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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. It is suggested that any student wishing to move up a level in a sequential course should have a grade of 80 or better to move from general to academic and should have a grade of 85 or better and teacher recommendation to move from academic to honors.

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

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

4. Some courses have prerequisites, specific requirements which must be achieved before a student can take a course. This information is contained in the course description portion of this booklet.
5. Student course selections will be honored unless there is a conflict caused by physical limitations, staff utilization, lack of enrollment in a particular course, scheduling problems, or inappropriate selection.
6. Students who wish to take a course at a higher level than recommended must complete a parent request for higher level form.
7. Students in multi-level classes must choose a level within the first 10 days. Students desiring a level change should confer with their teacher at the beginning of the year. These multi level courses will require students to engage in additional work, as well as demand more rigorous expectations. Students will be required to demonstrate an independent approach, a strong work ethic, and a commitment of additional time.

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 6 credits (not including PE) the required number of courses for that grade level. Such a withdrawal may occur between the first day of the second semester in a full year course and the tenth (10th) day of the next quarter for a semester course 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

HOMEROOM

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

Levels of Instruction

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

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

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.

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

ECE instructors, who are certified as adjunct professors by UConn faculty, create a classroom environment fostering independent learning, creativity and critical thinking – all pivotal for success in college. Rocky Hill High School offers ECE courses in 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.

There is a fee associated with the UConn Credit Course.

*******A reduction in cost/fees may be available for students experiencing financial adversity.**

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

*Quality Point Ratio effective for the class of 2014

HONOR ROLL

High Honors designation is awarded to students who achieve an overall average of 90% or higher for the marking period in all full-time courses, 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 in all full-time courses, provided no single mark is below 70%

*A full-time course is a course that meets at least five times per week. This includes PE. Exclusions to honor roll are: Academic Lab., Internships, Community Service, Marching Band/Flag Corp, and any pass/fail course.

STANDARDS FOR GRADUATION

Within the total number of credits required, the following minimum standards must be met by students to be considered eligible for 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, including Algebra I.
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 Literacy which include Digital Design, Advertising Design, Multimedia Design, Personal Finance & Technology, International Business, Accounting/Advanced Accounting, Desktop Publishing, Computer Essentials, Computer Technologies, PLTW-Digital Electronics, PLTW-Intro to Engineering Design and Communications Systems
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 /PSAT/SAT or meeting expectations on the school-wide academic expectation rubric.

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; 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 <http://eligibilitycenter.org>. 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

ROCKY HILL HIGH SCHOOL COURSE OFFERINGS

ART

NOTE: AR 700 and AR 722 are foundation courses.

AR 700	<u>DRAWING AND COMPOSITION</u> (F/S) GRADES 9 - 12	<u>LEVEL 2</u> <u>1/2 CREDIT</u>
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Drawing and Composition is a prerequisite for all academic level (L2) painting courses and is strongly recommended for all students in order to enhance visual thinking and visual communication skills. Concentration is on the development of observational drawing skill. Because research supports that observational drawing is a learnable skill, a student need not have to show drawing “talent” prior to enrolling in this course. Students will experience a variety of exercises to increase right brain use, and will study a range of subject matter which may include: still life, animal, portrait, and figure studies. The textbook "ARTTALK" is used to enrich learning in this course. Students will also learn to evaluate their own artwork, as well as famous works of art.

Although this academic level class does not assume prior drawing experience, this course will delve more deeply into drawing, requiring students to engage in additional homework, sketchbook, and written assignments with more rigorous expectations for achievement. Students will be required to demonstrate an independent approach, a strong work ethic, and a commitment of additional time.

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

AR 722	<u>DIGITAL DESIGN</u> (F/S) GRADES 9 - 12	<u>LEVEL 2/1</u> <u>1/2 CREDIT</u>
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This exciting digital arts course provides students an introduction to the use of the computer as a design tool. Students will learn composition and design principles while working out creative solutions to a variety of design related problems. Students will be exposed to industry standard software, including **Adobe Illustrator** and **Adobe Photoshop**. Through the study of various artists, their styles and the process of creating art, students will develop and utilize critical thinking skills. This academic level course does not assume prior drawing, photography, or computer graphic experience. Students with previous skills in computer graphics may take this course at an honors level (upon approval by the instructor and the completion of additional criteria and workload). This course is offered both in the fall and in the spring semester and serves as a prerequisite for Advertising Design, Video and Animation, and Sculpture. This Course fulfills Computer Literacy graduation requirement.

