

# Bristol Public Schools

## Program of Studies

### 2018-2019

#### Contents

[BRISTOL PUBLIC SCHOOLS MISSION STATEMENT](#)

[STATEMENT OF CORE VALUES/MISSION](#)

[LOOKING AHEAD FOR PARENTS AND STUDENTS](#)

[GRADUATION REQUIREMENTS](#)

[RECOMMENDED COURSE SEQUENCE](#)

[COLLEGE INFORMATION](#)

[NEW ADMISSIONS REQUIREMENTS FOR CONNECTICUT STATE SCHOOLS](#)

[COLLEGE CREDIT OPPORTUNITIES](#)

[ADVANCED PLACEMENT \(AP\) / UCONN EARLY COLLEGE](#)

[EXPERIENCE-ECE](#)

[COLLEGE CAREER PATHWAYS \(CCP\)](#)

[HIGH SCHOOL PARTNERSHIP](#)

[PROJECT LEAD THE WAY \(PLTW\)](#)

[Project Lead the Way - College Credit Options](#)

[AWARD OF HIGH SCHOOL DIPLOMAS](#)

[CREDITS](#)

[CATEGORIES](#)

[GRADE WEIGHTING](#)

[ADVANCED PLACEMENT/UCONN EARLY EXPERIENCE COLLEGE COURSES](#)

[INDEPENDENT STUDY PROGRAM](#)

[PREREQUISITE COURSES](#)

[GUIDANCE SERVICES](#)

[REPORT CARDS](#)

[HOMEBOUND INSTRUCTION](#)

[SUMMER SCHOOL AND MAKEUP](#)

[BRISTOL TECHNICAL EDUCATION CENTER PROGRAMS](#)

[SCHOOL CHOICE OPTIONS](#)

ONLINE COURSEWORK  
CHANGE OF SCHEDULE  
COURSE WITHDRAWAL/DROP  
SPECIAL EDUCATION SERVICES  
ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)  
PROGRAM OF STUDIES  
ART  
BUSINESS & FINANCE  
ENGINEERING AND TECHNOLOGY  
FAMILY & CONSUMER SCIENCES  
ENGLISH  
MATHEMATICS  
MUSIC  
PHYSICAL EDUCATION  
SCIENCE  
SOCIAL STUDIES  
WORLD LANGUAGES  
CAREER RESOURCE CENTER  
BRISTOL TECHNICAL EDUCATION CENTER  
DEPARTMENT PHILOSOPHY:

Art Courses

DRAWING AND PAINTING 1  
DRAWING AND PAINTING 2  
DRAWING AND PAINTING 3  
DRAWING AND PAINTING 4  
PRINTMAKING 1  
PRINTMAKING 2  
PORTFOLIO COURSE  
AP STUDIO ART  
DESIGN I  
DESIGN II  
SCULPTURE 1  
SCULPTURE 2  
POTTERY 1  
POTTERY 2  
FIBER  
PHOTOGRAPHY AS ART

Business & Finance

BUSINESS & FINANCE PHILOSOPHY

## Business & Finance Courses

### COLLEGE CAREER PATHWAY PROGRAM:

ACCOUNTING 1

ACCOUNTING 2

ADVERTISING AND PUBLIC RELATIONS

BUSINESS MANAGEMENT

INFORMATION PROCESSING 1

INFORMATION PROCESSING 2

COMPUTER PROGRAMING & VIDEO GAME DESIGN

PERSONAL FINANCE AND INVESTMENT

SMALL BUSINESS OWNERSHIP

WEBSITE DESIGN

COMMUNICATION SKILLS FOR THE 21st CENTURY 1

COMMUNICATION SKILLS FOR THE 21st CENTURY 2

## Engineering & Technology

ENGINEERING AND TECHNOLOGY PHILOSOPHY

## Engineering & Technology Courses

GENERAL DESCRIPTION

DESIGN & ENGINEERING: Project Lead the Way

COLLEGE CAREER PATHWAY PROGRAM – Technology Studies

PRINCIPLES OF ENGINEERING

INTRODUCTION TO ENGINEERING DESIGN

INTRO TO COMPUTER ASSISTED DESIGN

CAD & SOLID MODELING

CIVIL ENGINEERING & ARCHITECTURE

ARCHITECTURAL DESIGN

DIGITAL ELECTRONICS

INFORMATION AND COMMUNICATIONS TECHNOLOGIES

COMMUNICATION TECHNOLOGY

VIDEO PRODUCTION TECHNIQUES

TELEVISION PRODUCTION

CONSTRUCTION TECHNOLOGY

ARCHITECTURAL CONCEPTS

CONSTRUCTION TECHNOLOGY

CONSTRUCTION APPLICATIONS

MANUFACTURING AND OTHER TECHNOLOGIES

ENERGY AND POWER

TRANSPORTATION TECHNOLOGY

AUTOMATION AND ROBOTICS

TOOLS & MATERIALS  
MANUFACTURING PROCESSING

Family & Consumer Sciences

FAMILY AND CONSUMER SCIENCES PHILOSOPHY

Family & Consumer Sciences Courses

COLLEGE CAREER PATHWAY PROGRAM – Early Childhood Education

INTRODUCTORY FOODS & NUTRITION

ADVANCED FOODS & NUTRITION

APPLIED FOOD SCIENCE

CHILD, FAMILY AND COMMUNITY

EARLY CHILDHOOD EDUCATION 1

EARLY CHILDHOOD EDUCATION 2

INDIVIDUAL AND FAMILY DEVELOPMENT/UCONN

ENGLISH

DEPARTMENT PHILOSOPHY

English Courses

ENGLISH 1

ENGLISH 1 ACCELERATED

ENGLISH 1 ACADEMIC

ENGLISH FOUNDATIONS 1

ENGLISH SKILLS FOR SUCCESS

ENGLISH 2

ENGLISH 2 ACCELERATED

ENGLISH 2 ACADEMIC

ENGLISH FOUNDATIONS 2

ENGLISH 3

ENGLISH 3 ACCELERATED

ENGLISH 3 ACADEMIC

ENGLISH LANGUAGE AP

ENGLISH 4

ENGLISH LITERATURE/AP/UCONN

ENGLISH 4 ACCELERATED

ENGLISH 4 ACADEMIC

ENGLISH ELECTIVES

CONTEMPORARY LITERATURE\*\*

CREATIVE WRITING \*\*

DRAMA 1

DRAMA 2

MEDIA LITERACY

JOURNALISM: WRITING & PUBLISHING

MYTHOLOGY\*\*

SAT LITERACY PREP\*\*

MATHEMATICS

DEPARTMENT PHILOSOPHY

Mathematics Courses

MATH FOUNDATIONS 1, 2, and 3 (Skinny Block)

ALGEBRA 1 ACADEMIC

ALGEBRA 1 ACADEMIC WITH ALGEBRA I FOUNDATIONS (2 Credits)

ALGEBRA 1 ACCELERATED

GEOMETRY ACADEMIC

GEOMETRY ACCELERATED

ALGEBRA 2 ACADEMIC

ALGEBRA 2 ACADEMIC WITH ALGEBRA 2 FOUNDATIONS (2 Credits)

ALGEBRA 2 ACCELERATED

ADVANCED MATHEMATICAL DECISION MAKING

STATISTICS ACADEMIC

SAT MATHEMATICS PREP

PRE-CALCULUS ACADEMIC

PRE-CALCULUS ACCELERATED

STATISTICS AP

CALCULUS ACCELERATED

CALCULUS AP/UCONN-AB

CALCULUS AP/UCONN-BC

MUSIC

DEPARTMENT PHILOSOPHY

DEPARTMENT GOALS

Music Courses

MUSIC HISTORY

AMERICAN MUSIC STUDIES (The History of Popular Music)

MUSIC HISTORY (The History of Classical Music)

MUSIC THEORY

MUSIC THEORY I

MUSIC THEORY II

MUSIC THEORY AP

MUSIC ENSEMBLE GROUPS

CONCERT CHOIR

CHORUS 1

BAND

OTHER MUSIC COURSE OFFERINGS

PIANO/KEYBOARD

GUITAR (ACOUSTIC)

MUSIC TECHNOLOGY

PHYSICAL EDUCATION/HEALTH

DEPARTMENT PHILOSOPHY

PHYSICAL EDUCATION

PHYSICAL EDUCATION

HEALTH

SCIENCE

DEPARTMENT PHILOSOPHY

SCIENCE COURSES

PHYSICAL SCIENCE

BIOLOGY

BIOLOGY AP

CHEMISTRY

CHEMISTRY AP

PHYSICS

PHYSICS/UConn

PHYSICS C Mechanics and PHYSICS C Electricity & Magnetism

AP/UConn

ANATOMY & PHYSIOLOGY

ENVIRONMENTAL SCIENCE

ENVIRONMENTAL SCIENCE AP

BIOTECHNICAL ENGINEERING

SOCIAL STUDIES

DEPARTMENT PHILOSOPHY

Social Studies Courses

WORLD HISTORY

MODERN AMERICAN HISTORY

CIVICS

SOCIAL STUDIES ELECTIVES

U.S. HISTORY AP

U.S. GOVERNMENT AND POLITICS AP

HUMAN GEOGRAPHY AP

WORLD HISTORY AP

MICROECONOMICS AP

ECONOMICS

GEOGRAPHY AND CULTURE OF LATIN AMERICA AND AFRICA

GEOGRAPHY AND CULTURE OF ASIA AND THE MIDDLE EAST  
GLOBAL ISSUES  
LAW AND JUSTICE  
CONTEMPORARY PSYCHOLOGY  
DEVELOPMENTAL PSYCHOLOGY  
PSYCHOLOGY AP  
SOCIOLOGY  
WORLD LANGUAGES  
DEPARTMENT PHILOSOPHY  
World Language Courses  
MODERN LANGUAGES  
FRENCH 1 ACADEMIC AND ACCELERATED  
FRENCH 2 ACADEMIC AND ACCELERATED  
FRENCH 3 ACADEMIC AND ACCELERATED  
FRENCH 4 ACADEMIC AND ACCELERATED  
ITALIAN 1 ACADEMIC AND ACCELERATED  
ITALIAN 2 ACADEMIC AND ACCELERATED  
ITALIAN 3 ACADEMIC AND ACCELERATED  
ITALIAN 4 ACADEMIC AND ACCELERATED  
SPANISH 1 ACADEMIC AND ACCELERATED  
SPANISH 2 ACADEMIC AND ACCELERATED  
SPANISH 3 ACADEMIC AND ACCELERATED  
SPANISH 4 ACADEMIC AND ACCELERATED  
SPANISH LANGUAGE AND CULTURE 5 AP  
LATIN 1 (Accelerated)  
LATIN 2 (Accelerated)  
LATIN 3: INTRODUCTION TO LATIN LITERATURE (Accelerated)  
LATIN 4: LATIN LITERATURE (Accelerated)  
MULTICULTURAL EXPRESSIONS  
AP CAPSTONE  
AP SEMINAR  
AP RESEARCH  
ADDITIONAL AP ELECTIVE OFFERING  
COMPUTER SCIENCE AP  
SCHOOL COUNSELING CREDIT PROGRAMS  
WORK EXPERIENCE  
SENIOR INTERNSHIP PROGRAM  
SERVICE LEARNING  
COLLEGE CAREER PATHWAY PROGRAM

[HIGH SCHOOL PARTNERSHIP](#)  
[ENGLISH LANGUAGE LEARNERS PROGRAM](#)  
[SHELTERED ENGLISH INSTRUCTION](#)

[ELL ENGLISH](#)  
[ELL SOCIAL STUDIES](#)  
[ELL PHYSICAL SCIENCE](#)  
[ELL MATH](#)  
[ELL ALGEBRA](#)  
[ELL GEOMETRY](#)  
[ELL SUPPORT](#)

[Sheltered Content Area Instruction Courses English Language Learners](#)  
[BRISTOL TECHNICAL EDUCATION CENTER](#)  
[GENERAL INFORMATION](#)

[APPLICATIONS](#)  
[PLACEMENT](#)

[Bristol Technical Education Center Courses](#)

[AIR-CONDITIONING/ REFRIGERATION & HEATING](#)  
[AUTO MECHANICS](#)  
[CAD/CAM/DRAFTING](#)  
[FOOD TRADE/BAKERY](#)  
[MACHINE TOOL/COMPUTER NUMERICAL CONTROL](#)  
[DIGITAL ELECTRONICS](#)  
[WELDING](#)

[DRIVER EDUCATION](#)

[NCAA Freshman Eligibility Standards](#)

[INFORMATION CONCERNING TITLE IX OR EDUCATION AMENDMENTS OF](#)  
[1972](#)



## ***BRISTOL PUBLIC SCHOOLS MISSION STATEMENT***

To maintain a safe and secure learning environment that provides all students with the necessary knowledge and skills to successfully complete college, other post high school education or training.

## ***LOOKING AHEAD FOR PARENTS AND STUDENTS***

One of the many goals of the Bristol Public Schools is to prepare all students for post-secondary education. The program of study at the high school is so structured as to enable students to achieve a secondary education opportunity if:

1. Students plan their program of study carefully.
2. Students demonstrate the ability, the maturity, and the motivation to perform the required work.

Careful program planning by parents and students is of critical importance. The course of study followed while in high school is the foundation upon which future success will be based.

The high school course of study allows students to select those courses they and their parents deem appropriate for their future.

Of course, changes in plans occur after students enter high school, but it is much better for students to plan their courses wisely so that they will not be held back by the necessity of frequently changing their plans.

The high school curriculum permits students to select courses that best fit their plans. It is important that students carefully read those sections of this booklet dealing with graduation requirements, credits, and the departmental course descriptions.

Both parents and students are encouraged to seek assistance and suggestions from the high school guidance staff.

# ***GRADUATION REQUIREMENTS***

The Bristol Board of Education requires total credits as listed below to graduate.

Subject Area	Credit Requirement	Notes
<b>English</b>	4 Credits	<ul style="list-style-type: none"> <li>▪ English 1, 2, 3, 4 (or English 3R and Writing Portfolio, Creative Writing, Mythology or Contemporary Literature)</li> <li>▪ All students are required to meet a writing performance standard.</li> </ul>
<b>Mathematics</b>	3 Credits	<ul style="list-style-type: none"> <li>▪ All students will be required to meet a performance standard in mathematics</li> </ul>
<b>Social Studies</b>	3 Credits	<ul style="list-style-type: none"> <li>▪ Including 1 credit in Modern American History &amp; .5 in Civics</li> </ul>
<b>Physical Education</b>	2 Credits	<ul style="list-style-type: none"> <li>▪ .5 each year (unless student has been excused for medical reasons)</li> </ul>
<b>Science</b>	3 Credits	<ul style="list-style-type: none"> <li>▪ Including 1 credit in Chemistry or Environmental Science</li> </ul>
<b>Vocational/Fine Arts</b>	1 Credit	<ul style="list-style-type: none"> <li>▪ Select from the following departments: BTECH, Engineering and Technology, Business and Finance, Family Consumer Science, Art, or Music</li> </ul>
<b>Health</b>	.25 Credits	<ul style="list-style-type: none"> <li>▪ .25 Freshman year</li> </ul>
<b>Required Total Credits: 25.25</b>		
<i>Additional credits to equal a Y.O.G. total must be selected.</i>		

Grade Placement	Credit Load
<b>Grade 9 to 10:</b> must earn 5.75 credits	Students will be required to take a minimum of six credits and .5 credit in Physical Education in each grade, plus ¼ credit in Health (9 <sup>th</sup> grade).
<b>Grade 10 to 11:</b> must earn 11.75 credits	
<b>Grade 11 to 12:</b> must earn at least 17.25 credits	

**In addition to credit and course requirements, students will be expected to meet two performance standards in literacy and mathematics.**

### **Literacy and Mathematics Performance Standards**

- **Literacy:** Within the content of the course in which the student is enrolled, he/she will satisfactorily demonstrate college and career readiness in the following domains: Words in Context, Command of Evidence, Expression of Ideas, and Standard English conventions.
- **Mathematics:** Within the content of the course in which the student is enrolled, he/she will satisfactorily demonstrate college and career readiness in the following domains: Heart of Algebra, Problem Solving and Data Analysis, Passport to Advanced Math, and Additional Topics in Mathematics.
- **Exemptions:** Students will be exempt from the district performance standard if they have one of the following for each standard:

---

**Graduation Performance Standards for ELA and Math**

**The literacy and math graduation requirements will be met when students satisfy the following standards:**

**Class of 2019 and later:**

Meet the SAT benchmarks for the CT Next Generation accountability system in :

- Evidence-Based Reading and Writing
- Math

**OR**

Earn an equivalent score on a district alternative assessment

- **Transfers:** If a student transfers into the Bristol Public Schools after completing at least three years in a high school in another district, he/she may be exempted from Bristol's performance standards requirement for graduation.
- **Special Needs:** Students with special needs may be exempt from district performance standards for graduation as described in Board of Education's graduation policy if so indicated in their Individual Education Plan.

---

**Students in the 9<sup>th</sup> and 10<sup>th</sup> grade must take a core course of studies as listed below:**

9 <sup>th</sup>	10 <sup>th</sup>
English 1	English 2
World History	Modern American History
Algebra 1 or Geometry	Geometry or Algebra 2
Physical Science	Biology

---

**Opportunities to Extend Your Learning**

Internships through the Career Center provide Grade 12 students with a semester-long trial period within a career field. To ensure that a student is ready for a semester-long internship, several short-term experiences in the field of interest are recommended. The student is not expected to handle responsibilities of a fully skilled or "in-training" employee.

---

## ***RECOMMENDED COURSE SEQUENCE***

<b>GRADE 9</b>	<b>Credits</b>	<b>GRADE 10</b>	<b>Credits</b>
English I	1	English II	1
World History	1	Modern American History	1
Algebra I or Geometry	1	Geometry or Algebra II	1
World Language*	1	World Language*	1
Physical Science	1	Biology	1
Elective ***	1	Elective ***	1
Physical Education	.5	Physical Ed	.5
Health	.25		
<b>GRADE 11</b>	<b>Credits</b>	<b>GRADE 12</b>	<b>Credits</b>
English III	1	English IV	1
Social Studies Elective(s)	1	Social Studies Elective(s)	1
Algebra II/Math Elective	1	Math Elective	1
Chemistry or Enviro-Science	1	Science/Engineering Elective	1
Language*	1	Elective ***	1
Elective ***	1	Physical Ed	.5
Civics**	.5	Fourth Year of a Language or Elective	
Physical Ed	.5		

\*World language courses are taken sequentially. Students electing to take a world language should continue in the language of the previous year. Two to three years of one world language are expected for admission to most colleges.

