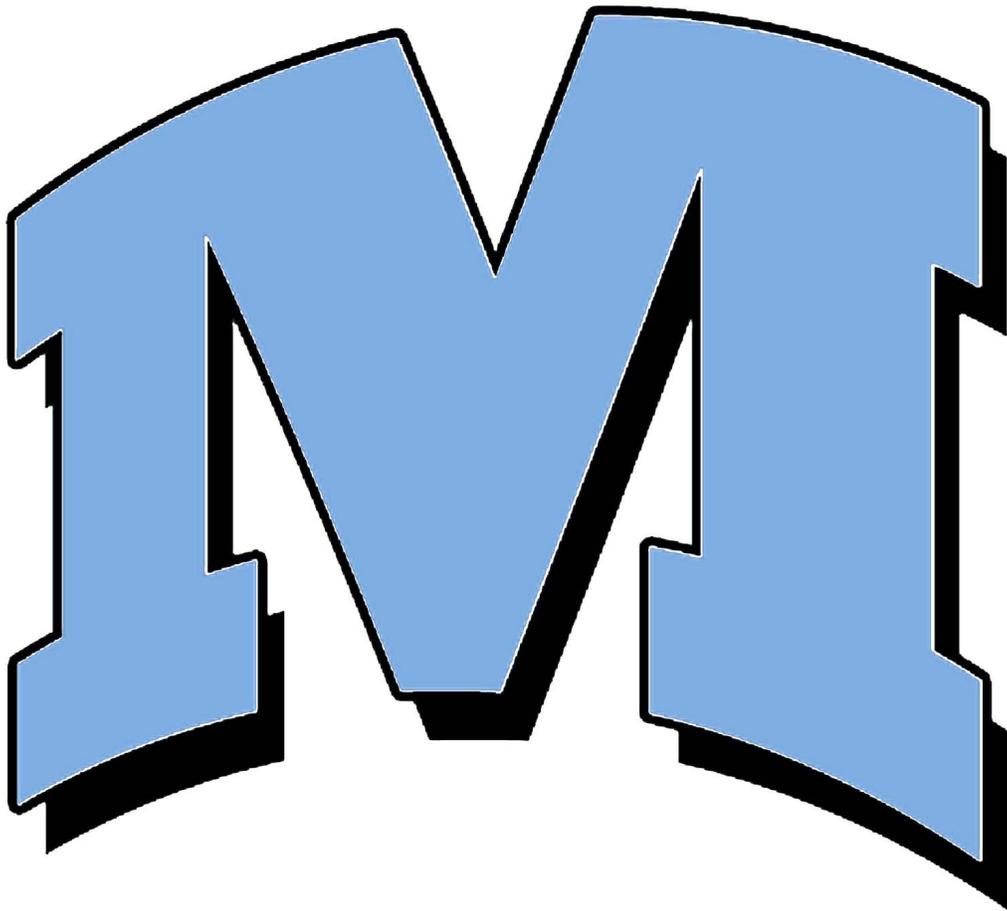


# Middletown High School



Course Selection Catalog  
2018-2019

**MIDDLETOWN HIGH SCHOOL**

**MIDDLETOWN, CT 06457**

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## **STATEMENT OF NON-DISCRIMINATION**

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**MIDDLETOWN HIGH SCHOOL  
COURSE SELECTION CATALOG  
2018-2019**

This catalog describes the courses offered in grades nine (9) through twelve (12) at Middletown High School. These course descriptions will assist students and parents in selecting specific courses and in planning a high school program.

Students, with the help of parents, teachers and school counselors, are encouraged to take a long range view of the high school program. As early as grade nine, students may work out a tentative four-year plan that is reviewed each year and modified as the student matures. One should approach the four-year plan by attending first to graduation requirements; but just meeting requirements is usually not enough. Students should also choose courses that reflect their goals, talents and interests by aiming for a full program rather than a minimal one. Colleges will have their own requirements that need to be considered as well. Information on colleges, careers and other post high school options can be found in School Counseling Department.

In February, students select courses for the following year. School counselors will use the student's career goals, student's grades and standardized testing information to assist the course selection process. During the spring, a master schedule for the high school is built and each course is assigned to one or more periods in the day. In some cases, selected courses will not fit because of conflicts in the times they are offered, i.e. courses that only meet during the same periods, or will not be offered due to low enrollment.

# REQUIREMENTS FOR HIGH SCHOOL GRADUATION

## Graduation Requirements

Graduation from our public schools attests (1) that graduates have satisfactorily completed the prescribed courses of study, and (2) that they have satisfactorily met those standards established by the faculty and state and approved by the Board of Education, (3) that they have fulfilled the legally mandated number and distribution of credits, and (4) that they have successfully demonstrated the performance expectations identified by the Middletown Board of Education in compliance with the legislature's HB 01-166.

After April first in any school year, the Board may establish a firm graduation date for the school year which, at the time of such establishment, provides for at least 180 days of school.

The Board of Education in compliance with state regulations shall require 22 credits (**twenty-five (25) credits beginning with the class of 2021**) for graduation from high school. A credit is defined as the equivalent of at least a 40 minute class period for each school day of a school year. The following twenty-two (22) credits (**twenty-five (25) credits beginning with the class of 2021**) are necessary. Please note that the administration may make appropriate adjustments for transfer students.

English 4 credits (*including 1 English 9 credit and 1 English 10 credit*)  
**Beginning with the class of 2021 4 credits (including 1 English 9 credit and 1 English 10 credit)**

Mathematics 3 credits (*including 1 credit in Algebra I and 1 credit in Geometry*)  
**Beginning with the class of 2021 4 credits (1 credit Algebra I, 1 credit Geometry, 1 credit Algebra II or Statistics)**

Science 3 credits (*including 1 credit in Biology or four years enrollment in the Agricultural Science and Technology Program*)  
**Beginning with the class of 2021 3 credits (including 1 credit in Biology, 1 credit Physical Science or four years enrollment in the Agricultural Science and Technology Program)**

Physical Education/Wellness 2.0 credits 4 semesters

Social Studies 3.5 credits (*including 1 credit in United States History and .5 credit in Civics*)

Vocational/Fine Arts 1 credit  
**Fine Arts—beginning with the class of 2021 1 credit**

Electives 5.5 credits  
**Beginning with the class of 2021 1.5 credits**

**World Language - Beginning with the class of 2021— 2 credits**

**STEM - Beginning with the class of 2021—1 credit**

**Career and Life Skills—Beginning with the class of 2021—1.5 credits**

**Humanities—Beginning with the class of 2021—.5 credit**

**Senior Demonstration Project—Beginning with the class of 2021—1 credit**

**Total Credits through Class of 2020 22 credits**

**Total Credits beginning with the Class of 2021 25 credits**

**Community Service Requirement:**

**Each student is required to complete twenty(2) hours of community service prior to graduation.**

## **Graduation Requirements Continued**

### **Performance Expectations**

In addition to earning course credits as outlined, Middletown High School students must demonstrate a level of proficiency for specific learner outcomes in English, mathematics, science and social studies consistent with Common Core State Standards (CCSS),

Students must satisfy four (**five beginning with the class of 2021**) requirements for graduation:

Successfully obtain twenty-two (22) credits (**25 credits beginning with the class of 2021**) in required areas of study;

Perform twenty (20) hours of community service;

Attain proficiency in CAPT;

Attain proficiency in SAT and

**(beginning with the class of 2021) - create a senior demonstration project or its equivalent.**

Students may demonstrate this level of proficiency in the following ways:

1. If a student demonstrates proficiency on the CAPT science and SAT, he/she will automatically meet the graduation requirement for performance in the related academic area. (i.e., English, mathematics, science and social studies)
2. Students who fail to demonstrate the required proficiency in a particular discipline may enroll in the Middletown High School summer program to develop and demonstrate proficiency in that discipline. The summer work reflecting proficiency standards will become part of their portfolios to be reviewed by a team of assessors.
3. The Board of Education may grant students high school credit for successful completion of coursework earned from an accredited institution of higher learning taken either during the school year or summer months.

#### **Exemptions:**

Special Needs: Students with special needs may be exempt from district performance standards as described in this policy if so indicated in their Individual Education Plans.

#### **Awards of High School Diplomas:**

Students who complete all graduation requirements shall receive a diploma at the June commencement.

#### **High School Diplomas and Veterans:**

The Board of Education shall award a high school diploma to any World War II Veteran or Veteran of the Korean Hostilities or Vietnam Era requesting such diploma who left high school for military service as defined in the statutes.

## **REQUIREMENTS FOR PROMOTION**

Promotion to Grade	Minimum Credits Earned
10	5.0
11	9.0
12	15.0

### **COURSE CREDIT**

1. Students must carry a minimum of five (5) subjects that meet daily each semester.
2. Students should carry a minimum of four (4) academic subjects per semester.

### **INDEPENDENT STUDY PROGRAMS**

Independent study programs are available, but prior approval must be obtained from the principal who will review the suggested program, assign an advisor, and designate credit to be awarded.

### **OTHER CONSIDERATIONS IN COURSE SELECTION**

1. Students are encouraged to take a Career and Technical Education course during their high school career as these courses provide critical skills for collegiate and workplace success.
2. Students interested in engineering, science, or technical post-secondary education are urged to take four years of mathematics and science.
3. Many colleges require a laboratory science. At least one college or advanced level chemistry, biology, or physics course will meet this requirement.
4. Many colleges require at least three years of the same world languages.
5. All Juniors must take Personal Finance (can be replaced with Marketing for two full credits).

## **WESLEYAN UNIVERSITY HIGH SCHOOL SCHOLARS PROGRAM**

The Wesleyan University High School Scholars' Program permits outstanding juniors and seniors from Middletown area high schools to take **one course** per semester at the University. The program enables these students to take more advanced work than is normally available at the high school level.

Applications for admission to the program are available in the Guidance Office in late spring and fall. For the most part, only those courses at the 100-level are available to the High School Scholars. A list of course offerings is available on the Internet at <http://www.wesleyan.edu/course/home/html>. High School Scholars may not enroll in a course that is substantially equivalent to a course offered in the high school.

Students are strongly encouraged to adhere to the application deadlines. The Guidance Office will forward applications to the Admission's Office at Wesleyan University along with a copy of each applicant's transcript and counselor recommendation. Acceptance by Wesleyan is determined by a student's academic record, enrollment size of a particular class and approval of the course instructor.

## **UNIVERSITY OF CONNECTICUT EARLY COLLEGE EXPERIENCE**

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

ECE instructors, who are certified as adjunct professors by UConn faculty, create a classroom environment fostering independent learning, creativity and critical thinking - all pivotal for success in college. Middletown High School offers ECE courses in a variety of disciplines. To support rigorous learning, University of Connecticut library resources are also available to students.

ECE students must successfully complete the course with a grade of C or better and take the course final exam in order to receive university credit. University credits are highly transferable to other universities.

Students are charged a \$25.00 per credit plus a registration fee. For additional information visit: [www.ece.uconn.edu](http://www.ece.uconn.edu).

Students may enroll in both the UConn and AP Program.

## **HIGH SCHOOL PARTNERSHIP PROGRAM**

Middlesex Community College has signed agreements with many area high schools which permit eligible high school juniors and seniors to enroll in general fund supported credit courses at no cost. Students are eligible to take one (1) course free of charge (General Tuition and Fees). Students are responsible for purchasing their own textbooks. In order to participate in the college's High School Partnership Program, students are expected to have at least a "B" average, be in the top twenty percent of their class and have the written recommendation of their counselor. Students must also submit an admissions application, an official high school transcript and a High School Partnership application form. High School Partnership applicants are also required to take the Basic Skills Assessment. For additional information on the High School Partnership Program, contact the Admissions Office, 860-343-5719.

## **ADVANCED PLACEMENT TESTING PROGRAM**

The Advanced Placement Program is a cooperative educational endeavor of the College Entrance Examination Board. Advanced Placement courses are offered in Art, English, Mathematics, Science, Social Studies, and World Languages. The Advanced Placement Examinations are offered each May. It is suggested that a student interested in a particular college, write for information concerning its Advanced Placement policy. Advanced Placement courses are identified in the course descriptions. Additional information is available from the Guidance Department. Students enrolled in an AP course must take the AP exam, UCONN final or course final exam. Students may enroll in both the UCONN and AP program.

