

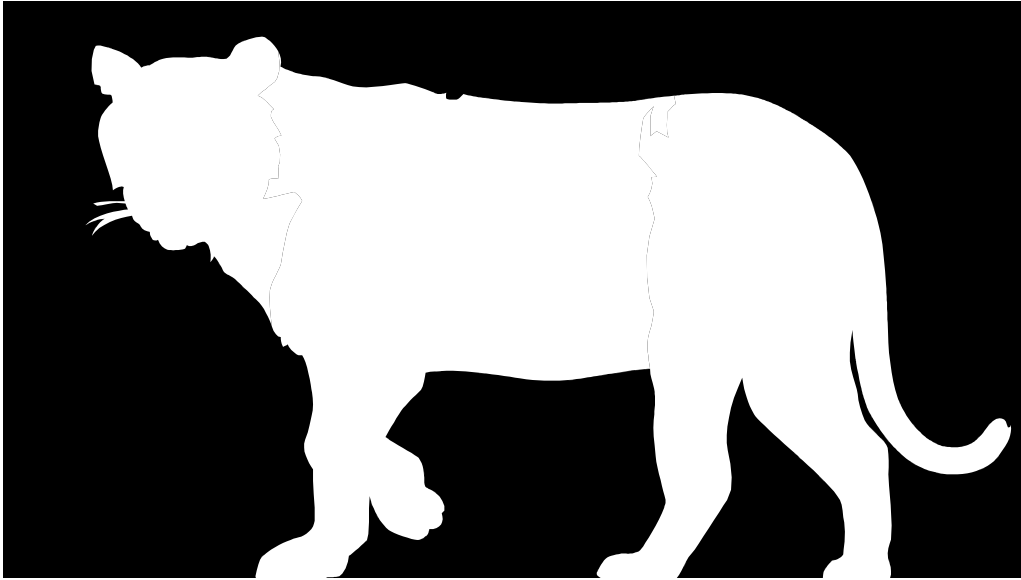
*Daniel Hand High School*  
*Program of Studies*  
*2019-2020*



*Madison, Connecticut*  
*[www.danielhand.org](http://www.danielhand.org)*

# **PROGRAM OF STUDIES**

**2019-2020**



**Daniel Hand High School**

**[www.danielhand.org](http://www.danielhand.org)**

**286 Green Hill Road  
Madison, Connecticut 06443**

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**Published for the information of  
Students, Parents, and Faculty**

# Daniel Hand High School

**286 Green Hill Road  
Madison, CT 06443-2299**

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Brian M. Bodner, *Assistant Principal*  
Cynthia L. Schneider, *Assistant Principal*  
Craig Semple, *Athletic Director*

## Department Coordinators/Leads

Art..... William Sommer  
Career & Technical Education..... Daniel Grenier, David Tommaso  
English..... Melissa Bader  
Library Media ..... Dawn Fiorelli  
Mathematics ..... Melanie Whitcher  
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Physical Education..... Jennifer Spring  
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Social Studies ..... Peter Nye  
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Coordinator of Guidance ..... Jennifer Hawley  
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Social Worker ..... Benjamin Schreiber  
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# **Daniel Hand High School**

286 Green Hill Road, Madison, CT 06443-2299

*Anthony R. Salutari, Jr., Principal*

*Brian B. Bodner, Assistant Principal*

*Cynthia L. Schneider, Assistant Principal*

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Dear Students:

Welcome to the 2019-2020 Program of Studies. This booklet has been prepared to help you choose a course of study for your high school years. Planning is an important part of a successful high school experience. We hope you find it helpful in making informed decisions.

Daniel Hand High School provides you with a high quality core curriculum in mathematics, English, social studies, science, and world languages. In addition, a wide range of choices are available in art, music, business, and technology education. Choosing appropriate courses based on your interest, skills, and goals is important in preparing you for your future beyond high school.

It is essential that you and your parents/guardians thoroughly review this booklet and discuss your options. Prior to selecting your courses for next year, it is recommended that you work closely with your teachers and school counselors. We strongly encourage you to think carefully about your choices. These courses become the foundation for future education and training that will support your goals.

An important aspect of your high school education is to broaden your experiences beyond the classroom walls. We encourage you to become involved in co-curricular and extracurricular activities in both the high school and the community. Some of the many possibilities available to you include clubs, athletics, student government, the arts, and community service endeavors. All of these provide opportunities for you to pursue interests and make new friendships.

The administration, faculty, and staff of Daniel Hand High School are here to provide you with the resources, support, and encouragement you will need to be successful.

Sincerely,



Anthony R. Salutari, Jr.  
Principal

Tel: 203-245-6350

Fax 203-245-6356

## **Table of Contents**

DHHS'S CORE VALUES AND BELIEFS.....	1
DHHS'S LEARNING EXPECTATIONS .....	1
STATEMENT OF EQUAL OPPORTUNITY .....	2
COURSE SELECTION AND SCHEDULING CHANGES.....	2
Course Drops/Adds: Student Appeal for Change in Schedule .....	2
Deadlines for ADDING a Course* .....	2
Deadlines for DROPPING a Course .....	2
Repeating Courses .....	3
Online Courses.....	3
CREDIT REQUIREMENTS (through the Class of 2022) .....	3
CREDIT REQUIREMENTS (starting with the Class of 2023).....	4
GRADUATION REQUIREMENTS (All Students).....	5
District Performance Standards for Graduation.....	5
Other Requirements .....	5
GPA (GRADE POINT AVERAGE).....	6
Unweighted Grade Point Average.....	6
Weighted Grade Point Average .....	6
RANK IN CLASS.....	7
HONOR ROLL .....	7
LEVELS OF INSTRUCTION .....	8
ADVANCED PLACEMENT WORK.....	8
UConn EARLY COLLEGE EXPERIENCE.....	9
UConn - Early College Experience (ECE) Course Listings.....	10
STUDY HALL .....	11
ELECTIVE OFFERINGS .....	11
ART DEPARTMENT COURSE OFFERINGS.....	13
CAREER AND TECHNICAL EDUCATION DEPARTMENT COURSE OFFERINGS .....	19
ENGLISH DEPARTMENT COURSE OFFERINGS .....	33
English Department Summer Reading.....	33
English / Language Arts Sequence of Courses Grades 5-12 .....	40
HEALTH EDUCATION COURSE OFFERINGS .....	41
MATHEMATICS DEPARTMENT COURSE OFFERINGS .....	42
Mathematics Sequence of Courses Grades 8 – 12.....	50
MUSIC DEPARTMENT COURSE OFFERINGS .....	51
PHYSICAL EDUCATION DEPARTMENT COURSE OFFERINGS.....	56
SCIENCE DEPARTMENT COURSE OFFERINGS .....	58
Science Sequence of Courses in Grades 9 – 12.....	67

SOCIAL STUDIES DEPARTMENT COURSE OFFERINGS.....	68
Social Studies Sequence of Courses Grades 5-12 .....	74
SPECIAL SERVICES COURSE OFFERINGS .....	75
THEATER ARTS COURSE OFFERINGS .....	77
WORLD LANGUAGES DEPARTMENT COURSE OFFERINGS.....	80
World Languages Sequence of Courses Grades K – 12 .....	89
TIME MANAGEMENT PLANNER .....	90
FOUR-YEAR EDUCATIONAL PLAN.....	91
High School Academic Planner - Grade 9 and Grade 10 .....	91
High School Academic Planner - Grade 11 and Grade 12 .....	92
STUDENT APPEAL FOR A CHANGE IN SCHEDULE.....	93
OVERRIDE REQUEST APPLICATION.....	94

# DHHS'S CORE VALUES AND BELIEFS

Our primary purpose is to graduate successful life-long learners who are responsible citizens in the global community. Daniel Hand High School students, in collaboration with educators, parents, and the Madison community, will develop as motivated, self-reliant, creative, and ethical individuals who respect differences in others.

## **Core Values and Beliefs Statement:**

The Daniel Hand High School community believes that the mission of our school is to support all students by providing them with challenging educational opportunities which will prepare them to be globally aware citizens of the 21<sup>st</sup> century. To succeed in this mission, we recognize that our students must demonstrate competence in oral and written communication; understand effective and responsible use of technology; and develop critical thinking, problem solving, and creativity. In addition, it is critical that our students respect and contribute to the diverse, multicultural community and international community in which they live.

## **We are committed to the following:**

- All students meet or exceed high performance standards in rigorous core and related arts programs.
- All students will have access to appropriate programs and services.
- All students will be provided opportunities to learn in a safe and secure school facility.
- All students will respond to success and failure with reflection and resiliency.
- School facilities and instructional resources will support 21<sup>st</sup> century learning and enhance educational experiences for all students.
- All students will be supported in learning environments that foster a climate of respect for all.
- Staff and administration will create and encourage student participation in activities that foster students' wellness and physical health.
- All students will benefit from support services delivered in a student-centered school that addresses social-emotional development and well-being.
- All students and staff will benefit from collaboration and partnership with civic, business, higher education, and other community groups and resources.

# DHHS'S LEARNING EXPECTATIONS

## **Academic Competencies:**

1. Demonstrate proficiency and fluency in communication to meet the demands of the global community:
  - 1A. Writing - Write effectively for a variety of purposes.
  - 1B. Presenting - Speak effectively and clearly; listen actively.
  - 1C. Comprehending – Understand written, auditory, and/or visual materials.
2. Use technology effectively and responsibly.
3. Apply effective and efficient strategies to gather information and materials, think critically, and create innovative solutions to problems.
4. Demonstrate creative expression and skill through a performance or a product.

## **Civic and Social Competency:**

5. Demonstrate respect for others and oneself and contribute to the success of others.



# STATEMENT OF EQUAL OPPORTUNITY

It is the policy of the Board of Education of Madison that no person shall be excluded from employment or participation in, be denied the benefits of or, be subjected to unlawful discrimination under any educational or employment program or activity because of age, color, marital status, national origin, physical disability, race, creed, or sex. This policy includes but is not limited to course offerings, athletic programs, guidance and counseling, and test procedures. While separation of students in certain specific activities and facilities may be warranted in the best interest of the students' physical or emotional or social well-being, and while unequal aggregate expenditure of funds for members of a particular group of students will not in and of itself constitute a violation of this policy, it is the explicit intent of the Board to provide genuinely equal opportunity for all students in all program areas. The grievance procedure, which will permit students to communicate grievances related to the Title IX Regulations, can be found in the *Handbook for Students and Parents*.

## COURSE SELECTION AND SCHEDULING CHANGES

During the winter, students select courses for the following year. It is necessary that careful thought and consideration be given to the selection of all courses since few schedule change requests will be honored in the fall. When selecting courses, students should keep in mind course requirements, individual interest, and the relation of courses to future goals.

After student schedules are finalized to start the school year, schedule changes and/or course adds and drops will only be approved in the following circumstances:

- Error made by counselor or data processing center
- Placement error made by recommending teacher
- Changes required as a result of failure or summer school results
- Adjustment in the building master schedule impacting student schedules

Extenuating circumstances will be considered by the administration.

### **Course Drops/Adds: Student Appeal for Change in Schedule**

A student seeking to drop or add a course must see his/her guidance counselor and complete the *Student Appeal for Change in Schedule* form found in the Guidance Office. Students must continue to attend all classes currently on their schedule while the request is being considered. Students are responsible for any make-up work missed as a result of adding a course.

### **Deadlines for ADDING a Course\***

- 1.50 credit courses must be added within the first 30 school days of the course.
- 1.00 credit courses must be added within the first 20 school days of the course.
- 0.50 credit courses must be added within the first 10 school days of the course.

\*Requests to add a course after the deadline will be reviewed by the Guidance Program Coordinator and Principal. These deadlines vary for dropping a level in the same course.

### **Deadlines for DROPPING a Course**

- 1.50 credit courses must be dropped by the Trimester 2 mid-point of the course.
- 1.00 credit courses must be dropped by the end of the first Trimester of the course.
- 0.50 credit courses must be dropped by the mid-point of the course.

## **PLEASE NOTE IF DROPPING A COURSE:**

- If a student drops a course prior to the withdrawal deadline above, the course will not appear on the student's transcript or permanent record.
- If a student drops a course after the withdrawal deadline above, the course will appear on the student's permanent record and transcript. "WP" will indicate the student was passing at the time of withdrawal, and a "WF" will indicate the student was failing at the time of withdrawal.
- A change in schedule may be made only if there is evidence of earnest and consistent effort on the part of the student to meet all expectations of the course and the terms for an override are met.
- No course drop will be considered unless the student schedule maintains the minimum enrollment requirements. (See Program of Studies Credit Requirement section).
- As a reference, copies of both the *Student Appeal for Change in Schedule* form and the *Override Request Application* form can be found in the back of the Program of Studies.

### **Repeating Courses**

The following policy applies to courses being repeated due to failure:

- Students who repeat a course due to failure will have both courses counted in class rank calculations.
- Both courses will appear on the students' permanent record card.

### **Online Courses**

Courses taken online may be permitted, but only with prior approval. Generally, online courses are not approved to be taken in lieu of required courses, unless the course is being used for credit recovery. Students seeking approval must submit their proposals to the principal in advance of taking the course. An academic review committee will make a determination if online credits will be reflected in the student's transcript. No more than a total of four credits can be transferred over the course of the high school experience. Courses must be from a college recognized by the U.S. Department of Education and the Council of Higher Education. Examples of credit recovery organizations include: Area Cooperative Educational Services Summer Academy, Keystone, and Brigham Young University High School.

## **CREDIT REQUIREMENTS (through the Class of 2022)**

### **Requirements for Enrollment (Course Load) and Promotion**

A graduate of the Madison Public Schools must have earned a minimum of twenty-four (24) credits and must have met the credit distribution requirement. Students must have met performance standards in the following: reading, writing, and mathematics.

### **Requirements for Enrollment and Promotion and Graduation**

- Students in grades 9, 10, and 11 are required to enroll in six and one-half (6.5) credits each year. They may take up to seven and one-half (7.5) credits if their schedule permits them to do so. The minimum enrollment requirement for seniors is six (6) credits. Students must carry a minimum of four courses a trimester. The students must earn four and one-half (4.5) credits during their senior year in order to be eligible for graduation, regardless of previously earned credits.
- The minimum requirements for promotion are as follows:
  - Grade 10 status, six (6) credits must be earned
  - Grade 11 status, twelve (12) credits must be earned
  - Grade 12 status, eighteen (18) credits must be earned

### **Credit Distribution Requirements**

- English: Not fewer than four and one-half (4.5) credits
- Social Studies: Not fewer than three and one-half (3.5) credits
  - One (1) must be in United States History
  - One-half (.5) must be in Civics and American Government
- Science: Not fewer than three (3) credits
- Mathematics: Not fewer than three and one-half (3.5) credits
- Physical Education: Not fewer than one (1) credit
- Art or Music or Theater: Not fewer than one (1) credit
- Career and Technical Education (CTE): Not fewer than one (1) credit
- Health: Not fewer than one (1) credit

## **CREDIT REQUIREMENTS (starting with the Class of 2023)**

### **Requirements for Enrollment (Course Load) and Promotion**

A graduate of the Madison Public Schools must have earned a minimum of twenty-five (25) credits and must have met the credit distribution requirement. Students must have met performance standards in the following: reading, writing, and mathematics.

### **Requirements for Enrollment and Promotion and Graduation**

- Students in grades 9, 10, and 11 are required to enroll in six and one-half (6.5) credits each year. They may also take up to seven and one-half (7.5) credits if their schedule permits them to do so. The minimum enrollment requirement for seniors is six (6) credits. Students must carry a minimum of four courses a trimester. The students must earn four and one-half (4.5) credits during their senior year in order to be eligible for graduation, regardless of previously earned credits.
- The minimum requirements for promotion are as follows:
  - Grade 10 status, six (6) credits must be earned
  - Grade 11 status, twelve (12) credits must be earned
  - Grade 12 status, eighteen (18) credits must be earned
  - Graduation, twenty-five (25) credits must be earned

### **Credit Distribution Requirements**

- Humanities: at least nine (9) credits including civics and the arts
- Science, Technology, Engineering, and Mathematics: at least nine (9) credits
- Physical Education and Wellness: at least one (1) credit
- Health and Safety Education: at least one (1) credit
- World Languages: at least one (1) credit
  - Career and Technical Education (CTE): Not fewer than one (1) credit
- Mastery-based Diploma Assessment: Not fewer than one (1) credit

# **GRADUATION REQUIREMENTS (All Students)**

## **District Performance Standards for Graduation**

- **Mathematics Standard**

Students may meet this standard in one of the following ways:

1. Meeting the state benchmark for the Math SAT.
2. Achieving a combined average in the C range for three or more math courses.
3. Satisfying the requirements as designated on the IEP for qualifying students.

- **Reading and Writing Standard**

Students may meet this standard in one of the following ways:

1. Meeting the state benchmark for the Evidence-Based Reading & Writing (ERW) SAT.
2. Achieving a combined average in the C range for three or more English courses.
3. Producing a portfolio of written work in class that will be evaluated by a panel of teachers related to reading and writing.
4. Satisfying the requirements as designated on the IEP for qualifying students.

## **Other Requirements**

***Students must complete all requirements in order to participate in graduation exercises.***

For graduation from Daniel Hand High School, students must:

- Satisfactorily complete a rigorous academic program of study
- Achieve specific academic performance goals in each content area
- Fulfill the legally mandated number and distribution of credits

The detailed requirements and standards for graduation listed above agree with the goals of our schools adopted by the Board of Education. The faculty shall apply measures of achievement to provide evidence that each student has completed these requirements for graduation according to the terms specified above.

Additionally, in recognition of its responsibility for the education of all youths in the school system, including those who drop out of school, the Board of Education shall provide alternative programs that will enable them to acquire a high school or vocational school diploma.

## GPA (GRADE POINT AVERAGE)

Both a Weighted GPA and an Unweighted GPA will be calculated each trimester and reported on the transcript. Our school profile, which is submitted to colleges and universities annually, will have a detailed explanation of our grading system, including Weighted GPA and Unweighted GPA. (The profile is available from the DHHS website). Please go to [www.danielhand.org/guidance](http://www.danielhand.org/guidance) for examples of how to calculate Weighted and Unweighted Grade Point Averages.

### Unweighted Grade Point Average

Unweighted GPA is calculated using all courses (grades 9-12) without regard to level. No additional weighting or points are added for Honors or Advanced Placement courses. A four-point scale (4.0) is used. See chart below.

	Grade Point
Grade	All levels
A+	4.33
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D	1.00
F	0.00

### Weighted Grade Point Average

Weighted GPA is calculated using leveled courses taken in grades 10-12. Freshman courses are not included. The philosophy of DHHS is that freshman year is a transition during which there is significant social, emotional, and academic growth. Weighted GPA is determined by the grade earned and the level designation of the course. A four-point scale (4.0) is used. See chart below.

	Grade Point by Level		
Grade	1	2	3
A+	5.33	4.33	3.33
A	5.00	4.00	3.00
A-	4.67	3.67	2.67
B+	4.33	3.33	2.33
B	4.00	3.00	2.00
B-	3.67	2.67	1.67
C+	3.33	2.33	1.33
C	3.00	2.00	1.00
C-	2.67	1.67	0.67
D	2.00	1.00	0.33
F	0.00	0.00	0.00

## **RANK IN CLASS**

Rank in class is calculated using the Weighted GPA. The class rank, or decile, for a graduating student will not be officially reported on the student's academic transcript. Daniel Hand High School will calculate rank for the purpose of determining which students are eligible for Senior Honors and for some scholarships and awards.

Senior Honors are defined as the top ten ranking positions in the class for honors recognition and shall include the class valedictorian, salutatorian, class essayist, and senior scholars. If Daniel Hand High School has more than one student qualifying for top honors, the students tying for valedictorian honors will be named co-valedictorians. The next recipient will be named salutatorian followed by the class essayist. Final Senior Honors Rank will be based upon six trimesters, beginning sophomore year, plus the first and second trimesters of the student's senior year. An official Senior Honors Rank will be provided to candidates during the third trimester of their senior year.

For students who have not been at Daniel Hand long enough for a Senior Honors Rank calculation, a Rank in Class is calculated for the purpose of determining eligibility for some scholarships and awards. Transfer students should see their guidance counselor for additional information.

Rank in class is governed under Board of Education policy #5128. If a situation exists which is not covered by this policy, it will be reviewed on a case by case basis by the Guidance Department and the building principal.

## **HONOR ROLL**

The purpose of the honor roll at DHHS is to recognize strong academic performance and to encourage all students to maintain consistently high performance in all subjects. All courses will be included in the honors calculations. No student may maintain honor status with *any* grade lower than a C+.

High Honors: Unweighted GPA of 3.83 or higher

Honors: Unweighted GPA of 3.16 to 3.82

# **LEVELS OF INSTRUCTION**

**Students should read these descriptions carefully before making course selections:**

## **LEVEL 1**

Level 1 is the highest level of instruction for college placement and/or college credit as well as for the work place. It includes Advanced Placement\*, Early College Experience\*, and Honors courses.

\*Advanced Placement classes and ECE classes (UConn courses) are college level courses. Course content is prescribed by the current College Board's Advanced Placement syllabus and/or the University of Connecticut. The College Board Advanced Placement Examination is recommended for students taking AP Level courses.

## **LEVEL 2**

Level 2 instruction is targeted for those students intending to enter a four year college or university or the work place. The pace and level of instruction are advanced, requiring high levels of organization and motivation.

## **LEVEL 3**

Level 3 instruction is designed for students entering a four or two year college or university, technical programs, or the work place. Instruction at this level is more applied and less theoretical than Level 2.

# **ADVANCED PLACEMENT WORK**

Students who are ready for more rigorous, college level course work will have the opportunity to pursue Advanced Placement courses. The Advanced Placement program, sponsored by the College Board, audits Daniel Hand High School course curricula and approves courses for Advanced Placement designation. This year Daniel Hand High School is offering Advanced Placement course work in art, English, history, mathematics, the sciences, social sciences, and world language. Students may register for Advanced Placement course work if they meet all of the prerequisites of the department offering the course. The general prerequisites include demonstrated academic achievement, the recommendation of the previous year teacher, and permission of the department coordinator. The College Board also offers a series of examinations in May of each year to those students who either have the academic background to take the examinations or who have taken AP course work. The students electing to take the examinations are required to pay an examination fee. Any student wishing to take AP exams for whom the fee presents a financial hardship should request a fee waiver from his or her guidance counselor. Colleges may award credit or waiver a requirement for students who successfully complete the Advanced Placement program and who score well on the Advanced Placement examinations. Students should check with the college they plan to attend.

# UConn Early College Experience

## Early College Experience Program (ECE)

Daniel Hand High School participates in the Early College Experience program offered by the University of Connecticut. This program, which is offered in high schools around the state, allows students to receive both high school credit and college credit from the University of Connecticut. Full Program details are found at [www.ece.uconn.edu](http://www.ece.uconn.edu).

UConn Early College Experience (ECE) provides academically motivated students with the opportunity to take university courses while in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head-start on a college degree and other postsecondary opportunities. UConn ECE instructors are high school teachers certified as adjunct professors by the University. UConn ECE faculty foster independent learning, creativity and critical thinking – all important for success in college and careers. Daniel Hand High School offers UConn ECE courses in several disciplines. To support rigorous learning, University of Connecticut academic resources, including library and online classroom access, are available to all UConn ECE students.

- Students may take the Early College Experience program courses if they meet all the prerequisites of the department and the university. Registration is facilitated through the Guidance Office.
- Students must register in the University of Connecticut: Early College Experience (ECE) prior to the start of the course and are financially responsible for all fees associated with the course. (See below).
- Courses follow UConn's curriculum and are taught by Daniel Hand staff members who are also adjunct professors for the University of Connecticut.
- Students must maintain a grade of C or better to be awarded the university's credits.
- Upon successful completion of a UConn ECE course, students may request a transcript from the University of Connecticut after graduation from DHHS.

**Please carefully read all UConn/ECE registration materials and note registration deadlines, add/drop dates, and fees.**

- University of Connecticut's Early College Experience Program requires registration in advance.
- Registration for students who would like to enroll in ECE for the next school year occurs at the beginning of June of the current school year and is coordinated through the DHHS Guidance Office.
- A per credit fee and a per course fee are charged by UConn. Some courses may have an additional fee. \*
- You will be billed directly by UConn in the Fall, and you are financially responsible to UConn.
- An additional, non-refundable, add/drop fee\* is charged for changes made during the add/drop period in late summer.
- All fees for courses dropped after the UConn add/drop period deadline are non-refundable.

(\*See Guidance, some DHHS course descriptions, or the UConn ECE website [www.ece.uconn.edu](http://www.ece.uconn.edu) for current fees.)



