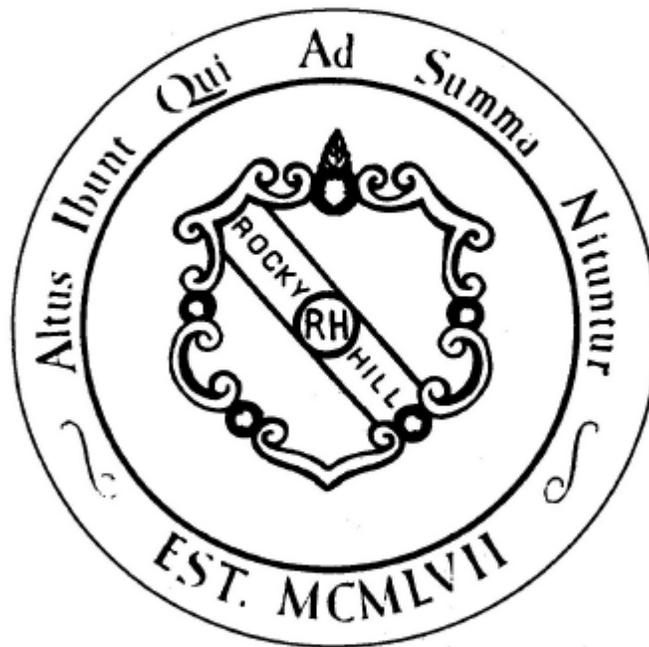


# Rocky Hill High School

Program of Studies  
2019-2020



***Mission Statement***

***“Through high expectations and a challenging curriculum, all students at Rocky Hill High School will become responsible citizens who embrace learning as a lifelong process in an ever-changing world.”***



	<b>ENGLISH</b> 4 credits required: This includes a required semester of Composition in 11 <sup>th</sup> or 12 <sup>th</sup> grade unless completing level 1 sequence	<b>SOCIAL STUDIES</b> 3 credits required: This includes one semester of Civics and one year of United States History	<b>MATH</b> 3 credits required: One must be in basic Algebra or its equivalent	<b>SCIENCE</b> 2 credits required: One must be a Biological Science and one a Physical Science	<b>ARTS , MUSIC, HUMANITIES, VOCATIONAL, TECHNICAL</b> 3 credits required This includes Business, Tech Ed, Family & Consumer Sciences courses	<b>OTHER</b> Includes 1 credit of an advanced course, which is in addition to the requirements in the previous category	<b>PE</b> 1 credit required	<b>HEALTH</b> .5 credit required	<b>Computer Literacy Requirement</b>
<b>Grade 9</b> 7 courses required	ENGLISH 9	WESTERN CIV I	<i>Students need to begin at recommended course in appropriate math sequence, then progress to one's ability.</i>  <b>Math Sequence:</b> ALGEBRA I  GEOMETRY  ALGEBRA II PRE-CALCULUS  CALCULUS AP CALCULUS  <u>Optional Courses:</u> PROB & STAT ACCOUNTING APPLIED MATH AP STATISTICS	<i>Students need to begin at recommended course in appropriate science sequence, then progress to one's ability.</i>  <u>Science Sequence:</u> 9TH GRADE SCIENCE BIOLOGY  CONCEPTS IN CHEMISTRY or CHEMISTRY  CONCEPTUAL PHYSICS or PHYSICS  <u>Optional Courses:</u> BOTANY HUMAN A&P CT RIVER FORENSIC SCIENCE  <u>AP/UCONN Classes:</u> BIOLOGY CHEMISTRY HORTICULTURE PHYSICS	ELECTIVE  (Appropriate to interest and ability)	<u>Freshmen Seminar</u>	PE		1 Semester Required
<b>Grade 10</b> 7 courses required	ENGLISH 10	WESTERN CIV II & CIVICS  (or AP MODERN EUROPE)		CONCEPTUAL PHYSICS or PHYSICS  <u>Optional Courses:</u> BOTANY HUMAN A&P CT RIVER FORENSIC SCIENCE  <u>AP/UCONN Classes:</u> BIOLOGY CHEMISTRY HORTICULTURE PHYSICS	ELECTIVE  (Appropriate to interest and ability)	<u>World Language</u> Suggested minimum of 2 years; 3-4 years for college-bound students	PE	Take either 1 <sup>st</sup> or 2 <sup>nd</sup> Semester	
<b>Grade 11</b> 7 courses required	<u>2 Semester-Long Courses:</u> preferably AMERICAN LITERATURE and COMPOSITION  (or AP LANGUAGE & COMPOSITION)	UNITED STATES HISTORY  (or AP UNITED STATES HISTORY)		<u>AP/UCONN Classes:</u> BIOLOGY CHEMISTRY HORTICULTURE PHYSICS	ELECTIVE  (Appropriate to interest and ability)	FRENCH I-V LATIN I-IV SPANISH I-V ITALIAN IV  <u>Advanced Credit</u> If student is not in foreign language sequence, advanced credit			

	2 semesters required Or AP ENGLISH LITERATURE and COMPOSITION	<u>Optional Electives:</u> CURRENT ISSUES, AMERICAN & WORLD POLITICS, PSYCHOLOGY, LAW & ORDER, ADV US HIST. -20TH  <u>AP/UCONN Classes:</u> MOD. EUROPE US GOV'T PSYCHOLOGY		ELECTIVE  (Appropriate to interest and ability)	should be taken in vocational, tech, art, music, or humanities areas.			
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APPLIES TO GRADUATING CLASSES OF 2020, 2021, 2022

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The Rocky Hill Board of Education guarantees compliance under Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1973, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991, and Connecticut General Statutes 46a-60.

The Title VI, Title VII, Title IX, and section 504 compliance officer is the Director of Special Education and Pupil Services, P.O. Box 627, Rocky Hill, CT 06067 (telephone: 860-258-7705)

THE ROCKY HILL BOARD OF EDUCATION PROHIBITS DISCRIMINATION OR HARASSMENT ON THE BASIS OF RACE, COLOR, RELIGIOUS CREED, AGE, MARITAL STATUS, MILITARY OR VETERAN STATUS,

NATIONAL ORIGIN, ANCESTRY, SEXUAL ORIENTATION, AND PAST OR PRESENT LEARNING DISABILITY, PHYSICAL DISABILITY, OR MENTAL DISORDER.

ROCKY HILL HIGH SCHOOL  
Rocky Hill, Connecticut

**PROGRAM OF STUDIES**

Rocky Hill High School is proud of the comprehensive and demanding academic programs it offers. The primary objective of these programs is to provide an appropriate education for all students so that they will be able to use their school experiences in meaningful ways throughout their lives. While designed to meet the requirements necessary to maintain standards acceptable to the Connecticut State Department of Education and the New England Association of Schools and Colleges, these programs allow for the varied needs of young people preparing either for continued education or for direct employment after graduation.

Students are encouraged to make course choices which will best suit their educational needs and goals. In choosing subjects for an academic year, the following points must be carefully considered by students and their parents or guardians:

- 1) previous academic achievement
- 2) ability to perform in a specific academic area
- 3) the motivation and goals of the student
- 4) recommendations by school faculty and administrators
- 5) significant strengths or weaknesses of the student in particular areas
- 6) results of previous testing programs in the school
- 7) requirements of advanced educational institutions, specialized schools, etc.

## GENERAL GUIDELINES

1. Every student must be enrolled in a minimum of seven credits per semester.
2. Students may not retake any course in which they have previously received credit toward graduation with the exception of Band, Chorus, Advanced Strings, Orchestra, Physical Education, Advanced Studio Arts, and Reading.
3. It is suggested that any student wishing to move up a level in a sequential course should have a grade of 80 or better to move from general to academic and should have a grade of 85 or better and teacher recommendation to move from academic to honors.

For students entering grade nine, a grade of 85 or better is suggested for placement into an academic class and a grade of 90 or better with a teacher recommendation is suggested for placement into an honors class.

It is also suggested to stay in a same level course, a minimum grade of 70 be earned. Teachers should discuss level recommendations with students particularly when changing a level.

4. Some courses have prerequisites, specific requirements which must be achieved before a student can take a course. This information is contained in the course description portion of this booklet.
5. Student course selections will be honored unless there is a conflict caused by physical limitations, staff utilization, lack of enrollment in a particular course, scheduling problems, or inappropriate selection.
6. Students who wish to take a course at a different level than recommended must complete a Request for Change In Level form. This must be completed by the date indicated on the form. Any form submitted after the deadline will be scheduled based on space availability.
7. Students in multi-level classes must choose a level within the first 10 days of the class. Students desiring a level-change should confer with their teacher at the beginning of the year. These multi-level courses require students to engage in additional work and have more rigorous expectations. Students are required to demonstrate an independent approach, a strong work ethic, and a commitment of additional time.
8. Audits are a limited practice that allows a student to repeat a previously taken and passed course in which they haven't met the suggested criteria for suggested placement. Audited courses do not count toward GPA and Rank.

## COURSE CHANGES/WITHDRAWALS

The Board of Education reserves the right to cancel any course due to lack of adequate enrollment, limitation of facilities, scheduling problems, or lack of staff. Every effort will be made to schedule elected courses, but other considerations may result in the modification of courses selected.

Students may not make any changes to their schedule after the last day of school, without administrative approval. If unusual circumstances are involved in any situation, the school counselor will report the circumstances to the principal for a final decision on a course withdrawal.

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

## **INFORMATION RELATED TO COURSE DESCRIPTIONS**

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

<b><u>Full-year Course</u></b> (FY)	A course in which the student will remain for the entire school year. One credit is granted for the successful completion of the year.
<b><u>Fall Course</u></b> (F)	A course offered in the fall semester (S1).
<b><u>Spring Course</u></b> (S)	A course offered in the spring semester (S2).
<b><u>Required Course</u></b> (R)	A course that is required within a program area, such as the Composition course in grades 11 or 12.

### **PROMOTION STANDARD**

Students must obtain the following number of credits each year in order to successfully graduate in 4 years with a minimum of 22 credits:

By the end of Year 1:	5.50 Credits (Class of 2023 6.50)
Year 2:	11.00 Credits (Class of 2023 13.00)
Year 3:	16.50 Credits (Class of 2023 19.00)
Year 4:	22.00 Credits Total (Class of 2023 25.00)

### **HOMEROOM**

Students are placed into homeroom alphabetically by grade. The purpose of homeroom is to take daily attendance and create an atmosphere for the high school's Advisory Program. Students will continue to stay in the same Homeroom/Advisory period for all high school years regardless of credit status.

## LEVELS OF INSTRUCTION

NOTE: Rocky Hill High School students are successful in four-year programs which may include a variety of courses offered at different levels during any particular year. Levels can vary from year to year and from course to course based on performance, teacher recommendation, and the student's interests in each area of study.

**AP**                      Advanced Placement Program is a cooperative educational endeavor between secondary schools and colleges and universities. It exposes high school students to college-level courses. In order to receive AP credit, students must take the AP Exam. Otherwise, students will receive Honors Credit. There is a fee associated with taking the AP Exam.

Students study subjects of interest and challenge themselves with other students who are similarly motivated. AP often assists in guiding students who are unsure about future plans toward college or advanced studies, and most colleges look favorably on any AP experience.

Rocky Hill High School offers AP courses in Mathematics, English, World Languages, Science, Social Studies, and Art. Please refer to each department's section for specific information.

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

ECE instructors, who are certified as adjunct professors by UConn faculty, create a classroom environment fostering independent learning, creativity, and critical thinking – all pivotal for success in college. Rocky Hill High School offers ECE courses in Science, World Languages, Family and Consumer Science and Humanities. To support rigorous learning, University of Connecticut library resources are also available to students.

ECE students must successfully complete the course with a grade of C or better in order to receive university credit. Check the ECE website for specific course requirements and cost. University credits are highly transferable to other universities.

There is a fee associated with the UConn Credit Course.

- LEVEL 1 HONORS courses are designed for students who wish to pursue advanced placement, college-level credit, or a course leading to that level of achievement. Teacher or department recommendation is required.
- LEVEL 2 ACADEMIC courses are designed for students who wish to continue their education at a college or university.
- LEVEL 3 GENERAL courses are designed to focus on skill development. In areas such as English, Mathematics, Science, and Social Studies, Level 3 offerings are to improve the skills of students who may not yet be prepared for a full Level 2 program and who wish to keep open the option of continuing their education at a college or specialized school.