\*\* Civics is required.

\*\*\*Information Processing 1&2 are recommended for all students to improve their 21<sup>st</sup> century skills.

## ***COLLEGE INFORMATION***

Admission requirements for colleges vary greatly, but general guidelines like those below can be very helpful for students planning their program at Bristol Eastern High School. Be sure to consult with counselors on a regular basis and to read the college, university, and trade school catalogues to be sure that you are taking the number and types of courses that will meet their specific requirements for admission.

<p><b>Most Selective Colleges</b></p> <ul style="list-style-type: none"> <li>● English—4 credits</li> <li>● Mathematics—4 credits</li> <li>● Science—3 credits</li> <li>● Social Studies—3 credits</li> <li>● World Language—3 to 4 years of the same language</li> <li>● Fine Arts—Recommended</li> <li>● Extracurricular activities that indicate leadership and initiative</li> <li>● Top 10-20% of the class</li> <li>● SAT I scores in the 655 to 800 range on each test (verbal/math/writing)</li> <li>● ACT minimum score of 29</li> <li>● GPA A to B+</li> <li>● Computer Competency</li> </ul>	<p><b>Highly Competitive Colleges</b></p> <ul style="list-style-type: none"> <li>● English—4 credits</li> <li>● Mathematics—3 or 4 credits</li> <li>● Science—3 credits</li> <li>● Social Studies—3 credits</li> <li>● World Language—3 years of the same language</li> <li>● Fine Arts—Recommended</li> <li>● Extracurricular activities that indicate leadership and initiative</li> <li>● Top 20-35% of the class</li> <li>● SAT I scores in the 620 to 654 range on each test (verbal/math/writing)</li> <li>● ACT minimum score of 27 to 28</li> <li>● GPA B+ to B</li> <li>● Computer Competency</li> </ul>
<p><b>Very Competitive Colleges</b></p> <ul style="list-style-type: none"> <li>● English—4 credits</li> <li>● Mathematics—3 credits</li> <li>● Science—2 credits</li> <li>● Social Studies—2 credits</li> <li>● World Language—3 years of the same language</li> <li>● Fine Arts—Recommended</li> <li>● Extracurricular activities that indicate leadership and initiative</li> <li>● Top 35-50% of the class</li> <li>● SAT I scores in the 573 to 619 range on each test (verbal/math/writing)</li> <li>● ACT minimum score of 24 to 26</li> <li>● GPA B to B-</li> <li>● Computer Competency</li> </ul>	<p><b>Competitive Colleges</b></p> <ul style="list-style-type: none"> <li>● English—4 credits</li> <li>● Mathematics—3 credits</li> <li>● Science—2 credits</li> <li>● Social Studies—2 credits</li> <li>● World Language—2 years of the same language</li> <li>● Fine Arts—Recommended</li> <li>● Extracurricular activities that indicate leadership and initiative</li> <li>● Top 50-65% of the class</li> <li>● SAT I scores in the 500 to 572 range on each test (verbal/math/writing)</li> <li>● ACT minimum score of 21 to 23</li> <li>● GPA B- to C+</li> <li>● Computer Competency</li> </ul>

# ***COLLEGE CREDIT OPPORTUNITIES***

## ***ADVANCED PLACEMENT (AP) / UCONN EARLY COLLEGE EXPERIENCE-ECE***

Students may receive college credit by passing specific assessment requirements for Advanced Placement courses or from the University of Connecticut. These are separate programs with different requirements that must be met. There are fees for these courses. These courses are identified in the handbook. These courses are college-level courses that require summer reading and added responsibilities.

## ***COLLEGE CAREER PATHWAYS (CCP)***

College Career Pathways is a national program that attempts to better connect high school students with college. Students who apply to the Tunxis Community College (CCP) program may earn college credits by successfully completing courses in the dual-enrollment program. College credits earned may be applied to certificate or degree programs at Tunxis Community College, or transferred to other colleges and universities.

## ***HIGH SCHOOL PARTNERSHIP***

The program is open to high school juniors and seniors who have an overall “B” average, are recommended by their guidance counselor, and have appropriate placement scores. Recommended students will be eligible to take one course per semester free of charge (General Fund tuition and fees). Students taking on campus classes will be responsible for their transportation to campus and book expenses. Students taking online classes will be responsible for their book expenses.

Admission to individual classes is dependent upon space availability, budgetary funding and students having met any prerequisite requirements. Students will be notified by the director of Admissions as to whether they are accepted into the class. This program is affiliated with Tunxis Community College.

## ***PROJECT LEAD THE WAY (PLTW)***

### ***Project Lead the Way - a pathway to careers in engineering and technology***

In partnership with the University of New Haven, the Engineering & Technology and Science Departments have implemented a nationally recognized pre-engineering program known as Project Lead the Way (PLTW). This pathway to engineering and technology careers provides a flexible four-year sequence of classes that will fit into any student schedule and provide practical opportunities for students to apply and practice what they learn as part of their mathematics classes. The chart below identifies a recommended sequence of PLTW classes along with the concurrent math requirement for the classes highlighted in grey:

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Introduction to Engineering Design	Principles of Engineering	Digital Electronics	Civil Engineering & Architecture*
Algebra 1	Geometry	Algebra 2	Biotechnical Engineering**

Although the full sequence of courses is recommended, students may elect individual classes as long as they meet the mathematics requirements for that class. Project Lead the Way prepares students to be innovators and to make meaningful, pioneering contributions to our world.

### ***Project Lead the Way - College Credit Options***

Students who successfully complete the end of course exam in each PLTW course may earn 3 college credits from the **Tagliatela College of Engineering** at the University of New Haven or other university. The college does require a fee for processing the college credit. \*College credit for Civil Engineering & Architecture is through Rochester Institute of Technology. \*\*College credit for Biotechnical Engineering is through the University of Texas at Tyler.

The PLTW experience develops motivated, well-rounded students by instilling confidence, stressing the importance of self-discovery, encouraging innovative problem solving and critical thinking, teaching team building, and rewarding creativity. The program is fun and students gain a critical opportunity to put their math skills to work in almost every class.

### ***AWARD OF HIGH SCHOOL DIPLOMAS***

Students who complete all graduation requirements shall receive a diploma at the June commencement. Individuals who have not satisfied the June graduation requirements may be granted a diploma upon the satisfactory completion of those requirements at a later date, by the school principal, provided that the student has successfully earned appropriate credit in a summer course or summer courses comparable (as determined by the principal) to the subject (s) in which the student was deficient.

### ***CREDITS***

A credit is given for successfully completing a year's work in a subject that meets 90 sessions per year. One-half credit is given for courses that meet 45 sessions per year and ends after one semester. While in the process of selecting courses, students and parents are urged to consider those subjects and levels which will challenge individual academic talents.

### ***CATEGORIES***

Most courses in the areas of English, Social Studies, Mathematics, Science and World Languages are classified by groupings. The criterion for such placement is determined by a combination of the following factors.

1. Recommendation by previous teachers and/or departmental criteria.
2. Grade achieved in previous courses.
3. Consultation with the student's counselor.

Accelerated and/or Advanced Placement (AP) courses are open only to students who perform at an exceptional level in a given subject area.

Students must maintain at least a minimum average of "83" in their current accelerated level course to be placed in an Accelerated/Advanced Placement level offering.

Students in academic level courses who desire to advance to the Accelerated/Advanced Placement level must maintain a minimum average of "93" in their current academic level course.

### ***GRADE WEIGHTING***

The purpose of grade weighting is to arrive at a meaningful class rank and determine eligibility for the National Honor Society. All courses are weighted according to the following four categories:

- ***CATEGORY AP:*** Advanced Placement courses and University of Connecticut Early College Experience (ECE) courses that are highly related to the academic demands of most four-year colleges. These courses may have stringent prerequisites for enrollment. Generally, one of the expectations for courses in this category is that students will spend approximately three hours preparing for and reviewing coursework at home for each meeting of the class. In addition, they will require in-depth study, summer reading, independent reading and research, and/or preparation of comprehensive papers and reports.
- ***CATEGORY 1:*** Category 1 consists of Accelerated (Acc.). Classes with a category one weighting are rigorous courses that reflect the academic demands of any four year college. Rigorous prerequisites must be completed and instructors must recommend students for coursework at this level. The courses require effort that exceeds the academic category and approaches the level of AP at times.
- ***CATEGORY 2:*** Academic (Acad.) consists of courses that are related to the academic demands of most four-year colleges, OR, courses that are performance-oriented. That is, a high degree of proficiency is required as evidenced by successful completion prerequisites and enrollment which is dependent upon instructor approval. These courses will require reading and writing and/or project assignments with homework time expectation averaging that which is at least equal to the assigned class time.
- ***CATEGORY 3:*** Instructional support courses designed to assist students in meeting graduation/district requirements. Normal scale 4.0 to 0.
- ***UNWEIGHTED:*** Courses that are unweighted provide students with an opportunity to participate in a diverse learning environment that reflects the global society in which we live. Students will be challenged to their own unique abilities and levels.



The category for each subject is included with course descriptions of all courses found in the Program of Studies.

<b>Numeric Grade</b>	<b>Category AP</b>	<b>Category 1 Accelerated</b>	<b>Category 2 Academic/ College prep</b>	<b>Category 3 Instructional Support</b>
<b>97-100</b>	<b>5.4</b>	<b>4.8</b>	<b>4.3</b>	<b>4.0</b>
<b>93-96</b>	<b>5.1</b>	<b>4.5</b>	<b>4.0</b>	<b>3.7</b>
<b>90-92</b>	<b>4.7</b>	<b>4.2</b>	<b>3.7</b>	<b>3.3</b>
<b>87-89</b>	<b>4.2</b>	<b>3.7</b>	<b>3.3</b>	<b>3.0</b>
<b>83-86</b>	<b>3.8</b>	<b>3.4</b>	<b>3.0</b>	<b>2.7</b>
<b>80-82</b>	<b>3.4</b>	<b>3.0</b>	<b>2.7</b>	<b>2.3</b>
<b>77-79</b>	<b>2.9</b>	<b>2.6</b>	<b>2.3</b>	<b>2.0</b>
<b>73-76</b>	<b>2.5</b>	<b>2.25</b>	<b>2.0</b>	<b>1.7</b>
<b>70-72</b>	<b>2.1</b>	<b>1.9</b>	<b>1.7</b>	<b>1.3</b>
<b>67-69</b>	<b>1.7</b>	<b>1.5</b>	<b>1.3</b>	<b>1.0</b>
<b>65-66</b>	<b>1.2</b>	<b>1.1</b>	<b>1.0</b>	<b>.5</b>
<b>less than 65</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

***EXCLUDING AN ELECTIVE COURSE FROM GPA AND CLASS RANK***

Requests to exclude grade from GPA and Class Rank:

- At the time of course selection, students *with current weighted GPAs greater than the maximum scale offered for a course* may request to exclude their grade from calculating into their GPA and Class Rank. (For these students, earning a perfect 100% grade would negatively impact their GPA.)
- Only Category 2 - Academic level courses, without Accelerated offerings, are eligible.
- Students must complete a contract to exclude the grade from factoring into their GPA and Class Rank. The contract can be obtained from guidance and must provide consent from the student's parent, teacher, guidance counselor, and administrator.

\*Exclusive to students with a GPA higher than 4.3.

\*\*No limit to the number of times a student may request to exclude a grade.

***ADVANCED PLACEMENT/UCONN EARLY EXPERIENCE COLLEGE COURSES***

All students are encouraged to strive to take these collegiate level courses, but students and their parents must understand and accept the added responsibilities that accompany the opportunity to earn college credits. Students taking these courses must:

- Take the AP test in order to receive high school credit;
- Understand that summer assignments must be completed prior to the start of the school year;
- Stay enrolled in the course until the midway point of the first marking period. No students will be withdrawn from an AP/UCONN course prior to this date unless circumstances warrant after Administrative review.

### **Course Withdrawal Conditions:**

- Students wishing to withdraw at the midpoint of marking period one will have their AP testing fee refunded.
- The University of Connecticut reserves the right to set different conditions for refunds.
- Students withdrawing from these courses after the midway point will receive no refunds.

Students taking an AP/UCONN course will be required to pay the AP testing fee of approximately \$85 by the first Monday in June prior to the start of the course unless one of the following situations exists:

- The student agrees to pay the University of Connecticut for UCONN credit and also agrees to take the AP test. The Board of Education will pay the AP testing fee for all students who have paid the UCONN course fees.
- The student qualifies for free or reduced lunch as defined by federal guidelines. The State of CT pays the AP testing fee for all Free or Reduced lunch students. *These students must agree to take the AP test to receive high school credit. The University of Connecticut provides similar fee reductions for which students may qualify.*
- Students of families experiencing financial difficulties may make special payment arrangements with the school's AP Coordinator or the Principal.

Students who have not paid the AP fee or met any of these options will be withdrawn from these classes.

Designated high school courses are offered in conjunction with the University of Connecticut for college and high school credit. **Acceptance into the college credit program is determined by the University of Connecticut guidelines. Accelerated/AP criteria also must be met for admission into these programs for high school credit. Students will be charged per course credit by UCONN.**

### ***INDEPENDENT STUDY PROGRAM***

An Independent Study program is available after the freshman year. The purpose is to extend and enrich the curriculum by permitting able and interested students to pursue in depth a topic or field of study not offered in the school's curriculum. Enrollment is open to any student with a history of success (grade B or better) in a related field. Details are available from your guidance counselor.

### ***PREREQUISITE COURSES***

Prerequisite courses are those courses that must be passed before electing a sequential course. There may be a minimum grade requirement, or teacher/department head approval. The requirements will be indicated in the course description.

### ***GUIDANCE SERVICES***

The guidance office is the place where students go to talk about themselves, their future educational/career goals, or personal concerns. With counselor assistance, students may

analyze test results, discuss their strengths and weaknesses and choose courses that best fit their needs, abilities, interests and future plans.

Students are encouraged to initiate meetings with their counselors as the need arises. All students are urged to pre-schedule appointments with the counselor through the secretary for an appropriate time (i.e., study hall or before or after school). The secretary is available from 7:30 a.m. to 3:30 p.m.

Students are assigned to teams in the 9<sup>th</sup> grade at both high schools and a counselor is assigned to that team. In most cases, the counselor remains with the student throughout the four years of high school. Counselors encourage a cooperative approach—student, parent, teacher, counselor working together to help assure optimum student success and achievement during the high school years.

***GUIDANCE LIBRARY MATERIALS*** – In addition to the extensive library of higher education catalogues, the guidance library contains supplementary aids to facilitate vocational and higher education planning. These include files of vocational briefs, brochures, books on many institutions, career reference books, college planning guides, and computer systems for interest surveys, aptitude tests, or college and vocational searches.

***CAREER COUNSELING*** – Career Counseling is offered through the Guidance Department. It is designed to help students investigate career paths, learn about further educational opportunities, and make final decisions and plans for their future. All students have the following activities available to them in making these critical decisions:

- Career Assessment – Use of computer assessment, and books to determine possible career paths.
- Job Shadow – Visit a job site that allows for a one-on-one dialogue with a worker in the student’s field of interest.
- Internships – A semester long investigation of an occupational field designed for students who have expressed interest in gaining experience in a field they plan to enter.
- Career Portfolio Development – Students build an electronic career portfolio by progressing through a series of career planning and pre-employment activities.
- College Searches – Use of several sources for researching technical schools and two or four year colleges.
- Scholarship Searches – Use of computer software to research national scholarships based on a variety of qualifications.
- Work Experience – Work/career exploration and experience based on part-time work in the community.
- Service Learning – Career exploration based on community service in the local area.
- Individual Career Counseling – In cooperation with your child’s Guidance Counselor.
- Career Explanation Workshops – In school and after school workshops lead by individuals working in the field. There is a seminar component to this experience.

***COMPUTERIZED GUIDANCE SERVICES*** – Naviance is an on-line resource that will be used to assist students with career development and college planning options by connecting students to information occupations, the armed services, two and four year colleges and financial aid.

***SCHOLARSHIP INFORMATION*** – Federal, state and local financial information is distributed annually to seniors. Additionally, reference material on merit or need based aid is available in the guidance office.

**COLLEGE ADMISSIONS TESTING** – There are two national college admissions testing programs:

1. The College Entrance Examination Board (CEEB) which sponsors the Scholastic Aptitude Test (SAT I) and subject area tests (SAT II) or
2. The American College Testing (ACT) program. The CEEB program is more prevalent in this area of the country. The Bristol high schools are testing sites for the CEEB. Students should check college catalogues to see which program is preferred by the college in which they are interested.

### ***REPORT CARDS***

**All report cards and progress reports are mailed home each marking period.**

### ***HOMEBOUND INSTRUCTION***

Any pupil is eligible for instruction at home or in the hospital if an absence due to illness is to extend ten (10) consecutive school days, or when it is known in advance that the absence will exceed that time. To obtain this service, the student's parents should call the counselor. A form obtained from the counselor, must be completed and signed by a physician. The Department of Special Education assigns tutors and initiates a program when the form is returned to the counselor and the student qualified.

### ***SUMMER SCHOOL AND MAKEUP***

The Bristol Summer School is an excellent method for making up lost credit or for taking courses for enrichment. Admission to a remedial summer school course for credit will be permitted to students previously enrolled in the same course, but who (1) have not received credit for that course or (2) have passed with a grade of 65 or higher either semester 1 or semester 2 of the full year course during the school year. If a student fails one semester of the full year course in summer school, the student must take the full year course again during the school year or the full course again in summer school.

To meet proficiency standards in the summer school course and to therefore receive credit for the course, students shall:

- a. Meet the attendance policy as specified in the summer school rules and regulations.
- b. Receive a passing grade of 65 or higher for the summer school class.