## UConn - Early College Experience (ECE) Course Listings

Daniel Hand High School Title/Number Course	The University of Connecticut: Early College Experience
AP CHEMISTRY # 351	<input checked="" type="checkbox"/> FALL CHEM 1127 Q General Chemistry I <input checked="" type="checkbox"/> SPRING CHEM 1128 Q General Chemistry II
AP ENGLISH LITERATURE & COMPOSITION #041	<input checked="" type="checkbox"/> FULL YEAR ENGL1011 Seminar in Writing through Literature
AP EUROPEAN HISTORY #192	<input checked="" type="checkbox"/> FULL YEAR HIST 1400 Modern Western Traditions
DISCRETE MATH #267	<input checked="" type="checkbox"/> FALL MATH 1030 Q Elementary Discrete Mathematics
MANDARIN 4 HONORS #446	<input checked="" type="checkbox"/> FULL YEAR CHIN 1114 Intermediate Chinese II
AP CALCULUS (AB) #272	<input checked="" type="checkbox"/> FALL MATH 1131 Q Calculus I
AP CALCULUS (BC) #271	<input checked="" type="checkbox"/> FALL MATH 1131 Q Calculus I <input checked="" type="checkbox"/> SPRING MATH 1132 Q Calculus II
AP U.S. HISTORY #171	<input checked="" type="checkbox"/> FALL HIST 1501: U.S. History to 1877 <input checked="" type="checkbox"/> SPRING HIST 1502: U.S. History since 1877
AP PHYSICS 1 #361	<input checked="" type="checkbox"/> FALL PHYS 1201 Q General Physics I <input checked="" type="checkbox"/> SPRING PHYS 1202 Q General Physics II
AP PHYSICS (C) #363	<input checked="" type="checkbox"/> FALL PHYS 1401 Q General Physics w/ Calculus I <input checked="" type="checkbox"/> SPRING PHYS 1402 Q General Physics w/ Calculus II
SPANISH 6 HONORS #451	<input checked="" type="checkbox"/> FULL YEAR SPAN 3178 Intermediate Spanish Composition
AP STATISTICS #291	<input checked="" type="checkbox"/> FULL YEAR STAT 1100 Q Elementary Concepts of Statistics
INDIVIDUAL AND FAMILY DEVELOPMENT #578	<input checked="" type="checkbox"/> FULL YEAR HDFS 1070 Individual and Family Development <b>THIS COURSE IS OFFERED EVERY OTHER YEAR.</b> <b>SEE CTE DEPARTMENT COURSE LISTINGS.</b>

For additional information, contact the DHHS Guidance Office or visit [www.ece.uconn.edu](http://www.ece.uconn.edu)

**Please note:** UConn ECE course offerings are subject to change and are based on course availability.

# STUDY HALL

## Study Hall

Grades 9-10

Trimesters: 1

Students may request a study hall during a specific trimester. By selecting a study hall in advance, students can plan to have time for support or homework during a busy time of year.

# ELECTIVE OFFERINGS

## Independent Project A .5 Credit

Course No. 001

Grades 11-12

Level 2

Trimesters: 1

This elective is unlike any other course offered at DHHS because nearly all of the work will be completed independently, though students will have the support of an instructor and their classmates to help them through challenges. The purpose of the Independent Project is to help students become more independent, develop perseverance, become better critical and creative thinkers, and help them better plan their futures.

In this course, students complete an approved project of their own design, investigating a topic that is both interesting and challenging. Students then investigate an issue or an idea related to this topic, sharing the knowledge, skills, and insight gained from the exploration of resources with the instructor. In the end, students will create a product that showcases their chosen criteria and then share this product with a panel. Independent Project components will be scored Pass/Fail using corresponding rubrics. All components of the project must meet passing requirements, but multiple attempts may be made as needed. This type of project is increasingly popular nation-wide; consequently, colleges and universities are accustomed to seeing Pass/Fail grades for similar courses.

## Independent Project B .5 Credit

Course No. 002

Grades 11-12

Level 2

Trimesters: 1

This course allows students to continue with a project started in Independent Project A. See course description above.

**Science Extension Courses A .5 credit**

Course No. 003

Grades 11-12

Level 2

Trimesters: 1

**Prerequisite:** Successful completion of three science credits, one of which is in the field of science that the student will be exploring in this course (Biology, Chemistry, Physics). Ability and willingness to work independently, purposefully, and thoughtfully.

This course allows students to choose a topic in science they wish to investigate in greater depth. Students will explore an issue of local or global complexity. The majority of the work will be completed independently, though students will have the support of an instructor and their classmates to help them through challenges. The purpose of this extension course is to allow students the opportunity to demonstrate growth in their understanding in a self-selected complex science issue as well as two 21st century capacities as described by the district matrix.

In this course, students complete an approved project of their own design, investigating a topic that is both interesting and challenging. Students then investigate an issue or an idea related to this topic, develop and perform relevant experiments to test their hypothesis and produce data to form conclusions.

All components of the project must meet passing requirements, but multiple attempts may be made as needed.

In the end, students will create a product that showcases their chosen criteria and then share this product with a panel or another approved audience related to their exploration. The audience will provide feedback against the design criteria and the intent of the investigation. This class can be selected again for new or redesigned investigations. Independent Project components will be scored Pass/Fail using corresponding rubrics. This type of project is increasingly popular nationwide; consequently, colleges and universities are accustomed to seeing Pass/Fail grades for similar courses.

**Science Extension Courses B .5 credit**

Course No. 004

Grades 11-12

Level 2

Trimesters: 1

**Prerequisite:** Science Extension Course A and successful completion of three science credits, one of which is in the field of science that the student will be exploring in this course (Biology, Chemistry, Physics). Ability and willingness to work independently, purposefully, and thoughtfully.

This course allows students to continue with a project started in Science Extension Course A. See course description above.

# ART DEPARTMENT COURSE OFFERINGS

Grade	Drawing Painting	Ceramics Mixed Media	Photography Digital Arts
9	Draw & Design I & II Printmaking	Clay & Innovative Forms I & II	Digital Animation I & II Digital Photo I & II Movie Making I & II
10	Draw & Design I & II Printmaking Painting Studio	Clay & Innovative Forms I & II	Digital Animation I & II Digital Photo I & II Movie Making I & II Darkroom Photography I & II
11	Draw & Design I & II Printmaking Painting Studio Studio I & II	Clay & Innovative Forms I & II	Digital Animation I & II Digital Photo I & II Movie Making I & II Darkroom Photography I & II
12	Draw & Design I & II Printmaking Painting Studio Studio I & II* AP Studio Art Drawing**  **AP Studio Art Drawing requires at least three consecutive courses in this strand	Clay & Innovative Forms I & II Studio I & II*	Digital Animation I & II Digital Photo I & II Movie Making I & II Darkroom Photography I & II Studio I & II*  *Studio I, with a concentration in photography and/or digital media, requires two courses in this strand and/or Draw & Design I & II

## MAJOR GOALS OF THE ART PROGRAM

To help students:

- Think divergently and become adept at idea generation.
- Use creative problem-solving skills and techniques.
- Critically analyze and interpret visual images using written and oral expression.
- Communicate by using visual images to create an intended impact.
- Identify and assess the quality of works of art with a sophisticated understanding of the elements and principles of artistic expression.
- Develop awareness of our cultural heritage and the heritage of others.
- Create with artistic vision by synthesizing skills and concepts.
- Develop awareness of the unique relationship between art and technology.
- Value the relationship between art and the environment.
- Develop skill in and appreciation of fine craftsmanship.

In planning a program in Art, students should note the following and self-advocate to schedule the necessary elective offerings to achieve their goals:

Students wishing to pursue careers in applied and visual arts such as: film, photography, architecture, fashion merchandising, interior, industrial, entertainment, and graphic design are strongly encouraged to enroll in Draw and Design I & II in order to build the necessary skills and portfolios needed for college.

The Drawing and Painting strand, including AP Studio Art Drawing, is highly recommended for students wishing to attend an Art program, college, or university after graduation.

**Draw & Design I** .5 Credit  
Grades 9-12  
Trimesters: 1

Course No. 614

This course is an introduction to drawing, design, and painting. Students create work in two-dimensional art forms such as landscape, still life, figure, and portraiture. Media and techniques include linear perspective, color theory, printmaking, and painting. Students are introduced to idea generation, composition and design, art history, technology, and development of ideas and themes in artwork. Sketchbooks are required.

**Draw & Design II** .5 Credit  
Grades 9-12  
Trimesters: 1

Course No. 616

**Prerequisite:** Draw and Design I.

Drawing from life is emphasized. Subjects include still life, portraits, landscapes, and architecture with an emphasis on linear perspective. Graphic design, printmaking, value studies, and abstraction are examples of units of study. Art history, computer technology, and thematic development works are integrated into units of study. Sketchbooks are required.

**Painting Studio** .5 Credit  
Grades 10-12  
Trimesters: 1

Course No. 624

**Prerequisite:** Draw & Design II.

This is a course in the tools and techniques of painting using acrylics, watercolors, and inks. Thumbnails, gesture drawings, and color studies as methods of idea development and planning are emphasized. Monotypes and monoprints may be introduced as “painterly prints.” Subjects include portrait, figure, still life, landscape, linear and atmospheric perspective, and abstraction. Art history, technology, and thematic works are used for idea concentration and idea generation. Sketchbooks are required.

**Printmaking** .5 Credit  
Grades 9-12  
Trimesters: 1

Course No. 618

This course is an introduction to the exciting possibilities of printmaking. Intaglio, relief, and planographic printing processes, including lino-cut, monoprints, dry point, and silkscreen, are explored. Create a unique artist’s book with a series of small prints! Learn how to silkscreen and create original wearable pieces of art for yourself and your friends! Art historical references and technology as they relate to printmaking will be introduced.

**Clay & Innovative Forms I** .5 Credit  
Grades 9-12  
Trimesters: 1

Course No. 620

Students will explore form and space by constructing, modeling, or carving forms. Students will experiment with a non-clay medium that may be limited to plaster, cardboard, wood, wire, or paper. The course is designed to introduce students to unique problems encountered in creating three-dimensional forms. Art history and technology are integrated where applicable. Working with theme is emphasized. Sketchbooks are required.

**Clay & Innovative Forms II** .5 Credit

Course No. 622

Grades 9-12

Trimesters: 1

**Prerequisite:** Clay & Innovative Forms I.

Students develop expertise in wheel thrown and hand built methods of construction. There is continued exploration with other media in relationship to clay. Surface treatment and various glazing and finishing methods are explored. Students experiment with functional as well as abstract, sculptural forms, and the work is based upon student developed themes. Art history and technology are integrated where applicable. Sketchbooks are required.

**Digital Photo I** .5 Credit

Course No. 638

Grades 9-12

Trimesters: 1

This course introduces students to the multiple benefits and the creative applications of digital photography. Students will explore technical and design aspects of digital photography. Operating principles of digital cameras, skills in digital photo manipulation techniques using Photoshop, as well as introduction to aesthetics and history of photography are offered. There is an emphasis on digital photography as it is used for fine art, advertising media, and the visual language of images.

**Digital Photo II** .5 Credit

Course No. 647

Grades 9-12

Trimesters: 1

**Prerequisite:** Digital Photo I.

Using the knowledge and experience gained from Digital Photo I, students will learn advanced techniques of DSLR cameras. More complex techniques of photo editing in Photoshop will be explored. Self-expression becomes more sophisticated because of creative exploration of theme and idea generation. Aesthetics and history of photography will continue as well as an emphasis on digital photography as it is used for fine art, advertising media, communication, and the visual language of images. Students will use their own personal digital cameras for the course.

**Digital Animation I** .5 Credit

Course No. 640

Grades 9-12

Trimesters: 1

Students will be introduced to the creative process of pre-production, production, and post-production animation using Adobe Flash software. Students will utilize drawing and storyboarding as a means to design and create their own personal animated shorts. Students will learn the history of cartoon animation as well as the necessary technical skills to create, arrange, and edit music, video, graphics, text, sound effects, and voiceovers. Sketchbooks are required for idea generation and character development.

**Digital Animation II .5 Credit**

Course No. 646

Grades 9-12

Trimesters: 1

**Prerequisite:** Digital Animation I.

Students will continue to explore and develop the technical skill, knowledge, and experience required to work with animation software (Adobe Flash, Photoshop). Students will engage in the creative process of pre-production, production, and post production. Careers in animation will be introduced as well as contemporary animation in various genres. Animated graphics, flash-based web sites, three-dimensional modeling, and action script programming will be incorporated into projects. Sketchbooks are required for idea generation, for successful communication of ideas, and for character development.

**Movie Making I .5 Credit**

Course No. 626

Grades 9-12

Trimesters: 1

This course introduces students to the motion picture filmmaking process with an emphasis on creating innovative and professional quality short films using digital media. Students become acquainted with the creative and artistic aspects of digital storytelling. Students use a variety of digital media in the pre-production process by writing scripts and drawing out storyboards. Students work in groups in the production and post-production process by editing video with music and sound effects to convey their stories. The course also introduces students to film history from the late eighteenth century to 1950.

**Movie Making II .5 Credit**

Course No. 627

Grades 9-12

Trimesters: 1

**Prerequisite:** Movie Making I.

This course builds upon the skills developed in Movie Making I. Production and editing of videos are emphasized with the opportunity to write and produce unique videos using special effects, video graphics, claymation, and other creative applications. The course introduces students to film history from 1950 to the present time.

**Darkroom Photography I .5 Credit**

Course No. 629

Grades 10-12

Trimesters: 1

The goal of this course is to introduce students to traditional black and white film photography, as this is the basis for all photography being created today. A working knowledge of manual camera functions and their impact on photo imagery, including zone exposure, aperture, and shutter speed settings will be explored. Skills in darkroom techniques including film development and the use of enlargers, test strips, filters, burning, dodging, and chemistry will be mastered. The elements and principles of design and composition are also fostered through this unique media form.

**Darkroom Photography II .5 Credit**

Course No. 631

Grades 10-12

Trimesters: 1

**Prerequisite:** Darkroom Photography I.

Photography II builds on the skills and techniques learned in the introductory course, Darkroom Photography I. Emphasis is on aesthetic quality and experimental technique with an opportunity to develop a unique visual style. Techniques include darkroom special effects processes, computer enhanced images, and other technologies.

**Studio I .5 Credit**

Course No. 633

Grades 10-12

Trimesters: 1

**Prerequisite:** Completion of at least 2 sequential prerequisites in one of the Art strands. (See Course Offering Chart.)

This course is an introduction to the complex world of design and visual communication. Students will expand their foundational and conceptual skills and build their design vocabulary to orchestrate composition for desired impact on the viewer. Using creative problem solving, students will develop thematic works, connect image with concept, and refine technical skill. Sketchbooks are required and used for idea generation, idea development, and skill building. Students will begin a digital portfolio for submission to colleges. Visitations by college representatives with images of student portfolios that have been accepted to various colleges are part of the course.

**Studio II .5 Credit**

Course No. 636

Grades 11-12

Trimesters: 1

**Prerequisite:** Completion of Studio I.

Together with the instructor, students evaluate their current portfolio work in terms of their strengths and growth areas. After assessing what is needed to complete their portfolio, assignments are developed cooperatively with the instructor and are based upon individual student need. Students will have the opportunity to explore concepts, media, and techniques in depth. Using creative problem solving, students refine skills in conceptual thinking and design communication. Experimentation with integrating processes/media is encouraged. Students are required to maintain a sketchbook and will expand their digital portfolio. Visitations by college representatives with images of student portfolios that have been accepted to various colleges are part of the course.



**Advanced Placement Studio Art Drawing 1 Credit**

Course No. 639

Grades 12

Level 1

Trimesters: 2

**Prerequisite:** B+ or higher in all art courses, which must include at least three consecutive courses in the Drawing/Painting strand, and Teacher Recommendation. The Art Department will make the final selection based on portfolio review. (See Course Offerings Chart).

This course provides an opportunity for highly motivated students to experience intensive instruction equivalent to that of an introductory college studio art foundation in the high school environment. Students in AP Studio Art create a portfolio of a minimum of 25 pieces of art in a variety of media, techniques, and subject matter. Much of the work students do will be personal interpretation of the assignments. This course is divided into three sections: quality, breadth, and concentration. Emphasis is placed on drawing from observation; the application of organizational principles; the development of a body of work of personal choice; the recognition of the role of the history of art; the application of critical thinking skills in written, oral, and problem-solving form. Students will be expected to work both in school and at home (1 hour a day) in order to complete the portfolio requirements for the AP Exam (submission of the portfolio).

In addition to completing regularly assigned homework, students are expected to:

- Complete summer assignments.
- Complete all assignments on time.
- Use sketchbooks on a daily basis.
- Write a detailed thesis statement that clearly outlines the concentration and depth of theme.
- Create 12 works for Concentration section.
- Create 12 works, one slide of each is submitted, for the Breadth section.
- Research and write a paper.
- Participate in cooperative groups, class discussions and critiques on a regular basis.
- Plan and participate in a group AP show during the third trimester.

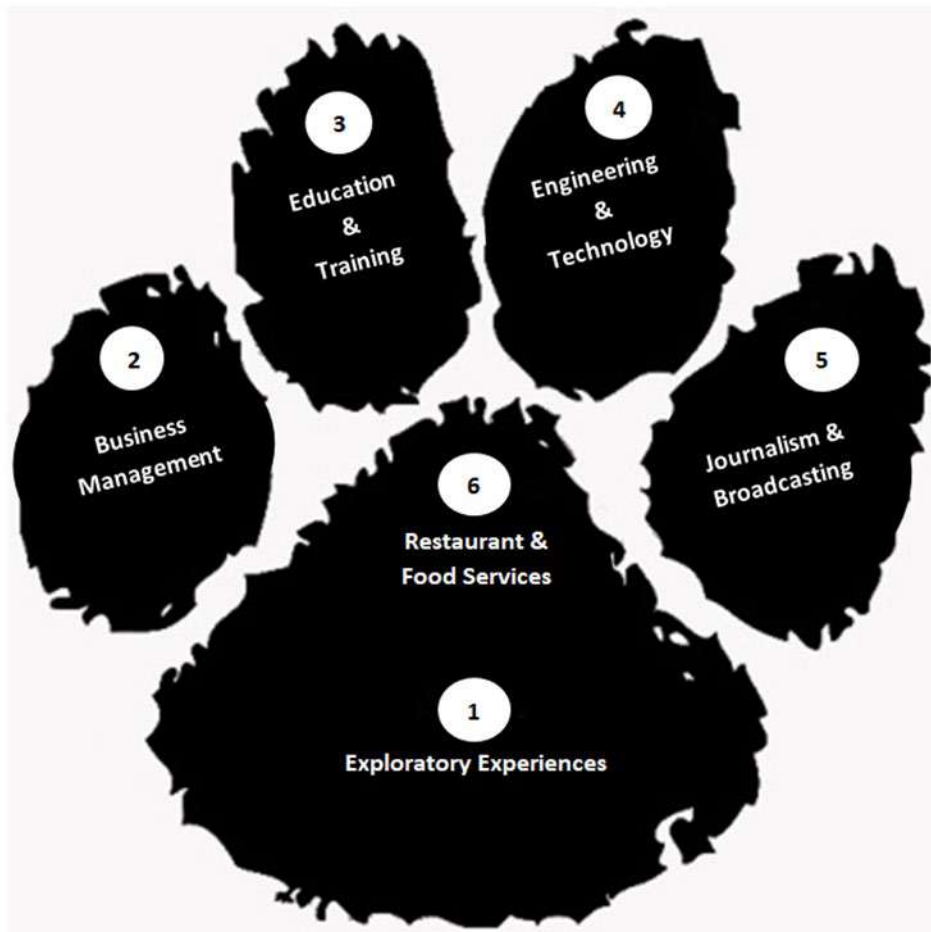
# CAREER AND TECHNICAL EDUCATION DEPARTMENT COURSE OFFERINGS

The Career & Technical Education (CTE) program in Madison is designed around five Career Pathways to cultivate our students' potential by integrating rigorous classroom instruction with relevant, work-based experiences that inspire, guide, and empower them for post-secondary college and careers.

Our Career Pathways are constructed as a journey of exploration that is specifically designed to engage the learner in a possible career path. Courses are designed to spark interest, capture the possibilities in the field, and allow students to experience work as novice practitioners. Our courses offer challenging, engaging, effective and relevant curriculum that includes technical knowledge, skills, and academics foundational for our students' success in the real world.

Each Career Pathway (2-6) has a foundational course that exposes our students to the core of the pathway. This foundational course is not mandatory but is highly recommended if the student is interested in pursuing other courses in this pathway. Additional courses in a pathway offer students the essential skills needed to succeed in the pathway.

Our sixth area (1) is called Exploratory Experiences. These individual courses do not reside in any of the pathways but do provide our students with changes to experience career and technical skills in a unique topic.



## **1– Exploratory Experiences**

### **Boat Building and Navigation .5 Credit**

Course No. 530

Grades 10-12

Trimesters: 1

Boat Building and Navigation explores all stages of boat building from layout and lofting to hull assembly and finishing techniques. Students in this course have an opportunity to construct their own boat with available plans ranging from small plywood canoes to a 14' skiff. Light design sketching, modeling, and full scale boat construction will be part of this "hands-on" course. Many forms of boating and navigation will also be explored including boating basics, knot tying, legal requirements, water sports, safety, and GPS (Global Positioning Systems). Students who successfully complete the course will have the opportunity to receive the State of Connecticut Safe Boating Certificate. This certificate is mandatory for all persons wishing to operate a vessel upon state waters.

### **Video Game Design .5 Credit**

Course No. 551

Grades 10-12

Trimesters: 1

This course provides students with an introduction to the principles of computer game design/development. Students will learn to analyze, design, and create interactive, three dimensional animation and games. The evolution of the video game industry will be studied and analyzed in terms of its development. Instruction will include an overview of 3D graphics, modeling, texturing, lighting, animation, and rules of game play. Several software platforms will be utilized to create graphics to be used in individual projects. Upon completion, students should be able to demonstrate knowledge of the major aspects of simulation, game design, and development. No programming experience is required.

### **Interior Design .5 Credit**

Course No. 561

Grades 10-12

Trimesters: 1

Students will be able to identify various housing, furniture, and window styles. They will learn how to draw floor plans using traditional architectural tools and symbols. Using the principles of design, color, furnishings, fabric, and fixtures, students will design a variety of interior spaces on design boards and in 3D CAD software. This course is suggested for students with interests in architecture, interior design, or art.

### **On Your Own .5 Credit**

Course No. 562

Grades 10-12

Trimesters: 1

This course is a must for everyone, both college bound students and those who will be entering the job market after high school graduation. Students will explore careers and simulate the job finding process; including writing a resume, cover letter, and the interview process. Once a career has been selected, students will create a budget while learning the ins and outs of renting an apartment, determining options for transportation, meal planning, and responsible use of financial products; including credit cards, credit score, and banking tools.

**Fundamentals of Criminal Justice** .5 Credit  
Grades 10-12  
Trimesters: 1

Course No. 488

Fundamentals of Criminal Justice is designed to introduce students to the fields of law enforcement, the court system, and correctional system. Students will learn about the trial processes and interpret police ethics and constitutional law in relation to law enforcement operations. Students will also learn about criminal theory, how to analyze a crime scene, and use clues to profile a criminal as they go inside the criminal mind. This course will also explore the multitude of careers available in the criminal justice system.

**Marine Science & Technology** 1 Credit (0.5 Credits CTE/0.5 Credits Science)  
Grades 10-12  
Trimesters: 2

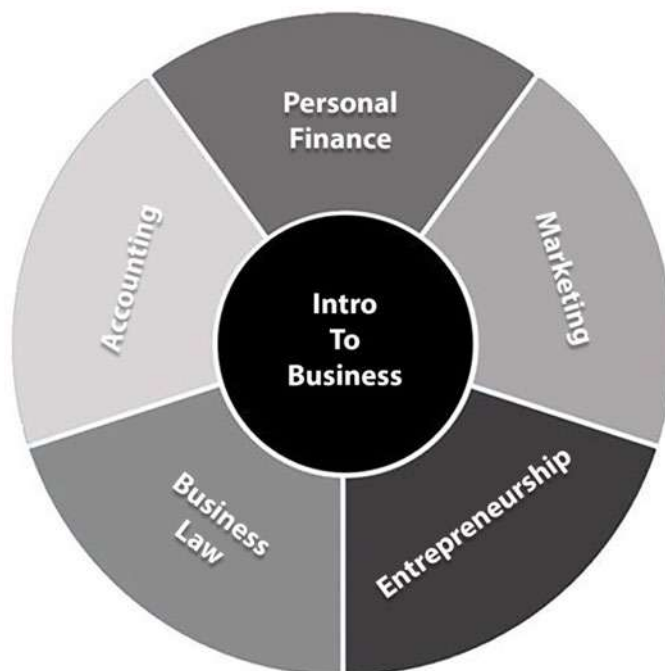
Course No. 379

**Prerequisite:** Successful completion of Honors Biology or Biology

Marine Science and Technology explores the marine environment through “hands-on” projects. Studies related to oceanography, marine ecology and environmental testing are supported with activities such as fishing rod building, boat maintenance and net making. Mandatory field trips will support the curriculum and provide school to career practical experience. A student centered project will give an opportunity to carry out a hands-on marine based study. As a part of the project, students will design an engineering solution based on a specific problem that applies to our local waters. Course work will include the State of Connecticut Safe Boaters curriculum which will allow students the opportunity to apply for their CT Safe Boaters/Personal Watercraft Certificate.