### TERM WEIGHTS

In order to determine the final grade in a particular course, the quarterly grades and semester exams are given certain weights as described below:

<u>FULL-YEAR COURSES</u>	
Quarter 1	20%
Quarter 2	20%
Midterm Exam	10%
Quarter 3	20%
Quarter 4	20%
Final Exam	10%

<u>SEMESTER COURSES</u>	
Quarter 1	40%
Quarter 2	40%
Semester Exam	20%

### **RANK IN CLASS**

Class rank is determined by assigning a numerical equivalent to each grade within the assigned curriculum level. This will allow for conversion to a Quality Point Ratio.

#### **CURRICULUM LEVEL**

<u>GRADE</u>	<u>UConn or AP</u>	<u>LEVEL 1</u>	<u>LEVEL 2</u>	<u>LEVEL 3</u>
90 – 100	4.5	4.0	3.5	3.0
80 – 89	4.0	3.5	3.0	2.5
70 – 79	3.5	3.0	2.5	2.0
60 – 69	3.0	2.5	2.0	1.5
59 or below	0.0	0.0	0.0	0.0

### **HONOR ROLL**

High Honors designation is awarded to students who achieve an overall average of 90% or higher for the marking period, provided no single mark is below 75%.

General Honors designation is awarded to students who achieve an average of 85% or higher for the marking period, provided no single mark is below 70%.

Exclusions to honor roll are: Community Service, Marching Band/Flag Corp, VHS, and any pass/fail course.

## STANDARDS FOR GRADUATION

Within the total number of credits required, the following minimum standards must be met by students to be considered eligible for a diploma from Rocky Hill High School:

1. Four credits of English.
1. Three credits of Social Studies. One credit must be U.S. History and one-half credit must be in Civics.
2. Three credits of Mathematics, including Algebra I.
3. Two credits of Science, one of which must be a Biological Science and one a Physical Science.
4. Three elective credits. You must have a minimum of 1 credit in each category. The two categories are:
  1. Arts, Music and Humanities
  2. CTE (Business Education, Family and Consumer Science, and Technology Education)
5. One credit in an advanced course, which would be in addition to the three credits indicated in item #5; such credits must be in the arts, vocational, or foreign language fields (see Advanced Level Courses).
6. One credit in Physical Education.
7. One-half credit in Health.
8. One-half credit in Computer Literacy, which includes Art and Bio, Digital Design, Photography I, Photography II, Video and Animation, Personal Finance & Technology, Marketing, Introduction to Business, International Business, Business Law, Entrepreneurship, Accounting/Advanced Accounting, Desktop Publishing, Introduction to Robotics Engineering, Advanced Robotics Engineering, Computer Technologies, and all Project Lead The Way courses.
9. An additional four credits.

### **11. TOTAL NUMBER OF CREDITS REQUIRED FOR GRADUATION – 22**

**PLEASE NOTE:** According to State Law, each local Board of Education shall specify the basic skills necessary for graduation and include a process to assess the student's level of competency in such skills. The assessment criteria shall include, but shall not exclusively be based on, the result of the PSAT or SAT, or meeting expectations using the school-wide academic expectation rubrics.

**Commencing with the graduating class of 2023 per Public Act No. 17-42, the minimum credit requirement for graduation is now 25 credits. Based on the new state requirements and pending the Rocky Hill Board of Education approval, the new RHHS graduation requirements are as follows:**

1. Four credits of English.
  2. Three credits of social studies. One credit must be U.S. history and one-half credit must be in civics.
  3. One credit of fine arts.
  4. One humanities elective credit.
  5. Three credits of mathematics, including algebra I.
  6. Two credits of science, one of which must be a biological science and one a physical science.
  7. Four additional credits in any of the following: science, technology, engineering and/or mathematics (STEM).
  8. One credit of world language.
  9. One credit of physical education and wellness.
  10. One credit of health and safety education.
  11. One credit of a mastery-based diploma assessment.
  12. Three additional elective credits, one must be an advanced credit.
- 13. TOTAL NUMBER OF CREDITS REQUIRED FOR GRADUATION – 25**

**EXCEPTIONS RELATED TO STANDARDS FOR GRADUATION**

An exception to the preceding may be granted under one of the following conditions:

The recommendation by a Planning and Placement Team (PPT) to waive a requirement for a special education student, based on specific evaluative documentation. This exception by recommendation must include the recommendation for a credited course equal in value to be substituted for the waived requirement. In addition, the recommendation must be approved by the principal.

The waiving of a credit or the alteration of the credit balance in the arts or vocational areas on a case-by-case basis only when a conflict is created through the scheduling process in the senior year that eliminates the possibility of the student achieving a specific requirement in these two areas of study. This requires the substitution of another course to replace the course in conflict, and requires the approval of the principal.

### **ADVANCED LEVEL COURSES**

The following courses meet the standards for the achievement of one credit in an advanced course in the arts, vocational, technology, family and consumer sciences, or foreign language fields.

Italian II	French II	Spanish II
Latin II	Painting I	Painting II
Video & Animation	Advanced Graphics	Photography II
Advanced 3D Design	Ceramics II	Crafts II
Digital Design II	Advanced Studio Art	AP Studio Art
Advanced Accounting	Early Childhood Educ.	Culinary II
Fashion Design II	Adv. Materials Proc.	Adv. Energy, Power & Trans.
Principles of Engineering	Civil Eng. & Arch.	Fashion Merchandising
Athletic Leadership II	Adv. Robotics Eng.	Principles of Baking

- plus a second year of Band , Choir, Orchestra, or any Independent Study program that is considered an advanced course by the teacher involved.

## SUMMER SCHOOL

Students who are eligible may register for summer school or tutorial programs that are held during the summer months. Students can make up a maximum of two full credits in summer programs. To be eligible, a student must have achieved a final grade of at least 50; otherwise, they may not make up any credit. Credits may be made up provided the following conditions are met:

- All summer school programs or tutorial programs are subject to approval by a high school administrator and guidance counselor before attending or the credits will not be honored.
- Courses selected in a Summer Program must be approved in advance.
- All make-up credits are subject to the requirements established by Rocky Hill High School.
- Tutors must be certified in the subject area in which the student is tutored. Grade is based on 50% completed work and 50% exams. Tutors must submit all work completed by the student. The number of hours completed for .5 credit is 20 hours and hours completed for 1 credit is 40 hours.

**NCAA DIVISION I AND II ELIGIBILITY**  
**STATEMENT AND REQUIREMENTS**

Many college athletic programs are regulated by the National Collegiate Athletic Association (NCAA) that has established rules on eligibility, recruiting, and financial aid. Students who wish to participate in Division I or II athletics in college should plan early. They must successfully complete a minimum number of core curriculum courses as listed below and have a core-course grade point average (based on a 4.000 scale) and a combined score on the SAT or a sum score on the ACT based on the new core GPA/test score index, which can be found at the NCAA eligibility center at [www.ncaa.org/student-athletes](http://www.ncaa.org/student-athletes).

**Division I**

16 Core Courses:

- Graduate from High School
- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 1 year additional English, mathematics, or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above or foreign language)
- Consult the sliding scale for GPA/SAT/ACT scores – minimum GPA of 2.3
- 10 core courses must be completed by 7<sup>th</sup> semester. 7 out of 10 must be in english, math or natural/physical science. – these courses are “locked-in” at the start of 7<sup>th</sup> semester and cannot be repeated for GPA improvement

**Division II**

16 Core Courses:

- Graduate from High School
- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 3 years of additional English, mathematics, or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above or foreign language)
- Earn a combined SAT score of 820 (Critical Reading & Math) or an ACT sum of 68
- Division II eligibility will be based on a SAT/ACT – GPA sliding scale with a minimum GPA of 2.2

Students should register to take the SAT/ACT as juniors and register with the NCAA Clearinghouse at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). Students should complete a Request for Transcript form. (This form can be found in Guidance)

Students and their families can view NCAA-approved RHHS courses by going to <https://web3.ncaa.org/hsportal/exec/hsaction>.

## **ACADEMIC EXPECTATIONS**

Rocky Hill High School will send a report indicating every student's progress toward meeting the school's academic expectations. Each student will be assessed on two expectations per course. Listed under each course description are the two expectations that will be measured and reported for that course. Below are all seven of the academic expectations:

- Communicate Effectively in Writing
- Communicate Effectively while Speaking
- Solve Quantitative Problems Effectively
- Solve Qualitative Problems Effectively
- Use Research Skills Effectively
- Demonstrate Effective Reading Skills
- Make Connections between Learning and Life

## ROCKY HILL HIGH SCHOOL COURSE OFFERINGS

### ART

**“Creativity is a key part of the educated mind.”**

~by Sir Ken Robinson

Arts education helps students foster a sense of flexibility, a key component to creativity. Self-expression and communication are enhanced. And art is just fun. In order to attend an art university, you must have a portfolio that has not only breadth in medium but depth in concept. This can only be achieved by a focused sequential approach to selecting art courses. A suggested sequence is listed below.

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

<b>Studio/Fine Art</b>	<b>2D Design/Graphic Arts</b>	<b>3D Design</b>
Airbrushing	Animator	Automobile Designer
Architecture	Art/Film Critic	Craftsperson
Art Consultant/Dealer	Automobile Designer	<ul style="list-style-type: none"> <li>• Blacksmithing</li> </ul>
Art Teacher	CAD Designer	<ul style="list-style-type: none"> <li>• Ceramicist</li> </ul>
Art Therapist	Film And Video Artist	<ul style="list-style-type: none"> <li>• Glass Blowing</li> </ul>
Character Designer	Graphic/Advertising Designer	<ul style="list-style-type: none"> <li>• Mosaic Artist</li> </ul>
Comic book artist	<ul style="list-style-type: none"> <li>• Brand Design</li> </ul>	<ul style="list-style-type: none"> <li>• Woodworking</li> </ul>
Fashion Designer	<ul style="list-style-type: none"> <li>• Logo Design</li> </ul>	Fashion Accessory Designer
Fine Art/Studio Artist	<ul style="list-style-type: none"> <li>• Package Design</li> </ul>	Floral Design
Forensic Artist	<ul style="list-style-type: none"> <li>• Layout Artist</li> </ul>	Food Stylist
Graffiti artist	Legal Visual Aids Artist	Furniture Designer
Illustration	Graphic Designer	Industrial Design
<ul style="list-style-type: none"> <li>• Children’s Book Illustrator</li> </ul>	Motion Graphics Designer	Jewelry Design
<ul style="list-style-type: none"> <li>• Medical Illustrator</li> </ul>	Multi Media Designer	Model Maker
<ul style="list-style-type: none"> <li>• Set Designer/Illustrator</li> </ul>	Photographer	Sculptor
<ul style="list-style-type: none"> <li>• Technical Illustrator</li> </ul>	Advertising Photographer	Taxidermist
Interior Design	<ul style="list-style-type: none"> <li>• Documentary Photographer</li> </ul>	Toy Designer
Landscape Architect	<ul style="list-style-type: none"> <li>• Photojournalist</li> </ul>	Special Effects Designers
Muralist	<ul style="list-style-type: none"> <li>• Wedding Photographer</li> </ul>	Puppet Maker
Museum Exhibit Design	<ul style="list-style-type: none"> <li>• Portrait Photographer</li> </ul>	Product designer
Painter	Character Designer	
Tattoo Artist	Textile Designer	
Sketch artist	Video Game Art & Design	
Makeup Artist	Web Designer	



AR 738/739 DRAWING II  
(F/S)

GRADES 9-12

LEVEL 2/1  
½ CREDIT

During this course, students will have the opportunity to expand their drawing skills and techniques. A variety of drawing media will be utilized, including pastel, charcoal, scratchboard, pen and ink, marker, etc. Subject matter will include direct observational drawing, still life and figure drawing. Assignments will be designed to help students develop their own vision and personal style. Through the study of various artists, their styles and the process of creating art, students will continue to utilize critical thinking skills. A student may elect to include the resulting drawings as part of his/her portfolio for the art college application process. (Prerequisite: the successful completion of Drawing 1)

**Academic Expectations:** Communicate Effectively while Speaking  
Make Connections between Learning and Life

AR 761 PAINTING I  
(F)

GRADES 10-12

LEVEL 2/1  
½ CREDIT

This fun and exciting course introduces students to tools, techniques and styles of painting. The course begins with the basic principles of oil painting; exploring color theory through a series of projects using traditional painting techniques. Emphasis will be placed on composition, technique, color theory and personal expression stressing development of visual literacy skills. Subject matter will include working from observation to create still life, figure, portrait, landscape, and expressive painting. We will study and research major painting styles and movements in historical context. (Prerequisite: Successful completion of Drawing I)

This course is appropriate for students interested in portfolio development, or students who just want to learn how to paint.