The grade for credit awarded through the summer school program consists of 20% assessment and 80% coursework. When a student participates in the summer school course for either semester 1 or semester 2 of a full year course and passes the semester half of the course in summer school, the student shall receive  $\frac{1}{2}$  credit for the summer school course and  $\frac{1}{2}$  credit for the semester passed during the school year. The  $\frac{1}{2}$  credit awarded for the summer school course and the  $\frac{1}{2}$  credit awarded for the semester passed during the school year is only

applicable to the remedial summer school courses. The summer school grade is not averaged with the final course grade for the full year course.

To receive credit for a failed required course, if the summer school course is taken in other area summer schools, the student must receive a grade of 65 or higher on the mid-year and final assessments administered during the school year for the Bristol course.

### ***BRISTOL TECHNICAL EDUCATION CENTER PROGRAMS***

The Bristol Technical Education Center offers a variety of training programs for high school students in Bristol. The programs and entry requirements are described in the Career and Vocational Education section of the booklet.

### ***SCHOOL CHOICE OPTIONS***

Parents and students are encouraged to explore other educational opportunities that are offered in the school district locally and regionally. These options include magnet, charter, lighthouse and vocational-technical schools; Open Choice and inter-district programs; and vocational agriculture centers. Contact the Guidance Department for further information on these School Choice options.

### ***ONLINE COURSEWORK***

Courses available online may be accepted for high school credit. Students interested in pursuing this option should consult with their guidance counselor and the administrator overseeing independent studies for information and approval status before enrolling in these courses.

### ***CHANGE OF SCHEDULE***

**Change of schedule will not be considered after the last day of school.** Students wishing to change a course after schedules are finalized must file a "Student Request for Schedule Change" form with their counselor. No change in schedule will be made to allow for early release from school.

Students who fail a course or fail to meet sequential requirements to continue in the course or area, and who do not plan to attend summer school or follow another approved summer program **MUST REQUEST CHANGES IN ELECTIVES BEFORE THE ABOVE DEADLINE.** Otherwise, they will be assigned to alternate courses if indicated on the election card or at the discretion of the counselor.

### ***COURSE WITHDRAWAL/DROP***

Any student who drops or withdraws from a class during the school year will be given a "WP" if he/she has at least a "65" at the time of withdrawal and a "WF" if the grade is below a "65" at the time of withdrawal. If a student drops a course before the midpoint of the first marking period he/she will receive a "W" regardless of his/her average.

## ***SPECIAL EDUCATION SERVICES***

The Special Services Department provides a full range of support and related services to students requiring special education assistance during the school day. The Planning and Placement Team (PPT) of which the student's parent is a member, determines whether a student is eligible to receive special education and related services. At the PPT meeting an Individual Education Program (IEP) will be developed if the student is eligible to address the individual educational needs of the student. A description of programs is available upon request through the Special Services Department. Please feel free to contact the Special Services Department at (860) 584-7050.

## ***ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)***

### ***AVID Philosophy***

AVID is a college readiness system designed to increase school wide performance and open access to the most rigorous curricula, such as accelerated and advanced placement courses, to more students.

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID aims to improve the performance of all students, especially those who have not traditionally succeeded in completing college entrance requirements: students who are underrepresented in four-year colleges and universities, students in the academic middle, and students who are the first in their family to go to college.

### **The AVID Elective**

AVID elective is a full year academic course that prepares students for the rigors of college and provides them with academic skills, content knowledge, and social adaptability needed for college success. Students enrolled in AVID elective learn organizational and study skills, incorporate critical thinking strategies and ask probing questions, work collaboratively with peers and college tutors for academic support, and participate in enrichment and motivational activities that foster a college-going culture. AVID students often become academically

successful leaders and role models for other students. AVID-trained teachers use research based methods of effective instruction including writing, inquiry, collaboration, and reading strategies (WICR).

AVID elective is a voluntary, selective program. Students must meet specific criteria for acceptance into the program. Recruitment is a collaborative process by the AVID site team and includes a review of student records, teacher and student input, socio-economic and demographic considerations, parental support, and willingness by potential students to enroll in rigorous courses, follow the AVID curriculum, and commit to at least one year in AVID elective. Students who remain in the program at least three years are most likely to demonstrate academic improvement and will be most likely to meet the goal of four-year college enrollment if the student remains in the AVID program in his or her senior year of high school.

<b>Grades:</b> 9-12	<b>Credit:</b> 1.0	<b>Category:</b> 2
<b>Pre-Requisite:</b> Students must meet specific criteria for acceptance into the program.		

School(s)	Course	Credits	Category			Grade Level			
			1	2	3	9	10	11	12
BC-BE	AVID Elective 1	1		X		X			
BC-BE	AVID Elective 2	1		X			X		
BE-BC	AVID Elective 3	1		X				X	
BE-BC	AVID Elective 4	1		X					X

## ***PROGRAM OF STUDIES***

**2018 - 2019**

Students will select courses from the following list, keeping in mind the material sequence, prerequisites, plus their abilities and interests. Students should develop with the counselor an individual program that will best serve their future plans. Course descriptions and explanations follow this list. All courses are weighted according to three categories. The category is listed in this column next to each subject.

### ***ART***

Course	Course Number	Credits	Category			Grade Level			
			1	2	AP	9	10	11	12
AP Studio Art	061411	1			X			X	X
Design 1	061371	.5	X			X	X	X	X
Design 2	061831	.5	X					X	X
Draw & Paint 1	061012	.5		X		X	X	X	X
Draw & Paint 2	061022	.5		X		X	X	X	X
Draw & Paint 3	061032	.5		X			X	X	X
Draw & Paint 4	061042	.5		X			X	X	X
Fiber	061392	.5		X		X	X	X	X
Photography As Art	061402	.5		X				X	X
Portfolio	061352	.5		X				X	X
Pottery 1	061112	.5		X		X	X	X	X
Pottery 2	061122	.5		X		X	X	X	X
Printmaking 1	061312	.5		X		X	X	X	X
Printmaking 2	061322	.5		X		X	X	X	X
Sculpture 1	061212	.5		X		X	X	X	X
Sculpture 2	061222	.5		X		X	X	X	X

### ***BUSINESS & FINANCE***

Course		Credits	Category			Grade Level			
			1	2	AP	9	10	11	12
Accounting 1	091101	1	X				X	X	X
Accounting 2	091111	1	X					X	X
Introduction to Marketing	091512	.5		X		X	X	X	X
Business Management	091412	.5		X			X	X	X
Information Processing 1	091422	.5		X		X	X	X	X
Information Processing 2	091431	.5	X			X	X	X	X
Learn to Lead	140022	.25		X		X	X	X	X
Personal Career Planning	140012	.25		X		X	X	X	X
Personal Finance & Investment	091462	.5		X		X	X	X	X
Communication Skills for the 21 <sup>st</sup> Century 1	091251	.5	X				X	X	X
Communication Skills for the 21 <sup>st</sup> Century 2	091261	.5	X				X	X	X
Computer Program/Video Game	091321	.5		X			X	X	X
Small Business Ownership	091472	.5		X		X	X	X	X
Web Site Design	091482	.5		X			X	X	X



## ***ENGINEERING AND TECHNOLOGY***

Course	Course Number	Credits	Category			Grade Level			
			1	2	AP	9	10	11	12
Architectural Concepts	081822	.5		X		X	X	X	X
Architectural Design	081832	.5		X		X	X	X	X
Automation & Robotics	081442	.5		X		X	X	X	X
CAD & Solid Modeling	081331	.5	X			X	X	X	X
Civil Engineering and Architecture - PLTW	081821	1	X				X	X	X
Communication Technology	081902	.5		X		X	X	X	X
Construction Technology	081082	.5		X		X	X	X	X
Construction Applications	081922	.5		X			X	X	X
Digital Electronics - PLTW	081811	1	X				X	X	X
Intro to Computer Assisted Design	081321	.5	X			X	X	X	X
Energy & Power Technologies	081942	.5		X		X	X	X	X
Introduction To Engineering Design - PLTW	081551	1	X			X	X	X	X
Manufacturing Processing	TBD	.5		X			X	X	X
Principles of Engineering - PLTW	081801	1	X			X	X	X	X
Television Production	081642	.5		X			X	X	X
Tools and Materials	081862	.5		X		X	X	X	X
Transportation Technology	081932	.5		X		X	X	X	X
Video Production Techniques	081632	.5		X			X	X	X

## ***FAMILY & CONSUMER SCIENCES***

Course	Course Number	Credits	Category			Grade Level			
			1	2	AP	9	10	11	12
Introduction to Foods & Nutrition	101042	.5		X		X	X	X	X
Advanced Foods & Nutrition	101052	.5		X		X	X	X	X
Applied Food Science	101062	.5		X				X	X
Child, Family and Community	102202	.5		X		X	X	X	X
Early Childhood Education 1	102211	.5	X					X	X
Early Childhood Education 2	102221	.5	X					X	X
Individual & Family Development/UCONN	101215	1			X			X	X

## *ENGLISH*

Course	Course Number	Credits	Category				Grade Level			
			1	2	3	AP	9	10	11	12
Contemporary Literature	011122	.5		X					X	X
Creative Writing	011152	.5		X				X	X	X
Drama 1	011182	.5		X			X	X	X	X
Drama 2	011192	.5		X			X	X	X	X
ELL English	011440	1			X		X	X	X	X
English 1 Academic	011012	1		X			X			
English 2 Academic	011022	1		X				X		
English 1 Accelerated	011011	1	X				X			
English 2 Accelerated	011021	1	X					X		
English 3 Academic	011052	1		X					X	
English 3 Accelerated	011051	1	X						X	
English 4 Academic	011042	1		X						X
English 4 Accelerated	011041	1	X							X
English Foundations 1	011017	1			X					
English Foundations 2	011018	1			X					
English Language AP	011055	1				X			X	X
English Literature AP/UCONN	011045	1				X			X	X
Journalism	011242	.5		X				X	X	X
Skills for Success – English	011138	.5			X		X			
Media Literacy	011082	.5		X				X	X	X
Mythology	011252	.5		X				X	X	X
SAT Literacy Prep	015122	.25		X				X	X	X

## ***MATHEMATICS***

Course	Course Number	Credits	Category				Grade Level			
			1	2	3	A P	9	10	11	12
Advanced Mathematical Decision Making	021172	1		X						X
Algebra 1 Academic	021012	1		X			X			
Algebra 1 Accelerated	021011	1	X				X			
Algebra 2 Academic	021032	1		X				X	X	X
Algebra 2 Accelerated	021031	1	X					X	X	
Calculus Accelerated	021051	1	X							X
Calculus AB/AP/UCONN	021055	1 - 1.5				X				X
Calculus BC/AP/UCONN	021055	.5 - 1				X				X
Geometry Academic	021022	1		X				X		
Geometry Accelerated	021021	1	X				X	X		
Math Foundations 1 (Skinny)	021017	.25-.5			X		X			
Math Foundations 2 (Skinny)	021018	.25-.5			x			X		
Math Foundations 3 (Skinny)	021043	.25-.5			x				X	
Algebra 1 Foundations (Double Block)	021012E	1			x		x			
Algebra 2 Foundations (Double Block)	021112E	1			x				x	
Pre-Calculus Academic	021042	1		X					X	X
Pre-Calculus Accelerated	021041	1	X						X	X
Statistics Academic	021272	1		X					X	X
Statistic AP	021075	1				X			X	X
SAT Mathematics Prep	015222	.25		X	X			X	X	X

## ***MUSIC***

Course	Course Number	Credits	Category			Grade Level			
			1	2	AP	9	10	11	12
American Music Studies	071432	.5		X		X	X	X	X
Band	071302	1		X		X	X	X	X
Chorus I	071200	1		X		X			
Concert Choir	071202	1		X			X	X	X
Guitar	071422	.5		X		X	X	X	X
Music History/Classical	071072	.5		X		X	X	X	X
Music Theory AP	071031	1			X		X	X	X
Music Theory 1	071012	.5		X		X	X	X	X
Music Theory 2	071022	.5		X		X	X	X	X
Piano/Keyboard	071412	.5		X		X	X	X	X
Music Technology	071442	.5		X		X	X	X	X

**PHYSICAL EDUCATION**

Course	Course Number	Credits	Category			Grade Level			
			1	2	AP	9	10	11	12
Health	151202	.25		X		X			
Phys Ed 9	151002	.5		X		X			
Phys Ed 10/11/12	151032	.5		X			X	X	X

**SCIENCE**

Course	Course Number	Credits	Category				Grade Level			
			1	2	3	A P	9	10	11	12
Anat. & Physiology Academic	031132	1		X					X	X
Biology Academic	031042	1		X				X		
Biology Accelerated	031041	1	X				X	X		
Biology AP	031045	1				X			X	X
Biotechnical Engineering - PLTW	039901	1	X						X	X
Chemistry Academic	031072	1		X					X	X
Chemistry Accelerated	031071	1	X						X	X
Chemistry AP	031055	1				X		X	X	X
Computer Science AP	032225	1				X		X	X	X
ELL Science	031440	1			X					
Environmental Science Academic	031192	1		X					X	X
Environmental Science AP	031195	1				X			X	X
Physical Science Academic	031212	1		X			X			
Physical Science Accelerated	031211	1	X				X			
Physics Academic	031102	1		X					X	X
Physics/Uconn	031365	1				X			X	X
Physics C Elec. and Mag AP/UCONN	031155									
Physics C Mechanics	031135	2				X				X

## ***SOCIAL STUDIES***

Course	Course Number	Credits	Category				Grade Level			
			1	2	3	A P	9	10	11	12
Civics	041042	.5		X				X	X	X
Economics	041122	.5		X				X	X	X
ELL Social Studies	041440	1			X					
Geog. & Cult. of Latin America & Africa	041182	.5		X				X	X	X
Geog. & Cult. of Asia & the Middle East	041192	.5		X				X	X	X
Global Issues	041152	.5		X				X	X	X
Law & Justice	041172	.5		X				X	X	X
Modern Am. History Accelerated	041061	1	X					X		
Modern Am. History Academic	041062	1		X				X		
Contemporary Psychology	041252	.5		X				X	X	X
Developmental Psychology	041262	.5		X				X	X	X
Psychology AP	041205	1						X	X	X
Sociology	041242	.5		X				X	X	X
U.S. History AP	041115	1						X	X	X
U.S. Gov. & Politics AP	041125	1						X	X	X
Microeconomics AP	041165	1						X	X	X
World History Accelerated	041011	1	X				X			
World History Academic	041012	1		X			X			
Human Geography AP	041155	1					X	X	X	X
World History AP	041135	1						X	X	X

## ***WORLD LANGUAGES***

Course	Course Number	Credits	Category			Grade Level			
			1	2	AP	9	10	11	12
French 1 Academic	051012	1		X		X	X	X	X
French 1 Accelerated	051011	1	X			X	X	X	X
French 2 Academic	051022	1		X			X	X	X
French 2 Accelerated	051021	1	X				X	X	X
French 3 Academic	051032	1		X				X	X
French 3 Accelerated	051031	1	X					X	X
French 4 Academic	051042	1		X					X
French 4 Accelerated	051041	1	X						X
Italian 1 Academic	051112	1		X		X	X	X	X
Italian 1 Accelerated	051111	1	X			X	X	X	X
Italian 2 Academic	051122	1		X			X	X	X
Italian 2 Accelerated	051121	1	X				X	X	X
Italian 3 Academic	051132	1		X				X	X
Italian 3 Accelerated	051131	1	X					X	X
Italian 4 Academic	051142	1		X					X
Italian 4 Accelerated	051141	1	X						X
Latin 1 Accelerated	051511	1	X			X	X	X	X
Latin 2 Accelerated	051521	1	X				X	X	X
Latin 3 Accelerated	051551	1	X					X	X
Latin 4 Accelerated	051561	1	X						X

Spanish 1 Academic	051212	1		X		X	X	X	X
Spanish 1 Accelerated	051211	1	X			X	X	X	X
Spanish 2 Academic	051222	1		X			X	X	X
Spanish 2 Accelerated	051221	1	X				X	X	X
Spanish 3 Academic	051232	1		X				X	X
Spanish 3 Accelerated	051231	1	X					X	X
Spanish 4 Academic	051242	1		X					X
Spanish 4 Accelerated	051241	1	X						X
Spanish 5 AP	051255	1			X		X	X	X
Multicultural Expressions Academic	052012	.5		X		X	X	X	X
Multicultural Expressions Accelerated	052011	.5	X			X	X	X	X

***AP CAPSTONE***

Course	Course Number	Credits	Category			Grade Level			
			1	2	AP	9	10	11	12
Seminar AP	110005	1			x		x	x	
Research AP	110015	1			X			X	X

***ADDITIONAL AP ELECTIVES***

Computer Science AP	032225	1			X		X	X	X
---------------------	--------	---	--	--	---	--	---	---	---

***CAREER RESOURCE CENTER***

<input checked="" type="checkbox"/>	Course	Credits	Category			Grade Level			
			1	2	AP	9	10	11	12
	Bristol Hospital Internship	1		X					
	Career Internship Program	1		X					
	Service Learning	1		X					
	Work Experience	1		X					

***BRISTOL TECHNICAL EDUCATION CENTER***

<input checked="" type="checkbox"/>	Course	Credits	Category			Grade Level			
			1	2	AP	9	10	11	12
	Air Conditioning/Refrigeration/Heating	1		X					
	Auto Mechanics	1		X					
	Machine Tool/Computer Numerical Control	1		X					
	Digital Electronics	1		X					
	Welding	1		X					
	Food Trade/Bakery	1		X					

Includes 1 credit math and English, 5 credits shop/theory, 1 credit U.S. History (American Humanities) for students who have not completed this course previously.

# *ART*

## ***DEPARTMENT PHILOSOPHY***

Education in visual art is essential for all students. As one of the last disciplines where students use their hearts, hands, and minds together, art education bridges the gap between thought and production. Art provides fun experiences that build self-esteem, and requires higher order thinking skills while stimulating the creative process.

