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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: 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 which 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 six full-time courses plus physical education.
2. Students may not elect any course in which they have previously received credit toward graduation with the exception of Band and Chorus.
3. Students may not elect a second course in a sequential program if they have not successfully completed the basic level (e.g., Algebra II, Spanish II, etc.)
4. A final grade of 70 is considered a minimum grade for a student desiring additional study in sequential courses.
5. 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.

6. Physical education is required unless a written statement is provided by a physician stating the cause for exemption or the limitations. Students will be required to participate in an alternative program to obtain the required credit.
7. A student cannot earn more than 8 credits toward graduation during any one school year.
8. 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.
9. Students who wish to take a course at a higher level than recommended have the option of completing a Request for Higher Level form.
10. Students in multi-level classes must choose a level within the first 10 days.

Rocky Hill High School strives to provide the best course of study possible for each student. Because course selections are considered as individual programs, it is hoped that proper choices will result in a useful program. Mutual consideration must be achieved by the student, parents, and the school. The faculty, guidance personnel, and administration of the school are available to help students reach decisions. Students should give considerable thought to the program prior to signing up for courses.

### **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 change their schedule of courses after the first five school days of each semester. If unusual circumstances are involved in any situation, the guidance counselor will report the circumstances to the principal for a final decision.

A withdrawal from a course is a limited practice that allows a student to withdraw from a selected course that is beyond the required number of courses for that grade level. Such a withdrawal may occur between the first day of a semester and the tenth (10<sup>th</sup>) day of the next quarter without penalty. If this occurs, all reference to the course will be deleted from the student's record.

**NOTE:** Any student who withdraws from a course after the prescribed date will receive a WF (Withdraw/Fail) on their final transcript. **AUDITS: Any student who audits a course is expected to do all of the assigned work for that course.**

## **INFORMATION RELATED TO COURSE DESCRIPTIONS**

### Definition of Terms/Symbols

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

### **PROMOTION STANDARD**

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

By end of year 1 - 5.50 credits

year 2 - 11.00 credits

year 3 - 16.50 credits

year 4 - 22.00 credits total

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 and provides them with the opportunity to earn college credit by taking an AP Exam.

They study subjects of interest and challenge themselves with 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 and Social Studies. Please refer to each department's section for specific information.

AP/UCONN   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 Social Studies, Science, World Language and Family and Consumer Science. To support rigorous learning, University of Connecticut library resources are also available to students.

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

Students are charged a \$25 per credit fee in the fall. For additional information visit: [www.ece.uconn.edu](http://www.ece.uconn.edu).

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 student who wishes to continue their education at a college or university.

Level 3 GENERAL courses are designed to focus on skill development in at least three important and distinct ways. In areas such as English, Mathematics, Sciences 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. In areas such as Art, Business Education, Family and Consumer Science, and Music, level 3 offerings provide a demanding introduction to new skills and interests which may lead to advanced study at a higher level in future semesters.

### **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>AP</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
90 – 100	4.25	4.0	3.5	3.0
80 – 89	3.75	3.5	3.0	2.5
70 – 79	3.25	3.0	2.5	2.0
60 – 69	2.75	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%.

## STANDARDS FOR GRADUATION

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

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. Three credits of Mathematics, one of which must be in Basic Algebra or its equivalent
4. Two credits of Science, one of which must be a Biological Science and one a Physical Science
5. Three credits of Art, Humanities, Music, Business Education, Family and Consumer Sciences, or Technology Education with the following distribution acceptable: two credits in the arts and one credit in the vocational area, **OR** two credits in the vocational area and one credit in the arts area.
6. One credit in an advanced course which would be in addition to the three credits indicated in item #5; such credits to be in the arts, vocational, or foreign language fields (see Advanced Level Courses)
7. One credit in Physical Education
8. One-half credit in Health
9. One half (1/2) credit in Computer Essentials/Personal Finance and Technology
10. An additional four credits in elective courses
11. TOTAL NUMBER OF CREDITS REQUIRED FOR GRADUATION – 22

**PLEASE NOTE:** According to State Law, beginning with the class of 2006, and for each graduating class thereafter, 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 tenth grade CAPT TEST.

## **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.

Latin II	Watercolor Painting	Advanced Accounting
French II	Oil and Acrylic Painting	Adv. Energy, Power & Trans.
Spanish II	Sculpture	Civil Engineering & Arch
Multimedia Design	Principals of Engineering	Adv. Materials Proc.
Music Tech. II	Advertising Design	Advanced Foods
Voc. Skills Development II	Early Childhood Educ.	Fashion Design II
	Advanced Graphics	Advanced Power

- plus a second year of Band or Choir or any Independent Study program that is considered an advance 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 50-59; 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 30 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 (70 or better) 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.

#### 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)

#### Division II

##### 14 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)
- 2 year of additional English, mathematics or natural/physical science.
- 2 years of social science
- 3 years of additional courses (from any area above or foreign language)
- Earn a 2.0 GPA or better in your Core Courses
- Earn a combined SAT score of 820 (Critical Reading & Math) or an ACT sum of 68
- There is no sliding scale in Division II

Courses taught at the remedial level will not be considered as core courses. Students should register to take the SAT I as juniors and submit the Student Release Form (available in the guidance office) to the NCAA Clearinghouse by the beginning of their senior year. Students should register by completing the on-line application at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net). A \$50.00 fee must accompany the application. Two (2) transcript release forms must be down-loaded and given to your school counselor. Keep a copy for your records.

**PLEASE CONTACT A GUIDANCE COUNSELOR IF THERE ARE ANY QUESTIONS ABOUT NCAA ELIGIBILITY**

## **ACADEMIC EXPECTATIONS**

Beginning in the spring of 2010, Rocky Hill High School will send a quarterly 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



*the student. The application for honors must be filed during the first 10 days of the semester and requires teacher approval.*

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

AR 726

CERAMICS  
(F)

GRADES 9 - 12

LEVEL 3/2  
1/2 CREDIT

Ceramics is open to all students on an introductory level. The focus of this course is on creative exploration of design, construction, and decoration of hand built clay forms in a studio environment. Students will build using the pinch, drape, coil and slab methods of construction. Glazing and firing practices and procedures will be employed for finishing ceramic forms. The study of ceramic artists will be incorporated within lessons in order for students to appreciate the cultural influences and accomplishments of prominent ceramic artists. This course may serve as a prerequisite to (Sculpture)

Ceramics may be taken at the academic level (L2). Although this academic level does not assume prior experience with clay, this course level will require students to engage in additional homework and written assignments, as well as demand more rigorous expectations for achievement with clay skills and creative problem solving. Students will be required to demonstrate an independent approach, a strong work ethic, and a commitment of additional time.

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







of this course is to further develop skills integrating art and technology while increasing aesthetic judgment and media literacy. Research as well as critique of professional films and animations will be utilized to enrich critical thinking skills. Each student will leave the class with an interactive CD/DVE portfolio of their content. Knowledge of Photoshop and Illustrator is required; therefore Digital Design is a prerequisite.

