-college chemistry course emphasizes such basic concepts as atomic structure, electron configuration, chemical bonding, balanced equations, prediction of products, the types of preparation of solutions, and basic mathematical concepts of chemistry. Other concepts stress nuclear reactions, reversible reactions, and those reactions involving electric current. Some descriptive chemistry is studied as a vehicle for theory and consideration of selected elements and compounds. Laboratory experiences include the study and collection of many gases, the effect of acids, and other activities. During laboratory experiences, which are an integral part of the course, students are expected to learn basic laboratory techniques, safety regulations, fundamental preparations of elements and compounds, and simple principles of qualitative analysis. The course is particularly suited for pre-college and pre-nursing students.

|                                  |  |
|----------------------------------|--|
| <b>349 CHEMISTRY ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|----------------------------------|--|

While dealing with approximately the same material as Academic Chemistry, the course stresses theory to a greater degree, demands more experience in combining proportions of elements or compounds involved in reactions, and offers the student a greater depth of chemical experience. Laboratory work is extensive and student evaluation rigorous.

|                       |  |
|-----------------------|--|
| <b>350 AQUAPONICS</b> | <b>Prerequisite: Biology, Chemistry, Algebra 2<br/>(Concurrent)<br/>Credit: 1/2 unit</b> |
|-----------------------|--|

Description: Aquaponics is the combined study of Aquaculture (the farming of aquatic animals) and Hydroponics (the cultivation of plants in water). Aquaponics covers a wide range of STEM concepts including: the benefits of aquaponics, fish and plant selection and health, system cycling, bacteria and the nitrification cycle, system design ratios, different system designs: flood and drain, deep water culture, and vertical systems, grow bed styles (media, pumps, aerators, plumbing fittings and all other components), system management and optimization

|   |   |
|---|---|
| <b>353 PHYSICAL SCIENCE FOR THE NEXT<br/>GENERATION 1</b> | <b>Prerequisite: Biology<br/>Credit: 1/2 unit</b> |
|---|---|

This science course is designed to use Science and Engineering Practices in order for students to learn about and express their understanding of the following topics: structure of matter, properties of matter, chemical reactions, and energy.

|                            |   |
|----------------------------|---|
| <b>354 AQUATIC ECOLOGY</b> | <b>Prerequisite: Biology<br/>Credit: 1/2 unit</b> |
|----------------------------|---|

This elective science course is designed to engage students interested in marine biology. Students will learn about the significance of the Long Island Sound as it relates to the ecology and economy of our state. A background in chemistry is suggested, but not required.

|                                |   |
|--------------------------------|---|
| <b>355 TERRESTRIAL ECOLOGY</b> | <b>Prerequisite: Biology<br/>Credit: 1/2 unit</b> |
|--------------------------------|---|

This elective science course is designed to engage students interested in learning more about ecosystems, the relationship between organisms and their habitat and the human impact on the environment. A program of both laboratory and field exercises will be used during all seasons of the school year which involve projects and individual assignments.

|   |   |
|---|---|
| <b>356 PHYSICAL SCIENCE FOR NEXT GENERATION 2</b> | <b>Prerequisite: Biology<br/>Credit: 1/2 unit</b> |
|---|---|

This course is designed to use Science and Engineering Practices in order for students to learn about and express their understanding of the following topics: forces and collision, energy/electricity, waves, and Technology.

|   |   |
|---|---|
| <b>357 URBAN HORTICULTURE <i>Pilot 2020-2021!</i></b> | <b>Prerequisite: Biology<br/>Credit: 1/2 unit</b> |
|---|---|

This course introduces the science and technology of horticulture: Growing plants for food, ornamental, or landscape purposes using modern cultural practices and innovative approaches. The course will focus on gardening in small areas. It will help students to build a connection to the foods that they eat and how those foods are cultivated. Additionally, they will learn practical gardening skills to equip them to create their own urban garden.

|   |   |
|---|---|
| <b>361 AP ENVIRONMENTAL SCIENCE<br/>(UConn ECE)</b> | <b>Prerequisite: Biology<br/>Credit: 1 unit</b> |
|---|---|

A college level honors course which introduces students to the major topics of environmental science. The class provides students with the conceptual framework, factual knowledge and analytical skills necessary for this rapidly changing field. Major topics of the course include air pollution, water pollution, water usage rights, solid waste disposal, trash to energy, and population growth. The course requires students to participate in laboratory and field investigation activities such as collecting and analyzing water samples or conducting a long-term study of some local system or environmental problem such as pollution from a nearby stream. Upon successful completion, college credit may be earned from UConn.

|                             |   |
|-----------------------------|---|
| <b>362 FORENSIC SCIENCE</b> | <b>Prerequisite: Biology<br/>Credit: 1 unit</b> |
|-----------------------------|---|

This course is designed to challenge students with topics such as fingerprinting, DNA analysis, blood typing and spattering, ballistics trajectories, comparative anatomy, chemical analysis of drugs, poisons, trace evidence, and the dynamics of physics. Students will learn about the careers involved with Forensic Science and will play mock roles as experts in the field to solve crimes. They will learn teamwork in solving the mock crimes and have a chance to change their roles as the year progresses. The students will all be given the tools to interpret data and techniques involved for physical, chemical, and biological analysis of evidence. Hands-on laboratory activities will be an integral part of this course.

|  |   |
|--|---|
| <b>395 STUDENT INTERNSHIP IN SCIENCE</b> | <b>Prerequisite: Teacher Recommendation<br/>Credit: ¼ - 1 units</b> |
|--|---|

Internships as a personalized learning experience (PLE) allow students to apply existing skills while further developing interpersonal, technical, critical thinking, conflict resolution, time management, and problem-solving skills. Students may also serve as peer mentors in a subject area where they have demonstrated an advanced level of mastery. Students desiring such a program should consult their school counselor. Hands-on laboratory activities will be an integral part of this course.

|   |   |
|---|---|
| <b>399 INDEPENDENT STUDY IN SCIENCE</b> | <b>Prerequisite: Teacher Recommendation<br/>Credit: ¼ - 1 units</b> |
|---|---|

This personalized learning experience (PLE) provides students with an opportunity to do a study in a field of interest not readily available in the regular curriculum. Students desiring such a program should consult their school counselor. Hands-on laboratory activities will be an integral part of this course.

## SOCIAL STUDIES

|                                   |  |
|-----------------------------------|--|
| <b>406 WORLD HISTORY ACADEMIC</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|-----------------------------------|--|

This course is designed to prepare the student for continuing education and post-secondary studies. World History Academic will concentrate on selected aspects of global history while incorporating the skills of the 21<sup>st</sup> Century. It is a survey of world history from the Middle Ages to modern day. Students will examine the world in the context of time and place. During each historical period, the focus will be on vital political, economic, geographic, and cultural themes. Students will study the manner in which man has provided for his common needs, the contributions of all peoples to civilization, and the interdependence of people all over the world. Technology, maps, historical events, interpretations, and biographies will guide their experiences. This course is for grade 9 students.

|  |  |
|--|--|
| <b>406B/S BILINGUAL/SHELTERED WORLD HISTORY ACADEMIC</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--|--|

This course is designed to prepare the student for continuing education and post-secondary studies. World History Academic will concentrate on selected aspects of global history while incorporating the skills of the 21<sup>st</sup> Century. It is a survey of world history from the Middle Ages to modern day. Students will examine the world in the context of time and place. During each historical period, the focus will be on vital political, economic, geographic, and cultural themes. Students will study the manner in which man has provided for his common needs, the contributions of all peoples to civilization, and the interdependence of people all over the world. Technology, maps, historical events, interpretations, and biographies will guide their experiences. This course is for grade 9 students.

|                                      |  |
|--------------------------------------|--|
| <b>409 WORLD HISTORY ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--------------------------------------|--|

This course is the basis for further cultural pursuits and a background for understanding modern times with emphasis on the 21<sup>st</sup> Century Skills. It is a survey of world history from the Middle Ages to modern day. Students will examine the world in the context of time and place. During each historical period, the focus will be on vital political, economic, geographic, social, and cultural themes. This course implements relevant technology and skills performance standards through balanced assessments and differentiated performance tasks. This course is for grade 9 students.

|                                     |  |
|-------------------------------------|--|
| <b>425 AP UNITED STATES HISTORY</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|-------------------------------------|--|

This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. Students will learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. This course will develop the skills necessary to arrive at conclusion on the basis of informed judgment and to present reasons and evidence clearly and persuasively in essay format. Students selecting this course are expected to take the Advanced Placement United States History examination.

|   |  |
|---|--|
| <b>428 UNITED STATES HISTORY 2 ACADEMIC</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|---|--|

This course is the history of our country and is designed to give great scope and depth suitable to the abilities and aims of college-bound students. It is usually taken in the tenth grade. Pupils are expected to acquire an appreciation for the heritage of our democracy, knowledge of the relevancy of the past to today's world, and a familiarity with the duties and responsibilities of citizenship and the position of the United States in world affairs.