Art is a universal language, through which students express their ideas, emotions, and opinions visually. While learning about other cultures through art, students become more open and aware of human experiences and universal themes. This enables students to function as responsible citizens in a visually stimulating 21<sup>st</sup> century, and fosters a life-long love of art.

Art students who learn to think critically and make aesthetic judgments while training their eyes to see beauty begin to understand that art is, in every way, a part of their everyday lives.

### ***What career options might I have with a background in the Arts?***

<b>Advertising Design</b> Graphics Designer Layout Artist Production Artist	<b>Broadcast Design/Motion Graphics</b> 3D Animator AV Production Specialist Creative Director Special Effects Designer Creative Services Coordinator	<b>Business of Art &amp; Design</b> Gallery Owner/Director Marketing Analyst Media Supervisor Art Appraiser Consumer Insights Manager
<b>Computer Animation</b> 3D Character Sculptor 3D Lighting Director Live-Action Animator	<b>Digital Film</b> Assistant Editor Assistant Producer Boom Operator	<b>Photography &amp; Digital Imaging</b> Aerial Videographer Broadcast Photojournalist Continuity Photographer/TV

Production Rendering Technical Director Concept Artist Dynamics Scripter	Dialogue Editor Film Editor Screenwriter Production Coordinator	Darkroom Technician Digital Imaging Technician Director of Photography/Film Portrait Photographer Interior Lighting Designer Tradeshow Designer
<b>Game Art &amp; Design</b> 2D Pixel Artist/Games 3D Artist/Mobile Games Cinematic Animator Game Systems Designer Morphing Artist	<b>Graphic &amp; Interactive Communication</b> Acrobat Specialist Art Book Designer Billboards and Signage Artist Digital Production Artist Flash Developer Corporate Marketing Designer	<b>Illustration</b> Advertising Comp/Layout Artist Costume Designer Creative/Fashion Director Editorial Cartoonist Biomedical Illustrator PhotoShop Artist Set Designer/TV/Film Marketing Artist
<b>Interior Design</b> 3D Rendering Specialist Design & Merchandising Exhibition Designer Fabric Designer	<b>Fine Arts (painting, printmaking, sculpture, ceramics)</b> Exhibiting/ Studio Artist Printmaker Sculptor/Muralist	

## *Art Courses*

### ART

The art program consists of visually oriented activities, which incorporate craftsmanship and beauty in personal expression. Art courses provide students with opportunities to become skilled in expressing ideas visually, and to gain understanding of the tradition of image making, and of the power of visual language. In applying principles involving line, shape, form, color, value and texture, new awareness and expression evolves. Students learn that personality, feelings and emotions are as important as knowledge and ideas to produce effective artwork.

**Click the link below to go to the Bristol Public School Visual Art Google Site for grades K-12. Click on the tab for your school to view student work for each course. Click on the tab labeled, *A little about the staff*, to meet the teachers.**

<https://sites.google.com/a/bristolk12.org/bristol-public-schools-elementary-art>



## ***DRAWING AND PAINTING 1***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Focus:</b> Illusions of Depth		
<b>Prerequisite:</b> None		

Drawing will be studied as an important means of expression. Students will experience various kinds of drawing materials and techniques, including pencil, pen and ink, and pastel, in completing assignments in drawing from life and imagination. Various aspects of line and composition will be explored. Work outside of the class will be necessary.

## ***DRAWING AND PAINTING 2***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Focus:</b> Color and Proportion		
<b>Prerequisite:</b> Drawing & Painting 1		

Students will have experience with various kinds of paint, surface texture and color media. References to the history of painting will be made as they apply to skills and techniques of painting, composition, proportion and color harmony. Students will create a self-portrait. Homework drawings will be assigned and critiqued. Students will be expected to properly present completed work.

## ***DRAWING AND PAINTING 3***

<b>Grades:</b> 10-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Focus:</b> Observation/Imagination		
<b>Prerequisite:</b> Drawing & Painting 2		

Emphasis will be on lengthier studies of subject matter (landscape, still-life and figure). Mastering drawing and painting tools will be further developed. Students will express ideas with clarity and feeling utilizing observation and incorporating imagination.

## ***DRAWING AND PAINTING 4***

<b>Grades:</b> 10-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Focus:</b> Interpreting Our World		
<b>Prerequisite:</b> Drawing & Painting 3		

Emphasis will be on individualized student goals. The primary goal will be the development of the student's own imagery and personal expression through selected media. Continued study will be made of significant painters in art history.

## ***PRINTMAKING 1***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Focus:</b> Reproduced Images		
<b>Prerequisite:</b> None		

Emphasis will be made on relief (raised), intaglio (incised) and planographic (flat surface printing) methods of printmaking. In-depth study will be made of the relief and intaglio methods of printmaking. These methods could include linoleum cut, collagraph, embossing, drypoint, and monoprints. Students will complete assignments geared to improving drawing and design skills, and increasing the student's ability to solve problems with originality. Selected work will be properly presented.

## ***PRINTMAKING 2***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Focus:</b> Excessive Images		
<b>Prerequisite:</b> Printmaking 1		

In-depth study will be made to the relief, intaglio and planographic methods of printmaking. These methods could include linoleum cut reduction, woodcut, collagraph, embossing, drypoint, masking and monoprints. Students will complete drawing and designing assignments in preparation for each print, with an emphasis on creative problem solving. Selected work will be properly presented.

## ***PORTFOLIO COURSE***

<b>Grades:</b> 11/12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> 1 credit in visual arts and/or permission of art instructor		

This course is expressly for students who wish to prepare a portfolio in visual art. Students will complete a portfolio and applications necessary to attend schools of higher learning. Students will create assigned and self-motivated artwork, and prepare artwork for presentation. Cameras will be provided; students will supply their own digital storage.

## ***AP STUDIO ART***

<b>Grades:</b> 11/12	<b>Credit:</b> 1	<b>Category:</b> AP
<b>Prerequisite:</b> Prerequisites-2 credits in visual art and/or permission of art instructor		

This course is for highly motivated art students who wish to prepare a portfolio in visual art, have completed two full credits in visual art, and/or have the recommendation of the art instructor. Students will complete two portfolios. The first portfolio will be a body of artwork that demonstrates the student's range of artistic experiences. The second portfolio will be a body of artwork that demonstrates artistic growth based on a personal theme. Students will prepare work for presentation. Cameras will be provided; students will supply their own digital storage. In addition to serving as an admission requirement for those students who wish to attend art school, the portfolio that results from the full year AP Studio Art course will be submitted to the College Board for a performance based assessment. Students may obtain college credit for this work. ***Please see page 19 for specific requirements regarding AP/UCONN courses.***

## ***DESIGN 1***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 1
<b>Focus:</b> Elements of Art and Principles of Design		
<b>Prerequisite:</b> None		

Students will be confronted with problems in selection and arrangement of design elements. Two and three-dimensional design will be studied as the interpretive organization of form, color, and space, and as the production of visual images to inform, describe and motivate. A variety of materials and techniques will be used to create functional and decorative objects. Assignments could include: creating a package or container; illustrating an idea; designing a poster, advertising layout, logo, business card or fabric design. Digital media may also be explored. Assignments will have an emphasis on the elements of art and principles of design.

## ***DESIGN 2***

<b>Grades:</b> 11-12	<b>Credit:</b> .5	<b>Category:</b> 1
<b>Focus:</b> Digital Information Design		
<b>Prerequisite:</b> Design I		

Students will be presented with design challenges that utilize typography, images, and illustrations to communicate visually and inform an audience through print publications. Projects explore creative problem solving that requires students to research their market, identify trends, consider their target market and develop their client's' visual identity. They will also have an opportunity to critique professional graphics as well as those created by their peers to analyze the effectiveness of design solutions. Projects will focus on the design process to include client research, planning through thumbnails, and the use of graphic programs such as Adobe Photoshop and Adobe Illustrator to finalize their designs.

## ***SCULPTURE 1***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Focus:</b> Three-Dimensional Art		
<b>Prerequisite:</b> None		

Principles and concepts of drawing will be extended into the third dimension (3-D). Additive methods (modeling), subtractive methods (carving and chiseling), and constructive methods (assemblage, found materials, soft sculpture), will be introduced.

## ***SCULPTURE 2***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Focus:</b> Excessive 3-D		
<b>Prerequisite:</b> Sculpture 1		

In-depth study will be made of some of the sculptural methods introduced in Sculpture 1. Modeled clay work will be cast in plaster. Materials may include clay, wood, plaster, cloth, stone, and other materials, which can be carved, modeled or cast. Significant sculptors in art history will be critiqued.

## ***POTTERY 1***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Focus:</b> Hand-building Methods		
<b>Prerequisite:</b> none		

Students will learn basic techniques in hand building clay forms and vessels (pinch, slab, and coil). Students will deal with fundamental techniques of surface decoration and glaze application, drying and firing procedures, and display of finished work.

## ***POTTERY 2***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Focus:</b> Wheel Thrown		
<b>Prerequisite:</b> Pottery 1		

Students will develop skill in producing wheel-thrown forms and vessels and will be introduced to various methods to create handles and covers. Students will combine two or more methods to create functional clay forms and vessels. Emphasis will be on care and use of equipment. Extended procedures in glaze decoration will be learned.

## ***FIBER***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Focus:</b> Textural Design		
<b>Prerequisite:</b> None		

Students will use fibers as an artistic medium to create decorative and functional objects. Areas of study could include: Batik, weaving, basketry, felting, paper casting, and marbled, stenciled and painted textiles. Emphasis will be placed on effective use of the principles of design. Students will demonstrate the ability to see projects through from conception to completion. Assignments may require work outside of class.

## ***PHOTOGRAPHY AS ART***

<b>Grades:</b> 11/12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Focus:</b> Film/Digital		
<b>Prerequisite:</b> See description below		

Traditional photography (35 mm camera), digital photography and use of the Adobe Photoshop program will be explored. Photography will be used as an expressive art medium. Emphasis will be on picture-taking as a new way of seeing and understanding the environment.

Experimental darkroom processes and innovative photographic techniques will be encouraged. All picture-taking will be done outside of class time. Students will be responsible for purchasing their film and paper. Students are encouraged to bring their own device (BYOD).

***Additional studio fees apply.***

# *Business & Finance*

## ***BUSINESS & FINANCE PHILOSOPHY***

The Business Department curriculum enables students to acquire and strengthen literacy, numeracy, decision-making and computer skills through a series of three coordinated course pathways: Accounting, Computer Information Systems and Business Management. Students will actively use technology as a tool to gather, analyze and communicate information, solve problems and make responsible, ethical decisions. Our focus will be to assist and encourage each student to use education to develop leadership, interpersonal and technological skills necessary for post-secondary, professional and personal success in a competitive global marketplace. *State mandated graduation requirements necessitate that students take at least one credit in business and finance, family consumer sciences, engineering and technology education, or fine arts in order to graduate*

***What career options might I have with a background in Business and Finance?***

<b>Business Analysis</b> Business Consultant Computer Systems Analyst E-Commerce Analyst General Manager Market Research Analyst Product Manger Operations Manager	<b>Business Management</b> Chief Executive Entrepreneur Financial Manager Hospital Manager Human Resource Manager Receptionist Stock Broker Sports & Entertainment Manager Public Relations Specialist	<b>Financial Management</b> Auditor Accountant Administrative Assistants Bookkeeper Actuaries Loan Officer Financial Analyst Insurance Underwriter Tax Technicians
<b>Marketing &amp; Communications</b> Advertising Manager Assistant Store Manager Department Manager Sales Representative Marketing Manager Market Researcher International Marketing Manager Retail and Wholesale Buyer	<b>Information Support</b> Electronic Publication Specialist Database Analyst Database Developer Help Desk Technician Technical Support Engineer Systems Integrator Multimedia Developer Web Designer Stenographer	<b>Human Resources</b> Compensation Manager Corporate Trainer Conciliator/Mediator Human Resource Manager Industrial Relations Manager Occupational Analyst Organizational Psychologist OSHA Compliance Officer Personnel Recruiters

# *Business & Finance Courses*

## *COLLEGE CAREER PATHWAY PROGRAM Accounting/Computer Information Systems*

Students have the opportunity to earn college credit for the Accounting and Computer Information Systems Pathways (Algebra 2, Chemistry, Information Processing 1 & 2, Accounting 1 & 2 and Communication Skills for the 21<sup>st</sup> Century 1 & 2). Please see your business teacher or guidance counselor for more information.

### *ACCOUNTING 1*

<b>Grades:</b> 10-12	<b>Credit:</b> 1	<b>Category:</b> 1
<b>Prerequisite:</b> Algebra 1		

This course is highly recommended for all students who wish to pursue a degree in any area of business in college. Students receive an introduction to basic accounting concepts and principles, with an emphasis on their practical application - recording, classifying, and summarizing financial information that flows within a business enterprise. The accounting cycle is examined within the areas of sales, purchases, cash, receivables, and payroll.

*Students may earn three college credits through the Tunxis Community College's College Career Pathways (CCP) program.*

***\*This course description is pending approval from the Board of Education.***

### *ACCOUNTING 2*

<b>Grades:</b> 11/12	<b>Credit:</b> 1	<b>Category:</b> 1
<b>Prerequisite:</b> Accounting 1 with "75" average or higher		

Students in this class may get a head start on their college classmates while still in high school. Accounting 2 reinforces the concepts and procedures learned in Accounting 1 and takes a more in-depth look at advanced theory and practice. Topics include the financial statement preparation process for balance sheets; income statements; accounting for cash; receivables; inventories; plant and intangible assets, liabilities and stockholders' equity.

*Students may earn three college credits through the Tunxis Community College's College Career Pathways (CCP) program.*

***\*This course description is pending approval from the Board of Education.***

### *INTRODUCTION TO MARKETING*

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

This course provides an introduction to the fundamental concepts of marketing. An on-line simulation will be used to examine the four "P's" of marketing: product development, price structure, place (distribution channels), and promotion through advertising.

## ***BUSINESS MANAGEMENT***

<b>Grades:</b> 10-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

Are you a people person? A leader? Can you work with others to solve problems and get things done? Then business management may be for you. Managers are needed in a wide cross-section of businesses, from large industrial companies, government and non-profit organizations to small service-oriented franchises and the self-employed. You will learn how to plan, organize, lead, coordinate and control all or part of a business operation: human resources, production, strategic planning, marketing, finance, and information technology (MIS). Communication, presentation and computer skills will be emphasized.

**All students are strongly encouraged to take Information Processing.**

## ***INFORMATION PROCESSING 1***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

Computer literacy and competence is an essential skill set in today's world. This course gives students a strong foundation in technology skills that are crucial to all students in pursuit of academic and career success. Students will learn how to use computer technology to access and organize information, and how to effectively use the Microsoft Office Suite programs such as Word, Excel, and PowerPoint. Students will also learn how to use the Microsoft Windows operating system to help them in their work, as well as basic computer graphics, selected utilities and online collaborative applications such as Google Docs. It is highly recommended all students take this course.

***\*This course description is pending approval from the Board of Education.***

## ***INFORMATION PROCESSING 2***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 1
<b>Prerequisite:</b> Information Processing 1 with a grade of 75 or better, or teacher's permission		

So you think you know the computer well enough to achieve college success, land a good job and advance your career? Businesses now expect employees and executives to have excellent technological skills. Learn advanced **Word** features, including tables and charts; desktop publishing using columns and images; templates, wizards, merge and email functions. Enter and format data, construct formulas and functions, and produce spreadsheets and graphical displays using Excel. Make your **PowerPoint** presentations more professional by adding audio, video and sound to your slides. Use **Access** to maintain, sort and report information. Having these skills on your résumé may help increase your opportunities for future success.

## ***COMPUTER PROGRAMING & VIDEO GAME DESIGN***

<b>Grades:</b> 10-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

Do you like to play video games? Do you have ideas for an awesome video game? Then start developing your skills so you can unleash your creative genius on the video game universe. In this fast paced course students will learn the basics of video game programming and will start making video games that you and your friends can play on any PC. Course work will involve work in Javascript and computer graphics. Strong computer skills are a must. Students who are not already "very proficient" in the use of computers should consider taking Information Processing 1 first.

### ***LEARN to LEAD***

<b>Grades:</b> 9-12	<b>Credit:</b> .25	<b>Category:</b> 2
<b>Prerequisite:</b> None		

Learn to Lead provides students with a better understanding of their own leadership style as well as the style of others in order to better prepare them for life post-secondary education. These skills will allow students to be more successful in the workplace as they will be better prepared to work with a diverse work population.

### ***PERSONAL CAREER PLANNING***

<b>Grades:</b> 9-12	<b>Credit:</b> .25	<b>Category:</b> 2
<b>Prerequisite:</b> None		

Choosing the right career is one of the most important decisions students will make. This course provides an opportunity for students to investigate their own interests and abilities as they prepare for the world of work in our dynamic global economy. These classroom experiences will allow students to make decisions to help them achieve their career and personal goals.

### ***PERSONAL FINANCE AND INVESTMENT***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

Paper or plastic? Cash or credit? You're the BOSS! Learn to take charge of your personal finances instead of letting your money control you. Students will learn to set goals, perform mathematical calculations, and make responsible decisions regarding money management and investment strategies to achieve financial independence. Topics will include budgeting, banking, consumer spending, credit and installment loans, payroll and taxes, purchasing/leasing cars, real estate ownership, insurance, investing in stocks, bonds and mutual funds, and portfolio management.

### ***SMALL BUSINESS OWNERSHIP***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

Do you dream about owning and running a small business? Will your business become the next new latte or iPod and make you a millionaire? Experience the excitement of starting a small business. Learn how ownership has been the key to success for some of the world's wealthiest people. You will design a business plan, market your product, learn operational techniques, maintain financial records, understand risk management, develop investment strategies, and make decisions based on ethical and legal practices.



## ***WEB SITE DESIGN***

<b>Grades:</b> 10-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

If you enjoy spending hours surfing the Internet, then why not find out how the web sites you click on are designed in this advanced computer course. Create and publish your own web site using special web site design software, web page and text editors, and graphic arts software. Understand and apply graphics, design, layout and navigation techniques. Evaluate the layout and design of selected sites on the Internet. Explore career opportunities as a web site designer or web master for a large corporation. Previous experience with HTML and/or web site development software is advantageous, but not required.