Note: Students may elect to take this course at the honors level by developing a plan for additional research and extended project work. This will require a commitment of additional time by the student. The application for honors must be filed during the first 10 days of the semester and requires teacher approval.

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

## BUSINESS EDUCATION

### 2010 – 2011 Course Offerings

All students **must** complete Computer Essentials, BE 600/601 or Personal Finance & Technology BE 636, as a requirement for graduation from Rocky Hill High School. Students interested in more advanced word processing may take Desktop Publishing, BE 605.

Students who have successfully completed Accounting, BE 620 may receive advanced course credit in Advanced Accounting, BE 624.

BE 600	<u>COMPUTER ESSENTIALS</u> (F/S)	<u>GRADES 9</u>	<u>LEVEL 3</u> <u>½ CREDIT</u>
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Computer Essentials is a graduation requirement focused on applying technology to solve problems and complete tasks efficiently and effectively. Students learn to use the Microsoft Office suite of programs including Word, Excel and PowerPoint in the Windows XP environment. Students will develop the ability to analyze, synthesize, and evaluate situations while completing projects that prepare them for college, careers and general life skills. Successful students will ....

- Improve keyboarding speed and productivity.
- Master Microsoft Word, while learning to format reports, tables, business documents and other written communications.
- Create and manipulate Excel worksheets and present data in graphs and charts.
- Make effective and dynamic presentations using PowerPoint.
- Use the internet to research a variety practical and academic areas of information.
- Complete the Technology Graduation Requirement.

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

BE 605	<u>DESKTOP PUBLISHING</u> (S)	<u>GRADES 10 – 12</u>	<u>LEVEL 2</u> <u>1/2 CREDIT</u>
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Students will learn to create graphics, import clip art, and creatively layout and produce various types of documents including letterheads, brochures, flyers, newsletters, etc. using Microsoft Word and Publisher. This course may be counted toward meeting the advanced standards for graduation in the vocational area. Successful students will...

- Learn the basic fundamentals of Desktop Publishing and Graphic Design.
- Develop creative skills to enhance the appearance of business documents.
- Utilize a variety of electronic resources to produce documents.
- Customize photos, drawings and graphics to create advertisements and promotional materials.

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







## EDUCATIONAL ENRICHMENT AND ENHANCEMENT OPPORTUNITIES

### COMMUNITY SERVICE PROGRAM

(F/S)

GRADES 10 - 12

NO LEVEL

1/4 - 1/2 CREDIT

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 six courses plus physical education in addition to Community Service. Parental consent is also required. A supervisor will be associated with the program, and an agreement will be made to allow the student to affiliate with a public service organization. Town government, schools, the public library, police, fire, and ambulance departments, or hospitals are acceptable agencies; others will be considered upon request. A minimum of 30-65 hours of work during a semester is required for credit. These hours must be logged in a journal. THIS CREDIT MAY NOT BE SCHEDULED AS THE FINAL CREDIT TOWARD GRADUATION IN THE SENIOR YEAR AND DOES NOT COUNT TOWARD GPA.

### ACADEMIC LAB

(F/S)

GRADES 10 -12

NO LEVEL

1/4 - 1/2 CREDIT Per Semester

Pre-selected upperclassmen tutors are available during study halls to assist students with their mathematical and/or writing needs. Student tutors may earn credit (similar to the community service program) for hours served in the lab. Students choosing this option are subject to the requirements of the program, including training, regular service, evaluations etc. DOES NOT COUNT TOWARD GPA.

### INTERNSHIP

(F/S)

GRADES 10-12

NO LEVEL

1/4 – 1/ 2 CREDIT Per Semester

The Internship Program is designed to give seniors the opportunity to explore vocational and career choices in actual job sites. Students interested in the Internship Program should establish a dialogue with a cooperating sponsor/teacher regarding a desirable placement. The student must also obtain a verbal commitment from the job site.

The student and sponsor/teacher will create goals/objectives for the internship experience. Upon approval the student will begin to complete a daily journal.

This program can not be used as a final credit towards graduation and does not count toward GPA.

The sponsor/teacher will evaluate the success of internship for:

1/4 credit for 50 hours

1/2 credit for 100 hours

## VIRTUAL HIGH SCHOOL

Imagine classrooms without walls, where students are able to attend their classes 24 hours a day, seven days a week. Imagine students working cooperatively online with other students from a wide variety of ethnicities, backgrounds and geographic locations. This is the reality of the Virtual High School (VHS) classes which are now being offered at Rocky Hill High School. Students can choose to enroll in one of over 150+ full semester or half-semester courses.

Students need to be motivated, disciplined and able to work independently. If students are interested in registering for a VHS class, please see your Guidance counselor as soon as possible for a list of available classes and the registration packet. For more information, go to <http://www.govhs.org>, contact your Guidance counselor or Mrs. Zimmitti-Rosa (RHHS's VHS Site Coordinator).

**GREATER HARTFORD ACADEMY OF MATH AND SCIENCE (GHAMAS)**  
**AT THE**  
**LEARNING CORRIDOR AND TRINITY COLLEGE**

The Greater Hartford Academy of Mathematics and Science (GHAMAS) at the Learning Corridor is a public, magnet school for grades 9-12 managed by the Capital Region Education Council (CREC). The Learning Corridor is a campus of magnet schools adjacent to Trinity College, Hartford Hospital, The Connecticut Children's Medical Center and the Institute of Living. GHAMAS provides students with a specialized honors level curriculum in the natural sciences and mathematics taught by master teachers and practicing scientists. The curriculum is founded in laboratory experiences of physics, chemistry, biology, biochemistry and molecular genetics, earth science, astronomy and electronics and engineering. Mathematics and computer science will be taught as a discipline and more importantly, through applications to scientific experimentation. Upper class students (grades 11 and 12) will be afforded opportunities in research at the surrounding institutes of higher education as well as in the research labs of GHAMAS. Technology and applications of computer science will be a major component of all activities, and the school has been designed for each student to be fully integrated into the world's information network.

The magnet school is conducted as half-day sessions with courses in mathematics, health/biomedicine and science. Grades 9 and 10 will attend the magnet school in the mornings and grades 11 and 12 in the afternoons. All other curricular courses will be provided by the students' home school district. In order to be successful at GHAMAS, students should have completed Algebra I prior to the 9<sup>th</sup> grade, possess a strong motivation for pursuing math and science and have an aptitude for inquiry-based learning.

There is no tuition for parents and families for participation in the program. Beginning in the 2001-02 school year, only eligible grade nine students may apply. Information regarding admission procedures will be distributed to interested students via the Guidance Office. Additional information can be obtained in the guidance office.

**GREATER HARTFORD ACADEMY OF THE ARTS**  
**AT THE**  
**LEARNING CORRIDOR AND TRINITY COLLEGE**

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.

## 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 program must be taken as an outgrowth of a regularly scheduled course of study. This may be accomplished in one of two ways:
  - a) A student who has completed a course may choose to engage in a more advanced program with the teacher (e.g., Fine Arts - I.S.)
  - b) A student currently involved in a course may elect to pursue further study with a teacher. The level of credit will be determined by the teacher.
5. In addition to a current program, the student must complete all work assigned in the regular class.
6. Factors affecting any schedule must be reported to both guidance and the office.
7. The schedule may not interfere with the instruction of the student relating to any other teacher.
8. The student will receive a mark and academic credit for an Independent Study. This course will be calculated in the student's grade point average.
9. School records must accurately reflect any Independent Study program, such as schedules, level of instruction, report cards, etc.