**Academic Expectations:** Communicate Effectively in Writing  
Communicate Effectively while Speaking

AR 765 PAINTING II  
(S)

GRADES 10-12

LEVEL 2/1  
½ CREDIT

This course builds on the skills and techniques from Painting I. Students will continue to draw content from different painting styles while focusing on the development of their own “voice” or personal style. Students will experiment with traditional and non-

traditional painting techniques. Subject matter may include still life, abstraction, figure, portrait, and landscape painting. (Prerequisite: Drawing I and Painting I)

Students will learn to stretch their own canvas and work with large platform canvas. This course is appropriate for students interested in portfolio development, or students who just want to paint large.

**Academic Expectations:** Communicate Effectively in Writing  
Communicate Effectively while Speaking

## 2D DESIGN/DIGITAL MEDIA COURSES

*These courses may be used to fulfill either Arts or Computer Literacy graduation requirement.*

AR 708/709    DIGITAL DESIGN I    LEVEL 2/1  
(F/S)    GRADES 9-12    ½ CREDIT

This foundation digital arts course provides students with a solid knowledge of design principles while working out creative solutions to a variety of design related problems. A creative approach to visual communication will be encouraged while students explore a wide variety of social and political concepts. All assignments will be completed utilizing Adobe Photoshop and Illustrator, which are currently industry standard software. Students will develop and utilize critical thinking skills through the study of various artists, their styles, and the process of creating art. This course serves as a prerequisite for Digital Design II and Video and Animation.

**Academic Expectations:** Make Connections between Learning and Life  
Solve Qualitative Problems Effectively

AR 715    DIGITAL DESIGN II    LEVEL 2/1  
(S)    GRADES 9-12    ½ CREDIT

Students in this advanced digital arts course will further develop their skills with software including Adobe Photoshop and Adobe Illustrator while applying design concepts and principles to solve real world graphic design problems. Projects include but are not limited to typography, logo, poster design, illustration, brochure and print ads, CD/DVD packaging, product packaging design, and 3D printing. Student will develop creative thinking and visual communication skills through work on projects and active critique and discussions of professional works. A brief history of advertising, discussion of ethical issues, and introduction to marketing strategies, as well as research assignments will provide students with an understanding of the persuasive power of the advertising industry. *This course fulfills Computer Literacy graduation requirement.* (Prerequisite: Digital Design I)

**Academic Expectations:** Make Connections between Learning and Life  
Solve Qualitative Problems Effectively



Solve Qualitative Problems Effectively

**3D DESIGN COURSES**

AR 750/749 CERAMICS I LEVEL 2/1  
(F/S) GRADES 9-12 ½ CREDIT

This course offers a foundation in 3D design utilizing clay. The course will focus on hand building techniques using the pinch, and coil methods of construction as well as an introduction to the potter's wheel. Various glazing and firing procedures will be employed for finishing the ceramic forms. The history of pottery as well as the study of select ceramic artists will be incorporated within lessons to increase student awareness and appreciation of the cultural impact of ceramic pottery.

**Academic Expectations:** Communicate Effectively in Writing  
Solve Qualitative Problems Effectively

AR 751 CERAMICS II LEVEL 2/1  
(S) GRADES 9-12 ½ CREDIT

This course allows students to learn advanced creative problem solving techniques using hand building and the potter's wheel as well as glazing and experimental surface techniques. Students build on the three-dimensional design skills introduced in Ceramics I while creating both aesthetic and utilitarian works. The course will focus on hand building techniques such as slab, drape and coil techniques, as well as use of the extruder and advanced throwing techniques on the wheel. A variety of sculptural styles will be explored in the construction of sculptural forms. (Prerequisite: Ceramics I)

**Academic Expectations:** Communicate Effectively while Speaking  
Solve Qualitative Problems Effectively

AR 752 CRAFTS I LEVEL 2/1  
(F) GRADES 9-12 ½ CREDIT

In this course, students will design and create useful and aesthetic works of art, while being encouraged to solve problems using creativity and self-expression. The elements and principles of art will be introduced and their application in three dimensional works will be explored. Projects may include but are not limited to metal embossing, weaving, mosaic, fabric printing, macramé/hemp jewelry, and recycled sculpture. The study of various artists and artworks will allow students to appreciate the cultural influences, transformations and current trends in crafts.

**Academic Expectations:** Make Connections between Learning and Life  
Solve Qualitative Problems Effectively

AR 753      CRAFTS II      LEVEL 2/1  
(S)      GRADES 9-12      ½ CREDIT

This course will mainly focus on a more in-depth study of functional works of art. Students will design and create works including stained glass, kiln glass, leather work, jewelry, 3D printing and prototyping and other techniques. Students will hone their skills as craftsman while learning to appreciate the role of the craftsperson and handmade tradition in our techno-centric world. Students will also study historical works and styles as a means of aiding in the development of their own personal style. Originality and creativity will be emphasized. (Prerequisite: Crafts I)

**Academic Expectations:**      Communicate Effectively while Speaking  
Solve Qualitative Problems Effectively

AR 744      ADVANCED 3D DESIGN      LEVEL 2/1  
(F)      GRADES 10-12      ½ CREDIT

This course will allow students to delve deeper into 3D problem solving through the use of a variety of materials and methods. Students will gain experience in the three basic sculptural techniques of modeling, carving, and construction. The basics of three-dimensional design, historical and interdisciplinary connections, use of media, and art criticism will be studied. Students will work with materials such as stone, clay, wood, tape, plaster, and wire to create three-dimensional works of art. Students will also experiment with 3D printing and prototyping. Original and creative thinking and problem solving will be emphasized as students explore issues such as culture, identity, and pure aesthetic creation. (Prerequisite: Crafts I & II and/or Ceramics I & II)

**Academic Expectations:**      Communicate Effectively while Speaking  
Solve Qualitative Problems Effectively

### ADVANCED PLACEMENT IN ART

AR 773      ADVANCED STUDIO ART      LEVEL 2/1  
(FY)      GRADES 11-12      1 CREDIT

In this full year course, art students who have taken 1.5 credits in art focused in either studio/2d or 3d areas will continue their studies extending their skills by experimenting with new materials and mixed media. Materials may include digital and traditional work, photography, and sculptural media such as plaster, 3d printing, and other materials. Art history will be studied during this course and assignments will directly relate to periods in art history. This course is required for any student wishing to enroll in AP Studio Art, but

can be taken as a terminal course in art during senior year. (Prerequisite: Students must have previously taken 1.5 credits in Art)

**Academic Expectations:** Communicate Effectively in Writing  
Communicate Effectively while Speaking

AR 775      AP STUDIO ART      LEVEL AP  
(FY)      GRADES 11-12      1 CREDIT

This full year advanced course is designed to allow the serious art student to develop a portfolio in studio art for the AP exam. In this course the student will develop a breadth (media skills, direct observation and creativity) and a depth (self-discovery focused body of work) portfolio from which the best work will be culled (quality portfolio) and submitted to the College Board. Students will also develop a working portfolio for application to an art, architecture, or a design college or university and will prepare students for interviews. Summer assignments and a sketchbook are required and will be due on the first class session in September. (Prerequisite: successful completion of two or more credits in advanced art courses, parental consent, and teacher recommendation)

*This course is open to seniors only.*

<b>AP Course</b>	<b>Prerequisite</b>
AP Studio Art	2½ credits in art, including Drawing I & Drawing II, Painting 1 & II, and Advanced Studio Art
AP 2D Design	2½ credits in art, including Photography I & II, or Digital Design I & II, and Advanced Studio Art
AP 3D Design	2½ credits in art, including Ceramics I & II or Crafts I & II, Advanced 3D Design, and Advanced Studio Art

**Academic Expectations:** Communicate Effectively in Writing  
Communicate Effectively while Speaking

### National Art Honor Society

The NAHS is an Art service organization. Students will be invited to participate after they have completed 3 semesters of art maintaining an average of 85. Inductees must complete ten hours of art related community service. An additional ten hours is required of members each year. This includes the senior sculpture, hanging art shows, teaching, matting work, selected projects, and fundraising. Students will attend weekly/biweekly meetings directly after school.

## **Career and Technical Education (CTE)**

**“It’s a beautiful thing when a career and a passion come together.” unknown**

Career and Technical Education (CTE) provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. Cutting-edge, rigorous and relevant career and technical education prepares students for a wide range of high-wage, high-skill, high-demand careers. The Career and Technical Education (CTE) Department includes courses in Business Education, Family and Consumer Sciences, and Technology Education.

**CTE - Business Education Career Pathways  
Career Clusters**

**Business Administration:**

Account Manager, Administrative Assistant, Advertising Manager, Entrepreneur, Event Planner, Executive Assistant, Fashion Marketing and Sales, Food Service Manager, Health Care Manager, Human Resource Manager, Marketing Assistant, Retailing Careers, Sales

**Finance and Accounting:**

Accountant, Accounting Clerk, Bank Teller, Bookkeeper, Budget Analyst, Chief Financial Officer, Data Analyst, FBI Agent, Financial Analyst, Financial Examiner, Financial Manager, Forensic Accountant, Insurance Agent, Internal Auditor, Loan Officer, Payroll Manager, Personal Financial Advisor, Stockbroker, Tax Collector, Treasurer

<b>Business Administration</b>	<b>Finance/Accounting</b>
Introduction to Business ½ credit 9, 10, 11 or 12	Introduction to Business ½ credit 9, 10, 11 or 12
Entrepreneurship ½ credit 9, 10, 11 or 12	International Business ½ credit 9, 10, 11 or 12
Desktop Publishing ½ credit 9, 10, 11 or 12	Accounting 1 credit 10, 11 or 12
International Business ½ credit 9, 10, 11 or 12	Personal Finance ½ credit 10, 11 or 12
Accounting 1 credit 10, 11 or 12	Business Law ½ credit 11 or 12
Personal Finance ½ credit 10, 11 or 12	Advanced Accounting (prerequisite: Accounting) 1 credit 11 or 12
Business Law ½ credit 11 or 12	
Marketing 1 credit 10, 11 or 12	

**CTE - Family and Consumer Sciences Career Pathways  
Career Clusters**

**Culinary, Hospitality and Tourism:**

Cake Designer, Cruise Ship Staff, Entrepreneur, Event Planner, Executive Chef, Family & Consumer Sciences Teacher, Food Scientist, Caterer, Food and Beverage Manager, Food Critic/Writer, Food Photographer, Food Stylist, Hospitality, Nutritionist, Pastry Chef, Personal Chef, Recipe Developer, Restaurant Manager, Restaurant Owner, Spa Chef

**Human Services and Education:**

Child advocate/protective services worker, Counselor, Early childhood teacher, Elementary teacher, Family and Consumer Sciences Teacher, Family Therapist, Physical, Occupational or Speech therapist, Nurse or other healthcare worker, Public and/or Global Health, Psychologist, Social Worker

**Fashion Design and Retail Merchandising:**

Buyer, Family and Consumer Sciences Teacher, Fashion Branding and Public Relations, Fashion Designer, Fashion Editor/Journalist, Fashion Photographer, Fashion Marketing and Sales, Fashion Model, Pattern Maker, Production and Product Development, Retail Management, Seamstress/Tailor, Stylist, Visual Merchandiser