## ***COMMUNICATION SKILLS FOR THE 21<sup>st</sup> CENTURY 1***

<b>Grades:</b> 10-12	<b>Credit:</b> .5	<b>Category:</b> 1
<b>Prerequisite:</b> None		

Do you have something to say? What does it take for you to be heard? Is anyone listening? They will when you learn to control the situation and capture your audience through effective communication. Understanding the power you have in your voice is an important key to success, whether it's preparing for a college interview, landing that first job, or achieving top-level status in today's high-profile professions.

This course introduces you to the basic principles of interpersonal communication by applying observation, listening, verbal, and non-verbal techniques that will conquer your nerves and enable you to communicate with confidence in a clear, concise manner. Workshops will focus on improving research, reading, writing, and composition skills vital to preparing and delivering powerful oral presentations. Topics will include how to persuade others, win over an audience, avoid misunderstandings, resolve conflicts, and express your opinions in a positive way to achieve desired results.

## ***COMMUNICATION SKILLS FOR THE 21<sup>st</sup> CENTURY 2***

<b>Grades:</b> 10-12	<b>Credit:</b> .5	<b>Category:</b> 1
<b>Prerequisite:</b> Communication Skills for the 21 <sup>st</sup> Century 1		

What does it take for you to push yourself outside your comfort zone? Individuals who speak intelligently and confidently in public consistently achieve greater academic and professional success in today's competitive environment. This course is a continuation of Communication Skills for the 21st Century 1 and is directed toward students who wish to become leaders.

You will use previously acquired oral communication skills to master your ability to speak before small and large groups by applying critical thinking strategies, learning to self-assess, and accepting and responding to constructive criticism. Well-known public speakers will be studied to recognize and understand the importance of choosing the right topic, using humor to engage your audience, and giving presentations that leave a lasting impression. You will model leadership qualities through physical presentation, voice modulation, body language, and articulation. The focus will be toward helping you move from novice to pro as a public speaker.

# ***Engineering & Technology***

## ***ENGINEERING AND TECHNOLOGY PHILOSOPHY***

Engineering and Technology Education is a program of classroom and laboratory experiences that prepare students to be technologically literate. Engineering and Technology Education classes allow students to experiment, design, construct and evaluate. Students use tools, machines, materials and processes, which, in addition to developing an understanding of technology, assist students in making informed and meaningful career choices. Students can also

prepare for entry into associate degree and baccalaureate programs in technology. Engineering and Technology Education courses are available to any interested student regardless of curriculum path.

***What career options might I have with a background in Engineering and Technology Education?***

<p><b>Architecture &amp; Construction</b>            Architect            Building Inspector            CAD Technician            Carpenter            City Planner            Construction Manager            Electrical Inspector            Environmental Designer            Estimator            General Contractor            Interior Designer            Safety Director            Surveyor            Urban Planner            Landscape Architect            Restoration Technician            Roofer            Property &amp; Real Estate Manager            HVAC Technician</p>	<p><b>Engineering</b>            Aerospace Engineer            Agricultural Engineer            Architectural Engineer            Automotive Engineer            Biomedical Engineer            Chemical Engineer            Civil Engineer            Computer Engineer            Electrical/Electronics Engineer            Industrial Engineer            Landfill Engineer            Mechanical Engineer            Mining Engineer            Nuclear Engineer            Petroleum Engineer            Photographic Engineer            Safety Engineer            Solar Energy Engineer            Test Engineer</p>	<p><b>Film &amp; Television</b>            Audio/Video Engineer            Advertising Copywriter            AV Production Specialist            Broadcast Photojournalist            Broadcast Technician            Camera Person            Control Room Technician            Creative Director            Digital Imaging Technician            Director of Photography            Film Editor            Film Animator            Radio/TV Program Writer            Special Effects Designer            TV Production Director            TV Artist            Lighting Designer            Set Designer            Title Designer</p>
<p><b>Manufacturing</b>            Automation Technician            CAD Technician            Drafter            Industrial Designer            Robot Technician            Robotics Programming            Tool Designer            Tool &amp; Die Maker            Machinists            Materials Engineer            Metallurgist            Process Control Technician            Production Manager            Quality Control Technician</p>	<p><b>Transportation</b>            Air Traffic Controller            Avionics Technician            Airplane Pilot            Civil Engineer            Airport Manager            Dispatcher            Freight Inspector            Locomotive Engineer            Logistics Manager            Urban and Regional Planner            Marine Cargo Inspector            Motor Vehicle Inspector            Ship and Boat Captain            Warehouse Manager</p>	<p><b>Technology</b>            Acoustics Engineer            Computer Network Specialist            Electrical/Electronics Technician            Energy Transmission Engineer            Fire Safety Engineer            Hazardous Waste Technician            Industrial Safety Engineer            Systems Analyst            Software Engineer            Laser Systems Technician            Nuclear Reactor Operator            Product Design Engineer            Photonics Engineer            Polymer Engineer</p>

## ***Engineering & Technology Courses***

### ***GENERAL DESCRIPTION***

The Engineering and Technology Department offers courses in the areas of Information and Communications, Construction, Energy, Power and Transportation, and Design and Engineering. State-mandated graduation requirements necessitate that students take at least one credit in the arts or career/technical education in order to graduate. The Engineering and Technology Education Department offers courses in any of the areas mentioned above as a way to fulfill that requirement.

## ***DESIGN & ENGINEERING: Project Lead the Way***

The Engineering and Technology Department is working with University of New Haven to implement a pre-engineering program that prepares students for a rigorous college curriculum in Engineering and Engineering Technology. **Project Lead the Way** seeks to connect high school math instruction with preliminary experiences in engineering design, electronic circuit logic, engineering principles, and modern manufacturing methods. Students who successfully complete this program and an additional examination are eligible to receive college credit from partner colleges including University of New Haven and Rochester Institute of Technology. Additional information about this program can be obtained at <http://www.pltw.org>.

### ***PRINCIPLES OF ENGINEERING***

<b>Grades:</b> 9-12	<b>Credit:</b> 1	<b>Category:</b> 1
<b>Corequisite:</b> Concurrent enrollment in grade appropriate mathematics class.		

A Project-Lead-the-Way course, this helps students understand the field of engineering/engineering technology. Students will explore various technology systems and manufacturing processes to learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course "Principles of Engineering" also includes concerns about social and political consequences of technological change.

### ***INTRODUCTION TO ENGINEERING DESIGN***

<b>Grades:</b> 9-12	<b>Credit:</b> 1	<b>Category:</b> 1
<b>Corequisite:</b> Concurrent enrollment in grade appropriate mathematics class.		

A Project-Lead-the-Way course, this teaches problem-solving skills using a design development process. Models of production solutions are created, analyzed and communicated using solid modeling computer design software.

### ***CIVIL ENGINEERING & ARCHITECTURE***

<b>Grades:</b> 10-12	<b>Credit:</b> 1	<b>Category:</b> 1
<b>Corequisite:</b> Concurrent enrolment in grade appropriate mathematics class.		

A Project-Lead-the-Way course, this involves the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, stormwater management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry.

The major focus of this class is to expose students to the design and construction of residential and commercial building projects, design teams and teamwork, communication methods, engineering standards, and technical documentation. Students who successfully complete the end of course exam may obtain college credit for this course from Rochester Institute of Technology.

### ***DIGITAL ELECTRONICS***

<b>Grades:</b> 10-12	<b>Credit:</b> 1	<b>Category:</b> 1
<b>Corequisite:</b> Concurrent enrolment in grade appropriate mathematics class.		

A Project-Lead-the-Way course, this provides the foundation of all modern electronic devices such as, mobile phones, MP3 players, laptop computers, digital cameras and high-definition televisions. Students are introduced to the process of combinational and sequential logic design, engineering standards and technical documentation. This course is designed for students in grades 10, 11 and 12.

## **INTRO TO COMPUTER ASSISTED DESIGN**

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 1
<b>Prerequisite:</b> None.		

This course introduces students to design and drafting in the manufacturing professions. Its primary focus is on the use of drafting tools, basic drawing types and appropriate manual drafting techniques. Students will apply geometric theory by producing orthographic and pictorial drawings. Students will also be introduced to computer aided drafting (CAD).

## ***CAD & SOLID MODELING***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 1
<b>Prerequisite:</b> Intro to Computer Assisted Design		

In this course, the student will be guided through the transformation of an idea into a physical product using computer-aided design (CAD). Topics will include the creation of lines, arcs, points, symbols, text; methods of grouping, reusing, and manipulating these objects; and the development, modification, storage and presentation of complex drawings.

## ***ARCHITECTURAL DESIGN***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> Architectural Concepts		

Students in this course will use computer aided drafting (CAD) and model-making techniques to further study architectural design. A set of residential addition plans and a scale model will be prepared and evaluated. Students will use CAD to produce drawings that apply their knowledge of building codes, residential design and construction techniques.

# ***Information and Communications Technologies***

## ***COMMUNICATION TECHNOLOGY***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None.		

This course will expose students to a wide variety of communications technologies, including graphic, electronic, audio and video communications. The outcome will be an introduction to the terminology, systems and processes used in these fields supported by hands-on activities. Students will also explore careers and social impacts in the rapidly growing communications technology field.

## ***VIDEO PRODUCTION TECHNIQUES***

<b>Grades:</b> 10-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

This course will cover the concepts, tools and activities essential to getting started in video production without prior knowledge of the field. Various software programs will be explored and incorporated into video segments. Students will become familiar with the use of video cameras, video shooting techniques, editing equipment, three point lighting, and studio production. Cameras and supplies are supplied by the department.

## ***TELEVISION PRODUCTION***

<b>Grades:</b> 10-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> Video Production		

The television production course stresses the importance of teamwork. Through a variety of production projects, students will experience the duties of key positions within a television studio. From pre-production to post production, students will participate in a variety of production roles including: scriptwriter, storyboard designer, performer, anchor, camera operator, floor manager, audio director, teleprompter, technical director, assistant technical director, graphic designer, editor, director, and producer.

This advanced course will focus on both studio and field production techniques. Students will have an opportunity to develop TV production skills and post-production techniques. Students will be expected to assist with the TV production of community and school events. Field assignments may require providing your own transportation.

# ***Construction Technology***

## ***ARCHITECTURAL CONCEPTS***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

Students in this course will use manual and computer aided drafting (CAD) techniques to study architectural design. A set of residential house plans will be drawn and evaluated. Major topics will include residential design, floor planning, foundation planning, section drawing and elevations.

## ***CONSTRUCTION TECHNOLOGY***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None.		

This course introduces students to modern construction techniques and organization. Students will apply their knowledge by constructing scale models of both residential and commercial structures such as homes and bridges. Other topics include non structural elements such as plumbing, heating and electrical wiring, and business considerations, including building codes, zoning, and permits.

## ***CONSTRUCTION APPLICATIONS***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> Construction Technology		

In this course, students build upon their prior work, constructing a full- size residential structure, as well as scale models of civil or commercial structures. Additional emphasis is placed on construction management and careers; the structure and organization of the construction industries, and the development of documentation such as bills of materials and cost estimates.

# *Manufacturing and Other Technologies*

## ***ENERGY AND POWER***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None.		

This course is an introduction to modern energy and power systems. Students will identify and select energy and power sources and apply application theories using hands-on projects. The culminating activity for this course requires the student to design and construct a working system that uses several power sources. Instructional topics will include power grids, fuel cells, with additional explorations of the relationships between environmental, health and safety issues and energy/power systems.

## ***TRANSPORTATION TECHNOLOGY***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None.		

Through their work on hands-on activities, students will demonstrate an ability to select, use, and evaluate land, air, space, and marine transportation systems. Students will design, construct, and test working models of vehicles in each mode of transportation, and will investigate the history and development of transportation systems. Other topics include transportation infrastructure; safety and security, and the future of personal and mass transit.

## ***TOOLS & MATERIALS***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None.		

This laboratory-based exploratory course introduces students to a variety of materials and to the tools and machines used to process them. Materials utilized may include woods, metals, and plastics. A variety of manufacturing processes will be surveyed, including separating, forming, combining, joining, conditioning, and finishing. The hands-on instructional aspects of this course focus on proper operating procedures and safe operation of tools and machines.

## ***AUTOMATION AND ROBOTICS***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> Successful completion with a minimum of a C in Tools and Materials or Introduction to CAD or Introduction to Engineering Design or Principles of Engineering		

Students will examine the history, development, and applications of machine control in automation and robotics. Hands-on activities are designed to develop introductory skills necessary for students to design, create, and test robots and machines. Students will also learn the basics of programming for robotic behaviors and Computerized Numerical machine Control (CNC) while developing an understanding of electrical principles and logic.

This course is the second level in a 3 part sequence designed to prepare students for an industry Certification as well as prepare them for post secondary training, education, and careers. Careers in industries such manufacturing, medical, aeronautical & space, and maritime.

***\*This course description is pending approval from the Board of Education.***

## ***MANUFACTURING PROCESSING***

<b>Grades:</b> 10-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisites:</b> Successful completion with a minimum of a C in Automation & Robotics AND CAD & Solid Modeling or Introduction to Engineering or Tools & Materials or Principles of Engineering		

Students will learn the skills used in cutting edge manufacturing and other related fields to transform CAD drawings and diagrams into tangible products through programming. Materials, processes, tolerances, dimensions, and machine application will be used to generate toolpaths utilizing MasterCam for various CNC applications. Students will follow the application-based training of Mastercam University and may earn certification recognized nationally and internationally in the industry.

This is the last course in a 3 part sequence designed to prepare students for industry with the option to earn a Certification as well as prepare them for post secondary training, education, and careers. Careers in industries such manufacturing, medical, aeronautical & space, and maritime.

***\*This course description is pending approval from the Board of Education.***

## ***Family & Consumer Sciences***

Family & Consumer Sciences courses offer necessary skills and knowledge to promote wellness. Foods classes offer nutrition information, food preparation techniques, and a foundation for careers in food services. Child Development classes include information for understanding family relationships, the growth and education of children, and well as careers involving children. The University of Connecticut Course, (Individual and Family Development HDFS190) is offered to juniors and seniors with a strong interest in human development and the impact of the family system on a person's development. *State mandated graduation requirements necessitate that students take at least one credit in the arts, business & finance, family consumer sciences, or engineering and technology education.*

### ***FAMILY AND CONSUMER SCIENCES PHILOSOPHY***

The vision of the Bristol Family and Consumer Sciences Program is to enable students to develop skills to manage their own personal, family and career lives. Family and Consumer Sciences Teachers will integrate academic learning with hands-on applications of content material to benefit and enhance the education of all students.

***What career options might I have with a background in Family and Consumer Sciences?***

<b>Education &amp; Training</b>	<b>Human Services</b>	<b>Hospitality &amp; Foods</b>
Child Care Worker	Correction Officer	Baker
Elementary Teacher	Counselor	Catering & Banquet Manager
Educational Researcher	Community Youth Worker	Chef
Librarian	Employment Counselor	Clinical Dietician
Preschool Teacher	Family Center Manager	Director of Visitor Services
Preschool Worker	Funeral Director	Events Manager
Principal	Grief Counselor	Hotel Manager
Secondary Teacher	Social Worker	Concierge
School Psychologist	Rehabilitation Counselor	Tour & Travel Coordinator
School Administrator	Recreation Worker	Tourism Developer
Speech-Language Pathologist	Nutritional Counselor	Nutritionist
Special Education Teacher	Psychologist	Restaurant Manager
Teacher Assistants	Parks and Recreation Manager	Reservation Agent

## *Family & Consumer Sciences Courses*

Family & Consumer Sciences courses offer necessary skills and knowledge to promote wellness across the lifespan. Foods classes offer nutrition information, food preparation techniques, and a foundation for careers in food services. Child Development classes include information for understanding family relationships, the growth and education of children, and well as careers involving children. The University of Connecticut Course, (Individual and Family Development HDFS190) is offered to juniors and seniors with a strong interest in human development and the impact of the family system on a person's development.

### ***INTRODUCTORY FOODS & NUTRITION***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

Explore the various fields of food and nutrition. Knowledge of health, nutrition practices, shopping and meal planning, cost analysis, special diets, as well as career exploration in the various culinary fields are include. Labs concentrate on preparing foods.

### ***ADVANCED FOODS & NUTRITION***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> Intro. Foods & Nutrition		

This course is a continuation of Introductory Foods and Nutrition. Students will apply nutrition and wellness concepts to promote a healthy lifestyle for individuals and families across the lifespan. Completion of this class will impart students with knowledge, skills and confidence to succeed in higher education.

### ***APPLIED FOOD SCIENCE***

<b>Grades:</b> 11/12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> Advanced Foods & Nutrition		



Applied Food Sciences is for students with a career interest in food science, dietetics, food production services, and/or hospitality. This course will engage career-bound students in a variety of commercial and professional experiences that include menu planning, food marketing, food costing, and food preparation associated with mass production. Students who successfully complete this course may be eligible for Connecticut Food Handlers Certificate.

### ***CHILD, FAMILY AND COMMUNITY***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

**Children, Family and Community** is a course that focuses on the stages of early childhood development. Additionally students will explore careers working with children, such as, education, child development specialist, social services, psychology, speech –language pathologist, pediatric nursing, and child law advocate. While providing an orientation to early childhood development, emphasis will be on current issues related to families, community, and cultural diversity.

### ***EARLY CHILDHOOD EDUCATION 1***

<b>Grades:</b> 11/12	<b>Credit:</b> .5	<b>Category:</b> 1
<b>Prerequisite:</b> None		

Early Childhood Education 1 is a course designed to introduce students to the essential elements of early childhood education. Understanding how children develop, the importance of play, guidance techniques, creating supportive family and community relationships, and respecting diversity are all topics explored in the class.

*Note: This class is part 1 of a CCP opportunity to earn college credit with Tunxis Community College.*

### ***EARLY CHILDHOOD EDUCATION 2***

<b>Grades:</b> 11/12	<b>Credit:</b> .5	<b>Category:</b> 1
<b>Prerequisite:</b> Early Childhood Education 1		

Early Childhood Education 2 is a course that familiarizes students with the content areas and domains they will need to understand and integrate when creating enjoyable, playful, educational experiences for young learners. This class includes a lab component where students are responsible for creating lessons and teaching preschool students.