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

## 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 CHANGE IN LEVEL RECOMMENDATION FORM must be completed and attached to the student's course selection sheet. Final determination of placement will be decided after review by the department supervisor and/or the principal.

### Level 1 Honors English Placement Procedures

Students are accepted into the honors program (L1) upon recommendation of the English teacher currently instructing the student. This recommendation, coupled with the required academic average of 88 or higher in an academic section (L2) or an 80 or higher in the current honors section, will be the basis for selection. Students must be able to read critically, write well, and use discussion skills that demonstrate the ability to work within the realm of ideas. When there is a question of placement, verbal aptitude scores on SCAT, PSAT or the SAT at or above the 85th percentile, reading comprehension scores at or above the same level, and mental ability scores at or above the 85th percentile will be used to support the final decision.

The junior/senior honors program (L1) is thematically connected, even though credit is granted at the end of each semester. Therefore, students who enter the program must take both semesters. However, students should be aware that they cannot take a course for honors credit if they have completed the similar course requirements at the academic level: for example, students in American Writers may not elect American Literature. Similarly, students who have earned credit in American Writers may not take Readings in American Literature and vice versa.

**\*\*Please note that REQUIRED courses are designated by the letter R\*\***

## COURSE SELECTIONS FOR GRADE 9

EN 100	<u>GRAMMAR, COMPOSITION AND INTRODUCTION TO THE SHORT STORY AND NOVEL</u> (R/FY)	<u>GRADE 9</u>	<u>LEVEL 1</u>  <u>1 CREDIT</u>
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The student will review the principles of paragraph construction, grammar and mechanics, and learn to organize lengthier papers such as the essay and the research paper. Also included is an in-depth study of the technical aspects of short stories and novels with special emphasis on the development of conflict, climax, character, theme, tone, and setting. Students are encouraged to write creatively to enhance their understanding of the writing process. By the end of the course the students will understand how the elements join to form the total effect of these literary forms. CAPT preparation is a major focus of writing activities as is extensive independent reading. (By placement)

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

EN 102	<u>EXPLORING LITERARY GENRES</u> (R/FY)	<u>GRADE 9</u>	<u>LEVEL 2</u>  <u>1 CREDIT</u>
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In this course, students will read selected short stories and novels to gain familiarity with plot, tone, setting, characterization, theme and point of view. In addition, poetry and drama will be examined. The literature will be used to develop inferential skills and reading comprehension, and as a base from which to organize and write three and five-paragraph essays. Grammar, mechanics, and usage will be studied as needed to improve writing skills. Preparation for CAPT is introduced.

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

EN 104	<u>INTRODUCTION TO COMPOSITION AND LITERATURE</u> (R/FY)	<u>GRADE 9</u>	<u>LEVEL 3</u>  <u>1 CREDIT</u>
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The students in this course will work on critical reading skills and strategies through a study of myths, short stories, plays, poems, and novels. In their writings, students will develop coherent paragraphs, progressing from one paragraph to the five-paragraph essay. In addition, students will master basic grammatical structures as well as sentence-combining. Vocabulary development is also an integral part of the program. Preparation for CAPT is introduced.

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



## OFFERINGS IN GRADES 11 AND 12

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.
2. Each student must take at least one course in English each semester during the last two years of school.
3. 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 in grades 11 and 12 are exempt from the composition requirement if successful for all four semesters.) This course should be paired with an American Literature course. (EN130 or EN140).
4. Qualified students intending to pursue a highly competitive college program should request placement in the Level 1 program (EN 120 - 123) in their junior and senior years. Placement in such sections is based on the student's meeting the criteria established by the department.
5. 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.
6. Students should seek the advice of their current English teacher in making selections.

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

EN 120	<u>BRITISH LITERATURE</u> (R/F)	<u>LEVEL 1</u> <u>1/2 CREDIT</u>
	<u>GRADES 11, 12</u>	

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. (Offered in 2010-2011)

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







EN 138      AUTHORS I      LEVEL 2  
(F)      GRADE 12      1/2 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 Writers.

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

EN 139      AUTHORS II      LEVEL 2  
(S)      GRADE 12      1/2 CREDIT

During each quarter the works of one author from World literature 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 authors to be studied will be selected by the teacher and may vary from year to year. This course may provide an opportunity for students to examine minority, third world or female authors that may not be covered in other courses. This course may be elected by juniors, but should not replace American Writers.

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













## HEALTH

One-half credit of Health is required of all students at Rocky Hill High School. During the semester when this course is taken, Physical Education is not required.

HL 950	<u>DECISIONS IN HEALTH</u>	<u>LEVEL 3</u>
	<u>(F/S)</u>	<u>1/2 CREDIT</u>
	<u>GRADES 10</u>	

Decisions in 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

## HUMANITIES

The following courses are offered as electives and do not fulfill English or-Social Studies requirements. They should be elected by students committed to an enrichment of their background and an interest in the exploration of the phenomena of humankind.

HU 160      HUMANITIES - FILM      LEVEL 3  
(F)      GRADES 10 - 12      1/2 CREDIT

This course is open to students interested in learning how to see, interpret, and create visual and graphic images. Through the viewing and discussion of films and other media, the student will develop his/her visual intellect, communicative literacy, and interpretative skills. Students also will be encouraged to create original films. In addition, an emphasis will be placed on writing skills and improvement. Students will be required to write and revise a variety of essays based on viewing and discussion.

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

HU 165      HUMANITIES - TO BE HUMAN      LEVEL 3  
(S)      GRADES 10 - 12      1/2 CREDIT

This interdisciplinary course will examine the anthropological, scientific, literary and artistic origins of humanity. Throughout the course, students will explore a wide variety of challenging fiction and non-fiction reading materials. Students will also study films and documentaries that seek to answer some of the most fundamental questions of humanity. Learning materials will explore many different subjects: science, anthropology literature, history, psychology, visual art, sculpture and music.

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

HU 170      HUMANITIES - CREATIVE WRITING      LEVEL 2  
(F)      GRADES 11 - 12      1/2 CREDIT

This course will allow students to express their creative talents in the literary genres of poetry, short stories, drama and the essay. The intent of the course is to teach writing as a craft and to encourage students to use their imaginations. The major emphasis of the course will be on the search in writing for specific detail and fresh imagery, and in the revision of writing for appropriate form and effective structure. Students who elect this course will write with the goal of submission for publication and/or contest participation. Course offering dependent on enrollment.

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



## MATHEMATICS

### Algebra Sequence Note

The first year of algebra is offered in a traditional one-year course, Academic Algebra I. For the student who requires a slower pace and more practice work, a General Algebra I course is offered.

The mathematics department reserves the right to evaluate students who transfer to Rocky Hill to ensure appropriate placement.