## **VIRTUAL HIGH SCHOOL (VHS)**

Self-motivated juniors and seniors will now be offered an alternative to the ordinary classroom environment. Each semester, twenty (20) students will be eligible to enroll in Virtual High School. This gives students the opportunity to choose from a wide variety of courses not offered at M.H.S., including Mandarin Chinese, AP Statistics, Music Composition, AP Computer Science, Entrepreneurship, Investing in the Stock Market, and many more. If your son/daughter chooses this option, they will be participating in a course comprised of students from various regions, cultures, and countries. These students bring their own unique perspectives and experiences to each course. Students that have participated in VHS courses often gain a broader view of the world around them and a greater sense of the global community. As there is only a limited number, students must prepare an application packet (available online) and submit all materials to their counselor prior to the deadline posted on the Middletown High Guidance website. For more information, log on to the M.H.S. website and click on the Guidance/Virtual High School link or visit the Site Coordinator in Guidance,.

## **SERVICE CREDIT OPPORTUNITIES**

### **Peer Tutoring Credit**

Prerequisite: none

### **Semester**

Both

### **Grade (s)**

11, 12

### **Credits**

.3-.5 pass/fail

Students involved in the Peer Tutoring Program will work alongside other students in a variety of possible settings: the classroom during regular school hours, after school as part of the detention program, in-school suspension. Students will commit to a minimum of three days a week of service. As a classroom tutor, students will work closely with the classroom teacher to assist students in need of extra help or to implement classroom lessons and activities.

## NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

The NCAA Clearing House and Middletown High School have approved those courses labeled with an asterisk (\*) for credit. Students who plan to participate in Division I or Division II athletics in college should discuss these requirements with their school counselor.

## PROGRAM OF STUDIES

The following program is designed to guide students and parents/guardians in planning course selections for grades 9-12. Students are encouraged to meet with their counselor to discuss course selections and appropriate course recommendations.

Courses taken in the following areas may be used to fulfill elective requirements including the Career & Technical Education/Arts requirement:

Art - Fine & Performing	Business
Family and Consumer Sciences	Technology Education
Vocational Agriculture (4-year program)	

## SAMPLE 4-YEAR HIGH SCHOOL PROGRAM

<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
English 9	English 10	English 11	English Electives
Mathematics	Mathematics	Mathematics	*Mathematics
Physical Science	Biology	Science Elective	*Science Elective
World History	U.S. History	Social Studies	*Social Studies
		Elective	Elective
World Language	*World Language	*World Language	*World Language
P.E. 9	P.E.. 10	First Aid & Health	P.E. Elective
			(one semester)
P.E./Health 9	P.E./Health 10	P.E./Health 11	P.E./Health 12
Elective	Elective	Personal Finance/ Marketing	Elective

\*Although not required for graduation, these courses may be needed to fulfill college entrance requirements. Students are encouraged to meet with their counselor to plan individual program.

## ARTS - FINE AND PERFORMING

### ART

All courses in the Art Department are elective courses and are appropriate for both the college program and the non-college/military/vocational education program. Courses in this area will fulfill the vocational education/art credit requirement.

The art courses offered at Middletown High School appeal to the needs of not only the serious art student, but to the interested student who enjoys the process of creating and self expression. Those students possessing artistic skills will have an opportunity to further expand, develop, and refine their natural abilities to seriously pursue art as an avocation or a career. Those students who may not believe they are artistically talented, but who possess a genuine interest in the subject, will be given the opportunity to develop new skills that will enrich their perception and appreciation of the world around them.

Those students planning to pursue art-related careers are strongly encouraged to take at least three years of art so that they will have sufficient time to develop their portfolios, a requirement for entrance into most art schools and universities.

<b><u>General Art</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Half year	9, 10, 11, 12	.5

This fundamental course will offer the student an introduction to the basic elements of design that include line, texture, shape, form, color and space. These elements will be examined and applied through a variety of media and techniques that may include drawing, painting, collage, printmaking, sculpture and crafts. Both two and three-dimensional art forms will be explored. Art history, art criticism, and aesthetics will also be incorporated into this course.

<b><u>Drawing &amp; Painting</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Full year	9, 10, 11, 12	1.0

Semester I will cover drawing skills from real-life observations with emphasis on line, shading, composition and perspective. Students will draw from natural and man-made objects, still life composition and the human figure. A variety of media will be used, including pencil, charcoal, pastel, pen and ink. Semester II will focus on color theory and color mixing. Techniques in pastel, watercolor and acrylic will be taught. Students will be exposed to both realistic and abstract interpretations in style. Art history, art criticism and aesthetics will also be incorporated into this course.

<b><u>Advanced Drawing &amp; Painting</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: one year of Drawing and Painting with average of 85 or higher <u>or</u> permission of department chair	Full year	10, 11, 12	1.0

This course will place greater emphasis on the refinement of drawing and painting techniques including the introduction of oil painting. Projects will allow for more creativity and personal interpretations in style. Art history, art criticism and aesthetics will also be incorporated into this course.

<u>Pottery &amp; Sculpture</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Full year	9, 10, 11, 12	1.0

This course offers the study of three-dimensional design with emphasis on clay construction. Projects will cover basic hand-building techniques as well as an introduction to wheel throwing. The processes of drying, firing and glazing will be covered. Sculptural techniques such as relief carving, modeling in the round and 3-D construction will be included using a variety of other materials. Art history, art criticism, and aesthetics will also be incorporated into this course.

<u>Advanced Pottery &amp; Sculpture</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: one year of Pottery and Sculpture with an average of 85 <u>or</u> higher <u>or</u> permission of department chair	Full year	10, 11, 12	1.0

This course offers the continued study of three-dimensional design with emphasis on the refinement of clay techniques. Hand building, wheel throwing, carving and sculpting will be covered. A variety of other materials will be used in 3-D construction. Projects will be individualized and of greater scope than those in the introductory course. Art history, art criticism, and aesthetics will also be incorporated into this course.

<u>Studio Art**</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: One year of Advanced Drawing & Painting or Advanced Pottery & Sculpture with an average of 80 <u>or</u> higher <u>and</u> permission of department chair	Full year	11, 12	1.0

This course is specifically designed for those students who are seriously interested in pursuing art as a career or avocation. Students may work in either two or three dimensional art forms. Art history, art criticism and aesthetics will be integral parts of this course. The major focus will be the preparation of a portfolio required for entrance to most art schools and colleges. The student may pay for materials requested for projects that go beyond what is specifically required by the curriculum.

\*This course is required for juniors who plan to take AP Studio Art in their senior year.

\*Due to relatively small numbers, Studio Art and AP Studio Art students may be enrolled in the same class.

<u>AP Studio Art*</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: One year of Studio Art (junior year) with an average of 80 <u>or</u> higher <u>and</u> permission of department chair	Full year	12	1.0

This course will specifically focus on the preparation of a portfolio required for the AP Studio Art exam. All students enrolled in this course will be expected to complete and submit a portfolio in order to receive credit. Students may submit a portfolio in a two dimensional or three dimensional art form.

\*Due to relatively small numbers, Studio Art and AP Studio Art students may be enrolled in the same class.

<b><u>Photography I</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Half year	9, 10, 11, 12	.5

Students will be introduced to basic photography concepts through the creation and use of pinhole cameras and/or photograms, in a traditional black and white darkroom. Techniques using point and shoot digital cameras will be investigated. Digital units on Focal Point, Landscape, Montage, Abstraction and Self Portraiture will be covered. The Elements of Art and Principles of Design (i.e. line shape, balance, movement) will be used to describe, analyze, interpret and make judgments in student work and in the work of significant artists and photographers. Students will use art criticism skills to develop thematic ideas in their work engaging in reflective writing about their photographs. Photoshop CS3 will be introduced and students will practice techniques including use of adjustments, layers, various masking techniques and selection tools. Using Photoshop students will become involved in a digital media task creating work based on a personal memory. Students will finish the course with the creation of an electronic portfolio. A digital camera (DSLR or point & shoot) is helpful but not required.

<b><u>Photography II</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Photography I or Permission of Instructor	Half year	9, 10, 11, 12	.5

Students enrolled in this course will be immersed in traditional black and white photography using 35mm film and manual camera techniques. Students will develop multidisciplinary skills looking at the work of well known photographers, practicing art criticism skills and using composition related vocabulary. Students will continue to describe, analyze, interpret and judge their work, as well as the work of significant artists and photographers using the Elements of Art and Principles of Design (i.e. line shape, balance, movement) to describe, analyze, interpret and make judgments in their work and in the work of others. The use of darkroom chemistry and equipment is required in this course. Students must learn to load film in the darkness of a changing bag and pay close attention to chemical processes for successful development of film and printing of images. Problem solving skills will be sharpened and patience required as students develop their darkroom technique and consult with teacher regularly to refine the quality of their work and prepare work for display. Alternative methods in photography may be introduced such cyanotype, toning and solarization techniques. Material safety will be stressed. A 35mm film camera (SLR or point & shoot) is helpful but not required.

## MUSIC

All courses in the Music Department are elective courses and are appropriate for both the college program and the non-college education program. Courses in this area will fulfill the vocational education/arts credit requirement.

The music courses provide a variety of experiences in performance and appreciation as well as advanced technical skills and music awareness.

<u>Jazz Ensemble</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Permission of Instructor (by audition)	Full year	9, 10, 11, 12	1.0

The twenty piece ensemble performs the music of the foremost big band composers, past and present. Topics covered include the study of jazz history, higher order musical phrasing, music fundamentals, chord construction, improvisation, transposition and performance technique. This is considered the most advanced ensemble class in the instrumental music department and students are required to work, rehearse and perform all concert band and marching band repertoire in addition to jazz literature. This course involves participation in school and public performances outside of the school day. Students must audition for placement in the Jazz Ensemble.

<u>Concert Band</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Ability to play a band instrument and instructor approval	Full year	9, 10, 11, 12	1.0

This course offers an applied study of music through preparation of advanced wind band literature. The concert band aims to explore various composers, musical periods and styles. In addition, this course requires participation in marching band (including preseason). Members of this ensemble will be encouraged but not required to audition for various music festivals. Topics covered include the study of all scales, key signatures, musical terms, transposition, care of instruments, music fundamentals, performance techniques, ensemble listening, marching techniques, various styles, composers and historical implications of music. Student attendance at all marching band, concert band, performances and rehearsals is required.

<u>Advanced Choir</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Audition required and/or teacher recommendation	Full year	9, 10, 11, 12	1.0

The Advanced Choir is a select performance ensemble open to qualified sophomores, juniors and seniors by audition and/or teacher recommendation. Prior membership in Chorus or the equivalent is expected. Advanced literature from all historical periods including small major works with instrumental accompaniment is studied. Emphasis is placed on development of vocal skills in the areas of tone quality and tone production, breath control, breath control, reading accuracy and interpretation. The choir performs at school concerts as well as selected community events.

<b><u>Concert Choir</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: None	Full year	9, 10, 11, 12	1.0

This performing choral ensemble is open to any high school student without audition. Students will perform choral repertoire in a wide variety of musical styles. Major emphasis is on developing vocal skills and music literacy. The Chorus performs at school concerts and scheduled community events.

<b><u>Treble Choir</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Audition required and teacher recommendation	Full year	10, 11,12	1.0

The Treble Choir is an auditioned group for soprano and alto singers that performs music at an advanced level with a focus on a cappella music. This includes music from the standard repertoire as well as music in a popular style, specifically suited for soprano and alto voices. Emphasis will be placed on singing with good vocal technique and development of music literacy. Auditions for this group take place in January and February and are open to all treble singers in grades 10-12, whether or not they have taken Chorus before.

<b><u>Morning Concert Choir (7:00-7:25 am)</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
	Full year	9,10,11,12	0.5

This ensemble is open to any high school student without audition. Students will perform choral repertoire in a wide variety of musical styles. Major emphasis is on developing vocal skills and music literacy. The Chorus performs at school concerts, in combination with the Concert Choir and Advanced Choir. The grade for this class will be a Pass/Fail only.

<b><u>Piano/Keyboard I</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Half year	9, 10, 11, 12	0.5

This course is for students who have little or no previous keyboard experience. Students will learn basic piano technique—fingering, note and rhythm reading, chord progressions and a variety of repertoire. Students will be provided individual stations and will work at their own pace. Each student is required to participate in one or more scheduled recital/performance during the semester.

<b><u>Piano/Keyboard II</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Piano/Keyboard I and/or teacher recommendation	Half year	9,10,11,12	0.5

This course is a continuation of Piano/Keyboard I. Piano technique is further developed. The basics of music theory and harmony are emphasized. Students will be provided individual stations and will work at their own pace. Students will study advanced chord progressions, note and rhythm reading, scales and finger exercises, music theory, composition and ensemble performance. Each student is required to participate in one or more scheduled performances during the semester.