Note: Students may elect this course at the honors level by developing a plan of 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

AR 731 FIBER ARTS LEVEL 2
(S) GRADES 9 - 12 1/2 CREDIT

In this course, students will design and create useful and aesthetic works of art, while being encouraged to solve problems using creativity and self-expression. Projects may include basketry, macramé/hemp jewelry, paper making, and book making. The study of various artists and artworks will allow students to appreciate the cultural influences, transformations and current trends in fiber arts.

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

AR 736 WATERCOLOR PAINTING LEVEL 2
(F) GRADES 10 - 12 1/2 CREDIT

This course introduces students to such techniques as transparency, washes, lift-off and resist. Once acquainted with the medium, assignments explore areas such as composition, expressive color, abstraction, and mixed media. The subject matter may include still life, figure, portrait, landscape, and non-objective painting. The history of watercolor painting will be reviewed along with the study of art criticism. Prerequisite: Successful completion of AR 700 Drawing & Composition).

Academic Expectations: Communicate Effectively in Writing
Communicate Effectively while Speaking

AR 737 OIL AND ACRYLIC PAINTING LEVEL 2
(S) GRADE 10 - 12 1/2 CREDIT

This course acquaints students with the terms, tools, and techniques needed for the skillful handling of oil and acrylic paints. Challenges are presented which give students a practical and thorough understanding of color theory. The subject may include still life, abstraction, figure, portrait, and landscape painting. Students will also study art criticism as they evaluate works by famous artists and their own art work. (Prerequisite: Successful completion of AR 700 Drawing & Composition).

Academic Expectations: Communicate Effectively in Writing
Communicate Effectively while Speaking

AR 740 SCULPTURE LEVEL 2/1
(F/S) GRADES 10 - 12 1/2 CREDIT

This course will give students experience in the three basic sculptural techniques of modeling, carving and construction. The basics of three-dimensional design, historical and interdisciplinary connections, use of media, and art criticism will be studied. Students will work with materials such as clay, wood, plaster, stone and wire to create three-dimensional works of art.

(Prerequisite: Successful completion of 726 Ceramics, AR 730 Crafts, AR 722 Digital Design and AR 727 Pottery & Ceramics Sculpture).

Academic Expectations: Communicate Effectively while Speaking
Solve Qualitative Problems Effectively

AR 756

ADVERTISING DESIGN

(F/S)

GRADES 9 - 12

LEVEL 2/1
1/2 CREDIT
PER SEMESTER

Students in this advanced digital arts course will further develop their skills and software including **Adobe Photoshop**, and **Adobe Illustrator** while applying design concepts and principles to solve real world advertising problems. Projects include but are not limited to typography, logo poster design, illustration, brochure and print ads, CD/DVD packaging, and product packaging design. Student will develop creative thinking and visual communication skills through work on projects and active critique and discussions of professional works. A brief history of advertising, discussion of ethical issues, and introduction to marketing strategies as well as research assignments will provide students with an understanding of the persuasive power of the advertising industry. The course presents different challenges each semester making it possible to take either one or both semesters without repetition. (Prerequisite: Successful completion of AR 722 Digital Design).

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 filled 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 760

PHOTOGRAPHY

(FY)

GRADES 10 - 12

LEVEL 2
1 CREDIT

This course is designed to introduce the student to both traditional and digital photography. Basic black and white photography and darkroom techniques will be covered as well as the use of digital cameras and manipulation of photographs using Adobe PhotoShop. Students will use the camera as a means for investigating the elements of photographic design and composition. Students will also learn a brief history of photography and guidelines for evaluation and critique of photographs. Cameras and most materials will be provided. There is a lab fee associated with this course.