MA 414      ALGEBRA I      LEVEL 3  
(FY)      GRADES 9 - 10      1 CREDIT

This course is designed for the student who needs additional time to master Algebraic concepts. Topics include signed numbers, solving equations factoring, polynomials, problem-solving, algebraic fractions, functions, systems of equations, graphing, rational and irrational numbers, linear and quadratic equations, and probability & statistics. (Prerequisite: Teacher recommendation.)

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

MA 416      ALGEBRA I      LEVEL 2  
(FY)      GRADES 9 - 12      1 CREDIT

This course is the traditional introductory algebra course. Topics include the concept and use of signed numbers, solutions to simple equations factoring, operations with polynomials, problem solving, operations with algebraic fractions including fractional equations, functions, systems of equations, graphing, rational numbers, and linear and quadratic equations. (Prerequisite: Teacher recommendation.)

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

MA 420      GEOMETRY/HONORS      LEVEL 1  
(FY)      GRADES 9 - 12      1 CREDIT

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

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

MA 422      GEOMETRY      LEVEL 2  
(FY)      GRADES 9 - 12      1 CREDIT

An introduction to the nature of deductive reasoning leads to a study of geometry as a logical system. The student will study relationships between lines and angles, transformations, triangle inequalities, polygons, area, similarity, the right triangle, concurrence, the circle, and geometric solids in Euclidean space. Proofs will be used to explore triangle congruencies. (Recommendation: Grade of 70 or above in Algebra I taken at the high school level, or recommendation of grade 8 algebra teacher.)

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

MA 424      GEOMETRY      LEVEL 3  
(FY)      GRADES 10 - 12      1 CREDIT

Students study congruencies, angles, triangles, parallel and perpendicular lines, polygons, circles, the parts of circles, angles within a circle, proportion, and similarity. Elementary geometric proofs are developed from basic definitions, assumptions and the beginning theorems of Euclidean geometry. Students who plan to apply to a four-year college or university are advised to take Level 2 Geometry in place of this course. (Prerequisite: Successful completion of Level 3 Algebra I or Level 2 Algebra I.)

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

MA 430      ALGEBRA II/HONORS      LEVEL 1  
(FY)      GRADE 10      1 CREDIT

This course completes the algebra sequence begun in the middle school, at a greater depth and to a greater degree than Academic Algebra II. Topics include quadratic functions and solutions to higher degree equations, complex numbers, logarithms and exponential functions. Students are recommended for this course on the basis of their performance in Alg. I. (Prerequisite: Teacher recommendation).

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

MA 432      ALGEBRA II      LEVEL 2  
(FY)      GRADE 10 - 12      1 CREDIT

This course completes the algebra sequence begun in Academic Algebra I or its equivalent. Topics include quadratic functions and solutions to higher degree equations, complex numbers, logarithms and exponential functions. (Recommendation: Grade of 80 or above in Level 3 Algebra I or a grade of 75 or above in Level 2 Algebra I and teacher recommendation.)

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

MA 434      ALGEBRA II      LEVEL 3  
(FY)      GRADES 11 - 12      1 CREDIT

This course completes the Algebra sequence begun in Academic Algebra I or its equivalent and is designed for the student who needs additional time to master Algebraic concepts. Topics include linear and quadratic functions, solutions to higher degree equations, and complex numbers. (Recommendation: Grade of 70 or above in Level 3 Algebra I or successful completion of Level 2 Algebra I and Teacher Recommendation.)

**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. Students are recommended and placed in this program on the basis of their work in Algebra II and Geometry.

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

MA 442      PRE-CALCULUS      LEVEL 2  
(FY)      GRADES 11 - 12      1 CREDIT

Students study polynomials, trigonometric functions, their graphs and inverses, rectangular and polar coordinate systems, exponential and logarithmic functions, conic sections and discrete math. Lines, parallel lines, systems of equations, the binomial theorem and vectors provide a foundation for calculus. It is designed for the advanced mathematics student since earlier experience and knowledge in mathematics are relied on throughout the course. (Recommendation: Grade of 75 or above in Level 2 Algebra II or Level 1 Algebra II and Level 2 Geometry or Level 1 Geometry and teacher recommendation.)

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

MA 446      INTRODUCTION TO CALCULUS      LEVEL 2  
(FY)      GRADE 12      1 CREDIT

This is a course for the competent mathematics student which introduces the basic fundamentals of the calculus. Topics include pertinent review from previous math courses as well as introduction to the derivative, the integral and their applications. (Recommendation: Completion of Level 2 Pre-Calculus or Level 1 Pre-Calculus with a recommended grade of 80 or above.)

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

MA 450	<u>ADVANCED PLACEMENT CALCULUS</u> (FY)	<u>GRADE 12</u>	<u>LEVEL AP</u> <u>1 CREDIT</u>
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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 Level 1 college calculus. It is expected that students enrolled will take the Advanced Placement examination and should advance to Level 2 calculus during their freshman year of college. Students are recommended and placed in this program by the mathematics teachers based on a combination of the following criteria:

- student interest and motivation in mathematics
- present and past performance in mathematics courses
- performance on standardized tests - PSAT, SAT, etc.

Recommendation: Completion of Level 1 Pre-Calculus with a recommended grade of 80 or above and teacher recommendation.

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

MA 454	<u>PROBABILITY AND STATISTICS</u>	<u>LEVEL 3</u>
MA 456	<u>(FY)</u>	<u>GRADES 11 - 12</u>
		<u>LEVEL 2</u> <u>1 CREDIT</u>

The level 3 course is an introductory course for the student who desires an additional year of mathematics beyond algebra and geometry but does not wish to take Algebra II or Pre-Calculus. It is also offered on Level 2 as an alternative to pre-calculus or calculus for the advanced math student who will be pursuing a career in a non-engineering field such as business or science. Level 2 may be taken concurrently with Calculus or Pre-Calculus for those who wish an additional math elective. Topics include data analysis and display, normal distributions, statistical testing, regression analysis, theoretical and experimental probabilities, simulations, surveys, and population sampling. (Level 3 prerequisite: Grade of 70 or above in Level 2 Algebra I or grade of 75 or above in Level 3 Algebra I and Level 3 Geometry.-- Level 2 prerequisite: The completion of Level 1 Algebra II or Level 2 Algebra II with a recommended grade of 70 or above).

**Academic Expectations:** Solve Quantitative Problems Effectively  
Use Research Skills Effectively

MA 410	<u>APPLIED MATHEMATICS</u>	<u>LEVEL 3</u>
	<u>(FY)</u>	<u>GRADES 11 - 12</u>
		<u>1 CREDIT</u>

Emphasis will be on the practical applications of mathematics in everyday life. Topics include automobile ownership, purchasing consumer goods, personal income, income taxes, banking, investments, insurance and retirement income. Students use internet based resources in the areas of employment, retail advertising, apartments, and transportation, as

well as participate in a national stock market simulation. (Prerequisite: Teacher recommendation.)