<b><u>Guitar I</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
	Half year	9, 10, 11, 12	0.5

This course is designed for students with little or no guitar experience. Various styles, techniques and repertoire are covered with an emphasis on music reading—learning basic chords, scales, note and rhythm reading, an introduction to tab reading and beginning barre chords. Students who have a proficiency in most of these skills should consider taking Intermediate Guitar/Guitar II. If a student is unsure which course to take, he/she should check with the guitar instructor. This course may be taken a second time ONLY with teacher permission. Each student is required to participate in one or more scheduled performance during the semester.

<b><u>Guitar II</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Permission of instructor	Half year	9, 10, 11, 12	0.5

This course is designed for students who have completed the GHS Beginning Guitar course successfully and/or for students who have basic rudimentary guitar skills (see requirements from Beginning Guitar description). Students will study advanced barre chords, note and rhythm reading, scales and modes, guitar theory, composition, song writing and improvisation. If a student is unsure which course to take, he/she should check with the guitar instructor. This class may be taken a second time ONLY with teacher permission. Each student is required to participate in one or more scheduled performances during the semester.

<b><u>Electronic Music</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
	Half year	9,10,11,12	0.5

This course offers the unique chance to learn music through the use of technology. Students will gain competency with GarageBand software on Mac computers. Students will also work with internet based programs as appropriate. Students will explore the various elements of music and sound through the creation of various compositions and projects. Students will be able to collaborate with each other and will share their work regularly. Topics covered include: rhythm, importing audio, mixing, equalization, remixing and sound for video and radio. No prior knowledge of music is required to enroll in this course.

<b><u>Wind Ensemble</u></b>	<b><u>Semester</u></b>	<b><u>Grade (s)</u></b>	<b><u>Credits</u></b>
Prerequisite: Audition Required	Full year	9, 10, 11, 12	1.0

This course offers an applied study of care of wind instruments/percussion instruments, music rudiments, performance techniques, marching techniques, musical style, and composers. Topics covered include the study of all scales, key signatures, musical terms, intervals, transposition and the development of rhythmic facility. In preparation for public performance, the ensemble will prepare difficult to advanced literature through composers representing various musical periods. This course also includes the development and participation in concert band (including the marching season). Additionally, this ensemble will perform in the concert setting with string players to create a full orchestra. Members of this ensemble will be encouraged to audition for the Southern Regional Band Festival. This course is recommended for students who enjoy performing and plan to further their performance at the college level. This course requires student attendance at marching, concert and wind ensemble performances and rehearsals.

<b><u>Strings/Orchestra</u></b>	<b><u>Semester</u></b>	<b><u>Grade (s)</u></b>	<b><u>Credits</u></b>
Prerequisite: Ability to play violin, viola, cello, or bass	Full year	9, 10, 11, 12	1.0

This course offers an applied study of care of equipment, music rudiments, performance techniques, musical style and composers. Topics covered include study of all scales in common use, key signatures, musical terms, intervals, transposition and the development of rhythmic facility. In preparation for public performance, there is a study of string/orchestra literature and composers representing various musical periods. This course is recommended for students who enjoy performing string orchestral music. This course requires student attendance at performances. There is also an opportunity to participate in small advance ensembles.

<b><u>Music Theory AP</u></b>	<b><u>Semester</u></b>	<b><u>Grades (s)</u></b>	<b><u>Credits</u></b>
Prerequisite: Competency in Reading treble and bass clef	Full year	10, 11, 12	1.0

Music Theory is a rigorous course designed for students who are interested in further exploration of music principles and considering pursuit of a music degree at the collegiate level. The purpose of this course is to develop music literacy and aural skills. Students will learn the fundamentals in composition and sight singing. Topics covered include elements of pitch and rhythm, key signatures, chords, voice leading, part writing, harmonic progressions, non-chord tones and simple structure. This course is recommended for students pursuing a career in music.

## DRAMA

<u>Acting I</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Half year	9, 10, 11, 12	.5

This course will explore the many facets of theater including acting and technical theater in order to familiarize the student with the workings of this art form. The course will include improvisation, ensemble building theater games, readings, the preparation of at least one two-minute monologue and hands-on technical experience. Through these activities, students will build their confidence and learn to apply this new skill to all facets of life.

<u>Acting II</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Acting I or director approval	Half year	9, 10, 11, 12	.5

This course focuses on the continued development of the actor's primary tools, the voice and the body, in relation to the two major acting styles, psychophysical (emotional) acting and comedy. Work will include a study of the basic principles of stage, voice, diction, blocking and stage business, and script analysis and interpretation. The relationship of the actor to technical theater elements will also be discussed.

<u>Acting III</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credit</u>
Prerequisite: Acting II or director approval	Half year	10, 11, 12	.5

A course for advanced students, which specializes in varying styles of performance including psychophysical or emotional acting and comedy. Acting exercises for stage movement and theater voice and diction are included. Students will perform extended scenes after being given detailed notes and performance assignments.

<u>Acting IV</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credit</u>
Prerequisite: Acting III or director approval	Half year	10, 11, 12	.5

Designed for advanced acting students, this course explores the techniques and styles characteristic of classical theater as well as contemporary trends as evidenced by regional theater, college theaters and off Broadway. Scenes from the above types of plays will be performed by students; followed by detailed critiques and class discussion. Students in this course will be exposed to the skills and flexibility for college work in acting.

<u>Directing</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credit</u>
Prerequisite: none	Half year	9, 10, 11, 12	.5

Students in this course will be required to act and direct. The course will focus on the study of a variety of theater and film directors, their styles, visions and approaches to performance. Students will interpret and reinterpret scripts, devise an audition process, create purposeful blocking and meaningful stage pictures. Students will be required to keep a director's journal and write short papers describing their "director's vision". The class will also write, action and direct their own original work.

<u>Technical Theater</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credit</u>
Prerequisite: none	Half year	9, 10, 11, 12	.5

This course will concentrate on the elements of technical theater, set design and construction, stage lighting, costume, sound, props and make-up. Students will explore design and its execution as a means of communicating the idea, concept, theme and mood of a play through class and workshop sessions. Students will play an integral role in the design and construction of the scenery for the High School Drama Club productions. This course will be team taught within the Fine Arts and Tech Ed Departments.

## **BUSINESS EDUCATION DEPARTMENT**

Business Education Department courses prepare students to compete and to be successful in pursuing college and career goals. It is recommended that all students elect courses within this area, which fulfill the career & technical education/arts credit requirement for graduation. All students are encouraged to participate in our local chapter of Future Business Leaders of America (FBLA) or Distributive Education Clubs of America (DECA).

### **FINANCE**

<u><b>Personal Finance</b></u>	<u>Semester</u>	<u>Grade</u>	<u>Credits</u>
Prerequisite: none	Half year	11, 12	.5

This is a required course for all juniors to gain financial literacy skills. Topics covered will include budgeting, apartments/houses/mortgages, inflation, taxes, checking accounts, saving/investing, credit, loans, automobile purchases, insurance, college funding and retirement. Students may earn extra credit if they provide documentation and regular use of a savings account either at Dragon's Vault of Seasons Federal Credit Union or another bank/credit union. This course is designed for students to understand and manage money and prepare for life after high school.

<u><b>Accounting I</b></u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Full year	10, 11, 12	1.0

Accounting is one of the most sought after professions with enormous job openings every year. This introductory course will teach the basics of accounting and prepare students for the field of business.

NOTE: Accounting I fulfills one credit of the MATH requirements for graduation.

<u><b>Accounting II</b></u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Passing grade in Accounting I	Full year	11, 12	1.0

This course offers an advanced study of the financial operation of a business. Emphasis is placed on analyzing and interpreting financial transactions. This course will help to prepare students for college-level courses. All students are also encouraged to participate in the local chapter of the Future Business Leaders Club of America (FBLA) and compete in local, state and national competitions.

NOTE: This course is accredited by Middlesex Community College's College Career Pathways Program. Students may earn three college credits for successful completion of Accounting I and II.

## COMPUTER COURSES

<u>Coding</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Passing Algebra or Geometry	Half year	10, 11, 12	.5

This course teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem solving skills. This course will offer students the opportunity to learn about variables, functions, logic of statements, looping and writing clean code.

<u>Advanced Coding</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Introduction To Coding	Half year	10, 11, 12	.5

This course is designed to develop better programmers with an emphasis on program debugging, decision-making code structures, repetition structures and executable programs. Students will code their own procedures and functions and learn how to debug original programs.

<u>Web Page Design</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Firm understanding of the Windows environment	Half year	9, 10, 11, 12	.5

This course is designed to give students an in-depth understanding of web design concepts and techniques that are essential to planning, creating, testing, and maintaining Web sites. Students will learn how to create Web documents using HTML.

<u>Mastering Google I</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: None	Half year	9, 10, 11, 12	.5

A comprehensive course designed for students to obtain the Google App skills required for any field or occupation. In this course, students will create, edit and enhance standard business documents. Students will also create complex documents by adding lists, tables, charts, and graphics. Students will also learn how to create presentations with features such as text animations, pictures, movies, sounds and charts.

<u>Mastering Google II</u> (Advanced)	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Google I	Half year	9, 10, 11, 12	.5

A comprehensive course designed for students to obtain the Google App skills required for any field or occupation. This course will introduce students to workbooks, worksheets and formulas. Students will also work with test and data enhancements to improve the appearance of the worksheet. In addition, this course will also introduce students to database management. Instruction will be provided to design, develop and edit tables, datasheets; edit a database using the table and form views, modify the basic design structure, create queries and generate basic reports and forms.

## **MARKETING EDUCATION (DECA)**

<b><u>Retailing</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Full year	11, 12	1.0

This course offers a study of activities involved in the exciting world of business and marketing. Topics covered include areas in economics, retailing, marketing, preparing for employment, human relations, advertising, display, sales and the operation of a school store. All students are encouraged to participate in the local chapter of the Distributive Education Clubs of America (DECA) and compete in local, state, and international competitions. Retailing students may elect to take Cooperative Work Experience. This course and Marketing fulfill the Personal Finance requirement while earning the student two full credits.

<b><u>Marketing</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Passing grade in Retailing	Full year	12	1.0

This course offers an advanced study of marketing and related areas. Topics covered include marketing, economics, retailing, market segmentation, marketing and human behavior, and market research. All students are also encouraged to participate in the local chapter of the Distributive Education Clubs of America (DECA) and compete in local, state, and international competitions. This course and Retailing fulfill the Personal Finance requirement. Marketing students may elect to take Cooperative Work Experience.

<b><u>Sports and Entertainment Marketing</u></b>	<u>Semester</u>	<u>Grade(s)</u>	<u>Credits</u>
Prerequisite: none	Full year	9, 10	1.0

Sports and Entertainment Marketing is an exciting course that will introduce students to two of the most popular—and competitive—businesses in the world, sports and entertainment. It helps students to develop skills to succeed in their careers and will reinforce academic skills such as math, reading and language arts. This course will build a foundation in critical-thinking and problem-solving as well as key workplace competencies such as responsibility, self-management leadership and integrity.

## **BUSINESS ESSENTIALS**

<b><u>Career Awareness</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Half year	9, 10, 11, 12	.5

This course will allow students to explore careers and opportunities within the 16 Career Clusters through research, evaluation, simulations and projects. Students will examine how careers can encompass multiple clusters, compare and contrast careers in the different clusters, prepare a research project on a chosen occupation and complete resume and interest inventory to identify and highlight their personal strengths. This course is aligned with state standards throughout each of the clusters.

<b><u>Introduction to Business</u></b>	<u>Semester</u>	<u>Grade(s)</u>	<u>Credits</u>
Prerequisite: none	Half year	9,10,11,12	.5

Introduction to Business is an exciting and hands-on introductory course that serves as a gateway to more in depth classes such as marketing, accounting and finance. Students will have the ability to learn a variety of different topics in business such as basic entrepreneurship, problem-solving, operations, management, career planning, the economy and decision making. This class offers both practical applications and real world situations that help students to explore business in the realm of the classroom including creating and running a small business enterprise.

<b><u>Math for Colleges and Careers</u></b>	<u>Semester</u>	<u>Grade(s)</u>	<u>Credits</u>
Prerequisite: Algebra I	Full year	10,11,12	1.0

This course is designed for students to have opportunities to see how mathematics is applied both in everyday life and in various careers, such as real estate, sales, banking, finance, accounting and more. Students will be challenged to make sense of real world problems and persevere in solving them, model real problems with mathematics and use appropriate tools strategically, including calculators, spreadsheets and equations or other mathematical models. Professionals and other adults from the community will share their experiences training for their profession and using mathematics to perform their jobs successfully. It's a hands on and exciting way to use math skills and apply them to real life situations.