## **2 – Business Management Career Pathway**

Careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. The foundational course for this pathway is Introduction to Business (462).



**Introduction to Business** .5 Credit  
Grade 9-12  
Trimesters: 1

Course No. 462

This course is designed to introduce students to different disciplines of business so that one can learn to be an effective business leader. Students will explore and discuss business topics related to marketing, international business, accounting, business law, and entrepreneurship. Students will also develop personal business skills such as time management, professional growth, and communication. Students will learn to leverage a variety of technology for efficient business use.

**Entrepreneurship** .5 Credit  
Grades 9-12  
Trimesters: 1  
**Prerequisite:** Introduction to Business.

Course No. 463

This course is designed for students interested in operating and managing their own business. Students will have a chance to learn and develop skills and characteristics that are common among successful entrepreneurs. Students will have the opportunity to simulate the process of starting a company, by designing and marketing a “real world” product. Throughout the course, students will need to utilize their problem-solving, decision-making, social, and teamwork skills to attain individual and group goals. By the end of the course, students should be able to understand the entrepreneurial process including identifying a business opportunity, presenting a business plan, and marketing a product or service.

**Accounting** 1 Credit  
Grades 9-12  
Trimesters: 1

Course No. 490

This introductory accounting course familiarizes students with the accounting principles and the practices commonly used in business. Students work with journal, ledgers, worksheets and financial statements. Students will simulate the accounting cycle for small business, learning how to track expenses and revenue. Automated accounting software is incorporated to expand students' familiarity with "real life" accounting practices. This course is beneficial to students who plan on majoring in business at the post-secondary level.

**Personal Finance** .5 Credit  
Grades 9-12  
Trimesters: 1

Course No. 496

This course will prepare students to take an active role in their future finances. Students will learn to become financially responsible and learn that financial success is not about how much money you make, but about how much money you can save. Units of study will include financial planning, budgeting, paying taxes, understanding banking, managing credit, and identity theft protection. Students will also become familiar with stock market concepts and terminology by participating in an online stock simulation competition.

**Marketing** .5 Credit  
Grades 9-12  
Trimesters: 1

Course No. 494

Where can you go that you will not see advertising? Marketing is all around us, and this course introduces students to concepts and strategies used to create effective marketing. Students will learn such topics as the product life cycle, creating a brand, marketing segmentation, advertising and promotional strategies, and the effective use of social media for products. Marketing is an excellent course for students interested in careers in business, students who want to own their own business and students who want to be more informed consumers and understand the marketing world around them.

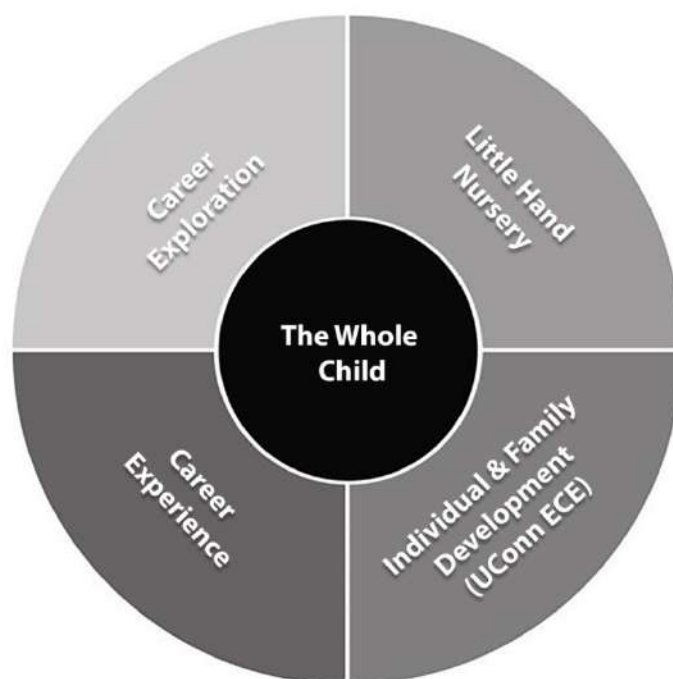
**Business Law** .5 Credit  
Grades 9-12  
Trimesters: 1

Course No. 498

This course prepares students to develop an understanding of rights and obligations in meeting the legal demands of society as individuals, employees, and as business owners. Students will be able to identify the legal and ethical issues that result from business decisions and practices. Topics covered in this course include torts, contracts, the court system, intellectual property, employment law, and how to form your own business including creation of an LLC.

### **3 – Education and Training Career Pathway**

Planning, managing and providing education and training services, and related learning support services. The foundational course for this pathway is The Whole Child (570).



**The Whole Child** (formerly Child Development) .5 Credit  
Grades 9-12  
Trimesters: 1

Course No. 570

This course is the foundation for planning appropriate activities and establishing appropriate expectations for young children. Students will explore the interrelationships of what the whole child is and how it is connected to health and well-being in the areas of Physical Development, Intellectual Development, and Social/Emotional Development from conception through adolescence. Through play-groups, students will observe children, evaluate individual differences and analyze characteristics of development at various stages.

**“Little Hand” Nursery School** (formerly “Little Hand” Nursery School Lab) .5 Credit  
Grades 9-12  
Trimesters: 1

Course No. 571

**Prerequisite:** The Whole Child

Nursery School Lab allows students the opportunity to work in our “Little Hand” nursery three days a week. Students will participate in the care, guidance, and education of a group of young children in an early childhood classroom. Strategies for creating a child-centered approach to learning will be practiced including the use of space, materials, relationships, and routines. Students will take on a leadership role and be responsible for planning, implementing, teaching and evaluating developmentally appropriate activities for small groups. As students observe, plan, and direct these activities for “Little Hand” Nursery School, they gain experience working directly with children.

**Career Exploration** .5 Credit  
Grades 9-12  
Trimesters: 1

Course No. 572

Students will have the opportunity to explore a range of education careers that facilitate development of the whole child, including: Teacher (elementary and secondary), Special Services (e.g., speech pathologist, occupational therapist), Social Worker, School Psychologist, Guidance Counselor and School Nurse. This exploration will be grounded in understanding of what they do, qualifications and training necessary, school community and vision of the program, and earning income potential. Every student is expected to do a job shadowing experience ideally based on the area of interest.

**Career Experience** .5 Credit  
Grades 9-12  
Trimesters: 1

Course No. 579

**Prerequisite:** Successful completion of Career Exploration

Students will be paired up with a mentor in the education field within Madison Public Schools based on their career exploration. The career experience will be shaped by what is most helpful for the mentor in relation to the children they are serving (e.g., observation, lesson design, teaching). Students are expected to generate a series of artifacts based on their individual work with the mentor to demonstrate learning. They will present their artifacts to the CTE teacher either through an exhibition or portfolio.

**Individual and Family Development** 1 DHHS Credit  
**University of Connecticut, Early College Experience**  
**(Individual and Family Development: HDFS 1070)** 3 UConn Credits  
Grades 11-12  
Level 1  
Trimesters: 2

Course No. 578

This college level course is highly recommended for students who are preparing for careers in education, human services, family studies, social work and health occupations. It is an introduction to the general study of human development from conception through old age. The course examines physical, intellectual, social, and emotional growth across the lifespan, emphasizing that development results from the interdependence of these areas at every stage. The course requires 40 hours beyond the classroom which could include an internship/extended learning experience. Students will have the opportunity to apply for college credit in the UConn Early College Experience program.

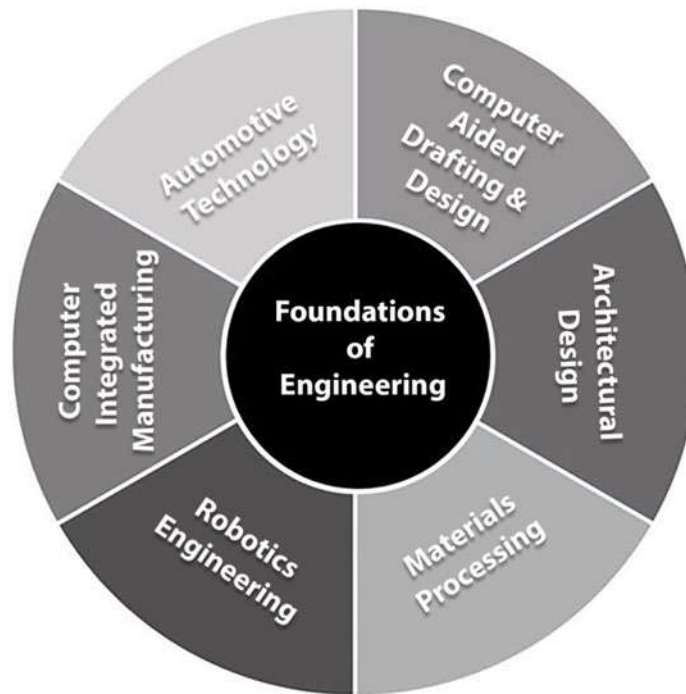
Homework: The typical homework assignment in this course will take up to 60 minutes to complete.

<p><b>PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION AND FEE DETAILS.</b></p>
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## **4 – Engineering and Technology Career Pathway**

Planning, managing and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services. The foundational course for this pathway is Foundations of Engineering (540).



### **Foundations of Engineering .5 Credit**

Course No. 540

Grades 9-12

Trimesters: 1

Foundations of Engineering is an introductory course designed to introduce students to the fundamentals of Engineering. This course will provide students with opportunities to develop fundamental technological literacy as they learn about the history, systems, and processes of invention and innovation. Group and individual lessons will engage students in creating ideas, developing innovations, conducting experiments, gathering and analyzing data, and constructing practical solutions in solving problems. Students in this course will develop an understanding of the engineering design process, which will prepare them for other, more specialized Technology Education courses.

### **Computer Aided Drafting & Design .5 Credit**

Course No. 541

Grades 9-12

Trimesters: 1

This course introduces the student to concepts around technical drawing, 3D modeling and 3D printing to communicate design intent. Students will learn and apply basic skills in computer aided drafting and 3D printing as a way to simulate and create solutions to a variety of problems. Student will learn these skills/processes in a collaborative fashion with their classmates through conceiving, designing, modeling and creating working prototypes to communicate their solutions.

**Computer Integrated Manufacturing** .5 Credit

Course No. 532

Grades 9-12

Trimesters: 1

**Prerequisite:** Computer Aided Drafting & Design

The design and manufacture of everyday items are ubiquitous in modern life, yet most students have not had the opportunity to experience the innovative nature of modern computer integrated manufacturing. This course is an introduction to the use of computers for the integration of all functional areas in a manufacturing enterprise. The focus will be on engineering design, modeling and applications in automation, robotics, numerical control, and computer usage in manufacturing. Using Computer Aided Design as a basis, Students will be introduced to state-of-the art rapid prototyping machines such as 3D Printers, CNC Mills, automation robots and 3D scanners to produce prototypes in solving manufacturing challenges.

**Robotics Engineering** .5 Credit

Course No. 539

Grades 9-12

Trimesters: 1

Students will be introduced to the fundamentals of building and programming a robot. Implementing the Engineering Design Process throughout the course, students will work respectfully and responsibly with others in exchanging and evaluating ideas in building and programming a robot to perform a variety of tasks. Utilizing engineering notebooks as a tool, students will also be expected to document and analyze their performance throughout the process in evaluating progress of their robot as it performs in a variety of challenges.

**Materials Processing** .5 Credit

Course No. 521

Grades 9-12

Trimesters: 1

This project-based course introduces students to the basic skills required for working with different types of materials. Students will gain an understanding of the characteristics and properties of different materials such as wood and metal. The curriculum provides students with challenging problems that result in the design and manufacturing of various projects. Units of study include safe use of hand and power tools, measurement, properties of materials, pattern development, separating, fastening, and finishing processes.

**Architectural Design** .5 Credit

Course No. 543

Grades 9-12

Trimesters: 1

This course provides a solid foundation for students who are interested in pursuing a possible career and/or degree in Architecture. Students will get the experience of acting as an architect and dealing with a client in developing a proposal and conceptual design to meet their needs. Local building codes will be introduced along with practical design techniques. The conceptual design will include floor plans, foundation plans, plot plans, elevations, site plans, and perspective drawings. A computer aided drafting program (Chief Architect) will be used to allow students to think creatively and critically in solving problems related to the design of their home.

**Automotive Technology** (formerly Power and Energy Technology) .5 Credit

Course No. 533

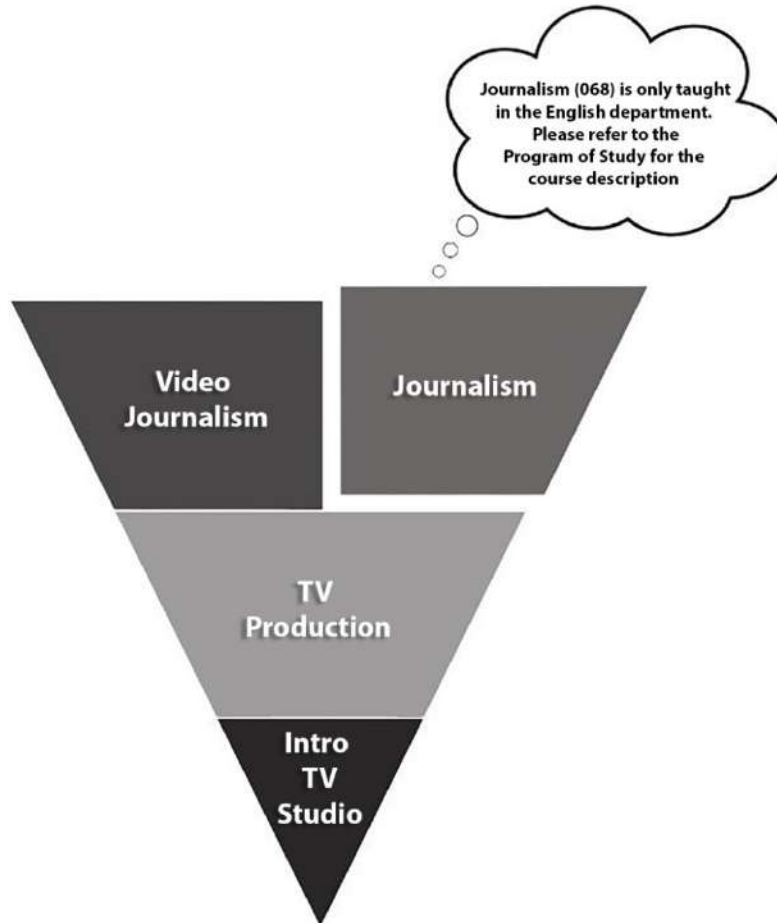
Grades 10-12

Trimesters: 1

This course provides an in depth study of basic automotive vehicle systems. Areas of basic operational knowledge, care and maintenance of engine, fuel, ignition, suspension, brakes, electrical, and drive train systems will be studied in a hands-on fashion. Emphasis will be placed on safety practices, shop operations, troubleshooting, testing, adjusting, repairing, and replacing components using appropriate test equipment and service information. Upon completion, students should be able to perform a variety of automotive repairs using proper service procedures and to operate appropriate equipment. It is recommended that students have their own car to work on but it is not required.

## **5 – Journalism and Broadcasting Career Pathway**

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. The foundational course for this pathway is Introduction to T.V. Studio (544).



**Introduction to T.V. Studio** .5 Credit  
Grades 9-12  
Trimesters: 1

Course No. 544

This course introduces students to the basic concepts of video production technology. Students start by learning basic camera operation and move on to become familiar with the complete video production process. During this course, cooperative activities are completed dealing with pre-production, camera operation, shot composition, microphones, and interviewing. A major portion of Introduction to T.V. Studio is devoted to learning non-linear editing skills on Apple iMac computers and applying that knowledge towards the creation of several video projects. Students with career interests in the communication field would benefit from taking Introduction to T.V. Studio. Introduction to T.V. Studio is a prerequisite to T.V. Production.

**T.V. Production** .5 Credit

Course No. 546

Grades 9-12

Trimesters: 1

**Prerequisite:** Introduction to T.V. Studio or instructor approval for juniors and seniors.

This communication course is designed to provide students with an opportunity to learn and practice the processes involved in live television broadcasting and broadcast journalism. Students work in front of the camera as reporters and behind the scenes as directors and studio control room technicians. Multiple camera talk show productions are introduced as well as Apple's Final Cut Pro X editing software. Students examine video production techniques including lighting, audio, color grading, studio camera work, and studio directing. Students will learn how to format scripts properly for broadcast news and will produce news segments for the statewide Fox 61 Student News Program.

**Video Journalism** .5 Credit

Course No. 550

Grades 10-12

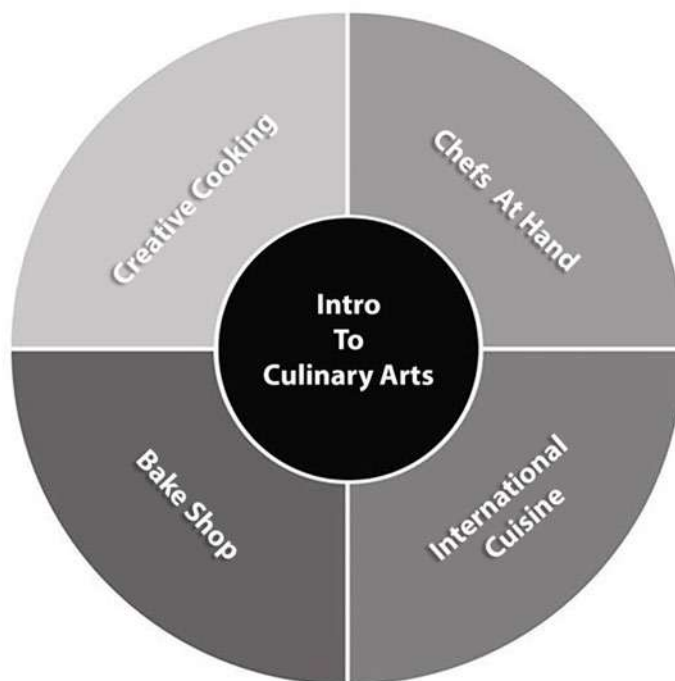
Trimesters: 1

**Prerequisite:** T.V. Production.

This course will address advanced video and TV studio production with an emphasis on the application of electronic news gathering techniques towards a weekly Tiger Talk school news production. Through lectures, hands-on labs, and projects, students will learn and apply studio control room and field production techniques. Students in Video Journalism will acquire technical knowledge and competencies in camera operation, lens theory, switching, advanced Apple Final Cut video editing, audio and tracking, lighting, picture composition, shot planning, continuity, scripting/writing, and interviewing. Students will also research possible careers in the communications industry.

## **6 – Restaurant and Food Service Career Pathway**

The management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services. The foundational course for this pathway is Intro to Culinary Arts (574).



**Introduction to Culinary Arts** (formerly Foods and Nutrition) .5 Credit

Course No. 574

Grades 9-12

Trimesters: 1

This introductory course focuses on the basic, essential skills needed to operate in the culinary industry. These skills include safety and sanitation, kitchen tools and equipment, measuring and conversions, reading a recipe, basic cooking methods, identifying and combining the characteristics of different foods and planning/preparing a cohesive meal. Through hands-on activities, students learn a variety of different cooking techniques. This course within our Restaurant and Food Services career pathway will provide opportunities for our students to learn and perform a variety of tasks needed to maintain operations and promote guest services in eating establishments.

**International Cuisine** (formerly International Foods) .5 Credit

Course No. 575

Grades 9 -12

Trimesters: 1

Students will explore a few target cultures and their typical dishes and ingredients, while examining their own preconceived notions about the culture and their food. Students will explore the factors that influence the cuisine of different cultures and how one type of food has different interpretations worldwide. Basic preparation techniques will be reviewed throughout this course. After seeing how different food can be, students will analyze menus from other countries, and try to develop recipes influenced by other cultures. The culmination will be in presenting to the class a new recipe which is a fusion of two cuisines.

**Chefs at Hand .5 Credit**

Course No. 576

Grades 9-12

Trimesters: 1

**Prerequisite:** Introduction to Culinary Arts, Bake Shop, or International Cuisine.

This advanced course provides students with the opportunity to work in the Tiger Café, a restaurant open to faculty and staff. Students in Chefs at Hand work together to manage, plan, prepare, and sell a variety of foods and gain experience in each job in the restaurant. The restaurant industry and various careers are explored. Students with an interest in culinary arts, business, or entrepreneurship would benefit from taking Chefs at Hand.

**Bake Shop .5 Credit**

Course No. 580

Grades 9-12

Trimesters: 1

Bake Shop provides students with the opportunity to explore the creative world of cooking with a focus on the art of baking. Students will prepare breads, pastries, cakes, and cookies. The baking craft applies principles of math and chemistry in creating the final products.

**Note:** Because of the popularity of this course and because upperclassmen are given priority in the scheduling process, freshmen and sophomores may not get this course in their schedule. If you choose this course, please make sure you also select alternates.

**Creative Cooking .5 Credit**

Course No. 581

Grades 9-12

Trimesters: 1

**Prerequisite:** Introduction to Culinary Arts

This course is designed to give students the opportunity to learn varied culinary principles. They will apply cooking concepts while combining ingredients in a creative fashion. Students will explore how to substitute, modify and make changes to existing recipes. There will be an emphasis on how ingredient pairing, seasoning, and cooking methods affect the taste, texture, and appearance of a dish. Students will also be expected to analyze their creations using all five senses. As a culminating event, students will take part in a culinary competition. They will be challenged to create a dish using a set of predetermined ingredients.

# ENGLISH DEPARTMENT COURSE OFFERINGS

Grade	Honors - Level 1	College Prep - Level 2
9		Literature and Writing
10	American Literature Honors	American Literature
11	American Literature Honors	American Literature
12	UConn/ECE Advanced Placement English  Humanities Race, Literature, and Culture Bible as Literature	Combat Literature Creative Writing Journalism Literature and Film Modern Communication Writing for Career and College

The placement of courses in this chart is what is typical. See the flow chart at the end of the English section to see all of the options.

## English Department Major Aims

In every course offered by the English Department the objectives are as follows:

- To improve each student's reading, composition, listening, and speaking skills.
- To foster an appreciation of the printed word and to provide enjoyable reading experiences.
- To encourage independent, clear, and logical thinking.

The English Department offers courses at two levels:

**Honors - Level 1** For students who are exceptionally competent in English language and literature - advanced readers, independent learners, self-motivated learners, self-initiated learners, strong writing skills, consistent class preparation.

**College Prep - Level 2** For those students prepared to engage in a rigorous language arts program.

**Note:** DHHS requires 4.5 credits of English for graduation.

## English Department Summer Reading

Please see your summer reading list for details. The summer reading list can also be found on the web at [www.danielhand.org](http://www.danielhand.org) or [www.madison.k12.ct.us](http://www.madison.k12.ct.us).



## **English Course: Grade Nine**

### **Literature and Writing 1 Credit**

Course No. 012

Grade 9

Trimesters: 2

This course is intended to prepare students for the rigor of high school reading and writing by cultivating habits of strong readers and writers. With an emphasis on both the ability to show deep, insightful thinking, and basic mechanics, students will routinely practice writing for different purposes and audiences. Students will be exposed to a wide variety of literature and non-fiction, both self-chosen and assigned, from ancient texts to current day best sellers, to build a repertoire of reading strategies. Within the Reader's/Writer's Workshop model that emphasizes student choice and personalized learning, students will show mastery using oral and written formats, performance based assessments, writing journals, and formal essays.

## **English Courses: Grade Ten**

### **American Literature Honors 1.5 Credits**

Course No. 035

Grade 10

Level 1

Trimesters: 3

**Prerequisite:** A minimum grade of B+ in Course 012 (Freshman English) and teacher recommendation.

The hallmark of an Honors level course is the depth of critical and original thinking required, as well as the expectation to work independently. American Literature Honors is a full year workshop course designed for advanced readers and writers who are prepared to read, discuss, and write about texts in critical, nuanced ways as independent workers. Throughout the course, students will explore and synthesize the beliefs of the founding fathers, past and present American ideals, our country's successes and shortcomings, and the impact of race, class, and gender in America. They will also read works by Sandra Cisneros, Arthur Miller, and F. Scott Fitzgerald to examine the ways that literature reflects and/or challenges society. Aside from studying core texts, students will have a significant amount of choice in what they read. As such, this course will help each individual student extend and refine their skills and grow as a reader, writer, and thinker chiefly through the processes of feedback and revision.

Homework: The typical homework assignment in this course will take approximately 40 minutes to complete.