**Academic Expectations:** Solve Quantitative Problems Effectively  
Use Research Skills Effectively

MA 460	<u>ADVANCED PLACEMENT STATISTICS</u> <u>(FY)</u>	<u>LEVEL AP</u> <u>1 CREDIT</u>
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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 Level 1 college statistics. It is expected that students enrolled will take the Advanced Placement examination. Topics include data analysis, theoretical and experimental probabilities, computer graphing and display programs, simulations, surveys, and population sampling. This course may be taken concurrently with Academic Pre-Calculus, Honors Pre-Calculus, Intro. To Calculus, or AP Calculus. (Prerequisite: Grade of 80 or above in Level 1 Algebra II or Level 2 Algebra II and teacher recommendation.)

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

## MUSIC

NOTE: Students selecting Band or Choir who have not previously participated or who are new to the school system must arrange to audition with the band or chorus director for placement. Incoming freshmen may only register for Band and/or Chorus with the consent of the high school band or chorus director.

MU 800      SYMPHONIC BAND      LEVEL 2/3  
(F/S)      GRADES 9 - 12      1/2 CREDIT PER SEMESTER

The Symphonic Band is loosely defined as an ensemble consisting of winds and percussion and based on fixed instrumentation. Repertoire for this ensemble generally includes original works for wind band as well as transcriptions of key board, vocal, and orchestral music. Students will develop musical literacy through performance on an instrument and will study basic concepts of music theory and music history. Two years of study on a band instrument is highly recommended although not required. Any student interested in joining the symphonic band who has no prior experience performing on a band instrument must arrange for an interview/audition with the director of bands prior to enrollment. This course meets five days a week and the level of instruction may be upgraded from general level to advanced level on an individual basis if a student meets all requirements for level promotion and approval has been granted by the director of bands. Students interested in participating in marching band should also sign up for MU806.

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

MU 806      MARCHING BAND      LEVEL NONE  
(F)      GRADES 9 - 12      1/4 CREDIT PER SEMESTER

The Rocky Hill School *Royal Blues* Marching Band is an ensemble constructed of wind instruments, percussion instruments, and color guard. In this course students will further develop musical/visual performance technique as well as physical well-being in a competitive and athletic setting. All members of this ensemble are responsible for memorizing several pieces of band music, stands cheers, and all visual design work for the field show and parades. Two years of study on a band instrument is highly recommended although not required. Any student interested in joining the marching band who has no prior experience performing on a band instrument must arrange for an interview with the director of bands prior to enrollment. The course **requires** participation in evening and weekend rehearsals and performances. Students must be taking the required number of courses for their grade level in order to enroll. **Please note: Students must be enrolled in this course prior to July 1<sup>st</sup> for the upcoming fall semester.**

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

MU 810      CONCERT CHOIR      LEVEL 3/2  
(F/S)      GRADES 9 - 12      1/2 CREDIT  
PER SEMESTER

This course is designed for any student who has an interest in vocal music, both in training and performance. Students who cannot match pitch may be asked to take a series of private lessons on their own time. 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 2/3  
(FY)      GRADES 10 - 12      1 CREDIT

Chorale is an intermediate select ensemble whose members are selected by audition only, in the spring prior to fall enrollment. 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 5 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.

**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 acappella 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 5 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.

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

MU 830      MUSIC THEORY      LEVEL 2/1  
(F)      GRADES 9 - 12      1/2 CREDIT

This course is for the student who would like to learn more about music theory (reading and writing music notation), both in practice (applied through performing or creating and by ear through responding). Emphasis will be on the elements of melody (scales, modes),

harmony (chords, 4 part writing, and accompaniment styles) and rhythm (meter, complex patterns). Students will use music software for theory drill and practice as well as music composition. This course would be appropriate for students who are interested in furthering their studies in music at the college level, either as music major or someone with an interest in more advanced music study. Students taking this course should be competent on an instrument or voice and are required to have the signed consent of the instructor. This course would meet for one semester for a half credit. Note: The level of instruction may be upgraded if the instructor feels the talent and knowledge of the student merits this increase.

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

MU 834	<u>MUSIC TECHNOLOGY</u> (F/S)	<u>GRADES 9 - 12</u>	<u>LEVEL 3/2</u> <u>1/2 CREDIT</u>
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This course is for the student who is interested in the basics of sound production, recording and editing through the use of music technology. Students will learn the basic operation of synthesizers, drum machines and recording devices. Students will learn how to record and print music using computer software. Class projects topics will include sound experiments, the study of music of different eras, genres and cultures, and live performance opportunities. This course would be appropriate for students with limited or no musical experience who are not currently enrolled in a musical ensemble. This course would meet for one semester for one half credit.

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

MU 841	<u>MUSIC TECHNOLOGY II</u> (S)	<u>GRADES 10 - 12</u>	<u>LEVEL 3/2</u> <u>1/2 CREDIT</u>
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Music Technology: Level II is an advanced level course in music recording technology. In this course, students will learn advanced digital audio recording techniques in a state-of-the-art digital audio recording studio. Students will produce CD recordings and wave files of original recordings and record the works of others. Students will also be introduced to production of multimedia presentations using MIDI recording technology. (Prerequisite: 80 or above in Music Technology). This course will run on alternate years beginning with spring of 2004.

**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 and only the following instruments will be eligible: 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 beginning of the spring semester prior to the year of desired enrollment. This course meets five days a week and the level of instruction may be upgraded from general level to advanced level on an individual basis if a student meets all requirements for level promotion and approval has been granted by the director of bands.

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

MU 855      KEYBOARD CLASS      LEVEL 3  
(S)      GRADES 9 - 12      1/2 CREDIT

This course is for students who are interested in learning basic keyboard. Students will learn to play simple melodies with accompaniment, basic chords and scales using repertoire from classic to pop. This course would meet for one semester for a half credit.

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

MU 880      ADVANCED STRING ORCHESTRA      LEVEL 3/2  
(F/S)      GRADES 9 - 12      1/2 CREDIT per semester

Advanced String Orchestra is the entry level orchestra at the high school level with emphasis on moderately difficult repertoire for string orchestra. Repertoire will span western, multi-cultural and various historic periods including chamber literature for string quartet and small ensembles and to accompany the high school vocal ensembles. Students will have the opportunity to participate in both regional and state solo and ensemble festivals. 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

## PHYSICAL EDUCATION

Physical Education is required of all students. Each student is required to complete one credit, which meets the local and state requirements. The physical education program focuses on concepts of lifelong fitness as well as the development of skills, strategies, tactics, and knowledge in various team, individual sports, and swimming. Only through written medical authorization is a student's program limited, reduced, or modified.

Students who obtain a written medical authorization excusing them from active participation in physical education are required to participate in an alternative program in order to receive credit.

.50 credit will be granted for each semester completed.

Among the activities offered will be:

FLAG FOOTBALL	GOLF	BADMINTON
WEIGHT TRAINING	VOLLEYBALL	CONDITIONING
JOGGING	AEROBICS	SWIMMING
TENNIS	TRACK AND FIELD	
SOCCER	BASKETBALL	
FLOOR HOCKEY	FRISBEE	
SOFTBALL		

### NOTES:

1. During the sophomore year, students are enrolled in Physical Education for one semester and in Decisions in Health (HE 950/951) for one semester.
2. ADAPTIVE Physical Education options are available to students through planning and placement team (PPT) decisions. Modifications may also be made for physically disabled or medically fragile students.