### **WORK EXPERIENCE PROGRAMS**

<b><u>Work I (Work Experience I)</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: At least 16 years old; concurrent enrollment in Co-operative Work Experience	Full year	10, 11, 12	1.0

This course offers a practical program of related vocational instruction. Topics covered include job seeking skills, safety, job retention and advancement skills, self-management, problem solving, teamwork and specific instruction related to the student's current job and occupational goal. Students will begin to work as teams with all students accepting leadership roles, developing their abilities to work with diverse people and situations.

<b><u>Work II (Work Experience II)</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Work I, concurrent enrollment in Cooperative Work Experience	Full year	11, 12	1.0

This course offers an advanced study of the world of work and must be taken concurrently with Cooperative Work Experience. Particular emphasis will be placed upon group working situations and team/individual leadership in personal and professional problem solving.

## ENGLISH LANGUAGE ARTS

Students are assigned to grade 9, 10 and 11 English Language Arts courses on the basis of their past academic records and scores on district and state assessments. In grade 12, students select courses from a range of literature and writing courses.

Four credits of English are required for graduation from Middletown High School. One of these required credits must be in a ninth grade English course, and one must be in a tenth grade English course. The remaining will be selected from 11th and 12th grade English courses, one of which must be a full-year course.

<b><u>English 9 (Honors)</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Department approval	Full year	9	1.0

This full-year core course introduces students to a cross section of literature from around the globe. Students are exposed to various genres intended to allow them to explore and examine essential questions of personal identity as it is shaped by family, friends, culture and society. The genres offered include short stories, novels, poetry, non-fiction, and Greek and Shakespearean drama. The Advanced level focuses on developing literary interpretations and longer critical essays using primary literary sources. Students also produce reader responses to literature and a variety of other types of written pieces. A formal vocabulary and grammar program is also included as preparation for standardized assessments.

<b><u>English 9 (College)</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Full year	9	1.0

This full-year core course introduces students to a cross section of literature from around the globe. Students study a variety of genres intended to allow them to explore and examine essential questions of personal identity as it is shaped by family, friends, culture and society. The genres offered include: short stories, novels, poetry, non-fiction, and Greek and Shakespearean drama. The curriculum exposes students to a formalized grammar and vocabulary program. The course focuses on writing in response to the literature and the development of the multi-paragraph essay. Students also produce a variety of other types of written pieces as well as standards-based performance tasks.

<u>American Studies (Honors)</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: English 9, World History 9	Full Year	10	1.0 English (College/Advanced) 1.0 U.S. History

This full-year, interdisciplinary course is taught collaboratively by one social studies teacher and one English teacher over two consecutive periods. This course encourages students to explore the ideas that have shaped the United States through both literature and historical events. Students will examine America through the lens of three essential questions: (1) What does it mean to be an American? (2) What is the American Dream? (3) How has the human desire for freedom impacted America? A strong interrelation exists between a literature and its people and often between literature and the historical context in which a work exists. Students will learn to make these connections by reading both classical and contemporary literature and primary and secondary historical works. A rigorous writing program emphasizes critical, analytic essays in response to readings and includes argumentation and rhetoric, extemporaneous essays and creative writing. Research skills, including source evaluation, citation, and thesis construction are a key component of the curriculum. Team teaching affords the opportunity for large and small group work, performance learning, and a variety of innovative activities. All components of advanced and college English and American history classes are included in this interdisciplinary course. A formal research paper and systematic vocabulary and grammar preparation are included in this course.

<u>English 10 (Honors)</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: English 9 Advanced or College or approval of instructor	Full year	10	1.0

This course focuses on American literature, complementing the Grade 10 American history program and prepares students for the college preparatory senior elective program in English. Selections from the rich and diverse literature of this nation, highlighting two essential questions: **What is an American?** (How is our definition of ourselves reflected in the literature of our nation?) and **What is the American dream?** (How is our definition of this dream reflected in the literature of our nation?). This study includes a variety of genres (short stories, non-fiction, novels, drama and poetry) and both classical and contemporary selections. This course provides students with an understanding of our literature in an historical and cultural context. A rigorous writing program emphasizes performance learning, critical, analytic essays in response to literature and includes argumentation and rhetoric, extemporaneous essays and creative writing. Students are expected to be active participants in class discussion. A formal research paper and systematic vocabulary and grammar preparation are also part of the course.

<u>English 10 (College)</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: English 9	Full year	10	1.0

This course focuses on American literature, complementing the grade 10 American history program and prepares students for the college preparatory junior/senior elective program in English. Selections from the rich and diverse literature of this nation, highlighting two essential questions: **What is an American?** (How is our definition of ourselves reflected in the literature of our nation?) and **What is the American dream?** (How is our definition of this dream reflected in the literature of our nation)? This study includes a variety of genres (short stories, non-fiction, novels, drama and poetry) and both classical and contemporary selections. This course provides students with an understanding of our literature in an historical and cultural context. A developmental writing program and an emphasis on critical reading strategies are also a major portion of this course. Students focus on developing their writing skills with critical, analytic, creative and personal essays in response to their reading. Formal writing and a systematic vocabulary and grammar program are part of the curriculum.

<b><u>English 11 (College)</u></b>	<u>Semester</u>	<u>Grade</u>	<u>Credits</u>
Prerequisite: English 10 Advanced or College or approval of instructor	Full year	11	1.0

The theme of this course is humanities and human rights and will be focused on reading fiction, non-fiction and studying media literacy. The curriculum has a developmental reading and writing component meant to develop critical and analytic thinking. Developing effective reading strategies and responding thoughtfully in writing to various genres will be a primary focus in the course. The course will give students exposure to human rights issues nationally and internationally through the lens of the arts. Political values, human rights, literature of the disempowered and both current and historical events and their impact on the art that is created during the time periods will constitute the content of this course. The curriculum includes a systematic vocabulary and grammar program.

<b><u>Seminar in the Humanities (Honors)</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: English 10	Full Year	11, 12	1.0

Seminar in the Humanities is a demanding pre-college course offered in cooperation with Wesleyan University. The course is rigorous and designed for junior and senior students eager to experience the challenges inherent in reading, writing and discourse at a college level. Several humanistic perspectives are closely examined through varied works of literature as chosen by the Wesleyan professors involved in the course. Therefore, a student's active participation in the bi-weekly lectures given by the professors is essential to his/her ability to interact with the texts, to think and write critically about those texts, and to enjoy the overall experience of learning in a collegiate environment. Students are expected to keep pace with a heavy reading load, and to be assessed on their learning through lecture notes/homework, quizzes, critical papers, and oral presentations.

<b><u>AP English Language</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: English 10 Advanced or teacher recommendation	Full year	11	1.0

**From the College Board:**

“[This course] engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

The courses emphasizes the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. Students [learn] that the expository, analytical, and argumentative writing they must do in college is based on reading, not solely on personal experience and observation, and therefore, [they learn] to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources [appropriately... This course] helps students move beyond such programmatic responses as the five-paragraph essay. [Students are] encouraged to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing.”

Students will study a variety of texts, both fiction and nonfiction, throughout the year. As an exit exam, students enrolled in this course must take the Advanced Placement Examination in English Language and Composition, for which the course prepares them.

<b><u>AP English Literature and Composition</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: AP Language or teacher recommendation	Full year	12	1.0

**From the College Board:**

“An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. [... Students] read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.

In addition to considering a work’s literary artistry, students reflect on the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied [...]

As an exit exam, students enrolled in this course must take the Advanced Placement Examination in English Literature and Composition, for which the course prepares them.

<b><u>Cinema Studies (College)</u></b>	<b><u>Semester</u></b>	<b><u>Grade (s)</u></b>	<b><u>Credits</u></b>
Prerequisite: English 11	Full Year	12	1.0

Cinema Studies is divided into units in which students study film techniques and several major types of films, such as: Western, Comedy, Documentaries, Great Classics, and Art films. Oral and written reports on films are required. Projects will be designed to fit the unit being studied. Since films can only be shown once, it is difficult for students to participate in class discussions unless present on the day films are viewed. The major portion of the course involves students in viewing and appraising films. This course includes related assignments outside of the class.

<b><u>Creative Writing (College)</u></b>	<b><u>Semester</u></b>	<b><u>Grade (s)</u></b>	<b><u>Credits</u></b>
Prerequisite: English 11	Full year	12	1.0

This course provides students with the opportunity to express themselves using the forms of writing usually considered to be creative. Students may write short stories, drama, poetry, and/or scripts and screenplays. A children's book is an option in some classes. Originality is encouraged within the limits imposed by the choice of these forms. Only students who are eager to write every day and improve their writing skills should take the class. Students will be required to write in class and at home and should be prepared to share their writing on a regular basis.

<b><u>Expository Writing (Honors)</u></b>	<b><u>Semester</u></b>	<b><u>Grade (s)</u></b>	<b><u>Credits</u></b>
Prerequisite: English 11	Full Year	12	1.0

Expository writing is an intensive writing course which develops writing skills of students who have already mastered basic writing skills. Students will write examples of particular forms of writing, such as personal, narrative, description, character sketch, process, exposition, analysis, opinion, argumentation, and persuasion, criticism of mass media, and/or criticism of prose and poetry. Students will find this course very useful for developing the ability to handle the writing demands of a college preparatory program.

<b><u>Reading &amp; Writing Workshop (College)</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: English 10 Any level. *required course for some	Full Year	12	1.0

This course is an opportunity for these seniors to develop and improve reading and writing skills and address their areas of weakness in reading and writing. Over the course of the semester, students will develop a portfolio of writing pieces designed to meet the Middletown graduation performance expectations. Students may **elect** to take this course junior year.

<b><u>Popular Literature (College)</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: English 11	Full year	12	1.0

This course includes the reading and discussion of popular literature. Possible works to be studied include: *The Contender*, *The Body*, *Girl Interrupted*, *Athletic Shorts*, *Ellen Foster*, *The Shawshank Redemption*, *This Boy's Life* and other high interest, contemporary texts. Some texts will be based on student self-selection. The texts in this course will change frequently according to interests of the students. Students will improve their reading comprehension and sharpen their critical reading skills. Students will produce a variety of written pieces, including reader response, analytic and creative assignments.

<b><u>Public Speaking (College)</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: English 11	Full year	12	1.0

This course is designed to enhance students' ability to present effective speeches to groups in college, career, or personal settings. Students will learn the basic principles of oral communication and practice theories and tools that will nurture their overall academic growth and professional development. Rather than memorizing or reciting words from a page, students will develop strategies to overcome nervousness, projecting confidence in their ideas. In preparation for speaking in "real" life situations, students will imagine themselves in a variety of scenarios: business, academic, and community. Students will practice choosing topics, organizing materials, and developing detailed support. In addition, students will study the effective use of visuals and learn how to conduct, evaluate, and incorporate research into presentations. As the relationship between speaker and audience is essential to successful communication, students will be evaluated on their role as both communicator and listener. By the term's end, students will have learned valuable 21<sup>st</sup> century skills, which apply to many areas of everyday life.

## **ENGLISH AS A SECOND LANGUAGE**

The English as a Second Language (ESL) program provides students who are foreign born or who have limited English proficiency with the opportunity to learn and study the English language.

ESL services are provided for students to become English proficient and to receive academic support with their studies. The program is designed around the individual needs of the students. Additional information is available from the Guidance Department or school administration.

English as a Second Language - Advanced

English as a Second Language - Intermediate

English as a Second Language - Beginning

## FAMILY & CONSUMER SCIENCES

All courses in this department are elective courses and are appropriate for both the college program and the non-college program. Courses within this area will fulfill the career & technical education/arts credit requirement for graduation.

The family and consumer sciences program is designed to prepare students for adult living. The variety of courses available provide students with the information necessary to make wise individual decisions concerning foods and nutrition, child development and family life, home management, and fashions and clothing.

### FOODS AND NUTRITION

<u>Foods I</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Half year	9, 10, 11, 12	.5

This course will provide instruction in the area of nutrition, food preparation and meal planning. Practical laboratory work will provide the opportunity for students to become familiar with kitchen tools, equipment, terminology, recipes, math, and safety and sanitation procedures. Each student will also have an opportunity to develop cooperative learning skills, organizational skills, and time management techniques. Students in this class must be able to work cooperatively in a group situation.

<u>Foods II</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Passing grade in Foods I	Half year	9, 10, 11, 12	.5

Foods II is designed to build upon the knowledge gained in Foods I. The focus will be on planning and preparation of meals that require advanced preparation techniques. This course offers the opportunity to investigate international, ethnic and regional foods. Students will also study food safety and sanitation and meal planning to meet a variety of nutritional needs. Students will be required to work both individually and in group situations.