<b>Culinary, Hospitality and Tourism</b>	<b>Human Services and Education</b>	<b>Fashion Design and Retail Merchandising</b>
Culinary I 1 credit (9, 10, 11 or 12)	Child and Adolescent Development 1 credit (9, 10, 11 or 12)	Fashion Design I 1 credit (9,10,11 or 12)
Culinary II (prerequisite Culinary I) 1 credit (10, 11 or 12)	Marriage and Family ½ credit (9, 10, 11 or 12)	Fashion Design II (prerequisite Fashion Design I) 1 credit (10, 11 or 12)
Principles of Baking (prerequisite Culinary I) 1 Credit (10, 11 or 12)	Early Childhood Education (prerequisite Child and Adolescent Development) 1 credit (10, 11 or 12)	Fashion Merchandising ½ credit (9, 10, 11 or 12)
	Individual and Family Development AP and UConn credit 1 credit (11 or 12)	

**CTE - Technology Education Department Career Pathways  
Careers Clusters**

**Computers:**

Computer Programmer, Computer Networker, Computer Technician, Data Analyst, Electromechanical Technician, Hardware Information Technology (IT), Maintenance Technician, Robotics Operator, Robotics Technician, Software Developer, Software Tester, Web Developer/Designer

**Engineering:**

Aerospace Engineer, Architecture, Architectural Engineer, Automotive Engineer, Biomedical Engineer, CADD Designer/Drafter, Chemical Engineer, Civil Engineer, Computer Hardware Engineer, Construction Engineer, Electronic Engineer, Electrical Engineer, Geological Engineer, Industrial Engineer, Mechanical Engineer, Robotics Engineer, Structural Engineer

**Skills/Trades:**

Appliance Repair, Cabinetmaker, Carpenter, Carpet Installer, Contractor, Drywall, Electrician, Framer, Furniture Refinisher/Restorer, Heating Ventilation And Cooling (HVAC), House Inspector, Interior Designer, Manufacturer, Mason, Mechanic, Painter, Pipe Fitter, Plumber, Quality Control Manager, Refrigeration Service Person, Roofer, Siding Specialist, Tile Installer, Upholsterer, Welder

	<b><u>Computers</u></b>	<b><u>Engineering</u></b>	<b><u>Skills/Trade</u></b>
Step 1	Computer Tech (½ yr) (9, 10, 11, 12)  Intro to Robotics (½ yr) (9, 10, 11, 12)	Introduction To Engineering Design (9, 10, 11, 12)	Materials Processing (9, 10, 11, 12)  Home & Auto Maintenance (½ yr) (9, 10, 11, 12)
Step 2	Advanced Robotics (½ yr) (9, 10, 11, 12)	Civil Engineering & Architecture (10, 11, 12)	Advanced Materials Processing (10, 11, 12)
Step 3		Principles Of Engineering (10, 11, 12)	
Step 4		Engineering Design & Development (12)	



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

**Academic Expectations:** Communicate Effectively while Speaking  
Make Connections between Learning and Life

BE 615      BUSINESS LAW      LEVEL 2/1  
(S)      GRADES 11-12      ½ CREDIT

This course deals with the fundamentals of business law. Students will understand the constitution, the branches of government that create and maintain our legal system, and the various levels of our courts. The course examines family law, the use proper legal terminology as it related to the rights and duties of citizens, identifies the laws that protect consumers, explain the elements required for a legal contract, and describe the differences between personal and real property. *This course fulfills computer literacy graduation requirement.*

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

**Academic Expectations:** Use Research Skills Effectively  
Make Connections between Learning and Life

BE 620      ACCOUNTING      LEVEL 2/1  
(FY)      GRADES 10-12      1 CREDIT

Students will comprehend a company's financial resources. Students considering a business major in college or planning to open their own business should take this course. Successful students will complete the accounting cycle; prepare income statements and balance sheets for various business organizations; prepare, interpret and analyze basic financial statements used by stockholders, creditors, and users of financial information; complete income taxes and prepare payroll; and students will reinforce basic accounting by using Excel and Automated Accounting software. *This course fulfills the Computer Literacy graduation requirement.*

This course can be used as a mathematics course requirement.

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

**Academic Expectations:** Solve Quantitative Problems Effectively  
Demonstrate Effective Reading Skills

BE 624

ADVANCED ACCOUNTING

(FY)

GRADES 11-12

LEVEL 2/1

1 CREDIT

Students enrolled in Advanced Accounting will emphasize financial reporting for a business entity organized as a corporation. Students will develop skills utilized in financial statement analysis, corporate budgeting, and financial management decision making. Successful students will reinforce accounting by using Excel and Automated Accounting software, learn methods of valuing inventory and plant assets, record and distribute corporate dividends, analyze corporate annual reports, and complete accounting simulations. *This course fulfills Computer Literacy graduation requirement.* This course can be used as a mathematics course requirement or as an advanced credit. (Prerequisite: Successful completion of Accounting)

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

*Upon successful completion of Advanced Accounting, students can apply to earn Middlesex Community College credit to apply towards an associate degree or transfer their CCP credits towards a four-year degree. College Career Pathways (CCP) is a federally-funded program offered as a partnership between Middlesex Community College and the many comprehensive and vocational high schools located throughout the college's service region.*

**Academic Expectations:** Solve Quantitative Problems Effectively  
Demonstrate Effective Reading Skills

BE 630/633

INTERNATIONAL BUSINESS

(F/S)

GRADES 9-12

LEVEL 2/1

½ CREDIT

International Business commands center stage in today's global economy. This course will utilize human resources and help students understand what affects personal and business financial decisions in the marketplace. Successful students will start-up and run their own business using Virtual Business simulation. They will gain a developmental understanding of their own skills, strengths, and weaknesses; recognize the ever-evolving requirements of the workplace and the relationship of lifelong learning to career success. Students will analyze the role of international business and how it impacts business activities on the local, state, and international levels. *This course fulfills Computer Literacy graduation requirement.*

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

**Academic Expectations:** Communicate Effectively in Writing  
Communicate Effectively while Speaking

BE 606/607 PERSONAL FINANCE AND TECHNOLOGY  
(F/S) GRADES 10-12

LEVEL 2  
½ CREDIT

Personal Finance covers the financial issues students will face today. Topics covered will include budgeting, saving, understanding and building credit, automobile and health insurance, and taxes. Successful students will learn to budget and manage finances, identify various options for saving and investing, become more aware consumers by understanding the marketplace, understand the cost of credit and how to manage it, analyze the benefits and dangers of financial risk, and learn to file their taxes. *This course fulfills the computer literacy requirement.*

**Academic Expectations:** Solve Quantitative Problems Effectively  
Make Connections between Learning and Life

BE 644/645 ENTREPRENEURSHIP  
(F/S) GRADES 9-12

LEVEL 2/1  
½ CREDIT

Students will learn the fundamentals for creating a successful business. They will research and develop a business plan to implement their unique product for their business venture and will understand the necessary steps for creating, developing, and marketing a business. Students will be responsible for marketing their business and its products, and will explore business opportunities while analyzing the risks, rewards, and potential for making a profit with their business. *This course fulfills computer literacy graduation requirement.*

**Academic Expectations:** Make Connections between Learning and Life  
Communicate Effectively in Writing

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







importance of fashion, fashion trends and cycles, fashion history, and career exploration will be covered.

**Academic Expectations:** Communicate Effectively While Speaking  
Use Research Skills Effectively

FS 935      FASHION DESIGN II      LEVEL 2/1  
(FY)      GRADES 10-12      1 CREDIT

This is an advanced course designed for those students who are interested in more challenging sewing techniques and more in depth study of the fashion industry. Students will build on skills acquired in Fashion Design I. Students will create more complex projects and learn to design, create and/or alter patterns. Units covered will include Fibers and Fabrics, Color and Design, Fashion Designers, and Fashion Merchandising. Careers and the use of technology will be emphasized. (Prerequisite: Successful completion of Fashion Design I)

**Academic Expectations:** Communicate Effectively while Speaking  
Use Research Skills Effectively

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

FS 942/943      FASHION MERCHANDISING      LEVEL 2/1  
(F/S)      GRADES 9-12      ½ CREDIT

Fashion Merchandising is designed to give students an overview of the fashion industry. Students will be introduced to a range of careers in the field. This class will work closely with the Entrepreneurship class in the Business Department to identify, create, and market a product of their own design.

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

**Academic Expectations:** Make Connections between Learning and Life  
Communicate Effectively in Writing

FS 940

UCONN/INDIVIDUAL AND FAMILY DEVELOPMENT  
(FY) GRADES 11-12

LEVEL AP  
1 CREDIT

This course is designed as an introduction to the field of Human Development and Family Studies for both majors and non-majors. This course will provide students with an understanding of individual and family development over the lifespan. In particular, the course will focus on the developing individual within the context of the family system and the changes that occur in the family systems over time.

\*Course Requirement: Field Experience

The University of Connecticut requires 40 contact hours of field experience in various settings throughout the school year. These experiences will include observations and interactions with people across the lifespan. You will be required to complete 10 hours each quarter.

\*\*To receive 3 credits from UCONN student must achieve a letter grade of C or higher which numerically is a 73 or better for a final grade. A 72 or lower will not be granted credit but student will receive an audit grade on transcript which does not impact GPA if you should attend UCONN.

**Academic Expectations:** Communicate Effectively in Writing  
Use Research Skills Effectively











Students may be eligible for University of New Haven credit in addition to high school credit. *This course fulfills the Computer Literacy graduation requirement.* (Prerequisite: Successful completion of Introduction to Engineering Design, Principles of Engineering, Civil Engineering & Architecture, or instructor approval)

**Academic Expectations:**     Solve Quantitative Problems Effectively  
   Solve Qualitative Problems Effectively



MA/EN  
190/191

SAT PREPARATION  
(F/S)

GRADE 11

LEVEL 2  
½ CREDIT

This course prepares juniors for the mathematics and reading/writing sections of the SAT. Students will review math topics and study SAT-specific questions that have been grouped by those topics. Students will adopt vocabulary development techniques, hone reading comprehension skills, and practice time management strategies. Students will also learn test-taking strategies and become familiar with the unique style of SAT questions. The subject of focus will rotate weekly; math will comprise 50% of the course, reading 25%, and writing 25%. (All juniors are eligible to enroll with no prerequisites)

COMMUNITY SERVICE PROGRAM  
(F/S)

GRADES 10-12

NO LEVEL

Interested students must apply to the principal during the first ten days of each semester. Students will be notified if accepted for the program. All participants must be registered in at least seven courses in addition to Community Service. Parental consent is also required. Community Service Program credit hours cannot fulfill the Honor Society requirement for community service. THIS CREDIT MAY NOT BE SCHEDULED AS THE FINAL CREDIT TOWARD GRADUATION IN THE SENIOR YEAR AND DOES NOT COUNT TOWARD GPA.

## ENGLISH

### Course Level Recommendations

Course level recommendations represent the professional judgments made by teachers. These judgments are based on test and performance data. The English department expects that the course level recommendation made by teachers will be accepted and that the student will register for the recommended course. If the parent or guardian desires to change a level recommendation as presented by a teacher, a Request for Higher Level Form must be completed through guidance.

Starting in the summer of 2019, all honors and AP level English students will be required to complete summer prerequisite reading. Each course will have a specific novel to read and detailed note taking requirements. Before students leave for the summer, they will be issued a packet where they will find their specific course materials and requirements. When students return to school in August, they should be ready to actively discuss and complete assignments related to this text.

Electing to take honors and AP level courses at the high school level requires dedication, hard work and determination. This prerequisite reading is meant to prepare students for the rigor of this advanced material as well as introduce them to the workload of these courses. Additionally, it provides teachers with the unique opportunity to teach a novel holistically.

We are confident that students will find the experience challenging, engaging and ultimately, very rewarding.





All members of Grades 11 and 12 must meet the following minimal requirements of the English program:

1. Students may not take a grade 11 or grade 12 English offering until they have passed both their freshman and sophomore English requirements.
1. Each student must take at least one course in English each semester during the last two years of school.
2. Each student must take one composition course in the junior year. Composition courses are asterisked (\*) in the sequence of courses listed below. (Students participating at Level 1 or AP English in grades 11 and 12 are exempt from the composition requirement if successful for all four semesters.) This course must be paired with an American Literature course.
3. Qualified students intending to pursue a highly competitive college program should consider placement in the Level 1 program (American Literature/Development of Drama; British Literature/Fiction Masters) in their junior and senior years. Placement in such sections is based on the student's meeting the criteria established by the department.
4. College-preparatory students should elect from the Level 2 program. Students interested in pursuing a career in the Humanities or Social Sciences are strongly advised to choose from other Level 2 electives, even opting for two English courses per semester.
5. Students should seek the advice of their current English teacher in making selections.