|   |  |
|---|--|
| <b>428B/S BILINGUAL/SHELTERED UNITED STATES HISTORY 2</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|---|--|

This course is the history of our country and is designed to give great scope and depth suitable to the abilities and aims of college-bound students. It is usually taken in the tenth grade. Pupils are expected to acquire an appreciation for the heritage of our democracy, knowledge of the relevancy of the past to today's world, and a familiarity with the duties and responsibilities of citizenship and the position of the United States in world affairs.

|  |  |
|--|--|
| <b>429 UNITED STATES HISTORY 2 ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--|--|

This college preparatory course provides an in-depth study of American history with emphasis placed on advanced concepts. Students will study the position of the United States in world affairs, and students will investigate, analyze, and evaluate data. This course, usually taken in 10<sup>th</sup> grade, will assist students in the acquisition of knowledge and an appreciation for the heritage of democracy. In this advanced course, students will explore the past through today's world, and acquire an understanding of the duties, rights and responsibilities of citizenship.

|                            |  |
|----------------------------|--|
| <b>430 CIVICS ACADEMIC</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|----------------------------|--|

This course is designed to provide our students with a practical knowledge and understanding of our American government and its direct connection to them. Relevance to life is imperative for students to connect with the democratic process as citizens of the United States. Students will be able to apply knowledge of the United States Constitution and demonstrate their understanding of how the American system of government functions on the local, state and national levels as well as the impact of individual citizens. Students will also be able to demonstrate their understanding that United States citizens have rights and responsibilities in order for our government to maintain order in our society.

|   |  |
|---|--|
| <b>430B/S BILINGUAL/SHELTERED CIVICS ACADEMIC</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|---|--|

This course is designed to provide our students with a practical knowledge and understanding of our American government and its direct connection to them. Relevance to life is imperative for students to connect with the democratic process as citizens of the United States. Students will be able to apply knowledge of the United States Constitution and demonstrate their understanding of how the American system of government functions on the local, state and national levels as well as the impact of individual citizens. Students will also be able to demonstrate their understanding that United States citizens have rights and responsibilities in order for our government to maintain order in our society.

|                               |  |
|-------------------------------|--|
| <b>431 CIVICS ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|-------------------------------|--|

Students will learn about the rights and responsibilities of United States citizenship. This survey course provides a framework for understanding the purposes, principles, and practices of American government, as established by the United States Constitution. Relevance to life is imperative for students to connect with the democratic process as citizens of the United States. Students are expected to understand their rights and responsibilities, as citizens, and how to exercise these rights and responsibilities in local, state and national government. Students will trace the origin of government, political concepts, and theories through the founding of the United States, from major Supreme Court cases to identify their modern politics.

|  |  |
|--|--|
| <b>431B/S BILINGUAL/SHELTERED CIVICS ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|--|--|

Students will learn about the rights and responsibilities of United States citizenship. This survey course provides a framework for understanding the purposes, principles, and practices of American government, as established by the United States Constitution. Relevance to life is imperative for students to connect with the democratic process as citizens of the United States. Students are expected to understand their rights and responsibilities, as citizens, and how to exercise these rights and responsibilities in local, state and national government. Students will trace the origin of government, political concepts, and theories through the founding of the United States, from major Supreme Court cases to identify their modern politics.

|   |  |
|---|--|
| <b>432 UNITED STATES HISTORY 1 ACADEMIC</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|---|--|

This course is the history of our country from colonialism to reconstruction, and is designed to give great scope and depth suitable to the abilities and aims of college-bound students. It is usually taken in the tenth grade. Pupils are expected to acquire an appreciation for the heritage of our democracy, knowledge of the relevancy of the past, and a familiarity with the duties and responsibilities of citizenship and the position of the United States in world affairs.

|  |  |
|--|--|
| <b>433 UNITED STATES HISTORY 1 ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--|--|

This college preparatory course is the history of our country from colonialism to reconstruction, and is designed to give great scope and depth suitable to the abilities and aims of college-bound students. It is usually taken in the tenth grade. Pupils are expected to acquire an appreciation for the heritage of our democracy, knowledge of the relevancy of the past, and a familiarity with the duties and responsibilities of citizenship and the position of the United States in world affairs.

|                                |  |
|--------------------------------|--|
| <b>434 AP EUROPEAN HISTORY</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--------------------------------|--|

This course is offered to students with strong reading and writing abilities. This course provides an in-depth study of European history from the seventeenth to the twentieth century. This course is designed to prepare students prepare for the European History Advanced Placement Test.

|  |  |
|--|--|
| <b>435 AP US GOVERNMENT AND POLITICS</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--|--|

The Advanced Placement course in United States Government and Politics is designed to give students a critical perspective on politics and government. This course involves both the study of general concepts used to interpret United States politics and an examination of the various institutions, groups, beliefs, and ideas that make up American politics. The course is taught with college level texts. This course is taken in preparation for the Advanced Placement exam.

|   |  |
|---|--|
| <b>436 MERIDEN: THE TOWN IN WHICH WE LIVE</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|---|--|

This course is recommended for students in grades 10-12. It will include a brief review of the State of Connecticut followed by a survey of Meriden from its origin to the present. Geography, economics and issues relevant to current Meriden will also be examined. Group discussion and guest speakers will be used extensively.

|  |  |
|--|--|
| <b>437 PRINCIPLES OF MACROECONOMICS:<br/>(UConn ECE)</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|--|--|

The purpose of this in Principles of Macroeconomics course is to give students a practical and theoretical introduction to macroeconomics. Macroeconomics represents the study of the behavior of entire economies. More precisely macroeconomics represents the study of the so called "economic aggregates." Topics such as inflation, unemployment, interest rates, money, income distribution, productivity, world trade and other "big" issues in economics. This course will introduce students to the basic economic problem of scarcity and choice, the approach of rationality, the fundamental tools of economic analysis such as opportunity cost, production possibilities, specialization and comparative advantage, supply and demand, and equilibrium. (UConn requires this course to be taken third in the sequence of three to be eligible for UConn credits)

|                      |  |
|----------------------|--|
| <b>438 ECONOMICS</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|----------------------|--|

This course is designed to introduce students to the workings of the American economy and provide an overview of competing systems. Economics is a survey course and explores elements of both microeconomics and macroeconomics. It is primarily a study of decision making and how individuals and societies make choices to use scarce resources to fulfill their unlimited needs and wants. Students will study the roles of entrepreneurs, consumers, producers, labor, governments, corporations, and stock markets in our current system. They will also gain an understanding of the effects of taxation, monetary policy, fiscal policy, and globalization on the American and international economies through the study of current economic issues, such as child labor, immigration, and free trade.

|                               |  |
|-------------------------------|--|
| <b>439A AP MICROECONOMICS</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|-------------------------------|--|

The purpose of the Advanced Placement course in microeconomics is 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 economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. This course is taken in preparation of the Advanced Placement exam.

|   |  |
|---|--|
| <b>443 WORLD GEOGRAPHY 1: GEOGRAPHY<br/>AND YOU</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|---|--|

This semester course is designed as an introductory course of the basic principles of geography. After completing a review of the fundamental principles of geography, students will continue with specific focus on local geography of Meriden, Connecticut, the United States, and North America, as well as our place in the global community.

|   |  |
|---|--|
| <b>444 WORLD GEOGRAPHY 2: GEOGRAPHY<br/>AND THE WORLD</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|---|--|

This semester course is designed as a basic introduction to the geography of the major world regions. After completing a review of the fundamental principles of geography, students will be tasked with learning the major geographic concepts associated with the major regions of the world. Students will investigate issues related to the interdependency of our world and consider solutions to global issues as they affect the 21<sup>st</sup> century.

|  |  |
|--|--|
| <b>445 ESSENTIALS OF ECONOMICS<br/>(UCONN ECE)</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|--|--|

The purpose of this Essentials of Economics course is to introduce students to the workings of the American economy and provide an overview of competing systems. Economics is a survey course and explores elements of both microeconomics and macroeconomics. It is primarily a study of decision making and how individuals and societies make choices to use scarce resources to fulfill their unlimited needs and wants. Students will study the roles of entrepreneurs, consumers, producers, labor, governments, corporations, and stock markets in our current system. They will also gain an understanding of the effects of taxation, monetary policy, fiscal policy, and globalization on the American and international economies through the study of current economic issues, such as child labor, immigration, and free trade. (UCONN requires this course to be taken first in the sequence of three to be eligible for UCONN credits)

|  |  |
|--|--|
| <b>446 PRINCIPLES OF MICROECONOMICS:<br/>(UCONN ECE)</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|--|--|

The purpose of this Principles of Microeconomics course is 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 economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. This course is taken in preparation of the Advanced Placement exam. (UCONN requires this course to be taken second in the sequence of three to be eligible for UCONN credits)

|                               |  |
|-------------------------------|--|
| <b>447A AP MACROECONOMICS</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|-------------------------------|--|