### CHILD DEVELOPMENT AND FAMILY LIFE

<u>Child Development I</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Half year	9, 10, 11, 12	.5

This semester course offers students an in-depth opportunity to study child development. In Child Development I, the content includes families, parenting, teenage pregnancy, birth, prenatal and postnatal care. This course is the first of three courses in the Child Development area.

<b><u>Child Development II</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Passing grade in Child Development I	Half year	9, 10, 11, 12	.5

This course will provide instruction in the area of Child Development. In Child Development II the content includes physical, emotional, social, and intellectual development among infants, toddlers, and preschool aged children. This course prepares students for the child care experience course the following year where they will work with preschool age children.

<b><u>Child Development III</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Passing grade in Child Development II	Full year	10, 11, 12	1.0

This full year course will provide students with the opportunity to work with preschool aged children by teaching them in a nursery school program. Students will be given the opportunity to study in depth a preschool student and follow the child's growth and development through his/her time in the program. This course is designed for students interested in a career working with children.

### **FASHIONS AND CLOTHING**

<b><u>Fashion &amp; Clothing Design I</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Half year	9, 10, 11, 12	.5

This course offers a basic study of clothing design and construction. Topics include basic sewing skills and clothing and accessory construction skills, fiber and fabric types, and care and maintenance of clothing. Students are required to sew a minimum of one project per marking period. They will be responsible for providing their own pattern and fabric for one project.

<b><u>Fashion &amp; Clothing Design II</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Passing grade in Fashion & Clothing Design I	Half year	9, 10, 11, 12	.5

This course offers students a chance to study units in fashion design and fashion coordination as well as enhancing their clothing construction skills. Students will use their skills to complete a project to be in a fashion display at the end of the term. Students will be responsible for completing a project for each unit. Students will be expected to provide fabric for one project.

<b><u>Fashion &amp; Clothing Design III</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Passing grade in Fashion & Clothing Design II	Full Year	10, 11, 12	1.0

This course offers a more advanced study of clothing construction skills. Topics will include pattern fitting and design, techniques for working with specialty fabrics, repairing and recycling of clothing and creative stitchery. Students will work on both class projects and independently on projects at their skill level. Students will be expected to provide fabric for one project.

## WORLD LANGUAGE

The study of World Languages is encouraged in all student programs. For the college program, many schools require at least three years of the same world language.

### **LANGUAGE PROGRAMS**

French I	Spanish I
French II	Spanish II
French III	Spanish III
French IV	Spanish IV
French V (AP) UCONN	Spanish V (AP)

<b><u>French I*</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Full year	9, 10, 11, 12	1.0

This introductory French course is designed to give students opportunities to explore French language and cultures. Students practice all four language acquisition skills: speaking, writing, listening and reading. Successful completion of this course allows the student to continue onto French II.

<b><u>French II*</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Students must have passed French I; and teacher recommendation	Full year	9, 10, 11, 12	1.0

This course offers a continued study of French language and cultures. This course aims to strengthen and expand the students' control of basic conversational patterns, to increase reading vocabulary and to improve comprehension. French culture and traditions are also an important focus. Emphasis is on increasing students' skills in listening, speaking, reading and writing the language.

<b><u>French III*</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Students must have passed French II; and teacher recommendation	Full year	9, 10, 11,12	1.0

This course offers a continuation of the study of French language and cultures. A primary goal is the strengthening of listening and speaking skills. Reading skills and vocabulary development are also emphasized using authentic texts. Grammatical skills are refined and organized and writing skills are strengthened through a variety of writing tasks.

<b><u>French IV*</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Students must have passed French III; and teacher recommendation	Full year	10, 11, 12	1.0

This course is designed to review and provide further in-depth study of the language skills and Francophone cultures introduced in previous years through various readings, videos and other media. It is taught entirely in French. Students write compositions in French, using the skills and knowledge acquired in levels 1, 2, and 3 with additional material presented in French IV. Students put into practice their listening skills and understanding of the mechanics of French grammar through dictations. Students are expected to communicate orally in French using the skills and knowledge acquired in previous levels. Technology is used throughout the year to enhance oral and listening skills.

**Materials and Resources to Support Students Learning:**

‘Trésors du Temps’ niveau avancé

Several supplemental texts, including *Le Fantôme de l’Opéra*, as well as other short stories are used to supplement the textbook.

<b><u>French V*</u></b> (AP Prep) (UCONN)	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Students must have passed French IV; and teacher recommendation	Full year	11, 12	1.0

This level 5 course is designed to prepare students for the AP French exam in May. Concurrently, students have the option to take this course for UCONN credit. The course is an overall intensive review of grammar and the four basic skills: listening, speaking reading and writing. A variety of cultural topics on French or Francophone countries are discussed daily through various sources: newspaper articles, television and radio broadcasts, short stories and movies. Other activities include intensive interactive class presentations, and recorded presentations. This class is taught entirely in French.

*As a UConn Early College Experience class, eligible students will earn six UConn credits. UConn’s description of the class follows: The study of French and Francophone culture through fiction, non-fiction, journalism and film. Emphasis on perfecting both oral and written expression through discussion, presentations and composition on assigned topics. Advanced study of French texts and extensive written practice in a variety of forms ranging from compositions, essays, summaries and film reviews.*

<b><u>Spanish I*</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Full year	9, 10, 11 ,12	1.0

This introductory Spanish course is designed to give students opportunities to explore Spanish language and cultures. Students practice all four language acquisition skills: speaking, writing, listening and reading. Successful completion of this course allows the student to continue onto Spanish II.

<b><u>Spanish II*</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Students must have passed Spanish I; and teacher recommendation	Full year	9, 10, 11, 12	1.0

This course offers a continued study of the Spanish language and culture. This course aims to strengthen and expand the students' control of basic conversational patterns, to increase vocabulary and to improve comprehension. The study of culture and traditions from Spanish speaking countries. Emphasis is on increasing students' facility in the listening, speaking, reading and writing of the language.

<b><u>Spanish III*</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Student must have passed Spanish II; and teacher recommendation	Full year	9,10, 11, 12	1.0

This course offers a rigorous continuation of the study of the Spanish language and culture. A primary goal is the strengthening of listening and speaking skills. Grammatical structures are reviewed, refined and expanded upon in order to prepare students for Spanish IV and AP. Writing, speaking, listening and reading skills are strengthened and assessed through a variety of tasks directly related to Common Core State Standards and AP.

<b><u>Spanish IV*</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Student must have passed Spanish III; and teacher recommendation	Full year	10, 11, 12	1.0

This course is designed to review and provide further in-depth study of the language skills and Spanish language cultures introduced in previous years through various readings, videos and other media. It is taught entirely in Spanish. Students write compositions in Spanish, using skills and knowledge acquired in levels 1,2 and 3 with additional material presented in Spanish IV. Students are expected to communicate orally in Spanish using the skills and knowledge acquired in previous levels. Technology is used throughout the year to enhance oral and listening skills.

<b><u>Spanish V (AP)*</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Student must have passed Spanish IV; and teacher recommendation	Full year	11, 12	1.0

This course is designed to prepare students for the AP Spanish exam in May. This rigorous course is an intensive review and application of grammar concepts and further development of the four basic skills: listening, speaking, reading and writing. Six overarching themes covering a variety of cultural topics on Spanish speaking countries are discussed through various authentic sources: newspaper articles, television and radio broadcasts, short stories and movies. Other activities include intensive interactive class presentations and recorded presentations. This class is taught entirely in Spanish. Technology is used throughout the year to enrich interpersonal, interpretive and presentational communication.

## **MATHEMATICS**

All students are required to pass a full year of both Algebra and Geometry.

All courses offered by the mathematics department address the Common Core Standards for Mathematics and are designed to prepare students for success in colleges and careers. Advanced level courses address the same standards as a college level course, in addition to standards that are designated for students interested in math careers, such as engineering and many physical sciences.

Students interested in engineering, science or vocational technical post-secondary education are urged to take four years of mathematics. Students interested in the business field should be aware that advancement is often dependent on further studies in mathematics which require a background in Algebra I, Geometry, Algebra II, etc.

The sequences of math courses for college preparation students should be Algebra I, Geometry, and Algebra II. Students interested in continuing their study of mathematics are encouraged to take Pre-Calculus, Statistics and/or Calculus.

<b><u>Algebra I (Honors)</u></b>	<b><u>Semester</u></b>	<b><u>Grade (s)</u></b>	<b><u>Credits</u></b>
Prerequisite: Eighth grade math and teacher recommendation based on class performance and NWEA scores.	Full year		1.0

This course offers a rigorous study of Algebra I and its operations. Topics include patterns, algebraic expressions; solving equations and inequalities (linear, simultaneous, exponential) and graphing functions. Improving skills, developing problem-solving strategies, and real-world applications are emphasized.

<b><u>Algebra I (College)</u></b>	<b><u>Semester</u></b>	<b><u>Grade (s)</u></b>	<b><u>Credits</u></b>
Prerequisite: Eighth grade math	Full year		1.0

This course offers a conceptual study of Algebra I and its operations. Topics include patterns, algebraic expressions; solving equations and inequalities (linear, simultaneous, exponential) and graphing functions. Improving skills, developing problem-solving strategies, and real-world applications are emphasized.

<b><u>Geometry (Honors)</u></b>	<b><u>Semester</u></b>	<b><u>Grade (s)</u></b>	<b><u>Credits</u></b>
Prerequisite: Algebra 1 (Honors) and teacher recommendation based on class performance and NWEA scores.	Full year		1.0

This course offers a rigorous and theoretical study of geometry. Proofs are studied extensively. Topics covered include plane and solid geometry including all topics covered in the college geometry plus applications with the Geometer's Sketchpad/Geogebra.

<b><u>Geometry (College)</u></b>	<b><u>Semester</u></b>	<b><u>Grade (s)</u></b>	<b><u>Credits</u></b>
Prerequisite: Algebra I or Algebra I (Honors)	Full year		1.0

This course offers a conceptual study of geometry. Topics include basic geometric figures, triangle relationships, congruence, similarity, parallel and perpendicular lines, quadrilateral properties, perimeter, area, surface area and volume. Improving skills, developing problem-solving strategies and real-world applications are emphasized. The Geometer's Sketchpad/Geogebra are also utilized.

<b><u>Algebra II (Honors)</u></b>	<b><u>Semester</u></b>	<b><u>Grade (s)</u></b>	<b><u>Credits</u></b>
Prerequisite: Geometry (Honors) and teacher recommendation based on class performance and NWEA scores.	Full year		1.0

This course offers a rigorous study of Algebra II. Topics studied include equations with two or three variables, complex numbers, functions (linear, quadratic, exponential, logarithmic, rational and radical), probability and data analysis and trigonometry. Problem solving and real-world applications are emphasized.

<b><u>Algebra II (College)</u></b>	<b><u>Semester</u></b>	<b><u>Grade (s)</u></b>	<b><u>Credits</u></b>
Prerequisite: Geometry or Geometry (Honors)	Full year		1.0

This course offers a conceptual study of Algebra II. Topics studied include equations with two or three variables, complex numbers, functions (linear, quadratic, exponential, logarithmic, rational and radical), probability and data analysis and trigonometry. Problem solving and real-world applications are emphasized.

<b><u>Pre-Calculus (Honors)</u></b>	<b><u>Semester</u></b>	<b><u>Grade (s)</u></b>	<b><u>Credits</u></b>
Prerequisite: Algebra II (Honors) and teacher recommendation based on class performance and NWEA scores.	Full year		1.0

This course offers a rigorous study of Trigonometry and Pre-Calculus. Students are provided with an in-depth study of various types of Trigonometric and Pre-Calculus equations and the graphs of their functions. Other topics include the study of matrices, vectors, conics, and an introduction to Calculus including Limits. There is an intense treatment of problem-solving strategies with real world applications.

<b><u>Pre-Calculus (College)</u></b>	<b><u>Semester</u></b>	<b><u>Grade (s)</u></b>	<b><u>Credits</u></b>
Prerequisite: Algebra II or Algebra II (Honors)	Full year		1.0

This course is designed for students who have potential to achieve success in trigonometry and further study of algebraic topics. Students are provided with an in-depth study of various types of Trigonometric and Pre-Calculus equations and the graphs of their functions. Other topics include the study of matrices, vectors, conics, and an introduction to Calculus including Limits. There is an intense treatment of problem-solving strategies with real world applications.