### **American Literature 1.5 Credits**

Course No. 036

Grade 10

Level 2

Trimesters: 3

**Prerequisite:** Course 012 (Freshman English).

American Literature is a workshop course that will provide students with the opportunity both to build upon the skills developed during freshman year as well as explore American ideals. Students will grow as critical readers as they move from analysis to synthesis of ideas with various levels of support and scaffolding and through the process of feedback and revision. Throughout the course, students will consider the beliefs of the founding fathers, our country's successes and shortcomings, and the impact of race, class, and gender in America. They will also read works by Sandra Cisneros, Arthur Miller, and F. Scott Fitzgerald to examine the ways that literature reflects and/or challenges society. Aside from studying these core texts, students will have a significant amount of choice in what they read. As such, this course will help each individual student refine his/her skills and grow as a reader and writer while moving from analysis of text to synthesis of texts.

## **English Courses: Grade Eleven**

**A passing grade in Course 031 or 032 is required to graduate.**

**American Literature Honors** 1 Credit

Course No. 031

Grade 11

Level 1

Trimesters: 2

**Prerequisite:** A minimum grade of B in Course 021 (Sophomore English level 1), or A- in Course 022 (Sophomore English level 2), OR teacher recommendation.

The hallmark of an Honors level course is the depth of critical and original thinking required, as well as the expectation to work independently. American Literature Honors is a workshop course designed for advanced readers and writers who are prepared to read, discuss, and write about texts in critical, nuanced ways as independent workers. Throughout the course, students will explore American ideals, attempt to answer the question “What does it mean to be American?” and consider the impact of race, class, and gender in America. They will also read works by Sandra Cisneros, and F. Scott Fitzgerald to examine the ways that literature reflects and/or challenges society as well as examine rhetorical structures and devices that deliver a message. Aside from these core texts, students will have a significant amount of choice in what they read. As such, this course will help each individual student refine and extend his/her skills as a reader, writer, and thinker chiefly through the processes of feedback and revision.

Homework: The typical homework assignment in this course will take approximately 40 minutes to complete.

**American Literature** 1 Credit

Course No. 032

Grade 11

Level 2

Trimesters: 2

**Prerequisite:** Course 021 (Sophomore English level 1) or Course 022 (Sophomore English level 2).

American Literature is a workshop course that will provide students with the opportunity both to build upon the skills developed in prior English courses and explore American ideals with various levels of support and scaffolding and through the process of feedback and revision. Throughout the course, students will attempt to answer the question “What does it mean to be American?” and consider the impact of race, class, and gender in America. They will also read works by Sandra Cisneros and F. Scott Fitzgerald to examine the ways that literature reflects and/or challenges society. Aside from studying texts by the aforementioned authors, students will have a significant amount of choice in what they read. As such, this course will help each individual student refine his/her skills and grow as a reader and writer while moving from analysis of text to synthesis of texts.

## **English Courses: Grades Eleven And Twelve**

In addition to American Literature (either course 031 or 032), juniors seeking to enrich their background or to follow their interests may select English electives from the list of the options available to juniors and seniors. Placement in these electives will depend upon available space. For planning purposes, juniors should note that all seniors must take 1.0 English credit during senior year, unless waived by the Principal.

Seniors at Daniel Hand High School typically fulfill graduation requirements in English by taking trimester elective courses. Before making selections, seniors are advised to read carefully the following stipulations:

- Seniors are required to take a minimum of one credit in English, but may take additional courses as enrollment allows.
- Students do not have to take both a writing course and a literature course, since both writing and reading are incorporated into each course.
- Seniors in Advanced Placement English may, in addition, take English courses to enrich their background or to follow their interests.

### **Race, Literature, and Culture .5 Credit**

Course No. 085

Grades 11- 12

Level 1

Trimesters: 1

**Prerequisite:** American Literature.

In Race, Literature, and Culture, students will be introduced to a variety of concepts related to the role of race in literature, history, and contemporary culture: implicit vs. explicit bias, the danger of a single story, colorblindness, postcolonial power relationships, and the various means by which people of color have been (and continue to be) segregated. They will study literary and historical texts from the slavery era to the modern day and analyze them through the aforementioned concepts. This course will challenge any pre-conceived opinions by exposing students to new ideas. Students will practice applying their own background and beliefs to nuanced, challenging, and controversial issues. Students will be exposed to some difficult and controversial ideas and reading material. All ideas presented in the course are points for discussion and do not necessarily represent any opinion or belief of the instructor or Madison Public Schools.

Homework: The typical homework assignment in this course will take approximately 45 minutes to complete.

### **The Bible as Literature .5 Credit**

Course No. 077

Grades 11-12

Level 1

Trimesters: 1

The Bible as Literature is a survey of the Old and New Testament of the Bible. The course includes readings from Greek mythology and modern literature for comparative purposes. Students examine the biblical concepts of democracy, freedom, justice, life, death, and marriage, as well as their impact on modern-day literature, the legal system, etc. Most importantly, the course explores the numerous literary allusions which have the Bible as a source.

Homework: The typical homework assignment in this course will take approximately 45 minutes to complete.

**Combat Literature** .5 Credit  
Grades 11-12  
Level 2  
Trimesters: 1

Course No. 072

War has been one of the most prevalent topics in literature throughout time. This course will look at modern war from World War I & II and Vietnam to the War on Terror. Students will study the transition or change in sentiment towards war and how the literature both shapes and reflects this change. Students will have a unique opportunity to study literature (Hemingway, Salinger, O'Brien, etc.) and film (Saving Private Ryan, Forrest Gump, The Hurt Locker) to trace the various sentiments of different subcultures. Students should expect daily reading assignments, journal writing, and thought provoking, rigorous assessments.

**Creative Writing** .5 Credit  
Grades 11-12  
Level 2  
Trimesters: 1

Course No. 066

Creative Writing highlights techniques of expressive writing in the autobiography, poems, fiction, and drama. Students keep writing journals and share some of their work with the class. Readings and written exercises are assigned to help students acquire greater awareness of the writing styles of established authors and to experiment with new techniques in their own expressive writing. Students produce several finished pieces throughout the term, with a major work as a culminating activity. Students are encouraged to submit their work to the school literary magazine, the Phoenix.

**Journalism** .5 Credit  
Grades 11-12  
Level 2  
Trimesters: 1

Course No. 068

Journalism students examine the First Amendment as well as the ethical and legal concerns of journalists. In addition, the course focuses on interviewing skills, evaluating newsworthiness, and current events. Students have a number of assignments that cover the full range of journalistic writing. These activities result in major articles submitted for grading during the course. In addition, students assess newspaper writing style, learn to edit and ready copy, and experience the process of publishing a newspaper. Students are encouraged to submit their revised articles to many print and online publications. This course heavily relies on technology and online resources.

**Literature and Film** .5 Credit  
Grades 11-12  
Level 2  
Trimesters: 1

Course No. 073

With a strong emphasis on literary analysis, this course exposes students to the vocabulary of film and adaptation. Through a focused study of iconic films, students will identify and critique the cinematic techniques used to create meaning in film. Once that foundation is set, students will read a variety of short-form and long-form literature and consider the decisions that screenwriters, directors, cinematographers, and actors make when adapting these works for the big screen. Students will also engage in critical, historical, and theoretical analysis of film to understand its cultural impact. Successful students will view films in and outside of school, read literature that has been adapted into film, complete formal scene and film analyses, as well as read and write film reviews.

## **English Courses: Grade Twelve**

**Advanced Placement English (Literature & Composition)** 1.5 DHHS Credits

Course No. 041

**University of Connecticut, Early College Experience**

**(Seminar in Writing through Literature: ENGL 1011)** 4 UConn Credits

Grade 12

Level 1

Trimesters: 3

**Prerequisite:** Successful completion of American Literature as well as teacher recommendation.

This course is part of the University of Connecticut's Early College Experience Program. Students may also earn college credit or Advanced Placement status by good performance on the Advanced Placement examinations. Only students who are registered in the UConn/ECE program for this course and earn a grade of C or better will receive UConn/ECE credit.

AP/UConn English requires students to become skilled readers of literature written in various genres, periods, disciplines, and rhetorical contexts. Students read to understand a work's complexity, as well as its richness of meaning, and to analyze how that meaning is embodied in literary form.

AP/UConn English students also work to become confident writers who control a wide range of rhetorical strategies and who possess a keen sense of audience and purpose. Peer evaluation and student/teacher conferencing help students develop revision skills. Written assignments include a variety of personal essays, literary analyses, creative writing assignments, research-based writings, oral presentations, and multi-disciplinary projects.

Homework: The typical homework assignment in this course will take over 60 minutes to complete.

<p><b>PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION AND FEE DETAILS.</b></p>
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**Humanities** 1 Credit (0.5 Credits English / 0.5 Credits Social Studies)

Course No. 080

Grade 12

Level 1

Trimesters: 2

**Prerequisite:** U.S. History and American Literature.

Humanities is a course intended for the very capable and highly motivated student dedicated to academic study. The purpose of the course is to explore the interdisciplinary nature of history, literature, art, and music. The course will be co-taught by one English teacher and one history teacher, supplemented throughout the course by teacher presentations from the art and music departments. The humanities utilize a specific way of thinking about and responding to the world, prompting people to examine and make sense of the human experience in general and their individual experiences in particular. The humanities enable people to reflect upon their lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic way about the challenges faced in their families, their communities, and as a nation. The Humanities course requires students to read extensively and critically, make presentations, respond to materials in written essays, and to actively participate in discussions.

Homework: The typical homework assignment in this course will take approximately 45 minutes to complete.

**Modern Communication** 1 Credit

Course No. 070

Grade 12

Level 2

Trimesters: 2

Through interactive, project-based instruction, students will learn the various forms of English communication in a technology based course. Topics of study include how to prepare for the “real world”, how to choose a career, how to make business contacts, business letters, and resume writing. There is a focus on the creation and delivery of effective oral presentations. Students will have opportunities to demonstrate listening, oral, and written skills in both individual and collaborative projects. Students will also study literature that explores the themes and issues that are consistent with the human work experience such as personal success, professional success, and ethics. This course is team-taught by a member of the English department and a member of the Career and Technical Education department; however, students earn 1.0 credit in English only.

**Writing for Career and College** .5 Credit

Course No. 095

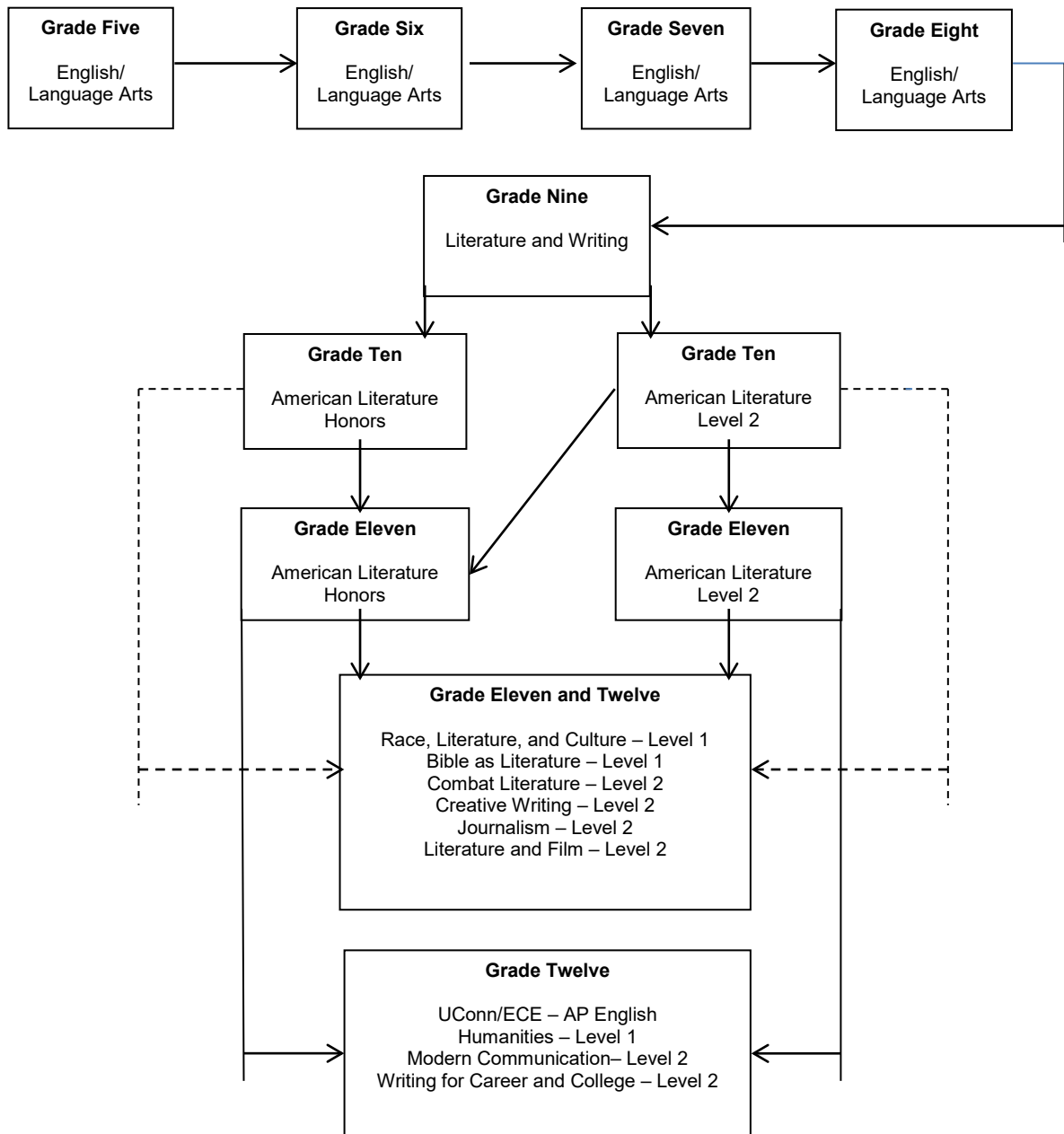
Grade 12

Level 2

Trimesters: 1

This writing course, for students who want to improve writing fluency, uses short stories, novels, and magazine articles as mentor texts to help guide and focus student writing. Having a choice of writing topics and mentor authors allows students to personalize aspects of the course. Students will follow the cyclical process of planning, drafting, revising, editing, publishing, and reflecting to make their writing better.

## English / Language Arts Sequence of Courses Grades 5-12



**Dashed arrows indicate optional courses for juniors in addition to the required American Literature course.**

## HEALTH EDUCATION COURSE OFFERINGS

Grade	Course
9	Freshman Health/PE
10	Sophomore Health/PE
11 - 12	Junior/Senior Health

Health Education is designed to help students assume responsibility for their health and the health of others. Courses focus on the development of the following health skills: Accessing information, Analyzing Influences, Decision-Making and Goal-Setting, Communication, Self-Management, and Advocacy.

**Please Note: Courses must be taken in grade level sequence, and passing each health course is required for graduation.**

**Health** .25 Credit  
Grade 9

Health topics will be taught in physical education.

**Health** .25 Credit  
Grade 10

**Prerequisite:** Successful completion of 9<sup>th</sup> grade health.

Health topics will be taught in physical education.

**Junior/Senior Health** .5 Credit  
Grades 11-12

Course No. 388

**Prerequisite:** Successful completion of 10<sup>th</sup> grade health.

Students will continue to develop and practice Health skills, particularly decision making and advocacy. Units include but are not limited to distracted driving, blood and organ donation, mental illness, cancer, sexual health, and substance abuse.

**Note:** The scheduling program assigns students to *Junior/Senior Health* in either year as the course fits students' schedules. Consequently, the Final Exam Exemption Policy for seniors will apply to all students when they take the class.



# MATHEMATICS DEPARTMENT COURSE OFFERINGS

Grade	Level 1	Level 2	Level 3
9	Geometry –Honors Introduction to Computer Science	Algebra I Introduction to Computer Science	Geometry Algebra I Integrated Algebra and Geometry
10	Algebra II-Honors Introduction to Computer Science Computer Science Application Development	Geometry Introduction to Computer Science	Algebra II Geometry Algebra I
11	Pre-Calculus –Honors Introduction to Computer Science AP Computer Science A Computer Science Application Development	Algebra II Introduction to Computer Science	Pre-College Algebra and Trigonometry Pre-Calculus Algebra II Geometry Accounting
12	UConn/ECE Advanced Placement Calculus I + II (BC) UConn/ECE Advanced Placement Calculus I (AB) UConn/ECE Advanced Placement Statistics Introduction to Computer Science AP Computer Science A Computer Science Application Development	Pre-College Algebra and Trigonometry Pre-Calculus Introduction to Computer Science	Statistics Introduction to Calculus Pre-College Algebra and Trigonometry UConn/ECE Discrete Math Statistics Accounting Algebra II

The placement of courses in this chart is what is typical. See the flow chart at the end of the math section to see all of the options.

In the Mathematics Department, Levels 1, 2, and 3 are defined as follows:

**Level 1** - For students who have demonstrated exceptional skills in mathematics, who are considering mathematics or science related careers, and who meet the criteria established by the Mathematics Department.

**Level 2** - For students who may have a commitment to mathematics or science related careers or who wish to pursue a rigorous and demanding college-bound sequence of study.

**Level 3** - For students who wish to pursue an academic program in preparation for college or a technical field, but at a pace that allows for the review of skills that have not been previously mastered.

## Notes:

- The State of Connecticut requires three (3) credits of mathematics for graduation. DHHS requires 3.5 credits for graduation.
- Student placements are based on performance in the previous math course. A student will not be recommended for a course unless he/she has met the prerequisite that is found at the top of the course description.
- The average of a student's exam (midterms and final) grades must be 65 or greater to remain in level 1 or level 2.
- An A average and a teacher recommendation is required in a current course before a student will be considered for advancement to a higher level.**

**Integrated Algebra and Geometry** 1.0 Credit

Course No. 231

Grade 9

Level 3

Trimesters: 2

**Prerequisite:** Pre-Algebra A or Pre-Algebra B or the equivalent.

This course is offered to students who have completed Pre-Algebra. The students will extend their mathematical skills as they explore and solve problems using algebra and geometry skills. They will work cooperatively and use technology to investigate real world problems.

**Algebra I** 1.5 Credit

Course No. 232

Grade 9

Level 2

Trimesters: 3

**Prerequisite:** Pre-Algebra A with the minimum grade of B.

The Algebra I level 2 curriculum is tied to the Connecticut State Standards and the needs of college bound students. Units focus on mastery of big ideas and transfer of skills to complex real-life tasks. Units include patterns, linear functions, statistical modeling, systems of equations and inequalities, quadratic and absolute value functions, and exponential functions. This course, which serves as the foundation for subsequent math courses, is rigorous and focuses on depth of understanding.

**Algebra I** 1.5 Credit

Course No. 233

Grades 9-10

Level 3

Trimesters: 3

**Prerequisite:** Pre-Algebra A with a minimum grade of C or Pre-Algebra B with a minimum grade of B or successful completion of Integrated Algebra and Geometry Level 3.

The Algebra I level 3 curriculum is tied to the Connecticut State Standards and the needs of college bound students. Units focus on mastery of big ideas and transfer of skills to complex real-life tasks. Units include patterns, linear functions, statistical modeling, systems of equations and inequalities, quadratic functions, and exponential functions. The pace of this course allows for more time on each topic and review of prerequisite skills. Algebra I serves as the foundation for subsequent math courses at this level.

**Geometry - Honors** 1 Credit

Course No. 241

Grades 9-10

Level 1

Trimesters: 2

**Prerequisite:** Algebra I Level 2 with a final grade of A and a teacher recommendation.

This course will fully explore topics in plane, solid, and coordinate geometry through the study of spatial relationships and the use of an articulated, logical deductive system. Rigorous proofs will be an integral part of this course. Geometric concepts will be reinforced utilizing algebraic skills.

**Geometry** 1 Credit

Course No. 242

Grades 9-10

Level 2

Trimesters: 2

**Prerequisite:** 8<sup>th</sup> Grade Algebra I with a minimum of B- or Algebra I level 2 with a minimum grade of B- or Algebra I Level 2 with a minimum grade of B- or Algebra I Level 3 with a minimum grade of A, teacher recommendation and successful completion of simplifying radicals unit from Algebra I Level 2.

This course will explore topics in plane, solid, and coordinate geometry, with emphasis on the development of an articulated, logical, and deductive system centered on proof. Applications of algebra will be used throughout the course to reinforce the concepts covered in geometry.

**Geometry** 1 Credit

Course No. 243

Grades 10-11

Level 3

Trimesters: 2

**Prerequisite:** Successful completion of Algebra I.

This geometry course is presented through the study of visual patterns. Topics in plane and solid geometry are studied through the traditional postulates with algebra integrated throughout the course. Transformations and measurement, including area and volume, are explored as well as an introduction to the concept of proof.

**Algebra II - Honors** 1 Credit

Course No. 251

Grades 10-11

Level 1

Trimesters: 2

**Prerequisite:** Geometry - Honors with a minimum grade of B. Algebra I with a grade of A and teacher recommendation.

This course extends the content learned in Algebra I. Linear quadratic, polynomial, rational, exponential, and logarithmic functions and complex numbers are studied in detail. The use of both real and complex numbers will be explored. Advanced problem solving is a key component of this course. Topics in trigonometry will also be introduced.

**Algebra II** 1 Credit

Course No. 252

Grades 10-11

Level 2

Trimesters: 2

**Prerequisite:** Algebra I Level 2 with minimum grade of B- and Geometry Level 2 with a minimum grade of B-.

This course extends the content learned in Algebra I. Linear functions, quadratic functions, polynomial, and rational exponential functions, logarithmic functions, trigonometric functions, and the complex numbers are studied in detail. Problem solving is an integral part of the course focus. Scientific and graphing calculators will be used as tools to broaden the students' mathematical experience.

**Algebra II** 1 Credit

Course No. 253

Grades 11-12

Level 3

Trimesters: 2

**Prerequisite:** Successful completion of Algebra I and Geometry.

This course extends the content learned in Algebra I. New topics will include the study of functions, with particular emphasis on linear, quadratic, logarithmic, and exponential functions. An introduction to complex numbers will be included. Problem solving will focus on real world applications.

**Introduction to Computer Science** 1 Credit

Course No. 288

Grades 9-12

Level 2; Contract for Level 1\*

Trimesters: 2

**Prerequisite:** Successful completion of Algebra I.

This course will provide an in-depth introduction to computer programming using a modern programming language. Students will learn how to design and develop programs and will learn the major programming topics including: program flow and control, iteration, branching, data structures, functions, user-interface design, file input/output, arrays, lists, and algorithms. In addition, object-oriented, design and development concepts will be introduced. This is a hands-on class, and students should be prepared to spend a considerable amount of time working on their projects outside of class.

\*Students may sign a contract which will specify academic requirements that must be met in order for Level 1 credit to be granted. After contracting for Level 1 credit, any student seeking to drop to Level 2 must follow all of the requirements for dropping a course. (See description in the Program of Studies.)

**Computer Science Application Development** .5 Credit

Course No. 285

Grades 10-12

Level 1

Trimesters: 1

**Prerequisite:** Students should have completed both of these prerequisites:

- a) Algebra II Level 2 with a final grade of A- or higher OR Algebra II Level 1 with a final grade of B- or higher.
- b) Introduction to Computer Science Level 2 with a final grade of A OR Introduction to Computer Science Level 1 with a final grade of B- or higher OR AP Computer Science A with a final grade of C or higher OR personal programming experience with teacher approval.

Computer Science Application Development is an advanced programming course that teaches the fundamentals of software development by allowing students to build complete applications based on a variety of platforms. In this project-based lab course, students will learn to develop computer applications for commercially available platforms, including but not limited to the web, mobile phones, home devices, robotics, databases, and dedicated microprocessors. Students must have prior knowledge of a high-level programming language such as Java, C++, Python, or Visual Basic as a prerequisite. Throughout the course, teams of students will be required to teach a short unit on a specific technology of their choice to the whole class. The final exam will consist of a final project of the students' choosing that demonstrates the abilities and concepts learned during the course.

**Pre-College Algebra and Trigonometry** 1 Credit

Course No. 260

Grades 11-12

Level 2

Trimesters: 2

**Prerequisite:** Algebra II Level 2 with a minimum grade of C- or Algebra II Level 3 with an A and teacher recommendation.

This course extends Algebra II topics and introduces major topics of trigonometry. It serves as a bridge between Algebra II and Pre-calculus and is designed to prepare students for post-secondary mathematics courses.

**Pre-Calculus - Honors** 1 Credit

Course No. 261

Grade 11

Level 1

Trimesters: 2

**Prerequisite:** Algebra II – Honors with a minimum grade of B. Algebra II Level 2 with a minimum grade of A, teacher recommendation and successful completion of trigonometric unit from Algebra II - Honors.