**LEVEL 1 HONORS PROGRAM**  
**(BY PLACEMENT ONLY)**

EN 124	<u>AMERICAN LITERATURE</u> <u>(F)</u>	<u>GRADE 11</u>	<u>LEVEL 1</u> <u>½ CREDIT</u>
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This course is a requirement for students in Level 1 in grades 11. In-depth studies of the origins, directions, and changes in American Literature from the 1600s to the present will be presented. Stress will be placed upon Puritan roots, Romanticism, Naturalism, Realism, and the modern literary scene. Students will be required to complete a term paper and/or projects as well as frequent analytic and interpretative papers. This course may not be taken if the student has taken another American Literature class.

**Academic Expectations:** Demonstrate Effective Reading Skills  
Use Research Skills Effectively

EN 125      DEVELOPMENT OF DRAMA      LEVEL 1  
(S)      GRADE 11      ½ CREDIT

Required for students who wish to complete the Level I program, this course traces the theater arts from their beginnings, through the Classical, Medieval, Renaissance, and Restoration periods into the diversity of modern theater. Students will be required to write analytical and interpretive essays.

**Academic Expectations:**      Communicate Effectively in Writing  
Use Research Skills Effectively

EN 120      BRITISH LITERATURE      LEVEL 1  
(F)      GRADE 12      ½ CREDIT

Required for students who wish to complete the Level 1 program, this course covers the major authors from the Medieval through the Modern period. Using a chronological approach, the course traces the development of style, technique, and theme, and provides insight into the fascinating lives of the English, Welsh, and Irish people.

**Academic Expectations:**      Communicate Effectively in Writing  
Use Research Skills Effectively

EN 121      FICTION MASTERS      LEVEL 1  
(S)      GRADE 12      ½ CREDIT

Required for students who wish to complete the Level 1 program, this course covers the works of major English and American authors and includes some European literature in translation. The course attempts to provide insight into the philosophical roots of twentieth-century life and literature, included are literature of the absurd and stream of consciousness technique as well as traditional forms.

**Academic Expectations:**      Communicate Effectively in Writing  
Use Research Skills Effectively

EN 126      AP LANGUAGE AND COMPOSITION      LEVEL AP  
(FY)      GRADES 11-12      1 CREDIT

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts.

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course,





(S)

GRADES 11-12

½ CREDIT

This course is for the student who enjoys the study of poetry and drama and wishes to develop the skills to interpret the most elusive of the arts. Study will concentrate on the twentieth century writers such as Frost, Williams, Eliot, Ionesco, and Miller, Ibsen, Hansberry and other modern and contemporary poets and playwrights. In addition to traditional tests and quizzes, students will be challenged to write creative pieces. This course may be elected by juniors, but should not replace American Literature.

**Academic Expectations:** Communicate Effectively in Writing  
Demonstrate Effective Reading Skills

EN 134

READINGS IN PHILOSOPHY

(F)

GRADES 11-12

LEVEL 2

½ CREDIT

This course utilizes a traditional approach to the history of Western thought. Readings and discussions will center on such universal questions as the nature of existence, free will, the existence of God, human nature and moral decisions. Class participation is obligatory. This course may be elected by juniors, but should not replace American Literature.

**Academic Expectations:** Demonstrate Effective Reading Skills  
Make Connections between Learning and Life

EN 135

MODERN FICTION

(S)

GRADES 11-12

LEVEL 2

½ CREDIT

The anxieties, attitudes, and concerns of the Twentieth century world are reflected in its novels and short stories. Students will read a variety of international authors to understand the various solutions, styles, and techniques used by modern authors in approaching the human dilemma. Selections will be of a challenging nature, and students must demonstrate high levels of reading ability. This course may be elected by juniors, but should not replace American Literature.

**Academic Expectations:** Demonstrate Effective Reading Skills  
Make Connections between Learning and Life

EN 136/137 JOURNALISM

LEVEL 2

(F/S)

GRADES 10-12

½ CREDIT

This course is designed as a single semester elective to introduce students to Journalism. Students will develop skills in such areas as organizing and composing news stories, developing headlines and captions, writing long-form/feature articles and editorials, conducting surveys, and reporting on sporting events and entertainment. The course will address issues of journalistic ethics and the law, as well as some aspects of publishing, such as layout design and photojournalism. This course may fulfill the Humanities requirement if taken in addition to required English courses. This course may be elected by juniors, but should not replace American Literature. *Sophomores must get teacher recommendation.*

**Academic Expectations:** Communicate Effectively in Writing  
Solve Qualitative Problems Effectively

EN 138

AUTHORS I  
(F)

GRADE 12

LEVEL 2  
½ CREDIT

During each quarter the works of one American author will be examined in depth. Depending on the author, students may read several novels, plays, poems, short stories and/or non-fiction selections by the same writer. The focus will be on the style, thematic development, and historical perspective of the author's works. The two authors to be studied will be selected by the teacher and may vary from year to year. This course may be elected by juniors, but should not replace American Literature.

**Academic Expectations:** Communicate Effectively in Writing  
Demonstrate Effective Reading Skills

EN 1390

FILM AND LITERATURE  
(S)

GRADE 12

LEVEL 2  
½ CREDIT

In this course students will read a variety of short stories, novellas as well as non-fiction selections and will also watch a wide variety of films. As the course will begin with direct adaptations of literary works, the content will evolve into a mixed media genre study as students gain a more robust understanding of the content. Students will also, as an independent project, read a novel or nonfiction selection of their choice and explore its film's equivalent in genre. In addition, Students will learn the fundamentals of cinematography, sound design, lighting and production design; delving into complex and nuanced art of filmmaking.

**Academic Expectations:** Communicate Effectively in Writing  
Make Connections between Learning and Life

### LEVEL 3 GENERAL PROGRAM

Students electing Level 3 courses must elect General Composition (see asterisk) in grade 11 and three other English courses during the last two years. General Composition and American Literature are a sequence that the English department requires to be taken in the junior year to complement the study of United States history. Likewise, Cultural Heritage and World Literature are recommended as a sequence in the senior year.

EN 140      AMERICAN LITERATURE      LEVEL 3  
(F)      GRADE 11      ½ CREDIT

This course is designed for juniors in order to acquaint the students with the literary heritage of the United States. It will deal with highlights of American fiction, poetry, and drama. (Do not select if American Literature has been taken.) This course should be taken in conjunction with General Composition. Common Core Standards are integrated into the curriculum.

**Academic Expectations:**      Communicate Effectively in Writing  
   Demonstrate Effective Reading Skills

\*EN 141      GENERAL COMPOSITION      LEVEL 3  
(R/S)      GRADE 11      ½ CREDIT

In the study of General Composition the student will continue to develop and refine skills first introduced in the writing courses in grades 9 and 10. Emphasis will be upon the mastering of the essentials involved in organizing and writing a comprehensive and informative report. An analysis of writing style and creative literary techniques will be incorporated into the course. Vocabulary study will also be emphasized. Junior requirement. Common Core Standards are integrated into the curriculum.

**Academic Expectations:**      Communicate Effectively in Writing  
   Use Research Skills Effectively

EN 142      CULTURAL HERITAGE      LEVEL 3  
(F)      GRADES 11-12      ½ CREDIT

A study of Cultural Heritage will acquaint students with knowledge of the past through the study of several world mythologies. Emphasis will be placed upon finding similarities and differences between cultures. Students will gain an understanding of how early myths and folklore have shaped our present day culture. This course maybe elected by juniors, but should not replace American Literature.

**Academic Expectations:**      Communicate Effectively in Writing  
   Demonstrate Effective Reading Skills

EN 143      WORLD LITERATURE      LEVEL 3  
(S)      GRADES 11-12      ½ CREDIT

The literature of a country is a mirror of that country's mind. This course will provide a survey of the many writers and literary movements throughout the world. Readings will be used to discover those elements that are common among nations as well as differences. This course may be elected by juniors, but should not replace American Literature.

**Academic Expectations:**      Communicate Effectively in Writing  
   Demonstrate Effective Reading Skills

EN 145      COMMUNICATIONS/MEDIA EXPLORATION      LEVEL 3  
(S)      GRADE 12      ½ CREDIT

This course is designed to work on critical reading and thinking skills. The course consists of analysis of newspapers, magazines, advertising, political cartoons, etc. for the purpose of determining propaganda, media manipulation, and subliminal influence. The ultimate goal of the course is to make students more astute readers and viewers and to enable them to critically evaluate a lifetime of written, verbal and visual information.

**Academic Expectations:**      Demonstrate Effective Reading Skills  
   Make Connections between Learning and Life

EN 146      LITERATURE: REFLECTIONS ON LIFE      LEVEL 3  
(F)      GRADES 11-12      ½ CREDIT

Using short stories, novels, non-fiction, and films, students will explore a variety of themes which reflect human nature and thought-provoking issues about life. The class will examine the sociological and psychological implications of these works as well as their literary value. The readings will consist of fiction, poetry, drama, and non-fiction. In addition, students will continue to develop and refine their abilities to read texts critically. Other areas addressed include writing, grammar and vocabulary.

**Academic Expectations:**      Demonstrate Effective Reading Skills  
   Make Connections between Learning and Life

## HEALTH

One-half credit of Health is required of all students at Rocky Hill High School.

HL 950/951 HEALTH  
(F/S)

GRADE 10

LEVEL 3/2  
½ CREDIT

Health is designed to provide the student with the ability, through scientific and personal knowledge, to make crucial decisions regarding the physical and emotional health issues facing every individual in American society today. The student is expected to acquire knowledge of self, interpersonal relationships, and human maturation. This understanding of individual and social life provides the skills necessary to make informed decisions about life issues, including nutrition, sexuality, and substance abuse.

*NOTE: Students may elect this course at the academic level (L2) by developing a plan of additional study with the teacher which may include research into special topics.*

**Academic Expectations:** Communicate Effectively while Speaking  
Use Research Skills Effectively



important stories of Greek and Roman mythology. Students will read and analyze creation myths, Greek and Roman gods, Greek Heroes, and stories of love, war, deception, intrigue, jealousy, and fate. Students will also develop a cultural literacy which they would otherwise lack, e.g. a Gordian knot or a Herculean task.

**Academic Expectations:** Communicate Effectively in Writing  
Demonstrate Effective Reading Skills

*You can also earn Humanities credit by taking the courses listed below. If taken for a Humanities credit, you will not earn credit for that class towards your English or Social Studies requirement.*

EN 136/137 JOURNALISM  
SS 180/181 PSYCHOLOGY  
SS 182 AP PSYCHOLOGY



(FY)

GRADES 9-12

1 CREDIT

This course is the traditional introductory algebra curriculum upgraded to align with the Common Core State Standards. Topics include solving complicated linear equations, solving and graphing simple and compound inequalities, introduction to functions and function notation, the laws of exponents, solving systems of linear equations, operations on polynomials, simple polynomial factoring, analysis of the graphs of quadratics, exponential functions, the laws of growth and decay, descriptive statistics and data trends. Graphing methods and methods of problem-solving will be covered throughout the course.