*Note: This course is part of the College Career Pathway (CCP) program which may provide college credit from Tunxis Community College.*

### ***INDIVIDUAL AND FAMILY DEVELOPMENT/UCONN***

<b>Grades:</b> 11/12	<b>Credit:</b> 1	<b>Category:</b> AP
<b>Prerequisite:</b> Application process		

Individual and Family Development will provide students with an understanding of individual and family development over the lifespan. The course will focus on the developing individual in the context of the family system and the changes that occur in family systems over time. The course will include an internship component. Students may be eligible for three (3) UCONN credits provided the students achieve a minimum of C for the course work and they complete forty (40) internship hours. Students who seek college credit will be charged a fee per credit by the university. Students entering this program will be interviewed prior to acceptance and must carry school accident insurance as well as provide their own transportation to internship sites.

*Please see page 19 for specific requirements regarding AP/UCONN courses.*

# *ENGLISH*

## *DEPARTMENT PHILOSOPHY*

The English curriculum should help students to discover, through the acquisition of writing, reading and oral communication skills, an understanding and appreciation of how literature and literary nonfiction reflect and influence the world in which they live. Critical thinking and writing skills, demonstrated by various tasks ranging from research papers and essays to creative writing and multi-media projects, support students in reaching the departmental goals of becoming fluent writers, speakers and critical thinkers, able to recognize the context in which literature and writing is situated. Students examine multiple genres of literature in order to deepen their understanding of themselves and their world.

The prescribed four-year sequence is as follows:

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>Required Courses</b>	English I	English II	English III or AP English Language & Composition Writing Portfolio 1&2	English IV or English IV ECE, AP English Literature/ Composition Writing Portfolio 1&2
<b>Electives</b>	Drama I Drama II English Foundations I	Creative Writing Journalism Mythology Media Literacy Drama I Drama II English Foundations II	Creative Writing Contemporary Lit Journalism Mythology Media Literacy Drama I Drama II Vocab Development	Creative Writing Contemporary Lit. Journalism Mythology Media Literacy Drama I Drama II Vocab Development

*What career options might I have with a background in English?*

<b>Business</b> Sales and Marketing Manager Public Relations Office E-commerce Coordinator Technical Writer Training and Development Consultant	<b>Government</b> Attorney Paralegal Assistant Public Administrator Grant Writer Speech Writer Communications Director	<b>Education</b> English Teacher Theater Arts Teacher Journalism Teacher College Professor College Recruiter
<b>Print/Web Media and Publishing</b> Editor Journalist News Writer Press Secretary Webmaster	<b>Theater, Television &amp; Film</b> Actor Author Screenwriter Producer Events Manager Creative Consultant	

## *English Courses*

The aim of the English curriculum is to graduate students who have mastered the following competencies: (1) to communicate in an articulate, effective, and organized manner through speaking and writing, (2) to read, research, listen, and view actively and critically, (3) to read, evaluate, and respond to literature and literary nonfiction. Each student must select a minimum of one credit each year. A total of four credits are required for graduation.

### *ENGLISH 1*

<b>Grades:</b> 9	<b>Credit:</b> 1
Accelerated Category 1 Academic Category 2	
<b>Prerequisite:</b> None	

English 1 is a full-year course for all freshmen focused on the interrelationship of reading, researching, writing, speaking, listening and thinking skills. Students study a variety of literary genres (i.e., novel, short story, drama, poetry, non-fiction, epic) and respond to this literature through a variety of writing experiences. Topics also include study of the structure of the English language, vocabulary development and enrichment.

### *ENGLISH FOUNDATIONS 1*

<b>Grades:</b> 9	<b>Credit:</b> .5	<b>Category:</b> 3
<b>Prerequisite:</b> None		

English Foundations 1 is a support class for freshmen who require help bringing their reading and writing up to a level which will allow them to succeed in English 1. The program emphasizes reading skills such as developing a purpose for reading, understanding the central idea of a text, and monitoring reading for comprehension. The course is not a tutorial program, but instead focuses on the concurrent transfer of skills from English Foundations 1 to English 1. This course does not count for English credit towards graduation.

### *ENGLISH SKILLS FOR SUCCESS*

<b>Grades:</b> 9	<b>Credit:</b>	<b>Category:</b> 3
<b>Prerequisite:</b> None		

This is a study skills course designed for freshmen who have either failed core courses or who pose a significant risk of failing. For half of the class, students learn effective habits of mind and skills in time management and goal-setting, meant to empower them to become successful in English and other courses. For the second half of class, students have the opportunity to apply the skills they are learning to their current coursework with the support of an English teacher and aid from tutors.

### *ENGLISH 2*

<b>Grades:</b> 10	<b>Credit:</b> 1
Accelerated Category 1 Academic Category 2	
<b>Prerequisite:</b> English 1	

English 2 is a full-year course for all sophomores that introduces students to the relationship between American literature and American history. In addition, study is continued in the development of reading, researching, writing, listening, speaking, and thinking skills. Students read a variety of literary genres – both fiction and nonfiction -- and respond to the literature in a variety of writing modes. Work is also continued in the structure of the English language, vocabulary development and enrichment. Students are placed in a class according to their ability and performance.

## ***ENGLISH FOUNDATIONS 2***

<b>Grades:</b> 10	<b>Credit:</b> .5	<b>Category:</b> 3
<b>Prerequisite:</b> None		

English Foundations 2 is a support class for sophomores who feel the need for continued assistance. This program reinforces the focus on reading skills emphasized in English Foundations 1. The course is not a tutorial program, but instead works toward the transfer of skills from English foundations 2 to English 2.

## ***ENGLISH 3***

<b>Grades:</b> 10	<b>Credit:</b> 1
Accelerated Category 1 Academic Category 2	
<b>Prerequisite:</b> English 2	

American Humanities continues the relationship between American literature and the historical context from which it has emanated. A variety of literary forms including novels, drama, poetry, short story, and non-fiction reflects the diversity of American society. Students explore thematic issues through research and discussion of readings in areas of society, culture, religion, race, politics, materialism, individualism, nature and the American Dream. Students consider these themes and significant literary movements like romanticism, realism, and transcendentalism in the context of contemporary life. The English component also includes a review of language essentials, vocabulary and composition.

## ***ENGLISH LANGUAGE AP***

<b>Grades:</b> 11/12	<b>Credit:</b> 1	<b>Category:</b> AP
<b>Prerequisite:</b> "83" or better in English 2/3 Acc. or "93" or better in English 2/3 Acad.; or Dept. recommendation.		

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. ***Please see page 19 for specific requirements regarding AP/UCONN courses.***

## ***ENGLISH 4***

English 4 is a full-year course for all seniors that continues to explore the relationship between literature and culture. Students read British and world literature to explore a wide range of topics. Students read and research a variety of genres and respond to the literature in various writing modes. Work is also continued in the structure of the English language, vocabulary development and enrichment. Students are placed in the class according to their ability and performance.

## ***ENGLISH LITERATURE/AP/UCONN***

<b>Grades:</b> 12	<b>Credit:</b> 1	<b>Category:</b> AP
<b>Prerequisite:</b> Eng. Lang. AP, "83" or better in English 3 Acc. or "93" or better in English 3 Acad. or dept. recommendation.		

Designed for the capable student who enjoys reading and has mastered the mechanics of communication skills, this course also puts considerable emphasis upon expository writing and the preparation and writing of the research paper. Some students selected for this course are recognized by the University of Connecticut and may receive four semester hours from the University of Connecticut in addition to high school credit. ***Please see page 19 for specific requirements regarding AP/UCONN courses.***

### ***ENGLISH 4 ACCELERATED***

<b>Grades:</b> 12	<b>Credit:</b> 1	<b>Category:</b> 1
<b>Prerequisite:</b> : "83" or better in English 3 Acc. or "93" or better in English 3 Acad.; or Dept. recommendation.		

English 4 Accelerated is a full-year course designed for students who have been in accelerated classes during their high school career and wish to continue in a program with rigorous reading and writing requirements, but without the emphasis on Advanced Placement testing. The course is both thematic and chronological, providing a survey of British literature while matching classic and modern works through themes.

### ***ENGLISH 4 ACADEMIC***

<b>Grades:</b> 12	<b>Credit:</b> 1	<b>Category:</b> 2
<b>Prerequisite:</b> English 3		

English 4 Academic is a full-year course which includes a survey of British literature, a review of grammar fundamentals, work in vocabulary building, reading skills, expository writing skills, and development of interpretive abilities. This course is designed to prepare students for college.

## ***ENGLISH ELECTIVES***

Each course is one-semester, meeting weekly and offering .5 credits in English. All electives include composition and vocabulary in relation to the materials studied. **Those electives indicated by asterisks (\*\*) are strongly recommended for the college-bound student although they are not necessarily limited to such students.**

### ***CONTEMPORARY LITERATURE \*\****

<b>Grades:</b> 11/12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

This course aims to acquaint students with current trends in contemporary literature and to generate interest in the art of reading for pleasure. Designed for the above-average student who likes to read, the course examines recurrent themes in modern fiction through careful analysis of such literary techniques as symbolism and imagery. The class completes a unit (novel, play, groups of essays, book of poetry, or anthology of short stories) approximately every two weeks. The class revolves around discussion of the ideas contained in each work of literature rather than plot. Other requirements are short quizzes, a few short essays, a test on each unit, and final exam.

### ***CREATIVE WRITING \*\****

<b>Grades:</b> 10-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

This course is designed for the above-average writer. Individuals taking the course should have a serious interest in writing and should be open to experimenting with all forms of written expression such as short stories, dramatic scripts, poetry, informal vignettes commenting on any subject of interest to the writer, and reflective of his/her own personal viewpoint and style. Discussion, criticism, and sharing of ideas are prime objectives toward the student's development of talent, style, and constructive self-criticism. Strong emphasis will be made on the use of technology as a tool for writing.

### ***DRAMA 1***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

The purpose of this course is to introduce students to the world of theater: play reading, interpretation, acting, and technical theater. The emphasis is on staging and acting techniques, including the use of dramatic voice and body language. A wide assortment of activities including the creation of skits, interpretation of plays and team-building exercises will be offered. Students are required to memorize monologues and dialogues and to perform them in front of an audience of peers.

### ***DRAMA 2***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

This course is an intense study of play production and performance. After a review of basic theater techniques and scene study, students read and analyze a play to be produced. Students are responsible for all aspects of production: performance, set design, costumes, props and makeup. The scenes and plays selected vary depending upon the class size, experience and ability of each group. The program is designed for a student with special interest in play production. The course culminates in a final production.

## ***MEDIA LITERACY***

<b>Grades:</b> 10-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

This course is intended for any student interested in exploring the dynamics of films. Media can now be considered some of the most powerful cultural forces on the planet. Media products entertain us, inform us, and help us stay connected to our community and the world. The goal of this course is to inform students about the role of media, its various forms, purposes, and techniques. Emphasis is placed on critical thinking skills, responding to various forms of media and writing.

## ***JOURNALISM: WRITING & PUBLISHING***

<b>Grades:</b> 10-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

This course acquaints students with a variety of journalistic activities, using the computer as a tool for writing and publishing. Though news writing and editing is the primary focus, other areas explored include photography and illustrations, advertising and sales, layout and design, publishing and distribution. No previous computer experience is required, but students taking this course should be recommended by an English teacher.

## ***MYTHOLOGY\*\****

<b>Grades:</b> 10-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

This course is a study of myths and legends of Greek, Roman, Norse, and Celtic origin. It seeks to develop an historical perspective of the early European continent. An effort is made to point out the contribution of these myths and legends to the present day Anglo-American culture with a view toward understanding allusions in literature.

## ***SAT LITERACY PREP\*\****

<b>Grades:</b> 10-12	<b>Credit:</b> .25	<b>Category:</b> 2
<b>Prerequisite:</b> English I and English 2		

This course is modeled after the redesigned SAT and focuses on "Evidence Based Reading and Writing" which includes three sections: reading, writing and language, and the SAT essay. Students will study a variety of genres in literature and in informational texts. Students will read closely, analyze texts, revise and edit a range of texts to improve the expression of ideas, and correct the use of standard English conventions. In addition, students will write a clear analysis of the effectiveness of an argumentative essay.

# ***MATHEMATICS***

## ***DEPARTMENT PHILOSOPHY***

The philosophy of the mathematics department is to develop mathematically literate and productive students who can effectively and efficiently apply mathematics in their lives to make informed decisions about the world around them. To be mathematically literate, one must understand major mathematics concepts, possess computational facility and have the ability to apply these understandings to situations in daily life. The opportunity to think critically and creatively to solve problems is important to deepen mathematical knowledge and foster innovation. A rich mathematical experience is essential to provide the foundational knowledge and skills that prepare students to be mathematically literate, productive citizens. Through their experience, students should be able to demonstrate understanding of the skills and content knowledge in each of the following conceptual categories:

- Number and Quantity



- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability

**Suggested course sequencing:**

Grade 9	Grade 10	Grade 11	Grade 12
ELL Math ELL Algebra  Algebra 1 Alg 1 w/ Algebra 1 Foundations Math Foundations 1	ELL Algebra ELL Geometry  Geometry Math Foundations 2	ELL Geometry  Algebra 2 Alg 2 w/ Algebra 2 Foundations Math Foundations 3 Statistics SAT Math Prep	Pre-Calculus Advanced Mathematical Decision Making Statistics
Geometry	Algebra 2	Pre-Calculus AP Statistics SAT Math Prep	Calculus AP Calculus AB/BC AP Statistics

***What career options might I have with a background in Mathematics?***

<b>Computer Industry</b> Database Development Computer Applications Engineer Software Designer Programmer Computer Technician	<b>Engineering</b> Aerospace Engineer Electrical Engineer Mechanical Engineer Photonics Engineering - (Fiber-optics, telecommunications)	<b>Retail</b> Technical Sales Business Development Buyer Sales and Marketing Manager	<b>Financial and Insurance Institutions</b> Systems Analyst Financial Planner Accountant Actuary Underwriter
<b>Government</b> Auditor Researcher Public Relations	<b>Healthcare</b> Physical Therapist Biostatistician Health Policy Consultant	<b>Education</b> Elementary Teacher Secondary Teacher College Professor	

## ***Mathematics Courses***

The mathematics curriculum has been developed to prepare all students to be ready for college and careers with an emphasis on algebra, functions and modeling. The goals of the mathematics department are to develop mathematically proficient students by providing experiences that develop students' ability to:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics

- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure and regularity in repeated reasoning; and
- Work collaboratively to investigate ideas and solve problems.

Most mathematics courses are offered in accelerated and academic levels. Students are required to take three years of mathematics at either level and are highly encouraged to take a fourth year to meet the admission requirements of many colleges and universities.

The accelerated mathematics program is offered to capable and interested students who have displayed superior ability and achievement in previous mathematics courses. The purpose of this program is to provide an opportunity for acceleration and enrichment.

To select a sequential accelerated mathematics course, a student should have a grade of “83” or better in his/her previous mathematics course and/or received the recommendation of the mathematics department. If a student has completed Algebra I in eighth grade, he/she may be able to select Calculus in their senior year after successfully completing the first three years of the sequence. Students who successfully complete the study of Calculus should obtain a mathematical experience equivalent to, at best, one year beyond the standard college preparatory mathematics sequence and may be able to obtain advanced placement credit upon matriculating at a college or university.

All mathematics courses will make extensive use of graphing calculator technology. **It is strongly recommended that all students enrolled in mathematics courses own a TI-84 graphing calculator.**

### ***MATH FOUNDATIONS 1, 2, and 3 (Skinny Block)***

<b>Grades:</b> 9-11	<b>Credit:</b> .25 - .5	<b>Category:</b> 3
<b>Prerequisite:</b> Placement by recommendation of guidance and math department.		

This course is intended to provide support for students who require help bringing their math skills up to a level which will allow them to succeed in Algebra 1, Geometry or Algebra 2. The course will provide additional support for content and materials presented in the student’s math class. The course is not a tutorial program, but instead focuses on the transfer of skills from Math Foundations to the student’s Algebra 1, Geometry or Algebra 2 courses. Students will be placed in this class based on past performance on mastery tests and previous mathematics courses. This course may not be used toward the mathematics requirement for graduation.

### ***ALGEBRA 1 ACADEMIC***

<b>Grade:</b> 9	<b>Credit:</b> 1	<b>Category:</b> 2
<b>Prerequisite:</b> None		

Students should have a solid foundation in operations with real numbers and an understanding of linearity. Emphasis is on the development of linear and exponential functions and statistics. Students will explore functions using multiple approaches and representations including tables, graphs, equations and verbal descriptions. Exploration of real world applications in modeling problems involving the use of equations, inequalities, and systems will be completed. The Mathematical Practice Standards apply throughout this course. Topics studied will involve non-calculator and TI-84+ graphing calculator activities as well as content related computer programs.

### ***ALGEBRA 1 ACADEMIC WITH ALGEBRA I FOUNDATIONS (2 Credits)***

<b>Grade:</b> 9	Algebra 1 Academic	<b>Credit:</b> 1	<b>Category:</b> 2
	Algebra I Foundations	<b>Credit:</b> 1	<b>Category:</b> 3
<b>Prerequisite:</b> Placement by recommendation of math department and guidance			

This mathematics foundations course, taken in conjunction with Algebra I academic, will meet on consecutive days. This course will simultaneously focus on building prerequisite skills and algebraic concepts for successful completion of Algebra I. This course is intended to provide support for students who require help bringing their math skills up to a level which will allow them to success in Algebra I. Students will be placed in this class based on

past performance on mastery tests and previous mathematics courses. Only the Algebra I credit will be used toward the eligibility requirement and will be applied toward the mathematics requirement for graduation.