This course is primarily designed as a preparation for Advanced Placement Calculus. Students who meet the requirements for this course will be provided with a rich mathematical foundation upon which to build. Trigonometry, polar coordinates, conic sections, vectors, sequences, and the limit and the derivative of a function will be among the topics covered. Students must have a graphing calculator because its use is integrated throughout the course.

**Pre-Calculus** 1 Credit

Course No. 262

Grades 11-12

Level 2

Trimesters: 2

**Prerequisite:** Algebra II Level 2 with a minimum grade of B- or Pre-College Algebra and Trigonometry Level 2 with a minimum grade of B-.

This course is designed to prepare students for calculus. The first trimester will cover polynomial, rational, power, exponential, and logarithmic functions. The second trimester will focus on trigonometric functions. Students must have a graphing calculator because its use is integrated throughout the course.

**Note:** At the end of their Algebra level 2 course, students will be given a set of practice problems. Proficiency in these skills is necessary for success in Pre-Calculus. These problems, with support materials, will be available online. An assessment on these skills will be given during the second week of class.

**Introduction to Calculus** 1 Credit

Course No. 289

Grade 12

Level 2

Trimesters: 2

**Prerequisite:** Pre-Calculus Level 2 with a minimum grade of B- and teacher recommendation.

Students will review prerequisite algebra and geometry skills and then move on to beginning calculus topics which lean heavily on concepts of limits and differentiation. This course is not intended to prepare students for the AP Calculus exam or satisfy university requirements for a full one trimester calculus course. Students must have access to a graphing calculator at their home for this course because graphing calculator use will be integrated throughout the course.

**Advanced Placement Calculus (BC)** 1.5 DHHS Credits  
**University of Connecticut, Early College Experience**  
**(Calculus I and II: MATH 1131Q / MATH 1132Q)** 8 UConn Credits

Course No. 271

Grade 12

Level 1

Trimesters: 3

**Prerequisite:** Pre-Calculus Honors with a minimum grade of B or Pre-Calculus with a minimum grade of A.

This challenging course allows students to preview college work, build confidence, and earn college credit. It is concerned with developing student understanding of calculus concepts and providing experiences in theory, fundamentals, and applications. Concepts will be explored graphically, numerically, analytically, and verbally. This course focuses on all the topics of differential and integral calculus and investigates polynomial approximations and series. Polar graphs, parametric equations, and differential equations will be included. The curriculum in this course will also be sufficient preparation for the AP Calculus BC Exam. Graphing calculator use will be integrated throughout the course. Students must have a graphing calculator for home use. Only students who are registered in the UConn/ECE program and earn a grade of C or better will receive UConn/ECE credit.

Homework: The typical homework assignment in this course will take approximately 45 minutes to complete.

**PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION AND FEE DETAILS.**

**Advanced Placement Calculus (AB)** 1 DHHS Credit  
**University of Connecticut, Early College Experience**  
**(Calculus I: MATH 1131Q)** 4 UConn Credits

Course No. 272

Grade 12

Level 1

Trimesters: 2

**Prerequisite:** Pre-Calculus Honors with a minimum grade of B or Pre-Calculus with a minimum grade of A.

The course is designed to build a strong foundation in the basics of calculus: differentiation and integration. Students are introduced to new ways of thinking about math including graphical, numerical, and analytical approaches. Modeling, problem solving, and data analysis emphasizing real life data will also be studied. The curriculum in this course will also be sufficient preparation for the AP Calculus AB Exam. The graphing calculator use will be integrated throughout the course. Students must have a graphing calculator for home use. Only students who are registered in the UConn/ECE program for this course and earn a grade of C or better will receive UConn/ECE credit.

Homework: The typical homework assignment in this course will take approximately 45 minutes to complete.

**PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION AND FEE DETAILS.**

**Advanced Placement Statistics** 1 DHHS Credit  
**University of Connecticut, Early College Experience**  
**(Elementary Concepts of Statistics: STAT 1100Q)** 4 UConn Credits  
Grade 12  
Level 1  
Trimesters: 2

Course No. 291

**Prerequisite:** Pre-Calculus Honors with a minimum grade of B- or Pre-Calculus with a minimum grade of A.

This course will use modern methods of data analysis to explore and master all topics necessary for success on the AP Statistics exam. Students will explore the four broad conceptual themes: exploring data, planning a study, probability, and statistical inference. Technology will play an essential role in the learning through graphical representation, simulation, and experimentation. The graphing calculator use will be integrated throughout the course. Students must have a graphing calculator for home use. Only students who are registered in the UConn/ECE program for this course and earn a grade of C or better will receive UConn/ECE credit.

**PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION AND FEE DETAILS.**

**Discrete Math** .5 DHHS Credit  
**University of Connecticut, Early College Experience**  
**(Elem. Discrete Mathematics: MATH 1030Q)** 3 UConn Credits  
Grade 12  
Level 3  
Trimesters: 1

Course No. 267

**Prerequisite:** Algebra II Level 3 with minimum grade of C.

This course has been designed to extend the high school mathematics experience of level 3 students after they complete Algebra II. Each chapter introduced is independent of the other and focuses more on applications, modeling, and use of technology rather than abstract algebraic concepts. Topics covered will include but not necessarily be limited to finances, probability, election theory, and graph theory. Only students who are registered in the UConn/ECE program for this course and earn a grade of C or better will receive UConn/ECE credit.

**PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION AND FEE DETAILS.**

**Accounting** 1 Credit  
Grades 11-12  
Level 2  
Trimesters: 2

Course No. 491

This introductory accounting course familiarizes students with the accounting principles and practices commonly used in business. Students work with journals, ledgers, work sheets, and financial statements. The students will check records, bank reconciliations, and financial reports. Automated accounting software is incorporated to expand students' familiarity with "real life" accounting practices. This course is beneficial to students who plan on majoring in business administration at the post-secondary level.

**Advanced Placement Computer Science A** 1 Credit

Course No. 281

Grades 11-12

Level 1

Trimesters: 2

**Prerequisite:** Students should have completed both of these courses:

- a) Algebra II Level 2 with a final grade of A- or higher OR Algebra II Level 1 with a final grade of B- or higher.
- b) Introduction to Computer Science Level 2 with a final grade of A OR Introduction to Computer Science Level 1 with a final grade of B- or higher OR personal programming experience with teacher approval.

AP Computer Science A is an introductory college-level computer programming course that focuses on problem solving through the use of computer programming. The course follows the College Board's AP Computer Science curriculum, with a goal of preparing students for the AP Computer Science A exam. Students will understand and be able to use the concepts, techniques, and skills typically covered in a typical college-level introductory computer science course. Specifically, students will be able to analyze problems and design and implement software solutions to these problems using an object oriented approach. Students will become sufficient in writing, executing, testing, and debugging programs in the Java programming language.

**Statistics** 1 Credit

Course No. 292

Grade 12

Level 2

Trimesters: 2

**Prerequisite:** Algebra II Level 2 with a minimum grade of C- or Algebra II Level 3 with a minimum grade of A and teacher recommendation.

This two trimester course provides students with a range of topics in both probability and statistics. Students learn how to collect and graph data, calculate and interpret linear regression, design experiments, sample, and compute probabilities. Students will also learn how to use sample statistics to infer conclusions about population parameters. Students must have a graphing calculator for home use.

**Statistics** .5 Credit

Course No. 293

Grade 12

Level 3

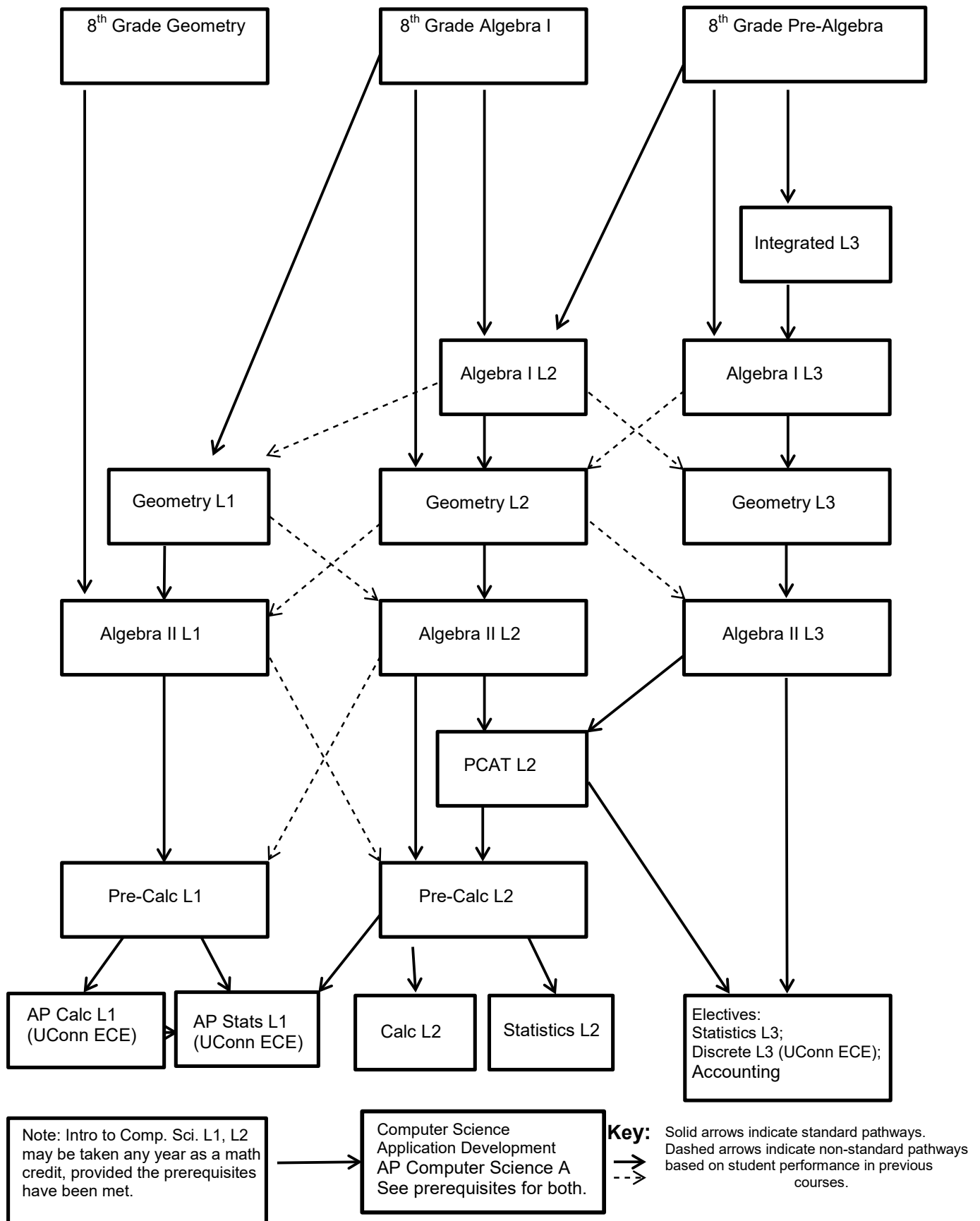
Trimesters: 1

**Prerequisite:** Successful completion of Algebra II.

This one trimester course provides students with an overview of statistics. Students learn how to collect and graph data, calculate and interpret linear regression, design experiments, and sample randomly. Graphing calculators will be provided for students to facilitate modeling and interpreting data.



## Mathematics Sequence of Courses Grades 8 – 12



## MUSIC DEPARTMENT COURSE OFFERINGS

Grade	General	Instrumental	String	Vocal
9	Music Theory 1 Music Theory 2 Piano 1 Piano 2	Concert Band Jazz Band	String Orchestra Chamber Orchestra	Chorus Show Choir Show Choir Band Waes Haeil Madrigals
10	Music Theory 1 Music Theory 2 Piano 1 Piano 2	Concert Band Jazz Band	String Orchestra Chamber Orchestra	Chorus Show Choir Show Choir Band Waes Haeil Madrigals
11	Music Theory 1 Music Theory 2 Piano 1 Piano 2	Symphonic Band Jazz Band	Sinfonietta Chamber Orchestra	Chorus Concert Choir Show Choir Show Choir Band Waes Haeil Madrigals
12	Music Theory 1 Music Theory 2 Piano 1 Piano 2	Symphonic Band Jazz Band	Sinfonietta Chamber Orchestra	Chorus Concert Choir Show Choir Show Choir Band Waes Haeil Madrigals

Daniel Hand High School offers an outstanding music program. Students are encouraged to participate in a four-year program or to select courses as their schedules permit.

### **Concert Band**    1 Credit

Course No. 707

Grades 9-10

Trimesters: 3 (40 minute periods)

**Prerequisite:** Successful completion of Concert Band at Polson Middle School.

Students new to Daniel Hand High School who did not complete both the grade 7 and grade 8 band courses at Polson must audition with the middle school and high school band director and demonstrate an appropriate level of performance, as well as take a music theory entrance exam.

This course is open to any student in grades 9 – 10 who shows a proficiency in playing a band instrument. Band meets daily throughout the school year. Two major concerts are performed yearly. Students will be evaluated on both an individual and group performance basis. Attendance at all performances is required. Through the rehearsal and performance of culturally diverse music from different time periods, students will refine the skills of ensemble playing, which include phrasing, balance, and interpretation of music. Students attend a mandatory one-week band camp at the high school in August to prepare for marching season. Marching at football games, parades, and one major activity such as an exchange concert, band day at West Point, or Disney World are some of the exciting activities of the band.

**Symphonic Band** 1 Credit

Course No. 706

Grades 11-12

Trimesters: 3 (40 minute periods)

**Prerequisite:** Concert Band (Course 707). Any student who has not taken Concert Band or students new to Daniel Hand High School must audition with the band director and demonstrate an appropriate level of performance.

This course is open to any student in grades 11 – 12 who shows a proficiency in playing a band instrument. Band meets daily throughout the school year. Two major concerts are performed yearly. Students will be evaluated on both an individual and group performance basis. Attendance at all performances is required. Through the rehearsal and performance of culturally diverse music from different time periods, students will refine the skills of ensemble playing, which include phrasing, balance, and interpretation of music. Students attend a mandatory one-week band camp at the high school in August to prepare for marching season. Marching at football games, parades, and one major activity such as an exchange concert, band day at West Point, or Disney World are some of the exciting activities of the band.

**Chorus** 1 Credit

Course No. 712

Grades 9-12

Trimesters: 3 (40 minute periods)

The Chorus is made up of those students with good music reading ability, proper use of voice as an instrument, and an ability to hold to their assigned part against other parts or accompaniment. The course is made up of students who will develop skills in sight-reading, independent part-singing, and proper vocal technique. All freshmen and sophomores will be placed in this course.

**Concert Choir** 1 Credit

Course No. 715

Grades 11-12

Trimesters: 3 (40 minute periods)

Students in Concert Choir must be able to demonstrate an advanced level of musicianship. Students must be able to demonstrate proper vocal technique, music reading ability, and an ability to hold to their assigned part against other parts or accompaniment.

**String Orchestra** 1 Credit

Course No. 721

Grades 9-10

Trimesters: 3 (40 minute periods)

**Prerequisite:** Recommendation from the middle school orchestra director for incoming freshmen. Students new to Daniel Hand High School must demonstrate an appropriate level of performance.

String players with two or more years of experience will comprise the string orchestra. A variety of music literature will be studied and performed, with the emphasis on each student's own improvement and active participation in concerts, exchange programs, festivals, and other musical activities. Attendance at all musical performances is required. Through the varied repertoire, students will enhance their ability and understanding of instrument and bow technique, interpretation of music, and balance reaching toward a higher level of musicianship. Students will be assessed as a group as well as individually.

**Sinfonietta** 1 Credit

Course No. 725

Grades 11-12

Trimesters: 3 (40 minute periods)

**Prerequisite:** Students new to Daniel Hand High School must demonstrate an appropriate level of performance.

String players with four or more years of experience will comprise the string orchestra. A variety of music literature will be studied and performed, with the emphasis on each student's own improvement and active participation in concerts, exchange programs, festivals, and other musical activities. Attendance at all musical performances is required. Through the varied repertoire, students will enhance their ability and understanding of instrument and bow technique, interpretation of music, and balance reaching toward a higher level of musicianship. Students will be assessed as a group as well as individually.

**Piano 1** .5 Credit

Course No. 743

Grades 9-12

Trimesters: 1

This approach to class piano instruction provides an introduction to the keyboard designed to promote music reading, performance skills, and self-expression. Repertoire will range from classical to popular musical styles. Students will also learn the basics of music theory as they relate to playing the piano. This course is designed for the beginning student with little or no experience on the piano.

**Piano 2** .5 Credit

Course No. 744

Grades 9-12

Trimesters: 1

**Prerequisite:** Successful completion of Piano 1 or recommendation from the middle/high school music teacher. Students new to Daniel Hand High School or who have not taken this course must demonstrate an appropriate level of achievement on piano.

This class is an extension of the Piano 1 course and includes the review and further development of music reading, performance skills, and self-expression. Repertoire will range from classical to popular musical styles. Students will also further their knowledge of music theory as well as prepare more advanced piano literature. A main component of this course will focus on the individual preparation of several pieces of music as a culminating activity.

**Music Theory 1** .5 Credit

Course No. 741

Grades 9-12

Trimesters: 1

Music provides a way for students to express themselves artistically, but music also enhances intelligence and creativity. Music Theory 1 is designed to develop students' visual and aural understanding of the structure of music. Students will study the language and symbols of music. Not only will students learn to read various musical elements, such as scales, chords, pitch notations, and time signatures, they will also learn to construct these elements themselves. The course also teaches students to understand basic forms in music compositions, including the skill of notation. As students learn these various aspects of music theory, they will undergo ear training to teach them to recognize these elements aurally as well.

**Music Theory 2** .5 Credit

Course No. 742

Grades 9-12

Trimesters: 1

**Prerequisite:** Successful completion of Music Theory 1 or recommendation from the middle/high school music teacher. Students new to Daniel Hand High School must demonstrate an appropriate level of achievement.

Music Theory 2 is designed to further develop students' visual and aural understanding of the structure of music. Concepts and studies introduced in Music Theory 1 will be revisited and further elaborated upon. Students will continue to use knowledge gained over the two courses to compose and/or arrange music. Ear training will be an integral part of this course.

**Jazz Band** 1 Credit

Course No. 703

Grades 9-12

Trimesters: 3 (51 minute periods)

This ensemble is open to any student who shows proficiency in playing alto sax, tenor sax, baritone sax, trumpet, trombone, drum set, piano, guitar, or bass guitar. Enrollment is determined by audition, which will be held during the first two weeks of school. All styles of jazz band music will be played, including swing, rock, Latin, and more. Two major concerts will be performed yearly. The group will also have opportunities to perform at outside functions throughout the year.

**Note:** Class will meet from 2:04 p.m. - 2:55 p.m. Monday and Wednesday through Friday. Athletic coaches and activity advisors have been informed about the need for students enrolled in this class to miss 25 minutes of practice/activity.

**Chamber Orchestra** 1 Credit

Course No. 722

Grades 9-12

Trimesters: 3 (51 minute periods)

Chamber Orchestra will be made up of students who have shown outstanding musical ability on their string instrument through an audition process. The group will study and rehearse advanced orchestral repertoire, chamber music, and chamber ensemble techniques. The performances will include the bi-yearly concerts as well as outside functions. Membership in this ensemble is determined by audition, which will be held during the spring of the previous year.

**Note:** Class will meet from 2:04 p.m. – 2:55 p.m. Monday and Wednesday through Friday. Athletic coaches and activity advisors have been informed about the need for students enrolled in this class to miss 25 minutes of practice/activity.

**Show Choir** .7 Credit

Course No. 719

Grades 9-12

Trimesters: 2 (51 minute periods)

The Show Choir is made up of those students with outstanding music reading ability and the confidence to combine singing and dancing in a small group setting. The choir will perform at various occasions, which require a smaller performing group. Membership is determined by audition, which will be held during the spring of the previous year.

**Note:** Class will meet from 2:04 p.m. – 2:55 p.m. Monday and Wednesday through Friday. Athletic coaches and activity advisors have been informed about the need for students enrolled in this class to miss 25 minutes of practice/activity.

**Show Choir Band** .4 Credit  
Grades 9-12  
Trimesters: 2 (51 minute periods)

Course No. 726

This ensemble is open to students who have demonstrated a high level of musicianship and proficiency in their instrument. Enrollment is determined by audition, which will be held during the spring of the previous year. Instrumentation and song selection will vary each year depending on the theme of the show. Students are required to perform with the Show Choir outside of the school day in concerts and festivals throughout the year.

**Note:** Class will meet from 2:04 p.m. – 2:55 p.m. Wednesday and Friday. Athletic coaches and activity advisors have been informed about the need for students enrolled in this class to miss 25 minutes of practice/activity.

**Waes Haeil Madrigals** .3 Credit  
Grades 9-12  
Trimesters: 1 (51 minute periods)

Course No. 717

Waes Haeil Madrigals will be made up of students who have shown outstanding vocal ability through an audition process. The group will study and rehearse madrigal style music from the 16th century to the present. The style will be primarily "a capella," and performances will take place on various occasions and for many outside functions. Membership is determined by audition, which will be held during the spring of the previous year.

**Note:** Class will meet from 2:04 p.m. – 2:55 p.m. Monday and Wednesday through Friday. Athletic coaches and activity advisors have been informed about the need for students enrolled in this class to miss 25 minutes of practice/activity.

**Flag Squad** No Credit  
Grades 9-12  
Trimesters: 3 (See schedule below)

Course No. 709

The flag squad is selected by tryouts during the spring of the previous year. Students do not need prior experience and will be taught a flag routine by our current flag squad members. A squad of twenty will be selected. Performing at all home football games and parades with the Tiger Marching Band is the main activity of this group.

**Note:** Class will meet 7:00 p.m. - 9:00 p.m. on Thursday nights.

# PHYSICAL EDUCATION DEPARTMENT COURSE OFFERINGS

## Physical Education Department Wellness/Exercise Science Program Offerings

Grade	Trimester 1	Trimester 2	Trimester 3
9	Health Topics Fitness Testing Ultimate Frisbee Personal Fitness Pickleball I Cultural Dance Project Adventure –New Games	Health Topics Fitness Testing Pickleball I Basketball Personal Fitness Cultural Dance Project Adventure –New Games	Health Topics Fitness Testing Ultimate Frisbee Personal Fitness Pickleball I Cultural Dance Project Adventure –New Games
10	Health Topics Fitness Testing Badminton I Swing Dancing Weight Training I Project Adventure –Team Building	Health Topics Fitness Testing Badminton I Swing Dancing Weight Training I Project Adventure –Team Building	Health Topics Fitness Testing Badminton I Swing Dancing Weight Training I Project Adventure –Team Building
11 - 12	Fitness Testing Adult CPR /AED Self Defense Weight Training II Street Hockey Archery Badminton II Pickleball II Recreational Games	Fitness Testing Adult CPR /AED Self Defense Weight Training II Street Hockey Pickleball II Badminton II Recreational Games	Fitness Testing Adult CPR /AED Self Defense Weight Training II Street Hockey Archery Badminton II Pickleball II Recreational Games

The Physical Education program at Daniel Hand High School stimulates and guides the intellectual, social, emotional, and physical development of all high school students, including those with special needs. Students are provided with a balanced sequential program of age appropriate activities such as fitness, rhythm and dance, cooperative games, movement education, as well as individual and team activities. Students will value physical activity and its contribution to a healthy lifestyle. Students will appreciate the relationships with others that result from participation in physical activity. Students will learn the knowledge and skills to select and participate in physical activity safely, competently, and with personal satisfaction. Students will develop health-related fitness, physical competence, cognitive understanding, and a positive attitude about physical activity. Students will respect the role that regular physical activity plays in their pursuit of lifelong health and physically active lifestyle.

The Physical Education program provides an environment conducive to learning, enjoying, and building self-confidence. A physically educated person has learned skills necessary to perform a variety of physical activities, is physically fit, participates regularly in physical activity, knows the implications of and the benefits from involvement in physical activities, and values physical activity and its contribution to a healthful lifestyle.

**Passing Physical Education is required for graduation.**

**Freshmen** .25 Credit Health / .25 Credit Physical Education  
Trimesters: 1

Course No. 910

All physical education classes meet for one trimester. Each student will be enrolled in one trimester of physical education per year. Health topics will be taught as a component of the Physical Education curriculum.

**Sophomores** .25 Credit Health / .25 Credit Physical Education  
Trimesters: 1

Course No. 920

All physical education classes meet for one trimester. Each student will be enrolled in one trimester of physical education per year. Health topics will be taught as a component of the Physical Education curriculum.

**Juniors** .5 Credit  
Trimesters: 1

Course No. 928

All physical education classes meet for one trimester. Each student will be enrolled in one trimester of physical education per year.

