Southington High School

Program of Studies 2019-2020

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SOUTHINGTON BOARD OF EDUCATION

200 North Main Street
Southington, CT 06489

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SOUTHINGTON HIGH SCHOOL

720 Pleasant St.
Southington, CT 06489

High School Administration

Principal
Brian Stranieri

Assistant Principals
Richard M. Aroian
Michael P. Halloran
Dianne M. Holst-Grubbe
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Jess Levin, Director of ALTA
Evette Corujo-Aird, Special Education Coordinator
Jennifer Discenza, Director of School Counseling, Grades 6-12

Department Leaders

Agriculture Science and Technology	Marion Stannard
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Social Studies	Heather Allenback
Special Education	Gail Lessard
Technology Education	Mary-Lynne Osborn
World Language	Tina Riccio

BRIAN STRANIERI, **PRINCIPAL**

Dear Students, Parents and Guardians,

Welcome to the 2019 -2020 Program of Studies. This booklet has been prepared to help you choose a course of study for your high school years. Planning is an important part of a successful high school experience. We hope you find it helpful in making informed decisions. Southington High School provides you with a high quality core curriculum in Mathematics, English, Social Studies, Science, and World Languages. In addition, a wide range of choices are available in Agriculture Sciences, Art, Business, Family and Consumer Sciences, Music, Physical Education and Health, Special Education and Technology Education and Engineering. Choosing appropriate courses based on your interest, skills, and goals are important to prepare you for a future beyond high school. It is essential that you and your parents/guardians thoroughly review this booklet and discuss your options. Prior to selecting your courses for next year, it is recommended that you work closely with your teachers and school counselors. Our school counseling staff will meet with each student during the scheduling process. Parents and Guardians are encouraged to attend these meetings and can request meeting times that work for the family but still occur during the work day. An important aspect of your high school education is to broaden your experiences beyond the classroom walls. We encourage you to become involved in co-curricular and extracurricular activities in both the high school and the community. Some of the many possibilities available to you include clubs, athletics, student government, the arts, and community service endeavors. All of these provide opportunities for you to pursue interests and make new friendships. It is also critical to understand that the choices that you make during the scheduling process affect our offerings. We develop the master schedule for SHS from our student requests. The master schedule is developed to provide for relatively equal class sizes within each course. Our overall goal for developing the master schedule is to provide all students with their primary choices. Once you make your requests and we develop the master schedule, it becomes difficult to allow for schedule changes, because these changes negatively affect all of our students and programs. Therefore, students will not be allowed to make changes to their schedule after July 12, 2019. Students will receive their schedules in early June 2019 to make sure that plenty of time exists to make appropriate changes as our school counselors will be available throughout June and with office hours in July to assist you with any changes. The administration, faculty, and staff of Southington High School are here to provide you with the resources, support, and encouragement you will need to be successful.

Best regards,

Brian Stranieri,
Principal

Equal Opportunity

Participation in all courses, programs, and activities sponsored by the Southington Public Schools is allowed without regard to race, color, religion, gender, national origin, disability, or sexual orientation.

NOTICE OF NON-DISCRIMINATION

The Southington Public School District does not discriminate on the basis of race, color, national origin, sex, disability, sexual orientation, gender identity and expression, religion or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. All programs offered within the Southington Public School district and specifically those programs involving Vocational or Career and Technical Education are offered for all students without consideration of race, color, national origin, sex, disability, sexual orientation, gender identity and expression, religion or age. The following individuals have been designated to handle inquiries regarding the non-discrimination policies:

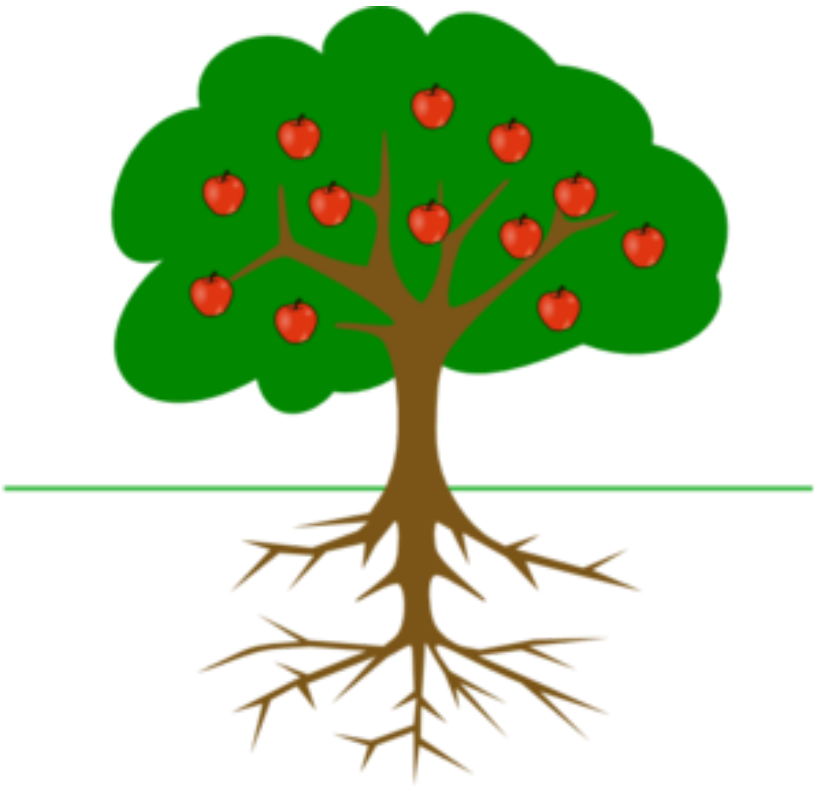
Any student, parent/guardian, staff member, or applicant to a program who feels discriminated against for any of the following reasons should address his/her complaint to the coordinators listed below.

Area of Concern	Legal Reference	Coordinator	Address	Telephone
Race, Color National Origin	Title VI	Erin Nattrass Principal	South End Elementary School Maxwell Noble Drive Plantsville, CT 06487	860-628-3320
Gender	Title IX	Erin Nattress, Principal Amy Aresco Special Education Coordinator	South End Elementary School 10 Maxwell Noble Dr, Plantsville, CT 06479 Southington Public Schools 200 North Main Street Southington, CT 06489	860-628-3320 860-628-3210
Disability	Section 504	Margaret Walsh Director Pupil Personnel Services	Southington Public Schools 200 North Main Street Southington, CT 06489	860-628-3210
Sexual Orientation	CT State Statute10-15-C	Steven G. Madancy Assistant Superintendent	Southington Public Schools 200 North Main Street Southington, CT 06489	860-628-3204

The complainant shall make this contact within 30 days of the alleged occurrence to discuss the nature of the incident, to determine the available options to pursue, and to determine the necessary timelines and procedures to follow.

VISION OF THE GRADUATE

A graduate of the Southington Public Schools will be college or career ready and prepared for life beyond by mastering the knowledge and demonstrating the skills to communicate effectively, think creatively and critically, and contribute to the global community.



School Counseling

The Southington Public Schools' Comprehensive School Counseling Program is designed to address the developmental needs of all students. Through a planned and sequential program, each student will develop his/ her individual potential in the areas of academics, personal/social development and career awareness with an emphasis on becoming lifelong learners. Every Southington High School student will develop a student success plan with their school counselor. Respectful of individual differences, the school counseling program assists and supports students as they begin to understand themselves, develop decision-making and problem- solving skills and plan for their future.

Students are strongly encouraged to see their school counselors on a regular basis, beginning in grade nine and each year through senior year. In addition, school counselors schedule students for individual planning meetings at least once during the school year. Parents/Guardians are encouraged to attend these yearly planning meetings to review course requests and to discuss college and other post high school opportunities each year. Several parent/guardian evening programs are offered annually including: College Fair, Financial Aid Night, High School 101, NCAA Eligibility, and Navigating the College Process. All parents/guardians are welcome and encouraged to attend.

All students have an assigned counselor. To see one's school counselor, a student should come to the School Counseling Office and make an appointment with one of the administrative assistants. Appointments are made during non-class times wherever possible. We realize that there will be times when a child's concern will be of an immediate nature; when and if this happens, a student is advised to let one of the administrative assistants know that the need to see a school counselor is urgent, and they will assist the student in contacting an available counselor. When a counselor initiates a student /counselor meeting, the pass is given to the period one teacher.

SCHOOL COUNSELING SERVICES

STAFF AND STUDENT ASSIGNMENT

Grade	Counselor Assignments								
	Mrs. Anthony	**Mr. Bugnacki**	**Mr. Gleba**	**Mrs. Viens**	**Mrs. Napolitano**	**Mr. Davis**	**Mrs. Wallace**	**Mrs. Russman**	**Ms. Discenza Director**
9	A – K	L – Z	-	-	-	-	-	-	
10	-	-	A - CL	CO - GA	GE - LA	LE - OP	OR - SL	SM - Z	
11	-	-	A - CH	CI - GA	GE - LAM	LAN - M	N - R	S - Z	
12	-	-	A - CH	CI - GE	GI - LO	LU - O	P - SM	SO - Z	
ELL/GHAA	-	-	-	-	-	-	-	-	All

The main School Counseling Office is located next to the nurses' office and the cafeteria. Ninth Grade Academy counselors are located in the Ninth Grade Academy offices in the East Wing (blue section) of the building in Room E-268.

ADDITIONAL COUNSELING RESOURCES

Students also have access to School Social Workers and School Psychologists by referral. SHS has three school social workers and two school psychologists who service students in group and individual school-based counseling.

Please Note: All transcript requests by students under the age of 18 must be signed by a parent/guardian.

Confidentiality is a serious part of all professional relationships. To avoid any misunderstanding between you and your counselor, it is important for you to know, that by law or sound ethical practices there are situations whereby your Counselor is required to disclose information that pertains to your safety and the safety of others. This statement is offered in the spirit of protecting your rights.

NINTH GRADE ACADEMY

The transition from middle school to high school, especially a high school as large as Southington High School, can be intimidating to ninth graders. Students of all academic abilities can experience difficulties with academic, social, and emotional issues. The familiar support system that students had in the middle schools is gone. As expectations for academic work and preparation outside the classroom increase; time management and organizational strategies need to be strengthened.

The Ninth Grade Academy within SHS addresses these issues. Ninth grade homerooms, lockers, and most ninth grade classrooms are located in the east wing of the building to minimize the amount of travel to and from lockers and classrooms. One of the high school assistant principals and two school counselors are dedicated exclusively to ninth grade students. This allows those staff members the opportunity to focus on the academic progress of freshmen and to identify issues that could negatively impact their first year

experience. A developmental school counseling program which focuses on student acquisition of effective strategies designed to help freshmen meet the high school's learner expectations and to make positive adjustments to the high school is an integral part of the Ninth Grade Academy. Moreover, a Student Support Team assigned to ninth grade meets weekly to review student progress.

APPOINTMENTS WITH COUNSELORS

All counselors have access to *Calendly* for students to make an appointment with their counselor. This electronic system via Ipad in the appropriate grade level counseling office. Student's are encouraged to schedule an appointment during their study hall, lunch, or other appropriate time during the school day. Calendly will send students an email confirmation for a scheduled appointment.

COLLEGE ADMISSION

High School students and families have access to NAVIANCE STUDENT. This is a comprehensive tool that students can use to explore their interests and research colleges and scholarship information. Colleges recommend that students take four years of English, three to four years of mathematics, three years of science and social studies, and two to three years of a single world language. These are general requirements; the more competitive the college, the higher the admissions standards are. Please refer to our comprehensive School Counseling College Planning Guide, located through a link on our department website, for further details.

https://www.southingtonschools.org/uploaded/faculty/mbugnacki@southingtonschoolsorg/College_and_Career_Planning_2017.pdf

Counselors meet individually with every junior (spring) and senior (fall) for post-secondary planning sessions. School counselors also present classroom lessons for all juniors and seniors regarding college and post-secondary planning.

COLLEGE ENTRANCE EXAMINATIONS -SAT, ACT, PSAT

- The **SAT** examination is administered in October, November, December, March, May, June and August. We recommend that Juniors take the May or June examination. Some colleges require the SAT subject tests; check with your counselor.
- The **PSAT National Merit Scholarship Program** (**PSAT**/**NMSQT**)- Administered in the fall to sophomores and juniors
- The **PSAT 8/9-** Administered in the fall to all freshman students.
- The Scholastic Aptitude Test (**SAT**) **School Day** test is given in the spring to juniors.
- The **ACT** is another examination used by college admissions offices. Students can elect to take the ACT in addition to or in place of the SAT during the junior or senior year. See your school counselor for more details.

EVALUATING STUDENT PROGRESS

Grades will be reported to students numerically on a scale of 100. Grades of 60 or above are considered passing. Exceptions are made for courses taken on a Pass/Fail (P/F) basis and for courses excluded from class rank. Letter grades will be used to report student progress in these courses. Parents will be able to access student grades at any time through Powerschool, an online web-based program. Students who wish to enroll at SHS who have been instructed in a homeschool setting must pass department examinations in courses required for graduation in order to receive credit for work done prior to their enrollment. Students who fulfill this requirement will be awarded credit and a grade pass (P) will be recorded on their transcript.

GRADING SYSTEM

Grades are reported to students in numerical form. In some instances, other letter grades will be used. The following are the letter grades that may appear on report cards/transcripts:

P	E or Ex	INC	WP	NG	WF
Passing	Excused	Incomplete	Withdrawn Passing	No Grade	Withdrawn Failing

DETERMINATION OF FINAL COURSE GRADE

Final grades in a course will normally be determined by counting the grade received each marking period as two times the exam grade. That is, in a full year course each of the four marking periods will count as 20% of the final grade, and the midterm and final exams will count as 10% each. In a semester course, the two marking periods will count as 40%of the final grade, and the final exam will count as 20%. Exceptions to this may occur when a student has failed to meet a **PRE-STATED** requirement for passing the course. In this case, the final grade may be lowered to a failing grade. On the other hand, when the teacher believes that the student has made an exceptional effort to compensate for a poor beginning, the teacher may acknowledge the student's improved performance by directing a passing final grade.

HONOR ROLL

In order to qualify for the Honor Roll in a marking period, a student must be taking a minimum of five credits (not including Health and Physical Education) in that marking period. First Honors is awarded to students who earn a non-weighted average for all courses of 89.5 and above. Second Honors is awarded to students who earn a non-weighted average for all courses of 84.5 to 89.4. A grade of "D", "F", or "I" in any course will disqualify a student from Honor Roll.

COURSE LEVELS

Courses are offered at three instructional levels distinguished by the type of instruction, the pacing of the learning, and the depth of standards. Students are recommended for these levels based on teachers' evaluations. These levels are:

Honors/Advanced Placement/UConn Early College Experience (H/AP/UConn ECE)
This instructional level balances individual inquiry and collaborative analysis, which will help students to discuss and exchange ideas effectively. Rigorous coursework is geared toward the mastery of state and national standards extending beyond the typical high school curricula including Advanced Placement and UConn Early College Experience courses. The pace of classes mirrors college level learning. Students taking and passing the AP examinations may be eligible for college credits, which can greatly reduce college costs. Students are encouraged to explore the inclusion of an AP course(s) during their time at Southington High School.

SHS currently offers Numerous AP/UConn ECE Courses.

Biology	Language and Composition	UCONN Agricultural Technology and Society
Calculus	Music Theory	UCONN Economic Principles
Chemistry	Physics	UCONN Floral Art
Computer Science Principles	Psychology	UCONN French
Computer Science	Statistics	UCONN Fundamentals of Horticulture
Environmental Science	Studio Art	UCONN Italian
Human Geography	U.S. History	UCONN Lifespan Development
Literature and Composition	U.S. Politics and Government	UCONN Microeconomics
		UCONN Spanish

Competitive College Preparatory (CCP)
This instructional level balances individual and collaborative learning experiences, which will help students to strengthen their learning capacity. Challenging coursework is geared toward the mastery of state and national standards. The pace of classes prepares students for college level learning.

College and Career Preparatory (CP)
This instructional level provides comprehensive instruction focusing on modeling and guided practice, which will help students to progress as independent learners. Engaging coursework is geared toward the mastery of core state and national high school standards. The pace of classes provides students with a strong foundation for college level learning.

LEVEL RECOMMENDATIONS FOR FRESHMAN COURSES

Prerequisites: Grade 9 course levels are recommended based on teacher observation and student performance that includes multiple data points. If you have any questions, please speak with your child's current grade 8 teacher.

For Honors: Score of 4 on SBA, Lexile level 1186+, a grade of 90 or better in grade 8 ELA, and/or teacher recommendation.

COURSE WEIGHTING

Course weights measure the degree of academic difficulty of the reading, writing, reasoning, and research skills that are developed in the courses. They do not reflect, in any way, upon the quality, importance, or practical relevance of the course. They are strictly a reflection of the degree of academic difficulty. The class ranking system in the Southington Public Schools uses three levels of course weights. Courses taken in grades 9-12 in the Southington Public Schools only will be included in the class ranking.

Course Levels	Weight Factor
Honors/Advanced Placement/ECE Courses	1.20
Competitive College Preparatory (CCP) Courses	1.10
College and Career Preparatory (CP) Courses	1.00

Examples of the effects of this weighting on grades:

Grade Received	Honors	CCP	CP
100	120	110	100
95	114	104.5	95
90	108	99	90
85	102	93.5	85
80	96	88	80
75	90	82.5	75
70	84	77	70
65	78	71.5	65
60	72	66	60

CLASS RANK

Class rank is a listing of students by class year in order of their academic standing, based on the grades received in all courses. If a student transfers to SHS from a regionally accredited high school, those grades earned will be factored into SHS class rank after two semesters. To qualify as Valedictorian, Salutatorian or Essayist, a senior must have been in attendance at SHS for at least four of the seven semesters starting in grade 9 and ending in January of the senior year.

NOTE: Community Service, Ensembles, Greater Hartford Academy of the Performing Arts, Health, Independent Study, Academic Support Center, Learning Strategies, Physical Education, Home School courses, and Pass/ Fail courses are not computed in class rank.

The numerical average of all marking terms and exams will be used in computing cumulative grade point average (GPA) and class rank.

EXCLUDING COURSES FROM CLASS RANK

Students must include all required courses for earning a diploma in their class ranking. Students may elect to take courses beyond the required courses and exclude the grades from their class rank. This can only be done for courses taught at the CP Level which will exceed the minimum credits required for graduation. Courses that are weighted at the H or CCP Levels cannot be excluded from class rank. Students must be taking at least 5 ½ credits in order to take an additional course or courses on this basis. The student must also submit an "*Exclusion from Class Rank Form*" to the student's school counselor prior to enrollment in the course(s). Courses excluded from class ranking will be given letter grades which will appear on the student's transcript and report card.

CHANGE OF SCHEDULE

Students must select courses carefully with the assistance of their school counselors, teachers, and parents. Changes in student schedules can have an adverse effect on class sizes and are generally discouraged. All students will have the opportunity to view their course requests in June for the following school year. Changes will only be allowed for the following reasons:

- Lacking a prerequisite
- Printout containing a scheduling error
- Lacking graduation requirements
- Academic misplacement

Substantial reasons and will require an administrator's approval based upon input from the student's parent/guardian, the student's school counselor, and the teachers affected by the changes. Students must be enrolled in five (5) courses in addition to PE and Health each semester.

ADD/DROP COURSES

Course additions A student's schedule will not be rearranged to make the additional courses fit. In addition, students are not allowed to swap new courses for a course currently in their schedule.

Course drops are only allowed after July 12, 2019, if there is a serious and extenuating circumstance. Any requests for a drop course will be reviewed by the Director of School Counseling. However, a meeting between student, school counselor, teacher, Director of School Counseling and/or Assistant Principal and/or Principal may occur before a decision is rendered.

LEVEL CHANGES (AFTER JULY 12, 2019)

Teachers, counselors, parents and students all play a role in the placement of students into the most appropriate course level. At the school level, we have a very deliberate process for making recommendations. We ask that parents and students become informed consumers by taking full advantage of the program of studies, teachers and counselors if they believe that a different level placement than what the school recommends is warranted. If a parent or student would like to enroll in a course at a different level than the one recommended, an override form must be completed and reviewed by the student's school counselor.

Southington High School makes its decisions about appropriate staffing for courses based on the information that comes out of the registration process. Therefore, once the master schedule is completed, any changes in course requests are approached with caution. The decision to drop a level in an academic course must not be viewed as a "quick fix" for any student who is struggling in the early portion of a class.

We believe that it is appropriate for any student who is struggling with the demands of a particular course to try to address the issue with the help of his/her teacher. It takes at least a few weeks to determine whether these appropriate interventions have been successful. In addition, too many course drops can cause significant imbalance with class size. The Southington High School administration and school counseling office need time to explore the best options that consider both the needs of an individual student desiring to drop a course level as well as the equally important goal of maintaining favorable class sizes for all students. Therefore, students who drop a class level need to be aware that such a decision may affect their schedule in multiple classes.

After course registrations are finalized by July 12, 2019 it is the practice of Southington High School to consider level changes only during the time that correspond with our regular progress reports to parents. **Once the school year begins, any request for level changes will be reviewed by the Director of School Counseling and will only be granted if there are extenuating circumstances that have led to the request.**

DROPPING A COURSE (AFTER JULY 12, 2019)

Course drops are only allowed after July 12, 2019, if there is a serious and extenuating circumstance. Any requests for a drop course will be reviewed by the Director of School Counseling. However, a meeting between student, school counselor, teacher, Director of School Counseling and/or Assistant Principal or Principal may occur before a decision is rendered. Students are expected to meet with their teachers for extra help, use the supports from the math and literacy labs (if appropriate) prior to a drop.

DROPPING AN AP or UCONN COURSE (AFTER JULY 12, 2019)

A meeting with teacher, student, and Director of Counseling is required before drop/change is considered. This is typically done just prior (or after) to the first progress report. Students are expected to meet with their teachers for extra help, use the supports from the math and literacy labs (if appropriate) prior to a drop.

COURSE OFFERINGS AND DESCRIPTIONS

Southington High School attempts to meet the needs of all students by offering many varied courses from which students may plan programs to meet their individual interests and goals. With the careful selection of electives, students can be prepared to move in more than one direction upon graduation. For example, following a rigid academic program is no longer necessary to be able to go on to higher education. Students may combine academic programs with business or vocational programs to prepare to meet the challenges that await them after graduation.

Some courses have prerequisites. This means that the student must have successfully completed the requirements listed under the heading "prerequisite" before he/she may elect to take that particular course. Also, it is strongly advised in the case of sequential courses, i.e., French II, Spanish III, Marketing Education II and so on, that a student have earned a grade of "C" or better in the previous course or have obtained the recommendation of the teacher before electing that sequential course. All students are required to take a minimum of 5-1/2 credits each year, and to be enrolled in five courses, not including physical education or health, each semester.

The outlined programs which follow should be thought of as guidelines to help students in reaching their goals as they presently see them. As students' goals change, their programs may be changed to meet their needs.

CLASS PLACEMENT

Class placement is based on the number of credits previously earned. Minimum requirements for official class standing are:

Standing	Requirement Class of 2019-2022	Requirement Class of 2023 & beyond
Freshman	Completion of grade 8	Completion of grade 8
Sophomore	4 Credits	5.5 Credits
Junior	9 Credits	11.5 Credits
Senior	15 Credits	18 Credits

Graduate	22 Credits	25 Credits

GRADUATION REQUIREMENTS

Graduating classes 2019 - 2022 Requirement: **22 credits**		Graduating classes 2023 and beyond Requirement: **25 credits**	
Course	**Credits**	**Course**	**Credits**
English	4	Humanities - 10 credits	1: English I 1: English II 1: English III 1: Senior English/Elective
Social Studies (Including US History and Civics)	3		1: Modern US History 1: Citizenship 1: Additional Social Studies Elective(s)
Mathematics	3		1: World Language (3 years of same language recommended)
Science	2		2: Humanities Electives **(AgSci, Art, Business, English, FCS, Music, Social Studies and WL)**
Physical Education	1	STEM - 9 credits	1: Algebra 1 1: Geometry 1: Additional Math
Health	1		1: Earth Science 1: Biology 1: Physical Science
Art, Music, or Voc. Ed	1		3: STEM Electives **(AgSci, Art, Business, FCS, Math, Music, Science, or Tech)**
Other (Electives)	7	Physical Education	1
		Health	1
		Mastery Based Diploma Assessment/ Capstone	1
		Personal Interest Electives	3
		Courses taken in Middle School *passing HS exam	1: Algebra 1

Students who do not complete graduation requirements with their class are entitled to continue to pursue a high school diploma until the student reaches twenty-one years of age. Any student enrolled for more than four years of high school may take only the minimum number of credits needed to complete graduation requirements.

CLASS OF 2023- ACADEMIC PROGRAM RECOMMENDATION FOR 25 CREDITS

Below is the recommended program for those students who plan to continue their formal education beyond high school. The following subjects are recommended at each grade level to provide the background necessary to meet the entrance requirements of most colleges.

Grade 9		Grade 10	
Subject	**Credits**	**Subject**	**Credits**
Humanities - English I	1	Humanities - English II	1
Humanities - Modern US History	1	Humanities - World History	1
Humanities - World Language*	1	Humanities - World Language*	1
STEM - Algebra I	1	STEM- Geometry	1
STEM - Earth Science	1	STEM- Biology	1
Humanities, STEM or Personal Interest Elective	1	Humanities, STEM or Personal Interest Elective	1
Physical Ed (PE)	0.25	Physical Ed (PE)	0.25
Health	0.25	Health	0.25
Credit Total For The School Year	6.5	Credit Total For The School Year	6.5

Grade 11		Grade 12	
Subject	**Credits**	**Subject**	**Credits**
Humanities - English III	1	Humanities - Senior English	1
Humanities - Citizenship	1	Humanities, STEM or Personal Interest Elective	1
Humanities - World Language*	1	Humanities, STEM or Personal Interest Elective	1
STEM - Math Elective	1	Humanities, STEM or Personal Interest Elective	1
STEM - Physical Science	1	Mastery Based Diploma Assessment	1
Humanities, STEM or Personal Interest Elective	1	Physical Ed (PE)	0.25
Physical Ed (PE)	0.25	Health	0.25
Health	0.25		
Credit Total For The School Year	6.5	Minimum Credit Total For The School Year	5.5

***World language courses are taken sequentially. Students electing to take a world language should continue in the language of the previous year. Two to three years of one world language are expected for admission to most colleges.**

CLASS OF 2020, 2021 and 2022
ACADEMIC PROGRAM RECOMMENDATION FOR 22 CREDITS

Below is the recommended program for those students who plan to continue their formal education beyond high school. The following subjects are recommended at each grade level to provide the background necessary to meet the entrance requirements of most colleges.

Grade 10 - Class of 2022	
Subject	**Credits**
English II	1
World History	1
World Language*	1
Geometry	1
Biology	1
Elective*	1
Physical Ed (PE)	0.25
Health	0.25

Grade 11- class of 2021		Grade 12- Class of 2020	
Subject	**Credits**	**Subject**	**Credits**
English III	1	Senior English	1
Civics	1	Math	1
World Language*	1	Science	1
Algebra II	1	World Language* or Elective	1
Science	1	Elective*	1
Elective*	1	Elective	1
Physical Ed (PE)	0.25	Physical Ed (PE)	0.25
Health	0.25	Health	0.25

***World language courses are taken sequentially. Students electing to take a world language should continue in the language of the previous year. Two to three years of one world language are expected for admission to most colleges. Competitive colleges often prefer a minimum of three sequential years.**

HUMANITIES AND STEM COURSE INFORMATION

Humanities and STEM courses both incorporate

- Collaboration,
- Communication,
- Creative Thinking,
- Critical Thinking,
- And the application and mastery of content

Through the above skills, courses in the Humanities study people, places, cultures, and ideas to understand, appreciate, and evaluate the diverse human experience.

Through the above skills, courses in STEM study the world through the integrated application of science, technology, engineering and math to analyze, predict, and understand the world in which we live.

Humanities and STEM are studied so that we can connect with other communities, cultures, and ideas to develop students' intercultural competence.