Students signing up for Physical Education must use the following codes:

PE 980(F/S) GRADE 9 - .50 credit per semester

PE 982(F/S) GRADE 10, with Health 950 in the f/s semester - .50 credit per semester

PE Elective 984(F) GRADES 11-12 - .50 credit per semester

PE Elective 984(S) GRADES 11-12 - .50 credit per semester

**Academic Expectation:** Make Connections between Learning and Life

\*Due to scheduling conflicts course section numbers can be substituted for appropriate credit.

971

ATHLETIC LEADERSHIP

(S)

GRADE 11-12

LEVEL 3

1/2 CREDIT

This new physical education course is offered to juniors and seniors as an elective class. This course is designed for students seeking to learn more about physical education and athletics than just designed for physical activity component. Students will be exposed to methods of coaching the youth programs in their community as well as necessary information about the requirements of coaching at the high school level. Students will learn methods of instruction for various sports. This class will take place in the gymnasium as well as in the classroom.

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



## SCIENCE

SC 500      EARTH SCIENCE      LEVEL 1  
                  (FY)                                      GRADES 9 - 10                                      1 CREDIT

The theme of the course focuses on the Earth, its materials, processes, cycles, history and how it relates to our ever changing environment. 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. Students will learn through a wide range of experiences that will include laboratory investigations, hands-on activities, classroom discussion, classroom presentations, research, and lectures. This course is designed to comply with the State of Connecticut Standards for scientific inquiry, literacy and numeracy and with the core content standards for grade 9. CAPT preparation is developed through the use of open ended labs, critical thinking and problem solving activities. Course topics include the nature of science, climate, natural resources, different energy resources, types of pollution, brownfields and land use, basic chemistry, carbon chemistry and polymers, electricity, geology and plate tectonics. This course covers five embedded tasks required by the state frameworks. Prerequisite: The Honors Program requires at least a 95+ average.

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

SC 502      EARTH SCIENCE      LEVEL 2  
                  (FY)                                      GRADES 9 - 10                                      1 CREDIT

This course follows the same curriculum and content as section Earth Science 500, with extra time devoted to math, reading and lab report writing skills. Prerequisite: The Academic Program requires at least an 85+ average.

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

SC 504      EARTH SCIENCE      LEVEL 3  
                  (FY)                                      GRADES 9 - 10                                      1 CREDIT

Like all Earth Science courses, the course focuses on Earth, its materials, processes, cycles, history and the changing environment. 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. Students will learn through a wide range of experiences, including laboratory investigations, hands-on activities, classroom discussion, classroom presentations, research, and lectures. This course is designed to comply with the State of Conn. Standards for scientific inquiry, literacy and numeracy and with the core content standards for grade 9. CAPT preparation is developed through the use of open ended labs, critical thinking and problem solving activities, including five embedded tasks required by the state frameworks. Course topics include the same content as the other Earth Science levels. Extra time is devoted to math and reading skills to enhance student learning. Additionally students will be coached to develop lab-report-writing skills.

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



Technology and Society. While no scheduled double lab period is provided for this class, all students will conduct the same labs as the academic classes. This will ensure that all biology students have an opportunity for inquiry and investigation into many biological concepts. Lab reports that analyze and interpret data are required weekly.

**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 the study of the composition of matter and the changes it undergoes. The goals of this course are to understand the principles of chemistry and to develop analytical and critical thinking skills. This course provides linkage to Physics and AP/UCONN courses. Topics include Measurement, Matter and Energy, Atomic Theories, Nuclear Chemistry, The Periodic Table, Phases of Matter, Solutions and Their Behavior, and Chemical Reactions. A double laboratory period will be scheduled each week to provide time for the student to gain experience in basic instrumental skills and hands-on application of chemical principles. Written interpretive analysis of data will be required weekly. Students should be VERY comfortable with algebraic calculations. (Prerequisite: A grade of 90 or better in Academic Algebra and Academic Biology and enrolled in Algebra II, and teacher recommendation).

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

SC 522      CHEMISTRY      LEVEL 2  
(FY)      GRADES 10 - 12      1 CREDIT

This course follows the same curriculum and course content as SC 533. More time is spent working with the mathematical skills needed for chemistry. (Prerequisite: A grade of 70 or better in Academic Algebra and Biology, or teacher recommendation.)

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

SC 524      CONCEPTS IN CHEMISTRY      LEVEL 3  
(FY)      GRADES 11 - 12      1 CREDIT

Chemistry is the study of matter and its changes. This course will emphasize the comprehension rather than the computation of basic chemistry principles and how we apply them to technological advances. First semester topics include the scientific method, measurements, separation and changes in matter, formula and equation writing, and the behavior of gases, liquids, and solids. Lab experiences are scheduled during class time to emphasize concepts introduced during class discussion. Lab reports are required as part of the analysis and incorporation of classroom discussions.







**THE ADVANCED PLACEMENT AND COOPERATIVE UNIVERSITY OF  
CONNECTICUT PROGRAM**

The following courses are offered at Rocky Hill High School in conjunction with the Advanced Placement Program and the University of Connecticut's Cooperative Program for Superior Students. Students must meet qualifications set by the University of Connecticut and the course instructor in order to be admitted to the program. The University of Connecticut will award 8 credits to those students who successfully complete each semester with a grade of C or better. These credits may be applied toward an undergraduate degree at the University, or, if the student does not attend UCONN, a transcript of these credits will be provided to the institution that the student does attend.

Students may also take these courses as Advanced Placement courses and are eligible to take the Advanced Placement examination in May.

SC 570	<u>ADVANCED CHEMISTRY (AP/UCONN)</u> <u>(FY)</u>	<u>GRADES 11 - 12</u>	<u>LEVEL AP</u> <u>1 CREDIT</u>
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This course is designed to provide a foundation for more advanced college level courses in chemistry. The topics include chemical and physical behavior of gases, liquids, solids, solutions, electronic and molecular structure, thermochemistry, equilibrium, acids and bases, kinetics and spontaneity of reactions, and electrochemistry. The laboratory work includes quantitative measurements illustrating the laws of chemical configuration, equilibrium in solutions, and qualitative reactions of cations and anions. Upon successful completion, qualified students will be credited with 8 (eight) college credits. Students are expected to spend extra time in the laboratory and to be well versed in algebra. This course meets 7 periods per week. UCONN will accept this course as an equivalent to Chemistry 1127-1128. (Prerequisite: Recommendation by Science Department faculty.)