This course complements AP Microeconomics and be used to build the foundations of economic theories and principles that apply to the economy as a whole. The intention of this course is to improve student confidence in these economic ideas, and can improve exam scores for both AP Macroeconomics and APR Microeconomics courses. This course will further develop skills necessary for college and career success that involve apply math skills, problem solving, and free-response writing.

|                                   |  |
|-----------------------------------|--|
| <b>448 TAKING INFORMED ACTION</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|-----------------------------------|--|

This course addresses United States current events and contemporary issues. Student will learn about media, bias, point of view, change over time, discussion skills, debate kills, blogging and argumentative writing. Students will receive news through a variety of multimedia sources. Participation, discussion, inquiry, and a service project are an important part of this course.

|  |  |
|--|--|
| <b>449 THINK GLOBALLY, ACT LOCALLY</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|--|--|

This is a course that addresses world current events and contemporary issues. Students will learn about media, bias, point of view, change over time, discussion skills, debate skills, blogging and argumentative writing. Students will receive news through a variety of multimedia sources. Participation, discussion, and inquiry are an important part of this course.

|  |  |
|--|--|
| <b>450 CRIMES AGAINST HUMANITY: HUMAN RIGHTS<br/>AND INTERNATIONAL LAW</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|--|--|

This is a course that addresses world current events and contemporary issues. Students will learn about media, bias, point of view, change over time, discussion skills, debate skills, blogging and argumentative writing. Students will receive news through a variety of multimedia sources. Participation, discussion, and inquiry are an important part of this course.

|                      |  |
|----------------------|--|
| <b>451 SOCIOLOGY</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|----------------------|--|

Offered to juniors and seniors for the purpose of developing an understanding of the individual society, this course will focus on the individual's role, status, social relationships, cultural adaptability, and societal structures. The course will consist of class work as well as individual and group research projects.

|                           |  |
|---------------------------|--|
| <b>453 HUMAN BEHAVIOR</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|---------------------------|--|

This is a semester course offered to juniors and seniors. The course will provide students with an opportunity to learn more about themselves and their behavior. Students will gain insight into human motivation which may aid them in their capacity to relate to others. The subject will draw upon the research and theories of a wide range of scientists and practitioners to gain an overall picture of the field, which has grown to be known as the science of human and animal behavior. Individual and group experiments and activities will be a format for this course.

|   |  |
|---|--|
| <b>456 YOUTH AND GOVERNMENT ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|---|--|

The focus of this honors course is to develop awareness of political processes on the Connecticut State level. Course emphasis will be on leadership, speaking, and critical thinking skills and the final course product will be to write a proposal bill to be debated during a mock legislative weekend held at the Connecticut State Capitol. Classroom instruction is held outside of the normal school day schedule. Students who wish to apply must be recommended by their social studies teacher to take this course, with final approval given by the Youth and Government advisors.

|                          |  |
|--------------------------|--|
| <b>461 AP PSYCHOLOGY</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--------------------------|--|

AP Psychology will be an intense and fascinating course focusing on the scientific study of behavior and mental processes of human beings and animals. You will learn psychological facts, principles and phenomena within the various fields of Psychology. This will be equivalent to a college level, introductory General Psychology course.

|                                |   |
|--------------------------------|---|
| <b>462 CONSPIRACY THEORIES</b> | <b>Prerequisite: US History<br/>Credit: .5 unit</b> |
|--------------------------------|---|

Whether you're a skeptic or a true believer, this half-year course walks students through some of the most famous—and infamous—conspiracy theories. Topics include the UFO crash at Roswell, the assassination of JFK, and the mysteries surrounding organizations such as the Freemasons, the Illuminati, and the Skull and Bones, among others. Sorting out fact from fiction, students will be able to explore the impact of these conspiracies on society today.

|                            |   |
|----------------------------|---|
| <b>463 WOMEN'S STUDIES</b> | <b>Prerequisite: US History<br/>Credit: .5 unit</b> |
|----------------------------|---|

This course is a study of women through professional careers. Women were notable in all fields of society and played an instrumental role in the making of men and making of the world. This would be a study of female professionals and professionalism. It will be a course where students study the role of women, the impact of women, and the impact of how women shaped men and history.

|   |   |
|---|---|
| <b>464 AXIS vs. ALLIES: THE STUDY OF WWII</b> | <b>Prerequisite: US History<br/>Credit: .5 unit</b> |
|---|---|

This course will explore the social, political, economic and religious impact World War II has had on the world. Topics will include looking at war through the eyes of Germany, Japan and their allies, as well as through the eyes of the Allied forces. This course will examine the rise to power of dictators, the first years of the war (1939-1942) and the beginning of the end (1942-1945). Students will study cause and effect, analyze documents and videos, and work on individual and group projects.

|   |   |
|---|---|
| <b>497 STUDENT INTERNSHIP IN SOCIAL STUDIES</b> | <b>Prerequisite: Teacher Recommendation<br/>Credit: ¼ - 1 units</b> |
|---|---|

Internships as a personalized learning experience (PLE) allow students to apply existing skills while further developing interpersonal, technical, critical thinking, conflict resolution, time management, and problem-solving skills. Students may also serve as peer mentors in a subject area where they have demonstrated an advanced level of mastery. Students desiring such a program should consult their school counselor.

|  |   |
|--|---|
| <b>499 INDEPENDENT STUDY IN SOCIAL STUDIES</b> | <b>Prerequisite: Teacher Recommendation<br/>Credit: ¼ - 1 units</b> |
|--|---|

This personalized learning experience (PLE) provides students with an opportunity to do a study in a field of interest not readily available in the regular curriculum. Students desiring such a program should consult their school counselor.

## TECHNOLOGY EDUCATION

|                                      |  |
|--------------------------------------|--|
| <b>801 COMPUTER AIDED DRAFTING 1</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--------------------------------------|--|

This introductory course will begin with technique of CAD. The theory of orthographic projections to achieve accurate shape and size description will be presented along with techniques. Problems solved on “the board” will then be completed on the computer using the CAD system. Daily work assignments will be used to reinforce the basics of drawing with CAD. Emphasis will be placed on the development of exactness of thought, construction, proportion and developing proficiency in the performance of fundamental tasks. Basic vocational and career opportunities will be discussed.



|                                      |   |
|--------------------------------------|---|
| <b>802 COMPUTER AIDED DRAFTING 2</b> | <b>Prerequisite: Computer Aided Drafting 1<br/>Credit: 1 unit</b> |
|--------------------------------------|---|

This course will give the student further experience in making more advanced drawings, using additional methods and the CAD system. The work includes sectional views, machine threads and fasteners, primary auxiliary views, cams and cams motions, details and assembly drawings. The course will also include intersections and developmental sheet metal, contours and maps. The last term will be devoted to architectural drafting where the student will make floor, electrical and foundation plans for a small house. Increased development of marketable skills and further exploration of job opportunities related to the drafting industry will be emphasized.

|                                      |   |
|--------------------------------------|---|
| <b>803 COMPUTER AIDED DRAFTING 3</b> | <b>Prerequisite: Computer Aided Architectural Drafting 2<br/>Credit: 1 unit</b> |
|--------------------------------------|---|

This course is a course providing additional opportunities for problem solving. It encompasses sensitivity to design, skill in drawing techniques, effective utilization of CAD, and knowledge of the latest construction materials. Students will prepare a complete set of plans for a one or two-story home of their choice. The work includes preliminary plans, floor plans, door and window schedules, foundation plans, elevations, pictorial rendering of the house, and structural detail drawings.

|                                     |  |
|-------------------------------------|--|
| <b>804 PRE-ENGINEERING DRAFTING</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|-------------------------------------|--|

This course is designed to fit the needs of juniors and seniors who plan to follow an engineering curriculum in college and who have had no drafting in their high school program. Traditional techniques will be taught and the CAD system will be introduced. Assignments will be equally divided between these two relevant areas in order to give students a complete picture of the fundamental techniques/methodologies available to the modern-day draftsman/engineer. Quality of work is stressed with assignments in drafting constructions, machine motion study, and structural drafting. Technical background information relating to each unit of work will be presented to enhance the drawing experiences. Basic vocational and career opportunities will be discussed.

|                                |  |
|--------------------------------|--|
| <b>811 INFORMATION SYSTEMS</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--------------------------------|--|

This course provides the student with an exploratory examination of how to generate, manipulate, store and transmit information in both digital and print formats. The course examines the major technical areas of graphic design, printing, and electronic audio and video communications. Each student will experience sample activities to support understanding of these areas.

|                             |  |
|-----------------------------|--|
| <b>813 VIDEO PRODUCTION</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|-----------------------------|--|

Video Production is a one-year course designed to introduce students to the use and theory of video production technology. This course will focus on the use of cameras and related equipment to produce live and scripted video productions and to solve technical problems associated with the production process. Through the use of a studio and its equipment, students will develop skills involved in the various roles associated with a video production studio. The editing process will incorporate current techniques employed in the industry in both digital and linear modes. The emphasis is on technical skills and employability skills associated with such an interactive production atmosphere.