**Self Defense** .5 Credit  
Grade 11  
Trimesters: 1

Course No. 931

The Self Defense course is divided into three parts. Participants in this class will become familiar with different aspects of self-defense, become trained and/or certified in CPR/AED Adult, explore fitness concepts and implement personal fitness plans that promote lifelong fitness. Through confidence building activities, skill work, and roleplaying, students will have the ability to feel less vulnerable and more in control. Strategies are aimed towards awareness and prevention.



## SCIENCE DEPARTMENT COURSE OFFERINGS

Grade	Honors	Level 2
9	Honors Biology	Biology Earth Science Conceptual Chemistry Conceptual Physics
10	Honors Chemistry Honors Physics	Chemistry Physics Earth Science Conceptual Chemistry Conceptual Physics Anatomy and Physiology Infectious Disease Agricultural Science Marine Science (Science/CTE Interdisciplinary)
11	Honors Chemistry Honors Physics AP Biology AP/ECE Chemistry AP/ECE Physics 1 AP/ECE Physics C Biotechnology	Chemistry Physics Anatomy and Physiology Infectious Disease Agricultural Science Marine Science (Science/CTE Interdisciplinary) Biotechnology Environmental Science Chemistry for Health Science Physics and Engineering
12	Honors Chemistry Honors Physics AP Biology AP/ECE Chemistry AP/ECE Physics 1 AP/ECE Physics C	Chemistry Physics Anatomy and Physiology Infectious Disease Agricultural Science Marine Science (Science/CTE Interdisciplinary) Biotechnology Environmental Science Chemistry for Health Science Physics and Engineering

**The placement of courses in this chart is what is typical. Please carefully read the course descriptions for detailed information and prerequisites. The chart at the end of the science section provides another view of the sequence of these courses.**

In the Science Department, Levels 1 and 2 are defined as follows:

**Level 1** Suggested for students who have demonstrated exceptional skills in math and science and reading and have a strong interest in science.

**Level 2** Suggested for students who have demonstrated adequate skills in math, science, and reading and are interested in pursuing a college preparatory program.

**Note:**

- Students should be guided by the prerequisite list in each course description.
- Students should not sacrifice breadth of coverage for concentration in any area.
- The Madison Board of Education requires three credits of science as a graduation requirement.
- All science courses are considered to be lab based courses.
- All courses, with the exception of AP and ECE, are aligned to the Next Generation Science Standards and Practices.

**Required Science Courses: Grade Nine**  
**Students must pass either Biology or Honors Biology.**

**Biology** (formerly Biological Systems) 1 Credit

Course No. 312

Grade: 9\*

Level 2

Trimesters: 2

***\*Note: During the 2019-2020 school year, sophomores may take this course.***

This course focuses on the ecological processes of life. Through scientific inquiry, students will implement thoughtful and coordinated approaches to search out, describe, explain, and predict natural phenomena. Students will explore major units that include; Energy and Matter in Ecosystems, Population Dynamics, Cellular Transport, Cell Growth and Division, Heredity and Evolution. To support concepts explored and assess learning, students will plan and conduct experiments, generate and analyze data, draw conclusions, engage in scientific argumentation, complete performance-based assessments, and develop scientific models.

Students in this course have the opportunity to select a second science course in order to have three trimesters of science. These courses are: Conceptual Chemistry, Conceptual Physics, and Earth Science.

**Honors Biology** 1.5 Credits

Course No. 301

Grade: 9\*

Level 1

Trimesters: 3

***\*Note: During the 2019-2020 school year, sophomores may take this course.***

This full-year course focuses on the molecular processes of life and its integration with the biosphere. Beginning with a study of biochemistry, students will learn about how life functions from the smallest units of life through the evolution of populations. A great deal of independent learning will take place in this fast-paced course as students uncover the mechanisms that drive biological phenomenon.

Critical thinking and strong reading comprehension skills are necessary for success in this course. Students will employ these skills to independently plan and conduct experiments, generate and analyze data, draw conclusions, engage in scientific argumentation, and develop scientific models.

Homework: Homework assignments vary in length, but average approximately 40 minutes per night.

## **Science Course Options: Grades Nine And Ten**

**Conceptual Chemistry** 0.5 Credit  
Grades 9-10  
Level 2  
Trimesters: 1

Course No. 348

This course is designed to support students in developing science skills in experimental design and laboratory investigations. Students will grapple with scientific phenomenon as they engage in learning experiences that will provide them with practice in the inquiry skills necessary for success in future science courses. Students will focus on chemistry in the world around them, including environmental chemistry, polymers, and consumer chemistry. To support concepts explored and assess learning, students will participate in lab experiments, performance based assessments, scientific modeling, and exploration of scientific phenomenon.

This course can be taken as a stand-alone course, or as a precursor to another chemistry course, or in conjunction with any other science course during a student's freshman or sophomore year as an opportunity to explore another discipline in the sciences.

**Conceptual Physics** 0.5 credits  
Grades 9-10  
Level 2  
Trimesters: 1

Course No. 356

This course is designed to support students in developing science skills in experimental design and laboratory investigations. Students will grapple with scientific phenomenon as they engage in learning experiences that will provide them with practice in the inquiry skills necessary for success in future science courses. Conceptual Physics will introduce students to key aspects of physics including motion, forces, work, power, machines, energy conversions, sound and light, among others. The course includes lab and project work. To support concepts explored and assess learning, students will participate in lab experiments, performance based assessments, scientific modeling, and exploration of scientific phenomenon.

This course can be taken as a stand-alone course, or as a precursor to another physics course, or in conjunction with any other science course during a student's freshman or sophomore year as an opportunity to explore another discipline in the sciences.

**Earth Science** 0.5 Credit  
Grade 9-10  
Level 2  
Trimesters: 1

Course No.300

This course is designed to support students in developing science skills in experimental design and laboratory investigations. Students will grapple with scientific phenomenon as they engage in learning experiences that will provide them with practice in the inquiry skills necessary for success in future science courses.

Earth Science will focus on exploration of Earth's place in the universe and fundamental systems that sculpt the planet. Through scientific inquiry, students will implement thoughtful and coordinated approaches to search out, describe, and explain concepts in astronomy, planetary science, and geologic and environmental systems. To support concepts explored and assess learning, students will participate in lab experiments, performance based assessments, scientific modeling, and exploration of scientific phenomenon.

This course can be taken as a stand-alone course or in conjunction with any other science course during a student's freshman or sophomore year as an opportunity to explore another discipline in the sciences.

## **Science Course Options: Grades Ten, Eleven, And Twelve**

### **Chemistry 1 Credit**

Course No. 342

Grades 10-12

Level 2

Trimesters: 2

**Prerequisite:** Successful completion of Biology or Honors Biology with a grade average of C+ or better, as well as Algebra I Level 2 with a grade average of C+ or better.

This course reflects Next Generation Science Standards and practices. The disciplinary core ideas are presented with phenomena that lead to understanding of real life occurrences. Topics include atomic theory, chemical periodicity, molecular theory of the states of matter, chemical reactions, stoichiometry, and energy conservation and transfer. The student will solve mathematical word problems as well as apply chemical principles to laboratory experiments and summative assessments.

### **Honors Chemistry 1.5 Credits**

Course No. 341

Grades 10-12

Level 1

Trimesters: 3

**Prerequisite:** Successful completion of Honors Biology with a B- or better or Biology with an A- or better, as well as completion of 8th Grade Algebra with a B+ or better, or Algebra I Level 2 with an A- or better. Concurrent enrollment in Algebra II is strongly recommended.

This course reflects Next Generation Science Standards and practices. Disciplinary core ideas, such as stoichiometry, energy, atomic theory, chemical periodicity, and properties of gases, liquids, solids, and solutions will be presented with phenomenon-based lessons. The student will maintain a laboratory journal and will use their data and observations from these journals to complete summative assessments. This course requires strong problem solving skills, independent study skills, and critical thinking.

Homework: The typical homework assignment in this course will take approximately 60 minutes to complete.

### **Physics 1.0 Credits**

Course No. 362

Grades 10-12

Level 2

Trimesters: 2

**Prerequisite:** Concurrent enrollment in or successful completion of Algebra II

This course provides the student with an introduction to the fundamental concepts of Newtonian physics and energy. The ideas presented are developed in a progression from simpler to more complex. The principles studied in this course are motion, force, momentum, energy and work, and electricity and magnetism, wave motion, light and sound. Students are expected to learn the fundamental concepts of physics, to place physics in historical and societal context, and to further develop their understanding and application of both mathematics and the scientific process. There is a strong laboratory component to this course.

**Honors Physics 1.5 Credits**

Course No. 358

Grades 10-12

Level 1

Trimesters: 3

**Prerequisite:** A- or better in Algebra II Level 2; B- or better in Honors Algebra II

Concepts studied in Physics will be presented at an accelerated pace and in significant depth. Students will find strong algebra and problem solving skills advantageous for success in this course. The ability to work independently outside of class is also a key to success in this course. Topics studied are kinematics, dynamics, work and energy, momentum, circular motion, simple harmonic motion, thermodynamics, wave motion, electricity, electromagnetism, light, and some modern topics (photoelectric effect, quantum theory). Learning activities include reading, problem solving, lectures, discussion, demonstrations and experiments that take place in class. Evaluation includes summative assessments, problem solving and conceptual homework, laboratory reports and performance-based assessments.

Homework: The typical homework assignment in this course will take approximately 60 minutes to complete.

**Anatomy and Physiology .5 Credit**

Course No.372

Grades 10-12

Level 2

Trimesters: 1

**Prerequisite:** Successful completion of Honors Biology or Biology

Students will begin the course with an overview of how the human body is organized. Students will then choose at least two body systems to explore via student-directed independent study. They will be able to choose from the nervous, endocrine, musculoskeletal, cardiovascular, respiratory, digestive, and immune systems. Particular emphasis will be placed on understanding how these systems function in a healthy state, so as to better understand illness and disease. Students will showcase what they have learned over the course of their research through the development of conceptual models and a website portfolio. They will be taught research skills, self-reliance, time management, and responsibility. *Dissection of a fetal pig is included in this course in order to give students first-hand experience with the various organs associated with the body system covered (alternative assignments will be available).*

**Infectious Disease .5 Credit**

Course No. 302

Grades 10-12

Level 2

Trimesters: 1

**Prerequisite:** Successful completion of Honors Biology or Biology

Students will explore the microscopic world of infectious agents through a combination of inquiry and research investigations. As students analyze the spread of pathogens through actual and hypothetical scenarios, they will identify not only the scientific basis of disease transmission, but also the roles that environment, socioeconomic status, and government policy play in the spread of disease. Students will explore the field of microbiology as they gain a deeper understanding of molecular and cellular factors that lead to disease symptoms, transmission, and resistance.

**Note:** The final assessment is a cumulative research project that will not be eligible for senior exemption.

**Agricultural Science .5 Credit**

Course No. 304

Grades 10-12

Level 2

Trimesters: 1

**Prerequisite:** Successful completion of Honors Biology or Biology

This course is designed to introduce students to gardening and horticulture techniques as a means to feed the ever growing human population. Time will be spent in the greenhouse, where students will conduct plant experiments and care for individual plant projects. In addition, students will spend time outdoors working in the class garden. Students will also explore the principles, concepts, and techniques of sustainable production of crops, covering biological, social, and economic components of sustainable farming systems; including soil and water management, cultural practices, pest control, and harvest. Studies of human activities that affect the condition of the atmosphere and how sustainable agriculture can be used to undo damage caused to the earth's systems will be explored. The students will learn to use reference sources in planning and implementing their projects.

**Marine Science & Technology 1 Credit (0.5 Credits CTE/0.5 Credits Science)**

Course No. 379

Grades 10-12

Level 2

Trimesters: 2

**Prerequisite:** Successful completion of Honors Biology or Biology

Marine Science and Technology explores the marine environment through “hands-on” projects. Studies related to oceanography, marine ecology and environmental testing are supported with activities such as fishing rod building, boat maintenance, and net making. Mandatory field trips will support the curriculum and provide school to career practical experience. A student centered project will give an opportunity to carry out a hands-on marine based study. As a part of the project, students will design an engineering solution based on a specific problem that applies to our local waters. Course work will include the State of Connecticut Safe Boaters curriculum which will allow students the opportunity to apply for their CT Safe Boaters/Personal Watercraft Certificate.

**Science Course Options: Grades Eleven And Twelve**

**Students must pass either Biology or Honors Biology and additional science courses totaling at least two (2) credits.**

**Biotechnology .5 Credit**

Course No. 306

Grades 11 - 12

Level 1

Trimesters: 1

**Prerequisite:** Successful completion of 2 credits of science, including B- in Honors Biology or and A- in Biology.

The theme of this course is DNA, the master molecule of life. Students will study and evaluate the ability to engineer DNA in ways that make it possible to alter the genetic makeup of organisms in order to solve problems and develop beneficial products. This requires the use of current laboratory methods and technology, microbiology, genetics, molecular biology, and the exploration of the ethical implication of advances such as GMSs and the controversy surrounding the potential to genetically engineer humans. There will also be a focus on learning and using the tools and techniques of DNA science. Student's eyes will be opened to a work of employment opportunities they may never have imaged were available to them.

**Homework:** The typical homework assignment in this course will take over 60 minutes to complete.

**Note:** The final assessment is a cumulative research project that will not be eligible for senior exemption.

**Environmental Science .5 Credit**

Course No. 308

Grades: 11-12

Level 2

Trimesters: 1

**Prerequisite:** Successful completion of a course in Biology and Chemistry or Physics with a C or better.

An introduction to basic concepts and areas of environmental concern and how these problems can be effectively addressed. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from earth science, biology, chemistry, and physics.

**Chemistry for Health Science .5 Credits**

Course No. 347

Grades 11-12

Level 2

Trimesters: 1

**Prerequisite:** Successful completion of Biology and Chemistry with a B- or better.

This course presents case studies that will require students to apply concepts to real-world situations. Students will explore disciplinary core ideas, such as aqueous solutions, organic chemistry, biochemistry, and metabolism. This course is intended for students interested in considering careers in the medical field. Students will perform several laboratory experiments and complete project-based assessments to demonstrate their understanding.

**Physics and Engineering .5 Credits**

Course No. 359

Grades 11-12

Level 2

Trimesters: 1

**Prerequisite:** Successful completion of Physics and Algebra II with a B- or better.

This project-based course marries real problems in physics with creative approaches and computer simulations that allow for testing and visualization of solutions that impact every aspect of our lives. From topics such as hurricane predictions to aerospace to renewable energy to cyber security, students will use techniques, skills, and modern engineering tools necessary for the engineering field. They will learn how to use a software platform to code, analyze, and interpret data which provides an advantage for embarking in a college engineering program.

**Science AP And/Or ECE Courses: Grades Eleven And Twelve**  
**Students must pass either Biology or Honors Biology and additional science courses totaling at least two (2) credits.**

**Advanced Placement Biology** 1.5 Credits

Course No. 370

Grades 11-12

Level 1

Trimesters: 3

**Prerequisite:** B in Biology-Honors or an A in Biological Systems AND a B in Chemistry-Honors or an A in Chemistry Level 2.

This course is designed to be the equivalent of a full year, introductory biology course in college, usually taken by biology majors during their first year. It will prepare students to take the National Advanced Placement Biology Exam. The curriculum suggested by Educational Testing Service and the College Board will be completed with an emphasis on molecular biology. First trimester will include a detailed look at cell biochemistry, cell division, and the mechanisms of photosynthesis and cellular respiration. Second trimester will focus on genetics (Mendelian, molecular, and biotechnology applications of DNA) and evolution. Studies will end in the third trimester with a look at organism classification and phylogeny. Students will do an independent study of ecology. A significant portion of the course will include sophisticated laboratory investigations recommended by the College Board. These labs will require students to apply effective strategies for inquiry-based problem solving as well as analysis and interpretation of data. A summer assignment will be given as review of biology and chemistry prerequisites. All students are encouraged to take the National AP Examination.

Homework: The typical homework assignment in this course will take over 60 minutes to complete.

**Advanced Placement Chemistry** 1.5 DHHS Credits

Course No. 351

**University of Connecticut, Early College Experience**

**(General Chemistry I and II: CHEM 1127Q / CHEM 1128Q)** 8 UConn Credits

Grades 11-12

Level 1

Trimesters: 3

**Prerequisite:** Successful completion of Chemistry Honors with a B- or better.

This course is designed to provide a foundation for more advanced courses in chemistry. Topics include atomic theory, physical and chemical behavior of gases, liquids, solids, and solutions, as well as thermodynamics, kinetics, equilibrium systems, electrochemistry, and nuclear chemistry. First semester labs focus on quantitative measurements illustrating the laws of chemical combination. Second semester labs focus on equilibrium in solutions and qualitative reactions of the common cations and anions. Daily classes are "lecture based" and students are treated as they will be treated when attending college. All students are encouraged to take the AP Examination.

Only students who are registered in the UConn/ECE program for this course and earn a grade of C or better will receive UConn/ECE credit.

Homework: The typical homework assignment in this course will take over 60 minutes to complete.

**Note:** There is an additional fee to register for UConn's ALEKS online homework system, which is part of the course.

**Note:** Students will start laboratory experiments at 7 AM.

<b>PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION AND FEE DETAILS.</b>
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**Advanced Placement Physics 1**      1.5 DHHS Credits      Course No. 361  
**University of Connecticut, Early College Experience**  
**(General Physics I and II: FALL PHYS 1201 Q / SPRING PHYS 1202 Q)** 8 UConn Credits  
Grades 11-12  
Level 1  
Trimesters:3

**Prerequisite:** Successful completion of Algebra II Honors with a B- or better or Algebra II Level 2 with an A- or better. Successful completion of Chemistry-Honors with a B- or better or successful completion of Chemistry Level 2 with an A- or better or successful completion of UConn ECE Chemistry with a C+ or better.

This course covers basic principles of physics using algebra and trigonometry. Topics covered are Newtonian mechanics (including rotation and oscillation), fluid mechanics, thermal physics, electricity and magnetism, waves and optics, and some topics of modern physics. The level and content of the course is typical of what the student would experience in a first year general physics college course. The course will allow students the opportunity to prepare for the Advanced Placement Physics 1 Examination. All students are encouraged to take the AP Examination.

Only students who are registered in the UConn/ECE program for this course and earn a grade of C or better will receive UConn/ECE credit.

Homework: The typical homework assignment in this course will take over 60 minutes to complete.

**PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION AND FEE DETAILS.**

**Advanced Placement Physics (C)**      1.5 DHHS Credits      Course No. 363  
**University of Connecticut, Early College Experience**  
**(General Physics with Calculus I and II: FALL PHYS 1401Q /SPRING PHYS 1402Q)** 8 UConn Credits  
Grades 11-12  
Level 1  
Trimesters: 3

**Prerequisite:** Successful completion of Honors Pre-Calculus with a C+ or better or Level 2 Pre-Calculus with a B+ or better. Successful completion of Chemistry-Honors with a B- or better or successful completion of Chemistry Level 2 with an A- or better or successful completion of UConn/ECE Chemistry with a C+ or better. Successful completion of or concurrent enrollment in AP Calculus (BC) or AP Calculus (AB).

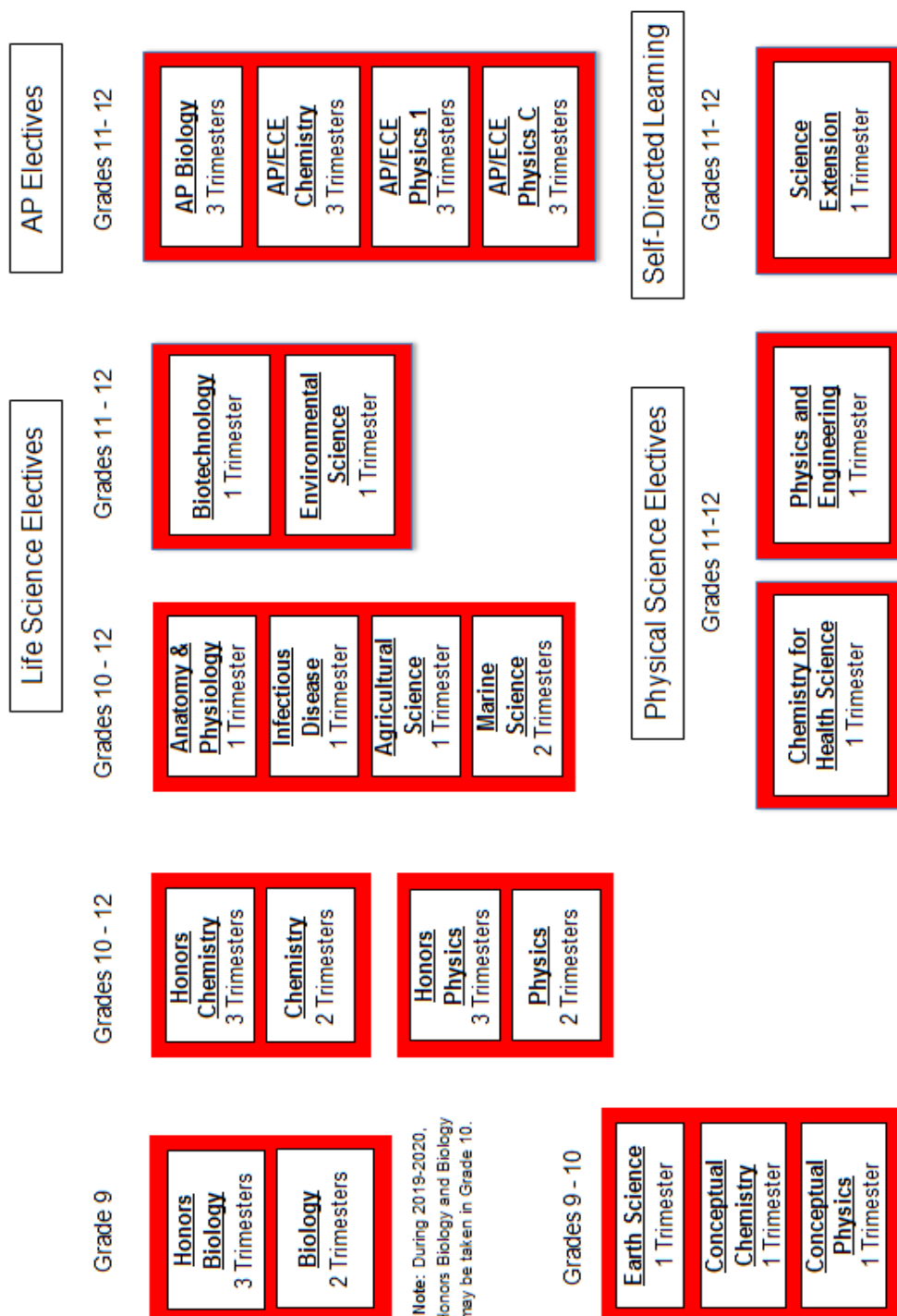
AP Physics C is offered to students who have successfully completed or are concurrently enrolled in AP Calculus (BC) or AP Calculus (AB) and who are planning to study physical science or engineering in college. This course will prepare the student for the Mechanics portion of the AP Physics C exam. Electricity and magnetism will also be covered. The use of calculus in problem solving and derivations will increase as the course progresses and will be used freely in formulating principles and in solving problems during the second half of the course when electricity and magnetism are covered. All students are encouraged to take the AP Examination.

Only students who are registered in the UConn/ECE program for this course and earn a grade of C or better will receive UConn/ECE credit.

Homework: The typical homework assignment in this course will take over 60 minutes to complete.

**PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION AND FEE DETAILS.**

## Science Sequence of Courses in Grades 9 – 12



## SOCIAL STUDIES DEPARTMENT COURSE OFFERINGS

Grade	Level 1	Level 2
9		Global Studies
10	Modern Middle East Philosophy World Traveler	Economics Introduction to Human Behavior Sports and American Culture Civics and American Government (Required)
11	UConn/ECE Advanced Placement United States History (Required)  Modern Middle East Philosophy World Traveler	United States History (Required) Civics & American Government (Required)  Economics Introduction to Human Behavior Sports and American Culture
12	UConn/ECE Advanced Placement European History Advanced Placement Macroeconomics Advanced Placement Psychology Modern Middle East Philosophy World Traveler Humanities	Economics Introduction to Human Behavior Sports and American Culture Civics & American Government (Required)

**The placement of courses in this chart is what is typical. See the flow chart at the end of the social studies section to see all of the options.**

In the Social Studies Department, Levels 1 and 2 are defined as follows:

**Level 1** courses are for those students who have exhibited exceptional skills in history and English, particularly in the areas of composition, historical analysis, and critical thinking and who meet the criteria established by the Social Studies Department.

**Level 2** courses are for those students who are prepared to pursue a rigorous social studies program.

### Notes:

- DHHS requires 3.5 credits of Social Studies for graduation. State law mandates that these credits include 1.0 credit in U.S. History and 0.5 credit in Civics & American Government.
- The Social Studies Department recommends that students take U.S. History as well as Civics & American Government in their junior year.
- The Social Studies Department strongly recommends that all students take a social studies course during their senior year.