**Academic Expectations:** Solve Quantitative Problems Effectively  
Make Connections between Learning and Life

MA 420

GEOMETRY  
(FY)

GRADES 9-12

LEVEL 1  
1 CREDIT

This course (which is aligned with the Common Core State Standards) is an introduction to deductive reasoning and leads to a study of geometry as a logical system which includes extensive proof-based problem solving. The topics covered are the same as those covered in Academic Geometry, but at a greater depth and with more challenging algebraic applications. Students are recommended for this course on the basis of their performance in Algebra I in the middle school. Algebra I teachers at the high school may also recommend highly competitive, capable students from Academic Algebra I. (Prerequisite: Successful completion of Algebra I)

**Academic Expectations:** Solve Quantitative Problems Effectively  
Make Connections between Learning and Life

MA 422

GEOMETRY  
(FY)

GRADES 9-12

LEVEL 2  
1 CREDIT

This course (which is aligned with the Common Core State Standards) is an introduction to deductive reasoning and leads to a study of geometry as a logical system. Topics will include relationships between lines and angles, transformations, triangle inequalities, polygons, area, volume, similarity, right triangles, trigonometry, concurrence, circles, congruence, and geometric solids in Euclidean space. Students will use algebraic equations to apply geometric properties and model geometric applications. Proofs will be used to explore triangle congruencies. (Prerequisite: Successful completion of Algebra I)

**Academic Expectations:** Solve Quantitative Problems Effectively  
Make Connections between Learning and Life

MA 424

GEOMETRY

LEVEL 3

(FY)

GRADES 9-12

1 CREDIT

This course (which is aligned with the Common Core State Standards) is an introduction to a study of geometry as a logical system. Topics will include relationships between lines and angles, polygons, area, volume, similarity, congruence, right triangles, and circles. Students will use algebraic equations to apply geometric concepts and model geometric applications. Elementary proofs are developed from basic definitions, assumptions, and the beginning theorems of Euclidean geometry.

(Prerequisite: Successful completion of Algebra I)

**Academic Expectations:** Solve Quantitative Problems Effectively  
Make Connections between Learning and Life

MA 430

ALGEBRA II  
(FY)

GRADES 10-12

LEVEL 1  
1 CREDIT

This course (which is aligned with the Common Core State Standards) completes the algebra sequence begun in the middle school. The topics covered are the same as those covered in Academic Algebra II, but at a greater depth and more rigorous approach. In addition, this curriculum also covers matrix operations and an introduction to trigonometry. Students are recommended for this course on the basis of their performance in Algebra I in the middle school and Geometry at the high school.

**Academic Expectations:** Solve Quantitative Problems Effectively  
Make Connections between Learning and Life

MA 432

ALGEBRA II  
(FY)

GRADES 10-12

LEVEL 2  
1 CREDIT

This course (which is aligned with the Common Core State Standards) completes the algebra sequence begun in Academic Algebra I or its equivalent. Topics include quadratic functions, functions and inverse functions, transformations of parent functions, operations with functions and the composition of functions, exponents and radicals, complex numbers and their operations, polynomial functions and polynomial operations, graphs of polynomials, finding roots of polynomial equations, rational expressions and rational functions, operations with rational functions, solving rational equations, exponential and logarithmic functions including exponential growth and decay, solving exponential and logarithmic equations. (Prerequisite: Successful completion of Academic Algebra I)

**Academic Expectations:** Solve Quantitative Problems Effectively  
Make Connections between Learning and Life

MA 436

ALGEBRA II PART 1

LEVEL 3

(FY)

GRADES 11-12

1 CREDIT

This course is designed for the student who needs additional time to master algebraic concepts. The course introduces students to key concepts and theories that provide a foundation for further study in mathematics and increase students' mathematical literacy, problem-solving, and critical thinking skills. Topics include linear equations and inequalities, systems of equations and inequalities, functions and inverse functions, operations with functions and the composition of functions, exponents and radicals, complex numbers and their operations, quadratic functions, polynomial functions and polynomial operations, graphs of polynomials, and finding roots of polynomial equations. This is the first course in a two-part Algebra II series. (Prerequisite: Successful completion of Algebra I)

**Academic Expectations:** Solve quantitative problems effectively.  
Make connections between learning and life

MA 402/403

MATH PROBLEM SOLVING II PART 1

(F/S)

GRADES 11-12

LEVEL 3

½ CREDIT

This course is designed for students who need additional time and support to master General Algebra II concepts. Topics include linear equations and inequalities, systems of equations and inequalities, functions and inverse functions, operations with functions and the composition of functions, exponents and radicals, complex numbers and their operations, quadratic functions, polynomial functions and polynomial operations, graphs of polynomials, and finding roots of polynomial equations. An additional focus on real world problems will be emphasized with the assistance of technology and additional resources. (Prerequisite: Teacher recommendation)

MA 437

ALGEBRA II PART 2

(FY)

GRADE 12

LEVEL 3

1 CREDIT

This course is designed for the student who needs additional time to master algebraic concepts. The course, continuing from Algebra II Part 1, introduces students to key concepts and theories that provide a foundation for further study in mathematics and increase students' mathematical literacy, problem-solving, and critical thinking skills. Topics include rational expressions and functions, operations with rational functions, graphs of rational functions, solving rational equations, exponential and logarithmic functions including exponential growth and decay, solving exponential and logarithmic equations, and trigonometric functions. This is the second course in a two-part Algebra II series. (Prerequisite: Successful completion of Algebra II Part 1)

**Academic Expectations:** Solve quantitative problems effectively.  
Make connections between learning and life.

MA 440

PRE-CALCULUS

LEVEL 1

(FY)

GRADES 11-12

1 CREDIT

The topics covered are the same as those covered in Academic Pre-Calculus, but at a greater depth and more rigorous approach.

(Prerequisite: Successful completion of Algebra II and Geometry)

**Academic Expectations:** Solve Quantitative Problems Effectively  
Make Connections between Learning and Life

MA 442

PRE-CALCULUS

(FY)

GRADES 11-12

LEVEL 2

1 CREDIT

Students study Trigonometry, Analytic Trigonometry, Functions from a Calculus Perspective, Power, Polynomial and Rational Function, Exponential and Logarithmic Function, Systems of Equations and Matrices, Conic Sections and Parametric Equations, Sequences and Series, Limits and Derivatives, and Vectors. It is designed for the advanced mathematics student since earlier experience and knowledge in mathematics are relied on throughout the course. (Prerequisite: Successful completion of Algebra II and Geometry)

**Academic Expectations:** Solve Quantitative Problems Effectively  
Make Connections between Learning and Life

MA 448

CALCULUS

(FY)

GRADE 12

LEVEL 1

1 CREDIT

This course is designed for the student who has demonstrated a high level of proficiency and motivation in previous mathematics courses. It is designed for students who are planning to pursue a scientific, mathematics or engineering program in college. Students are recommended and placed in this program based on a combination of the following criteria: student interest and motivation in mathematics, present and past performance in mathematics courses and performance on standardized tests - PSAT, SAT, etc. Topics include limits, differentiation and integration of polynomial, rational trigonometric and transcendental functions. (Prerequisite: Successful completion of Pre-Calculus)

**Academic Expectations:** Solve Quantitative Problems Effectively  
Make Connections between Learning and Life



probabilities, simulations, surveys, and population sampling. (Prerequisite: Successful completion of Algebra I, Geometry, and Algebra II)

**Academic Expectations:** Solve Quantitative Problems Effectively  
Make Connections between Learning and Life

MA 460      AP STATISTICS      LEVEL AP  
(FY)      GRADES 10\*, 11-12      1 CREDIT

This course is designed for the student who has demonstrated a high level of proficiency and motivation in previous mathematics courses. The course follows the Advanced Placement curriculum for a one-semester, non-calculus based college statistics course. Topics include data analysis, descriptive statistics, experimental design, probability, and statistical inference. This course may be taken concurrently with Academic Pre-Calculus, Honors Pre-Calculus, Calculus, or AP Calculus. By achieving the requisite score on the AP exam, students may receive college credit and/or advanced placement for course work in college. Students are expected to take the AP exam in order to receive AP credit. (Prerequisite: Successful completion of Algebra I, Geometry and Algebra II)

\*Exception – 10<sup>th</sup> graders may enroll in AP Statistics concurrently with Algebra II if they have successfully completed Honors Geometry and have that teacher’s recommendation.

**Academic Expectations:** Solve Quantitative Problems Effectively  
Demonstrate Effective Reading Skills



Students must be taking the required number of courses for their grade level in order to enroll.

**Academic Expectations:** Communicate Effectively in Writing  
Solve Qualitative Problems Effectively

MU 812/813     CONCERT CHOIR     LEVEL 2/1  
                  (F/S)                             GRADES 9-12                             ½ CREDIT

This course is designed for any student who has an interest in vocal music, both in training and performance. The student is given vocal training and instruction in the reading of unison and part music in both accompanied and a cappella music of various periods and styles. Students will participate in all rehearsals, and are required to attend all performances of the group. Concert Choir meets five days per week for one-half credit per semester. *NOTE: The level of instruction may be upgraded for a student if the instructor feels the talent, time, and leadership of the student merit this increase.*

**Academic Expectations:** Communicate Effectively in Writing  
Solve Qualitative Problems Effectively

MU 820            CHORALE                             LEVEL 2/1  
                      (FY)                             GRADES 10-12                             1 CREDIT

Chorale is an intermediate select ensemble for girls. Emphasis is placed on the performance of a *cappella* and accompanied music covering a variety of genres and styles. Students are expected to take part in all performances. Chorale meets five days per week. *Note: The level of instruction may be upgraded for a student if the instructor feels the time, talent, and leadership of the student merit this increase.*

*Any student wishing to take this course as an Honors level course must include additional coursework including weekly lessons, audition for festival, leader of section, etc. This would be determined the first 10 days of school.*

**Academic Expectations:** Communicate Effectively in Writing  
Solve Qualitative Problems Effectively

MU 826            CHAMBER CHOIR                             LEVEL 2/1  
                      (FY)                             GRADES 10-12                             1 CREDIT

Chamber Choir is a select ensemble whose members are selected by audition in the spring prior to Fall enrollment. Emphasis is placed on the performance of a *cappella*

vocal music, both secular and sacred, covering a variety of music genres and styles. Students are expected to take part in all performances. Chamber Choir meets five days per week. *NOTE: The level of instruction may be upgraded for a student if the instructor feels the time, talent, and leadership of the student merit this increase.*

*Any student wishing to take this course as an Honors level course must include additional coursework including weekly lessons, audition for festival, leader of section, etc. This would be determined the first 10 days of school.*

**Academic Expectations:** Communicate Effectively in Writing  
Solve Qualitative Problems Effectively

MU 850      JAZZ ENSEMBLE      LEVEL 2/1  
(FY)      GRADES 10-12      1 CREDIT

The Jazz Ensemble is an advanced instrumental course dealing with the performance and stylistic aspects of American Jazz and other related musical styles. Students will develop musical literacy through performance on an instrument and will study basic concepts of music theory, jazz history, listening analysis, instrumental techniques, and solo/improvisation. The instrumentation of this ensemble is set to the specifications of a traditional big band, which traditionally uses the following instrumentation: Alto saxophone, tenor saxophone, baritone saxophone, trumpet, trombone, piano/keyboards, guitar, bass guitar, drum set, auxiliary percussion. Any student interested in this course must audition for the director of bands at the end of the spring semester prior to the year of desired enrollment. This course meets five days a week.

*Any student wishing to take this course as an Honors level course must include additional coursework including weekly lessons, audition for festival, leader of section, etc. This would be determined the first 10 days of school.*

**Academic Expectations:** Communicate Effectively in Writing  
Solve Qualitative Problems Effectively

MU 880      STRING ORCHESTRA      LEVEL 2/1  
(FY)      GRADES 9-12      1 CREDIT

String orchestra is a performing ensemble open to any high school students who play an orchestral string instrument: violin, viola, cello, or double bass. Repertoire for this ensemble will cover a variety of eras and genres, and will be appropriate for students with at least 1-2 years of previous experience playing a string instrument. If a student wishes to take string orchestra and does not have previous experience, a meeting with the orchestra director is necessary. Emphasis in this course is placed on skill and ensemble development. Students will perform in three concerts yearly and a variety of community events. String Orchestra meets five days a week. *Note: The level of instruction may be*





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

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

**Academic Expectations:**    Make Connections between Learning and Life  
Communicate Effectively While Speaking

### PE ELECTIVES

PE 972    LIFEGUARDING    LEVEL 2  
(F)    GRADES \*10, 11-12    ½ CREDIT

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

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

**Academic Expectations:**    Make Connections between Learning and Life  
Communicate Effectively While Speaking

PE 970/971    ATHLETIC LEADERSHIP I    LEVEL 2  
(F/S)    GRADES 11-12    ½ CREDIT

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

**Academic Expectations:**    Make Connections between Learning and Life  
Communicate Effectively While Speaking





SC 505      9<sup>th</sup> GRADE SCIENCE      LEVEL 3  
(FY)      GRADES 9-10      1 CREDIT

This course follows the same curriculum as all other 9<sup>th</sup> grade science classes. The goal of this course is to enhance the students' understanding and appreciation of the world around them and to involve students in the inquiry process of science. Extra time and support is devoted to math, reading and the development of study skills to enhance student learning. Additionally, students will be supported to develop problem solving and critical thinking skills. Students will use these skills to develop and refine their research and writing as they relate to the 9<sup>th</sup> grade curriculum.