|                                     |  |
|-------------------------------------|--|
| <b>815 ADVANCED DIGITAL IMAGING</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|-------------------------------------|--|

Advanced Digital Imaging students will continue to work in Adobe Photoshop creating graphics and animations. Work will include adding created images to various websites and other digital and printed media. Along with Adobe Photoshop, students will also use the software Dreamweaver and Illustrator to complete assignments and projects. This is the second course in the series and will provide opportunities to increase student understanding of the Digital Media process.

|                     |  |
|---------------------|--|
| <b>818 ROBOTICS</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|---------------------|--|

This course will introduce students to the technology-based industry of robotics. Students who are interested in mechanical devices, electronics, computer animation, and generally enjoy doing things with their hands, will be able to study all of these areas in an environment designed to stimulate creativity and challenge problem-solving skills.

|                                 |  |
|---------------------------------|--|
| <b>819 EXPLORING TECHNOLOGY</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|---------------------------------|--|

This course is an exploration of the world of technology and how it related to you and the world around you. It connects the middle school experience to high school and beyond by investigating the four areas of technology – construction, manufacturing, communications, and transportation. This activity-based course will provide experience in the application of technology through a problem-solving approach. Students may build models, develop communication systems, or program robots while utilizing the knowledge and skills acquired in other academic areas. Future career opportunities will be explored.

|  |  |
|--|--|
| <b>820 HOME MAINTENANCE AND CONSUMER EDUCATION</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--|--|

This course will introduce students to the mechanical systems of the home (electrical, plumbing, heating, etc.) and the necessary preventive maintenance/repair strategies one should be familiar with in order to keep those systems operational. Students will also gain knowledge of tools and safety procedures related to a variety of typical home maintenance tasks as they solve practical problems and perform typical repairs through a direct hands-on approach.

|   |   |
|---|---|
| <b>821 MxCC MANUFACTURING PROCESSES – MFG 102</b> | <b>Prerequisite: Eligible for either ENG *063 *101 ALP or higher or ENG*096 taken concurrently<br/>Credit: 1 unit</b> |
|---|---|

This course studies manufacturing: making goods and wares by industrial processes. The course will provide theoretical experience in the scientific, engineering, and economic principles on which the various manufacturing processes are based.

|   |  |
|---|--|
| <b>823 MxCC INTRODUCTION TO CAD – CAD 110</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|---|--|

This course is an introduction to the techniques of generating graphic images with computers using AutoCAD. Topics include: overview of CAD terminology, computer terminology, hardware descriptions and requirements, file manipulation and management, two dimensional geometric construction, symbol library creation, dimensioning, scaling, sectioning, plotting, detail and assembly drawings including tolerance studies.

|   |   |
|---|---|
| <b>824 MxCC ENGINEERING DRAWING INTERPRETATIONS MFG 124</b> | <b>Prerequisite: Eligible for either ENG *063 *101 ALP or higher or ENG*096 taken concurrently<br/>Credit: 1 unit</b> |
|---|---|

This course is the first course in blueprint reading and the study of orthographic projection. Topics include lines and their uses, auxiliary views, sectional views, basic and special dimensioning, dimensioning practices for holes, chamfers, angle, tapers, keyways diameters and radii. Also, geometric tolerancing and dimensioning is covered.

|                                     |  |
|-------------------------------------|--|
| <b>841 WOODWORKING TECHNOLOGY 1</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|-------------------------------------|--|

Woodworking Technology 1 is the first course in the series to provide opportunities for understanding the manufacturing process. A variety of products will be produced with raw and recycled materials that will highlight woods, metals, and plastics manufacturing. Students will develop a good “mechanical sense” that will prove valuable to the student both in vocational choice and leisure activity. Students will learn about quality, efficiency, and cost effectiveness so that they will be informed consumers. Instructional units will include the design, planning, documentation, manufacturing, and finishing processes. Project work will be the vehicle for instruction.

|                                     |  |
|-------------------------------------|--|
| <b>842 WOODWORKING TECHNOLOGY 2</b> | <b>Prerequisite: Woodworking Technology 1<br/>Credit: 1 unit</b> |
|-------------------------------------|--|

Woodworking Technology 2 is the second course in the series to provide opportunities to increase their understanding of manufacturing processing. Emphasis will be placed on enhancing the student’s knowledge and use of machine tools to produce finished products from materials such as wood, metal, and plastics. Students will learn about quality methods, how to budget time, materials, and money. Students will examine and appraise industrial products and processes. They will learn to be responsible for their own work, for tools, equipment, and for the facility – traits necessary to successful future employment. The instructor will select an initial project activity. Upon successful completion of the project, students will be given the opportunity to produce projects of their own design.

|                                     |  |
|-------------------------------------|--|
| <b>843 WOODWORKING TECHNOLOGY 3</b> | <b>Prerequisite: Woodworking Technology 2<br/>Credit: 1 unit</b> |
|-------------------------------------|--|

Woodworking Technology 3 is the third course in the series designed to enable students to develop increased competencies and marketable skills in the field. Continued emphasis will be placed on enhancing student knowledge and use of machine tools to produce finished products. As students will develop their own project ideas, instruction will be increasingly individualized. Students will be asked to apply past and present learning to the student-selected project. Increased skill building opportunities include independent thinking, problem solving, efficient use of resources, and independent work. Increased emphasis will be placed on quality of workmanship and effective use of time and resources. The culmination of this sequence of course work will serve as an adequate prerequisite for entry into apprentice training in this field.

|   |   |
|---|---|
| <b>850 STUDENT INTERNSHIP IN TECHNOLOGY EDUCATION</b> | <b>Prerequisite: Teacher Recommendation</b><br><b>Credit: ¼ - 1 units</b> |
|---|---|

Internships as a personalized learning experience (PLE) allow students to apply existing skills while further developing interpersonal, technical, critical thinking, conflict resolution, time management, and problem-solving skills. Students may also serve as peer mentors in a subject area where they have demonstrated an advanced level of mastery. Students desiring such a program should consult their school counselor.

|                            |  |
|----------------------------|--|
| <b>883 DIGITAL IMAGING</b> | <b>Prerequisite: None</b><br><b>Credit: 1/2 unit</b> |
|----------------------------|--|

This course provides students with the basics of scanning, digital photography, creating, and manipulating images in the world's leading digital editing software program – Adobe Photoshop. They will explore the many facets of Photoshop, a digital darkroom for use in all types of graphics work including retouching, filtering, layering, silhouetting, and adding other special effects to images.

|  |  |
|--|--|
| <b>884 INDEPENDENT STUDY IN TECHNOLOGY EDUCATION</b> | <b>Prerequisite: Teacher Recommendation</b><br><b>Credit: ¼ - 1 unit</b> |
|--|--|

This personalized learning experience (PLE) provides students with an opportunity to do a study in a field of interest not readily available in the regular curriculum. Students desiring such a program should consult their school counselor.

|  |  |
|--|--|
| <b>885 TRANSPORTATION ENGINEERING</b><br><i>New Pilot 2020-2021!</i> | <b>Prerequisite: None</b><br><b>Credit: 1 unit</b> |
|--|--|

Transportation Engineering, encourages collaborative groups to develop problem solving skills through the design, construction, testing, and evaluation of electric race vehicles and other forms of transportation.

## VOCATIONAL EDUCATION

|  |  |
|--|--|
| <b>870 COOPERATIVE WORK EXPERIENCE</b> | <b>Prerequisite: None</b><br><b>Credit: 1-2 units</b><br><b>(1 unit: Classroom Experience)</b><br><b>(1 unit: Job Site Experience)</b> |
|--|--|

CWE is designed to teach 21<sup>st</sup> Century job skills to help students succeed in the work world. Basic information and guidance on future careers and opportunities are provided. Students may also opt to receive a job site credit (students will be required to work a minimum of 100 hours per term) if the student has a job and meets all other requirements.

|   |  |
|---|--|
| <b>872 MEDICAL TERMINOLOGY UCONN ECE (AH2001)</b> | <b>Prerequisite: None</b><br><b>Credit: 1 unit</b> |
|---|--|

This course provides an introduction to and mastery of medical terminology through presentation of word roots, prefixes and suffixes. It provides meanings for these medical terms in the context of the structure and function of the human body.

|                              |  |
|------------------------------|--|
| <b>873 MEDICAL CAREERS 1</b> | <b>Prerequisite: None</b><br><b>Credit: 1 unit</b> |
|------------------------------|--|

This course can be used as a single elective or the prerequisite to the Certified Nursing Assistant program (Medical Careers 2). It is recommended for those students who wish to pursue a career in the medical field. Timely medical topics will be discussed. The student will be introduced to basic nursing, concepts, theories, medical terminologies and abbreviations. This course is for students in grades 10, 11 and 12.