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

AR 766

VIDEO AND ANIMATION (Formerly Multimedia Design)
(F) GRADES 10 - 12

LEVEL 2/1
1/2 CREDIT

This advanced digital arts course is designed to provide a foundation in developing video and animation for the web. Using **Adobe Premiere Pro** and **Adobe Flash** as well as traditional techniques such as stop motion, students will learn how to create original works in video and animation. This will involve planning, scripting, storyboarding, shooting or creating content, sound and video editing, and the optimization of content. The emphasis 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. (Prerequisite: Successful completion of AR 722 Digital Design).

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

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

MA/EN 190 SAT PREPARATION
(F/S)

GRADE 11

NO LEVEL
½ CREDIT

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

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 9th 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.

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).

To View the entire list of Virtual High School courses go to:

<http://www.govhs.org/vhsweb/coursecatalog10.nsf>

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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.

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> <u>(R/F)</u>	<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. (Not offered in 2011-2012)

Academic Expectations: Communicate Effectively in Writing
Use Research Skills Effectively

EN 138

AUTHORS I
(F)

GRADE 12

LEVEL 2
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
(S)

GRADE 12

LEVEL 2
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

FS 913	<u>INTERIOR DESIGN</u> (S)	<u>GRADES 9 - 12</u>	<u>LEVEL 2</u> <u>1/2 CREDIT</u>
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Interior Design introduces students to the influences that affect housing decisions. Instruction in the social and psychological aspects of housing will be included. Skills in planning and decorating are developed through the study and application of color and the elements and principles of design. Furniture construction, materials and arrangement will be explored. Projects assigned will allow students to apply the knowledge gained in the course.

Academic Expectations: Communicate Effectively in Writing
Communicate Effectively while Speaking

FS 916	<u>MARRIAGE AND FAMILY LIFE</u> (F)	<u>GRADES 11-12 ONLY</u>	<u>LEVEL 2</u> <u>1/2 CREDIT</u>
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This course addresses the relationships of marriage, family and single life. Topics include exploring personal development, emerging issues of adulthood and the historical legal and social changes in marriage and family patterns. Students will learn constructive ways to convey feelings, thoughts, and values to others.

The topics may cover the following issues: deciding to have children, raising children, divorce, child custody, insurance, wills and living will.

Academic Expectations: Communicate Effectively in Writing
Use Research Skills Effectively

FS 920	<u>HUMAN DEVELOPMENT I</u> (F)	<u>GRADES 9 - 12</u>	<u>LEVEL 2</u> <u>1/2 CREDIT</u>
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This course is designed for students interested in the study of human development from conception to birth. Course content will cover positive relationships, date rape, preparing for parenthood, families with special challenges, children with disabilities, teen pregnancy, reproduction, prenatal development. Other topics discussed are birthing options, adoption, foster care, step-parenting and costs involved for child rearing. It is recommended that the student elect HE 921 second semester.

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

FS 921	<u>HUMAN DEVELOPMENT II</u> (S)	<u>GRADES 9 - 12</u>	<u>LEVEL 2</u> <u>1/2 CREDIT</u>
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This course continues the concepts established in FS920, and focuses on the development of the child from infancy through preschool. It is intended to introduce the cognitive, social/emotional, and physical development of the child during these years. Students will learn to plan age appropriate activities for children as well as evaluate children's literature. Other topics to be investigated are discipline, safety, health issues, and nutrition and child care options.

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

FS 940

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

LEVEL AP
1 CREDIT

This course is designed as an introduction to the field of human development and the world of teaching. Students will gain an understanding of individual and family development over the life span. Job shadows and an internship will be key components of this course. This course is equivalent of UCONN HDFS 1090. Upon successful completion of the course students will receive 3 UCONN credits. No additional exam is required. Prerequisite: Students must have an 85 average, fill out and submit application with current transcript and two letters of recommendation and be available for an interview.

Academic Expectations: Communicate Effectively in Writing
Use Research Skills Effectively

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

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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 2
(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 2
(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

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.

(Prerequisite: Successful completion of Pre-Calculus 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>LEVEL 2</u>
	<u>GRADES 11 - 12</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. (Prerequisite: Level 3 Successful completion of Algebra I and Geometry. Level 2 Successful completion of Algebra I, Geometry, and Algebra II).