STEM	Humanities

Science, Technology, Engineering, Mathematics	
Agriculture Science & Technology ● Agriculture Science I ● Agriculture Science II ● Agriculture Mechanics F&S ● Animal Science F&S ● Natural Resources F&S ● Plant Science F&S ● Veterinary Technology F&S ● UConn Horticulture	**Agriculture Science & Technology** ● UConn Floral Art ● UConn Agricultural Technology and Society
Art ● Photo CP ● Adv. Photo CCP ● Commercial Photo & Design CP ● Graphic Design CP	**Art** ● Art ICP ● ART II CCP ● Pottery and Applied crafts CP ● Adv Drawing CCP ● Adv Painting CCP ● Art Seminar H ● AP Studio Art ● Jewelry CP ● Sculpture 3D Design CP
Business ● Microsoft Office I CP ● Microsoft Office II CCP ● Accounting I CP, CCP ● Accounting II CCP ● Advanced Accounting H (Full Year) ● Money Management CCP ● Personal Finance CP, CCP ● 21st Century Skills Business Environment CCP (Full Year) **All courses are half year unless noted above.**	**Business** ● Careers and Leadership CP ● Introduction to Business CCP ● Marketing I CCP ● Marketing II CCP ● Marketing III CCP (Full Year) ● Sports & Entertainment Marketing CCP ● Business Communication CP, CCP ● Business Law CCP ● UConn Economic Principles H ● UConn AP Microeconomics H (Full Year) ● International Business CCP ● Management & Entrepreneurship CCP ● Business Office Applications CP (Full Year) ● Diversified Occupations CP (Full Year) **All courses are half year unless noted above.**
English Language Arts ● Academic Skills for SAT (½ Year, Fall only)	**English Language Arts** ● English I CP, CCP, H ● English II CP, CCP, H ● English III CP, CCP ● AP Literature and Composition ● AP Language and Composition Half-year electives: ● British Literature CCP (½ Year) ● Composition and Grammar CP (½ Year) ● Introduction to Acting (CP, ½ Year) ● Theater and Film Studies (CCP, ½ Year) ● Journalism (CCP, ½ Year) ● Public Speaking (CCP, ½ Year) ● Creative Writing (CCP, ½ Year) ● Writing for Scientists and Engineers (CCP, ½ Year) ● War and Literature (CCP, ½ Year) ● Humanities (CCP, ½ Year) ● Logic and Reasoning (CCP,½ Year) ● Lit and Pop Culture (CCP, ½ Year) ● Society and Media (CP, ½ Year) ● Text to Film (CP, ½ Year) ● College Reading (CP, ½ Year) ● Academic Skills for SAT (½ Year, Fall only)

Family & Consumer Sciences all courses are ½ year unless noted ● Careers in Health Services CCP ● Bake Shop CP ● Fabric Creations CP ● Interior Design CP ● Child Development CCP ● Food Production CP ● Designer Originals CP ● Foods for Fitness & Health CCP ● Consumer Economics CCP ● Culinary Arts CCP (full year) ● UCONN Lifespan Development (full year)	**Family & Consumer Sciences** all courses are ½ year unless noted ● Child Development Lab CCP ● IS:Hospitality Management (full year) ● Family and Society CP ● Family and Society CCP ● Intro to Teaching CCP
Mathematics ● Supplemental Algebra Spring or Fall (½ yr) ● Algebra I CP, CCP, H ● Supplemental Geometry Spring of Fall (½ yr) ● Geometry CP, CCP, H ● Visual Basic Programming I or II CCP (½) ● Consumer Math CP (½) ● Algebra II CP, CCP, H ● Intermediate Algebra CP (½) ● AP Computer Science Programming ● AP Computer Science Principles ● Probability and Statistics CP (½) ● AP Statistics ● PreCalculus CCP, H ● Calculus CCP ● AP Calculus ● Academic Skills for SAT (½)	**Mathematics** ● Academic Skills for SAT (½ Year)
Music ● Music Technology CP (½ year)	**Music** ● Concert Band CCP ● Concert/Marching Band CCP ● Symphonic Band CCP ● Orchestra CCP ● Concert Choir CCP ● Chorus CP ● Music Appreciation CP(½ year) ● Theater Arts CP (½ year) ● Music Theory CCP ● AP Music Theory ● Introduction to Ukulele, Guitar, and Piano CP (½ year)
Science ● Earth Science CP, CCP, H ● Biology CP, CCP, H ● AP Biology ● Chemistry CP, CCP, H ● AP Chemistry ● Entomology and Genetics CCP (½ year) ● Marine Biology CP, CCP (½ year) ● Astronomy CP (½ year) ● Weather CP (½ year) ● Environmental Science CP, CCP,(½ year) ● AP Environmental Science ● Anatomy and Physiology CCP, H ● Physics CCP, H ● AP Physics	**Science**
Social Studies	**Social Studies** **FULL YEAR (1 Credit)** ● Modern U.S. History (CP, CCP, H)

	World History (CP, CCP, H) US History (CP, CCP, H) ● AP US History ● AP Human Geography ● AP Politics and Government ● AP Psychology **HALF YEAR (½ Credit)** ● Current Issues (CCP) ● Politics and Government (CCP) ● American Culture (CCP) ● Intro to Psychology (CCP) ● Sociology (CCP) Course runs ODD Years: ● Modern China and Japan (CCP) ● Human Rights (CCP) ● World Religion (CCP) Course runs EVEN Years: ● America at War (CCP) ● International Relations (CCP) ● The Middle East (CCP)
Special Education ● Math I,II,III, IV Resource CP ● MathI,II,III, IV Achieve CP ● Math I,II,III, IV TEP CP ● Foundations of Algebra ● Science I,II Achieve CP ● Science Themes TEP I,II CP ● Adult Daily Living I,II,III, IV CP ● Life Learning TEP CP ● Life Skills CP ● Supermarket Careers CP ● Vocational Activities CP	**Special Education** ● English I, II, III Resource CP ● Transition English IV ½ year credit ● Senior English IV CP ½ year credit ● Literacy I,II,III, IV Achieve CP ● English I,II,III, IV TEP CP ● Social Studies Themes I, II, III Achieve CP ● Community Civics Achieve CP ● Social Studies Achieve II, III CP ● Reading Decoding CP ● Reading Strategies I, II CP ● Reading CP ● Academic Support CP ● Achieve Study CP
Technology & Engineering Education ● Intro to Technology CP ● Intro to Engineering CCP ● Intro to Communications CP ● Engineering Graphics CP ● Intro to Construction CP ● Intro to Manufacturing CP ● Intro to Transportation CP ● Engineering Design H ● Computer Apps in Comm CP ● AV Systems Technology CCP ● Graphic Production CCP ● Residential Construction CCP ● Wood Production CP ● Metal Production CP ● Power and Energy CCP ● Digital Electronics H ● Computer Engineering CCP ● Commercial Construction CCP ● Electricity and Electronics CCP ● Wood Manufacturing CCP ● Metal Manufacturing CCP ● Transportation CCP ● Engineering Drawing & Autodesk Inventor ● Principles of Engineering H ● Computer Int Manufacturing H	**Technology & Engineering Education**

• Architectural Engineering and Design • Engineering Development H	
World Language	**World Language** **all courses are full year and earn 1 credit** • Novice Mid French/Italian/Latin/Spanish 1 ccp • Novice High French/Italian/Latin/Spanish 1 honors • Novice High French/Italian/Latin/Spanish 2 ccp • Intermediate Low French/Italian/Latin/Spanish 2 honors • Intermediate Low French/Italian/Latin/Spanish 3 ccp • Intermediate Low French/Italian/Latin/Spanish 4 cp • Intermediate Mid French/Italian/Latin/Spanish 3 honors • Intermediate Mid French/German/Italian/Latin/Spanish 4 ccp • Intermediate High French/German/Spanish 4 honors • Intermediate High ECE/AP Italian/Latin 4 honors • Intermediate High French 5 ccp • Intermediate High ECE Latin American Studies Spanish 5 ccp • Advanced Low ECE/AP French/Spanish 5 honors • Latin for English Reading - ccp
*In the departmental course listings on the pages that follow, courses will be coded as: **S**: STEM **H**: Humanities	

COURSE SUBSTITUTIONS FOR STATE REQUIREMENTS FOR THE CLASSES OF 2020, 2021, & 2022

Department	Course Name	Can Be Used as Credit In:
Agriculture Science & Technology	Advanced Ag Sci III, IV	Math
	Advanced Ag Sci III, IV	Science
	Agricultural Technology & Society	Social Studies Elective
Business	Accounting I	Mathematics or Vocational Education
	Accounting II	Mathematics or Vocational Education
	Advanced Accounting	Mathematics or Vocational Education
	Personal Finance	Mathematics or Vocational Education
	Business Law	Social Studies or Vocational Education
	Economics	Social Studies or Vocational Education
	Business Communications	English or Vocational Education
English	Developmental Drama	English or Art
	Introduction to Acting	English or Art
Family & Consumer Sciences	Food for Fitness & Health	Science or Vocational Education
	Family & Society (2,3)	Social Studies or Vocational Education
	Child Development Lab (2,3)	Social Studies or Vocational Education
	UCONN LIfespan	Social Studies
Technology and Engineering	Electricity & Electrical Systems	Science or Vocational Education
World Language	Latin American Studies Spanish V	Social Studies or World Language

GRADUATION CEREMONY

A graduation ceremony is held yearly to award eligible students a high school diploma. Students who have acquired 22 credits for class of 2020, including all required courses and who have met all other academic and behavioral requirements are eligible to participate in the graduation ceremony.

ATTENDANCE POLICY

Classroom attendance is an integral part of each student's course of study. Regular attendance develops habits of responsibility and self-discipline; it provides human interaction with other students in classroom and non-classroom activities; it provides continuity of instruction through participation in sequentially planned work; it guarantees maximum benefit for each individual. The goals of each course go beyond the skills or facts taught. Thus, success in a course cannot be measured by test scores alone. To earn credit in any course a student is obligated to:

1. Fulfill the course requirements as established by the teacher.
2. Earn a minimum grade of 60.
3. Fulfill attendance requirements as established by the school

Please consult the student handbook to learn about the Southington High School Attendance Policy and Attendance Regulations.

STUDENT ABSENCES

School counselors recommend that students get to know at least one other student in each of their classes for the purpose of obtaining homework/class notes/clarification of assignments in the event of a class absence. Many teachers have developed websites or are in the process of developing them for the purpose of improving communication with students and parents, who are encouraged to access these websites and email teachers. When absences are "planned for" in advance, students should speak to their teachers and get assignments prior to the absence.

CODE OF CONDUCT

All members of the Southington High School community, including staff, students, parents, etc. have the right to an environment that promotes a quality education. Accordingly, this high school has established behavioral expectations that seek to ensure this right. These expectations are to:

- arrive at school and be in class on time
- be where one is expected to be
- know and follow school rules and policies
- be accountable for one's actions
- respect others and self
- respect the personal property of others
- work cooperatively to promote a positive learning environment
- refrain from language that is offensive to others
- behave in a manner that is considerate of one's safety and the safety of others
- be kind and considerate of all.

Please consult the student handbook to learn about Southington High School Rules and the Behavioral Referral Process.

SUMMER SCHOOL

Southington High School has its own Summer School Program, which is held after the regular school year has concluded. Tuition is charged for each course the student elects to take in summer school. The following guidelines govern summer school:

1. Summer school can be used to earn credit for course that a student failed during the regular school year and with a final average of 50 or greater or to earn credit in a course taken during the regular year in which credit was withdrawn as a result of school's attendance policy (in this case also, the student must have earned a final average of 50 or greater).
2. Students **are eligible to recover at most 3 credits** during summer school **including** health or PE credits.
3. **Most s**ummer school classes will meet for a total of thirty - **four** hours over the course of four weeks. Students should be aware that there is a strict attendance policy. Students going on vacation during the summer school session should not register for credit. A student who meets the attendance requirements**,** successfully completes all work assigned and **earns a passing grade** during the summer school course will **recover** credit associated with the course. This may be counted toward meeting graduation requirements.
4. If a course is not offered in Southington High School's summer school program, a student may make up a course through an accredited college course or in another accredited school's summer school program. Prior approval of the building principal is required. If a student takes a course in another school's summer school program, the student must supply a signed letter on the institution's letterhead indicating the student's attendance and course grade. Once that has been provided, the student must pass Southington High School's exam for that course in order to receive credit.
5. **All school-related rules and behavioral expectations within student handbook apply to the summer school program.**
    - ➢ Any questions regarding summer school should be addressed to the student's school counselor.

NATIONAL HONOR SOCIETY

The National Honor Society is sponsored by the National Association of Secondary School Principals in order to extend special recognition to students who combine outstanding scholarship with demonstrated leadership, extensive service, and the highest standards of character.

Students may be selected for membership in the National Honor Society in February of their junior year or in October of their senior year. Students must have been enrolled at Southington High School for at least one semester to be eligible for consideration. Juniors and seniors with cumulative weighted averages of 98 or above will be invited to apply. Selection for membership will be made by a faculty council with those students being selected who best combine superior scholarship, leadership, service, and character.

The service criterion involves a commitment to both school and community. Service is fulfilled by giving time and effort to academically non-credited school activities such as athletics, school sponsored clubs, and/or class functions.

Students who qualify for consideration of membership in NHS must be able to verify that they are currently active and contributing members of at least two SHS activities per year. A history of involvement in various school activities must originate in the ninth grade and continue throughout the student's enrollment in Southington High School. Transfer students must submit proof of service rendered to their former high school; however, it is strongly recommended that transfer students establish a record of service to Southington High School. In addition, eligible students must fulfill and be able to provide verification of their service to the greater Southington community by volunteering time and demonstrating effort to serve the out-of-school community in at least one activity that shows an ongoing commitment or multiple activities totaling a minimum of 20 hours.

The leadership criterion is two-fold. A student must demonstrate an active role by holding a leadership position in either the school or the community. All service activities and leadership rolls must be verified by a supervisor or sponsor. In addition, students must exemplify the qualities and attributes which are positive influences on others and maintain a positive school attitude.

Regarding the criterion of character, candidates for the National Honor Society must demonstrate the highest standards of the six pillars of character: respect, responsibility, trustworthiness, fairness, caring, and citizenship. In addition, members must maintain and demonstrate the highest standards of honesty, reliability, morality, and ethics. Violations of this criterion include, but are not limited to, cheating, plagiarism, discipline referrals and criminal law infractions. Be aware that character assessment begins in grade nine.

Students who do not meet any of the above criteria risk not gaining acceptance into the National Honor Society. Students who fail to gain membership will be informed that their selection criteria were deemed deficient by the selection committee. Students may not appeal the committee's decision. Once accepted into the Society, members who fail to maintain any of the standards which gained them acceptance will receive an official warning and may be brought before the faculty council to be placed on probation or recommendation for dismissal.

Questions relating to eligibility, selection, and/or dismissal should be directed to the Society's advisors.

EARNING COLLEGE CREDITS AT SHS

Students at SHS are fortunate to have the opportunity to earn college credit in a number of different curriculum areas. For further details consult the appropriate sections in our Program of Studies.

ADVANCED PLACEMENT
Advanced Placement courses provide students the opportunity to experience college level coursework while in high school and to potentially earn college credit through taking the Spring time AP exams. SHS offers twenty AP courses for students to experience. College Board has many resources for students and AP teachers. https://ap.collegeboard.org/

PROJECT LEAD THE WAY
PLTW is a part of a national organization that promotes pre-engineering courses for high school students. The SHS program is comprised of a five course honors sequence, designed to help students explore technology related careers and to prepare for college programs. Each class uses state of the art technology, equipment, and software and is characterized by instruction in a laboratory setting by specialized and trained instructors, who emphasize problem-solving skills and teamwork. College credits can be earned each year from the Rochester Institute of Technology. Students are selected through an application process.

UNIVERSITY OF CONNECTICUT EARLY COLLEGE EXPERIENCE
UConn Early College Experience (ECE) provides academically motivated students with the opportunity to take university courses while 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. UCONN/ECE instructors are high school teachers certified as adjunct professors by the university. UCONN/ECE faculty fosters independent learning, creativity, and critical thinking—all important for success in college. To support rigorous learning, the University of Connecticut's academic resources,

including library and online classroom access, are available to all UCONN/ECE students. ECE students must successfully complete the course with a grade of C or better in order to receive university credit. University credits are transferable to many colleges and universities. Students will be charged a fee by University of Connecticut for enrolling in this course. For additional program information, visit www.ece.uconn.edu.

TUNXIS AND NAUGATUCK COMMUNITY COLLEGES' HIGH SCHOOL PARTNERSHIP PROGRAM

Tunxis and Naugatuck Community Colleges offer qualified SHS juniors and seniors the opportunity to enroll in and attend one course each semester at the college, as long as they meet the following criteria:

- Overall "B" average in high school
- Motivation
- Intellectual Curiosity
- Counselor recommendation
- Accuplacer

There is no cost involved. See your school counselor for details.

MIDDLESEX COMMUNITY COLLEGE EARLY COLLEGE ACADEMY

Students enrolled in the Agriculture Science and Technology Program may enroll in an Honors level "Vet Tech" class to earn college credit. Curriculum includes the content of the Middlesex Community College courses "Veterinary Science 100" and "Veterinary Science 101" Students who successfully complete this course earn five college credits. Students are required to take the Accuplacer assessment which is administered at the Meriden or Middletown MxCC locations to determine eligibility for this course.

CONNECTICUT INTERSCHOLASTIC ATHLETIC CONFERENCE (CIAC) - ELIGIBILITY RULES

Digest of the Rules for Student Athletes

ATTENTION ATHLETES!!.....You are NOT ELIGIBLE:

- **a.** if you are not taking at least four (4) units of work or the equivalent; (Rule I.B.)
- **b.** if you have not passed at least four (4) units or the equivalent at the end of the last regular marking period, with the exception of fall eligibility* (Rule I.A.)
- **c.** if you turn 20 years old at any time during the season; you will not be allowed to start a season or compete during a season in which your 20th birthday falls.
- **d.** if you have been a high school student for more than eight (8) consecutive semesters - or four (4) consecutive years from the date of entry into ninth grade. That is, no student athlete shall participate in the same branch of athletics more than four (4) seasons during grades 9-12 at any school. *There is no fifth year of eligibility. (Rule II. B. CIAC Handbook 2014-15)
- **e.** if you play or practice with an outside team in the same sport while a member of the school team after the first scheduled game in any season; (Rule II.F.) The exception to Rule II.F, shall be
  - **a.** Participation in parent-child tournaments and caddy tournaments.
  - **b.** Swimming, tennis, and gymnastics-a pupil may practice but not compete with a non-CIAC team during the season if you play under an assumed name on an outside team (Rule II. F)
- **f.** if you receive personal economic gain for participation in any CIAC sport. (Rule II. G)

Consult your principal or athletic director for other rules affecting athletic eligibility.

Marking period grades (not semester grades) are to be used in determining scholastic eligibility to participate in interscholastic athletics during any given marking period, except for Fall eligibility. Eligibility for all students will be determined on the date that report cards are distributed or on the fourteenth calendar day following the end of the marking period, whichever comes first. To be eligible for Fall sports, a student must be a continuing student (8^{th} to 9^{th} grade) or have received credit towards graduation for 4 units of work for which he/she has not previously received credit. The final academic grade average determines eligibility for the Fall semester. Year-end failures may be made up through successful completion of LEA approved summer school work in courses failed.

RULES OF ELIGIBILITY AND CONTROL — SCHOLARSHIP

Scholastic failures cannot be made up for eligibility purposes in any manner until the next report, except that credits earned during the summer by any regularly approved board of education procedure will be accepted for the purpose of determining the eligibility of

pupils desiring to participate in the athletic program of the school in September. Scholastic incompletes must be made up within ten (10) school days (starting from the date of report card distribution) following the end of the marking period as defined above.
Incomplete grades are not to be considered as passing grades.

The above regulations are minimal and do not prohibit a school from establishing more rigid eligibility standards.

"Requests for exceptions to the eligibility rules may be made by the principal of a member school on behalf of any student in accordance with the provisions of Article VIII of the CIAC By-laws concerning exceptions and appeals."

NCAA INITIAL ELIGIBILITY CLEARINGHOUSE REGULATIONS

Student-athletes who will want to participate in athletics in a NCAA Division I or II college or university after high school graduation must meet certain academic requirements and be certified by the NCAA Initial Eligibility Clearinghouse. For updated NCAA qualifications see the website: http://www.ncaa.org/student-athletes/future/how-register

It is the student's responsibility to make sure the Clearinghouse receives the documents needed for eligibility. It is the student's responsibility to review courses with their school counselor for NCAA eligibility and interest. Please see your school counselor for Clearinghouse information.. For more detailed information regarding NCAA regulations, please consult: www.ncaa.org and www.eligibilitycenter.org

ATHLETIC OFFERINGS

The following sports, clubs, and activities are among those available to Southington High School students:

Fall	Winter	Spring
Cheerleading	Basketball (Boys & Girls)	Baseball
Cross Country (Boys & Girls)	Cheerleading	Golf
Field Hockey (Girls)	Gymnastics (Girls)	Lacrosse (Boys & Girls)
Football	Ice Hockey	Softball
Soccer (Boys & Girls)	Indoor Track (Boys & Girls)	Tennis (Boys & Girls)
Swimming (Girls)	Swimming (Boys)	Track (Boys & Girls)
Unified Sports	Unified Sports	Unified Sports
Volleyball (Girls)	Wrestling	Volleyball (Boys)
	Ski (Club)	Rugby (Club)

CLUBS & ACTIVITIES

Architecture, Construction, and Engineering Mentoring (ACE)	Family Career and Community Leaders of America (FCCLA)	Marching Band	SHS Rocks for Life
American Legion Oratorical Contest	FFA	Math Team	Sign Language
Aspiring Medical Professionals Plus (AMP+)	Future Business Leaders of America (FBLA)	Model UN	Ski Race Team
Best Buddies	FIRST Robotics Team	Multicultural Student Union	Ski & Snowboard Club
Book Clubs	French Club	National Honors Society (NHS)	Skills USA/VICA
Boys' State	Gamers' Club	National Ocean Science Bowl	Southington Activists for Gender Equality (SAGE)
Brass Choir	Gender and Sexuality Alliance (GSA)	Peer Advocates	Spanish Club
Chemistry Olympiad	Girls' State	Peer Mediation	Student Ambassadors
Color Guard	Green Knights Eco Club	Pit Band	STEPS Student Council Think Tank
Classics Club	Interact	Police Explorer Post	Unified Sports
Dance Team	Italian Club	Powder Puff	Unified Theater
DECA	Jazz Ensemble	Rugby Club	WISE

Drama Club	Junior Engineering Technical Society (JETS)	Select Strings Quartet	World Language Honor Society
Emblem (Newspaper)	Key Club	Senior Next Steps	Writers' Club/Literary Magazine
Exploravision			

AGRICULTURAL SCIENCE AND TECHNOLOGY

COURSE LEVELS

Courses are offered at three instructional levels distinguished by the type of instruction, the pacing of the learning, and the depth of standards. Students are recommended for these levels based on teachers' evaluations. These levels are:

H/AP/UConn ECE - Honors/Advanced Placement/UConn Early College Experience
This instructional level balances individual inquiry and collaborative analysis, which will help students to discuss and exchange ideas effectively. Rigorous coursework is geared toward the mastery of state and national standards extending beyond the typical high school curricula including Advanced Placement and UConn Early College Experience courses. The pace of classes mirrors college level learning. Students taking and passing the AP examinations may be eligible for college credits, which can greatly reduce college costs.

CCP - Competitive College Preparatory
This instructional level balances individual and collaborative learning experiences, which will help students to strengthen their learning capacity. Challenging coursework is geared toward the mastery of state and national standards. The pace of classes prepares students for college level learning.

CP - College and Career Preparatory
This instructional level provides comprehensive instruction focusing on modeling and guided practice, which will help students to progress as independent learners. Engaging coursework is geared toward the mastery of core state and national high school standards. The pace of classes provides students with a strong foundation for college level learning.

Students interested in the Agriculture Science and Technology program MUST APPLY. Completed applications must be submitted to the student's middle school counselor by December 1st of the 8th grade year. Applications are available on the department's website.

Agriculture Science and Technology is a four year sequential program that begins in grade 9.

Agricultural Science and Technology is recommended for students who are interested in careers such as veterinary science, landscape architecture/horticulture, agriculture mechanics/turf management, forestry/environmental science, livestock and equine management, agribusiness management, and many other related fields. Students will gain both the knowledge and experience needed to be successful in higher education and will develop the technical skills necessary to pursue a wide range of careers in agriculture. Students of all ability levels are enrolled in the program.

SUPERVISED AGRICULTURAL EXPERIENCE (SAE) REQUIREMENTS

The Supervised Agricultural Experience (SAE) is a state requirement for all students enrolled in the Agriculture program. The SAE must be approved and supervised by the Agriculture staff. Grade 9 and 10 programs usually include home-based or volunteer agricultural experiences. Grade 11 and 12 students are expected to be employed or volunteer at an approved agricultural work site or to complete an agricultural research project. SAE hours are in addition to scheduled class time. Grading criteria include meeting the hourly requirements and maintaining accurate records.

A student will not receive credit, and cannot continue in the program, if the SAE requirement is not met.

CAREER PREPARATION, RECORD-KEEPING AND LEADERSHIP DEVELOPMENT
involves the exploration of agricultural career opportunities, resume writing and preparation for job interviews as well as record-keeping skills. Course content also includes the development of skills and attitudes necessary to be successful at work.

Leadership development covers public speaking, parliamentary procedure and interpersonal skills.

AGRICULTURE SCIENCE AND TECHNOLOGY CONTENT AREAS

AGRICULTURE MECHANICS involves the operation and maintenance of equipment used in landscaping and agricultural production. It also includes the development of skills in small engine repair, construction, and system design as they relate to agriculture.

ANIMAL SCIENCE involves the study of animal health and nutrition, livestock and horse production as well as genetics and reproduction of various species of domestic animals. It also includes instruction in animal science service areas such as small animal care, pet grooming and veterinary services.

NATURAL RESOURCES-ENVIRONMENTA

s the study of forestry, wildlife conservation and management, land management, aquaculture and water resourc also addresses economic and social issues related to the environment including conservation of open space and far urces and human impact on the environment.

PLANT SCIENCE involves the study of the g of plants including nutrition, management, pest control and biotechnology. It also includes the development of skills in floral design, landscape design and construction, and greenhouse crop production.

CORE COURSES

AGRICULTURE SCIENCE I **Grade 9** **Credits: 1.5** **CCP Level** **Full Year** **S**

Prerequisite: Students must apply during 8th grade and complete the acceptance process.

Students will explore a wide range of agricultural career areas and will develop core skills in all areas of the agriculture curriculum. In addition to class/lab work, students will participate in the Supervised Agricultural Experience Program and leadership activities.

AGRICULTURAL SCIENCE II **Grade 10** **Credits: 2** **CCP Level** **Full Year** **S**

Prerequisite: Successful completion of Agriculture Science I including the SAE requirement.

Students will have the opportunity to choose units related to their primary areas of interest and will also take required units in public speaking, equipment operation, agri-science research and career preparation. In addition to class/lab work, supervised agricultural experience is required in either an agriculture-related job, a volunteer position, or an individual project. **This is a double period class.**

ADVANCED AGRICULTURAL SCIENCE **Grades 11-12** **Credits: 1.5** **CCP Level** **Full Year** **S**

Prerequisite: Successful completion of Agriculture Science II including the SAE requirement.

Students will concentrate in one of the following areas in the Fall/Spring semesters: Agriculture Mechanics/Turf Management, Animal Science, Natural Resources/ Environmental Science, Plant Science, or Veterinary Technology or Early College Experience. Students will be required to develop more advanced skills through their Supervised Agricultural Experience program. **Alternating single and double period class days.** ***Also refer to SAE requirement described below***

HONORS/ADVANCED COURSES

Highly motivated students may select advanced course work to earn college credit and/or industry certification. These courses have specific requirements including successful completion of Agricultural Science II and teacher recommendation.

UCONN HORTICULTURE **Grades 11&12** **Credits: .75** **H Level** **Fall Semester** **S**

This is a comprehensive course covering all aspects of plant production and the horticulture industry. The curriculum includes the content of the University of Connecticut course "Horticulture 1101". Students who successfully complete this course earn three credits from UConn that are transferable to other institutions. **Alternating single and double period class days.** ***Also refer to SAE requirement described below***

UCONN FLORAL ART **Grades 11&12** **Credits: .75** **H Level** **Spring Semester** **H**

Students enrolled in this course focus on the principles of design, identification and care of floral products and have extensive opportunities to develop their design skills. The curriculum includes the content of the University of Connecticut course "Horticulture 2520". Students who successfully complete this course earn two credits from UConn that are transferable to other institutions. **Alternating single and double period class days.** ***Also refer to SAE requirement described below***

VETERINARY SCIENCE **Grade 12** **Credits: 1.5** **H Level** **Full Year** **S**

MIDDLESEX COMMUNITY COLLEGE EARLY COLLEGE ACADEMY

Students interested in veterinary science will focus on the technical content as well as the laboratory skills needed to pursue this career path. The curriculum includes the content of the Middlesex Community College courses "Veterinary Science 100" and "Veterinary Science 101" Students who successfully complete this course earn five college credits that are transferable to other institutions. Students are required to take the Accuplacer assessment to determine eligibility for this course. **Alternating single and double period class days.** ***Also refer to SAE requirement described below***

UCONN AGRICULTURAL TECHNOLOGY & SOCIETY **Grade 12** **Credits: 1.5** **H Level** **Full Year** **S**

This course includes the history and changes in agriculture as a result of technological advances and the needs of society. In addition, the course covers issues and ethics in agriculture as well as cultural and political influences on production methods and market demand for agricultural products and services. **May be taken for Social Studies Credit**. ***Also refer to SAE requirement described below***

***SUPERVISED AGRICULTURAL EXPERIENCE (SAE) Grade 11&12 Credits: .25 (each semester) CCP Level Full Year S**
The Supervised Agricultural Experience (SAE) is a state requirement for all students enrolled in the Agriculture program. In the Advanced and Honors classes identified above, there will be an additional ½ credit scheduled to meet this requirement. A student will not receive credit, and cannot continue in the Agriculture program, if the SAE requirement is not met.

ART

COURSE LEVELS

Courses are offered at three instructional levels distinguished by the type of instruction, the pacing of the learning, and the depth of standards. Students are recommended for these levels based on teachers' evaluations. These levels are:

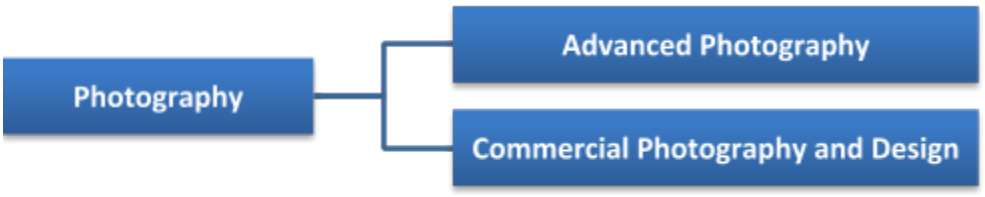
H/AP/UConn ECE - Honors/Advanced Placement/UConn Early College Experience
This instructional level balances individual inquiry and collaborative analysis, which will help students to discuss and exchange ideas effectively. Rigorous coursework is geared toward the mastery of state and national standards extending beyond the typical high school curricula including Advanced Placement and UConn Early College Experience courses. The pace of classes mirrors college level learning. Students taking and passing the AP examinations may be eligible for college credits, which can greatly reduce college costs.