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

SC 572	<u>ADVANCED BIOLOGY (AP/UCONN)</u> <u>(FY)</u>	<u>GRADES 11 - 12</u>	<u>LEVEL AP</u> <u>1 CREDIT</u>
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This course is designed to provide a foundation for more advanced college level courses in biology. Topics included are: cell structure and function, genetics, diversity of organisms, biology of vascular plants, animal biology, population biology, evolution, and ecology. Laboratory exercises relating to topics discussed in lecture will be scheduled. UCONN will accept this as an equivalent to Biology 1107- 1108. Upon successful completion, qualified students will be credited with 8 (eight) college credits. Students planning to enroll in a four-year college program are especially encouraged to enroll in this course. Students are expected to spend extra time in the laboratory. This course meets 7 periods per week. (Prerequisite: Recommendation by Science Department faculty)

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

## **HISTORY AND SOCIAL STUDIES**

### **REQUIRED TO BE ELIGIBLE FOR GRADUATION**

The following courses are required for graduation:

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

For those who qualify for AP Honors, AP Comparative Government and Politics (FY) meets the Civics graduation requirement. Sophomores taking AP/UConn Modern European History can meet the Civics graduation requirement by taking AP Comparative Government in their senior year.

### **ADVANCED PLACEMENT & HONORS COURSES**

The following Advanced Placement (AP) courses are offered:

AP/UConn Modern European History (FY), Grades 10-12  
AP United States History (FY) in Grade 11  
AP Comparative Government and Politics (FY) in Grade 12

The following Honors Level 1 courses are offered:

Level 1 Western Civilization I (FY), Grades 9-12  
Level 1 Western Civilization II (Semester 1), Grades 10-12  
Level 1 Civics (Semester 2), Grade 10  
Level 1 Survey of United States History (FY), Grades 11-12  
Level 1 World Politics: The Clash of Civilizations (FY), Grade 12  
Level 1 A More Perfect Union (FY), Independent Study, Grades 11-12  
Level 1 We the People, Grade 12

Recommendation for Level I and AP Honors courses is based upon the student demonstrating superior effort and earning grades of 90 or above his/her previous Level 2 Social Studies course or 80 or above in his/her previous Level 1 Social Studies course.

**Level Changes to General, Academic:** Only students who have demonstrated superior effort and consistent performance at grade 85 or above (Levels 2, 3) in their previous Social Studies course will be recommended for a higher level. A grade of 90 or above is required for Level I consideration.

SS WESTERN CIVILIZATION I  
(FY)

GRADES 9-12

LEVEL (see notations below)  
1 CREDIT

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.

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

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

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

SS WESTERN CIVILIZATION II  
(F)

GRADES 10-12

LEVEL (see notations below)  
1/2 CREDIT

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.

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

Note: Students in grades 10-12 may elect this course at the following levels:

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



fascism and communism as well as the post-World War II emergence of challenges to Western dominance presented by Japan, China, India and a host of nations that grew from the break-up of European global empires. The unique role of the United States after World War II will be examined in light of the division of Europe and the relative decline of European powers as they struggled to regroup after two world wars. Finally, students will form the intellectual means for assessing the possible future course of Western and world history after the triumph of democracy and the end of Cold War. Note: A sophomore taking AP Modern Europe may fulfill the Civics graduation requirement by taking AP Comparative Government as a senior.

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

SS 320 ADVANCED PLACEMENT UNITED STATES HISTORY  
(FY) GRADE 11

LEVEL AP  
1 CREDIT

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 Comparative Government and Politics and Level 1 Honors for World Politics: The Clash of Civilizations and A More Perfect Union.

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

SS SURVEY OF UNITED STATES HISTORY  
(R/FY) GRADE 11

LEVEL (see notations below)  
1 CREDIT

This course explores the formation of the United States, its expansion and growth, the Civil war, the industrial age, and the emergence of the United States as a world power during the twentieth century, including the social, political, and economic factors that have influenced this recent growth.

Students will explore historical as well as contemporary issues through supplemental readings, writing projects, oral presentations, library assignments, and research papers. Students are expected to submit work proceeded papers.

Appropriate to the course level, students will use and develop the critical and creative thinking skills acquired in their previous Social Studies courses.

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

Students must pass this course to be eligible for graduation.

(R/FY) SS 322 – Level 1 (Teacher recommendation required)

(R/FY) SS 324 – Level 2

(R/FY) SS 326 – Level 3

SS 332 WORLD POLITICS: CLASH OF CIVILIZATIONS  
(FY) GRADE 12

LEVEL 1/2  
1 CREDIT

You've studied history, how would you like to change it? This course provides an opportunity to move beyond the textbook and into the shoes of some of history's great leaders and decision-makers. Could you have changed the course of history at Waterloo and Gettysburg or altered the outcomes of the Twentieth Century's world wars? Do you have the strategic and diplomatic sense to bend your opponent's will or prevent a global catastrophe? Would you like to ride across the battlegrounds and marshal political, economic and military forces in the great cultural clashes of history?

World Politics explores the historic and contemporary dynamics of war and peace through a series of thought provoking simulations. In this unique setting students become the leaders of nations and empires that recreate some of history's greatest struggles. Students research and prepare to take command. Knowledge and understanding of past and contemporary conflicts become essential tools in forging victory or avoiding defeat. World Politics challenges students to apply the lessons of history and also provides them with the opportunity to implement their ideas by participating in simulations of past and present conflicts.



The primary goal will be to deepen understanding of the political traditions, values and structures found around the globe. The class will be run in a seminar format: students will be responsible for readings, research projects, and participation in simulations, debates, current events and group discussions. This approach will also serve to aid the student in developing an appreciation for the complex problems involved in discerning and managing foreign policy and conflict resolution. Students enrolled in this course will be eligible to take the Advanced Placement Examination in Comparative World Government. Students may earn college credit for successfully completing this examination.

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

SS 338 WE THE PEOPLE  
(FY)

GRADES 12

LEVEL 1/2/3  
1 CREDIT

We the People is a discussion-based seminar designed to allow student to explore the myriad current issues that confront our nation on a daily basis. Daily preparation includes consulting a variety of news media sources, evaluating their credibility and reliability, and the application of previous knowledge, research, analysis and synthesis skills. The preparation is supplemented with readings from the text as well as appropriate handouts. Respectful interaction and polite exchange are the dominant expectations. The class may be taken at the honors, academic or general levels with teacher approval and completion of level-specific coursework. Level determinations must be made by the end of the add-drop period. Prerequisites: Civics and United States History.

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

## SPECIAL EDUCATION

### ALTERNATE LEARNING PROGRAM (ALP COURSES)

The Alternate Learning Program provides identified special education students with individualized instruction in core courses. Levels of instruction are determined by the Planning and Placement Team. Students are integrated throughout the department, and in the mainstream as appropriate. Courses are taught in the Resource Rooms.

ALP Course Offerings are at the discretion of the Planning and Placement Team

### ACADEMIC SKILLS DEVELOPMENT (ASD)

(F/S)

GRADES 9 - 12

LEVEL 3

CREDIT STATUS  
DEFINED BELOW

This program is designed for special education students requiring remediation 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 ASD, 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 ASD three periods per week will receive one-quarter credit per semester, and students attending ASD five periods per week will receive one-half credit per semester.

Any student attending ASD for fewer than three periods per week will not receive credit. Credit given for ASD will not take the place of any course required for graduation.