|                                      |   |
|--------------------------------------|---|
| <b>874 MEDICAL CAREERS CNA Lab 1</b> | <b>Prerequisite: Concurrent with Medical Careers 2</b><br><b>Credit: 1 unit</b> |
|--------------------------------------|---|

Medical Careers CNA Lab course is offered to students also enrolled in Medical Careers 2. The course will cover the 22 skills required for the State of Connecticut Certified Nurse's Assistant Practical exam as well as cover the academic content required for the State of Connecticut Certified Nurse's Assistant Written exam.

|                                      |   |
|--------------------------------------|---|
| <b>875 MEDICAL CAREERS CNA Lab 2</b> | <b>Prerequisite: Concurrent with Medical Careers 2</b><br><b>Credit: 1 unit</b> |
|--------------------------------------|---|

Medical Careers CNA Lab course is offered to students also enrolled in Medical Careers 2. The course will cover the 22 skills required for the State of Connecticut Certified Nurse's Assistant Practical exam as well as cover the academic content required for the State of Connecticut Certified Nurse's Assistant Written exam.

|                              |  |
|------------------------------|--|
| <b>876 MEDICAL CAREERS 2</b> | <b>Prerequisite: Medical Careers 1<br/>Credit: 1 ½ units</b> |
|------------------------------|--|

Students will continue their studies in the classroom and practical experience will be provided under the close supervision of the teacher/coordinator at the affiliated health care facility. A Nursing Assistant Certification and Registration will be earned after successful completion of this course. It is mandated by state regulations that each student will complete a minimum of 120 hours of theory and 60 hours of clinical experience. Recommendation of the teacher/coordinator is necessary for acceptance into this program. Class size is limited. All students in this class become members of Skills-USA, a co-curricular student organization. This course is for students in grades 11 and 12.

|                              |   |
|------------------------------|---|
| <b>877 MEDICAL CAREERS 3</b> | <b>Prerequisite: Medical Careers 1<br/>Credit: 1 unit</b> |
|------------------------------|---|

This course is offered to the student planning to attend college in the medical field. This course will explore the world of basic pharmacology, consumer safety laws and medical abbreviations and terminologies related to subject matter. Patient shadows will be incorporated at local nursing homes to correlate medication uses with diagnoses.

|   |  |
|---|--|
| <b>879 IF YOU LOVE IT, TEACH IT ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|---|--|

This is a course for those who want to connect their passions with possible careers in education. If You Love it, teach It engages students interested in working in a K-12 setting, higher education, or community education in studies about teaching, learning, and schooling in the United States. It explores teaching and learning as processes that rely on personal passions as well as how they are shaped, cultivated, or denied in different educational contexts. Course topics will include historical, philosophical, and social foundations of education, as well as teaching as a profession, school governance and finance, educational reform efforts, and the reimagining of educational futures.

|  |  |
|--|--|
| <b>880 EDUCATION FOR SOCIAL CHANGE UCONN ECE</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|--|--|

Education for Social Change will provide students with an introduction to relevant topics in education, implications of an ever-changing education system, careers in teaching/education and competencies required to enter such professions, and strategies for applying educational models in an experiential learning project.

|  |  |
|--|--|
| <b>881 INTRODUCTION TO SPECIAL EDUCATION<br/>UCONN ECE</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--|--|

Introduction to Special Education considers the nature of exceptionalities as well as current policy and programs in the schools and community.

|  |  |
|--|--|
| <b>882 HEALTH &amp; EDUCATION IN URBAN<br/>COMMUNITIES UCONN ECE</b> | <b>Prerequisite: None<br/>Credit: 1/2 unit</b> |
|--|--|

Health & Education in Urban Communities explores the historical and social forces that shape health and education in urban communities, specifically in Connecticut. Topics of study will include poverty, culture, and identity and how these phenomena affect children's health, nutrition, schooling and opportunities for success.

|   |   |
|---|---|
| <b>888 STUDENT INTERNSHIP IN VOCATIONAL<br/>EDUCATION</b> | <b>Prerequisite: Teacher recommendation<br/>Credit: ¼ - 1 units</b> |
|---|---|

Internships as a personalized learning experience (PLE) allow students to apply existing skills while further developing interpersonal, technical, critical thinking, conflict resolution, time management, and problem-solving skills. Students may also serve as peer mentors in a subject area where they have demonstrated an advanced level of mastery. Students desiring such a program should consult their school counselor.

|  |   |
|--|---|
| <b>899 INDEPENDENT STUDY IN VOCATIONAL<br/>EDUCATION</b> | <b>Prerequisite: Teacher Recommendation<br/>Credit: ¼ - 1 units</b> |
|--|---|

This personalized learning experience (PLE) provides students with an opportunity to do a study in a field of interest not readily available in the regular curriculum. Students desiring such a program should consult their school counselor.

## WORLD LANGUAGES

|   |  |
|---|--|
| <b>520 LATINOS IN ACTION <i>Pilot 2020-2021</i></b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|---|--|

This course is designed to empower students to lead and strengthen their community through college and career readiness. It is aimed at addressing gaps in performance of Latinos and strengthen student leadership.

|  |  |
|--|--|
| <b>521, 522, 523, 527 LATIN 1, 2, 3,<br/>LATIN 4 ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--|--|

The immediate objective of the Latin courses is the progressive development of ability to read and comprehend Latin. This requires mastery of vocabulary, forms and fundamentals of grammar. Among the ultimate objectives are increased understanding of the elements in English which are related to Latin, the development of historical and cultural background, and the development of literary appreciation. A highlight of the year is often State Latin Day, with its athletic competitions, mythology costume contest, quiz-bowl competitions and chariot races.

|                             |   |
|-----------------------------|---|
| <b>525 AP LATIN: VERGIL</b> | <b>Prerequisite: Latin 3<br/>Credit: 1 unit</b> |
|-----------------------------|---|

This is a college level course for students who have successfully completed Latin 3. As students are immersed in the language, they acquire additional vocabulary and a deeper understanding of the complex grammatical structures and verb tenses. This course involves an intense study of the *Aeneid*. This course is taken in preparation for the College Board Advanced Placement test.

|   |   |
|---|---|
| <b>526 TOPICS IN ADVANCED LATIN UCONN ECE</b> | <b>Prerequisite: Latin 1, 2, 3<br/>Credit: 1/2 unit</b> |
|---|---|

This advanced Latin course is for students who have completed Latin 1, 2 and 3 and are ready for an early college experience. This is a 3 credit UCONN course. The instructor's methodology in this course, along with the content provides an increased appreciation for the Roman foundation of modern society and culture.

|                                      |  |
|--------------------------------------|--|
| <b>531, 532, 533 SPANISH 1, 2, 3</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--------------------------------------|--|

In this introductory level course students will explore the Spanish language and develop initial understanding of the fundamentals of grammar and build a general vocabulary in the Spanish language. This course will satisfy the one credit requirement in World Language and will potentially awaken an interest in further exploration of Spanish as a language and culture within our course sequence.

|   |  |
|---|--|
| <b>531ACC, 532ACC, 533ACC, 527 SPANISH 1, 2, 3, 4 ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|---|--|

These courses will enable a student to build a general vocabulary, to read with comprehension, to acquire a mastery of the fundamentals of Spanish grammar, to develop a power of expression, and to awaken an interest in Spanish literature, history, and culture. Cultural content is enriched by visits to and attendance at Hispanic cultural events.

|  |   |
|--|---|
| <b>535 AP SPANISH LANGUAGE<br/>(UCONN ECE)</b> | <b>Prerequisite: Spanish 3<br/>Credit: 1 unit</b> |
|--|---|

This Advanced Placement course is designed for students to build proficiency in the Spanish language through the use of authentic materials, including films, news broadcasts, newspaper or magazine articles and contemporary literature. Students will integrate competencies in Spanish language developed in previous courses in order to become even more effective in Spanish communication. Students will express themselves in different ways and tailor their written and oral work to various audiences. This course requires an advanced level of skill and is taken in preparation for the College Board Advanced Placement exam.

|   |   |
|---|---|
| <b>538 READING AND COMPREHENSION FOR SPANISH<br/>SPEAKERS (UCONN ECE)</b> | <b>Prerequisite: Spanish 3<br/>Credit: 1 unit</b> |
|---|---|

This college level course is designed for students who have demonstrated superior skills and produced superior work in Spanish classes. The class focuses on close reading and sophisticated analysis of prose written in a variety of purposes. The reading and writing of college level prose will foster students' awareness of the interactions among the writer's purpose, audience, and subject. The amount of reading and writing is extensive and work proceeds at a rigorous pace. Emphasis in this course is placed on grammar and written composition, as well as literature from other countries.

|                                      |  |
|--------------------------------------|--|
| <b>541, 542, 543 ITALIAN 1, 2, 3</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|--------------------------------------|--|

In this course students will explore the Italian language and develop initial understanding of the fundamentals of grammar and build a general vocabulary in the Italian language. This course will satisfy the one credit requirement in World Language and will potentially awaken an interest in further exploration of Italian as a language and culture within our course sequence.