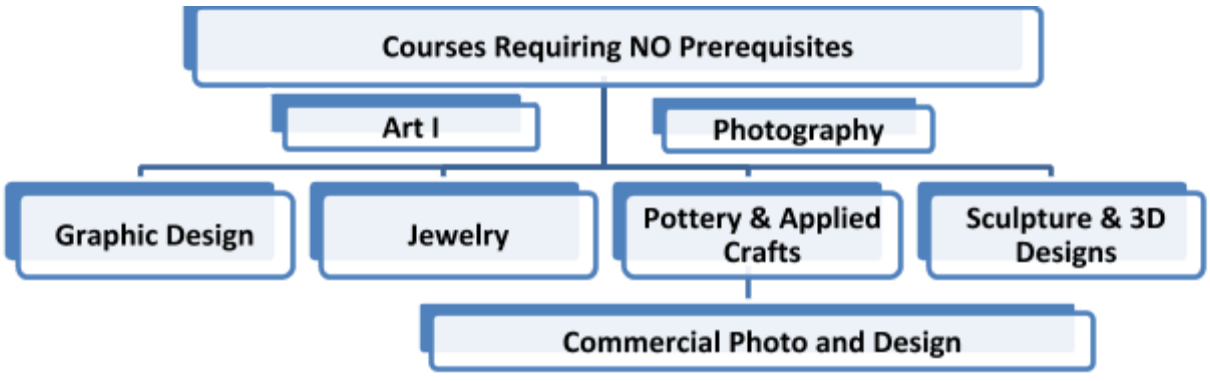
CCP - Competitive College Preparatory
This instructional level balances individual and collaborative learning experiences, which will help students to strengthen their learning capacity. Challenging coursework is geared toward the mastery of state and national standards. The pace of classes prepares students for college level learning.

CP - College and Career Preparatory
This instructional level provides comprehensive instruction focusing on modeling and guided practice, which will help students to progress as independent learners. Engaging coursework is geared toward the mastery of core state and national high school standards. The pace of classes provides students with a strong foundation for college level learning.

The Fine Arts courses guide students in the development and organization of their inner resources such as imagination, feelings, and originality. Most materials for course requirements will be provided. Students who desire to undertake more elaborate projects will provide the additional materials needed. **Lab fees will be collected as needed.**

ART COURSES





ART I **Grades 9-12** **Credit: 1** **CP Level** **Full Year** **H**

An exploratory course designed to introduce students to the basics of Art. Lessons will present a variety of challenges dealing with personal artistic expression, creativity, color theory, painting, drawing, sculpture, and art appreciation. Students will be involved in a variety of experiences dealing with different media.

ART II **Grades 10-12** **Credit:1** **CCP Level** **Full Year** **H**

Prerequisite: 80 or better in Art I and/or recommendation from teacher

Art II is a two-dimensional media class that covers assignments in drawing, painting, mixed media, printmaking, and collage. Various art periods will be included within the curriculum such as Realism, Surrealism, and Pop Art to different stages of Abstraction. Ideas will be utilized from real life (what you actually see) to ideas from one's imagination. Subjects may include: still life, portraiture, figures, interior spaces, landscapes, architecture, animals, dreamlike compositions and the non-objectives.

ADVANCED DRAWING **Grades 11-12** **Credit: 0.5** **CCP Level** **Half Year** **H**

Prerequisite: 80 or better in Art II and/or recommendation from teacher

The goal of this course is to introduce the student to a serious investigation of drawing and design and its relationship to fine arts expression. It emphasizes experience in still life drawing, advanced perspective, anatomy, portrait, and figure drawing. The study and appreciation of art masters will also be covered.

ADVANCED PAINTING **Grades 11-12** **Credit: 0.5** **CCP Level** **Half Year** **H**

Prerequisite: 80 or better in Art II and/or recommendation from teacher

The Advanced Painting class will cover the expressive use of or watercolor/colored ink, acrylic, oil, and oil pastel media on a variety of surfaces such as watercolor paper, canvas paper, canvas board, cardboard, Masonite, and prepared surfaces. Various art periods will be included within the curriculum from Realism through different stages of Abstraction. Ideas will be utilized from real life (what you actually see) to ideas from one's imagination. Subjects may include: still life, portraiture, figures, landscapes, architecture, and animals.

JEWELRY **Grades 10-12** **Credit: 0.5** **CP Level** **Half Year** **H**

This course provides students with a basic jewelry background. The opportunity to explore and become proficient in a number of techniques and concepts are presented. It is designed to teach skills needed for the design and construction of jewelry using polymer clay, sterling silver, nu-gold, and nickel silver. Wire techniques, enameling, and silver soldering procedures will be studied along with stone setting and surface embellishment. Students will be expected to supply some of their materials.

SCULPTURE & 3 DIMENSIONAL DESIGN **Grades 10-12** **Credit: 0.5** **CP Level** **Half Year** **H**

In this course, interested students will have the opportunity to explore a variety of sculptural techniques. The elements of design and form will be attained through the use of clay, plaster, wood, paper Mache, and other materials.

POTTERY & APPLIED CRAFTS **Grade 10-12** **Credit: 1** **CP Level** **Full Year** **H**

Students will experiment with a variety of hand building techniques and decorative finishing processes using earthenware clay as the artistic medium. A variety of glazing and finishing techniques will be explored. Basic skills in the creative process of pottery and design, modern and contemporary craft techniques, mosaic, paper Mache, silk screening, etc. Students will be expected to supply some of their own materials.

PHOTOGRAPHY **Grades 11-12** **Credit: 0.5** **CP Level** **Half Year** **S**

This course will introduce the student to the processes and techniques of photography both as a science and a fine art. Students will become familiar with the history of photography, digital camera parts and functions, computer applications, and Photoshop editing. Students will be expected to solve all of the course outline problems by taking pictures, while experimenting with designated parts and functions of camera editing and printing the results. Students must have access to a digital camera. *It cannot be a phone camera. * Students will be expected to supply some of their own materials.

ADVANCED PHOTOGRAPHY **Grades 11-12** **Credit: 0.5** **CCP Level** **Half Year** **S**

Prerequisite: 80 or better in Photography and/or recommendation from teacher

Advanced Photography is a continuation of the Photography class with a transition from the technical use of the camera and photo editing to creative problem-solving. Students will explore subject matter that goes beyond the traditional to more advance thought-provoking interpretations like depicting social injustice and creating surrealistic dream-like compositions. In addition, students will research careers in photography and the role photography plays in everyday life. This course requires a digital camera. *It cannot be a phone camera. * Students will be expected to supply some of their own materials.

GRAPHIC DESIGN **Grades 10-12** **Credit: 0.5** **CP Level** **Half Year** **S**

The course is designed to integrate artistic ability with contemporary technology in the field of Graphic Design and Typography. Students will explore the artistic and career opportunities available in the field of graphic design. Introduction to modern software packages like Adobe Photoshop and others will be investigated. This class will be a hands-on activity based program allowing students great freedom of expression both traditionally and through the use of modern technology. Previous computer experience is not necessary, but always welcomed.

COMMERCIAL PHOTOGRAPHY AND DESIGN **Grades 10-12** **Credit: 0.5** **CP Level** **Half Year** **S**

Students will explore a variety of methods and processes for taking and manipulating photography through both traditional and computer media. The course is hands-on, activity based program which allowing students creative freedom of expression through the

use of Adobe Photoshop and other post processing techniques in the modern digital darkroom. Students are challenged to make real world connections. Students are asked to use a variety of art forms that could include, but are not limited to, graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, printmaking, and painting, etc.

ART SEMINAR **Grade 11-12** **Credit: 0.5** **H Level** **Half Year** **H**

Prerequisite Grade of 80 or better, portfolio review, and/or recommendation from teacher

This course is for the serious art student who wishes to pursue a career in the art field. Students should show a strong commitment plus a highly motivated and self-sufficient, self-directed attitude. Major advanced art work decided by the student and instructor will be the guidelines of this course. Students will also receive counseling in the preparation of portfolios for college study and careers involving art. Students will complete a college portfolio by the end of the course.

ADVANCED PLACEMENT STUDIO ART **Grades 11-12** **Credit: 1.0** **H/AP Level** **Full Year** **H**

Prerequisite: 80 or better in Art II, one credit in an additional art elective(s), portfolio review, and/or recommendation from teacher

Recommended: Take Art Seminar simultaneously with AP Studio Art.

The AP Studio Art course is offered to Junior and Senior students who have exhibited a high ability and serious attitude toward their art studies. The Advanced Placement (AP) Program allows students to pursue and receive credit for college-level art work at the secondary school level. Students will prepare a portfolio in one of two categories as described below from The College Board Website. This will prepare students to take the AP Exam offered in May.

• The Drawing Portfolio is designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that can be addressed through a variety of means. Many works of painting, printmaking, and mixed media, as well as abstract, observational, and inventive works may qualify.

• The 2D Design Portfolio is intended to address a very broad interpretation of two-dimensional design issues. This type of design involves purposeful decision-making about how to use the elements and principles of design in an integrative way. For this portfolio, students are asked to use a variety of art forms that could include, but are not limited to, graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration printmaking, and painting, etc.

BUSINESS & FINANCE TECHNOLOGY

COURSE LEVELS

Courses are offered at three instructional levels distinguished by the type of instruction, the pacing of the learning, and the depth of standards. Students are recommended for these levels based on teachers' evaluations. These levels are:

H/AP/UConn ECE - Honors/Advanced Placement/UConn Early College Experience
This instructional level balances individual inquiry and collaborative analysis, which will help students to discuss and exchange ideas effectively. Rigorous coursework is geared toward the mastery of state and national standards extending beyond the typical high school curricula including Advanced Placement and UConn Early College Experience courses. The pace of classes mirrors college level learning. Students taking and passing the AP examinations may be eligible for college credits, which can greatly reduce college costs.

CCP - Competitive College Preparatory
This instructional level balances individual and collaborative learning experiences, which will help students to strengthen their learning capacity. Challenging coursework is geared toward the mastery of state and national standards. The pace of classes prepares students for college level learning.

CP - College and Career Preparatory
This instructional level provides comprehensive instruction focusing on modeling and guided practice, which will help students to progress as independent learners. Engaging coursework is geared toward the mastery of core state and national high school standards. The pace of classes provides students with a strong foundation for college level learning.

Business and Finance Technology courses provide a solid educational foundation for all students. They learn to become knowledgeable and ethical decision-makers in their roles as consumers, workers, and citizens. They are introduced to the basics of personal finance, the economic principles of an increasingly international marketplace, and the processes by which businesses operate. In addition, these courses provide students with practical guidelines needed to manage their personal and professional lives. They challenge students to develop their creative thinking skills and to become independent learners. Students apply their business knowledge and technical skills by engaging in activities which require analysis, synthesis and evaluation. This prepares them to become astute business persons and citizens who are capable of making critical economic and/ or managerial decisions.

Business Course Offerings	Credits	Course Level	Offered in Grade:			
			9	10	11	12
Accounting I	0.5	CP/CCP		X	X	X
Accounting II	0.5	CCP		X	X	X
Advanced Accounting	1	H			X	X
Business Communications	0.5	CP/CCP			X	X
Business Law	0.5	CCP			X	X
Business Office Applications (class)	1	CP				X
Business Office Applications (field work experience)	1	CP				X
Careers & Leadership	0.5	CP	X	X		
Diversified Occupations (class)	1	CP				X
Diversified Occupations (field work experience)	1	CP				X
UCONN Economic Principles	0.5	H/ECE		X	X	X
UCONN AP Microeconomics	1	H/ECE			X	X
International Business	0.5	CCP			X	X
Introduction to Business	0.5	CCP	X	X		
Management & Entrepreneurship	0.5	CCP			X	X
Marketing I	0.5	CCP	X	X	X	X
Marketing II	0.5	CCP	X	X	X	X
Marketing III (class)	1	CCP				X
Marketing III (field work experience)	1	CP				X
Microsoft Office I	0.5	CP	X	X	X	X
Microsoft Office II	0.5	CCP	X	X	X	X
Money Management	0.5	CCP		X		
Personal Finance	0.5	CP/CCP			X	X
Online Personal Finance	0.5	CCP			X	X
Sports & Entertainment Marketing	0.5	CCP		X	X	X
21st Century Skills in a Business Environment	1	CCP			X	X

CO-CURRICULAR STUDENT ORGANIZATIONS
AVAILABLE TO ALL STUDENTS

DECA - An Association of Emerging Leaders & Entrepreneurs

FBLA - Future Business Leaders of America

COURSES AVAILABLE FOR COLLEGE CREDIT

Tunxis Community College	University of Connecticut	University of Iowa
Accounting II Advanced Accounting Money Management Personal Finance CCP	UConn AP Microeconomics UConn Economic Principles	Management & Entrepreneurship
For more information and requirements please see course description or contact any business teacher.		

ACCOUNTING AND FINANCE

ACCOUNTING I **Grades 10-12** **Credit: 0.5** **CCP, CP Level** **Half year** **S**
This course provides a basic understanding of the fundamentals of accounting including concepts and principles with emphasis on practical application. Students will also utilize Microsoft Excel throughout the semester. Students will complete the accounting cycle for a sole proprietorship that includes recording, classifying, and summarizing information that leads to the preparation of financial statements. Areas of sales, purchases, cash, payables, and receivables are examined in the course.
May be taken for Mathematics Credit

ACCOUNTING II **Grades 10-12** **Credit: 0.5** **CCP Level** **Half Year** **S**
Prerequisite: successful completion of Accounting I with a passing grade. Three College Career Pathways Credits will be earned at the successful completion of this course.
This course is a continuation of Accounting I. It provides students the opportunity for in-depth study of accounting procedures related to a retail corporation. Students will be completing payroll applications for a business. A practice set is completed in this course, which allows students to work through an entire accounting cycle including the use of special journals. Excel will be used to prepare various working papers including financial statements. **May be taken for Mathematics Credit**

ADVANCED ACCOUNTING **Grades 11-12** **Credit: 1** **H Level** **Full Year** **S**
Prerequisite: successful completion of Accounting II with a passing grade. Three College Career Pathways Credits will be earned at the successful completion of this course.
This course will provide advanced accounting training for the student who is interested in accounting as a career. This class provides the college-bound student planning to major in accounting, finance, or management an excellent foundation in financial accounting. In addition, students will explore areas of budgeting and managerial accounting. Detailed financial analysis, interpretation, and problem solving is emphasized to enhance future study on the post-secondary level. Excel and technology based-education will be used in this class. **May be taken for Mathematics Credit**

BUSINESS MANAGEMENT: GRADES 9-10

CAREERS & LEADERSHIP **Grades 9-10** **Credit: 0.5** **CP Level** **Half Year** **H**
This course is designed to give students experiences related to career opportunities and leadership skills. Students will have the opportunity to research various career options through self-analysis and exploration. Students will prepare an employment portfolio and develop interviewing skills. In addition, students will be introduced to basic leadership principles and practices. Students will be introduced to the various clubs offered at SHS.

INTRODUCTION TO BUSINESS **Grades 9-10** **Credit: 0.5** **CCP Level** **Half Year** **H**
This introductory course is designed to expose students to the challenging world of business, serving as a background for other business courses offered at Southington High School, as well as students considering a major in business at the college level. Topics covered include: business law, management, economics, accounting, marketing, communications, and finance. Students will examine basic concepts of business disciplines and how they are related in a consumer driven economy. Students will have the opportunity to participate in many group and computer-based activities and projects, develop presentation skills, and examine ethical questions and current events in an ever- changing business world.

BUSINESS MANAGEMENT: GRADES 11-12

BUSINESS COMMUNICATIONS **Grades 11-12** **Credit: 0.5** **CP, CCP Level** **Half Year** **H**
This course will strengthen and refine basic skills in all phases of communication including reading, writing, listening, speaking, interpreting nonverbal cues, and applying decision-making skills to problem-solving activities. The course is designed to give students a foundation on which to build additional skills needed for successful careers in every phase of business, including preparation for employment in any industry. **May be taken for English Credit in Senior Year.**

BUSINESS LAW **Grades 11-12** **Credit: 0.5** **CCP Level** **Half Year** **H**
This course will provide students with a general understanding of present-day laws. Emphasis is placed on business law, which includes consumer laws and contract laws. Business Law students are introduced to the study of the American legal system, civil law, criminal law, and the rights and responsibilities of young people. This course is recommended for students planning to major in business at the college level. **May be taken for Social Studies Credit**

UCONN ECONOMIC PRINCIPLES **Grades 10-12** **Credit: 0.5** **H Level** **Half Year** **H**
This course provides students with a general understanding and appreciation of the free enterprise system. It is a general introduction to micro- and macroeconomics. Economic concepts and topics include: opportunity costs, demand and supply, incentives, comparative advantage, inflation and employment policies, and economic growth. It is an Early College Experience course that qualifies a high school student to receive 3 credits when completing the course with a 75 or better (UCONN-ECONN1000). **May be taken for Social Studies Credit**

UCONN AP MICROECONOMICS **Grades 11-12** **Credit:1** **H Level** **Full Year** **H**
Prerequisite: Algebra II, CCP Level
This course provides students with a general understanding of how governments and firms choose their economic policies and how those policies influence world development. Microeconomics is the study of economic decisions on an individual level. Concepts will include consumer and producer theory, market structure, economic efficiency, government intervention, completion and emerging types of corporate structures. The course studies how economic decisions are made on the consumer and producer level, and how the government can aid or hinder prosperity. Students will be using and analyzing data to create charts and graphs to explain economic concepts. It is an Early College Experience course that qualifies a high school student to receive 3 credits when completing the course with a 75 or better (UCONN-ECONN1201).

*Students who wish to receive college credit may qualify by taking the standardized AP Microeconomics Examination given in May. Requirements, applications, and other descriptive material will be furnished by the instructor and/or the guidance department. Students who enroll in this course are expected to take the AP Exam and pay the required fee.

INTERNATIONAL BUSINESS **Grades 11-12** **Credit: 0.5** **CCP Level** **Half Year** **H**
This course is designed to provide students the opportunity to understand international business and the effect it has on businesses in the United States. Awareness of cultural diversity, political, legal, and economic factors (which impact international business on a daily basis) will be discussed. In addition, students will be involved in a variety of authentic research-based projects focused on a targeted country. Students will also experience a real-life analytical project of international business expansion for a current global enterprise.

MANAGEMENT & ENTREPRENEURSHIP **Grades 11-12** **Credit: 0.5** **CCP Level** **Half Year** **H**
Three college credits may be earned at the successful completion of this course.
This course is intended to serve students who wish to learn what business is, how it operates, and how it is managed. It will include a study of the business environment, communications, human relations, ethics, marketing, and leadership utilizing problem solving, critical thinking, and decision making. Students will work through the process of pitching business ideas and writing a business plan. Students have the opportunity to take an online test for the course through the University of Iowa. A score of 70 or better on the test earns three transferable college credits in ENTR 1010, Exploring Entrepreneurship.

21st CENTURY SKILLS in the BUSINESS ENVIRONMENT **Grades 11-12** **Credit: 1.0** **CCP Level** **Full Year** **S**
This course provides students with an opportunity to create *The Chronicle* yearbook as part of a course. Students will have a hands-on approach to making this class their own by utilizing their photography, writing, graphic design, editing, and marketing skills. They will then incorporate those skills by becoming graphic designers using software from the yearbook company. Students will be able to utilize many business skills that include managing, marketing, financing, and accounting. Students will be expected to cover school related events outside of the school day. **Interested students must apply for and be accepted into this course.**

COMPUTER INFORMATION SYSTEMS

MICROSOFT OFFICE I **Grades 9-12** **Credit: 0.5** **CP Level** **Half Year** **S**
Microsoft Office I offers the students an introduction to the use of Word, Excel, and PowerPoint to create professional communication for personal and business applications. Keyboarding skills will be reviewed. Microsoft Word topics covered will include document formatting for letters, e-mails, resumes, reports, and flyers. Microsoft Excel topics covered will include formatting spreadsheets and using formulas for calculations. Microsoft PowerPoint topics covered will include creating basic presentations.

MICROSOFT OFFICE II **Grades 9-12** **Credit: 0.5** **CCP Level** **Half Year** **S**

Prerequisite: successful completion of Microsoft Office I with a passing grade

Microsoft Office II provides the student with hands-on experience in intermediate features of Microsoft Office software. Microsoft Word topics will include advanced reports, columns, tables, merging, and creative writing. Microsoft Excel topics will include what/if analysis, creating charts, critical thinking, and creative spreadsheets. Microsoft Access topics covered will include creating and printing databases and formatting simple reports. Microsoft PowerPoint topics will include editing slides, applying animation, slide transition, and advanced presentations. Students will have exposure to Microsoft Publisher software and templates.

MARKETING

MARKETING I **Grades 9-12** **Credit: 0.5** **CCP Level** **Half Year** **H**

Marketing I is an introduction to the basic concepts of marketing and business. Students will learn the foundational concepts used in marketing strategies, specifically within the marketing mix, as well as how marketing works within different economies, different types of businesses, and throughout the world. Students will work in the DECA School Store during class periods to gain hands-on experience in the concepts they learn in the classroom. Students are encouraged to participate in DECA, a co-curricular student organization that prepares emerging leaders and entrepreneurs in marketing, finance, hospitality, and management, to enhance classroom learning and future college and career opportunities.

MARKETING II **Grades 9-12** **Credit: 0.5** **CCP Level** **Half Year** **H**

Prerequisite: successful completion of Marketing I with a passing grade

Marketing II is a continuation of the skills and concepts learned in Marketing I. Students will discover different types of management, enhance communication skills, and travel through the professional selling process with a culminating sales presentation project. Students will work in the DECA School Store during class periods to gain hands-on experience in the concepts they learn in the classroom. Students are encouraged to participate in DECA, a co-curricular student organization that prepares emerging leaders and entrepreneurs in marketing, finance, hospitality, and management, to enhance classroom learning and future college and career opportunities.

SPORTS AND ENTERTAINMENT MARKETING **Grades 10-12** **Credit: 0.5** **CCP Level** **Half Year** **H**

Prerequisite: successful completion of Marketing II with a passing grade

This course provides an opportunity for students to explore marketing in relation to the sports and entertainment industries. In this course, students will explore the world of sports and entertainment in real projects and applications. Students will work in the DECA School Store during class periods to gain hands-on experience in the concepts they learn in the classroom. Students are encouraged to participate in DECA, a co-curricular student organization that prepares emerging leaders and entrepreneurs in marketing, finance, hospitality, and management, to enhance classroom learning and future college and career opportunities.

MARKETING III **Grade 12** **Credits: 1** **CCP Level** **Full Year** **H**

Prerequisite: successful completion of Marketing II.

Marketing III is the culminating course in the Southington High School Marketing Program. Students will learn and apply marketing strategies that build on the content they learned in Marketing I and II through various applications and experiences. Students will develop skills in project management, communication, collaboration, creativity, and leadership. Students will work in the DECA School Store during class periods to gain hands-on experience in the concepts they learn in the classroom. Students are encouraged to participate in DECA, a co-curricular student organization that prepares emerging leaders and entrepreneurs in marketing, finance, hospitality, and management, to enhance classroom learning and future college and career opportunities.

PERSONAL FINANCE

MONEY MANAGEMENT **Grade 10** **Credit: 0.5** **CCP Level** **Half Year** **S**

Three College Career Pathways Credits will be earned at the successful completion of this course.

This course is designed to introduce students to basic money management skills. The course will address the importance of personal financial goals, budgeting, savings accounts, checking accounts, credit cards, investing basics and risk management. Students will learn basic money management concepts through a hands-on approach utilizing computers and real life projects. Successful completion of Algebra I is recommended.

PERSONAL FINANCE **Grade 11-12** **Credit: 0.5** **CCP, CP Level** **Half Year** **S**

Three College Career Pathways Credits will be earned at the successful completion for the CCP Level of this course.

This course will inform students how individual choices directly influence occupational goals and future earning potential. Real world topics covered will include income, money management, spending and credit, and saving and investing. Students will use a hands on approach to design personal and household budgets utilizing checking and saving accounts, gain knowledge in debt and credit management and evaluate and understand insurance and taxes. **May be taken for Mathematics Credit**

ONLINE PERSONAL FINANCE **Grade 11-12** **Credit: 0.5** **CCP Level** **Half Year** **S**

Three College Career Pathways Credits will be earned at the successful completion of this course.

This course will be taught in an online platform and should be taken by highly motivated students who work well independently. Students will gain knowledge in real world topics including: income, money management, buying with credit, and saving and investing.

Students will use a hands on approach to design personal and household budgets utilizing checking and saving accounts, gain knowledge in debt and credit management and evaluate and understand insurance and taxes. **May be taken for Mathematics Credit**

COOPERATIVE WORK EXPERIENCE PROGRAMS (GRADE 12 ONLY)

BUSINESS OFFICE APPLICATIONS CLASSROOM **Grade 12** **Credit: 1** **CP Level** **Full Year** **H**
Business Office Applications is a program of classroom instruction and actual office work experience. This program is designed for students who have been enrolled in Business courses throughout their high school career. Pre-employment and employer recommendation in an office job is highly recommended. Class meets one period each day to develop office technology, human relations, communications, money management, and other important skills.

BUSINESS OFFICE APPLICATIONS FIELD WORK EXPERIENCE **Grade 12** **Credit: 1** **CP Level** **Full Year** **H**
Prerequisite: Must be enrolled in Business Office Applications
One credit will be given for classroom performance within the Business Office Applications course and one credit will be given for work experience. Students must earn a passing grade for the classroom work in order to receive credit for the cooperative work experience. Students must work a total of 90 hours per academic quarter. When a student is absent from school, work hours will not be counted for the cooperative hours. Pre-employment and employer acknowledgement of a student's commitment to the program is required and should be secured by the start of the school year. Students may be dismissed from the program if they are not gainfully employed within ten school days from the start of classes. In addition, students who do not remain in compliance with course requirements may be removed from the program. Early dismissal and school credit for work are privileges earned by the students.

DIVERSIFIED OCCUPATIONS CLASSROOM **Grade 12** **Credit: 1** **CP Level** **Full Year** **H**
Cooperative Work Experience – Diversified Occupations (CWE-DO) One credit will be given for classroom performance in this School to Career course and one credit will be given for the practical work experience. Students explore areas that include career readiness, career acquisition, career retention, economics, and integrated learning and life skills. During this experience, students learn to master the practical skills necessary to transition successful into future career employment.

DIVERSIFIED OCCUPATIONS FIELD WORK EXPERIENCE **Grade 12** **Credit: 1** **CP Level** **Full Year** **H**
Prerequisite: Must be enrolled in Diversified Occupations classroom
Cooperative work experience is a senior level course for students who have earned a minimum of 15 credits. One credit will be given for classroom performance and one credit will be given for the work experience. A total of 90 hours per academic quarter and 360 hours for the year are required. Students have the option of entering into a pre-apprentice and/or apprentice based experience with a mentor and instructors approval. Students who do not remain in compliance with course requirements may be removed from the program if necessary.

CWE - MARKETING FIELD WORK EXPERIENCE **Grade 12** **Credit: 1** **CP Level** **Full Year** **H**
Prerequisite: Must be enrolled in Marketing III
In order to participate in the Marketing Cooperative Work component, students must be employed in a part-time training position in the occupational areas of retailing, marketing, or management. During this internship period, which includes an early dismissal privilege, the student will receive school credit for work, occupational experience, and regular industry pay for their job. One credit will be given for classroom performance within the Marketing III course with an additional credit awarded for successful completion of work experience. Students must earn a passing grade for the classroom work in order to receive credit for the cooperative work experience. Students must work a total of 90 hours per academic quarter and submit documentation for employment, hours worked, and employer evaluations. When a student is absent from school, work hours will not be counted for the cooperative hours. Pre-employment and employer acknowledgement of a student's commitment to the program is required and should be secured by the start of the school year. Students may be dismissed from the program if they are not gainfully employed within ten school days from the start of classes. In addition, students who do not remain in compliance with course requirements may be removed from the program.

ENGLISH LANGUAGE ARTS

COURSE LEVELS

Courses are offered at three instructional levels distinguished by the type of instruction, the pacing of the learning, and the depth of standards. Students are recommended for these levels based on teachers' evaluations. These levels are:

H/AP/UConn ECE - Honors/Advanced Placement/UConn Early College Experience
This instructional level balances individual inquiry and collaborative analysis, which will help students to discuss and exchange ideas effectively. Rigorous coursework is geared toward the mastery of state and national standards extending beyond the typical high school curricula including Advanced Placement and UConn Early College Experience courses. The pace of classes mirrors college level learning. Students taking and passing the AP examinations may be eligible for college credits, which can greatly reduce college costs.

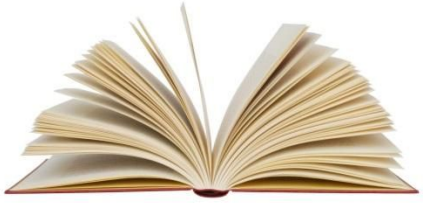
CCP - Competitive College Preparatory
This instructional level balances individual and collaborative learning experiences, which will help students to strengthen their learning capacity. Challenging coursework is geared toward the mastery of state and national standards. The pace of classes prepares students for college level learning.

CP - College and Career Preparatory
This instructional level provides comprehensive instruction focusing on modeling and guided practice, which will help students to progress as independent learners. Engaging coursework is geared toward the mastery of core state and national high school standards. The pace of classes provides students with a strong foundation for college level learning.