## **Social Studies Course: Grade Nine**

**Global Studies** 1 Credit  
Grade 9  
Trimesters: 2

Course No. 182

Designed as an introduction to the social studies program at the high school, the Global Studies course examines significant developments in world history using a thematic approach and introduces the idea that globalization is not a recent phenomenon, but has existed throughout human history. Course content includes historical examples from the early modern world, exploring various themes that relate to global interactions of people, ideas, goods, and institutions. The course is not intended to be a survey of modern world history, but instead draws upon various social sciences (economics, political science, sociology, geography and history) to help students investigate how we, as a global society, got to be the way we are.

## **Social Studies Course Options: Grades Ten, Eleven, And Twelve**

**Civics and American Government** .5 Credit  
Grade 10-12  
Level 2  
Trimesters: 1

Course No. 195

Civics is a course designed to help students become more knowledgeable, active, and effective citizens. Students will learn about the constitutional basis of American government as well as how government actually functions, the interaction of the branches of government, rights and responsibilities of citizens, and Connecticut state and local government. Students will take part in interactive simulations, debates, current events, and independent research. This course is required for graduation and includes students who were unable to take or successfully complete Civics and American Government in their junior year.

**Economics** .5 Credit  
Grades 10-12  
Level 2  
Trimesters: 1

Course No. 191

This course investigates financial markets and social behaviors that have an impact on quality of life. Students gain an understanding of inflation, unemployment, interest rates, recessions, depressions, and recovery. Students will explore international trade and the evolution of the global marketplace as well as the impact of government and Federal Reserve policy on the well-being of the American population. Written analysis of data, synthesis of information, and modeling of various types of phenomena are an integral part of the course.

**Introduction to Human Behavior .5 Credit**

Course No. 196

Grades 10-12

Level 2

Trimesters: 1

This course is both an introduction to human behavior as a science and an attempt to apply some of the principles of the science to problems of coming of age in a complex society. Time permitting, the topics covered are as follows: history and methodology of psychology, development, the brain, personality, consciousness, dreams, sensation and perception, language, mental health, and social psychology. Successful completion of a research paper, a PowerPoint presentation, or an equivalent project is required in this course.

**Modern Middle East .5 Credit**

Course No. 184

Grades 10-12

Level 1

Trimesters: 1

In this course, students will investigate the modern Middle East with a goal of better understanding the region's place in a global society. Units of study will be organized around the historical origins of the modern Middle East and how those origins have led to conflicts among nation-states in the Middle East and North Africa, with a special focus on the Israel-Palestine conflicts. Social, political, and religious issues will be investigated through the lens of current events and trends, as well as the Middle East's historical struggles between independence and interdependence with the West.

**Philosophy .5 Credit**

Course No. 186

Grades 10-12

Level 1

Trimesters: 1

This course will introduce students to a variety of philosophical theories while guiding them through the development and analysis of their own philosophies. Students analyze works from the Eastern and Western philosophical tradition. Students address key philosophical questions such as What is beauty? What is good? How do we know? What is beyond the 5 senses? They will become familiar with a broad range of secular and multi-faith religious sources in order to develop a comprehensive understanding of philosophy. Students will study the basic principles of logic, including recognizing logical fallacies. They will be asked to apply principles to hypothetical and actual social, political, academic, and global workplace situations. Students will study the philosophical foundations and practical applications of ethical decision-making and conduct that are vital to a pluralistic and democratic society. A culminating activity involves presenting and defending one's own view of the world.

**Sports and American Culture .5 Credit**

Course No. 190

Grades 10-12

Level 2

Trimesters: 1

Among many twenty-first century Americans, the culture of sport has become something of a national obsession. How did we, as a nation, arrive at such a place? In what ways has race and gender within the world of sport mirrored or differed from the racial and gender inequities of American society? How different is our national sporting culture from a century ago? How different is our sporting culture from that of other countries today? How engrained has sports become in our “everyday culture”? These are some of the questions explored in this Sports and American Culture course. While this course largely concentrates on the late 20<sup>th</sup> century and the 21<sup>st</sup> century, students will learn how sports have developed with regards to different issues. We will explore the athlete as a popular cultural hero, issues of gender and race in the sporting world, and the extent to which debates within the sporting world have changed over time, in addition to examining the history of different sports, particularly those we think of as “national” sports.

**World Traveler .5 Credit**

Course No. 188

Grades 10-12

Level 1

Trimesters: 1

Consider a class experience in the form of a 60 day global travel experience. World Traveler integrates multicultural and multi-continental study, interdisciplinary coursework and techniques in safe travel into a comparative education that is truly global. This course is intended to stimulate our students' desire for future travel, arm them with the tools to experience cultures outside their comfort zone, and ensure meaningful engagement in the global community.

**Social Studies Required Courses: Grade Eleven****Advanced Placement U.S. History 1.5 DHHS Credits**

Course No.171

**University of Connecticut, Early College Experience****(United States History to 1877: FALL HIST) 1501****(United States History since 1877: SPRING HIST) 1502 6 UConn Credits**

Grade 11

Level 1

Trimesters: 3

**Prerequisite:** A level 1 social studies course with a minimum grade of B- or a level 2 social studies course with a minimum grade of A- and a genuine interest in the subject.

This course provides the student with an in-depth study of U.S. History. Emphasis is placed on the development of writing, critical thinking, oral participation, and research skills. Original source documents are examined, and extensive reading in economic, cultural, intellectual, and political history is assigned. Students who exhibit a seriousness of purpose, a positive attitude towards education, and high academic potential are encouraged to select this course. A summer assignment is required. Students who select this course are expected to take the AP exam.

Homework: The typical homework assignment in this course will take over 60 minutes to complete.

**PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION  
AND FEE DETAILS.**

**United States History** 1 Credit  
Grade 11  
Level 2  
Trimesters: 2

Course No. 172

In the U.S. History course, students will explore the themes of liberty, equality, opportunity, and America's place in the world through the historical lenses of the incredibly diverse groups that make up the American identity. In each unit of study, students will have the opportunity to engage in deep learning through inquiry and an increased focus on historical thinking. Learning in this course relies extensively on the reading and interpretation of primary sources and other forms of historical evidence, independent research, and the clear communication of ideas. By the end of the course, students will have developed their own understandings of how the United States has become what it is, and will be empowered to shape the nation in the 21st century.

### **Social Studies Courses: Grade Twelve**

**Advanced Placement European History** 1.5 DHHS Credits  
**University of Connecticut, Early College Experience**  
**(Modern Western Traditions: HIST 1400)** 3 UConn Credits  
Grade 12  
Level 1  
Trimesters: 3

Course No. 192

**Prerequisite:** A level 1 social studies course with a minimum grade of B- or a level 2 social studies course with a minimum grade of A- and a genuine interest in the subject.

As part of the University of Connecticut's *Early College Experience Program*, this course will give students the opportunity to earn three (3) college credits which are accepted by many other colleges in addition to the University of Connecticut. Only students who are registered in the UConn/ECE program for this course and earn a grade of C or better will receive UConn/ECE credit. This course also will allow students the opportunity to prepare for the Advanced Placement European History Exam.

During the course, the Renaissance period is studied as a transition from ancient to modern times. Eighteenth century economics, political and scientific revolutions are related to nineteenth and twentieth century problems of expansion, war, and peace. Students should be prepared to read widely, to examine historical documents carefully, and to evaluate historical interpretations critically. A summer assignment is required.

Homework: The typical homework assignment in this course will take approximately 45 minutes to complete.

<p><b>PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION AND FEE DETAILS.</b></p>
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**Advanced Placement Macroeconomics 1 Credit**

Course No. 180

Grade 12

Level 1

Trimesters: 2

**Prerequisite:** A level 1 social studies course with a minimum grade of B- or a level 2 social studies course with a minimum grade of A- and a genuine interest in the subject.

AP Macroeconomics is dedicated to studying the measures and the tools available to monitor and stimulate economic growth. Students will consider the impact of these tools on a variety of social issues such as unemployment and poverty and how economists apply them to our economy to improve our nation's standard of living and quality of life. Particular emphasis is given to the study of Gross Domestic Production and how prices are determined. It also develops students' familiarity with various economic indicators and performance measures, stabilization policies, financial markets, economic growth, and international economics.

**Advanced Placement Psychology 1.5 Credits**

Course No. 198

Grade 12

Level 1

Trimesters: 3

**Prerequisite:** A level 1 social studies course with a minimum grade of B- or a level 2 social studies course with a minimum grade of A- and a genuine interest in the subject.

This rigorous, activity-oriented course provides an introduction to the systematic and scientific study of behavior and mental processes. Readings are college level and demand the ability to interpret and apply concepts learned in class. Students are exposed to principles and phenomena associated with each of the major subfields within psychology while learning the methods psychologists use in the research and study of their field. A summer reading assignment is required. Students who select this course are expected to take the AP exam.

Homework: The typical homework assignment in this course will take approximately 45 minutes to complete.

**Humanities 1 Credit (0.5 Credits English 0.5 Credits Social Studies)**

Course No. 080

Grade 12

Level 1

Trimesters: 2

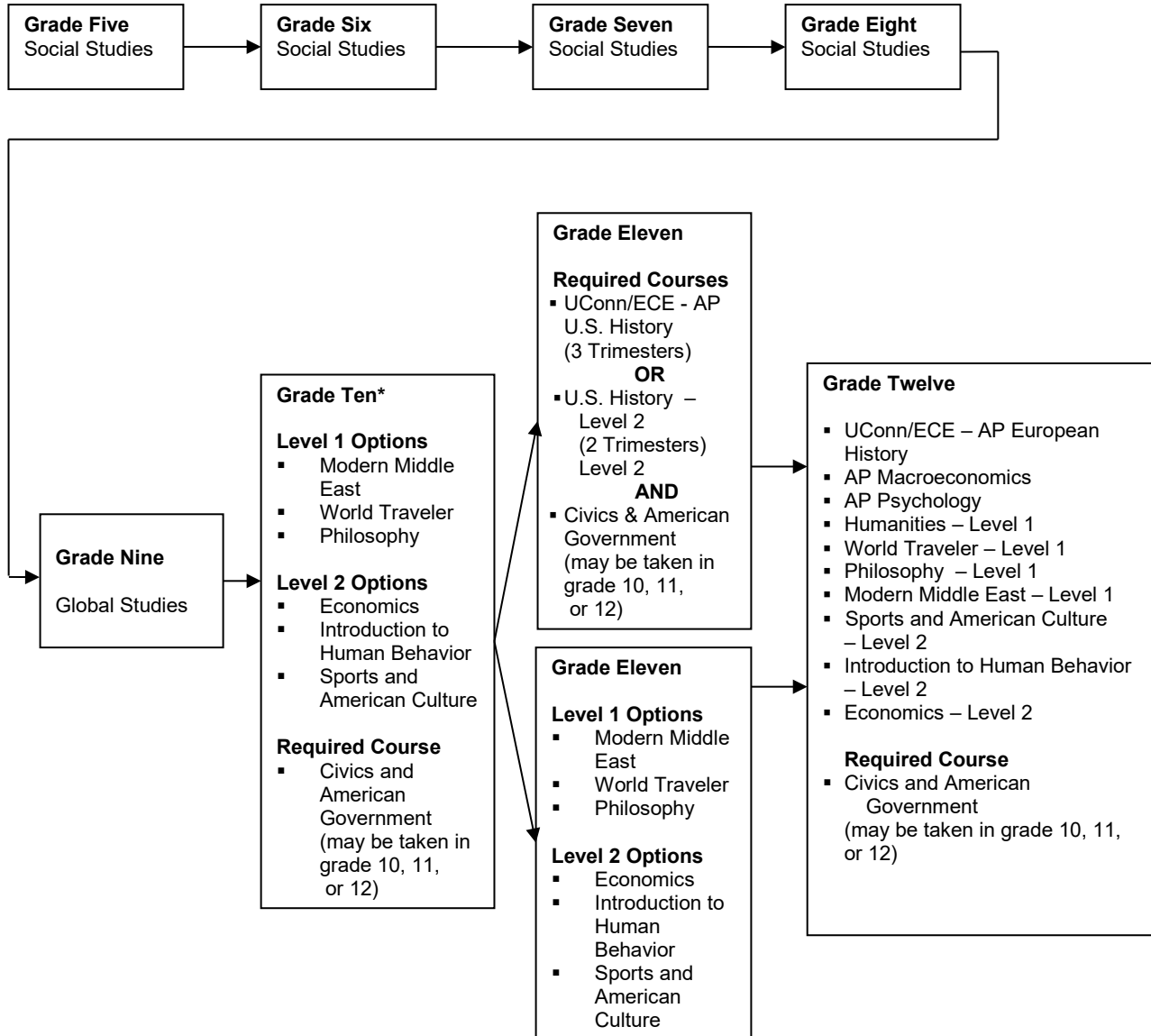
**Prerequisite:** U.S. History and American Literature.

Humanities is a course intended for the very capable and highly motivated student dedicated to academic study. The purpose of the course is to explore the interdisciplinary nature of history, literature, art, and music. The course will be co-taught by one English teacher and one history teacher, supplemented throughout the course by teacher presentations from the art and music departments. The humanities utilize a specific way of thinking about and responding to the world, prompting people to examine and make sense of the human experience in general and their individual experiences in particular. The humanities enable people to reflect upon their lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic way about the challenges faced in their families, their communities, and as a nation. The Humanities course requires students to read extensively and critically, make presentations, respond to materials in written essays, and to actively participate in discussions.

Homework: The typical homework assignment in this course will take approximately 45 minutes to complete.



## Social Studies Sequence of Courses Grades 5-12



\*In Grade Ten, students may opt to take courses from either level.

## SPECIAL SERVICES COURSE OFFERINGS

9	Math 9 English 9	Learning Connections Learning Strategies Study Center 2
10	Math 10 English 10	
11	Math 11 English 11	
12	Math 12 English 12	

**Placement in these courses by prerequisite and recommendation only.  
The school counselor will enter the appropriate course number.**

**Learning Strategies** Credit based on hours  
2.5 hours/week equals .25 credits per trimester  
5.0 hours/week equals .50 credits per trimester  
Grades 9-12  
Trimesters: 3

Learning Strategies is a course that provides students with specially designed instruction through the Study Center. These students learn skills and strategies in the areas of organization, time management, notetaking, reading comprehension, composition writing, math skills, test taking, and study skills.

**Math** .5 Credit per trimester  
Grades 9-12  
Trimesters: varies

The focus of this course is on the acquisition of the basic and transitional math skills. The skills include mathematical reasoning, problem-solving, consumer mathematics, and applied mathematics.

**English** .5 Credit per trimester  
Grades 9-12  
Trimesters: varies

Students will apply reading and writing to everyday life situations. Activities will emphasize reading for understanding and writing as a means for communication. Class discussions, presentations, and cooperative groups are integral components of the course.

**Learning Connections** 1 Credit  
Grades 9-12  
Trimesters: 2

The course curriculum is tailored to the individual needs of each student. It incorporates functional academic skills, social skills, daily living skills, vocational skills, and leisure and recreational activities. Instruction and activities take place in both the school and in the community in order to address transition needs and to maximize independence.

**Study Center 2** Credit based on hours

Grades 9-12

2.5-4.0 hours/week equals .25 credit per trimester

4.5-6.5 hours/week equals .50 credit per trimester

Trimesters: 3

**Prerequisite:** Referral by the Student Support Team (SST) or Planning Placement Team (PPT) only.

The Madison Public School District provides a program that offers comprehensive counseling services within the school day. This program provides group and individual counseling to support students to overcome current emotional, behavioral, and academic difficulties that are interfering with school.

## THEATER ARTS COURSE OFFERINGS

**These courses earn credit in the *Art or Music or Theater* category.  
They do not earn *English* credit.**

Grade	
9	Dramatics Workshop Acting/Directing I
10	Dramatics Workshop Acting/Directing I Advanced Acting/Directing II
11	Dramatics Workshop Acting/Directing I Advanced Acting/Directing II Theater and History
12	Dramatics Workshop Acting/Directing I Advanced Acting/Directing II Theater and History

**These courses are offered based on staffing and student interest.**

### THE THEATER ARTS PROGRAM

The theater arts program allows students the opportunity to explore many aspects of the theater arts within different venues. Knowledge and skills in acting, performing, directing, writing, theater literature, history, and technical theater are emphasized.

The theater arts program at the high school level recognizes that students will be approaching class work with a variety of abilities, experiences, and personal interests. The program is flexible enough to allow for this variation. Students who say “yes” to learning, to trying new ideas and approaches, and to committing to the work and discipline of theater will grow personally and develop theatrical skills as well as life skills in a positive and dynamic way.

Courses include development of original work, designs, and performances in informal and formal theater settings. Important aspects of the program are acting, directing, playwriting, designing, and producing in all areas of theatrical presentation, and the accompanying aspects of management and organization.

**Dramatics Workshop** .5 Credit  
Grades 9-12  
Trimesters: 1

Course No. 502

Students will learn and demonstrate their understanding of the primary principles / techniques of theater. The class will require the students to perform, to critique both live and filmed performances, to write and understand reviews. In addition, students will become familiar with the fundamentals of directing, staging, blocking, set design, and lighting. The students will understand how to approach a character, a scene, and how to work within an ensemble effectively. There may be trips to Long Wharf, Hartford Stage, or New York.

**Acting/Directing I** .5 Credit  
Grades 9-12  
Trimesters: 1

Course No. 503

**Prerequisite:** Dramatics Workshop or Eighth Grade Performance.

Building on what was learned from Dramatics Workshop, the students will study in greater depth the techniques of acting and directing culminating in a final production. They will become familiar with the techniques of directing, blocking, staging, and prop use. In addition, they will experiment with lighting and makeup techniques and how those techniques enhance or detract from the production. They will study the filmed productions of plays to see these techniques. Students will be expected to write reviews, character studies, and rewrite scenes from the viewed productions. They will stage their rewrites, critique orally and in writing live performances and filmed versions. There may be trips to Long Wharf, Hartford Stage, or New York.

**Advanced Acting/Directing II** .5 Credit  
Grades 10-12  
Trimesters: 1

Course No. 504

**Prerequisite:** Acting/ Directing I.

Each student will select a pre-approved play to analyze in terms of acting and directing techniques. During the trimester, they will present their findings, in writing and in performance to the class. They will illustrate to the class via acting exercises how the aim of the actor and the director was achieved, or why it was not achieved and how it could have been achieved. Deadlines will be set. The students will demonstrate the validity of their findings by performing a segment of their selected play. This will include their understanding and use of directing, staging, props, make-up, and lighting. The class will be required to critique professionally a variety of performances. There may be trips to Long Wharf, Hartford Stage, or New York.

**Theater and History** 1 Credit

Course No. 505

Grades 11-12

Trimesters: 2

**Prerequisite:** Advanced Acting/Directing II.

Students will read and discuss some or all of the plays listed below:

*Antigone* - Sophocles

*An Enemy of the People* – Henrik Ibsen

*A Swedish Tiger* – Goran Gillinger

*Streamers* – David Rabe

*Frost/Nixon* – Peter Morgan (British)

*Spring Awakening* – Frank Wedekind (Original), Steven Sater (Book/Lyrics), Duncan Sheik (Music)

*In Darfur* – Winter Miller

*The Dear Boy* – Dan O'Brien

They will research the impact that history and society had on the playwright and the play. They will also discuss how art forms and the media were similarly impacted. Students may view a film of the play where applicable.

During the second trimester, students will be working on their script, reading, discussing, and viewing the listed plays. They will develop an original scene, with specific deadlines, referencing an historical event. As part of their final project the students will present a staged reading of their script.

There may be trips to Long Wharf, Hartford Stage, or New York.

# WORLD LANGUAGES DEPARTMENT COURSE OFFERINGS

Grade	Latin	French	Spanish	Mandarin Chinese
9	Latin 1	French 1 French 2	Spanish 1 Spanish 2 Spanish 3	Mandarin Chinese 1
10	Latin 1 Latin 2	French 1 French 2 French 3	Spanish 1 Spanish 2 Spanish 3 Spanish 4 Spanish 4 - Honors	Mandarin Chinese 1 Mandarin Chinese 2
11	Latin 1 Latin 2 Latin 3 - Honors	French 1 French 2 French 3 French 4 - Honors	Spanish 1 Spanish 2 Spanish 3 Spanish 4 Spanish 4 - Honors Spanish 5 AP Spanish 5	Mandarin Chinese 1 Mandarin Chinese 2 Mandarin Chinese 3
12	Latin 1 Latin 2 Latin 3 - Honors AP Latin 4	French 1 French 2 French 3 French 4 - Honors AP French 5	Spanish 1 Spanish 2 Spanish 3 Spanish 4 Spanish 4 - Honors Spanish 5 AP Spanish 5 Spanish 6 UConn/ECE Spanish 6 - Honors	Mandarin Chinese 1 Mandarin Chinese 2 Mandarin Chinese 3 UConn/ECE Mandarin Chinese 4 - Honors

**The placement of courses in this chart is what is typical. See the flow chart at the end of the world language section to see all of the options.**

The purpose of world language study at Daniel Hand High School is the development of communication skills in another language and an awareness of the similarities and differences among and across cultures. Students are provided a variety of programs (French, Spanish, Latin, and/or Mandarin Chinese) in which they acquire proficiency in another language through listening, speaking, reading, writing, viewing, and thinking critically. Student success depends a great deal on active participation in and out of class. The World Language Department strongly recommends three years or more of study in order to achieve proficiency in the language.

**Latin 1** 1 Credit  
Grades 9-12  
Level 2  
Trimesters: 2

Course No. 431

Students in Latin 1 will encounter for the first time the Latin language and Roman culture. By exploring the pillars of classical education (mythology, history, culture, and art), students will explore Rome through stories in Latin about the lives of Romans. Students will develop the techniques necessary to develop better vocabulary and grammar skills for both English and other world languages as well as build the foundations of the grammar and the vocabulary necessary for Latin 2. Latin 1 students will be immersed in the arts and entertainment of Ancient Rome, e.g. Pompeian art, mosaics, and gladiatorial combat. Students will be asked to answer the questions: "How does entertainment reflect the culture and values of a people?" and "How will studying Latin help me read and write in English?"

**Latin 2** 1 Credit  
Grades 10-12  
Level 2  
Trimesters: 2

Course No. 432

**Prerequisite:** Successful completion of Latin 1.

Students in Latin 2 will continue exploring the pillars of classical education in order to survey more of the Ancient World, including Britannia and Ancient Alexandria. As the grammar and language become more complex, students will focus on understanding and using these structures in both English and Latin. Students will be immersed in mythology, taking on the role of one of the gods of Ancient Rome, and will use their role to study the government of Ancient Rome, starting from its founding all the way to the end of the Empire and focusing on the wars of Rome. Students will be asked to answer the questions: "How does mythology shape us?" and "How do people develop their government, and how does the government develop its people?"

**Latin 3 - Honors** 1 Credit  
Grades 11-12  
Level 1  
Trimesters: 2

Course No. 433

**Prerequisite:** Successful completion of Latin 2 and teacher recommendation.

Students in Latin 3 will delve into the world of Latin literature. This course is designed to increase students' reading fluency and to prepare them for the AP Latin 4 course. Students will study the authors' craft through close examination of their poetry. Much of the poetry encountered this year will focus on the different kinds of love. Student will first encounter the works of Catullus and Ovid, reading some of the best poetry of the Roman people. The year will culminate in a preview of AP Latin 4, when students begin to study the great Roman epic, Vergil's Aeneid. Students will be asked to answer the questions: "How do we hear poetry?", "What is love?", and "What makes a hero?"



**Advanced Placement Latin 4** 1 Credit

Course No. 436

Grade 12

Level 1

Trimesters: 2

**Prerequisite:** Successful completion of Latin 3 – Honors and teacher recommendation.

Students in Latin 4 will follow the AP curriculum begun in Latin 3. Students will be reading, in both English and Latin, major sections of the great Roman epic, Vergil's Aeneid, and Julius Caesar's commentary about the Gallic Wars. The course acts as a culmination of themes, vocabulary, and grammar skills developed throughout the students' high school career. Students in Latin 4 will be asked to answer the questions: "How do the victors shape history?", "What makes a hero?", and "How does style shape meaning?" Students taking this course are encouraged to take the College Board's Advanced Placement Latin Examination in May. Students must complete summer and "bridge" reading in English to prepare themselves to read the works in Latin.

**French 1** 1 Credit

Course No. 421

Grades 9-12

Level 2

Trimesters: 2

This course introduces students to the French language through storytelling, acting, reading, and so much more! Students learn to communicate in French by participating in lessons that incorporate grammar, vocabulary, and culture through novels, games, songs, and skits. Lessons are based on real-life situation and prepare students to do everyday activities such as ordering at a restaurant, making friends, and talking about their own likes, dislikes, and habits. During this course students will continue to develop their French skills as they speak, read, and write more confidently! Successful completion of this course will prepare students for French 2.