|   |  |
|---|--|
| <b>541ACC, 542ACC, 543ACC, 547 ITALIAN 1, 2, 3, 4 ACCELERATED</b> | <b>Prerequisite: None<br/>Credit: 1 unit</b> |
|---|--|

These courses will enable a student to build a general vocabulary, to read with comprehension, to acquire a mastery of the fundamentals of Italian grammar, to develop a power of expression, and to awaken an interest in Italian literature, history and culture and geography.

|   |   |
|---|---|
| <b>545 AP ITALIAN LANGUAGE AND CULTURE<br/>(UCONN ECE – Platt Only)</b> | <b>Prerequisite: Italian 3<br/>Credit: 1 unit</b> |
|---|---|

This Advanced Placement course is designed for students to learn about contemporary Italian culture by examining its products, practices and perspectives through thematic study. Students will use authentic sources such as Italian films, music, websites, podcasts, blogs, newspapers, magazines, stories, and literature to develop language skills and language proficiency in real life settings. Students will develop communication skills through class discussions, presentations, role plays, debates and collaboration with classmates. This course requires an advanced level of skill and is taken in preparation of the College Board Advanced Placement exam.

|   |  |
|---|--|
| <b>546 STUDENT INTERNSHIP IN WORLD<br/>LANGUAGE</b> | <b>Prerequisite: Teacher Recommendation<br/>Credit: ¼ - 1 unit</b> |
|---|--|

Internships as a personalized learning experience (PLE) allow students to apply existing skills while further developing interpersonal, technical, critical thinking, conflict resolution, time management, and problem-solving skills. Students may also serve as peer mentors in a subject area where they have demonstrated an advanced level of mastery. Students desiring such a program should consult their school counselor.

|  |  |
|--|--|
| <b>599 INDEPENDENT STUDY IN WORLD<br/>LANGUAGE</b> | <b>Prerequisite: Teacher Recommendation<br/>Credit: ¼ - 1 unit</b> |
|--|--|

This personalized learning experience (PLE) provides students with an opportunity to do a study in a field of interest not readily available in the regular curriculum. Students desiring such a program should consult their school counselor.

**Meriden Graduation Summary - 2021/2022**

Name of Student: \_\_\_\_\_ ID#: \_\_\_\_\_

|                           |                                  |                                |                             |
|---------------------------|----------------------------------|--------------------------------|-----------------------------|
| <b><u>English (4)</u></b> | <b><u>Social Studies (3)</u></b> | <b><u>Science (2 or 3)</u></b> | <b><u>Math (3 or 4)</u></b> |
| _____                     | _____                            | _____                          | _____                       |
| _____                     | US History _____                 | Biology _____                  | _____                       |
| _____                     | Civics (.5) _____                | */** _____                     | _____                       |
| _____                     | _____                            | _____                          | */** _____                  |

|                       |                                 |                                    |                                 |
|-----------------------|---------------------------------|------------------------------------|---------------------------------|
| <b><u>PE(1.5)</u></b> | <b><u>Art/Vocational(1)</u></b> | <b><u>Business/Computer(1)</u></b> | <b><u>Comm.Service(.25)</u></b> |
| _____                 | _____                           | _____                              | _____                           |
| _____                 | _____                           | _____                              | _____                           |
| _____                 | <b>Health (.5) _____</b>        |                                    |                                 |

|   |                 |                 |                 |
|---|-----------------|-----------------|-----------------|
| <b>Electives(5 credits/*7 credits/**10 credits)</b> |                 |                 |                 |
| <b>Grade 9</b>                                      | <b>Grade 10</b> | <b>Grade 11</b> | <b>Grade 12</b> |
| _____   | _____           | _____           | _____           |
| _____   | _____           | _____           | _____           |
| _____   | _____           | _____           | _____           |

Total Credits:  
 Grade 9: \_\_\_\_\_ Grade 10: \_\_\_\_\_ Grade 11: \_\_\_\_\_ Grade 12: \_\_\_\_\_  
 21.25 credits to graduate  
 \* 25 credits to graduate with credit distinction (add'l Math, add'l Science + 2 add'l electives)  
 \*\*28 credits to graduate with highest credit distinction (add'l Math, add'l Science & 5 add'l electives)  
 \*graduate with credit distinction    \*\*graduate with highest credit distinction

2 AP/ECE Courses: \_\_\_\_\_  
 2 CTE Courses: \_\_\_\_\_

| CTE Area 2       | CTE Area 4                   | CTE Area 5        | CTE Area 6              | CTE Area 7                  |
|------------------|------------------------------|-------------------|-------------------------|-----------------------------|
| Business & Fin.  | Fam. & Com. Sci.             | Marketing         | Med. Careers            | Tech Ed.                    |
| 1. Bus. Mgmt     | 1. Foods 1                   | 1. Marketing 1, 2 | 1. Med. Careers 1, 2, 3 | 1. Digital Imaging          |
| 2. Accounting    | 2. Adv. Foods/Foods of World | 2. Sports Mkt     |                         | 2. Wood Tech, 1, 2, & 3     |
| 3. Personal Fin. | 3. Parenting/Child Dev.      |                   |                         | 3. CAD/Engineering Drafting |
|                  | 4. MxCC Early Childhood Ed.  |                   |                         | 4. Video Production         |

**Meriden Graduation Summary - Beginning with Class of 2023**

Name of Student: \_\_\_\_\_ ID#: \_\_\_\_\_

**HUMANITIES (9)**

| <u>English (4)</u>        | <u>Social Studies (3)</u> | <u>Fine Arts (1)</u> | <u>Elective (1)</u> |
|---------------------------|---------------------------|----------------------|---------------------|
| English 9 _____           | US History 2 (1) _____    | _____                | _____               |
| English 10 _____          | Civics (.5) _____         | _____                | _____               |
| American Literature _____ | _____                     | _____                | _____               |
| _____                     | _____                     | _____                | _____               |

**STEM (9)**

| <u>Math (3)</u> | <u>Science (2)</u> | <u>Tech Ed (1)</u> | <u>Electives (3)</u> |
|-----------------|--------------------|--------------------|----------------------|
| _____           | Biology _____      | _____              | _____                |
| _____           | _____              | _____              | _____                |
| _____           | _____              | _____              | _____                |

| <u>PE (1)</u>                         | <u>Health (1)</u>               | <u>World Language (1)</u> | <u>Electives (2.75)</u> |
|---------------------------------------|---------------------------------|---------------------------|-------------------------|
| _____                                 | _____                           | _____                     | _____                   |
| _____                                 | _____                           | _____                     | _____                   |
| _____                                 | _____                           | _____                     | _____                   |
| <b><u>Community Service (.25)</u></b> | <b><u>Mastery Based (1)</u></b> | _____                     | _____                   |
| 20 Hrs _____                          | _____                           | _____                     | _____                   |

**Total Credits:**

Grade 9: \_\_\_\_\_ Grade 10: \_\_\_\_\_ Grade 11: \_\_\_\_\_ Grade 12: \_\_\_\_\_  
 25 credits to graduate

| CTE Area 2                  | CTE Area 4                  | CTE Area 5       | CTE Area 6           | CTE Area 7               |
|-----------------------------|-----------------------------|------------------|----------------------|--------------------------|
| <b>Business &amp; Fin.</b>  | <b>Fam. &amp; Com. Sci.</b> | <b>Marketing</b> | <b>Med. Careers</b>  | <b>Tech Ed.</b>          |
| Bus. Mgmt                   | Cooking Ess.                | Marketing 1, 2   | Med. Careers 1, 2, 3 | Digital Imaging          |
| Comp. Based Accounting 1, 2 | Adv. Foods/ Foods of World  | Sports Mkt       |                      | Wood Tech, 1, 2, & 3     |
| Dig. Personal Fin.          | Parenting/ Child Dev.       |                  |                      | CAD/Engineering Drafting |
|                             | MXCC Early Childhood Ed.    |                  |                      | Video Production         |

2AP/ECE Courses or 2 CTE Courses \_\_\_\_\_



**PSAT/SAT**

All grade 9 students will take the PSAT 8/9, and grade 10 and 11 students will take the PSAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT). This is a standardized test that provides first hand practice for the SAT. It tests students in critical reading skills, math problem solving skills, and writing skills.

All grade 11 students in the Meriden Public Schools will be required to take a state mandated Next Generation Science Standards (NGSS) Assessment in Science. In addition, all grade 11 students will participate in the state school based (SAT), which will measure student progress toward college and career readiness.

| Connecticut SAT State Benchmarks |          |
|----------------------------------|----------|
| ELA 480                          | Math 530 |

**Sample of Average SAT and ACT Score Ranges at Connecticut Colleges**

| College/University | Mid-Range SAT Scores | Mid-Range ACT Scores |
|--------------------|----------------------|----------------------|
| UConn              | 1210-1390            | 26-32                |
| Central            | 980-1160             | 20-23                |
| Eastern            | 1020-1190            | 19-24                |
| Southern           | 980-1150             | 17-23                |
| Wesleyan           | 1300-1500            | 29-33                |
| Yale               | 1420-1590            | 31-35                |

**Naviance Family Connection**

Naviance makes it easier than ever for you to answer the questions that will shape your future: Who am I? What do I want to be? How will I get there? How will I succeed? Naviance Student is a College & Career Readiness tool utilized by Meriden Public Schools in grades 6-12. This we-based platform allows students to personalize and simplify post-secondary planning. Please see your School Counselor for more information.