Literacy Lab
The Southington High School Literacy Lab is available to any student who wishes to receive academic support with his or her English course work. In addition, students may also go to the Literacy Lab if they wish to receive additional practice with standardized tests such as the PSAT and SAT/ACT or assistance with their college essays. The Literacy Lab is open during Periods 1 - 8 and is located in room in the back of the library/media center. If students have a lunch/study during one of these periods, then they should report directly to the Literacy Lab at the start of the period.

Summer Reading Requirement:
In an effort to motivate students to read good literature and improve their performance in high school, the English Department and the Southington Board of Education require all students to read at least one book during the summer. Books have been selected and recommended for each grade. CCP AND CP students choose one book from their grade level recommended reading list and answer the questions found on the website. Honors/AP students should complete the assignment listed for their grade level. The information is available on the Summer Reading page of the school's website.

Honors/AP Sequence		CCP Sequence		CP Sequence	
9	Honors English I	9	English I	9	English I
10	Honors English II	10	English II	10	English II
11	AP Literature & Composition	11	English III	11	English III
12	AP Language & Composition	12	British Literature I	12	Composition & Grammar
Electives: No Honors or AP level electives		Electives: Creative Writing (11-12) Humanities (12) Journalism (11-12) Literature & Pop Culture (12) Logic in Reasoning (12) Public Speaking (11-12) Theater and Film Studies(10-12) War in Literature (12) Writing for Scientists and Engineers (11-12)		Electives: College Reading (12) Introduction to Acting (11) Society & Media (12) Text to Film (12)	
Unleveled Electives Academic Skills for SAT's (11)					



READING COURSES

Enrollment in literacy classes is determined by the literacy team. Parents and students will be notified if registration is necessary.
**** STUDENTS WHO RECEIVE SPECIAL EDUCATION SERVICES MAY BE PLACED IN LITERACY CONNECTIONS AS DETERMINED BY THE INDIVIDUAL EDUCATIONAL PLAN (IEP) WHICH IS DEVELOPED AT THE PLANNING AND PLACEMENT TEAM (PPT).**

LITERACY CONNECTIONS I **Grades 9-12** **Credit: 0.5** **CP Level** **Fall Semester** **H**
This course is designed and required for students whose reading skills need further development, as evidenced by classroom performance and data. Materials will be chosen to accommodate the student's instructional level and to improve the student's reading ability.

LITERACY CONNECTIONS II **Grades 9-12** **Credit: 0.5** **CP Level** **Spring Semester** **H**
This course is a continuation of Literacy Connections I.
****STUDENTS MUST ENROLL FOR BOTH LITERACY CONNECTIONS 1 AND 2 AT THE TIME OF REGISTRATION**

LITERACY CONNECTIONS III **Grades 10-12** **Credit: 0.5** **CP Level** **Fall Semester** **H**
This course is meant for students who have completed Literacy Connections I and II, who would benefit from additional reading support based on their performance. Materials will be chosen to accommodate the student's instructional level and to improve the student's reading ability.

LITERACY CONNECTIONS IV **Grades 10-12** **Credit: 0.5** **CP Level** **Spring Semester** **H**
This course is a continuation of Literacy Connections III.

***STUDENTS MUST COMPLETE LITERACY CONNECTIONS I AND II PRIOR TO TAKING LITERACY CONNECTIONS III AND/OR IV.**

FRESHMAN REQUIREMENTS

All students are required to earn one credit in one of the following full year Freshman courses to satisfy graduation requirements

ENGLISH I **Grade 9** **Credit: 1** **CP, CCP, H Levels** **Full Year** **H**
Prerequisites: Grade 9 course levels are recommended based on teacher observation and student performance that includes multiple data points. These data points include performance on SBA, STAR, grades in ELA, and /or teacher recommendation. If you have any questions, please speak with your child's current grade 8 teacher.
Please note the following guidelines for Honors placement: SBA score of 4, STAR percentile rank at/above 70, and classroom performance.
English 1 examines the development of the short story, drama, and the novel. Literary analysis and basic English proficiency skills are emphasized. Students study a sampling of literature from various time periods and at varying levels of complexity.. In addition, students are exposed to the reading and analysis of non-fiction selections. The course endeavors to teach the language skills: reading comprehension, writing, critical thinking, speaking and listening.

SOPHOMORE REQUIREMENTS

All students are required to earn one credit in one of the following full year Sophomore English courses to satisfy graduation requirements

ENGLISH II **Grade 10** **Credit: 1** **CP, CCP, H Levels** **Full Year** **H**
Prerequisites: For Honors - minimum grade of 85 in English I H, 90 in English I CCP, minimum score of 80 or higher on most recent DRP, and/or teacher recommendation
English II continues to examine the development of the short story, drama and the novel. Literary analysis and basic English proficiency skills are studied in more depth. Students continue to read and study a sampling of literature from various time periods and at varying levels of complexity. The course further develops students' language arts skills: reading comprehension, writing, critical thinking, speaking, and listening.

JUNIOR REQUIREMENTS

All students are required to earn a passing grade in AP Literature and Composition or English III taught at the CCP or CP levels to satisfy graduation requirements

AP LITERATURE and COMPOSITION **Grade 11** **Credit: 1** **H Level** **Full Year** **H**
Prerequisites: minimum grade of 80 in English II H, 85 in English II CCP, minimum score of 85 or higher on most recent DRP, and /or teacher recommendation.
AP Literature and Composition is designed for the student who has already demonstrated a high degree of expertise in reading, writing, vocabulary usage, spelling and grammar. This course is designed as an entry level college course and presents the possibility of gaining advanced placement credit upon entrance to college. Emphasis is placed on the development of the student's ability to read, think, and write critically about complex literature while growing in awareness of the cultural interplay between the history of ideas and great literary works.

ENGLISH III **Grade 11** **Credit: 1** **CP, CCP Levels** **Full Year** **H**
English III focuses on American Literature by using selections from all types of writing to familiarize students with our heritage and to teach them critical evaluation skills. Students continue to improve their writing skills as they build independence. The technique of writing a documented analytical essay is included. The course further develops students' language arts skills: reading comprehension, writing, critical thinking, speaking, and listening.

SENIOR REQUIREMENTS

All students are required to earn a passing grade in AP English Language and Composition or English IV taught at the CCP or CP levels. In addition, every senior not enrolled in Advanced Placement Language and Composition must choose one additional English course (1/2 credit) in the senior year. In their senior year all students must pass the equivalent of one credit of senior English

AP LANGUAGE and COMPOSITION **Grade 12** **Credit: 1** **H Level** **Full Year** **H**
Prerequisites: minimum grade of 80 in AP Literature and Composition, 85 in English III CCP, a minimum score of 85 or higher on most recent DRP and/or teacher recommendation
AP Language and Composition is designed for the student who has already demonstrated a high degree of expertise in reading, writing, vocabulary usage, spelling and grammar. This course is designed as an entry level college course and presents the possibility of gaining advanced placement credit upon entrance to college. Students read a variety of texts and practice basic elements of rhetoric: writing with a purpose, addressing and appealing to an audience, creating effective text structures, and affecting an appropriate style. Emphasis is placed on the development of the student's abilities to read, think and write critically about both nonfiction and fiction.

ENGLISH IV: BRITISH LITERATURE I **Grade 12** **Credit: 0.5** **CCP Level** **Half Year** **H**
This course surveys British Literature from Beowulf to Shakespeare. The course emphasizes critical reading and writing with a focus on literary analysis.

ENGLISH IV: COMPOSITION and GRAMMAR **Grade 12** **Credit: 0.5** **CP Level** **Half Year** **H**
This course explores narrative, expository, analytical, and argumentative essays in conjunction with a review of grammar, vocabulary, and usage. Students will practice various forms of writing with emphasis on the organization, diction, and tone appropriate to each form, purpose, and audience.

SENIOR ELECTIVES

COLLEGE READING **Grade 12** **Credit: 0.5** **CP Level** **Half Year** **H**
This course stresses the analysis and comprehension of materials needed for college success. It prepares students for the higher reading demands of a college curriculum. The course will develop the critical skills of inferential and evaluative comprehension. Students will also monitor their own progress and set goals for themselves through reflection of various assessments. A culminating portfolio will showcase skills mastered throughout the course.

SOCIETY AND MEDIA **Grade 12** **Credit: 0.5** **CP Level** **Half Year** **H**
This course is a study of society through a reflective lens of multiple media outlets. The contents of television, radio, films, newspapers, and magazines form the basis of this course of study. Students have the opportunity to experiment with these methods of communication in addition to studying the influence of media in their lives.

LOGIC IN REASONING **Grade 12** **Credit: 0.5** **CCP Level** **Half Year** **H**
Logic is the study of the principles of effective reasoning. Logic clarifies thinking and helps to evaluate the reasoning behind the claims that people make in articles, essays, editorials, and theories encountered throughout life. The course is designed as an aid in constructing and deconstructing arguments in all types of non-fiction material. Students will improve their understanding of arguments, inferences, and validity to assist them in their own writing.

HUMANITIES **Grade 12** **Credit: 0.5** **CCP Level** **Half Year** **H**
Literature and the Arts through the Ages - Humanities is the study of human values, beliefs, ethics, uncertainties, aesthetics, and creative expressions. Looking to the past, present, and future, we seek to understand the wisdom of past cultures to better understand

our current status and future endeavors as a species as we try to determine what it is that makes us human. This course includes lecture, media presentations, analytical writing, interviews, and creative projects.

TEXT TO FILM **Grade 12** **Credit: 0.5** **CP Level** **Half Year** **H**
This project based course focuses on the study of books and short stories that have inspired films. This course is designed to look at texts of various levels and the films they inspired. Students will have the chance to read texts and view film adaptations or portions of adaptations then respond via assessments aligned to the CCSS reading, writing and presenting standards.

LITERATURE AND POP CULTURE **Grade 12** **Credit: 0.5** **CCP Level** **Half Year** **H**
This course is an offering for the avid reader who enjoys the modern text. The discourse about current issues, philosophy, and modern narrative techniques drives this class. Through the study of contemporary genres including flash fiction, fantastic realism, crossover fiction, memoirs, the graphic novel, and the like, students explore how pop culture has and continues to influence modern day works.

WAR IN LITERATURE **Grade 12** **Credit:0.5** **CCP Level** **Half Year** **H**
Of the past 3,400 years, humans have been entirely at peace for 268 of them (roughly 8% of recorded history). Armed conflict and war has been the greatest political, social, technological and economic shaping-force the world has seen. Because of its vastness, we often read about these struggles from a distance -- numbers and statistics, casualties counts and miles of captured land. But behind the bullets and bombs, bows and arrows, humans struggle to survive. This course explores war and combat through the eyes of those it most impacts – everyday men and women. We will look to answer the questions: Is combat necessary for the survival of civilization, and why is war essentially a human trait?

OTHER ELECTIVES

ACADEMIC SKILLS FOR SATs **Grade 11** **Credit: 0.5** **Unleveled** **Fall Semester** **S/H**
This course is designed to prepare students to take the Scholastic Aptitude Test. Students will work to develop skills and strategies needed to meet with success on the SAT. As an elective course, students will receive 0.5 credit. This course, however, will not satisfy English credits needed for graduation.

THEATER AND FILM STUDIES **Grades 10-12** **Credit: 0.5** **CCP Level** **Half Year** **H**
This class serves as an overview of drama as an essential art form throughout the ages, which culminates with the study of classical film and world cinema. The course introduces students to the basic tenets and principles of drama and film, while emphasizing the origin of drama and the historical importance of entertainment within culture and society.

INTRODUCTION TO ACTING **Grades 10-12** **Credit: 0.5** **CP Level** **Half Year** **H**
This course is an introduction to the art of acting with emphasis placed on characterization, movement, analysis, diction, line reading, and short performances.

CREATIVE WRITING **Grades 11-12** **Credit: 0.5** **CCP Level** **Half Year** **H**
Creative writing encourages student writing and creativity. Students will be taught how to write short fiction, poetry and a play. Style will be studied as it applies to the individual needs of each student.

JOURNALISM **Grades 11-12** **Credit: 0.5** **CCP Level** **Half Year** **H**
The purpose of the course is to develop a better understanding of text as it appears in various forms of media: newspaper, magazine, radio, television. Close examination of the text will reveal how these media serve the public and to what extent they influence the audience. Writing precise prose needed in news reporting is taught. Skills such as headline writing and copy editing are introduced. Students are given the opportunity to contribute to the online school newspaper *The Emblem*.

WRITING FOR SCIENTISTS AND ENGINEERS **Grades 11-12** **Credit: 0.5** **CCP Level** **Half Year** **H**
Writing for Scientists and Engineers prepares students to write consistently and concisely for the fields of Science and Engineering. The course is co-taught by English and Technology/Engineering Education teachers. Students learn to create assembly procedures, physical descriptions, scientific method reports, engineering proposals, business communication products, and websites. Students learn to effectively work as individuals, in small groups, and in large groups to master communication skills and deliverables.

PUBLIC SPEAKING **Grades 11-12** **Credit: 0.5** **CCP Level** **Half Year** **H**
Public Speaking is designed to help students become more effective speakers. Through the preparation and delivery of a wide range of oral presentations, students will develop and sharpen skills necessary for appropriate public speaking and ready themselves for “real life” speaking situations. Speech types include famous speeches, demonstration, persuasive, argumentative, and literary monologue.

ENGLISH LANGUAGE LEARNERS

ENGLISH FOR LANGUAGE LEARNERS **Grades 9-12** **Credit: 1** **CP Level** **Full Year** **H**
This English course is designed to help improve the English proficiency of foreign speaking students. Lessons will focus on the individual needs of the student specific to writing, grammar, speaking, and listening. Students will be enrolled in a single or double period according to student needs and teacher recommendation. **Foreign exchange students are NOT eligible to take this course**

FAMILY & CONSUMER SCIENCES

COURSE LEVELS

Courses are offered at three instructional levels distinguished by the type of instruction, the pacing of the learning, and the depth of standards. Students are recommended for these levels based on teachers' evaluations. These levels are:

H/AP/UConn ECE - Honors/Advanced Placement/UConn Early College Experience
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CP - College and Career Preparatory
This instructional level provides comprehensive instruction focusing on modeling and guided practice, which will help students to progress as independent learners. Engaging coursework is geared toward the mastery of core state and national high school standards. The pace of classes provides students with a strong foundation for college level learning.

Southington High School Family & Consumer Sciences: The Bridge to Graduation and Beyond

Family & Consumer Sciences Elective Courses			
Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Bake Shop Careers in Health Services Fabric Creations Interior Design	Bake Shop Careers in Health Services Fabric Creations Food Production Foods for Fitness & Health Child Development Interior Design	Bake Shop Careers in Health Services Child Development Lab Consumer Economics Culinary Arts (2 credits) Designer Originals Fabric Creations Family & Society Food Production Foods for Fitness & Health Interior Design	Bake Shop Careers in Health Services Consumer Economics Child Development Lab Culinary Arts (2 credits) Designer Originals Intro to Teaching (1 credit) Fabric Creations Family & Society Foods for Fitness & Health Interior Design Life Span Development

The Family & Consumer Sciences department provides varied experiences and opportunities for students to acquire attitudes and skills to help establish values that strengthen individual and family living. The courses provide students with school to career readiness skills.

College credit can be earned through course work in Family & Consumer Sciences. For more information, please contact the department leader or your school counselor.

Family and Consumer Sciences Core Values

- Belief in the family as a fundamental unit of society.
- Embrace diversity and value all people.
- Support life-long learning and diverse scholarship.
- Exemplify integrity and ethical behavior.
- Seek new ideas and initiatives and embrace change.
- Promote an integrative and holistic approach, aligned with the FCS body of knowledge, to support professionals who work with individuals, families, and communities. (AAFCS 2016)

BAKE SHOP **Grades 9-12** **Credit: 0.5** **CP Level** **Half Year** **S**
A one-semester course that is an introduction to the science and art of baking. Students will examine the science and math principles of baking and prepare a variety of baked goods. Many of the baked goods will be sold to teachers in the Supermarket.

FOODS FOR FITNESS AND HEALTH **Grades 10-12** **Credit: 0.5** **CCP Level** **Half Year** **S**
May be taken for Science Credit
Students will learn about basic nutritional needs and how to best meet the needs. Basic food selection will emphasize meal planning and snacks for optimal health. Health maintenance will be addressed as well as the special nutritional needs of various groups such as the competitive athlete. Digestion, metabolism, and absorption of food and nutrients are discussed. Students will prepare foods using recipes focused on nutrition and health.

FOOD PRODUCTION **Grades 10-12** **Credit: 0.5** **CP Level** **Half Year** **S**
This course offers students considering a career in the Culinary field an introduction into quantity food preparation. Students will be working in a commercially designed kitchen while they prepare food from hors d'oeuvres to entrees. Analyses of food costs, quality, safety and sanitation controls in addition to nutritional value will be included in the course work. Career opportunities in the food industry will also be explored.

CULINARY ARTS **Grades 11 & 12** **Credit: 2** **CCP Level** **Full Year** **S**
This is a double period class.
This applied education course introduces students to a variety of opportunities that are available in this fast growing career field. Culinary Arts is an exit course designed for a student who wishes to progress directly into a culinary arts program or the work world in the field of food service. This course is recommended for students interested in careers in hospitality management or hotel/ motel management. Instruction areas include basic skill of food preparation, safety and sanitation, and the care and use of commercial food service equipment. Students operate a restaurant, rotating through the various jobs in restaurant management and operation. After school hours may be necessary to complete course requirements.

FABRIC CREATIONS **Grades 9-12** **Credit: 0.5** **CP Level** **Half Year** **S**
This course is for the student who wishes to pursue fabric crafts and clothing construction on an individual level. It is designed for the student with little or no sewing experience. Wardrobe planning, color analysis, and the care and purchase of ready-to-wear clothing are also included.

INTERIOR DESIGN **Grades 9-12** **Credit: 0.5** **CP Level** **Half Year** **S**
This course is for those students who are interested in interior design and decorating as well as those who might wish to explore a career in this field. Class work is a combination of theory (from the text) and hands on experiences through projects and practice.

DESIGNER ORIGINALS **Grades 10-12** **Credit: 0.5** **CP Level** **Half Year** **S**
Prerequisite: Fabric Creations and/or permission of FCS Department Staff
This course is for the student who has had some experiences with sewing. It is designed for independent work on garments or fabric projects. Careers in the areas of clothing and fashion industry will also be explored.

CHILD DEVELOPMENT **Grades 10-12** **Credit: 0.5** **CCP Level** **Half Year** **S**
Students learn the developmental theories of human growth and development from conception through childhood. Students may elect to use the Real Care Baby infant simulator for which the student is responsible for twenty-four hours. There is also an opportunity for the students to use an Empathy belly which simulates a 6-8 month pregnancy.

CHILD DEVELOPMENT LAB **Grades 11-12** **Credit: 0.5** **CCP Level** **Half Year** **H**
May be taken for Social Studies Credit. **Students are eligible for Tunxis Community College credits when they achieve a grade of C or better and take Intro to Teaching.**
Students will explore a comprehensive study of the physical, emotional, social, and cognitive development of the young child. Developmental theories will be explored and application of course concepts will be applied in Southington High School's preschool experience. The students enrolled in this course are required to plan and teach a minimum 3 lessons in this preschool setting in order to receive credit.

CONSUMER ECONOMICS **Grades 11- 12** **Credit: 0.5** **CCP Level** **Half Year** **S**
Students learn about successfully living as an independent adult throughout their lifetime. The course includes consumer rights and responsibilities, effective time, money, and home management, decision-making, goal setting and planning, problem solving, and effective work and relationship skills. Students will complete projects in goal setting, budget management, home management, and renting versus buying for cars, homes, furniture, and appliances. A unit of nutrition and food preparation is included in this course.

FAMILY & SOCIETY **Grades 11-12** **Credit: 0.5** **CCP, CP Level** **Half Year** **H**
This course can be taken for Family & Consumer Sciences or Social Studies credit.
Students learn about the development of healthy and strong relationships, families, and communities. Areas of study include adolescent development, effective communication skills, personalities, love, mate selection, and the effect of family functions on a community. (This course is a good preparation for LIFESPAN DEVELOPMENT which is offered to seniors for UCONN credit.)

UCONN LIFESPAN DEVELOPMENT **Grade 12** **Credit 1.0** **ECE/AP Level** **Full Year** **S**
The Family and Consumer Sciences Department, in conjunction with the University of Connecticut, offers Lifespan Development (UConn HDFS 1070 Individual and Family Development). It is an introduction into the field of Human and Family Development within the context of the family system and the developmental changes throughout the lifespan. A student taking and passing this course with a C or better and maintaining a B+ average in all academic courses can earn 3 college credits through the University of Connecticut School of Family Studies. This course is a prerequisite for all Education, Nursing, and Family Studies majors at the University of Connecticut. The credits are transferable. The University of Connecticut requires 40 hours of fieldwork during the course. There is a fee and an application process through the University of Connecticut to earn these credits. The application deadline is in June of the junior year. Strong reading skills are needed since the course uses a college level textbook approved by the University of Connecticut. If interested, please contact the Family and Consumer Sciences department leader or your counselor for further details.

CAREERS IN HEALTH SERVICES **Grades 9 - 12** **Credit: 0.5** **CCP Level** **Half Year** **S**
This course is for any student interested in exploring and/or pursuing a career in health care services. An overview of the healthcare industry will be addressed in addition to assessing the health care career most suited to a student's individual goals and for job satisfaction. This will be accomplished by learning the specific skills needed in different health care careers and the factors that affect professional performance. If you care about and enjoy helping others, then a healthcare career may suit your personality. Come and explore the many career options available in this important industry.

INTRO TO TEACHING **Grade 12** **Credit: 1** **CCP Level** **Half Year** **H**
Prerequisite: CHILD DEVELOPMENT LAB or Introductory Psychology
Students who have taken CHILD DEVELOPMENT LAB and INTRO TO TEACHING and earn a grade of C or better may apply for college credit through Tunxis Community College.
This course is designed for students who are planning to pursue a career in early childhood or the field of education. In addition to studying child development, this course will emphasize the planning and implementation of lessons. The students in this class gain valuable experience by participating in 3 field sites in middle and elementary school classrooms. This class is articulated with Tunxis Community College.

FAMILY & CONSUMER SCIENCES

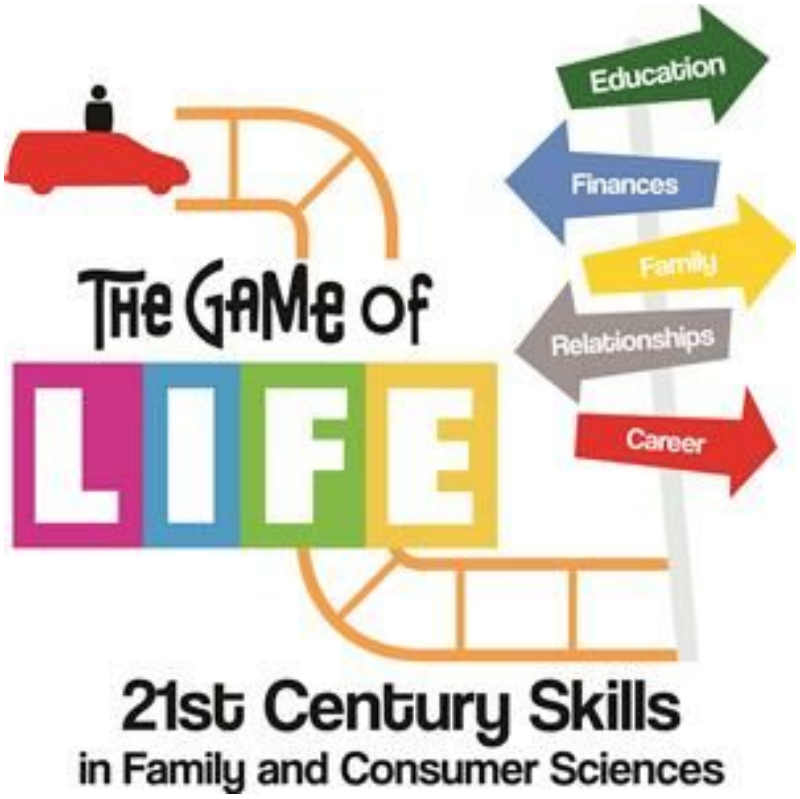
EARLY COLLEGE EXPERIENCE IN FAMILY AND CONSUMER SCIENCES FOR COLLEGE CREDIT

University of Connecticut

Southington High School Family and Consumer Sciences Department in conjunction with the University of Connecticut will offer HDFS 1070 Individual and Family Development. This course is a prerequisite for all Education, Nursing, and Family Studies majors at the University of Connecticut. Students should sign up to take Life Span Development. By taking and passing this course with a C or better and maintaining a B+ average in all academic courses, a SHS student can earn 3 credits through the University of Connecticut School of Family Studies. If interested, please contact the Family and Consumer Sciences department leader or your counselor for further details. There is an application process through the University of Connecticut to earn these credits. The application deadline is in June of the junior year.

Tunxis Community College

Family and Consumer Sciences allow students to earn college credit from Tunxis Community College while completing high school classes. Students who are interested in pursuing a career in the area of early childhood and/ or education of should discuss this with their counselor prior to the start of their junior year in high school. Acceptable grades in qualified Math, English, Science, and Applied Education courses must be part of the students' last two years of high school. An application is filled out within the applied education course. To be eligible to receive this credit, students must complete CHILD DEVELOPMENT LAB and INTRO TO TEACHING with a grade of C or higher. Both courses must appear on the high school transcript.



MATHEMATICS

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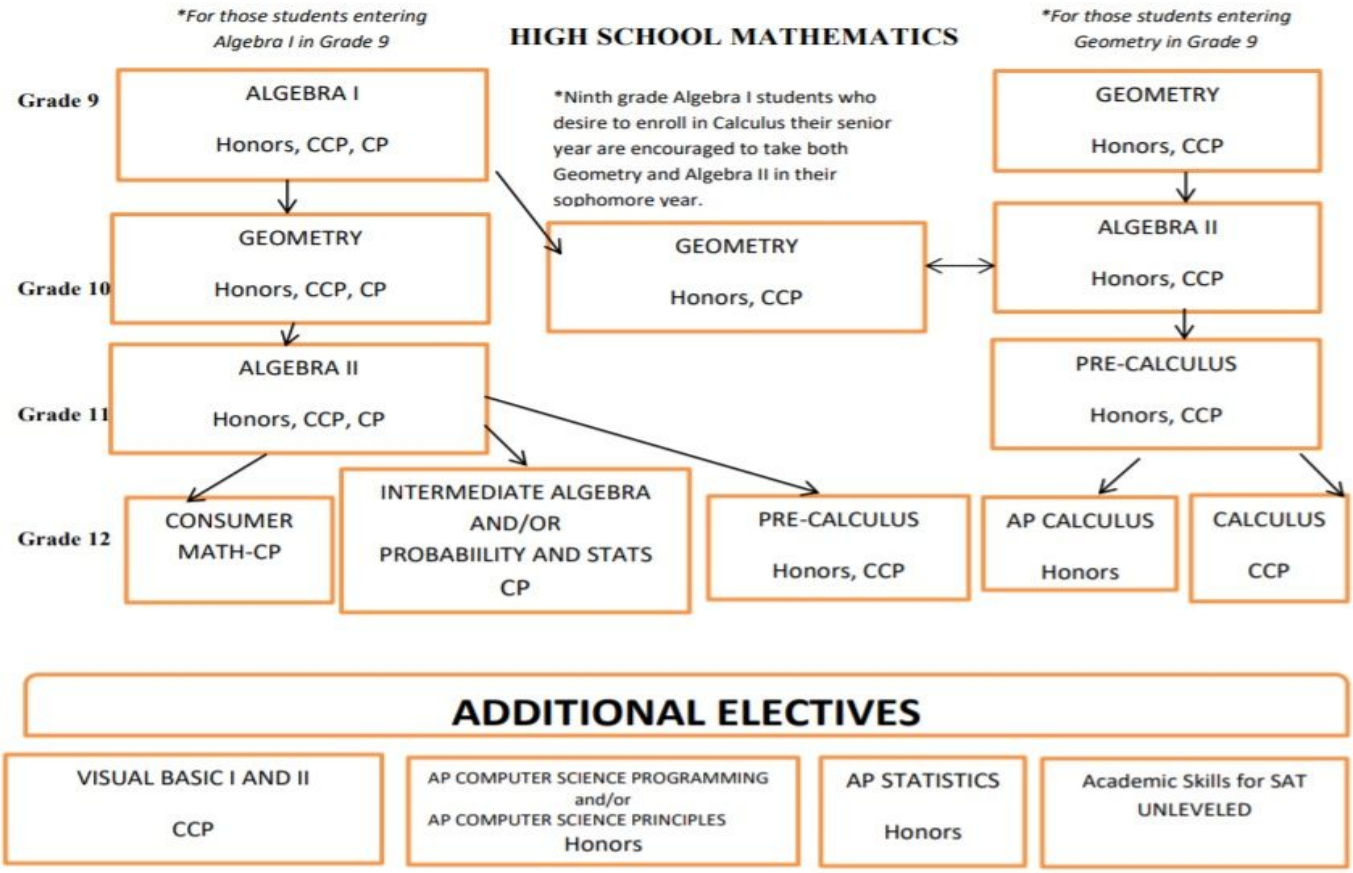
PLEASE NOTE: STARTING WITH THE CLASS OF 2023, all students will be required to pass both Algebra I and Geometry to satisfy 2 of the 3 math credits needed for graduation.



ALL COLLEGE BOUND STUDENTS ARE STRONGLY ENCOURAGED TO TAKE FOUR YEARS OF HIGH SCHOOL MATHEMATICS

Students must earn three credits in mathematics towards their graduation requirement but are encouraged to take four credits before graduation. Students and parents are encouraged to work closely with teachers and school counselors to plan an appropriate mathematics program. Students should choose courses carefully with their own abilities, achievements, interests, and goals in mind. In general, students should follow the recommended course sequence.
Starting with the class of 2023, all students will be required to pass both Algebra I and Geometry as part of the 2 of 3 math credits needed for graduation.