## ***ALGEBRA 1 ACCELERATED***

<b>Grade:</b> 9	<b>Credit:</b> 1	<b>Category:</b> 1
<b>Prerequisite:</b> Grade of 93 or better in Grade 8 math/ Department recommendation		

Students should have a solid foundation in operations with real numbers and an understanding of linearity. Emphasis is on the development of linear, exponential, quadratic, absolute value, and piecewise functions. Students will explore functions using multiple approaches and representations including tables, graphs, equations and verbal descriptions. Students will also explore real world applications in modeling problems involving the use of equations, inequalities, and systems. The Mathematical Practice Standards apply throughout this course. Topics studied will involve non-calculator and TI-84+ graphing calculator activities as well as content related computer programs. The accelerated section proceeds at a faster pace with the requirement that students work more independently.

## ***GEOMETRY ACADEMIC***

<b>Grade:</b> 10	<b>Credit:</b> 1	<b>Category:</b> 2
<b>Prerequisite:</b> Algebra 1. Department recommendation for level.		

This course helps to extend students' understanding of geometry from middle school to complex situations, analyzing geometric relationships, constructing geometric figures, and the development of formal mathematical arguments. Students study the properties of geometry from a modern approach analyzing transformations of figures such as triangles, circles and quadrilaterals and making connections between algebraic and geometric representations. The Mathematical Practice Standards apply throughout this course. All topics studied will involve the use of content related computer software programs.

## ***GEOMETRY ACCELERATED***

<b>Grades:</b> 9-10	<b>Credit:</b> 1	<b>Category:</b> 1
<b>Prerequisite:</b> Grade of 83 or better in Alg. 1 Acc or Department recommendation		

This course helps to extend students' understanding of geometry from middle school to complex situations, analyzing geometric relationships, constructing geometric figures, and the development of formal mathematical arguments. Students study the properties of geometry from a modern approach analyzing transformations of figures such as triangles, circles and quadrilaterals and making connections between algebraic and geometric representations. The Mathematical Practice Standards apply throughout this course. The accelerated section proceeds at a faster pace with the requirement that students work more independently. All topics studied will involve the use of content related computer software programs.

## ***ALGEBRA 2 ACADEMIC***

<b>Grades:</b> 10-11	<b>Credit:</b> 1	<b>Category:</b> 2
<b>Prerequisite:</b> Algebra 1 and Geometry		

This course supports the further development of functions including polynomial, rational and radical functions. Students will also solve complex equations, extend their understanding of real numbers to complex numbers and polynomials through problem solving and modeling scenario. Students will be prepared for a fourth year mathematics course as a result. The Mathematical Practice Standards apply throughout this course. Topics studied will involve non-calculator and TI-84+ graphing calculator activities as well as content related computer programs

## ***.ALGEBRA 2 ACADEMIC WITH ALGEBRA 2 FOUNDATIONS (2 Credits)***

<b>Grade:</b> 11	Algebra 2 Academic	<b>Credit:</b> 1	<b>Category:</b> 2
	Algebra 2 Foundations	<b>Credit:</b> 1	<b>Category:</b> 3
<b>Prerequisite:</b> Placement by recommendation of math department and guidance			

This mathematics foundations course, taken in conjunction with Algebra 2 academic, will meet on consecutive days. This course will simultaneously focus on building prerequisite skills and algebraic concepts for successful completion of Algebra I. This course is intended to provide support for students who require help bringing their math skills up to a level which will allow them to succeed in Algebra I. Students will be placed in this class based on past performance on mastery tests and previous mathematics courses. Only the Algebra 2 credit will be used toward the eligibility requirement and will be applied toward the mathematics requirement for graduation.

### ***ALGEBRA 2 ACCELERATED***

<b>Grades:</b> 10-11	<b>Credit:</b> 1	<b>Category:</b> 1
<b>Prerequisite:</b> Grade of "83" or better in Alg. 1 Acc. and Geometry Acc. or Dept. Recommendation		

This course supports the further development of functions including polynomial, rational and radical functions. Students will also solve complex equations, extend their understanding of real numbers to complex numbers and polynomials through problem solving and modeling scenario. Students are held to higher standards of competence and logic and are prepared for Pre-calculus as a result. The Mathematical Practice Standards apply throughout this course. Topics studied will involve non-calculator and TI-84+ graphing calculator activities as well as content related computer programs. The accelerated section proceeds at a faster pace with the requirement that students work more independently.

### ***ADVANCED MATHEMATICAL DECISION MAKING***

<b>Grade:</b> 12	<b>Credit:</b> 1	<b>Category:</b> 2
<b>Prerequisite:</b> Grade of "75" or better in Algebra 2		

This course is designed to challenge students to develop critical skills for success in college and careers. Students will be asked to investigate, do research, collaborate with other classmates and write about their findings and present solutions to problems in applied situations. They will work through mathematical topics including statistics in the media, using functions to make decisions, managing data, network graphs and understanding credit, debt and investments. Emphasis will be placed on modeling real world scenarios with mathematics so that students can become critical consumers of every day data, knowledgeable decision makers and mathematical thinkers who can solve problems related to a wide range of situations. **This course is an alternative to pre-calculus intended for college bound students.**

### ***STATISTICS ACADEMIC***

<b>Grades:</b> 11-12	<b>Credit:</b> 1	<b>Category:</b> 2
<b>Prerequisite:</b> Algebra 2. This course may be taken concurrently with Algebra 2 with teacher recommendation.		

This is a high school level statistics course. The purpose of the course in statistics is to introduce students to statistical thinking, data gathering and interpretation. Students are engaged in learning how statisticians contribute to our understanding of the world and helps students to become more discerning customers of the statistics they encounter in the real world. Activities, applications, and data explorations give students an opportunity to investigate, discuss, and make use of statistical ideas and methods. Topic include four major areas: analyzing data, producing data, chance, and inference.

### ***SAT MATH PREP***

<b>Grade:</b> 10-12	<b>Credit:</b> .25	<b>Category:</b> 2
<b>Prerequisite:</b> Algebra I and Geometry		

This course will provide students with a review of the mathematics used on college preparatory tests such as the SAT and ACT. The course will provide students with the opportunity to take practice tests as well as to assess and review areas of weakness in preparation for taking college placement tests. The course may not be used toward the mathematics requirement for graduation.

## ***PRE-CALCULUS ACADEMIC***

<b>Grades:</b> 11-12	<b>Credit:</b> 1	<b>Category:</b> 2
<b>Prerequisite:</b> Grade of "75" or better in Algebra 2 Acad. or Dept. recommendation		

This course is the fourth course in the college preparatory mathematics sequence. It is a prerequisite for the analytic geometry and calculus course offered by colleges. Topics studied are algebraic functions, logarithms and exponential functions, trigonometric functions, as well as statistics and probability. Topics studied will involve non-calculator and TI-84+ graphing calculator activities as well as content related computer programs.

## ***PRE-CALCULUS ACCELERATED***

<b>Grades:</b> 11-12	<b>Credit:</b> 1	<b>Category:</b> 1
<b>Prerequisite:</b> Grade of "83" or better in Algebra 2 Accelerated or Dept. recommendation		

This course is the prerequisite for the analytic geometry and calculus course offered by colleges as a freshman mathematics course. Topics studied are polynomial, exponential, logarithmic, circular and trigonometric functions, and polar coordinates. Topics studied will involve non-calculator and TI-84+ graphing calculator activities as well as content related computer programs.

## ***STATISTICS AP***

<b>Grades:</b> 11-12	<b>Credit:</b> 1	<b>Category:</b> AP
<b>Prerequisite:</b> Grade 11 students may take AP Statistics if they are concurrently enrolled in Pre-Calculus accelerated with a grade of "83" or better in Algebra 2 Accelerated and teacher recommendation. Grade 12 students may enroll in AP Statistics with a grade of "83" or better in Algebra 2 Accelerated and teacher recommendation.		

This course is equivalent to a one-semester, introductory, non-calculus based, and college course in statistics. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes, including exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course. ***Please see page 19 for specific requirements regarding AP/UCONN courses.***

## ***CALCULUS ACCELERATED***

<b>Grade:</b> 12	<b>Credit:</b> 1	<b>Category:</b> 1
<b>Prerequisite:</b> Grade of "75" or better in Pre-Calculus or Dept. recommendation.		

This course will give an introduction and overview of the topics generally covered in a first semester college course in calculus. The course will cover continuity and limits of functions and applications of differential and integral calculus of one variable. There will be emphasis on the use of the graphing calculator in problem solving. This course is not intended as a replacement for college calculus, but will provide the mathematical background needed by individuals planning on a college major in business, humanities or social sciences which generally require a course in introductory calculus or statistics.

*Pending class enrollment, the following variations of Calculus AP/Uconn-AB and Calculus AP/Uconn-BC may be offered for the following credits and may differ by school.*

### ***CALCULUS AP/UCONN-AB***

<b>Grade:</b> 12	<b>Credit Options:</b> <ul style="list-style-type: none"> <li>● <b>1 Credit</b> - Semester 1 and 2: Every other day.</li> <li>● <b>1 Credit</b> - Semester 1: Every day.</li> <li>● <b>1.5 Credits</b> - Semester 1: Every day. Semester 2: Every other day.</li> </ul>	<b>Category:</b> AP
<b>Prerequisite:</b> Grade of "83" or better in Pre-Calc. Acc. or Dept. recommendation		

An excellent knowledge of algebra, geometry, and trigonometry is necessary for this study. This course is equivalent to the analytic geometry and calculus course offered by colleges as a freshman course. Upon completing this course, students may apply for advanced placement. Topics covered are analytic geometry, functions, derivatives of algebraic, trigonometric, transcendental, hyperbolic functions, and various methods of integration. Applications of the derivative and integral are also covered leading to the fundamental theorem of Integral Calculus. ***Please see page 19 for specific requirements regarding AP/UCONN courses.***

### ***CALCULUS AP/UCONN-BC***

<b>Grade:</b> 12	<b>Credit Options:</b> <ul style="list-style-type: none"> <li>● <b>.5 Credit</b> - Semester 2: Every other day.</li> <li>● <b>1 Credit</b> - Semester 2: Every day.</li> </ul>	<b>Category:</b> AP
<b>Prerequisite:</b> Grade of "83" or better in Pre-Calc. Acc. and Dept. recommendation		

An excellent knowledge of algebra, geometry, and trigonometry is necessary for this study. Calculus BC is a full-year course in the calculus of functions of a single variable. It includes all topics taught in Calculus AB plus additional topics. The additional topics include parametric, polar, and vector functions, applications of derivatives including L'Hospital's Rule, applications of integrals, anti-differentiation of improper integrals, polynomial approximations and series. The content of Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus AB. A Calculus AB sub-score will be reported based on performance on the portion of the Calculus BC Exam devoted to Calculus AB topics.

***Please see page 19 for specific requirements regarding AP/UCONN courses.***

# MUSIC

## DEPARTMENT PHILOSOPHY

Music is a vital component in developing the whole child. Music education offers a unique learning opportunity to explore individual creativity, artistic expression and in-depth understanding of past and present cultures in our diverse world.

A comprehensive music education will enable students to develop their musical abilities through self-discipline and focus, leading to increased confidence in learning across the entire curriculum.

We believe that all students should have a comprehensive, balanced, and sequential curriculum of in-school instruction in music education in accordance with national, state and local standards, and that an education in music will develop the life-long learning abilities and aesthetic skills necessary to contribute to a more cultured, educated society.

## DEPARTMENT GOALS

Through a planned, sequential curriculum, Bristol Public Schools will educate each student in conjunction with the National Standards for music education enabling students to create, perform, and respond to music.

Students should be able to demonstrate skills and knowledge in each of the following standards:

- Singing, alone and with others, a varied repertoire of music
- Performing on instruments, alone and with others, a varied repertoire of music
- Improvising melodies, variations, and accompaniments
- Composing and arranging music within specific guidelines
- Reading and notating music
- Listening to, analyzing, and describing music
- Evaluating music and music performances
- Understanding relationships between music, the other arts, and disciplines outside the arts
- Understanding music in relation to history and culture.

It is the goal of the Bristol Music Department to produce independent, disciplined, literate and informed life-long consumers and producers of music.

***\*Courses are available to all students as electives; frequently band and choral students plan to participate in the Music Program for all four years.***

### ***What career options might I have with a background in music?***

Careers in Arts and Media, Government, Education and Human Services, or Retail, Tourism, Recreation, and Entrepreneurial Clusters.

<ul style="list-style-type: none"><li>● Agent</li><li>● Business Manager</li><li>● Accompanist</li><li>● Audio Engineer/Mixer</li><li>● Band/ Symphony/Orchestra</li><li>● Conductor</li><li>● Choral Director</li></ul>	<ul style="list-style-type: none"><li>● Critic</li><li>● Dancer</li><li>● Entertainer</li><li>● Event Planner</li><li>● Music Teacher</li><li>● Musician</li><li>● Music Store Manager</li><li>● Music Therapist</li></ul>	<ul style="list-style-type: none"><li>● Performer</li><li>● Promoter</li><li>● Public Relations and Advertising</li><li>● Singer</li><li>● Studio Engineer</li><li>● Talent Scout</li><li>● Theater Director</li></ul>
--	--	--

# *Music Courses*

## *MUSIC HISTORY*

### *AMERICAN MUSIC STUDIES (The History of Popular Music)*

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

This course is an overview of popular music. Students will listen to, respond to, and explore representative styles of music including folk, jazz, blues, rock and roll, Broadway, and today's styles.

### *MUSIC HISTORY (The History of Classical Music)*

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

This course is an overview of the history of music from the Middle Ages to the early 20<sup>th</sup> century. Course material will include composers such as Bach, Mozart, and Beethoven. Students will listen to, respond to, and explore representational works of each time period. This course is especially recommended for students interested in pursuing a post-high school music degree.

## *MUSIC THEORY*

### *MUSIC THEORY 1*

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

This course provides a basic understanding of the elements of music including: clefs, scales, intervals, melody, rhythm, and chords. Ear training, notation, and music literacy are integral components of the class.

### *MUSIC THEORY 2*

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> Music Theory 1 or permission of instructor		

This course is a continuation of Music Theory 1. It will expand a student's vocabulary and understanding of music through the analysis of harmonic and melodic structure as well as more advanced melodic and rhythmic techniques. The last part of the semester will deal with instrumentation, orchestration, and arranging skills. At the conclusion of this course, students will have a strong background in the general theoretical principles of music. This course will prepare students for AP Theory and college entrance exams for music majors.

### *MUSIC THEORY AP*

<b>Grades:</b> 10-12	<b>Credit:</b> 1	<b>Category:</b> AP
<b>Prerequisite:</b> Successful completion of Music Theory II or Teacher Recommendation		

This is an aggressive course geared to the serious music student who values music as a significant part of their education. This course will focus on the student's ability to acquire strong skills in ear-training, dictation, and analysis of music. This is the culminating class of the music theory track. **Please see page 19 for specific requirements regarding AP/UCONN courses.**



## ***MUSIC ENSEMBLE GROUPS***

### ***CONCERT CHOIR***

<b>Grades:</b> 10-12	<b>Credit:</b> 1	<b>Category:</b> 2
<b>Prerequisite:</b> None		

This course is an ensemble of mixed voices that enjoy singing and want to learn more about the art of choral literature and vocal techniques. The choir performs throughout the year and may include a concert tour. Students are required to attend all performances as part of the choral curriculum. Student participation in Concert Choir or Chorus 1 is required to participate in extra-curricular vocal performing groups.

### ***CHORUS 1***

<b>Grades:</b> 9	<b>Credit:</b> 1	<b>Category:</b> 2
<b>Prerequisite:</b> None		

This chorus is limited in size to allow greater individual attention to grade nine students. Students will develop vocal techniques to improve their voice. They will learn how to read musical notation and follow their part in open score. The choir will perform in concerts throughout the year and join with Concert Choir in an extended work in the second semester. Students are required to attend all performances as part of the choral curriculum. Student participation in Concert Choir or Chorus 1 is required to participate in extra-curricular vocal performing groups.

### ***BAND***

<b>Grades:</b> 9-12	<b>Credit:</b> 1	<b>Category:</b> 2
<b>Prerequisite:</b> Students must be proficient on a traditional band instrument.		

Band is an instrumental ensemble that performs music of varied styles in concert halls, as well as parades and football games. The band performs throughout the year and may include a concert tour. Students are required to attend all performances as part of the band curriculum. Student participation in Band is required to participate in extra-curricular Instrumental performing groups. Bass, Guitar, and Piano students are exempt from this requirement.

## ***OTHER MUSIC COURSE OFFERINGS***

### ***PIANO/KEYBOARD***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

The development of piano/keyboard skills will be explored using a varied repertoire of piano literature with progressive levels of difficulty. Students will have an opportunity to perform individually and in keyboard ensembles. Four areas of study that will be explored through the use of the piano/keyboard are: sound exploration, development of piano technique, basic music theory, and composition. Individual projects relating to history, culture and style will also be required.

### ***GUITAR (ACOUSTIC)***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

Students will have an opportunity to perform a varied repertoire of guitar literature and will use various guitar techniques: strumming, picking, and chording. Students will read tablature and standard notation for guitar. Individual performance as well as ensemble performance will be utilized. Understanding of basic music theory, the

guitar's importance in music history, and proper maintenance and care will also be covered. Students do not need to have their own guitar.

### ***MUSIC TECHNOLOGY***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

This course is an introductory course in music technology. Course content builds a knowledge base in several areas: basic audio systems operations, digital audio, MIDI, music sequencing, and music notation. Students will discover and explore introductory concepts used in music sequencing, notation and recording. Students will use technology to produce MIDI sequences, film scores, loop-based arrangements and compositions, and digital multi-track audio recordings. No prior musical experience is needed, however, having training on an instrument or voice is helpful. In this course students will master the creative tools and techniques required to compose, record, remix, improvise, produce and edit musical ideas, as well as learn about basic musical forms.

***INDEPENDENT STUDIES:*** Independent studies are available to students. Students wishing to work independently on specific topics in music should seek instructor and guidance to establish specific goals, objectives, guidelines and work to be completed.

# ***PHYSICAL EDUCATION/HEALTH***

## ***DEPARTMENT PHILOSOPHY***

The primary goal of physical education is to increase individual growth patterns through a sequential development program. Through the medium of physical activity we seek to promote kinesthetic awareness, cooperation, understanding of individual differences, improved self-esteem and interest in lifelong activities.