**Accessing Naviance**

1. Visit your school website
2. Under the Students tab, click on Naviance
3. All students have an account, log-in information is your username and password used to log into any Meriden Public School computer or device.

## Platt and Maloney High School Master Schedule

| Master Schedule | A | B | C | D |
|-----------------|---|---|---|---|
| 7:30-8:26       | 1 | 4 | 3 | 2 |
| 8:30-9:26       | 2 | 1 | 4 | 3 |
| 9:30-10:26      | 3 | 2 | 1 | 4 |
| 10:30-12:00     | 5 | 5 | 5 | 6 |
| 12:04-1:00      | 6 | 6 | 7 | 7 |
| 1:04-2:00       | 7 | 8 | 8 | 8 |

| Thursday             |
|----------------------|
| 7:30-7:55 (Advisory) |
| 7:59-8:45            |
| 8:49-9:35            |
| 9:39-10:25           |
| 10:29-11:49          |
| 11:53-12:39          |
| 12:43-1:29           |

|      |   |   |   |   |
|------|---|---|---|---|
| Drop | 4 | 3 | 2 | 1 |
| Drop | 8 | 7 | 6 | 5 |

### Lunch Waves

| Monday, Tuesday, Wednesday, Friday |             |
|------------------------------------|-------------|
| Wave 1                             | 10:30-10:56 |
| Class                              | 11:00-12:00 |

| Thursday |             |
|----------|-------------|
| Wave 1   | 10:29-10:55 |
| Class    | 10:59-11:49 |

|        |             |
|--------|-------------|
| Class  | 10:30-11:00 |
| Wave 2 | 11:00-11:26 |
| Class  | 11:30-12:00 |

|        |             |
|--------|-------------|
| Class  | 10:29-10:55 |
| Wave 2 | 10:55-11:21 |
| Class  | 11:25-11:49 |

|        |             |
|--------|-------------|
| Class  | 10:30-11:30 |
| Wave 3 | 11:34-12:00 |

|        |             |
|--------|-------------|
| Class  | 10:29-11:19 |
| Wave 3 | 11:23-11:49 |

## STUDENT CHECKLIST FOR COURSE SELECTION

1. I have thought about:
  - a. my interests
  - b. my abilities
  - c. my past grades
  - d. how hard I am willing to work in school
  
1. I plan to use high school to prepare myself for:
  - a. high school diploma
  - b. business school
  - c. vocational/technical school
  - d. nursing/health service technician
  - e. two-year college
  - f. four-year college
  - g. military service
  
2.  I would like to follow the \_\_\_\_\_ program as described on page 13.
  
3.  I have reviewed the requirements for graduation, promotion and eligibility for Athletics on pages 1-14.
  
4.  I have reviewed the Course Change Procedures on page 12.
  
5.  I have reviewed the suggestions for choosing a good program on page 13.
  
6. I have discussed the program I chose with all of these people:
  - a. my parents
  - b. my teachers
  - c. my counselor

## **NON-DISCRIMINATION (STUDENTS)**

The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, or gender identity or expression, subject to the conditions and limitations established by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy or gender identity or expression is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability, pregnancy, gender identity or expression.

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

Any student, parent, guardian or other individual who believes he/she has been discriminated against by or within the district on the basis of disability may utilize the complaint procedures outlined in the Board's Administrative Regulations, and/or may file a complaint with the Office of Civil Rights, U.S. Department of Education.

Anyone who wishes to file a complaint, or who has questions or concerns about this policy, should contact the Section 504 Coordinator and Director of the Office of Pupil Personnel Programs for the Meriden Public Schools, 22 Liberty Street, Meriden, CT 06450 at phone 203-630-4177.

## **STUDENT ATTENDANCE AND TRUANCY**

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for ensuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the Board of Education, through its Superintendent, will adopt and maintain procedures to implement this policy.

### **A. Definitions:**

1. "Absence" - any day during which a student is not considered "in attendance" at his/her assigned school, or on a school sponsored activity (e.g. field trip), for at least one half of the school day.
2. "Educational evaluation" - for purposes of this policy, an educational evaluation is an assessment of a student's educational development, which, based upon the student's presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
3. "Excused absence" - an absence from a regularly scheduled school day for at least one-half of the school day; for which absence, the school has received written documentation describing the reason for the absence within ten days of the student's return to school, or the child has been excluded from school in accordance with section 10-210 of the Connecticut General Statutes, and meets the following criteria:

- A. Any absence before the student's tenth absence is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation; and
- B. For the student's tenth absence and all absences thereafter, a student's absences from school are considered excused only for the following reasons
  - a. student illness (verified by an appropriately licensed medical professional);
  - b. religious holidays;
  - c. mandated court appearances (documentation required);
  - d. funeral or death in the family, or other emergency beyond the control of the student's family;
  - e. extraordinary educational opportunities pre-approved by the district administrators and in accordance with the Connecticut State Department of Education guidance;
  - f. lack of transportation that is normally provided by a district other than the one the student attends.

- 4. "In Attendance" - any day during which a student not considered to be absent from his/her assigned school, or from an activity sponsored by the school (e.g. field trip), for at least one half of the school day.
- 5. "Student" - a student enrolled in the Meriden Public Schools
- 6. "Truant" - any student **five (5) to eighteen (18)** years of age, inclusive, who has **four (4)** unexcused absences from school in any one month or **ten (10)** unexcused absences from school in any school year.
- 7. "Unexcused absence" - any absence from a regularly scheduled school day for at least one half of the school day, which absence is not an excused absence as defined above.

Each incident of unexcused tardiness to school or unexcused early dismissal that results in missing 90 minutes or more of school, shall accrue the equivalent of one quarter (1/4) an unexcused absence.

- 8. "Written Documentation" - a signed note from the student's parent/guardian, a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate, that explains the nature of and the reason for the absence as well as the length of the absence.
- 9. "Perfect Attendance" - is defined as attending school every day. Parent excused tardies or early releases will not impact perfect attendance, providing the student is in attendance for at least one half of the school day.

*[\*Note: State law mandates notification and monitoring only with regard to students in grades K-8. Boards of Education are free, however, to extend the application of monitoring and intervention procedures to students at all grade levels.]*

**B. Truancy Exceptions:**

- 1. A student **five (5) or six (6) years of age** shall not be considered truant if the parent or person having control over such student has appeared personally at the school district office and exercised the option of not enrolling the child in school at five (5) or six (6) years of age.
- 2. A student **seventeen (17) years of age\*** shall not be considered truant if the parent or person having control over such student consents to such student's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form indicating such consent. Such withdrawal form must include an attestation from a school counselor or school administrator from the school that the district provided the parent (or person having control of the child) with information on the educational options available in the school system and community.
- 3. If a parent or guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be "truant."

**C. Readmission to School Following Voluntary Withdrawal**

1. If a student voluntarily withdraws from school (in accordance with Section B.2, above) and subsequently seeks readmission, the Board may deny school accommodations to the student for up to ninety (90) school days from the date of the student's withdrawal from school.
2. If a student who has voluntarily withdrawn from school (in accordance with Section B.2, above) seeks readmission within ten (10) school days of his/her withdrawal, the Board shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

D. Determinations of Whether a Student is "In Attendance":

1. A student serving an out of school suspension or expulsion shall be reported as absent unless he or she receives an alternative educational program for at least one half of the regular school day.
2. On early dismissal days and days shortened due to inclement weather, the regular school day for attendance purposes is considered to be the amount of instructional time offered to students on that day. For example, if school is open for four hours on a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered "in attendance."
3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being "in attendance" for every day that they receive instruction from an appropriately certified teacher for an amount of time deemed adequate by the administration so as to ensure that the student is able to successfully return to the regular classroom setting.
4. The determination of whether an absence is excused will be made by the building principal or his/her designee, who will use the definition of excused and unexcused absences as defined in this policy. Parents or other persons having control of the child may appeal that decision to the Superintendent or his/her designee, whose decision shall be final.
5. In order to be counted as present for the day, the student must be in a minimum of four classes. Missing the majority of the school day will result in the student being counted as absent.

E. Procedures for students in grades K-8\*

1. Notification
  - a. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall notify the parent or other person having control of the student enrolled in grades K - 8 in writing of the obligations pursuant to Conn. Gen. Stat. §10-184 to assure that such a student attends school regularly or to show that the child is elsewhere receiving equivalent instruction in the studies taught in the Meriden Public Schools.
  - b. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall obtain from the parent or other person having control of the student in grades K-8 a telephone number or other means of contacting such parent or other person during the school day.