Calculators
Graphic calculator applications are an integral part of almost all math courses. It is highly recommended that students purchase their own calculators for out-of-class assignments (recommended TI83 or TI84)
*Students should consult with their teacher or Department Chairperson before purchasing a calculator.

A limited number of calculators are available for loan through the school. Click here for the **Calculator loan policy:**
http://www.southingtonschools.org/schools/high-school/southington-high/academics/mathematics

Math Lab
The Southington High School Math Lab is available to any student who wishes to receive academic support with his or her mathematics course work. In addition, students may also go to the Math Lab if they wish to receive additional practice with standardized tests such as the PSAT and SAT/ACT. The Math Lab is open during Periods 1 - 8 and is located in room E280. If students have a lunch/study during one of these periods, then they should report directly to the Math Lab at the start of the period. Click here for the Math Lab Policies and Procedures: http://www.southingtonschools.org/schools/high-school/southington-high/academics/mathematics

Summer Math Packets
Students entering Algebra 1, Geometry, Algebra II, Intermediate Algebra, Pre-Calculus, or Calculus will be required to download and complete a summer review packet. On the second day of school, teachers will check the packets for completion and count it as a student's first three homework grades. Copies of this packet may be found on the Southington High School website. Go to www.southingtonschools.org and click on the link to Parent Resources. Any student unable to download the packet may pick up a copy during the summer at the SHS's main office. You are advised to call ahead of time to obtain your copy.

Course Equivalency Procedure
Students wishing to enroll in Mathematics coursework outside of Southington High should consult their School Counselor and/or the Mathematics Department Leader in order to review the procedures for course/credit approval. Go to the Southington High School Math Department website at http://www.southingtonschools.org/schools/high-school/southington-high/academics/mathematics to download a copy of the procedure.

MATHEMATICS CORE CURRICULUM COURSES

As students choose courses from year to year, it is recommended that they maintain a grade of 80% or better in their current level before progressing to the same level of study for the following year. This demonstrates an appropriate mastery of content and skill level for the rigor of study required.

***ALGEBRA I** | **Grade 9** | **Credit: 1** | **H, CCP, CP** | **Full Year** | **S**
Placement will be based on Teacher Recommendation
Algebra I incorporates the topics of data analysis, linear functions and their applications, graphical estimation, equations and inequalities, linear systems and inequalities, quadratic functions, and properties of exponents and exponential functions.
***All students (starting with the class of 2023) are required to pass this course to satisfy graduation requirements**

***Geometry** | **Grade 9-10** | **Credit: 1** | **H, CCP, CP** | **Full Year** | **S**
Placement will be based on Teacher Recommendation
Geometry incorporates the topics of circles, polygons (with an emphasis on triangles and quadrilaterals), congruence, similarity, trigonometry, perimeter, area, volume and proof. Honors Level Geometry places a greater emphasis on the structure of plane geometry and is developed using reasoning patterns and proof.
***All students (starting with the class of 2023) are required to pass this course to satisfy graduation requirements**

Students wishing to take **both Geometry and Algebra II (CCP or Honors) in the same school year must have an average of 90 or better in Algebra I (CCP or Honors) at the time of course registration and receive recommendation from their classroom teacher.*
***Note**: Upon completion of Algebra I, students are also expected to have attained an overall average of 90 or better.*

ALGEBRA II **Grades 10-11** **Credit: 1** **H, CCP, CP** **Full Year** **S**
Prerequisite: A passing grade in Algebra 1. Placement will be based on teacher recommendations.
Algebra II incorporates the topics of coordinate geometry, linear algebra and systems of equations and inequalities and functions (polynomial, exponential, logarithmic, square root, rational and absolute value). Honors and CCP Algebra II will also include the study of the Unit Circle and its applications in trigonometry, as well as the study of probability distributions.

PRE-CALULUS **Grades 11-12** **Credit: 1** **H, CCP** **Full Year** **S**
Prerequisite: grade of 80 or better in Algebra II CCP or Honors. Placement will be based on Teacher Recommendation
Pre-Calculus incorporates the topics of graphing techniques, trigonometry and trigonometric functions, conic sections, sequences and series, and functions. Honors Pre-Calculus includes the study of vectors, polar coordinates and their equations, as well as the study trigonometric form of complex numbers.

MATHEMATICS – ADDITIONAL CURRICULUM OFFERINGS

ACADEMIC SKILLS FOR SAT **Grade 11** **Credit: 0.5** **Unleveled** **Fall Semester** **S**
This course is designed to help students improve their performance on the SAT. By linking students' past performance on the PSAT, an individualized course of study is developed for each student. Grades in this course are not counted for class rank and will be recorded as pass/fail. In addition, credits earned in this class will not be used to satisfy the three math credits needed for graduation.

SUPPLEMENTAL ALGEBRA I **Grade 9** **Credit :0.5** **CP Level** **Half Year** **S**
Prerequisite: Placement is dependent upon teacher recommendation and student performance. Co-Requisite: Algebra I
Supplemental Algebra is a one semester elective offered to grade 9 students who are in need of additional support to successfully complete the requirements of their Algebra I CP class. Credits earned in this course will not count towards the three required math credits needed for graduation. Grades recorded pass/fail.

SUPPLEMENTAL GEOMETRY **Grade 10** **Credit 0.5** **CP Level** **Half Year** **S**
Prerequisite: Placement is dependent upon teacher recommendation and student performance. Co-Requisite: Geometry
Supplemental Geometry is a one semester elective offered to grade 10 students who are in need of additional support to successfully complete the requirements of their Geometry CP class. Credits earned in this course will not count towards the three required math credits needed for graduation. Grades recorded pass/fail.

CONSUMER MATH **Grades 11-12** **Credit: 0.5** **CP Level** **Half Year** **S**
This course is designed to prepare the student to make wise consumer decisions. The main content of the course is devoted to everyday consumer problems where mathematical skills are required. Some of these topics include: consumer decisions, personal budgets, money management, banking, taxation, and transportation.

VISUAL BASIC PROGRAMMING I **Grades 9-12** **Credit 0.5** **CCP Level** **Half Year** **S**
Prerequisite: Earning a passing grade in Algebra I. (no previous computer experience necessary)
Visual Basic Programming is an introductory programming course. Students will be taught how to design, write and debug object oriented program. Programming concepts include IF/THEN statements, nested IF/THEN statements, SELECT CASE statements, option buttons, check boxes and FOR/NEXT loops. Some programs will include graphics. A final project is a requirement for the course. Additional topics include the history of the computer, binary and hexadecimal number systems, internal circuitry and computer ethics.

VISUAL BASIC PROGRAMMING II **Grades 9-12** **Credit: 0.5** **CCP Level** **Half Year** **S**
Prerequisite: Earning a minimum grade of 70 in Visual Basic Programming I or successful completion of Entrance exam.
This course is a continuation of Visual Basic I. Additional programming concepts include drawing graphics, string functions, nested loops, do loops, list boxes, one and two dimensional arrays, and files. A final project is a requirement for this course

ADVANCED PLACEMENT COMPUTER SCIENCE PROGRAMMING **Grades 10-12** **Credit: 1** **H Level** **Full Year** **S**
Prerequisite: Earning a passing grade in Visual Basic Programming II, Algebra II, or approval of instructor
Advanced Placement Computer Science emphasizes object oriented programming methodology with a concentration on problem solving and algorithm development. It is meant to be the equivalent of a first semester college level course in computer science. It also includes some study of data structures, design, and abstraction. Programming will be done in the JAVA language.

Students who wish to receive college credit may qualify by taking the standardized AP Computer Science Examination given in May. Requirements, applications, and other descriptive material will be furnished by the instructor and/or the guidance department. Students who enroll in this course are expected to take the AP Exam and pay the required fee.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES **Grades 10-12** **Credit: 1** **H Level** **Full Year** **S**

Prerequisite: Earning a passing grade in Algebra I and English I

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. The programming language used in this course is App Inventor.

Students who wish to receive college credit may qualify by taking the standardized AP Computer Science Examination given in May. Requirements, applications, and other descriptive material will be furnished by the instructor and/or the guidance department. Students who enroll in this course are expected to take the AP Exam and pay the required fee.

INTERMEDIATE ALGEBRA **Grades 11-12** **Credit: 0.5** **CP Level** **Half Year** **S**

Prerequisite: Earning a passing grade in Algebra II

Intermediate Algebra is designed for the student who is not planning on a major in mathematics or math related field. This one semester course is designed to prepare students for college level algebra. This course and Probability and Statistics are the CP level courses recommended for the senior year. In addition to review of content previously studied in Algebra II, Intermediate Algebra topics of study include rational functions and trigonometric functions. Also, students are given the opportunity to practice sample college placement tests.

PROBABILITY AND STATISTICS **Grades 11-12** **Credit: 0.5** **CP Level** **Half Year** **S**

Prerequisite: Earning a passing grade in Algebra II

This course provides a one-semester introduction to the fundamental ideas of statistics for the college bound high school student. The curriculum for Probability and Statistics provides activities that guide students to discover statistical concepts, explore statistical principles, and apply statistical techniques. Students work toward these goals through the analysis of genuine data and through interaction with one another, with the instructor, and with technology. An interactive learning environment replaces many lectures with hands-on activities.

ADVANCED PLACEMENT STATISTICS **Grades 11-12** **Credit: 1** **H Level** **Full Year** **S**

Prerequisite: A grade of 80 in Algebra II

The AP Statistics course is an excellent option for any student who has successfully completed a second-year of algebra, regardless of the student's intended college major. The purpose of this course in statistics is to introduce student to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns through probability, and statistical inference.

*Students who wish to receive college credit may qualify by taking the standardized AP Statistics Examination given in May. Requirements, applications, and other descriptive material will be furnished by the instructor and/or the guidance department. Students who enroll in this course are expected to take the AP Exam and pay the required fee.

CALCULUS **Grade 12** **Credit: 1** **CCP Level** **Full Year** **S**

Prerequisite: Successful completion of Honors Pre-Calculus or a grade of 80 or better In CCP Pre-Calculus

This is a course in differential and integral calculus aimed at the high school student with a strong mathematical background who intends to repeat calculus at the college level. Topics included are those from AP Calculus with emphasis on technique rather than theory. A good working knowledge of algebra, geometry, and trigonometry is essential for the study of calculus.

ADVANCED PLACEMENT CALCULUS **Grade 12** **Credit: 1** **H Level** **Full Year** **S**

Prerequisite: A grade of 75 in Honors Pre-Calculus and teacher recommendation
or A grade of 90 or better in PreCalculus CCP and teacher recommendation.

AP Calculus is a college level course in differential and integral calculus for which college credit can be obtained. This is a high level accelerated course designed to give students about 1.5 semesters of exposure to college-level calculus. Limits, continuity, techniques and applications of derivatives and integrals of polynomial, trigonometric, exponential, and logarithmic functions are discussed in detail.

*Students who wish to receive college credit may qualify by taking the standardized AP Calculus Examination given in May. Requirements, applications, and other descriptive material will be furnished by the instructor and/or the guidance department. Students who enroll in this course are expected to take the AP Exam and pay the required fee.

MUSIC

COURSE LEVELS

Courses are offered at three instructional levels distinguished by the type of instruction, the pacing of the learning, and the depth of standards. Students are recommended for these levels based on teachers' evaluations. These levels are:

H/AP/UConn ECE - Honors/Advanced Placement/UConn Early College Experience
This instructional level balances individual inquiry and collaborative analysis, which will help students to discuss and exchange ideas effectively. Rigorous coursework is geared toward the mastery of state and national standards extending beyond the typical high school curricula including Advanced Placement and UConn Early College Experience courses. The pace of classes mirrors college level learning. Students taking and passing the AP examinations may be eligible for college credits, which can greatly reduce college costs.

CCP - Competitive College Preparatory
This instructional level balances individual and collaborative learning experiences, which will help students to strengthen their learning capacity. Challenging coursework is geared toward the mastery of state and national standards. The pace of classes prepares students for college level learning.

CP - College and Career Preparatory
This instructional level provides comprehensive instruction focusing on modeling and guided practice, which will help students to progress as independent learners. Engaging coursework is geared toward the mastery of core state and national high school standards. The pace of classes provides students with a strong foundation for college level learning.

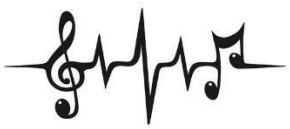
CONCERT BAND **Grade 9** **Credit: 1** **CCP Level** **Full Year** **H**
Prerequisite: Students must have previous experience playing a Band Instrument (woodwind, brass or percussion)
Students will audition in the early fall for seating placement in the Concert Band. This class studies a wide range of wind band literature with a prime emphasis on improving individual musicianship. Performances are considered to be a course requirement and becomes a major factor in the grading process

SYMPHONIC BAND **Grades 10-12** **Credit: 1** **CCP Level** **Full Year** **H**
Prerequisite: Students must have previous experience playing a Band Instrument (woodwind, brass or percussion)
Students will audition in the early fall for seating placement in the Symphonic Band. A wind ensemble may be derived from the Symphonic Band to provide a greater challenge to the advanced musician. This class studies a wide range of wind band literature with a prime emphasis on improving individual musicianship. Performances are considered to be a course requirement and becomes a major factor in the grading process.

CONCERT/MARCHING BAND **Grade 9** **Credit: 1.5** **CCP Level** **Full Year** **H**
Prerequisite: Students must have previous experience playing a Band Instrument (woodwind, brass or percussion)
This course is for those students taking Band who wish to improve their musical performance through competitive marching band. This ensemble will perform at football games, parades, ceremonies, and at field show competitions**. All** students registering for this course must attend the pre-season marching band practices (late summer) and after school rehearsals. Attendance at all rehearsals and performances is considered to be a course requirement and becomes a major factor in the grading process.

CONCERT/MARCHING BAND **Grades 10-12** **Credit: 1.5** **CCP Level** **Full Year** **H**
This course is for those students taking Band who wish to improve their musical performance through competitive marching band. This ensemble will perform at football games, parades, ceremonies, and at field show competitions**. All** students registering for this course must attend the pre-season marching band practices (late summer) and after school rehearsals. Attendance at all rehearsals and performances is considered to be a course requirement and becomes a major factor in the grading process.

ORCHESTRA **Grades 9-12** **Credit: 1** **CCP Level** **Full Year** **H**
Prerequisite: Students must have experience playing a string instrument (violin, viola, cello, bass) or approval of instructor
Students will have the opportunity to study and perform a variety orchestral literature, ranging from traditional to contemporary. Woodwinds, Brass, and Percussion must audition with instructor for enrollment. Performances are considered to be a course requirement and becomes a major factor in the grading process.



CHORUS **Grades 9-12** **Credit: 1** **CP Level** **Full Year** **H**

This course will consist of the study of vocal technique, choral ensemble, presentation skills, and music literacy. The group will sing a wide range of Choral literature and may participate in concerts during the school year.

CONCERT CHOIR **Grades 9-12** **Credit: 1** **CCP** **Full Year** **H**

Prerequisite: Audition

Concert Choir is a group of outstanding, talented and motivated singers. All students must audition for a place in the ensemble. Their performance repertoire consists of a wide variety of musical styles. Student expectations include performance at concerts, school assemblies and community events. Attendance at performances is considered to be a course requirement and becomes a major factor in the grading process.

INTRODUCTION TO PIANO, UKULELE, AND GUITAR **Grades 9-12** **Credit: 0.5 CP Level** **Half Year** **H**

This course is open to all students in grades 9-12 who wish to acquire basic instrumental skills and/or expand on their existing skills. This course explores the foundational elements of basic music notation, as well as an introduction to the performance techniques used to play the piano, ukulele, and guitar.

MUSIC APPRECIATION-From Bach To Rock **Grades 9-12** **Credit: 0.5** **CP Level** **Half Year** **H**

This one-semester course is designed for students interested in an overview of music history through listening and analysis. Featured composers are Bach, Beethoven, and Mozart along with other prominent musicians of the Baroque, Romantic, and Twentieth Century. This course builds a listening repertoire for the high school musician.

MUSIC THEORY **Grades 9-12** **Credit: 1** **CCP Level** **Full Year** **H**

Prerequisite: Previous musical training and teacher recommendation

This course covers the basics of music theory including notation, intervals, all major and minor scales and key signatures, and the circle of fifths. Students compose original musical compositions. The ear is developed through intensive ear training drills and sight reading examples. This course prepares students for college level entry music exams and auditions.

AP MUSIC THEORY **Grades 10-12** **Credit: 1** **H Level** **Full Year** **H**

Prerequisite: Music Theory and/or teacher recommendation

This AP level course is a college-level music course that prepares students for the College Board AP Exam. Skills ranging from sight-singing and aural recognition to visual analysis and composition form the curriculum. Students in this course work to develop a “seeing ear” and a “hearing eye”. The main emphasis is placed on music of the Common Practice Period. The course also includes dictation, sight-singing, and score analysis.

MUSIC TECHNOLOGY **Grades 10-12** **Credit: 0.5** **CP Level** **Half Year** **H**

Prerequisite: Previous musical training and teacher recommendation

This course is designed to introduce students to the world of music and computers. Students will learn composition, transcribing, arranging, sequencing, film scoring, and many other aspects of music technology including digital recording.

THEATER ARTS **Grades 9-12** **Credit: 0.5** **CP Level** **Half Year** **H**

This one-semester course introduces the student to a wide variety of theatrical productions and will focus on improvisational skits, scenery design, and music for the theater. The course may involve a class production.

PHYSICAL & HEALTH EDUCATION

COURSE LEVELS

Courses are offered at three instructional levels distinguished by the type of instruction, the pacing of the learning, and the depth of standards. Students are recommended for these levels based on teachers' evaluations. These levels are:

H/AP/UConn ECE - Honors/Advanced Placement/UConn Early College Experience
This instructional level balances individual inquiry and collaborative analysis, which will help students to discuss and exchange ideas effectively. Rigorous coursework is geared toward the mastery of state and national standards extending beyond the typical high school curricula including Advanced Placement and UConn Early College Experience courses. The pace of classes mirrors college level learning. Students taking and passing the AP examinations may be eligible for college credits, which can greatly reduce college costs.

CCP - Competitive College Preparatory
This instructional level balances individual and collaborative learning experiences, which will help students to strengthen their learning capacity. Challenging coursework is geared toward the mastery of state and national standards. The pace of classes prepares students for college level learning.

CP - College and Career Preparatory
This instructional level provides comprehensive instruction focusing on modeling and guided practice, which will help students to progress as independent learners. Engaging coursework is geared toward the mastery of core state and national high school standards. The pace of classes provides students with a strong foundation for college level learning.

PHYSICAL EDUCATION

Physical Education, an integral part of one's total education, develops the physical, mental, social, and emotional aspects of a student's life. This goal is achieved through participation in team sports, individual sports, lifetime activities, and various physical activities offered within the curriculum. A full credit of Physical Education is needed for graduation.

Students must earn 1/4 credit in physical education in each year of their attendance at Southington High School. A full credit in physical education is required for graduation. Any student who is medically excused for more than 75% of the scheduled classes will not receive the yearly required 1/4 credit. However, the 1/4 credit requirement for that year will be waived.

A student's grade is based upon class participation and demonstrated skill level in the units taught (with a greater emphasis placed upon participation). A student's final average may be teacher directed to a failing grade (regardless of numerical average) if the student has not participated in a minimum of 86% of the scheduled classes.

PHYSICAL EDUCATION I - FALL **Grade 9** **Credit: 0.13** **CP Level** **Half Year**
PHYSICAL EDUCATION I - SPRING **Grade 9** **Credit: 0.13** **CP Level** **Half Year**
The offerings are intended to develop skills in the areas of volleyball, weight training, track and field, adventure games, floor hockey, and physical fitness.

PHYSICAL EDUCATION II **Grade 10** **Credit: 0.25** **CP Level** **Half Year**
The physical education program in sophomore year is devoted to learning the fundamentals, skills, and rules of various team sports. This will foster cooperation and better communication skills. Lifetime sport skills as well as fitness activities are also pursued. As part of their curriculum, students will take the Connecticut State Physical Fitness Test.

PHYSICAL EDUCATION III **Grade 11** **Credit: 0.25** **CP Level** **Half Year**
A review of the fundamentals, skills and rules of team and individual sports is included in the junior year with an emphasis on teamwork and strategy. The development of positive attitudes toward lifetime fitness is stressed.

PHYSICAL EDUCATION IV **Grade 12** **Credit: 0.25** **CP Level** **Half Year**
The program for the senior year is based on those activities which have carry-over on both and individual and a team basis.

ADULT SUPPORTED PHYSICAL EDUCATION **Grade 9-12** **Credit: 0.25** **CP Level** **Full Year**
A specialized individual program is available to students identified through an IEP who are unable to participate in the regular physical education program.

HEALTH EDUCATION

Health Education, an integral part of one's total education, develops the physical, mental, social, and emotional aspects of a student's life. This goal is achieved by studying various Health topics that have the ability to impact a student's life at the high school level and beyond. A full credit of Health Education is needed for graduation.

Students must earn 1/4 credit in Health Education in each year of their attendance at Southington High School. A full credit in Health Education is required for graduation. A student's grade is based upon class participation and performance on homework, tests, quizzes, writing assignments, and projects. A student's final average may be teacher directed to a failing grade (regardless of numerical average) if the student has not participated in a minimum of 86% of the scheduled classes.

HEALTH 1 - FALL **Grade 9** **Credit: 0.13** **CP Level** **Half Year**
HEALTH 1 - SPRING **Grade 9** **Credit: 0.13** **CP Level** **Half Year**
The focus of this course is on self-discovery and contemplating how health topics related decisions will affect the student now in the future. Topics covered include "Who am I?" decision making, conflict management, stress and depression, substance abuse prevention, abstinence, growth and development, and analyzing media messages.

HEALTH II **Grade 10** **Credit: 0.25** **CP Level** **Half Year**
This course encourages responsibility for personal and community health. Topics covered include: cardiopulmonary resuscitation, first aid, disease prevention and substance abuse prevention.

HEALTH III **Grade 11** **Credit: 0.25** **CP Levels** **Half Year**
The focus of this course is to help students to develop strategies that they can use to cope with stressors that intensify during the last two years of high school. Topics covered include relationships, HIV, AIDs, body image, student stress management, and substance abuse prevention.

HEALTH IV **Grade 12** **Credit: 0.25** **CP Level** **Half-Year**
This course will help students plan for a healthy lifestyle after high school-transitioning from teen to early adulthood health concerns. Topics covered include addiction prevention, contemporary health issues, fitness, nutrition, and lifetime diseases.

ACHIEVE HEALTH **Grade 9-12** **Credit: 0.25** **CP Level** **Full Year**
A specialized individual program is available to students identified through an IEP who are unable to participate in the regular health program.

SCIENCE

COURSE LEVELS

Courses are offered at three instructional levels distinguished by the type of instruction, the pacing of the learning, and the depth of standards. Students are recommended for these levels based on teachers' evaluations. These levels are:

H/AP/UConn ECE - Honors/Advanced Placement/UConn Early College Experience
This instructional level balances individual inquiry and collaborative analysis, which will help students to discuss and exchange ideas effectively. Rigorous coursework is geared toward the mastery of state and national standards extending beyond the typical high school curricula including Advanced Placement and UConn Early College Experience courses. The pace of classes mirrors college level learning. Students taking and passing the AP examinations may be eligible for college credits, which can greatly reduce college costs.

CCP - Competitive College Preparatory
This instructional level balances individual and collaborative learning experiences, which will help students to strengthen their learning capacity. Challenging coursework is geared toward the mastery of state and national standards. The pace of classes prepares students for college level learning.

CP - College and Career Preparatory
This instructional level provides comprehensive instruction focusing on modeling and guided practice, which will help students to progress as independent learners. Engaging coursework is geared toward the mastery of core state and national high school standards. The pace of classes provides students with a strong foundation for college level learning.

All students must earn 2 credits in science to meet graduation requirements. However, students are strongly encouraged to take at least one science course each year as many colleges require more than 2 years of science. It is strongly recommended that students take Earth Science and Biology in their first two years of high school to ensure mastery of our CT science standards. Students desiring a greater opportunity to take more science electives and Advanced Placement science courses can choose to take Biology as their elective in addition to taking Earth Science during their freshman year. Students should elect this at the CCP and/or Honors levels only.

All students graduating after 2023 must earn 3 credits in science to meet graduation requirements, one from each of the three domains. The domains are Earth Science, Life Science and Physical Science. The courses available for each domain are listed below.

COURSES AVAILABLE BY DOMAIN

*** Additional course offerings are planned beyond the 2019-2020 school year.**

Earth Science*	Life Science*	Physical Science*	Other*
Earth Science H, CCP, CP (**1.0** Credit) Environmental Science CP, CCP, AP (1.0Credit) Environmental Science – CP, CCP (0.5 Credit) Weather and Planet Earth CP (0.5 Credit) Astronomy CP (**0.5** Credit)	Biology H, CCP, CP (1.0 Credit) AP Biology (1.0 Credit) Marine Biology CCP, CP (0.5 Credit) Environmental Science – CP, CCP (0.5 Credit) AP Environmental Science (1.0 Credit)	Chemistry H, CCP, CP (1.0 Credit) Physics H, CCP (1.0 Credit) AP Chemistry (1.0 Credit) AP Physics (1.0 Credit)	Anatomy and Physiology H, CCP (1.0 credit) Entomology and Genetics CCP (0.5 Credit)

All science courses incorporate laboratory activities into the curriculum and therefore are all considered laboratory classes even if they do not meet for a double lab period.

The following classes have a double lab period that meets once every six days:	
Biology (H, CCP) Chemistry (H, CCP, CP) Physics (H)	AP Biology AP Chemistry AP Environmental Science

COURSES AVAILABLE BY GRADE (See prerequisite below for eligibility)		
Grade 9	**Grade 10**	**Grade 11 and 12**
Earth Science H, CCP, CP Biology (elective) H, CCP	Biology H, CCP, CP AP Biology Chemistry H, CCP, CP AP Chemistry AP Environmental Science	Chemistry H, CCP, CP Physics H, CCP AP Biology AP Chemistry AP Physics (meets two periods a day) AP Environmental Science Anatomy and Physiology H, CCP Environmental Science CCP, CP Marine Biology CCP, CP Entomology and Genetics CCP Weather and Planet Earth CP Astronomy CP

The listed prerequisites provide students with a guideline as to the degree of skills and independence necessary to be successful in the course.

EARTH SCIENCE **Grade 9** **Credit: 1** **H,CCP,CP Level** **Full Year** **S**

Grade 9 course levels are recommended based on teacher observation and student performance that includes multiple data points. If you have any questions please speak with your child's current grade 8 teacher.

Earth Science is a course designed to encourage students to understand the processes of change in earth and space through first-hand observation and inference. The course will focus on the following four main units: Astronomy, Earth's History, Earth's Water Resources, and Earth's Climate. These units emphasize scientific inquiry, engineering practices and the analysis of data relevant to the CT Science frameworks and the NGSS. Students will be taught to formulate questions that relate to their experiences, and to use their acquired skills to probe these questions through lab investigations. Throughout the year, timely environmental issues such as global climate change, alternative energies and environmental pollution will be explored, with an emphasis on how we interact with the planet Earth, and our responsibility to understand and value our natural environment.

ASTRONOMY **Grades 11-12** **Credit: 0.5** **CP Level** **Half Year** **S**

Prerequisite: CP: Earned a passing grade in Algebra, Biology and Earth Science.

This course is an exploration beyond earth's atmosphere! Our investigations will involve journeys through our Solar System and beyond the edge of our galaxy. We will view the universe through the lens of a variety of different astronomical perspectives, including those that involve historical astronomers as well as an average human observing the universe. Our topics will also include the role that light plays in understanding our universe, as well as the importance of creating models to gain a better understanding of size and proportion.

WEATHER AND THE PLANET EARTH **Grades 11-12** **Credit: 0.5** **CP Level** **Half Year** **S**

Prerequisite: CP: minimum grade of 70 in any Biology and Earth Science.

This course is an exploration through our atmosphere! After we learn about the natural processes involved in creating weather and climate patterns on both a global and local level, we will investigate current issues pertaining to climate change, natural disasters and the overall human impact on our planet. Additional topics covered include careers in weather, historical climate change and the role that understanding weather plays in our daily lives.

AP ENVIRONMENTAL SCIENCE **Grades 10-12** **Credit: 1** **H Level** **Full Year** **S**

Prerequisite: minimum grade of 90 in CCP and 85 in H Earth Science and Biology. Chemistry must have been completed at the CCP/H level or may be taken concurrently.

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science.

BIOLOGY **Grades 9-10** **Credit: 1** **H,CCP,CP Level** **Full Year** **S**

Prerequisite: Honors: minimum grade of 85 in Honors Earth Science or 90 in CCP Earth Science
CCP: minimum grade of 80 in CCP Earth Science or 90 in CP Earth Science

Biology is the study of living things and their interaction with each other and their environment. This course is a survey of selected biological concepts including the chemical basis of life, cell structure, genetics, evolution, biodiversity and ecology. Biological principles are covered by studying representative organisms. Grade 9 students electing to enroll in Biology must do so at the H or CCP Levels and must also be taking Earth Science H or CCP concurrently.

ANATOMY AND PHYSIOLOGY **Grades 11-12** **Credit: 1** **H, CCP Level** **Full Year** **S**

Prerequisite Honors: minimum grade of 75 in Honors Biology or 80 in CCP Biology
CCP: minimum grade of 75 in CCP Biology or 80 in CP Biology

Anatomy and Physiology is a specialized course that investigates the structure and function of the human body along with the impact of disease and malfunction. Numerous laboratory experiences that support student learning, including dissections of a representative mammal and other appropriate organs, are required as part of the coursework. One of the goals of this course is to prepare students with the skills necessary to be successful in future science classes, in nursing, and in allied health fields.