CAREER CONNECTIONS  
(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 Career Connections 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 Career Connections 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 Career Connections for fewer than three periods per week will not receive credit. Credit given for Career Connections 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. Career Connections 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 their mainstream courses and to provide assistance for implementation of IEP modifications and transition goals. Study skills, 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.









course is offered at the academic level. (Prerequisite: A grade of 70 or above in TE 682 or instructor approval.)

**Academic Expectations:** Solve Quantitative Problems Effectively  
Integrate Technology Effectively

TE 694      DIGITAL ELECTRONICS      LEVEL 2  
(FY)      GRADES 9-12      1 CREDIT

A course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

**Academic Expectations:** Solve Quantitative Problems Effectively  
Use Research Skills Effectively

TE 969      ENGINEERING DESIGN & DEVELOPMENT      LEVEL 2/1  
(FY)      GRADES 12      1 CREDIT

Engineering Design & Development is an engineering research course in which students work in teams to research, design, construct, and test a solution to an open-ended engineering problem. Students apply principles developed in the three or four preceding engineering courses and are guided by a community mentor. They must present progress reports, submit a final written report and defend their solution(s) to a panel of outside reviewers at the end of the school year. Students may be eligible for University of New Haven credit in addition to high school credit. (Prerequisite: a 70 average or better in TE682 IED, and any two of the following: TE686 POE, TE690 CEA, TE694 DE or instructor approval.)

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

## WORLD LANGUAGES

The mission of the Rocky Hill World Language Department is to enable our students to communicate effectively and appropriately in the target language and to foster an understanding of the cultures studied. Through comparisons and connections of our current and diverse ethnicity, the students will become successful in the global community and will develop the skills needed for lifelong learning.

WL 220	<u>FRENCH I</u> (FY)	<u>GRADES 9-12</u>	<u>LEVEL 2</u> <u>1 CREDIT</u>
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During the first year of French I, students will learn to deal with everyday situations in the target language at the introductory level. Daily emphasis will be placed on vocabulary, basic grammar, intonation and pronunciation. Through guided practice and cooperative learning the students will build proficiency in the four skills of listening, speaking, reading and writing. In addition the geography, culture, traditions, national landmarks, current events and history of the French will be presented.

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

WL 222	<u>FRENCH II</u> (FY)	<u>GRADES 9-12</u>	<u>LEVEL 2</u> <u>1 CREDIT</u>
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In the second year of the language students will learn to express their ideas on a wider range of topics. Greater emphasis is placed on improving pronunciation, accent and intonation. New grammatical structures are taught to illustrate how the language works. By the end of the year the students learn to express themselves orally and in short writings. Short cultural readings, problem-solving games, newspaper articles and short stories are an integral part of the program. The daily goal is to use French in all components of the course. (Prerequisite: grade of 70 or better in French I and teacher recommendation.)

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

WL 224	<u>FRENCH III</u> (FY)	<u>GRADES 10-12</u>	<u>LEVEL 2</u> <u>1 CREDIT</u>
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The students will continue to build their vocabulary and grammatical concepts in this intermediate course. Students will learn to express their opinions and to give more detailed explanations and descriptions in the target language. Students will become more comfortable with listening to native speech and with reading unfamiliar materials. Class is conducted in French. (Prerequisite: grade of 70 or above in French II and teacher recommendation.)

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



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 of 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 history and mythology. (Prerequisite: Grade of 70 or above in WL 240, and teacher recommendation.)

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

WL 244

LATIN III/IV – Catullus and Ovid  
(FY)

GRADES 11-12

LEVEL 2/1  
1 CREDIT

This course will continue to strengthen the students' skills in reading Latin. The focus of this year will be the original writings of the Roman poets Catullus and Ovid. Students will not only study the content of the poems, but will also interpret their 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 these different writers, students will examine the cultural and historical context in which these works were written. Grammar and vocabulary continue to be emphasized as they relate to the context of the readings. (Prerequisite: Grade of 75 or above in WL 242 or 248 Latin III, and teacher recommendation). Fourth year students may take at honors level. (Not offered in 2010-2011)

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

WL 248

LATIN III/IV – Vergil  
(FY)

GRADES 11-12

LEVEL 2/1  
1 CREDIT

This course will continue to strengthen the students' skills in reading Latin. 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 cultural and historical context in which the Aeneid was written. Grammar and vocabulary continue to be emphasized as they relate to the context of the readings. (Prerequisite: Grade of 75 or above in WL 242 or 244 Latin III, and teacher recommendation). Fourth year students may take at honors level. (Offered in 2010-2011)

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

WL 200	<u>SPANISH I</u> (FY)	<u>GRADES 9-12</u>	<u>LEVEL 2</u> <u>1 CREDIT</u>
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This course is designed as an entry level to the study of Spanish. Materials are presented in an active, flexible and meaningful way. The study of vocabulary, idiomatic expressions, and basic grammar is taught. The goals of the course are to develop all four basic language skills: listening, speaking, reading and writing. In addition the students will become familiarized with the culture of Spanish speaking countries.

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

WL 202	<u>SPANISH II</u> (FY)	<u>GRADES 9-12</u>	<u>LEVEL 2</u> <u>1 CREDIT</u>
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This course further develops all materials presented in Spanish I. Vocabulary is expanded and all basic grammar structures are taught. Class participation in the target language is expected. More emphasis is placed on written assignments. Level appropriate readings are introduced as part of the course. Students will continue to study the culture of Spanish speaking countries. Class is conducted mostly in Spanish. (Prerequisite: grade of 70 or above and teacher recommendation.)

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

WL 204	<u>SPANISH III</u> (FY)	<u>GRADES 10-12</u>	<u>LEVEL 2</u> <u>1 CREDIT</u>
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This course continues to develop the listening, speaking, reading and writing skills of previous years. Students become more proficient in the language and are more familiar with the culture and civilization of Spain and Latin America. Students are expected to speak the language at an intermediate level. The essay writing is part of the course. Intermediate grammatical structures will be taught. Class is conducted in Spanish. (Prerequisite: grade of 70 or above in Spanish II and teacher recommendation.)

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

WL 206

SPANISH IV  
(FY)

GRADES 11-12

LEVEL 2/1  
1 CREDIT

The goal of this course is to acquire proficiency in all of the language skills. By the end of Spanish IV students should be able to understand and communicate effectively with native speakers of Spanish in writing and speaking. Students will be introduced to authentic literature of the past and contemporary writers. This course will engage in a comprehensive review of grammatical structures. Class is conducted in Spanish. (Prerequisite: 75 or above in Spanish III for level 2, 80 or better for Level 1 and teacher recommendation.)

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

WL 210

HONORS/AP-UCONN SPANISH V  
(FY)

GRADE 12

LEVEL 1/AP  
1 CREDIT

Students who enroll into the course have a good command of Spanish grammar and have competence in listening, reading, speaking and writing.

This advanced language course concentrates on the study of the language through literature. Great emphasis is given to oral and written literary discussion. In addition, the social, political and economical problems of Latin America will be discussed. Students will have the opportunity to receive up to 6 transferable credits from the University of Connecticut (teacher recommendation needed). Class is conducted in Spanish. (Prerequisite: 80 or above in Spanish IV and teacher recommendation.)

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