2. Monitoring

Each school shall implement a system of monitoring individual unexcused absences of students in grades K-8. Whenever such a student fails to report to school on a regularly scheduled school day, school personnel under the direction of the building principal [or his/her designee] shall make a reasonable effort to notify the parent or other person having control of such student by telephone and by mail of the student's absence, unless school personnel have received an indication that the parent or other person is aware of the student's absence. **[Reasonable efforts shall include two (2) attempts to reach the parent or other person at the telephone number provided by the parent or other person. Such attempts shall be recorded on a form provided by the Superintendent.]** Mailed notice of the student's absence shall include a warning that two unexcused absences from school in a month or five unexcused absences in a school year may result in a complaint filed with the Superior Court pursuant to section 46b-149 alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs. Any person who, in good faith, gives or fails to give such notice shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

F. Procedures applicable to students ages five (5) to eighteen (18)

1. Intervention

- a. When a student is truant, the building principal or his/her designee shall schedule a meeting with the parent (or other person having control of such student) and appropriate school personnel to review and evaluate the reasons for the student's truancy. This meeting shall be held no later than **ten (10) days** after the student becomes truant. The district shall document the meeting, and if parent or other person having control of a student who is truant declines to attend the meeting, or is otherwise is non-responsive, that fact shall also be documented and the meeting shall proceed with school personnel in attendance.
- b. When a student is truant, the Superintendent or his/her designee shall coordinate services with and referrals of students to community agencies providing child and family services, as appropriate. The district shall document efforts to contact and include families and to provide early intervention in truancy matters.
- c. If the parent or other person having control of a student who is truant fails to attend the meeting held pursuant to subsection a., above, or otherwise fails to cooperate with the school in attempting to solve the truancy problem, the Superintendent shall file, within fifteen calendar days of such failure to attend the meeting or other failure to cooperate with the school in attempting to solve the truancy problem, for such truant a written complaint with the Superior Court pursuant to Conn. Gen. Stat. § 46b - 149 alleging the belief that the acts or omissions of the truant are such that his/her family is a family with service needs.
- d. In addition to the procedures specified in subsections a through c above, a regular education student who is experiencing attendance problems should be referred to the building Child Study Team [**or other appropriate school based team**] to consider the need for additional interventions and/or assistance. The Team will also consider whether the student should be referred to a Planning and Placement Team (PPT) meeting to review the student's need and eligibility for special education. A special education student who is experiencing attendance problems should be referred to a PPT meeting for program review.
- e. If a Family with Service Needs (FWSN) petition is filed and the court orders an educational evaluation of the student, the district shall conduct an appropriate educational evaluation if no such evaluation has been performed within the preceding year.
  - i) For a regular education student, the educational evaluation will be conducted or arranged for by appropriate school personnel and coordinated through the Child Study Team [**or other appropriate school based team**]. Upon completion of the evaluation of a regular education student, the Child Study Team [**or other appropriate school based team**] shall review the evaluations and make appropriate recommendations for alternative procedures, programs or interventions. Such recommendations may include a referral of the student for further evaluation and/or consideration for special education eligibility.
  - ii) In the case of a student who requires or may require special education and related services, the district shall convene a PPT to determine what evaluations may be appropriate to assess any specific areas of concern. The PPT shall reconvene to review the evaluations and make appropriate recommendations regarding the student's need for special education services and the need, if any, to write and/or revise the student's Individualized Education Program (IEP).

2. Notifications
- a. Parents or guardians of students will be notified of poor attendance in accordance with the following table:

| <b>Elementary and Middle School Attendance</b> |  |
|--|--|
| Number of Unexcused Absences                   | <ul style="list-style-type: none"> <li>Notification Required</li> </ul>  |
| Any unexcused absence                          | <ul style="list-style-type: none"> <li>Notification to parents by telephone</li> </ul>   |
| 3 Unexcused Absences                           | <ul style="list-style-type: none"> <li>Automated telephone call referencing 3 Unexcused Absences</li> </ul>  |
| 5 Unexcused Absences                           | <ul style="list-style-type: none"> <li>Automated telephone call referencing 5 Unexcused Absences</li> <li>Contact by FSL</li> </ul>  |
| 7 Unexcused Absences                           | <ul style="list-style-type: none"> <li>Automated telephone call referencing 7 Unexcused Absences</li> <li>Letter sent from school</li> <li>Parent meeting with school</li> </ul>   |
| 10 Unexcused Absences                          | <ul style="list-style-type: none"> <li>Automated telephone call referencing 10 Unexcused absences</li> <li>File FWSN Petition</li> <li>DCF referral</li> </ul>                     |
| 15 Unexcused Absences                          | <ul style="list-style-type: none"> <li>Automated telephone call referencing 15 unexcused absences</li> </ul>   |
| Over 20  | Decision of retention will be decided upon school administration. There will be a review of loss of learning academically, socially and emotionally and level of skill attainment. |

3. High School Attendance - Effect of Unexcused Absences
- a. A high school student who is absent from a class unexcused for more than six (6) days in a semester course, and more than thirteen (13) days in a full year course will lose credit in the course, whether or not a passing grade is earned. The transcript will be marked accordingly.
- b. Parents or guardians will be notified of the potential of failure due to poor attendance in accordance with the following table:

| <b>Number of Unexcused Absences</b> | <b>Notification Required for semester courses</b>  | <b>Notification Required for Full Year Courses</b>   |
|-------------------------------------|--|--|
| <b>3</b>                            | School Attendance Notification letter sent to student's home and contact made by school personnel                            |  |
| <b>7</b>                            | Letter sent to student's home indicating student has lost credit in the course (s) and contact made by school administration | School Attendance Notification letter sent to student's home and contact made by school personnel                            |
| <b>14</b>                           |  | Letter sent to student's home indicating student has lost credit in the course (s) and contact made by school administration |

G. Reports to the State Regarding Truancy Data:

Annually, each local and regional board of education shall include information regarding truancy in the strategic school profile report for each school under its jurisdiction and for the school district as a whole submitted to the Commissioner of Education. Measures of truancy include the type of data that is required to be collected by the Department of Education regarding attendance and unexcused absences in order for the department to comply with federal reporting requirements and the actions taken by the board of education to reduce truancy in the school district.



Legal References:

Connecticut General Statutes §10-220  
Connecticut General Statutes §10-184  
Connecticut General Statutes §10-186  
Connecticut General Statutes §10-198a

Public Act 11-136, An Act Concerning Minor Revisions to the Education Statutes  
Guidelines for Reporting Student Attendance in the Public School Information System (Connecticut State Department of Education, January 2008)  
Connecticut State Department of Education Circular Letter C-2, *Utilizing Local Support Resources Prior to Referral of Students for Family with Service Needs* (August 4, 2009)  
Connecticut State Board of Education Memorandum, *Definitions of Excused and Unexcused Absences* (June 27, 2012)

Approved 12/4/12

**ADDITIONAL ATTENDANCE GUIDELINES**

**Tardies**

Students are required to report to the first period by 7:29 a.m. Students who report to school after 7:30 a.m. will not be admitted to class and will be marked absent for the first clock period. Parents should note that the students who are marked absent because of tardiness will be subject to consequences outlined previously in the high school attendance policy.

**Appeal Seeking Waiver of the Policy**

Within five school days of a student's receiving notification that he/she has lost credit for a course, he/she may submit to the principal a request for waiver of this high school attendance policy. Requests submitted after that time will not be considered. In any such appeal, the student shall set forth, specifically, the basis of which he/she is requesting waiver, taking into account the standards set forth below.

- Appeals will be granted only in extraordinary circumstances. The general rule is that students must meet the attendance requirements set forth above in order to receive credit for the course.
- Appeals based on medical excuse shall not generally be granted unless medical excuses (from a treating physician) are provided within 5 school days of the absence(s).
- In considering such appeals, the principal shall consider the student's achievement and his/her ability to demonstrate mastery of the course work notwithstanding the absences.

In considering an appeal, the principal or his/her designee shall apply the standards set forth above. The principal or his/her designee shall issue a written decision on the appeal within ten school days. The decision of the principal or his/her designee shall be final.

**Attendance Redemption**

In the case that a student has lost credit in a course because of poor attendance, he/she may still be able to earn credit if he/she completes a participation contract with the principal or his/her designee. The signed contract may specify that the student will:

- Participate completely and positively in the class;
- Complete all class and homework assignments, quizzes and tests;
- Pass the midterm and/or final examination;
- Have no additional class cuts, unexcused absences, and/or tardiness to class;
- Have no additional class absences because of in or out of school suspensions;
- Complete an extra assignment or project showing mastery of the class curriculum;
- Successfully complete summer school or the equivalent program as approved by the principal.

The principal or his/her designee will review the student's progress and determine if credit is reinstated to the student.