MARINE BIOLOGY **Grades 11-12** **Credit: 0.5** **CP, CCP Level** **Half Year** **S**

Prerequisite: CCP: minimum grade of 75 in Honors or CCP Biology or a 90 in CP Biology
CP: minimum grade of 70 in any Biology

Marine Biology involves the physical, chemical and biological aspects of the marine environment. Students will also study the human influence on the marine world, concentrating on the Long Island Sound. *Two field trips to the Connecticut shoreline will be required.* There may be a nominal fee for required field trips.

Environmental Science **Grades 11-12** **Credit: 0.5** **CCP, CP Level** **Half Year** **S**

Prerequisite: CCP: minimum grade of 75 in Honors or CCP Biology or a 90 in CP Biology
CP: Passing grade in Biology

Environmental Science is the study of the interactions between organisms and their environment. This course provides a background in the fundamental principles of environmental science, including concepts of natural selection, population and community ecology, biodiversity, and sustainability. Students will acquire an "environmental literacy" about how the natural world works, and develop an understanding of how scientific methods are used to construct environmental knowledge. The course will also explore some of today's major environmental challenges including the impact that human activities have had and will have on these systems.

ENTOMOLOGY AND GENETICS **Grades 11-12** **Credit: 0.5** **CCP Level** **Half Year** **S**

Prerequisite: minimum grade of 75 in Honors Biology, an 80 in CCP Biology, or a 90 in CP Biology

Entomology is the study of insects, a group of organisms that greatly influences human life and livelihoods. Students will learn to identify many common species and help complete an insect collection through a collaborative effort with a partner. Outdoor fieldwork involving contact with insects and their environments is required. Genetics highlights the inheritance of traits from simple to complex patterns. Am I going to be bald? Who is at risk of genetic disease? What current and future medical, pharmaceutical and agricultural applications of genetic technology will dramatically alter human lives? These questions, and the science behind them, will be explored in detail.

ADVANCED PLACEMENT BIOLOGY **Grades 10-12** **Credit: 1** **H Level** **Full Year** **S**

Prerequisite: Minimum grade of 85 in Honors Biology or a 90 in CCP Biology. Successful completion of Honors or CCP Chemistry. Honors Chemistry may be taken concurrently.

AP Biology is designed to be the equivalent of a college introductory biology course typically taken by biology majors during their first year of college. This course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapid changing science of biology. The big ideas in AP Biology include evolution and the unity of life, maintaining homeostasis to grow, develop and utilize free energy, living systems retrieve and transmit genetic information, and biological interactions. Students enrolled in AP Biology are encouraged to take the College Board Advanced Placement examination. Students may be awarded either college credit or advanced placement status depending upon the individual's score and policy of the college to be attended.

CHEMISTRY **Grades 10-12** **Credit: 1** **H,CCP, CP Level** **Full Year** **S**

Prerequisite: Honors: Minimum grade of 85 in Honors Algebra I or a 90 in CCP Algebra I
CCP: Minimum grade of 75 in Honors, 80 in CCP Algebra 1 or an 85 in CP Algebra I
CP: Earned a passing grade in CP Algebra.

This course covers the major chemistry topics and provides a comprehensive survey of important chemical theories. Students must have access to a scientific calculator. A graphing calculator is strongly recommended. Chemistry at the CP Level is designed for those students who have average math skills. Instruction at the CCP Level is designed for students who have stronger math skills and plan to pursue science, engineering or nursing while in college. H Level instruction is designed for the most skilled math students who plan to pursue science, engineering or nursing at highly competitive colleges.
*It is highly recommended students complete Biology before taking Chemistry, or be taking Biology concurrently. Students electing to take Chemistry in grade 10 should be enrolled at the H or CCP Levels.

ADVANCED PLACEMENT CHEMISTRY **Grades 10-12** **Credit: 1** **H Level** **Full Year** **S**

Prerequisite for students who are enrolling in their first Chemistry course: minimum grade of 94 in Honors or CCP Level Algebra II or Geometry.

Prerequisites for students who have already taken a Chemistry course: minimum grade of 85 in Honors Chemistry or a 90 in CCP Chemistry or a 95 in CP Level Chemistry AND a minimum grade of 85 in Honors or CCP Level Algebra II

This chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students in this course will attain a depth of understanding of chemistry fundamentals and competence in dealing with chemical problems. The course should contribute to the development of the student's ability to think clearly and to express him (her)-self, with clarity and logic, both orally and in writing.

PHYSICS _ **Grades 11-12** **Credit: 1** **H, CCP Level** **Full Year** **S**

Prerequisite: H: A minimum grade of 75 in Honors Chemistry or an 80 in CCP Chemistry AND a minimum grade of 85 in Honors or CCP Algebra II. Co-requisite: Pre-Calculus or Calculus MUST taken concurrently.

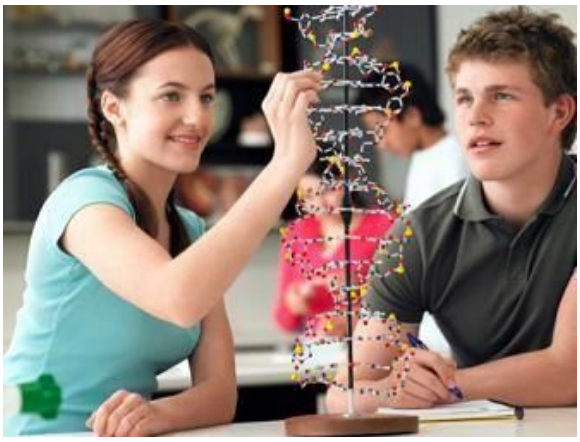
Prerequisite CCP: Earned a passing grade in Algebra II and chemistry.

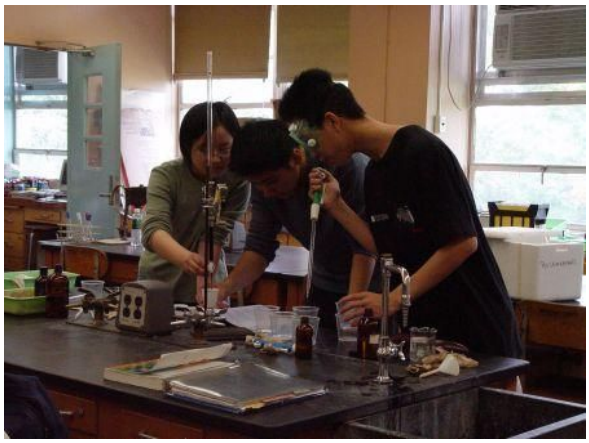
Physics is an applied science course where mathematics is utilized to help describe and understand the natural phenomena that we experience every day. As such, this course relies heavily on experimentation to develop the mathematical that describe the phenomena being investigated. This is a survey course, developed from the national science standards, where we investigate the important principles of motion, waves, sound, light,, magnetism and electricity. The CP course is more conceptual in nature, requiring a working knowledge of algebra. The CCP course extensively applies the mathematical principles of algebra and right triangle trigonometry. This course is designed for students who may want to pursue a career in science engineering at a competitive college.

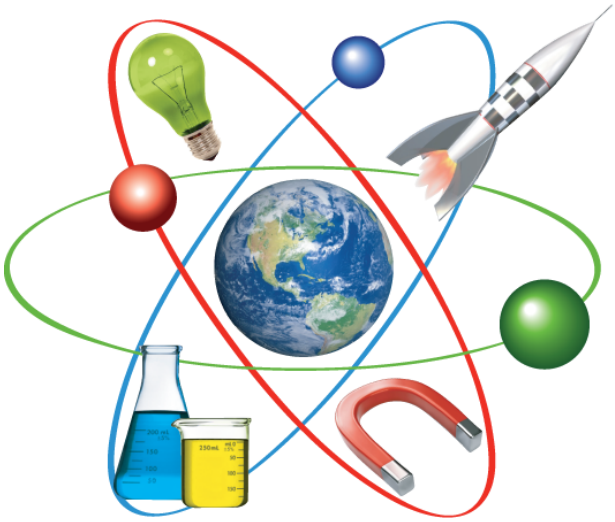
ADVANCED PLACEMENT PHYSICS C **Grades 11-12** **Credits: 2** **H Level** **Full Year** **S**

Co-requisites: Calculus or AP Calculus (highly recommended) MUST be taken concurrently

AP Physics is an applied science course where we utilize calculus to help describe and understand the natural phenomena that we experience every day. As such, this course relies heavily on experimentation to develop the mathematical equations that describe the phenomena being investigated. This full year two credit course meets two periods each day and is typically taken as a first year physics course. Any student taking this course must also take calculus concurrently. The course is designed to provide an opportunity for the qualified student to take the Advanced Placement (AP Physics C) Test(s). There are two different exams, one for advanced mechanics and the other for electricity and magnetism. The student can take either or both exams. This course is appropriate for students seeking a career in science or engineering, and is highly recommended for students enrolled in the Project Lead the Way program.







SOCIAL STUDIES

COURSE LEVELS

Courses are offered at three instructional levels distinguished by the type of instruction, the pacing of the learning, and the depth of standards. Students are recommended for these levels based on teachers' evaluations. These levels are:

H/AP/UConn ECE - Honors/Advanced Placement/UConn Early College Experience
This instructional level balances individual inquiry and collaborative analysis, which will help students to discuss and exchange ideas effectively. Rigorous coursework is geared toward the mastery of state and national standards extending beyond the typical high school curricula including Advanced Placement and UConn Early College Experience courses. The pace of classes mirrors college level learning. Students taking and passing the AP examinations may be eligible for college credits, which can greatly reduce college costs.

CCP - Competitive College Preparatory
This instructional level balances individual and collaborative learning experiences, which will help students to strengthen their learning capacity. Challenging coursework is geared toward the mastery of state and national standards. The pace of classes prepares students for college level learning.

CP - College and Career Preparatory
This instructional level provides comprehensive instruction focusing on modeling and guided practice, which will help students to progress as independent learners. Engaging coursework is geared toward the mastery of core state and national high school standards. The pace of classes provides students with a strong foundation for college level learning.

The Social Studies Curriculum is designed to provide students with a wide range of engaging experiences and are designed to give each student a broad foundational view of the world. There are also a variety of electives offered designed to expand student's knowledge of the social, political, economic and behavioral trends in the world today.

SOCIAL STUDIES

Grade 9 (class of 2023) and grade 10 (class of 2022) students will follow the order of courses below:

Modern US History 9th Grade → World History 10th Grade → Civics 11th Grade → Electives

The classes of 2020 & 2021 will follow the order of courses below:

Civics 9th Grade → World History 10th Grade → US History 11th Grade → Electives

Electives

Open to any interested students in grades 11 & 12
American Culture
Current Issues
Introduction to Psychology
Introduction to Sociology
Politics & Government

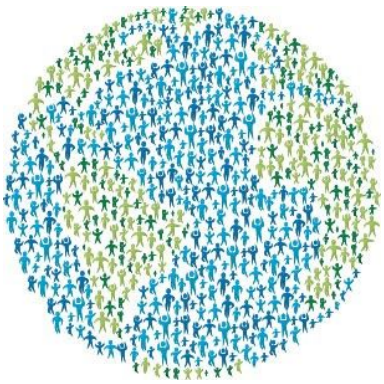
Open to any interested students in grades 10-12 NEW!
Advanced Placement Human Geography
Advanced Placement US History

Open to interested students in grade 12 only
Advanced Placement Politics & Government
Advanced Placement Psychology

The following electives are offered on ***alternating*** years:

For the 2019-2020 school year: America at War, International Relations & Middle East

For the 2020-2021 school year: Modern China & Japan, Human Rights & World Religions



MODERN US HISTORY **Grade 9** **Credit: 1** **H, CCP, CP** **Full Year** **H**

Prerequisites: Grade 9 course levels are recommended based on teacher observation and student performance that includes multiple data points. These data points include performance on SBA, STAR, course grades, and /or teacher recommendation. If you have any questions, please speak with your child's current grade 8 teacher.

Please note the following guidelines for Honors placement: SBA score of 4, STAR score in 85th percentile , and classroom performance. All students are required to pass this course to satisfy graduation requirements.

This course provides students with the opportunity to complete their study of United States History begun in middle school. Students begin by examining the dynamics of the "Roaring Twenties" and then continue to examine the development of political, social, economic and historical events through modern day. To continue to build student literacy skills, there are a variety of inquiry-based activities as well as critical reading and writing during the year.

WORLD HISTORY **Grade 10** **Credit: 1** **H, CCP, CP** **Full Year** **H**

This course is designed to help students understand the modern world through the investigation of five major themes. These themes transcend the ages: clash of cultures, power (who gets it and keeps it), the relationship between beliefs and behavior, the struggle for human rights, and the role of trade in history. Students will examine these themes and ideas from all around the world. To continue to build student literacy skills, there are a variety of inquiry-based activities as well as critical reading and writing during the year.

UNITED STATES HISTORY **Grade 11** **Credit: 1** **CCP, CP** **Full Year** **H**

All students are required to pass this course to satisfy graduation requirements.

This course examines the democratic principles and ideals of our past in order to serve as a basis for understanding the issues and problems confronting citizens today. Students begin by examining the Progressive Movement of the early 20th century and eventually apply their knowledge of history as they end the year exploring current day challenges that are "history in the making." Critical non-fiction reading and writing skills are emphasized throughout the study of course content to prepare for the SAT taken in the spring of the junior year.

ADVANCED PLACEMENT COURSES

AP UNITED STATES HISTORY **Grade 10-12** **Credit: 1** **H Level** **Full Year** **H**

Prerequisites: US History and prior year English (For both: grade minimum of 80 in H/AP; 90 in CCP)

According to the College Board, AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places." Students will be expected to complete assignments that require in-depth research using primary and secondary sources. Extensive reading and writing is required throughout the course. In addition, students will be required to complete a summer assignment before the class begins.

AP HUMAN GEOGRAPHY **Grade 10-12** **Credit: 1** **H Level** **Full Year** **H**

Prerequisites: US History and prior year English (For both: grade minimum of 80 in H/AP; 90 in CCP)

AP Human Geography provides students with the enduring understanding that "geography is everything and everything is geography." The course introduces students to the systematic study of the patterns and processes that have shaped human understanding, use and alteration of the earth. Geography is alive all around us and human geography is a course that will teach students how to explore the world in which they live from a different perspective: the Geographic Perspective. Throughout the course students will gain knowledge about the world at several levels: local, regional, national, and global. These topics studied at the college level will help students become educated about the world around them, a quality needed in the new global age. Extensive reading and writing is required throughout the course.

AP POLITICS & GOVERNMENT **Grade 12** **Credit: 1** **H Level** **Full Year** **H**

Prerequisites: US HIstory, Civics, and English III or AP Literature (For all three: grade minimum of 80 in H/AP; 90 in CCP)

This college course in government and politics will examine the fundamental ideological and philosophical traditions and ideas that form the basis of our democratic government established by the Constitution. Case studies dealing with a wide range of topics, such as civil rights, political beliefs and behavior, political parties, interest groups and mass media will be used as the primary means of investigation. The topics and sources foster the application of skills students need to evaluate political & government leaders. Students will be expected to complete assignments that require in-depth research using primary and secondary sources. Extensive reading and writing is required throughout the course. In addition, students will be required to complete a summer assignment before the class begins.

AP PSYCHOLOGY **Grade 12** **Credit: 1** **H Level** **Full Year** **H**

Prerequisites: US History, Biology, and English III or AP Literature (For all three: grade minimum of 80 in H/AP; 90 in CCP)

According to the College Board, "this course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and

social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas." Students will be expected to independently read and use outside sources as well as complete all assignments, papers, and projects at a collegiate level. Extensive reading and writing is required throughout the course. In addition, students will be required to complete a summer assignment before the class begins.

ELECTIVE COURSES for 2019-2020

All of the following electives are appropriate for *any interested students* in grades 11 & 12

AMERICA AT WAR **Grade 11-12** **Credit: 0.5** **CCP level** **Half Year** **H**
The military plays a significant role in American foreign policy and accounts for more than half of government spending. Today's students have grown up in a world where the United States is the undisputed military superpower and decisions about when, where and how we use our military are often made with little understanding of what this actually means. In America at War students will study the evolution of US military engagements from the French and Indian War to the Global War on Terror through the lenses of technology, tactics, leadership, impact on society and personal narratives of soldiers.

AMERICAN CULTURE **Grade 11-12** **Credit: 0.5** **CCP level** **Half Year** **H**
This class combines the study of history and sociology to understand various cultural cornerstones from the last sixty years. By examining subjects such as music and film, you will develop a working knowledge of the major cultural shifts in the United States over the past seven decades, including major steps forward in civil rights for minorities, women, and youth. The class is designed to present information in an enjoyable fashion, as well as give students ample opportunity to explore historic cultural topics that interest them. There will be a strong focus on research and presentation skills. An ability to listen to or view material in a critical manner is essential.

CURRENT ISSUES **Grade 11-12** **Credit: 0.5** **CCP level** **Half Year** **H**
This course investigates the contemporary or relevant social issues such as poverty, the environment, education and crime. All of the topics connect to various roles/functions of government at the national, state and local levels. Materials are constantly updated to keep the course current relative to events as they occur at each level of government and relevant to the students' lives. Students will use a variety of sources to complete class assignments.

INTERNATIONAL RELATIONS **Grade 11-12** **Credit: 0.5** **CCP level** **Half Year** **H**
This course is designed to study the theories, methodology and substance of relations among the modern nations. The course will analyze instruments of international relations, such as diplomacy, economic controls, war, international law and international organizations. Students will gain an understanding of the complexity of relations among nations in all areas and gain practical, hands-on experience solving past and present world crises.

INTRODUCTION TO PSYCHOLOGY **Grade 11-12** **Credit: 0.5** **CCP level** **Half Year** **H**
This course is designed to provide students with the opportunity to learn about human and animal behavior, enabling them to better understand their own behavior and how it relates to others. Topics include psychological research methods, the history of psychology, personality, emotions, abnormal behavior and the treatment of psychological disorders. Students will be expected to complete outside readings, write papers, prepare projects and conduct class presentations.

INTRODUCTION TO SOCIOLOGY **Grade 11-12** **Credit: 0.5** **CCP level** **Half Year** **H**
This course is an introduction to the study of society and social interaction. Special attention will be given to topics such as: research methods, culture, interaction, cultural and socio-economic differences, gender roles, mass behavior, and deviance & crime. Students will be expected to complete outside readings, write papers, prepare projects and conduct class presentations.

MIDDLE EAST **Grade 11-12** **Credit: 0.5** **CCP level** **Half Year** **H**
More and more of our nation's economic health and physical security are being affected by our knowledge and understanding of the history and mindset of this region's peoples. This course explores the political, geographical, social, economic and religious backgrounds, in addition to the major issues of the region. Moreover, the relationship between this region and the rest of the world is investigated. In-depth attention is given to the study of Saudi Arabia, Egypt, Iran, Iraq and Israel.

POLITICS & GOVERNMENT **Grade 11-12** **Credit: 0.5** **CCP level** **Half Year** **H**
This course provides a study of the structure, function and political forces that shape contemporary American government. Students will explore the mechanisms that influence our government and the policies the leaders make. Special attention is given to current political issues and personalities at the national, state and local levels.

SPECIAL EDUCATION

COURSE LEVELS

Courses are offered at three instructional levels distinguished by the type of instruction, the pacing of the learning, and the depth of standards. Students are recommended for these levels based on teachers' evaluations. These levels are:

H/AP/UConn ECE - Honors/Advanced Placement/UConn Early College Experience
This instructional level balances individual inquiry and collaborative analysis, which will help students to discuss and exchange ideas effectively. Rigorous coursework is geared toward the mastery of state and national standards extending beyond the typical high school curricula including Advanced Placement and UConn Early College Experience courses. The pace of classes mirrors college level learning. Students taking and passing the AP examinations may be eligible for college credits, which can greatly reduce college costs.

CCP - Competitive College Preparatory
This instructional level balances individual and collaborative learning experiences, which will help students to strengthen their learning capacity. Challenging coursework is geared toward the mastery of state and national standards. The pace of classes prepares students for college level learning.

CP - College and Career Preparatory
This instructional level provides comprehensive instruction focusing on modeling and guided practice, which will help students to progress as independent learners. Engaging coursework is geared toward the mastery of core state and national high school standards. The pace of classes provides students with a strong foundation for college level learning.

Southington Public Schools offer a continuum of special education and related services including transition planning to meet the individual needs of identified special education students. In accordance with the Individuals with Disabilities Education Act (IDEA), students receive their instruction in the Least Restrictive Environment (LRE), which is determined by the Individual Educational Program (IEP) which is developed at the Planning and Placement Team (PPT) meeting.

FULL INCLUSION WITH SUPPORT (CO-TAUGHT)

Co-teaching involves one special education teacher and one regular education teacher who work collaboratively within a regular education course to support all students enrolled including those with an IEP.

Co-taught Classes Offered at SHS			
English English I, II, III (CP) Senior Grammar and Comp (CP)	**Math** Algebra I, II (CP) Geometry (CP)	**Science** Earth Science (CP) Biology (CP)	**Social Studies** Civics (CP) US History (CP) World History (CP)
*Course descriptions are available in subject area sections of this program			

SPECIAL EDUCATION COURSES (Resource Room)

Resource room classrooms are typically smaller settings with a fewer number of students created to help foster enhanced support for students with special or specific needs. These courses are taught by a certified special education teacher, often with paraprofessional support. Placement in Resource Room courses is determined by the Individual Educational Program (IEP) which is developed at the Planning and Placement Team (PPT).

ENGLISH

ENGLISH I **Grade 9** **Credit: 1** **CP Level** **Full Year** **H**
This course covers the full range of language arts. Both literature and traditional grammar/mechanics are utilized to teach reading comprehension, writing, speaking and listening at the student's appropriate learning level. Beginning phases of career planning are included.

ENGLISH II **Grade 10** **Credit: 1** **CP Level** **Full Year** **H**
This course offers students an opportunity to continue to develop skills in comprehension and to expand their vocabulary through reading, literature, and writing. Each student will have the opportunity to develop functional word vocabulary. Skills in written composition will also be emphasized.

ENGLISH III **Grade 11** **Credit: 1** **CP Level** **Full Year** **H**
Emphasis for this course continues to be on the full language arts spectrum of reading, speaking, listening and writing with special emphasis on the writing process. Vocabulary building, reading for meaning will also be emphasized. Students will be required to write persuasive and descriptive essays. Grammar and mechanics are taught in isolation and during the editing and revising stages of

writing. Throughout the year, short stories and novels will be read and discussed. Students will also learn how to set realistic career goals and develop avenues to assist them in obtaining these goals.

ENGLISH IV: TRANSITION **Grade 12** **Credit: .5** **CP Level** **Fall Semester** **H**
Students will participate in career exploration will be a secondary focus of this course since the students are planning a transition to post-secondary life. Formal and informal career interest inventories will be used to help students develop informed goals for their future. They will learn and apply the rules of Written Standard English in applications, resumes and forms.

ENGLISH IV **Grade 12** **Credit: .5** **CP Level** **Spring Semester** **H**
Students will be required to read short stories and novels and apply reading comprehension strategies. Vocabulary, comprehension and writing mechanics will continue to be emphasized. One-to-one feedback is a major part of the class, which helps students develop a portfolio as a means to district's literacy performance standard for graduation.

MATH

MATH I **Grade 9** **Credit: 1** **CP Level** **Full Year** **S**
This course is a basic math course. Computational skills in the four basic arithmetic operations of addition, subtraction, multiplication, and division are taught and reinforced. Computational skills with fractions and decimals are included along with problem solving. Subject matter is presented at the student's appropriate learning level. Students will be introduced to the skill sets found in the Common Core State Standards. Support and drill for mathematic skills may include the use of the computer based IXL program.

MATH II **Grade 10** **Credit: 1** **CP Level** **Full Year** **S**
A review of basic mathematics including: addition, subtraction, multiplication, division, fractions, decimals, and money. There will be an emphasis on applying basic math skills to daily lives, e.g. measurement, cooking skills, distance, exact change, etc., and building the skill sets found in the Common Core State Standards. Support and drill for mathematic skills may include the use of the computer based IXL program.

MATH III **Grade 11** **Credit: 1** **CP Level** **Full Year** **S**
This course is a continuation of Math II with the emphasis on students setting their goals for post high school years and entering the world of work. They will concentrate on consumer math areas such as hourly wages, benefits, personal banking, and financing. Students will be introduced to the skill sets found in the Common Core State Standards. Support and drill for mathematic skills may include the use of the computer based IXL program.

MATH IV **Grade 12** **Credit: 1** **CP Level** **Full Year** **S**
This course is a continuation of Math III with a review of basic math skills necessary for everyday life. Emphasis will be on personal banking, tax preparation, money management, and consumer problems. Students will be introduced to the skill sets found in the Common Core State Standards. Support and drill for mathematic skills may include the use of the computer based IXL program.

FOUNDATIONS OF ALGEBRA **Grade 9** **Credit: 1** **CP Level** **Full Year** **S**
Foundations of Algebra incorporates the topics of Algebra I including data analysis, linear functions and their applications, graphical estimation, equations and inequalities, linear systems and inequalities, quadratic functions, and properties of exponents and exponential functions. Instruction is tailored to the unique learning abilities and styles of enrolled students.

READING

READING STRATEGIES I, II **Grades 9 -12** **Credit: 1** **CP Level** **Full Year** **H**
This course is appropriate for 9th through 12th grade education students with an IEP whose reading comprehension skills are significantly below grade placement and whose reading decoding skills are at grade level. Small group and individual instruction will focus on applying and understanding reading strategies, vocabulary development, and reading comprehension skills relating to the Common Core State Standards. Placement is based on PPT recommendation, evaluative data, and consultation with support professionals. Students may advance through multiple levels of Reading Strategies over consecutive years gaining credit for each successive level.

READING DECODING **Grades 9 -12** **Credit: 1** **CP Level** **Full Year** **H**

This course targets the special education student whose word attack and decoding skills are significantly below grade placement. A structured, sequential phonetics approach will be used. In addition, an emphasis is placed on improving comprehension and vocabulary development. Placement is based on PPT recommendation, evaluative data, and consultation with support professionals. Students may advance through multiple levels of Reading Decoding over consecutive years gaining credit for each successive year.

SUPPORT

STRIVE ACADEMIC SUPPORT **Grade 9-12** **Credit: 1/.5/.25/.13** **CP** **Full/Half/Partial** **H**
Instruction is delivered to implement IEP goals and objectives developed at the Planning and Placement Team (PPT). Academic support is offered as a class for students with an IEP. Acquisition of skills via the delivery of a curriculum to address study skills, organization, self-advocacy, and transition planning is included. Also included are opportunities meant to improve students' social skills and social interactions with peers and the community at large. The students' goals and objectives frame the delivery of curriculum and other needed supports. 6 days (1 credit), 2 days (.25), 1 day (.13)

VOCATIONAL & CAREER EXPLORATION

SUPERMARKET **Grades 9 -12** **Credit: 1** **Unleveled** **Full Year** **S**
This course is a vocational program teaching work ethics, work habits and independence in a fully operational supermarket setting located within SHS. Students will work to develop and hone essential abilities such as customer service, interpersonal, and organizational skills. A focus on teamwork and flexibility in the workplace will routinely be incorporated. Supermarket responsibilities may include: logging hours worked, stocking shelves, date rotation, register work, answering telephone & taking orders, preparing orders, and light cleaning. Students may advance through multiple levels of Supermarket over consecutive years gaining credit for each successive level.

VOCATIONAL ACTIVITIES **Grades 9 -12** **Credit: 1** **Unleveled** **Full Year** **S**
This course is a vocational program teaching work ethics, work habits and independence in a fully operational business setting located within SHS. Students will work to develop and hone essential abilities such as customer service, interpersonal, and organizational skills. A focus on teamwork and flexibility in the workplace will routinely be incorporated. Business ventures may include embroidered napkins, button/pin fabrication, ribbon design, and themed gift/basket production. Students may advance through multiple levels of Vocational Activities over consecutive years gaining credit for each successive level.

LIFE LEARNING (TEP) **Grades 9-12** **Credit:1** **CP** **Full Year** **S**
Career exploration to assist with transition to post-secondary life. Formal and informal career interest inventories will be used to develop informed goals for the future. Students will learn and apply the rules of Written Standard English in applications, resumes, and forms. Additional focus on building appropriate social and pragmatic skills necessary for success in the general education setting.

SELF CONTAINED PROGRAMS

ACHIEVE

(Adult Daily Living Skills, Community Awareness, Health and Safety Training, Instruction in Social Skills, Education in Vocational Experiences)
ACHIEVE is a self-contained program for students requiring instruction in Adult Daily Living (ADL) skills. ADL instruction is embedded throughout all core academic classes. A strong focus in ACHIEVE is placed on language development, social skills instruction, safety, life skills application and community experiences. This program is designed for students whose skill level does not make learning in general or many special education classes accessible. Students within ACHIEVE participate in some regular education classes with non-disabled peers.

LANGUAGE ARTS I, II, III, IV **Grades 9-12** **Credit:1** **Unleveled** **Full Year** **H**
This course is appropriate for 9th through 12th grade education students with an IEP who are receiving instruction within the Achieve Classroom. Small group and individual instruction will focus on applying and understanding reading strategies, vocabulary development, and reading comprehension skills relating to the Common Core State Standards and IEPs. Placement is based on PPT recommendation, evaluative data, and consultation with support professionals. Students may advance through multiple levels of Reading Strategies over consecutive years gaining credit for each successive level.