**French 2** 1 Credit

Course No. 422

Grades 9-12

Level 2

Trimesters: 2

**Prerequisite:** Successful completion of French 1 or grade 8 French.

Students will review information learned the previous year and incorporate it with new, more advanced concepts. Students will begin to be proficient speakers and writers of the language by the end of the year. The study of culture, grammar, and vocabulary intertwine in a variety of activities, including role-playing, age-appropriate readings, creative writing, and a video series. Students will explore the unit themes of "Who am I?", "Let's Cook", and "All about Friendship." Active student participation in French is necessary to increase all language proficiency skills.

**French 3** 1 Credit

Course No. 423

Grades 10-12

Level 2

Trimesters: 2

**Prerequisite:** Successful completion of French 2.

This course is designed for students who want to build upon skills acquired during the first two years of language study, so as to be able to understand and use intermediate level grammatical concepts and vocabulary. Students learn how to express themselves more confidently in the present, past, and future tenses while exploring the unit themes of “Navigating the World,” “Heroes and Villains,” “Fables,” and “Global Challenges.” Students will build a larger bank of vocabulary and enhance their cultural competency by reading authentic articles and fables, listening to and viewing varied audio and visual sources, writing responses based upon a variety of topics, and speaking in response to course-related themes and prompts. Each unit will culminate with the completion of an individual, paired, or group assessment through which students demonstrate and apply their understanding of newly-acquired skills. Active student participation in French is necessary to increase all language proficiency skills.

**French 4 - Honors** 1 Credit

Course No. 424

Grades 11-12

Level 1

Trimesters: 2

**Prerequisite:** Successful completion of French 3 and teacher recommendation.

This course is designed to provide students with the opportunity to build upon intermediate skills acquired during third year of language study and to further enhance their cultural competency, in order to use more advanced language skills. Students engage in, and are assessed on, authentic use of the language and the understanding of its cultures by reading varied print materials; writing paragraph and page-length responses to prompted situations; listening to and viewing authentic audio and video sources related to everyday life, social issues, global challenges; and speaking in response to simulated scenarios or formal presentation themes. Students are expected to speak exclusively in French in this course.

**Advanced Placement French 5** 1 DHHS Credit

Course No. 426

Grade 12

Level 1

Trimesters: 2

**Prerequisite:** Successful completion of French 4 Honors and teacher recommendation.

This course is designed for students who want to build advanced skills in reading, writing, listening, and speaking in the French language, while enhancing their cultural competency. Students engage in, and are assessed on, authentic use of the language and the understanding of its cultures by reading varied print materials, writing responses to prompted situations, listening to and viewing authentic audio and video sources related to everyday life and global issues, and speaking in response to simulated scenarios or formal presentation themes. Students must speak exclusively in French during the course. Students taking this course are encouraged to take the College Board’s Advanced Placement French Language and Culture examination in May. Students must complete summer and “bridge” assignments to maintain and further fortify their language skills during periods when the course does not meet.

**Spanish 1** 1 Credit  
Grades 9-12  
Level 2  
Trimesters: 2

Course No. 410

Spanish 1 is designed for new or novice students of Spanish. Students develop their listening and oral proficiency skills and further their understanding of the structure of language by expanding their repertoire of strategies to use in reading and writing Spanish. As a result of participating in this course, students will be able to demonstrate their foundation of Spanish grammar. The authentic performance based assessments at the end of each unit include presentational and spontaneous interpersonal speaking, listening, reading, and writing. Successful completion of this course will prepare students for Spanish 2.

**Spanish 2** 1 Credit  
Grade 9-12  
Level 2  
Trimesters: 2

Course No. 412

**Prerequisite:** Successful completion of Spanish 1.

Students continue to build upon the basic concepts learned during the previous year. Students are expected to participate actively by speaking Spanish, by working responsibly alone and collaboratively with partners, and by carefully preparing written work. They will participate in a variety of ways including listening and speaking with the teacher, conversing with classmates in paired and group work, reading level appropriate passages, writing paragraphs and dictations, and viewing and reacting to level appropriate films in Spanish. The class provides exploration of the culture of Spanish speaking countries through the readings and films chosen by the department. In order to prepare for the rigor of Spanish 3, students will study grammar and vocabulary, in addition to developing oral and listening skills. Active student participation in Spanish is necessary to increase all language proficiency skills.

**Spanish 3** 1 Credit  
Grades 9-12  
Level 2  
Trimesters: 2

Course No. 413

**Prerequisite:** Successful completion of Spanish 2. For incoming freshmen, grade 8 Spanish with a minimum grade of B-.

This course is designed for students who want to build upon novice skills acquired during the first two years of language study, so as to be able to understand and use intermediate level grammatical concepts and vocabulary. Students learn how to express themselves more confidently in the present, past, and future tenses while exploring the unit themes of "Navigating the World," "Heroes and Villains," "Mysteries of the World," and "Global Challenges." Students will build a larger bank of vocabulary and enhance their cultural competency by reading authentic stories and legends, listening to and viewing varied audio and visual sources, writing responses based upon a variety of topics, and speaking in response to course-related themes and prompts. Each unit will culminate with the completion of either an individual, paired, or group assessment, through which students will demonstrate and apply their understanding of skills acquired during each unit of study. Active student participation in Spanish is necessary to increase all language proficiency skills.

**Spanish 4** 1 Credit

Course No. 415

Grades 10-12

Level 2

Trimesters: 2

**Prerequisite:** Successful completion of Spanish 3.

This course is designed to provide an in-depth study of more advanced grammatical concepts as well as vocabulary building through culturally-based units. Students will uncover gems beneath the turmoil as they travel through four different countries. Classroom discussions analyze strife within the countries, and some discussions include travel safety, economy, and stereotypes. Students will also investigate places that interest them in each country and will get a well-rounded view of the wonders that each country has to offer them as tourists. Students will continue to build upon their reading, writing, and listening comprehension abilities in the target language and develop proficiency at an intermediate speaking level. Each unit will culminate with the completion of either an individual, paired, or group assessment, such as pitching a product or business idea to a group of venture capitalists or planning a dream vacation. Active student participation in Spanish is necessary to increase all language proficiency skills.

**Spanish 4 Honors** 1 Credit

Course No. 414

Grades 10-12

Level 1

Trimesters: 2

**Prerequisite:** Spanish 3 with a minimum grade of A- and teacher recommendation.

This course is designed to provide students with the opportunity to build upon intermediate skills acquired during third year of language study and to further enhance their cultural competency, so as to be able to use more advanced language skills. Students engage in, and are assessed on, authentic use of the language and the understanding of its cultures by reading varied print materials, writing paragraph and page-length responses to prompted situations, listening to and viewing authentic audio and video sources related to everyday life and global issues, and speaking in response to simulated scenarios or formal presentation themes. Each unit will culminate with the completion of an individual, paired, or group performance based assessment through which students will demonstrate and apply their understanding of the skills and themes acquired during each unit of study. Spanish is spoken exclusively in this course.

**Spanish 5** 1 Credit

Course No. 420

Grades 11-12

Level 2

Trimesters: 2

**Prerequisite:** Successful completion of Spanish 4 or Spanish 4 Honors.

This course is designed to provide an in-depth study of all grammatical concepts, focusing on a challenging practice of the subjunctive mood. Students will continue to advance in their reading and listening comprehension of the target language, as well as their communication through speaking and writing. Students will tour Spain first as foodies, tasting authentic cuisine, and then continue to investigate what personally interests them as tourists. In the second half of the course, students will practice communicating as patients in real-life situations, and then research a career of their choosing. The course will conclude with tertulias, a communication-based unit in which students will speak about a variety of topics, which may include current events, film, daily conversation, and other issues relevant to students. Throughout the course the students' views on Spanish and Hispanic cultures will be broadened. Active student participation in Spanish is necessary to increase all language proficiency skills.

**Advanced Placement Spanish 5** 1 Credit

Course No. 419

Grades 11-12

Level 1

Trimesters: 2

**Prerequisite:** Successful completion of Spanish 4 - Honors and teacher recommendation.

This course is designed for students who want to build advanced skills in reading, writing, listening, and speaking in the Spanish language, while enhancing their cultural competency. Students engage in, and are assessed on, authentic use of the language and the understanding of its cultures by reading varied print materials, writing responses to prompted situations, listening to and viewing authentic audio and video sources related to everyday life and global issues, and speaking in response to simulated scenarios or formal presentation themes. Students must speak exclusively in Spanish during the course. Students taking this course are encouraged to take the College Board's Advanced Placement Spanish Language and Culture examination in May. Students must complete summer and "bridge" assignments to maintain and further fortify their language skills during periods when the course does not meet.

**Spanish 6 Cinema and Conversation** 1 Credit

Course No. 450

Grade 12

Level 2

Trimesters: 2

**Prerequisite:** Successful completion of Spanish 5 or AP Spanish 5.

During their last year of high school, language study students will participate in a conversational approach to learning language through film analysis. Students will view a series of award winning Hispanic films and have meaningful conversations about the plot, themes, and cultural experiences using relevant vocabulary. Students will explore unit themes including "Between a Rock and a Hard Place," "In Search of a Better Life," and "Children of War." In addition, there will be opportunities for further investigation via readings, compositions, and performance based assessments. Students will ultimately have the opportunity to select a Hispanic film of their choice to view, analyze, and share with their classmates. Active student participation in Spanish is necessary to increase all language proficiency skills.

**Note:** Due to the nature of Hispanic film, many of the films viewed in this course are rated R. Permission slips will be sent home at the start of the course.

**Spanish 6 Honors**      1 DHHS Credit  
**University of Connecticut, Early College Experience**  
**(Intermediate Spanish Composition: SPAN 3178)** 3 UConn Credits  
Grade 12  
Level 1  
Trimesters: 2

Course No. 451

**Prerequisite:** Successful completion of AP Spanish 5 or Spanish 5 with a minimum grade of A and teacher recommendation.

This course emphasizes increased proficiency in the oral and written expression of the language. It provides a thorough review of relevant grammar and methodical practice in composition leading to command of practical idioms and vocabulary. Students will learn the necessary skills to become strong writers in Spanish by analyzing both Spanish and Latin American selections of authentic texts, including short stories, film, and contemporary articles. In the second trimester of the course, students will have the opportunity to select a work of Spanish or Latin American literature to analyze and research using scholarly sources. Spanish is spoken exclusively in this course. Students must complete a summer assignment to maintain and further fortify their language skills during periods when the course does not meet.

Only students who are registered in the UConn/ECE Program for this course and earn a C or better will receive UConn credit.

<p><b>PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION AND FEE DETAILS.</b></p>
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**Mandarin Chinese 1**      1 Credit  
Grades 9-12  
Level 2  
Trimesters: 2

Course No. 441

This course is an introductory Chinese language course for students who have little or no prior experience in the language. The goal is to develop students' listening, speaking, reading, and writing skills in the Chinese language, as well as gain understanding of Chinese culture. Pinyin (phonetic symbols) will be used as a supplementary tool to learn the spoken language. Students will be asked to recognize either simplified or traditional forms of characters from memory. By the end of the course, students will be able to use their language skills to talk about school life, day to day activities, celebrations, and traveling. Students will showcase their abilities through real-life scenarios such as creating a radical catalogue, or preparing to present a family photo album on a trip to China. Computer-assisted technology and online course materials are an integral part of the instruction in this class. Students will acquire basic Chinese computing skills and be proficient with the use of Microsoft Chinese IME or other equivalent programs in order to produce typed characters in both traditional and simplified forms.

**Mandarin Chinese 2** 1 Credit

Course No. 442

Grades 10-12

Level 2

Trimesters: 2

**Prerequisite:** Successful completion of Mandarin Chinese 1.

Themes from Mandarin Chinese 1 will be reviewed and developed further in order to help students acquire the skills necessary to reach a novice proficiency in communicating in Chinese. The course will expand upon students' knowledge and allow them to state preferences, describe their day, and make arrangements to meet. Students will continue to build their active vocabulary by incorporating new combinations of characters from their existing vocabulary. Both the character-based and Pinyin alphabets will continue to be used in this course. Students will continue to develop their character recognition using traditional and computer based methods. Continued exposure to rich cultural and historical influences through film and literature will be a component of the class. Active participation and thorough preparation in and out of class are crucial for success in becoming a proficient communicator in Chinese.

**Mandarin Chinese 3** 1 Credit

Course No. 445

Grades 11-12

Level 2

Trimesters: 2

**Prerequisite:** Successful completion of Mandarin Chinese 2.

Structures and themes from Mandarin Chinese 2 continue at a more rigorous pace in order to advance students to a novice proficiency in the written and spoken language. As in previous years, culture is the basis for learning activities in a Chinese class. Students will be able to describe various aspects of their daily life including weekend activities, vacation plans, and common illnesses. At the completion of each unit, students will engage in a performance based task in the target language. Active participation and thorough preparation in and out of class are crucial for success in becoming a proficient communicator in Chinese. Students who successfully complete this course will be prepared for the University of Connecticut, Early College Experience Mandarin Chinese 4 Honors course.

**Mandarin Chinese 4 Honors** 1 Credit

Course No. 446

**University of Connecticut, Early College Experience****(Intermediate Chinese II: CHIN 1114)** 3 UConn Credits

Grade 12

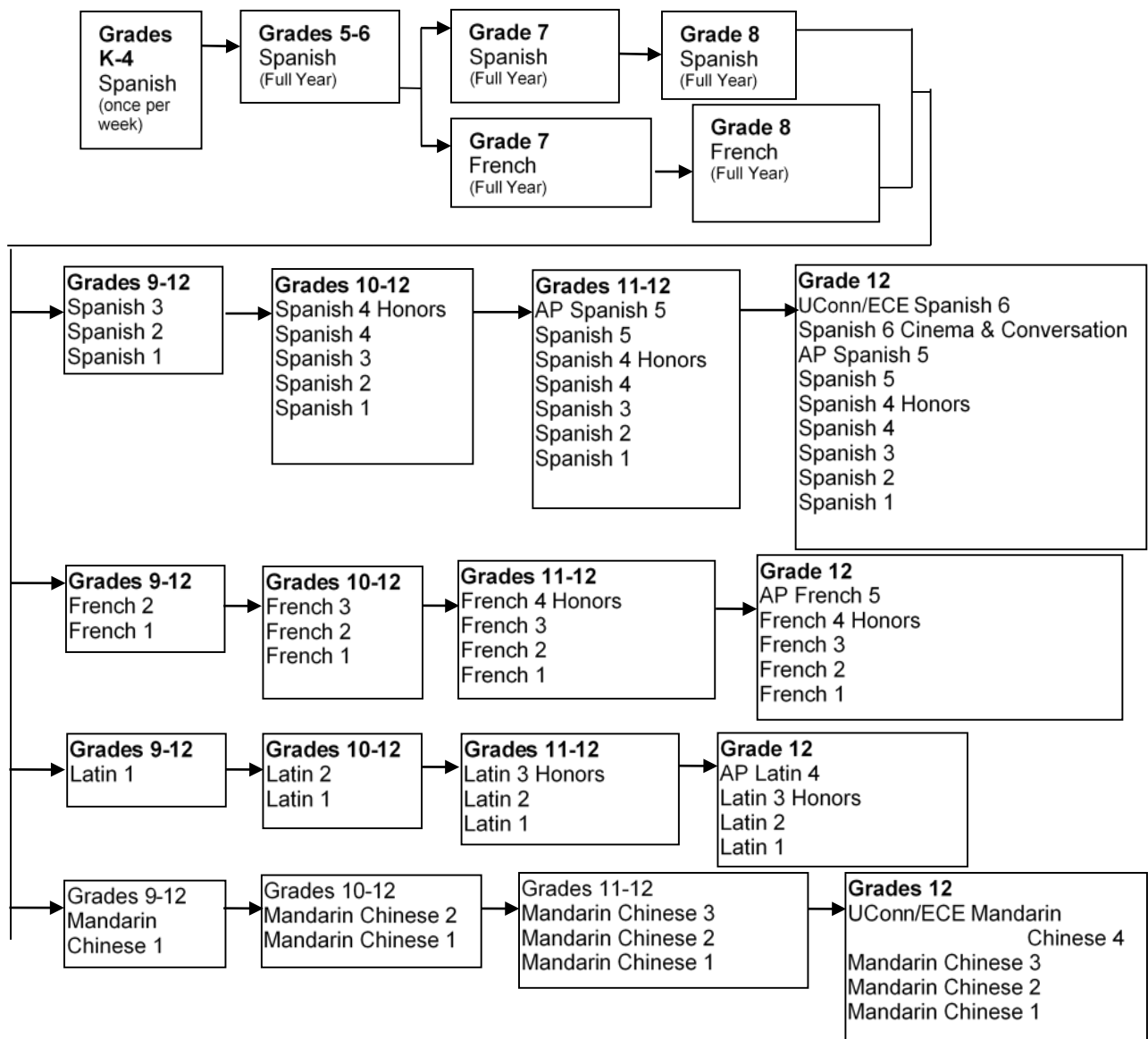
Trimesters: 2

**Prerequisite:** Successful completion of Mandarin Chinese 3 and teacher recommendation.

Students will continue to expand their ability to communicate in both written and spoken Chinese. Active participation in class will be required of students as they work to expand their proficiency through text readings, interactive activities, and writing exercises. This class is for serious students who are committed to improving their proficiency in Mandarin Chinese. Only students who are registered in the UConn/ECE Program for this course and earn a C or better will receive UConn credit.

**PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION  
AND FEE DETAILS.**

## World Languages Sequence of Courses Grades K – 12



**Please note - Students should be guided by the prerequisite list in each course description and by the recommendation of the current World Language teacher.**

**If there is any question about the best placement for new enrollees to Daniel Hand High School, students should meet with the Program Coordinator for World Language for evaluation.**

***All World Language courses are two trimesters.***



# TIME MANAGEMENT PLANNER

Below are two charts that will help you understand and better manage your time commitments. Typically, classes will have no more than 30 minutes of daily homework (.5 hours). There might be more or less on any given day, but the average will be about 2.5 hours a week. However, some courses will regularly have more homework than this. In the *Program of Studies*, the amount of estimated homework time is noted in the course descriptions of courses that exceed the typical 30 minutes a night. As you select courses for next year, fill this information into the Homework Time Commitment Chart below. You won't know exactly when courses will meet or if you will get into all of your selected courses, but you will know how many trimesters the courses run and the homework requirements. This will help you estimate your schedule for the chart. Next, fill in the Other Time Commitments Chart. Total the two charts for an account of your daily time commitments after school dismissal. Review your selections and discuss this planner with your family. The goal is for you to achieve a balance among your free and family time, your academic commitments, and your extracurricular activities, in and out of school. Your Guidance Counselor can help you with your course selections.

Homework Time Commitment Chart					
<b>Note:</b> It may take you longer to complete homework in subjects you find difficult than what is estimated. You should consider this when completing your chart.					
Trimester 1 Classes	Daily Hmwk. Time	Trimester 2 Classes	Daily Hmwk. Time	Trimester 3 Classes	Daily Hmwk. Time
1		1		1	
2		2		2	
3		3		3	
4		4		4	
5		5		5	
6		6		6	

Other Time Commitments Chart					
<b>Examples:</b> Sports, Driver's Ed., SAT Prep., College Apps., Community Service, Music or other lessons, etc.					
Trimester 1 Activities	Time	Trimester 2 Activities	Time	Trimester 3 Activities	Time
<b>Trimester 1 Total Time</b>		<b>Trimester 2 Total Time</b>		<b>Trimester 3 Total Time</b>	

# FOUR-YEAR EDUCATIONAL PLAN

Please use this page and the following flow charts of course sequence to assist in developing an educational plan for your four years at Daniel Hand High School. You may wish to re-read the preceding pages to have a clear understanding of requirements for graduation as well as course requirements for specific fields of post high school study. Be certain to ask as many questions as necessary of your teachers and guidance counselor to help you construct this plan.

Remember that this is only a tentative plan and, most likely, will be changed to some degree during your years at Daniel Hand High School.

## High School Academic Planner - Grade 9 and Grade 10

Grade 9	Grade 10
Educational Goal:	Educational Goal:
Career Goal:	Career Goal:
Credits	Credits
English:	English:
Math:	Math:
Science:	Science:
Social Studies:	Social Studies:
Physical Education:	Physical Education:
World Language:	World Language:
Health:	Health:
Electives:	Electives:
Activities:	Activities:
Total Credits:	Total Credits:

## **High School Academic Planner - Grade 11 and Grade 12**

<b>Grade 11</b>	<b>Grade 12</b>
Educational Goal:	Educational Goal:
Career Goal:	Career Goal:
Credits	Credits
English:	English:
Math:	English:
Science:	Math:
Civics:	Science:
US History:	Science:
PE:	Social Studies:
Health:	Social Studies
World Language:	PE:
Electives:	Health:
	World Language:
	Electives:
Activities:	Activities:
Total Credits:	Total Credits:

# STUDENT APPEAL FOR A CHANGE IN SCHEDULE

## DANIEL HAND HIGH SCHOOL STUDENT APPEAL FOR A CHANGE IN SCHEDULE

**\*\*You must follow your current schedule until this change is approved by all appropriate faculty members\*\***

Student: \_\_\_\_\_ Grade: \_\_\_\_ Date: \_\_\_\_\_ Previous Override? Yes/No Course: \_\_\_\_\_

\*If this form is not signed & returned within 2 days the counselor and administrator will make the appropriate changes\*

Request to:

( ) Drop Course Name/Level: \_\_\_\_\_

- ☐ Check here if this course was an override. If so, please review your Override Request Application for important information related to dropping a course.

( ) Add Course Name/Level: \_\_\_\_\_

- ☐ Check here if this course is an override. If so, please complete the Override Request Application.

**Deadlines for ADDING a course: (Some courses may vary; please see counselor for details. This does not include dropping a level in the same course.)**

- 1.50 credit courses must be added within the first 30 school days of the course.
  - 1.00 credit courses must be added within the first 20 school days of the course.
  - 0.50 credit courses must be added within the first 10 school days of the course.
- \*Requests to add a course after the deadline will be reviewed by the Guidance Program Coordinator and Principal.

**Deadlines for DROPPING a course:**

- 1.50 credit courses must be dropped by the Trimester 2 mid-point of the course.
- 1.00 credit courses must be dropped by the end of the first Trimester of the course.
- 0.50 credit courses must be dropped by the mid-point of the course.

**PLEASE NOTE IF DROPPING A COURSE:**

- If a student drops a course prior to the withdrawal deadline above, the course will not appear on the student's transcript or permanent record.
- If a student drops a course after the withdrawal deadline above, the course will appear on the student's permanent record and transcript. "WP" will indicate the student was passing at the time of withdrawal, and a "WF" will indicate the student was failing at the time of withdrawal.
- A change in schedule may be made only if there is evidence of earnest and consistent effort on the part of the student to meet all expectations of the course and the terms for an override are met.
- No course drop will be considered unless the student schedule maintains the minimum enrollment requirements.

Student Explanation: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Counselor Comments (include previous grades if necessary): \_\_\_\_\_

Counselor Name: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

Current Teacher Comments: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator Decision/Signature: \_\_\_\_\_ Approved \_\_\_\_\_ Denied \_\_\_\_\_ Date: \_\_\_\_\_

# OVERRIDE REQUEST APPLICATION

Student: \_\_\_\_\_ Current Grade: \_\_\_\_ Counselor: \_\_\_\_\_

Teacher **Recommended** Course: \_\_\_\_\_ Level: \_\_\_\_

Student/Parent/Guardian **Requested** Course: \_\_\_\_\_ Level: \_\_\_\_

Please review this document and complete the steps outlined below. Submit the completed Override Request Application to the Guidance Office by the deadline posted on the Course Request form.

1. Conference/conversation between the parent/guardian and the teacher. The teacher should sign and date below. Alternately, you may attach an e-mail from the teacher in lieu of a signature to confirm this conversation.

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

2. If you have additional questions about the content of courses, you should contact the department coordinator.

3. If an override is still requested, the parent/guardian and student must review and sign the application below.

- In early spring, the number of sections of a course is determined after student course request sheets are submitted. (Override requests are considered when determining sections.)
- Students are placed in recommended courses first. If space in class permits, override request applications will be reviewed on a first come first served basis. Several factors impact placement.
- **Placement is not on a trial basis;** therefore, subsequent changes will not be made unless student submits a Student Appeal for Change in Schedule Form and this is approved by the principal. Please review the form as it contains important transcript information.
- If the student does not attain a final grade of C- or better in the non-recommended level or if a student drops the course, the following year the student will be placed in the recommended level with **no override option permitted**.
- The student in an override course will have available the same assistance as all other students. The parents/guardians will accept the responsibility to provide additional support if necessary.

I have read this document:

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

## **RETURN COMPLETED AND SIGNED DOCUMENT TO GUIDANCE.**

**For office use only:**

**Approved:** \_\_\_\_ **Not Approved:** \_\_\_\_

**Administrator:** \_\_\_\_\_ **Date:** \_\_\_\_\_