Academic Expectations: Solve Quantitative Problems Effectively
Use Research Skills Effectively

MA 410	<u>APPLIED MATHEMATICS</u>	<u>LEVEL 3</u>
	<u>(FY)</u>	<u>1 CREDIT</u>
	<u>GRADES 11 - 12</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> (FY)	<u>GRADES 11 - 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 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: Successful completion of Algebra I, Geometry, and Algebra II)

Academic Expectations: Solve Quantitative Problems Effectively
 Demonstrate Effective Reading Skills

MA 462	<u>MATH PROBLEM SOLVING</u>	<u>GRADES 9-10</u>	LEVEL 3 1 CREDIT
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This course is designed for the student who needs additional time and support to master Algebraic concepts. Topics include signed numbers, laws of exponents, solving equations, functions, systems of equations, graphing, rational and irrational numbers, linear equations, exponential functions, exponential growth and decay, and probability & statistics. An additional focus on problem solving will be emphasized with the assistance of technology and additional resources.

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

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
(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/S) 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 1st for the upcoming fall semester.**

Academic Expectations: Communicate Effectively in Writing
Solve Qualitative Problems Effectively

MU 810	<u>CONCERT CHOIR</u> (F/S)	<u>GRADES 9 - 12</u>	<u>LEVEL 2</u> <u>1/2 CREDIT</u> <u>PER SEMESTER</u>
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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	<u>CHORALE</u> (FY)	<u>GRADES 10 - 12</u>	<u>LEVEL 2</u> <u>1 CREDIT</u>
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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	<u>CHAMBER CHOIR</u> (FY)	<u>GRADES 10 - 12</u>	<u>LEVEL 2/1</u> <u>1 CREDIT</u>
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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	<u>MUSIC THEORY</u> (F)	<u>GRADES 9 - 12</u>	<u>LEVEL 2/1</u> <u>1/2 CREDIT</u>
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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 MUSIC TECHNOLOGY LEVEL 2
(F/S) GRADES 9 - 12 1/2 CREDIT

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 MUSIC TECHNOLOGY II LEVEL 2
(S) GRADES 10 - 12 1/2 CREDIT

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: Successful completion of 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 2
(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 ORCHESTRA LEVEL 2/1LEVEL 3/2
(F/S) GRADES 9 - 12 1/2 CREDIT per semester

Orchestra is the entry level orchestra ensemble at the high school level with emphasis on moderately difficult repertoire for string orchestra. Repertoire will span western, multi-cultural and various historic periods. 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 2

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

SC 530 HONORS PHYSICS LEVEL 1
(FY) GRADES 11 - 12 1 CREDIT

This course follows the same curriculum and course content as SC 532. Topics will be studied in more depth and with a greater emphasis on mathematics. (Prerequisite: Successful completion of Chemistry and taking Intro to Calculus or AP Calculus concurrently, and permission of instructor).

Academic Expectations: Communicate Effectively in Writing
Solve Quantitative Problems Effectively

SC 532 PHYSICS LEVEL 2
(FY) GRADES 11 - 12 1 CREDIT

This course deals quantitatively and qualitatively with matter and energy. Topics include vectors, measurement and problem solving, velocity and acceleration, torque, two-dimensional motion, rotational motion, conservation of momentum, conservation of energy, solids, elasticity, and heat. A double laboratory period will be scheduled each week to provide time for the students to experience basic physics concepts through data collection and analysis. Second semester topics include waves, sound, electrostatics, direct current circuits, magnetism, electromagnetic induction, light, reflection, refraction, and modern physics. (Prerequisite: Successful completion of Chemistry and be enrolled in Algebra II).

Academic Expectations: Communicate Effectively in Writing
Solve Quantitative Problems Effectively

**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

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

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

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
Use Research Skills Effectively

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.

Note: Students may elect this course at the honors level (L1) by developing a plan of additional study with the teacher that may include research into special topics. Applications for Level 1 will be made during the first ten days of the semester.