<b><u>Statistics (College)</u></b>	<b><u>Semester</u></b>	<b><u>Grade (s)</u></b>	<b><u>Credits</u></b>
Prerequisite: Algebra II or Algebra II (Honors)	Full year		1.0

Statistics is a field of study that is gaining attention by leaps and bounds. Becoming literate in the language of statistics and probability is becoming a necessity in business and industry. Nearly every business has a need to effectively analyze data to ensure proper planning and future success. Researchers in education and industry must carefully design experiments, collect random samples of data, and then substantiate conclusions based on laws of probability and accepted statistical practices. This course offers a conceptual and applied study of topics within this field. Topics covered include one-variable statistical analyses, laws of probability, the binomial and normal distribution, the central limit theorem, and statistical hypotheses testing. There will be much emphasis on the use of the graphing calculator. This course is recommended for college preparation.

See page 9-10 for further information on AP and UCONN courses.

<b><u>AP Statistics</u></b>	<b><u>Semester</u></b>	<b><u>Grade (s)</u></b>	<b><u>Credits</u></b>
Prerequisite:	Full year		1.0

Algebra II or Algebra II (Honors) and teacher recommendation based on class performance and NWEA scores.

\*May be taken concurrently with Pre-calculus or Calculus

This course is equivalent to a one semester, introductory, non-calculus-based, college course in statistics. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes; exploring data, sampling and experimentation, anticipating patterns and statistical inference. Throughout the course, students will explore patterns and departures from patterns, plan and conduct studies, explore random phenomena using probability and simulation and estimate population parameters and test hypotheses. A student who enrolls in this course should plan to take the Advanced Placement Exam.

<b><u>AP Computer Science Principles</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Algebra I and teacher	Full year	10, 11,12	1.0
Recommendation based on class performance and NWEA scores			
*May be taken concurrently with other math courses			

This course offers students an opportunity to develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large datasets to analyze, visualize and draw conclusions from trends. The course focuses on fostering student creativity. They are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, work individually and collaboratively to solve problems and discuss and write about the importance of these problems and the impacts to their community, society and the world.

<b><u>Calculus (Honors)</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite:	Full year		1.0
*Pass a full year of Pre-Calculus (Honors or College)			

This course offers a rigorous study of the theory and operations of calculus with intense treatment of differential and integral topics. There is emphasis on the application of calculus to real-world situations. This course is designed for the student who is not eligible for UCONN credit and who does not plan to take Advanced Placement Test.

<b><u>AP Calculus</u></b> <u>UCONN 1131Q</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite:	Full year		1.0
Pass a full year of Pre-Calculus Honors with at least an 85% <u>or</u> Department supervisor recommendation			

This course, with a lab component, offers a rigorous study of the theory and operations of calculus with intense treatment of differential and integral topics. Emphasis is made on those strategies relevant to real world situations. A student who takes this course must be eligible for UCONN credit or plan to take the Advanced Placement exam.

*As a UCONN Early College Experience class, eligible students will earn four UCONN credits. UCONN's description of the class follows:*

*Suitable for students with some prior calculus experience. Limits, continuity, differentiation, antidifferentiation, definite integrals, with applications to the physical and engineering sciences.*

Students in this course must take one of the following exit exams:

AP Calculus Exam - Course Final Exam - UCONN Exam

**PHYSICAL EDUCATION/WELLNESS**  
**Grades 9, 10, 11, 12**

Presently, it is a graduation requirement for all students to complete 2.0 credits of Physical Education/Health.

Beginning with the Class of 2019 and beyond, students will be required to enroll in four Wellness classes during their freshmen and sophomore years.

In addition to the 2.0 credits required, students are encouraged to take electives in Physical Education/Health which will develop and maintain a healthy fitness level.

<b><u>Wellness</u></b>	<b><u>Semester</u></b>	<b><u>Grade (s)</u></b>	<b><u>Credits</u></b>
Prerequisite: none	Half year	9, 10	2.0

Students will meet six days out of the eight day cycle with an emphasis on Physical Education. Wellness within each two year cycle, as all students in the Class of 2019 and beyond will take four semesters of Wellness in their freshmen and sophomore years, includes classroom instruction on healthy relationships, gender roles, sexual awareness, sexual assault, drugs and alcohol, standard CPR/First Aid training, comprehensive sexual education, controlling stress, bullying, suicide prevention, fitness, domestic violence and nutrition.

<b><u>Wellness 11</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Half year	11	.5

Students will meet six days out of the eight day cycle with an emphasis on physical education. Wellness 11 also includes instruction on various topics such as: controlling stress, bullying, suicide prevention, human sexuality, disease prevention, fitness, domestic violence, sexual harassment and drugs & alcohol.

<b><u>Personal Fitness</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Core two years	Half year	11, 12	.5

The elective course meets six days out of the eight day cycle and is designed to get students acquainted with the proper physical exercise needed to maintain a healthy body. Activities will include weight-training, aerobic activities, as well as lifetime sports. Students will learn basic muscle anatomy and exercise physiology.

Note: some activities/offerings may include swimming.

<b><u>Team Sports</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Core two years	Half year	11, 12	.5

The elective course meets six days out of the eight day cycle and is offered to students interested in developing the team concept and fair play. Activities covered may include: soccer, flag football, basketball, floor hockey, speedball, ultimate Frisbee®, and softball.

## SCIENCE

<u>Science 9 (Honors)</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Grade 8 Science and teacher recommendation based on class performance and NWEA scores	Full year	9	1.0

Major topics studied in Honors Integrated Science include energy for world consumption, reactions and interactions of matter, electricity, magnetism and environmental issues. Fundamental ideas in these topics are developed and explored in the context of real-life applications. Laboratory experiences are hands-on, inquiry-based utilizing a collaborative approach. Students acquire skills in using the scientific and engineering practices that promote problem-solving, collecting and analyzing data, Mathematical computation, engineering design, and communication. Student responsibilities may include projects, research, homework, tests, quizzes and laboratory reports. Technology is an integral component of learning in this course. This course meets five single periods and one double lab period per eight day cycle.

<u>Science 9 (College)*</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Grade 8 Science	Full year	9	1.0

Major topics studied in Honors Integrated Science include energy for world consumption, reactions and interactions of matter, electricity and magnetism and environmental issues. Fundamental ideas in these topics are developed and explored in the context of real-life applications. Laboratory experiences are hands-on and inquiry-based utilizing a collaborative approach. Students acquire skills in science and engineering practices that promote problem-solving, collecting and analyzing data, mathematical computation, engineering design, and communication. Student responsibilities may include projects, research, homework, tests, quizzes and laboratory reports. Technology is an integral component of learning in this course. This course meets five single periods and one double lab period per eight day cycle.

<u>Biology (Honors)</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Grade 8 or 9 Integrated Science and teacher Recommendation based on class Performance and NWEA scores.	Full year	9, 10	1.0

Honors Biology recommended for highly motivated students with strong skills in reading, writing and math and a strong interest in science. This is a rigorous laboratory based course with an emphasis on understanding key biological concepts in areas including the nature of life, cell studies, biochemistry/molecular biology, genetics, evolution and ecology. The course incorporates technology, independent work, collaborative activities and a problem and project-based approach in a variety of laboratory experiences. Students will develop science skills utilized in experimentation and the engineering design process. This course meets five single periods and one double lab period per eight day cycle.

<b><u>Biology (College)*</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Grade 9 Science	Full year	10	1.0

This is a laboratory based course with an emphasis on understanding key biological concepts in areas including the nature of life, cell studies, biochemistry/molecular biology, genetics, evolution and ecology. This course incorporates technology, independent work, collaborative activities and a problem and project-based approach in a variety of laboratory experiences. Students will develop science skills utilized in experimentation and the engineering design process. This course meets five single periods and one double lab period per eight day cycle.

<b><u>AP Biology</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Biology & Chemistry Algebra I, Geometry and Teacher recommendation based on class performance and NWEA scores	Full year	11, 12	1.0

This course is a second year advanced study in biological sciences which prepares students for the AP Biology exam administered by the College Board in May. It is a challenging, fast-paced course that cultivates their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes energy and communication, genetics, information transfer, ecology and interactions. Activities in this course include lectures, class discussions, literature review, research and laboratory experimentation. Students are assigned summer work which will be due on the first day of class. The course meets two single periods and four double lab periods per eight day cycle.

<b><u>Chemistry (Honors)*</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisites: Biology, Algebra I, Geometry and teacher recommendation based on class performance and NWEA scores	Full year	10, 11, 12	1.0

Honors Chemistry integrates student laboratory experimentation with extensive class discussion to clarify and reinforce basic concepts of chemistry and science. When possible, a historical perspective is presented in terms of the struggle involved with the evolution of ideas and concepts in the science. The topics studied in this course include: atomic theory and structure, the mole, periodicity, nuclear chemistry, oxidation-reduction, bonding, organic chemistry, thermodynamics, kinetics, and acid base theory. Activities involve the use and operation of laboratory instrumentation, computer technology and chemical analysis. This class meets six single periods and one double lab period per eight day cycle.

<b><u>Chemistry (College)*</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Biology, Algebra I	Full year	11, 12	1.0

In this course students will explore general principles that describe the behavior of matter and energy are related to the study of atomic structure, chemical bonding and stoichiometry. These concepts are then applied to the study of acid-base, oxidation-reduction, equilibrium, kinetics and thermal systems. Students will work independently and collaboratively through laboratory exercises and experiments that will develop and promote mastery of science skills. This course meets five single periods and one double lab period per eight day cycle.

<u>AP Chemistry</u>	<u>Semester</u>	<u>Grade( s)</u>	<u>Credit</u>
Prerequisite: Biology & Chemistry Algebra II and teacher recommendation Based on class performance and NWEA scores	Full year	11, 12	1.0

AP Chemistry is an in-depth, fast-paced second-year chemistry course for advanced, science-oriented students. This rigorous course will provide students with a thorough foundation in chemical principles and quantitative reasoning, with an emphasis on inorganic chemistry. Students cultivate their understanding of chemistry as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics and equilibrium. The workload is equivalent to a first-year college introductory chemistry course, including an intensive inquiry laboratory component. The laboratory program will require an extra time commitment and students will be expected to maintain a laboratory notebook. All students enrolled in this course are prepared for and expected to take the AP Chemistry examination administered by the College Board in May. This is a rigorous course that requires a commitment to the completion of work outside of the classroom. Work is assigned during the summer prior to the start of the school year and handed in the first day of class. This course meets three single periods and three double lab periods per eight day cycle.

<u>Physics (Honors)*</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credit</u>
Prerequisite: Biology and/or Chemistry, Algebra II and teacher Recommendation based on class performance and NWEA scores	Full year	11, 12	1.0

Honors Physics is designed for students who expect to continue their education beyond the high school level or for those who plan to pursue a career in a science related field. In this rigorous course students will be provided with an in-depth study of mechanics and an introduction to electricity and electromagnetism. This course stresses the importance of understanding the fundamental equations describing the kinematics and kinetics of moving objects. Students can expect to apply content to laboratory procedures and safety, scientific thinking and reasoning, problem solving, hands-on and research-based application projects. On a regular basis, students will be expected to integrate and manipulate mathematical equations into their conceptual understanding of physics. This course meets four single periods and two double lab periods per eight day cycle.

<u>Physics (College)*</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Biology and/or Chemistry, Geometry and teacher recommendation based On class performance and NWEA scores	Full year	11, 12	1.0

This Physics course expands up the concepts introduced in Integrated Science to help students understand the physical world around them. The course opens with a review of the mathematical skills needed in high school physics. Then, it quickly proceeds into classical physics, starting with mechanics and a mathematical Interpretation of how the world works as proposed by Isaac Newton. Students then continue on to learn about waves, sound, optics and electromagnetism. Throughout the course, students learn to apply the concepts from the reading, discussions and lessons to the world around them through independent and collaborative homework problems and laboratories. This course meets four single periods and two double lab periods per eight day cycle.

<u>AP Physics I</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Biology & Chemistry, Geometry, Algebra II and teacher recommendation based on class performance and NWEA scores	Full year	11, 12	1.5

The Advanced Placement Physics I class is equivalent to a first semester college survey course in algebra based physics that prepares students for the AP Physics I exam administered by the College Board in May. Although the problem solving does not use calculus, the connection between calculus and physics is emphasized. The AP Physics I course covers Newtonian mechanics (including rotational dynamics and angular momentum) work, energy, power, mechanical waves, sound and an introduction to electrical circuits. Inquiry investigations are emphasized; the amount of instructional time devoted to laboratory investigations is about 30 percent of the class. These investigations foster student engagement in the practice of science through experimenting, analyzing, making conjectures and arguments along with problem solving problems in a collaborative setting, where students direct and monitor their progress toward an academic goal. This is a rigorous course that requires a commitment to the completion of work outside the classroom. Work is assigned during the summer prior to the class and handed in the first day of school. This class meets three single periods and three double lab periods per eight day cycle.