**Academic Expectations:**      Communicate Effectively while Speaking  
Solve Quantitative Problems Effectively

SC 510      HONORS BIOLOGY      LEVEL 1  
(FY)      GRADES 9-12      1 CREDIT

The course is aligned with the Next Generation Science Standards. The goals of these standards are to develop a thorough understanding of content as well as improve key skills such as communication, collaboration, inquiry, problem solving, and creative thinking. The pace of learning is accelerated and is designed for the highly motivated student who is an independent thinker and has strong interpretation skills. Students are expected to utilize their understanding from multiple content areas during the activities in this course. The double period labs require students to demonstrate and apply knowledge of biology to work through the processes and objectives of each lab with the experiences intended to be authentic experiential learning activities. Topics covered include structure and function, heredity, energy in organisms, natural selection, ecology, plants and body systems. (Prerequisite: Students must have completed 9<sup>th</sup> Grade Science or teacher recommendation.)

**Academic Expectations:**      Solve Quantitative Problems Effectively  
Solve Qualitative Problems Effectively

SC 512      BIOLOGY      LEVEL 2  
(FY)      GRADES 10-12      1 CREDIT

The course is aligned with the Next Generation Science Standards. The goals of these standards are to develop a thorough understanding of content as well as improve key skills such as communication, collaboration, inquiry, problem solving, and creative thinking. This course includes a double lab period and is designed for motivated students who are capable of self-directed study in addition to collaborative group work. Laboratory work is an integral part of this course where problem-solving, data analysis, integration of concepts, and other analytical skills are developed. Students will make applications and connections to the world around them. Topics covered include structure and function, heredity, energy in organisms, natural selection, ecology, plants and body systems. (Prerequisite: Students must have completed 9<sup>th</sup> Grade Science)

**Academic Expectations:** Solve Quantitative Problems Effectively  
Solve Qualitative Problems Effectively

SC 515      GENERAL BIOLOGY      LEVEL 3  
(FY)      GRADES 10-12      1 CREDIT

The course is aligned with the Next Generation Science Standards. The goals of these standards are to develop a thorough understanding of content as well as improve key skills such as communication, collaboration, inquiry, problem solving, and creative thinking. Students are challenged to analyze the principles of biology in relation to personal, social, historical, and ethical issues. During double period labs students cultivate science skills through recognizing variables, observation techniques, qualitative and quantitative data collection and analysis. Students will make applications and connections to the world around them. Topics covered include structure and function, heredity, energy in organisms, natural selection, ecology, plants and body systems. (Prerequisite: Students must have completed 9<sup>th</sup> Grade Science)

**Academic Expectations:** Solve Quantitative Problems Effectively  
Solve Qualitative Problems Effectively

SC 520      HONORS CHEMISTRY      LEVEL 1  
(FY)      GRADES 10-12      1 CREDIT

Honors Chemistry is a one-year course designed to prepare students for work they will encounter in college programs related to the sciences and engineering and to prepare students for UConn ECE Chemistry. Chemistry SC520 course covers a greater depth and breadth of material and moves at a faster pace than the Chemistry SC522 class. This lab-based course covers the foundational principles of modern chemistry as outlined in the Next Generation Science Standards (NGSS). The curriculum integrates critical thinking via modeling, planning and carrying out investigations, and obtaining, evaluating, and communicating information (verbally, graphically, textually, and mathematically). The course is framed around the themes of patterns as well as energy and matter. Course content will include the structures of atoms and compounds, the Periodic Table of the Elements, chemical reactions and physical changes, gases, solutions, acids and bases, chemical quantities, kinetic theory, and thermodynamics. A double lab period will be scheduled each week to provide time for the students to gain basic laboratory skills and hands-on application of the chemical principles. (Prerequisite: Successful completion of Honors Algebra I and Honors Biology)

**Academic Expectations:** Solve Quantitative Problems Effectively  
Solve Qualitative Problems Effectively



sound, light and electricity and magnetism. Topics in astronomy and modern physics will also be explored. (Prerequisite: Must be enrolled in Algebra II)

**Academic Expectations:** Communicate Effectively in Writing  
Solve Quantitative Problems Effectively

SC 534      CONCEPTUAL PHYSICS      LEVEL 3  
(FY)      GRADES 11-12      1 CREDIT

Conceptual Physics will focus on the major ideas of physics. Understanding of physical concepts will lead to a greater appreciation of the universe. The emphasis will be on understanding concepts of physics and applying them to the real world. Mathematical problem solving will not be a focus in this class, however there will be mathematical reasoning at times to illustrate concepts. Topics of study include motion, physics of sports, sound, light, electricity, heat, nuclear physics, astronomy, and ideas from modern physics. (Prerequisite: Successful completion of biological science)

**Academic Expectations:** Communicate Effectively in Writing  
Solve Quantitative Problems Effectively

SC 540      BOTANY      LEVEL 3/2  
(FY)      GRADES 11-12      1 CREDIT

This course is designed for the academically motivated student who will be required to run the RHHS greenhouses. Topics will include greenhouse structure and function, ethno botany, plant structures and functions, plant propagation, integrated pest management, and plant growth and responses. Students will learn how to produce a professional crop of poinsettias and bedding plants. Additional topics such as floral design, landscape design, and bonsai trees will be covered in the spring. Students are required to participate in the fall and spring sales, August poinsettia planting, and be willing to spend additional time in the greenhouses throughout the school year. (Prerequisite: Successful completion of Biology)

**Academic Expectations:** Solve Qualitative Problems Effectively  
Make Connections between Learning and Life

SC 544      HUMAN ANATOMY AND PHYSIOLOGY      LEVEL 2/1  
(FY)      GRADES 11-12      1 CREDIT

This course is designed for the academically motivated student who is interested in the structure and function of the human body. This course will assist students who are planning further studies in the biological sciences or who are considering a career in a







(Prerequisite: Recommendation by Science Department faculty, and successful completion or current enrollment in Pre-Calculus.

**Academic Expectations:** Communicate Effectively in Writing  
Solve Qualitative Problems Effectively

## SOCIAL STUDIES AND HISTORY

### REQUIRED TO BE ELIGIBLE FOR GRADUATION:

- Survey of United States History (FY)
- Civics (S)

For those who qualify for AP Level, AP United States Government and Politics meets the Civics graduation requirement. Sophomores taking AP Modern European History can meet the Civics graduation requirement by taking the AP U.S. Government class during their senior year.

SS (see below)	<u>WESTERN CIVILIZATION I</u>  (FY)	<u>GRADE 9</u>	<u>LEVEL</u> (see below) <u>1 CREDIT</u>
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Western Civilization I traces the growth and development of European cultures from Homer's fabled Trojan War of the late Bronze Age through the sixteenth century voyages of global exploration and discovery. Topics include the Classical civilizations of Greece and Rome, the rise of Christianity, Medieval Europe, the Renaissance and Reformation, as well as Europe's projection of power around the world. The course exposes students to the study skills and the expository writing necessary for success in subsequent high school offerings. This course prepares students for Western Civilization II, Civics, and AP history courses.

Note: Students may elect this course at the following levels:

- (FY) SS 300 Level 1
- (FY) SS 302 Level 2
- (FY) SS 304 Level 3

**Academic Expectations:** Use Research Skills Effectively  
General Level: Demonstrate Effective Reading Skills  
Academic Level: Communicate Effectively in Writing

SS (see below)	<u>WESTERN CIVILIZATION II</u>  (F)	<u>GRADES 10-12</u>	<u>LEVEL</u> (see below) <u>½ CREDIT</u>
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Western Civilization II continues the story of European civilization from the emergence of the modern world to the early twentieth century. Students examine the changing nature of European culture and thought from the rise of nation states, the Scientific Revolution and the Enlightenment to the emergence of global empires, democratic revolutions, nationalism, imperialism, the Industrial Revolution and the modern world order. All students are exposed to critical and creative thinking skills and to writing

based on researched information. This course provides a foundation and gateway to more advanced study of history and the social sciences.

Note: Students may elect this course at the following levels:

- (F) SS 312 Level 1
- (F) SS 314 Level 2
- (F) SS 316 Level 3

**Academic Expectations:** Communicate Effectively while Speaking  
Use Research Skills Effectively

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

*Students must pass this course to be eligible for graduation.*

Note: Students may elect this course at the following levels:

- (R/S) SS 313 Level 1
- (R/S) SS 315 Level 2
- (R/S) SS 317 Level 3

**Academic Expectations:** Communicate Effectively while Speaking  
Use Research Skills Effectively

SS 3400	<u>AP MODERN EUROPEAN HISTORY</u> (FY)	<u>GRADES 10-12</u>	<u>LEVEL AP</u> <u>1 CREDIT</u>
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AP Modern Europe provides essential preparation for students hoping to be accepted into a challenging and competitive college experience. In addition to exploring and examining the critical foundations of the modern world, students will work to improve their writing, reading, research and analytical skills. The assessment will be based on the standards set forth by College Board, where students will analyze, synthesize and organize information based on the AP curriculum outline. The themes of the course explore the interaction of Europe and the World, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, nationalism, and the role of individuals and society.

Our focus includes the foundations of the Western world beginning with the Renaissance, Scientific Revolution, Enlightenment, Industrial Revolution, the 20<sup>th</sup> century wars and the modern issues facing the European continent. In concert with these intellectual currents, student piece together the building blocks that formed the first nation states and global empires and analyze the elements that spawned the first democratic revolutions. Students also consider the factors that created modern capitalism, the Industrial Revolution and the path of Western liberalism and imperialism that transformed the west toward the hope of greater material and moral progress.

Unique Western Contributions to history like the abolition of slavery, the rule of law, the promulgation of individual rights and the freedom of religion, along with marvels of engineering, medical science, art and literature will be examined in light of the cost of European global domination. The course will culminate with an examination of the three great global conflicts of the twentieth century, and the impact of the Cold War. Through successful completion of this course, students will form the intellectual basis for assessing the possible future course of Western and world history. *Note: A sophomore taking AP Modern Europe may fulfill the Civics graduation requirement by taking AP U.S. Government and Politics as a senior.*

By achieving a satisfactory score on the exam, student may receive college credit and/or advanced placement for coursework in college. In order to receive AP credit, students must take the AP Exam.

**Academic Expectations:** Communicate Effectively in Writing  
Use Research Skills Effectively

SS 320	<u>AP UNITED STATES HISTORY</u> (FY)	<u>GRADE 11</u>	<u>LEVEL AP</u> <u>1 CREDIT</u>
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This course offers students the opportunity to participate in a college-level program. It provides a survey of United States History, with an emphasis on economic, social, cultural, and political themes. It emphasizes critical reading and writing skills, historiography, and the factual knowledge needed to assess scholarly issues in American history. Students will be prepared for the Advanced Placement exam which, if successfully passed, may result in college credit. This course prepares students for AP US Government and Politics, Level 1 Honors for American and World Politics, Current Issues, Law & Order in American Society, and Advanced US History: 20<sup>th</sup> Century American Studies.

By achieving a satisfactory score on the exam, students may receive college credit and/or advanced placement for course work in college. In order to receive AP credit, students must take the AP exam. Summer reading is required.

**Academic Expectations:** Communicate Effectively in Writing  
Demonstrate Effective Reading Skills









## SPECIAL EDUCATION

SKILLS DEVELOPMENT (SD)  
(F/S)

GRADES 9-12

LEVEL 3  
CREDIT STATUS  
DEFINED  
BELOW

These courses are designed for special education students requiring further development of basic academic skills or who need instruction in specific learning strategies and techniques that can be applied across content areas. Students do not elect SD, but are recommended for placement based on their need for additional academic support by a Planning and Placement Team (PPT). Parents and guardians are part of the team that places students in this program. Students are required to report for assistance either three or five times a week. Students attending SD three periods per week will receive one-quarter credit per semester, and students attending SD five periods per week will receive one-half credit per semester.