Academic Expectations: Communicate Effectively in Writing
Communicate Effectively while Speaking

SS 336 A MORE PERFECT UNION LEVEL 1*/2/3
(FY) GRADE 11-12 1 CREDIT

Students who have earned two social studies credits are eligible for this full year course. “A More Perfect Union” is a hand-on, activity based class with emphasis on student participation. The foundation of the class will be simulations, debates and discussion organized around a mock congressional election campaign, a simulated congressional session, mock trials (criminal and civil) and a simulation of an international forum. “A More Perfect Union” may be team-taught.

Note: Students must have earned their Civics credit as a prerequisite to this course.

Note: Students may elect this course at the general level (L3). Application for Level 3 will occur during the first ten days of the semester.

*Note: Students may elect this course at the honors level (L1) with the recommendation of their previous Social Studies teacher. Honors level (L1) work will include outside research into civic-related topics. Applications for Level 1 will occur during the first ten days of the semester.

Academic Expectations: Communicate Effectively while Speaking
Use Research Skills Effectively

SS 342 ADV. PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS LEVEL AP
(FY) GRADES 12 1 CREDIT

This course provides students with an analytical perspective on global politics comparable to what an individual would be expected to master in an introductory college course in Comparative Politics or Political Science. Students explore the general concepts used to interpret United States foreign policy and view the world’s diverse political structures and practices through a broad lens. In addition to the United States, the course examines five countries. Four of these nations are Great Britain, France, Russia/the Soviet Union, and China. These countries provide models of different types of political systems. A developing country will also be investigated with students choosing between India, Mexico or Nigeria.

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
Use Research Skills Effectively

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

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

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 2/1
 (FY) GRADES 9-12 1 CREDIT

This course offers an exploration of 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. This course is offered at the academic level. This course satisfies the Computer Literacy graduation requirement. (There is NO prerequisite for this course).

Academic Expectations: Solve Quantitative Problems Effectively
Use Research Skills Effectively

TE 696 ENGINEERING DESIGN & DEVELOPMENT LEVEL 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: Successful completion of TE 682 Introduction to Engineering Design, and any two of the following: TE686 Principles of Engineering, TE690 Civil Engineering & Architecture, TE694 Digital Electronics 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: Successful completion of WL 220 French I).

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: Successful completion of WL 222 French II).

Academic Expectations: Communicate Effectively in Writing
Communicate Effectively while Speaking

WL 226

FRENCH IV
(FY)

GRADES 11-12

LEVEL 1/2
1 CREDIT

Students continue to enhance their second language proficiency from the previous years. They will complete intermediate and advanced grammar concepts and strengthen all language skills. Emphasis is on advanced grammar and vocabulary, with greater focus on French history, authentic reading of magazines, newspapers and literature. They may view and discuss foreign films, television/radio broadcasts. Class is conducted in French.

(Prerequisite: Successful completion of WL 224 French III).

Academic Expectations: Communicate Effectively while Speaking
Demonstrate Effective Reading Skills

WL 230

HONORS/AP/UCONN FRENCH V
(FY)

GRADES 12

LEVEL 1/AP
1 CREDIT

Students who enroll into the course have a good command of French grammar and have competence in listening, reading, speaking, and writing. The development of these language skills is extensive as well as the training in the organization and writing of compositions. Students will have to write and revise a minimum of 15 pages during the semester. A final 5 page literary analysis is required. Students will be exposed to a variety of materials such as audio and video recording, films, newspapers, and magazines. (Prerequisite: Grade of 80 or above in French IV and teacher recommendation.)

Academic Expectations: Communicate Effectively while Speaking
Demonstrate Effective Reading Skills

WL 240

LATIN I
(FY)

GRADES 9-12

LEVEL 2
1 CREDIT

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

Academic Expectations: Communicate Effectively in Writing
Communicate Effective Reading Skills

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: Successful completion of WL 240 Latin I).

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: Successful completion of WL 242 Latin II or WL 248 Latin III/IV). Fourth year students may take at honors level. (Offered in 2011-2012)

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: Successful completion of WL 242 Latin II or WL 244 Latin III/IV). Fourth year students may take at honors level. (Not offered in 2011-2012)

Academic Expectations: Communicate Effectively in Writing
Demonstrate Effective Reading Skills

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: Successful completion of WL 204 Spanish III).

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