<u>AP Physics II</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credit</u>
Prerequisite: Successful completion of AP Physics I	Full year	11, 12	1.5

The Advanced Placement Physics II class is equivalent to a second semester college course in algebra-based physics that prepares students for the AP Physics II exam administered by the College Board in May. Although the problem solving does not use calculus, the connection between calculus and physics is emphasized. The AP Physics II course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, atomic and nuclear physics. Inquiry investigations are emphasized; the amount of instructional time devoted to laboratory investigations is about 30 percent of the class. These investigations foster student engagement in the practice of science through experimenting, analyzing, making conjectures and arguments, along with problem solving in a collaborative setting, where students direct and monitor their progress toward an academic goal. This is a rigorous course that requires a commitment to the completion of work outside the classroom. Work is assigned during the summer prior to the start of the school year and handed in the first day of school. This course meets three single periods and three double lab periods per eight day cycle.

### SCIENCE ELECTIVES

<u>AP Environmental Science</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credit</u>
Prerequisite: No academic prerequisite. Students should be motivated and have a proven work ethic.	Full year	11,12	1.0

AP Environmental Science is an interdisciplinary science course that encompasses the fields of biology, earth science and chemistry. The goal of this 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 problems and to examine alternative solutions for resolving and/or preventing identified problems.

<b><u>Anatomy and Physiology (Honors)</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: College or Advanced Biology	Half year	11, 12	0.5

Students enrolled in Anatomy and Physiology will study the major body systems such as the nervous system, musculoskeletal system, digestive, reproductive, circulatory system, and endocrine system. Upon completion of anatomy and physiology, students will be able to describe the structure and function of major body systems, explain how common diseases affect each system and describe the body's mechanisms for preventing disease, identify major muscles, bones, and organs of the body and be able to describe function of each and apply concepts chemistry to explain biological process of body systems. The lab component will include dissections and cellular studies using microscopes. This course meets seven periods per eight day cycle.

<b><u>Earth Science &amp; Planetary Geology (College)</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: No academic prerequisite	Half year	11,12	0.5

This course focuses on the earth's geologic history, materials and structures. It is designed to help students understand how a knowledge of the earth's internal and external systems and structures can be utilized and applied, to better understand other celestial objects within the solar system.

<b><u>Field Biology (College)</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: No academic prerequisite	Half year	11, 12	0.5

The emphasis is on understanding key biological concepts in areas including taxonomy, ecology and interactions among various species within major world biomes. This course is aligned with the Next Generation Science Standard and Common Core State Standards. The course involves traditional classroom activities, cooperative work.

<b><u>Forensic Science (College)</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite:	Half year	11, 12	0.5
No academic prerequisite			

This, inquiry-based course, focuses on various aspects of forensic science and modern criminal investigation. Students will learn analytical laboratory procedures and develop the critical thinking skills that will enable them to see through the eyes of a forensic scientist. Students will practice the careful collection and analysis of evidence including trace evidence, fingerprints, hair, and soil composition. Arson investigations and analysis of unknown substances will also be covered. This one semester elective is offered to juniors and seniors who have an interest in pursuing a career in law enforcement or criminal investigation science.

<b><u>Microbiology (Honors)</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite:	Half year	11, 12	0.5
College or Advanced Biology			

This course offers a conceptual study of microscopic life with emphasis on protozoa, viruses and bacteria. Major areas of study include virology, bacteriology and microorganisms role in human disease. Laboratory procedures include aseptic techniques, bacterial staining procedures and microscope investigations. This course is recommended for students interested in pursuing a health profession. This course meets seven times per eight day cycle.

<b><u>Ocean &amp; Atmospheric Science (College)</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite:	Half year	11,12	0.5
No academic prerequisite			

This course is designed to provide students with the knowledge of the physical, chemical and dynamic properties of the oceans and atmosphere. Students will gain an understanding of the intimate relationship between the oceans and the atmosphere and how this relationship plays a role in global climate.

<b><u>Topics in Science (College)</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite:	Half year	11, 12	0.5
No academic prerequisite			

Students enrolled in Topics in Science will experience current issues in science through a seminar-type format. Through independent and group research, discussion and presentations, students will learn about various issues under scientific topics such as alternative fuel sources, biotechnology, bioethics, stem cell research and environmental issues. The main goal of this course is to broaden students' understanding of science in current, real-world issues that affect American (and global) lifestyles and drive decision-making at the local, national, and international level. In addition to the selected content, students will acquire and use appropriate research and communication skills. This course meets six times per rotation.

## **SOCIAL STUDIES**

Courses in the social studies prepare students for intelligent participation in a free society. Students are assigned to grade 9 and grade 10 social studies courses according to their past academic records and scores on district and state assessments. In grades 11 and 12, students select courses from those listed as electives after consultation with their current social studies teachers.

Beginning with the graduating class of 2014, three and a half credits in social studies are required for graduation (currently three credits for the class of 2013).

One high school credit must be in United States History. Under Connecticut law, all students must take and pass a semester course (.5 credit) in American government (Civics). To meet this requirement, students choose one of the following courses: Advanced or College Rights, Law and Democracy, or Advanced Placement Government and Politics.

<u><b>World History (Honors, College)*</b></u>	<u>Semester</u> Full year	<u>Grade (s)</u> 9	<u>Credits</u> 1.0
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World History is a full-year social studies course designed for freshmen and introduces them to both western and non-western civilizations. Students will understand the political, social and economic development of these civilizations. Students will also examine how science, technology, religion and philosophy evolves through the centuries and their study will include the art, literature, music and architecture of these civilizations. Beginning with a unit on values and human rights, students will understand how these civilizations continue to impact and influence our world today. Students will produce a variety of standards based performance tasks, with a focus on argument writing and research.

<u><b>U.S. History (Honors, College)*</b></u>	<u>Semester</u> Full year	<u>Grade (s)</u> 10	<u>Credits</u> 1.0
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U.S. History is a full-year social studies course for sophomores. The course traces the political, social and economic development of the United States from Industrialization through present. Over the course of the year, students will progress in their research and writing skills and the culminating performance task of the year is a research paper. This class fulfills the state graduation requirement for a one year study of U.S. History.

<u><b>American Studies* (Honors)</b></u>	<u>Semester</u> Full year	<u>Grade (s)</u> 10	<u>Credits</u> 1.0 English/1.0 U.S. History
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This full-year interdisciplinary course is taught collaboratively by one social studies teacher and one English teacher over two consecutive periods. This course encourages students to explore the ideas that have shaped the United States through both literature and historical events. Students will examine America through the lens of three essential questions: (1) What does it mean to be an American? (2) What is the American Dream? (3) How has the human desire for freedom impacted America? A strong interrelation exists between a literature and its people and often between literature and the historical context in which a work exists. Students will learn to make these connections by reading both classical and contemporary literature and primary and secondary historical works. A rigorous writing program emphasizes critical, analytic essays in response to readings and includes argumentation and rhetoric, extemporaneous essays and creative writing. Research skills, including source evaluation, citation and thesis construction are a key component of the curriculum. Team teaching affords the opportunity for large and small group work, performance learning and a variety of innovative activities. All components of advanced and college English and American history classes are included in this interdisciplinary course. A formal research paper and systematic SAT vocabulary preparation are included in this course.

<b><u>American Politics* (Honors)</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Fall only	11,12	.5

American Politics is a one semester course for juniors and seniors that fulfill the state civics graduation requirement. In this course, students are exposed to political philosophers such as Locke and the American founding fathers and trace the development of American politics. In addition, students study issues in contemporary politics. Students enrolled in this course are required to complete a civic participation project. Students are expected to be active participants in class discussions and produce a variety of argument and analytic papers.

<b><u>Civics and the Law (College)</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Fall only	11,12	.5

Civics and the Law is a one semester course for juniors and seniors that fulfill the state civics graduation requirement. In this course, students will study the Constitution, Bill of Rights and principles of criminal and civil law. Through these topics, students will develop an understanding of the foundations of national, state and local governments. Students will complete independent research projects, as well as a variety of standards based performance tasks.

### **SOCIAL STUDIES - ELECTIVES**

#### **AP U.S. History - Advanced Placement\***

Prerequisite: None	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
	Full year	10, 11, 12	1.0

From the College Board:

“(This) course focuses on developing students’ understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments and processes in nine historical periods and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places.”

As an exit exam, student enrolled in this course must take the Advanced Placement Examination in U.S. History, for which this course prepares them.

**AP U.S. Government and Politics - (Advanced Placement)\***

Prerequisite: None	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
	Full year	11, 12	1.0

From the College Board: “(This course) introduces students to key political ideas, institutions, policies, interactions, roles and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events and interpret data to develop evidence-based arguments.” Topics include but are not limited to: Constitutional Underpinnings of US Government, Political Beliefs and Behaviors, Political Parties, Interest Groups and Mass Media, Institutions of National Government, Civil Rights and Civil Liberties and Public Policy. This course meets the State requirement for Civics.

As an exit exam, students enrolled I this course must take the Advanced Placement Examination in US Government and Politics, for which this course prepares them.

**AP Psychology\***

Prerequisite: None	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
	Full year	11, 12	1.0

From the College Board: “(This) course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.” As an exit exam, students enrolled in this course must take the Advanced Placement Examination in Psychology, for which this course prepares them.

**African American History\* (College)**

	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Half year	11, 12	.5

This college preparatory class is a one semester course for juniors and seniors. Students are exposed to U.S. History through the lens of the African American experience, focusing on the unique challenges and contributions of this group. The curriculum begins with Reconstruction and special emphasis is placed on the 1950’s—present. Students will produce a range of research and writing projects and essays which require them to apply the skills they developed in their social studies education. Students will also complete in-depth analyses of primary and secondary sources.

**Contemporary Issues\* (College)**

	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Half year	11, 12	.5

Contemporary Issues is a college preparatory class designed to help students define, investigate and analyze current domestic and international issues. Topics include but are not limited to: human rights, gun control, terrorism and health policy. Students will produce a range of research and writing projects and essays which require them to apply the skills they developed in their social studies education. Students will also complete in-depth analyses of primary and secondary sources.

<b><u>Social Problems* (College)</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Half year	11, 12	.5

This college preparatory class introduces students to the sociological perspective. Students then apply this perspective to a variety of issues, including but not limited to gender bias, income inequality, racism and crime. Students develop an understanding of each topic and evaluate its impact on society. In addition, students design and complete an independent project which includes statistical analysis and research.

<b><u>Introduction to Psychology* (College)</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Half year	11, 12	.5

This one semester college preparatory class studies human and animal behavior, with a focus on the mental processes behind it. The course begins with a study of the major schools of psychology. Students then apply these schools of thought to a range of topics including learning and memory, personality and abnormal psychology. Students will analyze case studies and experiments to gain insight into the above topics. Students will also gain an understanding of their own development and behavior. Students are expected to complete a variety of standards based performance tasks.

<b><u>America Since 1945 (Honors)</u></b>	<u>Semester</u>	<u>Grade( s)</u>	<u>Credits</u>
Prerequisite: None	Half year	11, 12	.5

This is a one semester course for juniors and seniors. The curriculum begins with the end of WWII with a special emphasis on foreign policy decisions. Students then complete an in-depth study of U.S. social, political and economic affairs of the late 20th Century. Topics include but are not limited to the Cold War, Watergate, the Vietnam War and 1960's counterculture. Students are expected to complete in-depth analyses of primary sources and produce a range of analytical and argumentative writing tasks.

<b><u>Western Civilization 100/101 (UCONN)*</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
	Full year	11, 12	1.0

From the University of Connecticut: “(The first half of the) course is an overview of some of the major developments of western civilization from Antiquity to A.D. 1500. The broad objective is to consider our indebtedness to the achievements of people of the past and our place on the historical continuum. Students will have a chance to analyze primary texts in discussion. The student is encouraged to become a “historically-minded” person, one who is aware of the complexity of studying the past, who can critique historical interpretation and who wishes to understand the past rather than condemn or praise it: in short, someone who can read history intelligently.

(The second half of the) course provides students with an opportunity to examine some of the cultural, social, political and economic developments of the last five hundred years of European history. Through a combination of lectures and discussions, it presents an overview of some of the major changes of the period while focusing in greater depth on analysis of some specific themes, events and issues that continue to have a profound impact on our own modern society.

Students who successfully complete this course are awarded six UCONN credits. Students are required to take an exit exam approved by UCONN ECE. Students may also register for the Advanced Placement European History Exam.

<b><u>Witness to History (Honors)</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Half year	11, 12	.5

Witness to History will focus on eyewitness testimony and primary documents that reveal a human dimension to historical events around the world. This course will include the study of areas where cultures have been impacted by revolution or political violence, including Rwanda, Afghanistan, China, Viet Nam, Cambodia, Sudan, Iran and Syria, for example. Students will gain an understanding of the contemporary manifestations of revolution, nationalism and economic change. Students will read a variety of primary sources and participate in a civic action project.