VOCATIONAL SKILL DEVELOPMENT

(F/S)

GRADES 9-12

LEVEL 3  
CREDIT STATUS  
DEFINED  
BELOW

This program is designed for special education students in need of vocational skills development. Students do not elect VSD but are recommended for placement in the program by a Planning and Placement Team (PPT). Parents and guardians are part of the team that places students in this program. Students are required to report to class either 3 or 5 periods per week. Students attending VSD three periods per week will receive one-quarter credit per semester, and students attending five periods per week will receive one-half credit per semester.

This program is individualized to meet student needs. Assessments of students' interests and abilities will be completed. Students will explore a variety of career options. Strategies in the areas of time management, interpersonal communication, job seeking, problem-solving, and self-advocacy will be offered and explored.

Any student attending VSD for fewer than three periods per week will not receive credit. Credit given for VSD will not take the place of any course required for graduation. This course is taken in addition to the required number of courses each year unless otherwise determined by the PPT. VSD may be taken for Advanced Credit.

**Academic Expectation:** Use Research Skills Effectively

ACADEMIC ASSISTANCE

(F/S)

GRADES 9-12

NO CREDIT

This program is designed to support students' progress in core academic areas and to provide an opportunity to implement IEP modifications and transition goals. Study skills, pre-teaching, concept reinforcement, and self-advocacy skills are emphasized while the students work toward success in academic classes. Placement is at the recommendation of the PPT.

No credit is assigned. Progress toward accomplishment of annual goals is reported to parents at regular intervals.



unfamiliar materials. This class is conducted in French. (Prerequisite: Successful completion of French II)

**Academic Expectations:** Communicate Effectively in Writing  
Communicate Effectively while Speaking

WL 227      UCONN FRENCH IV      LEVEL 2/1/AP  
(FY)      GRADES 11-12      1 CREDIT

This course is a college course via the UCONN ECE Program (3 University credits may be awarded). It will provide an overview of French history and civilization from prehistory through the 20<sup>th</sup> Century. Literature and art will be explored to demonstrate how they are influenced by the historical, philosophical, religious, and political ideas in the time period when these works were produced. Grammar structures from previous French classes as well as advanced grammar structures will be studied. Class is conducted in French. *Students may elect to take this course at the UCONN, Honors, or Academic level.* (Prerequisite: Successful completion of French III)

**Academic Expectations:** Communicate Effectively while Speaking  
Demonstrate Effective Reading Skills

WL 230      UCONN FRENCH V      LEVEL 2/1/AP  
(FY)      GRADE 12      1 CREDIT

This course is a college course via the UCONN ECE Program (3 University credits may be awarded). Advanced study of French texts and extensive written practice in a variety of forms ranging from compositions, essays, summaries, and film reviews. The university requires a five page paper in French as the final summative assessment. Advanced grammar structures will be studied. Class is conducted in French. *Students may elect to take this course at the UCONN, Honors, or Academic level.* (Prerequisite: Successful completion of French IV)

**Academic Expectations:** Communicate Effectively while Speaking  
Communicate Effectively in Writing

WL 265      ITALIAN IV      LEVEL 2  
(FY)      GRADES 9-12      1 CREDIT

This course further develops the materials presented in Italian I, II & III. Students continue to practice speaking, listening, reading, and writing at developmentally appropriate levels. Students read longer texts and texts from current media sources and discuss current events. Additionally, they will become more familiar with Italian culture. The class is conducted almost entirely in Italian. (Prerequisite: Successful completion of Italian III)

**Academic Expectations:** Communicate Effectively in Writing

Communicate  
Effectively while  
Speaking

LATIN I

LEVEL 2

WL 240

(FY)

GRADES 9-12

1 CREDIT

In this year, students are introduced to and immersed in the language, culture, history and mythology of the ancient Romans. Students begin to develop their skills in reading Latin and use language in context to gain insight into the customs, beliefs, and daily lives of the Roman people. Through the readings, students will learn the basic structure of the Latin language. Emphasis will be placed on developing the ability to recognize written forms and to understand the concepts and structures of an inflected language. Based on the text and its readings, students will begin to build a Latin vocabulary and will, in turn, increase their English vocabulary by examining how English words derived from their Latin roots.

**Academic Expectations:** Communicate Effectively in Writing  
Communicate Effective Reading Skill

WL 242

LATIN II  
(FY)

GRADES 10-12

LEVEL 2  
1 CREDIT

Students continue to build their knowledge of Latin vocabulary based on the readings in the text and continue to examine word derivation, making connections between English vocabulary and Latin roots. Students will also get a taste of original, authentic Latin readings; short passages by various Roman authors. Emphasis this year is on building the students' knowledge of grammar and sentence structure. Students will continue to gain understanding of Roman culture and daily life from the readings, and will also focus on learning the historical background of the Roman people through reading legends from Roman mythology. (Prerequisite: Successful completion of Latin I)

**Academic Expectations:** Demonstrate Effective Reading Skills  
Solve Qualitative Problems Effectively

WL 254

UCONN LATIN III/IV - Ovid & Catullus  
(FY)

GRADES 11-12

LEVEL AP  
1 CREDIT

This course seeks to help students gain a breadth and depth of knowledge of the Latin language commensurate with college study. The course requires students to gain linguistically-informed knowledge of Ovidian and Catullan poetry and poetics as well as

knowledge of the cultural background of Ovidian and Catullan poetry and poetics. The course will also develop students' skill at analysis of Ovidian and Catullan poetry and poetics in the original Latin. Students will also demonstrate knowledge of Latin poetic meter and rhetoric. (Offered in 2021-2022) (Prerequisite: Successful completion of Latin II or UCONN Latin III/IV-Vergil)

**Academic Expectations:** Communicate Effectively in Writing  
Communicate Effective Reading Skills

WL 256      UCONN LATIN III/IV-Vergil      LEVEL AP  
(FY)      GRADES 11-12      1 CREDIT

This course seeks to help students gain a breadth and depth of knowledge of the Latin language commensurate with college study. The focus of this year will be Vergil's greatest work, the *Aeneid*. Students will not only study the content of the poem, but will also interpret its meaning and symbolism. Students will examine the features of style, literary devices, and the effect of the meter used by the author. As well as studying the style of Vergil, students will examine the culture and history of Augustan Rome. Students will continue to develop their skill at analysis of Virgilian poetry and poetics in the original Latin. (Offered in 2020-2021) (Prerequisite: Successful completion of Latin II or UConn Latin III/IV Eutropius & Nepos)

**Academic Expectations:** Communicate Effectively in Writing  
Demonstrate Effective Reading Skills

WL255      UCONN LATIN III/IV – Eutropius & Nepos      LEVEL AP  
(FY)      GRADES 11-12      1 CREDIT

This course seeks to help students gain a breadth and depth of knowledge of the Latin language and Roman history commensurate with college study. The course requires students to gain linguistically-informed knowledge of the prose of the Roman historians Eutropius and Cornelius Nepos as well as knowledge of the historical and cultural background of both the times in which and about which Eutropius and Nepos write. The course will develop students' skill at reading and analysis of Eutropius and Nepos in the original Latin. Students will also demonstrate knowledge of prose style and rhetoric. (Offered in 2019-2020) (Prerequisite: Successful completion of Latin II or UCONN Latin III/IV-Vergil)

**Academic Expectations:** Communicate Effectively in Writing  
Demonstrate Effective Reading Skills



**Academic Expectations:** Communicate Effectively in Writing  
Communicate Effectively while Speaking

WL 206      SPANISH IV      LEVEL 2/1  
(FY)      GRADES 11-12      1 CREDIT

This course is designed for students to continue the development of the skills of the World-Readiness Standards: Communication, Cultures, Connections, Comparisons, and Community. While the vocabulary and grammatical structure of the Spanish language are instructed, the essential objective of the course is to develop proficiency in reading, writing, speaking, and listening in the Spanish language through the study of cultural topics including: the Kuna Yala people of Panama, the rainforest in Costa Rica, quinoa in Bolivia and Peru, traditional and contemporary health care in Guatemala and Honduras, and post-high school plans and preparations in the US and Spain. Class participation in the target language is expected. Materials are presented in an active, flexible, and meaningful way. Class is conducted in Spanish. (Prerequisite: Successful completion of Spanish III)

**Academic Expectations:** Communicate Effectively in Writing  
Communicate Effectively while Speaking

WL 212      UCONN SPANISH V      LEVEL AP  
(FY)      GRADES 12      1 CREDIT

UCONN is a college level course. Students are expected to understand and use the language with the teacher and classmates. Students have the opportunity to earn 6 transferable credits for Spanish 3178 and Spanish 3179 from the University of Connecticut. In order to earn UCONN credits, students need to earn a 73 or higher, for their semester one and semester two grades. Thematic units provide in depth development of cultural readings, compositions, class discussions, and oral presentations. This advanced course also provides students with practical idioms/vocabulary and a thorough grammatical review. *Although this class is taught at the college level, students have the option of taking it for honors credit.* (Prerequisite: Successful completion of Spanish IV)

**Academic Expectations:** Communicate Effectively in Writing  
Communicate Effectively while Speaking

## OTHER PROGRAMS

### GREATER HARTFORD ACADEMY OF THE ARTS

The Greater Hartford Academy of the Arts is an integrated magnet arts high school that is open through audition to high school students in the Greater Hartford area. Academy students attend their sending school in the morning and the Academy from 1:00 p.m. - 4:15 p.m., Monday through Thursday. The students spend 13 hours per week pursuing artistic excellence. The arts training program is designed to prepare gifted and talented students to pursue post-secondary studies and professional careers in dance, music, theater, and creative writing. The curriculum is professionally oriented, highly structured, and academically rigorous. GHAA classes and credits count toward honor roll and GPA.

### INDEPENDENT STUDY

The Independent Study Program allows students to pursue advanced study in a program that is an outgrowth of the regular program of studies. Students may discuss this program with teachers, but only teachers can initiate a program. Such work must be initiated in the first ten days of a semester. A student may be involved in only one independent study program per semester.

The following regulations apply to any student pursuing Independent Study.

1. Teacher recommendation and administrative approval is required.
2. Written parental consent is required.
3. The student must have motivation and interest in the program to the extent the student is willing to pursue study beyond the normal classroom performance.
4. The student will receive a grade and credit for an Independent Study. This course will be calculated in the student's grade point average.
5. Students must be enrolled in seven classes each semester. The independent study would be taken in addition to the required seven classes.
6. An independent study cannot be used as the final credit toward graduation.

The program must include an arrangement for evaluation of the performance level of the student.

## ONLINE COURSES

Students have the opportunity to take online classes through Virtual High School (VHS) or Educere. Students should be motivated, disciplined, and able to work independently. If students are interested in registering for an online class, please see your counselor for a list of available classes or review options online:

- VHS: [www.vhslearning.org](http://www.vhslearning.org)
- Educere: <https://sis.edtell.com/program/default.asp?pageID=4843.6955>

### ONLINE COURSE REQUIREMENTS:

- 1) Online courses cannot substitute a course already offered at RHHS or be used as the final credit toward graduation (unless it is for credit recovery or approved by administration for extenuating circumstances).
- 2) Preference for online course registration will be given to junior and senior students.
- 3) Online courses will count toward GPA (unless it is a credit recovery course), and they will not count toward honor roll.
- 4) Students taking an online AP course are required to take the AP Exam. Students will be expected to pay for the AP exam when registering for the AP exam.
- 5) Online courses are considered rigorous. Students must be independent learners and plan on devoting up to 12 hours per week, depending on the level of the course.
- 6) Students may only enroll in one online course per semester.
- 7) Educere exams will be administered at RHHS, and students will have two hours to complete the proctored exam.
- 8) RHHS will pay for online course enrollment. However, if the student does not complete the class or withdraws after the designated add/drop deadline, the student will receive a “WF – Withdrawal/Fail” on their transcript and may be held responsible for reimbursing RHHS for the cost of the class.