MATH I, II, III, IV **Grades 9-12** **Credit:1** **Unleveled** **Full Year** **S**
This course is a basic math course. Computational skills in the four basic arithmetic operations of addition, subtraction, multiplication, and division are taught and reinforced. Computational skills with fractions and decimals are included along with problem solving, community based math, telling time, and money as supported by IEPS. Subject matter is presented at the student's appropriate learning level. Students will be introduced to the skill sets found in the Common Core State Standards.

SCIENCE I, II **Grades 9-10** **Credit:1** **Unleveled** **Full Year** **S**

Science Themes is an overview of topics including life science, earth science, and physical science. Materials will be appropriate to the students learning level and IEPs. Students will be introduced to and further develop the reading, critical thinking, and writing skill sets found in the Common Core State Standards. Students may advance through multiple levels of Science Themes over consecutive years gaining credit for each successive level.

COMMUNITY CIVICS I **Grades 9** **Credit:1** **Unleveled** **Full Year** **H**

This course provides students with the opportunity to study the democratic system, including individual's rights and responsibilities. To ensure an informed electorate, this course will cover the functions of state and local government, the political process, youth and the law, and citizenship. Current topics will provide a connection to units studied. Many of the skills are in compliance with student IEPs.

SOCIAL STUDIES II, III **Grades 10-11** **Credit:1** **Unleveled** **Full Year** **H**

Social Studies Themes is an overview of topics involving: government, citizenship responsibilities, politics and the history of our town, state, and country. Materials will be appropriate to the student's learning level and IEP goals and objectives. Students will be introduced to and further develop the reading, writing, research and critical thinking skill sets found in the Common Core State Standards. Students may advance through multiple levels of Social Studies Themes over consecutive years gaining credit for each successive level.

ADULT DAILY LIVING I, II, III, IV **Grades 9-12** **Credit:1** **Unleveled** **Full Year** **S**

This course is designed to foster independent living skills targeting transition as indicated in IEPs. Students will learn the many tasks that make up daily living, such as shopping, saving money, traveling, cooking, cleaning, or eating. Material will be adapted for a variety of uses. Answers will be oral or written, students can work toward a goal, needing extra practice, learning through targeted discussion, and/or simply steering them toward one skills group.

PHYSICAL EDUCATION **Grades 9-12** **Credit:1** **Unleveled** **Full Year**

A specialized individual program is available to students identified through an IEP who are unable to participate in the regular physical education program.

HEATH I, II, III, IV **Grades 9-12** **Credit:1** **Unleveled** **Full Year**

A specialized individual program is available to students identified through an IEP who are unable to participate in the regular health program.

LIFE SKILLS **Grades 9-12** **Credit:1** **Unleveled** **Full Year** **S**

This course is designed to foster independent living skills targeting transition as indicated in IEPs, and as an extra reinforcer of ADL. Students will learn the many tasks that make up daily living, such as shopping, saving money, traveling, cooking, cleaning, or eating. Material will be adapted for a variety of uses. Answers will be oral or written, students can work toward a goal, needing extra practice, learning through targeted discussion, and/or simply steering them toward one skills group.

TEP (Therapeutic Education Program)

TEP is designed to provide students with a safe, predictable, and structured setting which will optimize their learning potential and focus on building the appropriate social and pragmatic skills necessary for success in the general education setting. The intent of this program is to gather daily data on each student and determine through this data collection, the level of supports required – academic and emotional/behavioral to be successful at SHS, and ultimately transitioning to the general education setting. Students within TEP, can access English, Math, Science, and Social Studies courses within the program (as appropriate), and access other graduation requirements in the mainstream courses concurrently.

ENGLISH

ENGLISH I **Grade 9** **Credit: 1** **CP Level** **Full Year** **H**

This course covers the full range of language arts. Both literature and traditional grammar/mechanics are utilized to teach reading comprehension, writing, speaking and listening at the student's appropriate learning level. Beginning phases of career planning are included.

ENGLISH II **Grade 10** **Credit: 1** **CP Level** **Full Year** **H**

This course offers students an opportunity to continue to develop skills in comprehension and to expand their vocabulary through reading, literature, and writing. Each student will have the opportunity to develop functional word vocabulary. Skills in written composition will also be emphasized.

ENGLISH III **Grade 11** **Credit: 1** **CP Level** **Full Year** **H**

Emphasis for this course continues to be on the full language arts spectrum of reading, speaking, listening and writing with special emphasis on the writing process. Vocabulary building, reading for meaning will also be emphasized. Students will be required to write persuasive and descriptive essays. Grammar and mechanics are taught in isolation and during the editing and revising stages of writing. Throughout the year, short stories and novels will be read and discussed. Students will also learn how to set realistic career goals and develop avenues to assist them in obtaining these goals.

ENGLISH IV **Grade 12** **Credit: 1** **CP Level** **Full Year** **H**

Emphasis for this course continues to be on the full language arts spectrum of reading, speaking, listening and writing with special emphasis on transition. Vocabulary building, reading for meaning will also be emphasized. Students will be required to write persuasive and descriptive essays. Grammar and mechanics are taught in isolation and during the editing and revising stages of writing. Throughout the year, short stories and novels will be read and discussed. Students will also learn how to set realistic career goals and develop avenues to assist them in obtaining these goals.

MATH

MATH I **Grade 9** **Credit: 1** **CP Level** **Full Year** **S**
This course is a basic math course. Computational skills in the four basic arithmetic operations of addition, subtraction, multiplication, and division are taught and reinforced. Computational skills with fractions and decimals are included along with problem solving. Subject matter is presented at the student's appropriate learning level. Students will be introduced to the skill sets found in the Common Core State Standards. Support and drill for mathematic skills may include the use of the computer based IXL program.

MATH II **Grade 10** **Credit: 1** **CP Level** **Full Year** **S**
A review of basic mathematics including: addition, subtraction, multiplication, division, fractions, decimals, and money. There will be an emphasis on applying basic math skills to daily lives, e.g. measurement, cooking skills, distance, exact change, etc., and building the skill sets found in the Common Core State Standards. Support and drill for mathematic skills may include the use of the computer based IXL program.

MATH III **Grade 11** **Credit: 1** **CP Level** **Full Year** **S**
This course is a continuation of Math II with the emphasis on students setting their goals for post high school years and entering the world of work. They will concentrate on consumer math areas such as hourly wages, benefits, personal banking, and financing. Students will be introduced to the skill sets found in the Common Core State Standards. Support and drill for mathematic skills may include the use of the computer based IXL program.

MATH IV **Grade 12** **Credit: 1** **CP Level** **Full Year** **S**
This course is a continuation of Math III with a review of basic math skills necessary for everyday life. Emphasis will be on personal banking, tax preparation, money management, and consumer problems. Students will be introduced to the skill sets found in the Common Core State Standards. Support and drill for mathematic skills may include the use of the computer based IXL program.

SOCIAL STUDIES

SOCIAL STUDIES THEMES I, II, III **Grades 9 -12** **Credit: 1** **CP Level** **Full Year** **H**
Social Studies Themes is an overview of topics involving: government, citizenship responsibilities, politics and the history of our country. Materials will be appropriate to the student's learning level. Students will be introduced to and further develop the reading, writing, research and critical thinking skill sets found in the Common Core State Standards. Students may advance through multiple levels of Social Studies Themes over consecutive years gaining credit for each successive level. Civics and US History are included in alternating years to meet the graduation requirement.

SCIENCE

SCIENCE THEMES I,II **Grades 9 -12** **Credit: 1** **CP Level** **Full Year** **H**
Science Themes is an overview of topics including life science, earth science, and physical science. Materials will be appropriate to the students learning level. Students will be introduced to and further develop the reading, critical thinking, experimentation and writing skill sets found in the Common Core State Standards. Students may advance through multiple levels of Science Themes over consecutive years gaining credit for each successive level.

LIFE LEARNING **Grades 9-12** **Credit:1** **CP** **Full Year** **H**
Career exploration to assist with transition to post-secondary life. Formal and informal career interest inventories will be used to develop informed goals for the future. Students will learn and apply the rules of Written Standard English in applications, resumes, and forms. Additional focus on building appropriate social and pragmatic skills necessary for success in the general education setting.

TRANSITION/5TH YEAR PROGRAMS

The Transition/5th year programs are individually designed, based on the specific IEP needs of students remaining at SHS or within the Southington community after meeting the graduation requirement (22 credits) required to earn a SHS diploma, Transition/5th year programs may include further study in an area of career interest, volunteer/job placement, and career exploration with adult support. Supported transition to post-secondary educational programs, community awareness, Adult Daily Living Skills instruction, self-help instruction, and independent living skills are developed to better prepare students for life beyond high school. Programming for students remaining for a fifth year program(s) is based on evaluations, data, observation, and input from staff and parents through the PPT process. Programs are focused on those skill areas where additional supports are determined appropriate to achieve post-high school endeavors.

STELLAR

The STELLAR Program (Southington Transitional Education Life Learning and Adult Responsibilities) is an off-campus 5th year program. This program is designed for students with Intellectual Disabilities. The STELLAR staff, educate students in the areas of Adult Daily Living Skills (ADL) e.g. cooking, cleaning, laundry, budging; community-based experiences, e.g. awareness of state and local services provided in Southington; social opportunities, banking, shopping and volunteering. Students also work on Vocational skills through job experiences both on and off campus, prevocational training e.g. interviewing, resume writing, positive work habits, and self-advocacy. Each student is provided the support of a job coach. Self-Help skills are addressed throughout the program. These include hygiene, exercise, making healthy choices, and dealing effectively with emergency situations. Students are selected based on their evaluations, data, observations, and input from staff and parents through the PPT process.

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TECHNOLOGY & ENGINEERING EDUCATION

COURSE LEVELS

Courses are offered at three instructional levels distinguished by the type of instruction, the pacing of the learning, and the depth of standards. Students are recommended for these levels based on teachers' evaluations. These levels are:

H/AP/UConn ECE - Honors/Advanced Placement/UConn Early College Experience
This instructional level balances individual inquiry and collaborative analysis, which will help students to discuss and exchange ideas effectively. Rigorous coursework is geared toward the mastery of state and national standards extending beyond the typical high school curricula including Advanced Placement and UConn Early College Experience courses. The pace of classes mirrors college level learning. Students taking and passing the AP examinations may be eligible for college credits, which can greatly reduce college costs.

CCP - Competitive College Preparatory
This instructional level balances individual and collaborative learning experiences, which will help students to strengthen their learning capacity. Challenging coursework is geared toward the mastery of state and national standards. The pace of classes prepares students for college level learning.

CP - College and Career Preparatory
This instructional level provides comprehensive instruction focusing on modeling and guided practice, which will help students to progress as independent learners. Engaging coursework is geared toward the mastery of core state and national high school standards. The pace of classes provides students with a strong foundation for college level learning.

Southington High School's Technology and Engineering Education Program provides students the opportunity to engage in a range of educational experiences in order to become informed and adaptive problem solvers by utilizing the science, technology, engineering, and mathematics disciplines. Students are required to construct and apply knowledge by asking questions, performing research, exploring ideas, producing work, and evaluating results. Through these performance and authentic learning experiences, students develop critical thinking skills while becoming active, life-long learners who have the ability to work individually and collaboratively to produce solutions to problems. Students encountering these experiences and opportunities will have the ability to pursue passions in a meaningful and rewarding career with the ability to adapt to ever-changing technologies.

Technology and Engineering Clusters, Courses, and Credits

Exploratory	Communications	Construction
Grades 9-12 Introduction to Technology (0.5) Introduction to Engineering (0.5)	**Grade 9** Introduction to Communications (0.5) Engineering Graphics (0.5) **Grades 10-12** Computer Applications in Communications (0.5) Audio-Visual Systems Technology (0.5) Graphic Production Systems (0.5) **Grades 11-12** Computer Engineering (0.5) Electricity and Electronic Systems (0.5) Architectural Engineering and Design (1)	**Grade 9** Introduction to Construction (0.5) Engineering Graphics (0.5) **Grades 10-12** Residential Construction (1) **Grades 11-12** Commercial Construction Systems (1) Architectural Engineering and Design (1)
Manufacturing	**Transportation**	**Project Lead the Way**
Grades 9-12 Introduction to Manufacturing (0.5) Engineering Graphics (0.5) **Grades 10-12** Wood Production Processes (0.5) Metal Production Processes (0.5) **Grades 11-12** Wood Manufacturing Enterprise Systems (1) Metal Manufacturing Enterprise Systems (1)	**Grade 9** Introduction to Transportation (0.5) Engineering Graphics (0.5) **Grades 10-12** Power & Energy Technology (0.5) **Grades 11-12** Transportation Technologies (1)	**Grade 9** Introduction to Engineering Design (1) **Grade 10** Digital Electronics (1) **Grade 11** Principles of Engineering (1) Computer Integrated Manufacturing (1) **Grade 12** Engineering Design and Development (1)
Middlesex Community College Early Learning Academy		
Grades 11-12 Engineering Drawing and Autodesk Inventor (1)		
NOTE: Students in grades 10, 11, and 12 are eligible to enroll in classes categorized under GRADE 9		

Technology and Engineering Education helps all students:

1. apply problem solving techniques
2. apply math and science concepts
3. develop and access their creative abilities
4. apply tools, materials, processes and technical concepts safely and efficiently
5. uncover and develop individual talents
6. make informed career choices
7. become an educated consumer

Please note: Materials for standard course requirements will be provided. Lab fees may be charged if students are involved in activities that are beyond the scope of the curriculum. For more information, please visit our website within www.southingtonschools.org

EXPLORATORY

Introduction to Technology **Grades 9-12** **Credit: 0.5** **CP Level** **Half Year** **S**

Introduction to Technology is designed for students who are interested in an activity oriented course. This course provides students with an overall view of the four major content areas within technology and engineering education: construction, communication, manufacturing, and transportation. Students will have the opportunity to work individually and collaboratively throughout the course to design, construct, test, and evaluate solutions to problems posed in each of the four areas. Typical learning activities include but are not limited to: truss tower creation, computer design software, manufactured goods design and development, and vehicle design and development.

Introduction to Engineering **Grades 9-12** **Credit: 0.5** **CCP Level** **Half Year** **S**

This introductory course develops students' problem-solving skills. Students will have the opportunity to work individually and collaboratively throughout the course to develop, design, construct, test, and evaluate solutions to various engineering problems. Typical activities include sketching, 3D solids modeling, simple machine investigation, and projectile motion. Introduction to Engineering provides students with the opportunity to develop skills and to understand course concepts through activity and project-based learning. This is an excellent fundamentals course for any student interested in technology or engineering who anticipates pursuing his/her education at a two or four-year college after high school.

COMMUNICATIONS CLUSTER

INTRODUCTION TO COMMUNICATIONS **Grades 9-12** **Credit: 0.5** **CP Level** **Half Year** **S**

This course explores the wide variety of ways people transfer information to each other. Students will examine the mechanics of how people, animals and machines communicate and how new technologies are discovered and developed in our data demanding society. Students will learn about the universal systems model to discover how all communication industries use inputs, processes, and outputs to achieve selected goals. Each area of communications is explored in 2-3 week units that include an overview of the communications method and the design and creation of a handmade product. Areas to be examined and activities include: an overview of the graphic design process, the creation of a personally designed product through a graphic printing process, electronics theory and construction of an operable radio, exploration of technical design with the use of 3D modeling software, and 3D animation. This survey course provides students with a taste of what focused, elective classes will offer them.

ENGINEERING GRAPHICS **Grades 9-12** **Credit: 0.5** **CP Level** **Half Year** **S**

Engineering Graphics is designed to develop a student's ability to interpret, analyze, and produce the type of working drawings used in industry. Units of study include: sketching, orthographic projections, isometric pictorials, geometric construction, computer aided design (CAD), and 3D printing. Autodesk Inventor 3D modeling software will be used to create the product design and a rapid prototyping machine will be utilized to generate parts. Students will apply concepts learned from math and geometry to create drawings that illustrate how graphic languages communicate valuable information to us.

COMPUTER APPLICATIONS IN COMMUNICATIONS **Grades 10-12** **Credit: 0.5** **CP Level** **Half year** **S**

This is an overview course in which students experience the role computers play in the field of communications. Students will explore computer system components and their operations. They will develop skills to evaluate their computers at home and apply simple maintenance tasks to tune their performance. Students will then examine ways in which computer technology has changed the way we communicate with each other. Software packages in the areas of 3D modeling, word processing, data management, graphic image manipulation, desktop publishing, 3D animation, video editing and others will be explored. Students will use a variety of computer hardware and software, printers, plotters, sign makers and other computer-related equipment.

AUDIO-VIDEO SYSTEMS TECHNOLOGY **Grades 10-12** **Credit: 0.5** **CCP Level** **Half Year** **S**

Recommended: completion of Intro to Communications

Audio-Video Systems Technology is a course which explores the creation of movies with video editing software as well as examining three dimensional computer generated animations. The movie making section concentrates on proper camera control, composition techniques, various video capture formats, computer editing and final rendering to DVD, CD and/or videotape. Students will work in collaborative teams using camcorders and computers to plan and produce small video projects ranging from lessons to commercials

a self-directed movie demonstrating required communication techniques is an example of a student produced product. A camcorder of any vintage is strongly suggested. A very limited number of cameras are available to sign out. This would be a great opportunity for drama students to show their talents and also learn about some of the work which takes place behind the scenes.
Three dimensional animation techniques are also used to create simple and complex objects, create moving bone structures while applying objects to them, placing these items into scenes which are then rendered in a variety of formats with multiple camera angles. Animations created can include 3-D Text that can be used in student movie projects, animated characters with moving arms and legs and small stores. The animations are dieted using the movie making software previously learned in the course to insert music soundtracks, sound effects and titling.

GRAPHIC PRODUCTIONS SYSTEMS **Grades 10-12** **Credit: 0.5** **CCP Level** **Half Year** **S**
Recommended: completion of Intro to Communications
This class allows students to examine and develop a variety of design and production techniques to create multiple products while effectively applying communication principles. Areas of study will include the analysis of what makes a message successful and effective, the creation of designs for successful messaging, image manipulation software (Adobe Photoshop and Adobe Illustrator), and desktop publishing software. Once an effective design is created, students physically create their product using a variety of printing processes that include: offset production equipment, screen printing processes, vinyl sign making, paper cutting, and paper folding machines to produce a finished product. Activities call for student to apply problem-solving methodology to analyze and formulate real world solutions to issues found in the world of print. Such products include but are not limited to: printed T-shirts, embroidery, stickers, decals, and notepads. Career topics in graphic communication technology will also be discussed including graphic designer, press operator, sales representative, estimator, and more.

COMPUTER ENGINEERING **Grades 11-12** **Credit: 0.5** **CCP Level** **Half Year** **S**
This course is for students who want to examine how computers and robots function. Students will investigate individual system components and explore computer system components and how to build/repair computers and robots while they problem solve common as well as abnormal issues. Course content and instruction require the use of higher level thinking skills through daily trouble-shooting situations. Students will learn how to install and maintain computer hardware and software systems while learning to diagnose and repair components. Students will be able to design, fabricate, and program VEX robots. Student will have an opportunity to continually practice these skills in a series of “hand-on” lab activities. Students do not need previous electronic experience to be successful in this course.

ELECTRICITY AND ELECTRONIC SYSTEMS **Grades 11-12** **Credit: 0.5** **CCP Level** **Half Year** **S**
Ever wonder how all the electronic equipment you love to use works? This is a course designed for students who have an interest in studying and working with electrical electronic systems. Areas of study include electrical and electronic theory, measurement, equipment, circuitry, and design. Students will use test equipment, tools and procedures in solving a variety of problems centered on electrical and electronic theory. Computer simulation software is used to design and test analog and digital circuitry prior to the actual construction of circuits and devices. **May be taken as Science credit**

ARCHITECTURAL ENGINEERING AND DESIGN **Grades 11-12** **Credit: 1** **CCP Level** **Full Year** **S**
This course introduces students to residential and commercial architectural design and planning. Students become familiar with the principles of design and layout, structural engineering, and scale model development. Students will design and develop complete sets of plans for structures while learning how architects must effectively relate idea options to clients. Various technical presentation skills will be emphasized along with the ability to communicate one's ideas to a variety of individuals. Students will use architectural computer aided design (CAD) software to develop 2D and 3D renderings of models throughout the course. Students are given the opportunity to display their design projects through the use of scaled replica models.

CONSTRUCTION CLUSTER

INTRODUCTION TO CONSTRUCTION **Grades 9-12** **Credit: 0.5** **CP Level** **Half Year** **S**
This course is designed to help students develop an understanding of the construction field. Topics discussed include: the areas of residential, commercial and heavy construction. In addition, students learn about the modes of construction such as demolition, renovation and new construction. Students will explore topics such as tools, machines, material properties, engineering principles, planning/estimation, business structure, construction's economic and social impact and careers in construction. Students will be placed in an activity based learning environment that reinforces course content through practical application and lab experience, with a strong emphasis on safety. Activities include but are note to: scaled truss bridge building, scaled home model construction using standard platform framing, electrical wiring modules, plumbing modules and platform framed child-size playhouse.

RESIDENTIAL CONSTRUCTION SYSTEMS **Grades 10-12** **Credit: 1** **CCP Level** **Full Year** **S**
Prerequisite: Successful completion of Intro to Construction or permission of Instructor
This full year course is for students who demonstrate a strong interest in the field of residential construction or a desire to better comprehend how residential structures are designed and built. Student will explore in-depth topics such as: architecture, foundations, various framing techniques, HVAC, electrical systems, waste and potable water systems, and exterior/interior finishes. These areas will coincide with hands-on activities which reinforce course content through practical, real-world applications Students will also learn in great detail about print reading the bidding and estimation process, zoning/building codes, project planning, and other aspects of running a construction business. Activities typically include assemble of full scale residential type structures which can be constructed within the school environment while requiring student to continually apply the construction principles they are learning.

COMMERCIAL CONSTRUCTION SYSTEMS **Grades 11-12** **Credit: 1** **CCP Level** **Full Year** **S**

Prerequisite: Successful completion of Intro to Construction or permission instructor

This course is designed to help students develop an understanding of what commercial construction structures are and what types of processes and materials are used to erect them. Students will have "hands-on" laboratory experiences building a commercial structure using various tools, methods, and materials discussed in class (e.g. steel framing, carpentry, masonry, HVAC, setting up electrical service, plumbing). Other topics include soil and site work concerns, floor and wall systems, estimating, reading architectural drawings, determining structural walls, rigging, construction managements and understudying OSHA's role in the construction industry. Student will be provided with some presentations from guest speakers in the commercial construction field. Students will also have the opportunity to work with a human resources professional at semester's end in order to practice important resume writing and interviewing skills.

MANUFACTURING CLUSTER

INTRODUCTION TO MANUFACTURING **Grades 9-12** **Credit: 0.5** **CP Level** **Half Year** **S**

Introduction to Manufacturing will give students a well-rounded experience in manufacturing processes and activities. Students will learn from history and apply a modern "systems approach" to solve problems that are created from product conception to its production and distribution. Units of study include: measurement and layout, manufacturing processes, research and development, planning for production, production, marketing, and societally impact. Students will work in collaborative teams to manufacture products designed to meet the goals of this course.

WOOD PRODUCTION PROCESSES **Grade 10-12** **Credit: 0.5** **CP Level** **Half Year** **S**

Recommended completion of Introduction to Manufacturing

This course will provide students introductory experiences through authentic learning activities using tools, machines, and processes explore primarily used to manufacture wood materials. Students will be required to develop a plan, implement layout procedures, process wood materials, apply assembly techniques, and employ finishing techniques related to wood products. Students will work on activities designed to increase their understanding of such as: wood classifications, materials properties, hand tools, power tools and machines, and various forming processes. Problem-solving design briefs, projects, and laboratory testing will be the methods used for instruction and assessment of skills.

WOOD MANUFACTURING ENTERPRISE SYSTEMS **Grade 11-12** **Credit: 1** **CCP Level** **Full Year** **S**

Recommended completion of Wood Production Processes or permission of instructor

This course is designed for the student who is interested in investigating career opportunities in manufacturing industries. Students will explore manufacturing processes utilized for wooden materials. Through a series of authentic learning activities, innovative products will be designed, developed, constructed, tested, and analyzed. Specific content includes: product design, component construction, assembly procedures, finishing processes, lumber specifications, cost estimation, and careers in manufacturing industries. This course expands on the material and processes used in Wood Production. Design, aesthetics and bill of materials are emphasized in the creation of all projects.

METAL PRODUCTION PROCESSES **Grade 10-12** **Credit: 0.5** **CP Level** **Half Year** **S**

Recommended completion of Introduction to Manufacturing

Metal Production Processes is a course designed to spark an interest in metal work processes as well as to develop basic skill in working with metal and associated tools and machines. This course will provide student introductory experiences through authentic leaning activities. Students will explore areas such as metal classifications, material properties, bench work and repair, sheet metal fabrication, tap and die, machining, forging, casting, welding and finishing. Problem solving design briefs, projects, and laboratory testing will be the methods for instruction and assessment of skills.

METAL MANUFACTURING ENTERPRISE SYSTEMS **Grade 11-12** **Credit: 1** **CCP Level** **Full Year** **S**

Recommended completion of Metal Production Processes or permission of instructor

This course is designed for student who has a genuine interest in the metal fabrication and manufacturing field. Student must have successfully developed the technical skill required to have a meaningful experience by completing the prerequisite. The course will focus on the development of a prototype product that meets design criteria. Students will evaluate processes, develop procedures, and apply skill to mass produce custom metal products. Conventional fabrication techniques in addition to computer numerical control machines will be utilized to fabricate intricate products designed and developed by students.

TRANSPORTATION CLUSTER

INTRODUCTION TO TRANSPORTATION SYSTEMS **Grade 9-12** **Credit: 0.5** **CP Level** **Half Year** **S**

This course provides students the opportunity to examine various transportation systems. Transportation systems analyzed throughout the course include: land, air, marine and space. Students will learn by completing activities which require problem solving, math, and science skills. Projects may include, but are not limited to, bottle rockets, balsa wood airplanes, Estes solid-fuel rockets, mouse-trap cars, and Styrofoam boat hulls. This technology course provides the platform for students to discover, develop and evaluate the various modes of transportation through construction of their own designs.

POWER AND ENERGY TECHNOLOGY **Grades 10-12** **Credit: 0.5** **CCP Level** **Half Year** **S**

Prerequisite: Intro to Transportation

This course allows students to discover how power and energy are controlled and used in industry and society. Topics to be examined include sources of power, power and the environment, mechanical power, electrical power, fluid power, transportation systems, internal combustion engines and emerging power applications. Students will develop their understanding of the power and energy field through discovery of tools, machines, and energy conversion methods. Design briefs will be used in the construction of projects which will help further develop problem solving skills.

TRANSPORTATION TECHNOLOGIES **Grade 11-12** **Credit: 1** **CCP Level** **Full Year** **S**

Prerequisite: Required - Power and Energy or permission of instructor

Transportation Technologies is a full-year course designed for students who have either a vocational or a leisure time interest in studying the operation, maintenance, and systems of the automobile. Students will design, construct, and test a life-size electric vehicle which will be entered into regional competitions. This course will offer extended laboratory time which will provide students with the opportunity to conduct activities such as analyzing various problems, providing monthly service, rebuilding engines, drive trains, brake systems, etc. Body repair and techniques of automotive painting will also be discussed. Career education topics in the automotive industry are discussed as they apply.

PROJECT LEAD THE WAY

Project Lead the Way is a pre-engineering program consisting of five sequenced courses designed to help students explore technology and engineering related careers. The PLTW Program prepares students who intend on entering a four-year engineering college or engineering technology career directly after high school. Each class uses current technologies, equipment, and software while providing students an activity-, project-, and problem-based learning environment. Students attaining a minimum 85 course average and minimal stanine score of 6 on the PLTW End of Course exam in Introduction to Engineering Design, Digital Electronics, Principles of Engineering, and Computer Integrated Manufacturing are eligible to receive college credit. Students must apply to the Program during 8th grade by completing and returning an application packet. The Southington PLTW Program Selection Committee will review all applications and notify selected individuals.

INTRODUCTION TO ENGINEERING DESIGN **Grade 9** **Credit: 1** **H Level** **Full Year** **S**

Prerequisite: Required - Application and acceptance to PLTW Program by committee

IED is the introductory course for the national Project Lead The Way program. This course concentrates on developing student problem solving skills, with emphasis placed on the development of three- dimensional solid models. Students will apply basic technical drawing skills and techniques to demonstrate their understanding of how engineers design products that solve our daily problems and increase the quality of life. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will examine the problem solving design process and how it is used in industry to design a functional product. Autodesk Inventor 3D modeling software will be used to create, analyze and evaluate eh product design. The techniques learned and equipment used is state of the art and are currently being used by engineers throughout the United States.

DIGITAL ELECTRONICS **Grade 10** **Credit: 1** **H Level** **Full Year** **S**

Prerequisite: Required-Introduction to Engineering Design

DE is a course in applied logic that encompasses the application of electronic circuits and devices. Students will be introduced to digital circuits found in video games, watches, calculators, digital cameras, and thousands of other devices. Students will study the application of digital logic and how digital devices are used to control automated equipment. The use of digital circuitry is present in virtually all aspects of our lives and its use is increasing rapidly. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. This course is similar to a first semester college course and is an important course of study for a student exploring a career in engineering or engineering technology.

PRINCIPLES OF ENGINEERING **Grade 11** **Credit: 1** **H Level** **Full Year** **S**

Prerequisite: Required-Digital Electronics

POE is a high school-level survey course of engineering. This course exposes students to some of the major concepts they will encounter in a college engineering course of study. Students have an opportunity to investigate engineering topics which include: mechanisms, energy sources and applications, machine control, fluid power, statics, material properties, material testing, statistics, and kinematics. POE provides students the opportunity to develop skills and understanding of course concepts through activity, project, and problem-based learning. POE further challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills while investigating engineering concepts. Students will develop strategies to enable and direct their own learning by the conclusion of the course.