<b><u>World Religions (College)</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Half year	11	.5

This one semester college preparatory course exposes students to religions around the world. Although emphasis is placed on the five major world religions (Judaism, Islam, Buddhism, Hinduism and Christianity, students will also study smaller religious sects through the world. Students will leave the course with a deeper understanding of the major beliefs, practices and historical background of these religions. Guest speakers from a variety of local religious institutions will visit the classes. Analysis of both primary religious texts and secondary sources are an integral part of the course.

<b><u>Pick Your Own History (Honors)</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Half year	11, 12	.5

This course will focus on the skills surrounding research, but each student picks his or her own subject. Students will focus on the research and study skills necessary for college preparation, including evaluating sources, document archival retrieval, quantitative and qualitative research, organizing information, hypothesis creation and drawing thematic conclusions. Whether it is the history of baseball, medieval warfare, French fashion, or nuclear warfare students will choose a topic of their own and have to evaluate the history of that topic. This will allow students to delve into a content area of their choosing, including but not limited to, Asian studies, Native American history, African culture, Latin American development, Philosophy, Anthropologic studies, Religion, or a variety of other histories to be investigated. This will be a hands-on, project oriented course in which students will continually practice the skills being learned. The course will be technology oriented, making full use of the internet and software skills necessary to do proper research in the 21st century.

<b><u>AP Human Geography</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Full year	11, 12	1.0

From College Board: (This) course introduces students to the systematic study of processes and patterns that have shaped human understanding, use and alteration of earth's surfaces. Students learn to apply spatial concepts and landscape to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

As an exit exam, students enrolled in this course must take the Advanced Placement Examination in Human Geography, for which this course prepares them.

## SPECIAL EDUCATION

Middletown High School offers a program in Special Education in compliance with the state and federal guidelines for students identified as being in need of special education services. A Planning and Placement Team (PPT) decides eligibility for, and participation in a Special Education program and/or classes. The program for Special Education students is designed at a Planning and Placement meeting; individual programming is based on the Individual Education Program (I.E.P.), which serves as a blueprint for instructional goals. An Individual Transition Plan (I.T.P.) is developed for students fifteen years old and older to prepare a smooth transition for post-graduate activities.

Courses are taught on the basis of the needs of the students for whom services are provided, and therefore, vary according to the needs of the students. Additional information is available from the Special Education Department or the school administration.

<b><u>Structured Study</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
	Full Year	9, 10, 11, 12	1.0

Enrollment in Structured Study is based upon the special education services provided according to a given student's IEP (Individualized Education Plan) as determined by a PPT. Only students who are eligible for special education services may participate in Structured Study. Students who participate in Structured Study will receive individualized/small group specialized instruction based upon the students' IEP's and academic support in core curricular areas. In addition, students fifteen years or older will work on transition activities during this time.

<b><u>English Lab</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
	Full year	9, 10, 11, 12	0.5

Enrollment in English Lab is based upon the special education services provided according to a given student's IEP (Individualized Education Plan) as determined by a PPT. Only students who are eligible for special education services may participate in these classes. Students participating in English Lab will receive individualized/small group specialized instruction in English in accordance with IEP goals and objectives and the general education curriculum. English Lab will serve to support students in attaining the academic standards set forth by the general education English courses. Students will participate in English Lab in addition to the college level English course.

<b><u>Algebra/Geometry Lab</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
	Full year	9,10	0.5

Enrollment in Algebra/Geometry Lab is based upon the special education services provided according to a given student's IEP (Individualized Education Plan) as determined by a PPT. Only students who are eligible for special education services may participate in these classes. Students participating in Algebra/Geometry Lab will receive individualized/small group specialized instruction in Algebra/Geometry in accordance with IEP goals and objectives and the general education curriculum. Algebra/Geometry Lab will serve to support students in attaining the academic standards set forth by the general education Algebra/Geometry class. Students will participate in Algebra/Geometry Lab in addition to the college level Algebra/Geometry course.

<b><u>Resource Math</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
	Full year	9, 10, 11, 12	1.0

Enrollment in Resource/Life Skills Math is based upon the special education services provided according to a given student’s IEP (Individualized Education Plan) as determined by a PPT. Only students who are eligible for special education services may participate in resource classes. This course is designed to provide students with specialized instruction to address IEP goals reflecting Common Core Standards.

<b><u>Resource Language Arts</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
	Full year	9,10,11,12	1.0

Enrollment in Resource/Life Skills Reading is based upon the special education services provided according to a given student’s IEP (Individualized Education Plan) as determined by a PPT. Only students who are eligible for special education services may participate in resource classes. This course is designed to provide students with specialized instruction to address IEP goals reflecting Common Core Standards in the areas of reading and writing.

<b><u>Resource Reading Comprehension</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
	Full year	9,10,11,12	1.0

Enrollment in Resource Reading Comprehension is based upon the special education services provided according to a given student’s IEP (Individualized Education Plan) as determined by a PPT. Only students who are eligible for special education services may participate in resource classes. This course is designed to provide students with specialized instruction specifically in the area of reading comprehension, beginning with auditory comprehension, using a highly structured and systematic program

<b><u>Code-based Resource Reading</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
	Full year	9,10,11,12	1.0

Enrollment in Resource Reading is based upon the special education services provided according to a given student’s IEP (Individualized Education Plan) as determined by a PPT. Only students who are eligible for special education services may participate in resource classes. This course is designed for students who continue to need specialized instruction in the areas of decoding and encoding fluently. Resource code-based Reading utilizes research-based programs specifically designed to target these skills in a systematic and methodical method.

**Co-taught Courses**

In conjunction with the core academic departments, the special education department offers selected courses whose structure follows a co-taught model. In each of these classes, a special educator teaches in conjunction with a content area teacher for the purpose of providing additional support and/or specialized instruction to students who are capable of accessing the curriculum in the general education setting, with this level of support in place. Please defer to the guidance department for specific course offerings.

## TECHNOLOGY EDUCATION DEPARTMENT

All courses in the Technology Education Department are elective courses and are appropriate for all students. Courses within this area will fulfill the career & technical education/arts requirement for graduation.

Courses are offered in the following areas: video production, communication, robotics, and engineering. These courses are designed to provide students with the opportunity to acquire life skills that will be of value regardless of career choice. Advanced courses are designed to prepare the student with entry-level job skills. Students are encouraged to join the Blue Tube Club and the Robotics/Engineering Club.

### VIDEO PRODUCTION

<u>Introduction to TV/Video</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Full Year	9, 10, 11, 12	1.0

This is an introductory course for students to develop a working knowledge of film and television production. Course work matches theory with practical assignments involving sound, lighting, camera techniques, editing and scriptwriting. Students work collaboratively in production teams. Focus includes TV/Video concept development, preproduction planning, production photography and postproduction editing. Creative projects include music videos, commercials, PSA's, TV Programming, Stop Motion. Emphasis is placed on creative video expression, visual literacy, collaboration, organization and project planning skills. Students are encouraged to join the after school Blue Tube club for more opportunities such as competitions and field trips.

<u>Advanced TV/Video</u>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Pass Introduction to TV/Video	Full Year	10, 11, 12	1.0

Students will continue to develop a working knowledge of film and television concepts. Students will explore in depth TV and Film production. Students will be expected to create high quality TV programming and Film projects including Documentaries, News Programming, Short Films and Stop Motion and Film Portfolio. Emphasis is placed on creative video expression, visual literacy, collaboration, organization and project planning skills. Students are encouraged to join the after school Blue Tube club for more opportunities such as competitions and field trips.

<b><u>Morning News</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Introduction to TV/Video	Full Year	11, 12	1.0

Tryouts and prior written approval by course instructor needed to enroll in this course.

This is an advanced level course designed to allow students to apply the knowledge and abilities acquired in TV/Video Production courses. Students will produce the live Blue Tube Morning News on a daily basis. Tasks include anchoring, directing, floor manager, creating news packages, segments, etc. Students must be enrolled in the morning news course and be able to attend morning news daily from 7:05—7:35 in order to take this class. Students are encouraged to join the after school Blue Tube club for more opportunities such as competitions and field trips.

<b><u>Computer Media &amp; Design I</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Half year	9, 10, 11, 12	.5

This course focuses on the exciting world of computer graphics and media. Students explore advertising, the Internet, photography and the impacts of media while learning the elements of design and the computer program Adobe Photoshop.

<b><u>Computer Media &amp; Design II</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: Pass Computer Media & Design I	Half year	9, 10, 11, 12	.5

This course is designed to further develop skills and concepts required for the advanced application of technologies related to communication. Individual and group projects will be completed. Students will explore and create flash media such as animations, slideshows, banner ads and web buttons in Adobe Flash.

## **ENGINEERING**

<b><u>Robotics &amp; Engineering I</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
Prerequisite: none	Full Year	9, 10, 11, 12	1.0

The Robotics and Engineering program presents students the opportunity to implement problem solving and design through hands-on experience incorporating real world implications. The Robotics & Engineering I course uses the VEX Robotics system to explore technology and engineering concepts and introduce various aspects of the engineering field including 3D printing and prototyping, computer assisted design (CAD), and basic programming. Students enrolled in the Robotics & Engineering I course are encouraged to participate in the MHS Robotics team and compete in the state and national robotics design competitions with other schools.

<b><u>Robotics &amp; Engineering II</u></b>	<u>Semester</u>	<u>Grade(s)</u>	<u>Credits</u>
Prerequisite: Pass Robotics I	Full Year	10, 11, 12	1.0

The Robotics and Engineering II course will continue to incorporate problem solving and design while further examining various careers and requirements within the engineering field. The course will also focus on participation in state and national robotics design competitions with other schools. 3D printing will be used to create physical prototypes of objects that are digitally represented using computer assisted design (CAD) software. All students enrolled are encouraged to participate in the MHS Robotics team and compete in state and national robotics design competitions.

<b><u>Robotics &amp; Engineering III</u></b>	<u>Semester</u>	<u>Grade(s)</u>	<u>Credits</u>
(UConn)* Prerequisite: Robotics I or II with an average of 80 or higher	Full Year	11, 12	1.0

The Robotics & Engineering III course will focus on advanced mechanics engineering and student driven design projects designated by state/national competitive events. The course will help prepare students pursuing an education and career in a technical field while developing essential problem solving and critical thinking skills.

\*Robotics & Engineering III will be offered as an honors level course certified with the UConn Early College Experience program. Eligible students will have the opportunity to earn six UConn college credits upon successful completion of the course with a grade of C or better and passing the course final exam.

## AGRICULTURAL SCIENCE & TECHNOLOGY

Agricultural Science & Technology is an elective course within the curriculum of Middletown High School. Students take a regular academic program to meet the requirements for graduation. Enrollment in Agricultural Science & Technology can assist students in preparing for a four-year college, a two-year college, or securing employment upon graduation. The program is designed to allow students to develop an interest in agriculture and gain hands-on experiences. Two (2) credits are earned each year for successful completion of the in-school instruction, practical agricultural experience program, and the FFA (leadership and personal growth). The curriculum provides instruction in Plant Science, Agricultural Mechanics, Animal Science, and Natural Resources. Additional information is available from the guidance department or the Agricultural Science & Technology Education Center.

One (1) credit in science can be earned upon successful completion of the total Agricultural Science & Technology program.

<b><u>Ag-Science I</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
	Full year	9, 10	2.0

Ag-Science I offers an exploration of the field of agriculture, as well as more in-depth study of a curriculum area. This course is open to ninth or tenth grade students who have shown an interest in agriculture. Students must complete enrollment procedures of the Ag-Science Department and be accepted into the program. A Supervised Agriculture Experience Program and participation in the FFA is required.

<b><u>Ag-Science II</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
	Full year	10, 11	2.0

This course is open to students who have successfully completed Ag-Science I, or with consent of the Director of Agricultural Science & Technology. Students will select a major curriculum area for study, as well as required units of instruction. Requirements include active participation in the FFA and development of a Supervised Agriculture Experience Program. Grade 10 and 11 students who have not completed Ag-Science I may be enrolled with consent of the Director of Agricultural Science & Technology.

<b><u>Advanced Ag-Science</u></b> <b><u>(Ag-Science III or Ag-Science IV)</u></b>	<u>Semester</u>	<u>Grade (s)</u>	<u>Credits</u>
	Full year	11, 12	2.0

This course is open only to students who have successfully completed Ag-Science II. Active participation in the FFA, and an approved Supervised Agriculture Experience Program is required. Students will concentrate in a major curriculum area, as well as required units of instruction.