COMPUTER INTEGRATED MANUFACTURING **Grade 11** **Credit: 1** **H Level** **Full Year** **S**

Prerequisite: Digital Electronics (required)

CIM is a specialization course in the Project Lead the Way program. Students will study manufacturing history, manufacturing planning, manufacturing processes, systems integration, and implementation of automation within the manufacturing industry. Students are required to use knowledge acquired in IED, DE, and POE to solve problems relating to product design, computer numerical control, robotics, and programming. Solving these problems requires students to implement their designs, while continually honing their interpersonal skills, creative abilities, and understanding of the design process. Students apply knowledge gained throughout the course in a final open-ended problem to build a simulated factory system.

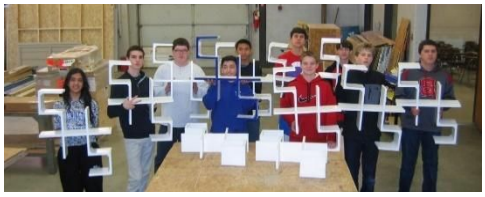
ENGINEERING DESIGN AND DEVELOPMENT **Grade 12** **Credit: 1** **H Level** **Full Year** **S**
Prerequisite: Required: Principles of Engineering and Computer Integrated Manufacturing
EDD is a capstone engineering research course in which students work in teams of two to design, construct, and test, and analyze the solution to an open-ended engineering problem (original, taken from a database of problems, or a national challenge) while applying the principles and skills developed in the four preceding courses. Students will maintain an engineering notebook as part of a portfolio of their work. Each team will be responsible for delivering progress reports and making final presentations of their project solution to an outside review panel and community members. The completed portfolio will be invaluable as students apply to college

PROJECT LEAD THE WAY PLTW
Preparing students for the global economy

MIDDLESEX COMMUNITY COLLEGE EARLY COLLEGE ACADEMY

ENGINEERING DRAWING AND AUTODESK INVENTOR **Grades 11-12** **Credits: 1** **CCP Level** **Full Year** **S**
This course is an introduction to the interpretation of engineering drawings beginning with the basics of orthographic projection and then applying 3D CAD solid modeling. The curriculum includes the content of the Middlesex Community College courses "EGR 112: Engineering Drawing Interpretations" (3 credits) and "CAD 171 Mechanical 3D CAD Inventor" (3 credits). Students who successfully complete this course earn six college credits. Topics include: technical drawings, dimensioning, sectional and auxiliary views, tolerances and allowances, and 3D printing. Students will analyze technical drawings as well as create 2-D sketches and 3-D solid models. Students will be able to create assemblies and working drawings with adherence to recognized industry drafting standards. The primary goal of this course is to introduce students to engineering graphics through the use of computers and Autodesk Inventor. This course will provide an advantage to any student looking to enter into an engineering or skilled trades career.

*Students who wish to receive college credit will qualify by enrolling at Middlesex Community College. Dual enrolled high school students are also college students. The grade a student receives for the high school course(s) will also be on their college transcript.



WORLD LANGUAGES

COURSE LEVELS

Courses are offered at three instructional levels distinguished by the type of instruction, the pacing of the learning, and the depth of standards. Students are recommended for these levels based on teachers' evaluations. These levels are:

H/AP/UConn ECE - Honors/Advanced Placement/UConn Early College Experience
This instructional level balances individual inquiry and collaborative analysis, which will help students to discuss and exchange ideas effectively. Rigorous coursework is geared toward the mastery of state and national standards extending beyond the typical high school curricula including Advanced Placement and UConn Early College Experience courses. The pace of classes mirrors college level learning. Students taking and passing the AP examinations may be eligible for college credits, which can greatly reduce college costs.

CCP - Competitive College Preparatory
This instructional level balances individual and collaborative learning experiences, which will help students to strengthen their learning capacity. Challenging coursework is geared toward the mastery of state and national standards. The pace of classes prepares students for college level learning.

CP - College and Career Preparatory
This instructional level provides comprehensive instruction focusing on modeling and guided practice, which will help students to progress as independent learners. Engaging coursework is geared toward the mastery of core state and national high school standards. The pace of classes provides students with a strong foundation for college level learning.

Recommended Sequence for World Language Courses

	FRENCH	GERMAN	ITALIAN	LATIN	SPANISH	MANDARIN	Ad Hoc
Year 1 Novice	French I (CCP - Novice Mid, H - Novice High)		Italian I (CCP - Novice Mid, H - Novice High)	Latin I (CCP - Novice Mid, H - Novice High)	Spanish I (CCP - Novice Mid, H - Novice High)	Mandarin I CCP	Intro to Ancient Language
Year 2 Novice/ Intermediate	French II (CCP - Novice High, H - Intermediate Low)		Italian II (CCP - Novice High, H - Intermediate Low)	Latin II (CCP - Novice High, H - Intermediate Low)	Spanish II (CCP - Novice High, H - Intermediate Low)		
Year 3 Intermediate	French III (CCP - Intermediate Low, H - Intermediate Mid)		Italian III (CCP - Intermediate Low, H - Intermediate Mid)	Latin III (CCP - Intermediate Low, H - Intermediate Mid)	Spanish III (CCP - Intermediate Low, H - Intermediate Mid)		
Year 4 Intermediate	French IV (CP - Intermediate Low, CCP - Intermediate Mid, H - Intermediate High)	German IV(CP - Intermediate Low, CCP - Intermediate Mid, H - Intermediate High)	Italian IV (CP - Intermediate Low, CCP - Intermediate Mid or H - ECE/AP Italian)	Latin IV (CCP - Intermediate Mid, H - Intermediate High)	Spanish IV (CP - Intermediate Low, CCP - Intermediate Mid, H - Intermediate High)		
Year 5* Intermediate/ Advanced Low	French V (CCP - Intermediate High) or ECE/AP French (H - Advanced Low)				Spanish V (CCP -Intermediate High) or ECE/AP Spanish (H - Advanced Low)		

* For students who started French or Spanish in the Middle School

****For students with an average of below 70 in a language studied at the middle school level should consider choosing the first year of a new language to study.**

All high school students have the opportunity to study one or more foreign languages. The World Language Department offers 4 modern languages: French, German, Italian, and Spanish and 1 classical language: Latin. The curricula for all languages are based on the ACTFL competencies for Modern and Classical Languages: Communication, Comparisons, Cultures, Connections, and Communities. Our program offers two levels of language instruction: Honors and CCP in all languages for all years 1-5 except year 4 which has 3 levels of instruction - Honors, CCP, and CP. Students are recommended for a particular level based on their formal and informal performance and proficiency assessments. Language instruction at the Honors level is for students who demonstrate, early in their studies, an exceptional degree of interest, aptitude and commitment to an accelerated pace of instruction. Moreover, students will

be expected to demonstrate a high degree of independence in their language studies. Placement in Honors level courses is recommended for students who achieve a minimum grade of 90 in a CCP level course. Students who wish to enroll in a beginning course at the honors level need to demonstrate a habit of independent language study coupled with a GPA of 90. If students wish to skip a class in a specific language sequence, they must take and pass the appropriate previous end-of-year exam at the level of instruction they wish to enter. One (1) world language credit is required for graduation, however most universities require **two or three years** of the same language study **at the high school level**. Students are encouraged test for the Seal of Biliteracy at the end of their junior year or the beginning of their senior year. Students who earn a proficiency level of Intermediate Mid in all modes (Interpretive, Interpersonal, Presentational) of the target language, are registered for a World Language class their senior year, and who have completed their high school English requirements will receive the national **Seal of Biliteracy** on their transcripts and diplomas. This Seal identifies students with verified multilingual skills and is useful to both employers and universities.

* ACTFL proficiency scale - American Council on the Teaching of Foreign Languages has developed 5 levels of proficiency: novice, intermediate, advanced, superior and distinguished.

Modern Languages: French,German, Italian, Spanish, Mandarin

Communicating effectively in a second language is a 21st century skill both for college bound students as well as for students who are preparing to enter the global economy workforce. In all our courses at all levels, the target language is the main means for communication among teachers and students. The dynamic use of language to investigate cultural and interdisciplinary global topics, along with grammar and vocabulary study, creates the appropriate environment for language acquisition and accelerates this process. Students work cooperatively on communication-based, real world tasks to develop all 3 communication modes: interpretive: reading, listening and viewing, interpersonal, and presentational: speaking and writing. These 3 modes are integrated in assessments. Through the investigation and study of the respective cultures, students develop cultural understandings through interactions with others, experiencing other cultures, evaluating personal feelings, thoughts, perceptions and realities, and reflecting on their own life and surroundings. There is emphasis on all aspects of culture (film, literature, fables, art, architecture, music, history, daily life, etc.) in all years and at all levels of language study. Each course curriculum covers at least five of the following six interdisciplinary themes: Global challenges, Families and Communities, Personal and Public Identities, Contemporary Life, Science and Technology, and Beauty and Aesthetics.

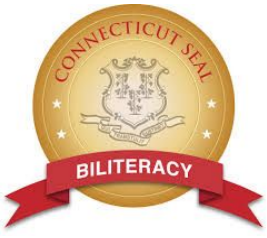
Language Lab
All language students benefit from the state of the art digital language laboratory. Students' active participation in this setting is meant to develop their listening comprehension and speaking skills as well as increase their overall proficiency in the language(s) they study.

Classical languages: Latin 1-4
Our classical language program focuses on reading, understanding, translating and analyzing Latin prose and poetry. Students work cooperatively to develop the ability to read with critical, historical and literary sensitivity. Students will draw comparisons between the ancient world and today's world. There is emphasis on all aspects of ancient cultures (mythology, literature, art, architecture, music, daily life, etc.). Students also study English derivatives from Latin to help build their vocabulary in both languages. These skills will enhance a students' ability to apply them to many other areas of learning and future professional goals. The curriculum for each Latin course focuses on at least four of the following six themes related to ancient societies: Ancient World Challenges, Families and Communities, Personal and Public Identities, Customs and Traditions, Science and Technology, and Beauty and Aesthetics.

Introduction to Ancient Language **Grades 9-12** **Credit: 1** **CCP Level** **Full Year** **H**
By the end of this course, students will have background knowledge on how cultures communicate (what language is for) and general information on how language syntax works (what language does). They will know how to study and learn language - both in universal language skills and study habits and they will have an in-depth study of the American English language - both how the language was derived from older languages and how the language works in the modern academic and vernacular forms - in order for the students to connect how English works in comparison and contrast to foreign languages. It is expected that students who complete this course will continue into a world language of their choice after this course, where they can then apply the skills and knowledge they have learned in order to be successful in these later language courses. **This course will be offered starting in the 2020-2021 school year.**

*In the event of under-enrollment at a specific level of study (ex. under 10 students enrolled at the CCP level), the class may not be offered or CCP requests that do not meet adequate student enrollment numbers will be combined with Honors sections and instruction will be at the Honors level

Class of 2023 - New World Language Graduation Requirement
A course is in development, to help meet the new 1 credit World Language graduation requirement that is in place beginning with students in the graduating class of 2023. This will be a stand alone course made available to students who are not taking advantage of our other World Language offerings or working towards the college bound recommendation of having at least 3 years of a consecutive high school language. **This course will be offered starting in the 2020-21 school.**



Novice High/Novice Mid Year 1

These courses are intended for students with no or minimal previous experience in the selected language

Novice High French, Italian, Spanish 1 **Grades 9-12** **Credit: 1** **H Level** **Full Year** **H**
By the end of this course, students will be at the **novice high level** of language acquisition. They will be able to communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Students will be able to handle short social interactions in everyday situations by asking and answering simple questions. They will be able to present basic information about familiar topics using simple phrases and sentences. They will be able to write short messages and notes on familiar topics related to everyday life. They will be able to understand spoken words, phrases, simple sentences and sometimes the main idea related to everyday life. Finally, they will be able to understand familiar words, phrases, sentences and sometimes the main idea within short and simple printed texts related to everyday life. This course covers all six themes.

Novice Mid French, Italian, Spanish, Mandarin 1 **Grades 9-12** **Credit: 1** **CCP Level** **Full Year** **H**
By the end of this course, students will be at the **novice mid-level** of language acquisition. They will be able to communicate on very familiar topics using a variety of words and phrases that have practiced and memorized. They will be able to present information about themselves and some other very familiar topics using a variety of words, phrases and memorized expressions. They will be able to write lists and memorized phrases on familiar topics. They will be able to recognize familiar words and phrases when they hear them. Finally, they will be able to recognize some letters, characters, learned or memorized words and phrases in written texts. This course covers five of the six themes.

Novice High Latin 1 **Grades 9-12** **Credit: 1** **H Level** **Full Year** **H**
By the end of this course, students will be at the **novice high level** of language study. They will be able demonstrate overall comprehension of short Latin passages adapted for new learners. They will be able to demonstrate comprehension of a variety of high-frequency Latin words and isolated phrases with an accurate English translation. They will demonstrate an understanding of basic grammatical relationships in sentences with straight forward syntax. They will also be able to identify references to Roman culture, mythology, and history that are most commonly known and that are stated directly in Latin texts. They will demonstrate knowledge of a limited range of terms to identify a few single grammatical and syntactic structures. They will demonstrate knowledge of a limited range of terms to identify grammatical and syntactic structures. This course covers all six themes.

Novice Mid Latin 1 **Grades 9-12** **Credit: 1** **CCP Level** **Full Year** **H**
By the end of this course, students will be at the **novice mid-level** of language study. They will be able to demonstrate a basic comprehension of short Latin passages adapted for new learners. They will be able to demonstrate comprehension of some high-frequency Latin words and isolated phrases with an accurate English translation. They will demonstrate an understanding of basic grammatical relationships in sentences with straight forward syntax. They will also be able to identify references to Roman culture, mythology, and history that are directly stated in the Latin texts. They will demonstrate a limited range of terms to identify a few single grammatical and syntactic structures. This course covers five of the six themes.

Intermediate Low/Novice High Year 2

These courses reinforce skills students acquired during the first year of language study

Intermediate Low French, Italian, Spanish 2 **Grades 9-12** **Credit: 1** **H Level** **Full Year** **H**
Prerequisite: 90 or better in year 1 of CCP/H and/or recommendation from teacher
By the end of this course, students will be at the intermediate low level of language acquisition. They will be able to participate in conversations on a number of familiar topics using simple sentences. They will be able to participate in short social interactions in everyday situations by asking and answering simple questions. They will present information and write briefly about most familiar topics using a series of simple sentences. They will be able to understand the main idea in short, simple messages, presentations, conversations, and texts on familiar topics. This course covers all six themes.

Novice High French, Italian, Spanish 2 **Grades 9-12** **Credit: 1** **CCP Level** **Full Year** **H**
Prerequisite: 80 or better in year 1 of CP/CCP and/or recommendation from teacher
By the end of this course, students will be at the novice high level of language acquisition. They will be able to communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Students will be able to handle short social interactions in everyday situations by asking and answering simple questions. They will be able to present basic information about familiar topics using simple phrases and sentences. They will be able to write short messages and notes on familiar topics related to everyday life. They will be able to understand spoken words, phrases, simple sentences and sometimes the main idea related to everyday life. Finally, they will be able to understand familiar words, phrases, sentences and sometimes the main idea within short and simple printed texts related to everyday life. This course covers five of the six themes.

Intermediate Low Latin 2 **Grades 9-12** **Credit: 1** **H Level** **Full Year** **H**
Prerequisite: 90 or better in year 1 of CCP/H and/or recommendation from teacher
By the end of this course, students will be at the **intermediate low level** of language study. They will demonstrate overall comprehension of long Latin passages adapted for intermediate learners. They will have the ability to produce an accurate English

translation or paraphrase of simple Latin passages. They will have limited success in more complex, authentic Latin texts. They will demonstrate an understanding of a variety of grammatical relationships in sentences with straightforward syntax, and occasionally with more complex sentences. They will demonstrate a literal comprehension of a wide variety of vocabulary and idiomatic phrases, as well as some understanding of figurative meanings in context. They will be able to identify a variety of commonly known references to Roman culture, mythology, and history that are relevant to understanding the required texts when references are directly stated. They will demonstrate knowledge of terms to identify a variety of simple grammatical and syntactic structures and some more complex structures. This course covers all six themes.

Novice High Latin 2 **Grades 9-12** **Credit: 1** **CCP Level** **Full Year** **H**
Prerequisite: 80 or better in year 1 of CP/CCP and/or recommendation from teacher
By the end of this course, students will be at the **novice high level** of language study. They will be able demonstrate overall comprehension of short Latin passages adapted for beginning learners. They will be able to produce an accurate English translation of simple Latin sentences. They will be able to demonstrate comprehension of a variety of high-frequency Latin words and idiomatic phrases with an accurate English translation. They will demonstrate an understanding of basic grammatical relationships in sentences with straight forward syntax. They will also be able to identify references to Roman culture, mythology, and history that are most commonly known and that are stated directly in Latin texts. They will demonstrate knowledge of a limited range of terms to identify a few single grammatical and syntactic structures. They will demonstrate knowledge of a limited range of terms to identify grammatical and syntactic structures. This course covers five of the six themes.

Intermediate Mid/Intermediate Low Year 3

These courses reinforce skills students acquired during the second year of language study

Intermediate Mid French, Italian, Spanish 3 **Grades 10-12** **Credit: 1** **H Level** **Full Year** **H**
Prerequisite: 90 or better in year 2 of CCP/H and/or recommendation from teacher
By the end of this course, students will be at the **intermediate mid-level** of language acquisition. They will be able to participate in conversations on familiar topics using sentences and series of sentences. They will be able to handle short social interactions in everyday situations by asking and answering questions. They will be able to talk about themselves and their everyday life with limited vocabulary. They will present and write on a variety of familiar topics using connected sentences. They will be able to understand the main idea in messages, presentations, conversations, and texts on a variety of topics related to everyday life and personal interests and studies. They will use simple and complex phrases. They will know the basic elements of literature and literary styles. This course covers all six themes.

Intermediate Low French, Italian, Spanish 3 **Grades 10-12** **Credit: 1** **CCP Level** **Full Year** **H**
Prerequisite: 80 or better in year 2 of CP/CCP and/or recommendation from teacher
By the end of this course, students will be at the **intermediate low level** of language acquisition. They will be able to participate in conversations on a number of familiar topics using simple sentences. They will be able to participate in short social interactions in everyday situations by asking and answering simple questions. They will present information and write briefly about most familiar topics using a series of simple sentences. They will be able to understand the main idea in short, simple messages, presentations, conversations, and texts on familiar topics. This course covers five of the six themes.

Intermediate Mid Latin 3 **Grades 10-12** **Credit: 1** **H Level** **Full Year** **H**
Prerequisite: 90 or better in year 2 of CCP/H and/or recommendation from teacher
By the end of this course, students will be at the **intermediate mid-level** of language study. They will demonstrate an overall comprehension of Latin passages by consistently responding correctly to both factual and less sophisticated interpretive questions. They will have the ability to produce an accurate English translations or paraphrase of authentic Latin texts. They will demonstrate understanding of a wide variety of grammatical relationships, even in sentences with complex syntax. They will demonstrate comprehension of a wide variety of vocabulary, including literal and figurative meanings in context. They will be able to identify a variety of references to Roman culture, mythology, and history that are relevant to understanding the required Latin texts, with occasional misinterpretations when references are implied. Students will demonstrate knowledge of terms by identifying or describing a variety of grammatical and syntactic structures, including simple and complex structures. They will be able to use appropriate terms to identify a wide variety of elements of literary style common in Latin prose and in Latin poetry, including scansion. This course covers all six themes.

Intermediate Low Latin 3 **Grades 10-12** **Credit: 1** **CCP Level** **Full Year** **H**
Prerequisite: 80 or better in year 2 of CP/CCP and/or recommendation from teacher
By the end of this course, students will be at the **intermediate low level** of language study. They will demonstrate overall comprehension of Latin passages primarily by responding correctly to factual questions. They will have the ability to produce an accurate English translation or paraphrase of selections of authentic Latin texts. They will demonstrate an understanding of a variety of grammatical relationships in sentences with straightforward syntax, and occasionally with more complex sentences. They will demonstrate a literal comprehension of a wide variety of vocabulary and understanding figurative meanings in context. They will be able to identify a variety of commonly known references to Roman culture, mythology, and history that are relevant to understanding the required texts when references are directly stated. They will demonstrate knowledge of terms to identify a variety of simple grammatical and syntactic structures and some more complex structures. They will use appropriate terms to identify a variety of basic elements of literary style common in Latin prose and in Latin poetry, including scansion. This course covers five of the six themes.

Intermediate High/Intermediate Mid/Intermediate Low Year 4

These courses reinforce skills students acquired during the third year of language study

Intermediate High Italian 4* **Grades 11-12** **Credit: 1** **ECE/AP Level** **Full Year** **H**
Intermediate High French, German, Spanish 4 **Grades 11-12** **Credit: 1** **H Level** **Full Year** **H**
Prerequisite: 90 or better in year 3 of CCP/H and/or recommendation from teacher
By the end of this course, students will be at the **intermediate high level** of language acquisition. They will be able to participate with ease and confidence in conversations on familiar topics. They will be able to talk about events and experiences in various time frames. They will be able to handle social interactions in everyday situations, sometimes even when there is an unexpected complication. They will be able to make presentations and write about school, work, community and topics they have researched in various time frames in a generally organized way. They will easily be able to understand the main idea in audio and written messages and texts. They will be able to understand a few details of conversations, even when something unexpected is expressed. They can sometimes follow stories, descriptions, events, and experiences in audio and written texts with various time frames. They will use a variety of terms by identifying or describing a variety of elements of literature and literary styles. This course covers all six themes.

Intermediate Mid French, German, Italian, Spanish 4 **Grades 11-12** **Credit: 1** **CCP Level** **Full Year** **H**
Prerequisite: 80 or better in year 3 of CP/CCP and/or recommendation from teacher
By the end of this course, students will be at the **intermediate mid-level** of language acquisition. They will be able to participate in conversations on familiar topics using sentences and series of sentences. They will be able to handle short social interactions in everyday situations by asking and answering questions. They will be able to talk about themselves and their everyday life with limited vocabulary. They will present and write on a variety of familiar topics using connected sentences. They will be able to understand the main idea in messages, presentations, conversations, and texts on a variety of topics related to everyday life and personal interests and studies. This course covers five of the six themes.

Intermediate Low French, German, Italian, Spanish 4 **Grades 11-12** **Credit: 1** **CP Level** **Full Year** **H**
Prerequisite: 70 or better in year 3 of CP and/or recommendation from teacher
By the end of this course, students will be at the **intermediate low level** of language acquisition. They will be able to participate in conversations on a number of familiar topics using simple sentences. They will be able to participate in short social interactions in everyday situations by asking and answering simple questions. They will present information and write briefly about most familiar topics using a series of simple sentences. They will be able to understand the main idea in short, simple messages, presentations, conversations, and texts on familiar topics. This course covers four of the six themes.

Latin Intermediate High 4* **Grades 11-12** **Credit: 1** **ECE Level** **Full Year** **H**
Prerequisite: 90 or better in year 3 of H and/or recommendation from teacher
By the end of this course, students will be able at the **intermediate high level** of language study. They will have a reading fluency in Latin: the ability to read and translate authentic Latin texts with reference materials as needed. They will demonstrate an overall comprehension of authentic Latin passages by consistently responding correctly to factual and interpretive questions, including questions requiring more advanced interpretive ability. They will demonstrate an understanding of a wide variety of grammatical relationships, even in sentences with complex syntax. They will demonstrate comprehension of a wide variety of vocabulary, including literal and figurative meanings in context. Students will be able to identify a wide variety of references (implied and directly stated) to Roman culture, mythology, and history that are relevant to understanding the required Latin texts. They will demonstrate knowledge of terms by identifying or describing a wide variety of grammatical and syntactic structures, simple and complex. They will use appropriate terms to identify a wide variety of elements of literary style in Latin prose and poetry, including metrical elements.

Latin Intermediate Mid 4 **Grades 11-12** **Credit: 1** **CCP Level** **Full Year** **H**
Prerequisite: 80 or better in year 3 of CP/CCP and/or recommendation from teacher
By the end of this course, students will be at the **intermediate mid-level** of language study. They will have a reading knowledge of Latin: the ability to read and translate Latin texts with the use of reference materials. They will demonstrate an overall comprehension of Latin passages by consistently responding correctly to both factual and interpretive questions. They will demonstrate understanding of a wide variety of grammatical relationships, even in sentences with complex syntax with occasional misinterpretations. They will demonstrate comprehension of a wide variety of vocabulary, including literal and figurative meanings in context. They will be able to identify a variety of references to Roman culture, mythology, and history that are relevant to understanding the required Latin texts, with occasional misinterpretations when references are implied. Students will demonstrate knowledge of terms by identifying or describing a variety of grammatical and syntactic structures, including simple and complex structures. They will be able to use appropriate terms to identify a wide variety of elements of literary style common in Latin prose and poetry, including elements of meter. This course covers five of the six themes

Advanced Low/Intermediate High Year 5

These courses reinforce skills learned in the fourth year of language study

Advanced Low French, Spanish 5* **Grade 12** **Credit: 1** **ECE/AP Level** **Full Year** **H**
Prerequisite: 90 or better in year 4 of CCP/H and/or recommendation from teacher
By the end of this course, students will be at the **advanced low level** of language acquisition. They will be able to participate in conversations about familiar topics that go beyond everyday life. They will be able to talk about events and experiences and describe people, places, and things in various time frames and in an organized way with some detail. They will be able to handle familiar situations with an unexpected complication. They will be able to share their opinions and contribute to class discussions. They will be

able to deliver presentations and write essays in various time frames about topics of general interest as well as academic and professional topics that are well organized and appropriate to their audience. They will be able to understand the main idea and some supporting details in audio and written texts on a variety of topics of personal and general interest. They will be able to follow stories and descriptions of some length and in various time frames and genres on familiar topics even when something unexpected is expressed. The target language is a tool to investigate and explore topics related to the six themes, such as human rights issues, women's rights, stereotypes, immigration, in the target language cultures and other cultures of the world. They will use a wide variety of terms to discuss literature and literary styles.

Intermediate High French 5 **Grade 12** **Credit: 1** **CCP Level** **Full Year** **H**
Prerequisite: 80 or better in year 4 of CP/CCP and/or recommendation from teacher
By the end of this course, students will be at the **intermediate high level** of language acquisition. They will be able to participate with ease and confidence in conversations on familiar topics. They will be able to talk about events and experiences in various time frames. They will be able to handle social interactions in everyday situations, sometimes even when there is an unexpected complication. They will be able to make presentations and write about school, work, community and topics they have researched in various time frames in a generally organized way. They will easily be able to understand the main idea in audio and written messages and texts. They will be able to understand a few details of conversations, even when something unexpected is expressed. They can sometimes follow stories, descriptions, events, and experiences in audio and written texts with various time frames. This course covers five of the six themes.

Latin American Studies Intermediate High Spanish 5* **Grade 12** **Credit: 1** **CCP Level** **Full Year** **H**
Prerequisite: 80 or better in year 4 of CCP and/or recommendation from teacher
By the end of this course, students will be at the **intermediate high level** of language acquisition. They will be able to participate with ease and confidence in conversations on familiar topics. They will be able to talk about events and experiences in various time frames. They will be able to handle social interactions in everyday situations, sometimes even when there is an unexpected complication. They will be able to make presentations and write about school, work, community and topics they have researched in various time frames in a generally organized way. They will easily be able to understand the main idea in audio and written messages and texts. They will be able to understand a few details of conversations, even when something unexpected is expressed. They can sometimes follow stories, descriptions, events, and experiences in audio and written texts with various time frames. This class offers a unique focus on Latin American Studies, particularly the art, literature, customs, traditions and contributions of Latin Americans at home and abroad.

***Students may enroll in the UConn ECE program in French, Italian, and Spanish for three credits in both the fall and spring and will be awarded these six (6) credits if they earn a grade of C or better. Students may enroll in the UConn ECE program in Latin and Latin American Studies for three credits for the entire year. Credits can be transferred to other universities and students should research the universities they are interested in to see how the credits will transfer. Students are also encouraged to take the College Board's AP exam in the target language. Successful candidates may be awarded up to three credits at select universities.**

ALTA

The Southington Alternative Education Program serves students in grades 9-12 from Southington High School and surrounding districts (whose students are admitted on a tuition basis) who have not been successful in a traditional high school setting. ALTA is housed in a separate facility but is directly linked to Southington High School and is part of the Southington Public School System. ALTA is a "school of choice," and students are accepted only after they complete a two-day observation. ALTA administration, in conjunction with the Southington High School administration, reserves the right not to accept a prospective candidate if it is determined that ALTA would not best serve the educational needs of the student. Students who graduate from ALTA receive a Southington High School diploma after meeting all district and state requirements.

The instructional philosophy at ALTA is based on challenging students to think independently, problem-solve, write with purpose, and understand that literacy is a necessary skill to be successful in all facets of life. Our curriculum is aligned with Southington High School and stresses differentiated instruction and cooperative learning across all content areas. ALTA offers grade level courses in English, Math, Social Studies, Science, Art, Music, Health and Physical Education. In addition, emphasis is placed on developing independent living skills among all of the students. ALTA offers school counseling and has full-time Special Education support. ALTA is staffed by highly-qualified, highly-motivated teachers and has a full time Director on site. ALTA faculty and students consistently practice and model mutual respect, acceptance, and a true sense of pride. ALTA is a unique, challenging, and invigorating learning institution. Please contact the Director with questions regarding admission to ALTA.

ALTERNATIVE EDUCATION PROGRAM (ALTA)
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