### ***PHYSICAL EDUCATION***

<b>Grades:</b> 9	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

Students will participate in activities that will work on improving physical fitness, self-esteem and team building skills. They will be given a solid foundation about the importance of exercise and health relative to physical fitness in the prevention of future health problems. They will assess personal needs, interests, abilities and opportunities related to physical fitness. Improving individual skills in small game activities will also be emphasized. All students must participate in state-mandated physical fitness assessments.

### ***PHYSICAL EDUCATION***

<b>Grades:</b> 10-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> Grade 9 Physical Education		

A selective curriculum within the required program, offering an opportunity to develop intermediate and advanced skills in activities personally selected. The curriculum is designed to allow students to select from a variety of activities:

1. Team sports, e.g., basketball, soccer, volleyball
2. Individual and health related activities, e.g., weight training, weight control, walk/jog, aerobic conditioning activities
3. Lifetime, leisure activities, e.g., badminton, golf, and tennis

The year will be divided into time units. The students will select pre-determined activities based on interest. These activities will be available according to season, available space, staff and facilities. All students must participate in state-mandated physical fitness assessments.

## ***HEALTH***

<b>Grades:</b> 9	<b>Credit:</b> .25	<b>Category:</b> 2
<b>Prerequisite:</b> None		

The health curriculum is based on the Connecticut Health and Balanced Living Curriculum Framework. This course utilizes a proactive approach that serves as a catalyst for young people to analyze and evaluate their own lifestyle habits and then synthesize and apply strategies towards achieving an optimal level of physical, social, mental and emotional health.

Students receive instruction in mental and emotional health, nutrition, alcohol and other drug prevention, human sexuality and disease prevention as part of a Health Education program at the high school level. Two components of the health curriculum are the content strands of Human Growth and Development and HIV/AIDS education. In these lessons, the teacher helps students develop an understanding of the human body and positive health decision making. An outline of the objectives to be covered in ninth grade is printed below. We encourage you to discuss the topics with your child while the unit is being taught.

### **Grade 9 students will learn about:**

1. Choice and its effect on the ensuing responsibilities and consequences regarding behaviors relating to sexuality
2. How to distinguish between reliable and unreliable resources pertaining to human sexuality
3. Effects of abstinence, birth control and abortion as it relates to the functioning of the reproductive system
4. High risk behaviors/consequences and health lifestyles
5. Identifying, locating, assessing and evaluating medically appropriate resources for information and/or treatment of sexually transmitted diseases including HIV/AIDS

In accordance with the Connecticut General Statutes, parents may choose to exempt their children from family life and AIDS education. If you are interested in pursuing this option, please contact your child's building administrator **in writing**.

# SCIENCE

## DEPARTMENT PHILOSOPHY

The overarching goal of our science curriculum is to ensure by the end of 12th grade, all students have some appreciation of the beauty and wonder of science; possess sufficient knowledge of science and engineering to engage in public discussions on related issues; are careful consumers of scientific and technological information related to their everyday lives; are able to continue to learn about science outside school; and have the skills to enter careers of their choice, including (but not limited to) careers in science, engineering, and technology.

Advanced Placement courses are offered in biology, chemistry, physics, and environmental science. These courses require an in-depth study with either independent reading and research and/or the preparation of papers and reports.

### Typical Progressions in Science:

	Grade 9	Grade 10	Grade 11	Grade 12
<b>Academic or Accelerated Pathway</b>	Physical Science	Biology	Chemistry/ (AP) Environmental Science /(AP) <b>Electives:</b> Anatomy & Physiology Physics /(AP) Biotechnical Engineering	Anatomy & Physiology Biology /(AP) Chemistry/ (AP) Environmental Science /(AP) Physics /(AP) Biotechnical Engineering
<b>Advanced Placement Pathway</b>	Physical Science Biology	Biology ACC  Chemistry or AP Chem	Anatomy & Physiology Environmental Science AP Physics AP Biotechnical Engineering Biology AP	Anatomy & Physiology Biology AP Environmental Science AP Physics AP Biotechnical Engineering

### What career options might I have with a background in Science?

<b>Other</b> Agriculture Specialist Technical Sales Person Water Quality Inspector Soil Scientist Landscape Designer Architect Web Site Designer	<b>Government Agencies &amp; Law</b> Lawyer Forensics Specialist Conservation Scientist Public Health Director City Planner Defense System Specialist NASA Employee Police Officer Detective Patent Attorney Astronaut	<b>Manufacturing/Engineering</b> Engineer: (Mechanical, Electrical, Civil, Aerospace) Photonics Specialist Fiberoptics Specialist Telecommunications Specialist Computer Scientist Programmer Recycling Specialist Hazard Evaluator Safety Officer Metallurgist Pharmaceutical Engineer Materials Engineer	<b>Scientist</b> Biologist Chemist Physicist Geologist Genetic Engineer Astronomer Biomedical Engineer Biochemist Astrophysicist Genetic Researcher Inventor Meteorologist Space Scientist Teacher College Professor
<b>Health Care</b> Physical Therapist Physician Physician's Assistant Surgeon Nurse Emergency Medical Technician	<b>Animal Care</b> Veterinarian Kennel Care Marine Biologist		
<b>Media and Publishing</b> ScienceWriter or Editor Medical/ Health/Science Reporter Technical Writer			

# Science Courses

The science curriculum is built around three dimensions. These dimensions are (1) science and engineering practices, (2) cross-cutting concepts that unify the study of science and engineering through their common application across fields, and (3) core ideas in four disciplinary areas: physical science; life sciences; earth and space sciences; and engineering, technology, and application of science. All science courses are laboratory-oriented.

The goals of the Science Department are to engage students in the practices of science by:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument for evidence
- Obtaining, evaluating, and communicating information.

**Every student must earn (3) credits in science for graduation including 1 credit in chemistry or environmental science. Departmental recommendation is required for all accelerated courses.**

## ***PHYSICAL SCIENCE***

<b>Grades:</b> 9	<b>Credit:</b> 1
Accelerated Category 1 Academic Category 2	
<b>Prerequisite:</b> None	

This course is first in a sequence designed to prepare students for the Next Generation Science Standards Assessment in Grade 11. Topics will include: Geology, Astronomy, Physics, Energy Transformation, and Transmission of Data. Intriguing laboratory experiments will allow students to analyze real-world problems and to better understand how science is relevant to their lives.

## ***BIOLOGY***

<b>Grades:</b> 9 ACC/10	<b>Credit:</b> 1
Accelerated Category 1 Academic Category 2	
<b>Prerequisite:</b> Pass Physical Science	

This course is second in a sequence designed to prepare students for the Next Generation Science Standards Assessment in Grade 11. Biology is the branch of science in which students will consider the characteristics common to all living things and how they maintain the living condition. They will develop an understanding of the relationship between structure and function. Students will explore the interplay between energy and matter through processes such as photosynthesis and respiration and interactions within a community of organisms. They will explain the structure of DNA and all the roles it plays in controlling cells. DNA contributes to the variety among organisms and provides an explanation of species evolution. Students will also investigate the human organism and its relatedness to other living things. Laboratory activities are incorporated to support the idea and concepts explored in the classroom.

## ***BIOLOGY AP***

<b>Grades:</b> 11-12	<b>Credit:</b> 1	<b>Category:</b> AP
<b>Prerequisite:</b> Acc. Bio, Grade of "83" or a grade of "93" Acad. Bio <b>and</b> are concurrently taking or have completed AP/Acc. Chemistry.		

The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. AP Biology will include those topics regularly covered in college biology course for majors. The college course in biology differs significantly from the usual first high school course in biology with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required of students. The textbook and labs will be the equivalent of those used by college students. The topics covered include Molecules and Cells (25%), Heredity and Evolution (25%), and Organisms and Populations (50%). Students will be required to take the Advanced Placement Examination in May. ***Please see page 19 for specific requirements regarding AP/UCONN courses.***

## ***CHEMISTRY***

<b>Grades:</b> 10-12	<b>Credit:</b> 1
Accelerated Category 1 Academic Category 2	
<b>Prerequisite:</b> Passed Physical Science and Biology.	

This course is third in a sequence designed to prepare students for the Next Generation Science Standards Assessment in Grade 11. Atomic structure and quantitative relationships between atoms and molecules are stressed to explain chemical reactions. Understanding the concepts of chemistry is developed through correlation of classroom and laboratory activities.

## ***CHEMISTRY AP***

<b>Grades:</b> 10-12	<b>Credit:</b> 2	<b>Category:</b> AP
<b>Prerequisite:</b> Must be enrolled in or have taken Accel. Alg. 2 and have an "83" average in Accel. Bio. or a "93" in Acad. Bio.		
Grade 10 students may take concurrently with Biology ACC with teacher recommendation and "83" average in Physical Science ACC.		

Advanced Placement Chemistry is designed to be the equivalent of a two-semester college introductory chemistry course. This course enables students to undertake, in their first year, second-year work in the chemistry sequence at their institution or to register in courses in other fields where chemistry is a prerequisite. Students will attain a depth of understanding of fundamentals and competence in dealing with chemical problems. This course will contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. Understanding the concepts of chemistry is developed through the correlation of classroom and laboratory activities. Students will be required to take the Advanced Placement Examination in May. ***Please see page 19 for specific requirements regarding AP/UCONN courses.***

## ***PHYSICS***

<b>Grades:</b> 12	<b>Credit:</b> 1
Academic Category 2	
<b>Prerequisite:</b> Successful completion of Acad. Alg. I and Geometry	

This course is designed for students interested in a career in mathematics, science or engineering as well as those interested in a more extensive physical science background. Laboratory activities are correlated with classroom work.

## ***PHYSICS/UCONN***

<b>Grades:</b> 11/12	<b>Credit:</b> 1	<b>Category:</b> AP
<b>Prerequisite:</b> Must have an "83" average in Acc. Alg. 2 and must have previously taken or concurrently taking Acc. Pre-calculus, or have permission of instructor		

Physics/ Uconn is equivalent to the first semester of an algebra-based college introductory physics course. This course covers Newtonian mechanics, thermodynamics, waves, and electric circuits. This course emphasizes laboratory investigations and focuses on experimental technique, data analysis and drawing inferences from observations and data. Quantitative problem solving is also stressed. This course may qualify for UCONN credit.

***Please see page 19 for specific requirements regarding AP/UCONN courses.***

## ***PHYSICS C Mechanics and PHYSICS C Electricity & Magnetism AP/UCONN***

<b>Grades:</b> 12	<b>Credit:</b> 2	<b>Category:</b> AP
<b>Prerequisite:</b> Completed or enrolled in AP Calculus, completed accelerated Calculus as a junior, or have permission of instructor.		

Advanced Placement Physics C is the equivalent of a two-semester, calculus-based college introductory physics course. This course covers Newtonian mechanics and electricity and magnetism. This course places heavy emphasis on quantitative problem solving and demands the student be comfortable applying the concepts of algebra, geometry, and trigonometry. This course will also deepen the student's understanding of calculus through real world applications. Students will be required to take both the AP Physics C Mechanics and AP Physics C Electricity and Magnetism examinations in May. This course may also qualify for UCONN credit. ***Please see page 19 for specific requirements regarding AP/UCONN courses.***

## ***ANATOMY & PHYSIOLOGY***

<b>Grades:</b> 11/12	<b>Credit:</b> 1	<b>Category:</b> 2
<b>Prerequisite:</b> Biology with a "75" average.		

This course is designed for students who plan to enter a health-related career or have an interest in a more extensive exploration of human anatomy. The relationship between structures and their functions is emphasized and examined through the use of models, preserved animals or their organs.

## ***ENVIRONMENTAL SCIENCE***

<b>Grades:</b> 11/12	<b>Credit:</b> 1	<b>Category:</b> 2
<b>Prerequisite:</b> Must have passed physical science and biology.		

This course is third in a sequence designed to prepare students for the Next Generation Science Standards Assessment in Grade 11. This course is a lab-centered approach to developing a solid knowledge base to environmental issues of the community and globe. The course will involve studies of the earth and the environment. The course involves studies of the earth and the environment, ecological interactions, biomes, energy resources, land and water resources, and managing the environment. Field trips and local environmental work will be an integral part of the



course.

## ***ENVIRONMENTAL SCIENCE AP***

<b>Grades:</b> 11/12	<b>Credit:</b> 1	<b>Category:</b> AP
<b>Prerequisite:</b> "93" or above in Acad. Alg. 1, or "83" or above in Accel. Alg. 1; 93" or above in Acad. Biology or "83" or above in Accel. Biology. Must have taken Chemistry or taking concurrently.		

This course is designed to provide students with the interdisciplinary connections of the natural world, to identify and analyze environmental issues resulting from both human and non-human induced causes. Students will then identify the threats linked with these issues and investigate possible solutions and preventative measures. This course will include a demanding laboratory and field component designed to give students an authentic perspective on the scope of numerous environmental issues. **It is essential that students attend the three mandatory field investigation activities that will be offered once per quarter.** Students will be required to take the AP Environmental Science exam in the spring. Due to the high rigor level associated with this course, students will be expected to complete outside class activities, including the summer assignment. ***Please see page 19 for specific requirements regarding AP/UCONN courses.***

## ***BIOTECHNICAL ENGINEERING***

<b>Grades:</b> 11/12	<b>Credit:</b> 1	<b>Category:</b> 1
<b>Prerequisite:</b> Must have a "70" average in ACC Biology and a "90" in ACA Biology.		

Biotechnical Engineering will expose students to the diverse fields of biotechnology including biomedical engineering, bio-molecular genetics, bioprocess engineering, agricultural and environmental engineering. Lessons engage students in engineering design problems that can be accomplished in a high school setting related to biomechanics, cardiovascular engineering, biomedical devices, human interface, bioprocesses, forensics and bio-ethics.

# ***SOCIAL STUDIES***

## ***DEPARTMENT PHILOSOPHY***

The primary objective of the social studies program is to prepare students to become thoughtful individuals whose academic background and skills will enable them to function successfully in an increasingly complex, multicultural, and changing world. The social studies program must provide students with an intellectual framework of knowledge, the skills necessary to process information, and the capacity to understand and appreciate people from backgrounds and cultures different from their own. Further, the program is intended to develop an informed, discriminating citizenship essential to effective participation in the democratic processes of governance and the fulfillment of the nation's democratic ideals.

While history forms the foundation for social studies, it is understood that concepts from other social sciences, including geography, economics, psychology, and sociology must be integrated through the department's course offerings to provide students with a firm understanding of the principles and methodologies in the social studies discipline.

### ***Typical Progression***

1 credit in World History	1 Credit in Modern American History	.5 Credit in Civics	.5 Credit in a Social Studies Elective
---------------------------	-------------------------------------	---------------------	--

***What career options might I have with a background in History and Social Studies?***

<b>Business</b>	<b>Government</b>	<b>Arts/Media</b>	<b>Education</b>
Attorney	Attorney	Historian	Social Studies, History and Humanities
Government Relations	Paralegal Assistant	Archivist	College Professor
Lobbyist	Public Administrator	Museum Curator	Grant Writer
Human Resources	Police Officer	Editor	Teachers
Consulting	Social Worker	Journalist	
Corporate	Political Advisor	Press Secretary	
Communication	Foreign Service, Peace Corps Advocacy		
	Elected Official		

## *Social Studies Courses*

Listed below are the course offerings in the social studies department. The previous social studies teacher will recommend a student's future assignment to a social studies course level based on the student's ability and performance. All students selecting courses in the social studies department should expect to complete assignments to develop skills in reading, writing, research, speaking and listening beyond the work indicated the course description.

### ***WORLD HISTORY***

<b>Grades:</b> 9	<b>Credit:</b> 1
Accelerated Category 1 Academic Category 2	
<b>Prerequisite:</b> None.	

Students study the history of the world's people in the modern era. The origins of different societies are examined, including the rise and growth of democracy and other forms of government. Through this course, students use a variety of techniques to develop a better understanding of people, events and trends. Courses taken at the accelerated level in social studies are designed to prepare students to take Advanced Placement social studies courses by the time students graduate.

### ***MODERN AMERICAN HISTORY***

<b>Grades:</b> 10	<b>Credit:</b> 1
Accelerated Category 1 Academic Category 2	
<b>Prerequisite:</b> Acc: "93" average in World Hist. Accel. and/or Dept. Recommendation	

This class, which is required for graduation, examines the democratic principles and ideals of our past society as a basis for understanding present issues and problems confronting citizens of a changing nation. Students study the political, social, economic, and cultural development of the United States from 1898 to the present. Emphasis is placed on twentieth century life and events that have shaped our nation. Courses taken at the accelerated level in social studies are designed to prepare students to take Advanced Placement social studies courses by the time students graduate.

### ***CIVICS***

<b>Grades:</b> 10-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> Modern American History; Grade 10 with departmental permission		

Civics is required for high school graduation. Students learn about the form and function of the American democratic system as well as the commitment and obligations of being a citizen. Having studied various political systems in earlier history courses, students analyze how the American republic has been designed to meet the evolving needs of a diverse society. As they learn about political concepts, students develop the literacy skills of political scientists and active citizens. To apply lessons of citizenship, students conduct a semester-long research project in which they create and execute an action plan to improve a self-selected issue of concern.

## ***SOCIAL STUDIES ELECTIVES***

### ***U.S. HISTORY AP***

<b>Grades:</b> 10-12	<b>Credit:</b> 1	<b>Category:</b> AP
<b>Prerequisite:</b> Course average of “93” in Modern American History Acad., or “83” average in Accel. Grade 10 with departmental permission.		

U.S. History classes examine the democratic principles and ideals of our past society as a basis for understanding present issues and problems confronting citizens of a changing nation. Students study the political, social, economic and cultural development of the United States from the time of early exploration through the modern era. Emphasis is placed on the major themes and events that have shaped our nation. Students enrolled in this course must take the common midterm and final assessment for Advanced Placement U.S. History. ***Please see page 19 for specific requirements regarding AP/UCONN courses.***

### ***U.S. GOVERNMENT AND POLITICS AP***

<b>Grades:</b> 10-12	<b>Credit:</b> 1	<b>Category:</b> AP
<b>Prerequisite:</b> Course average of “93” in World History, Civics or Modern American History Acad., or “83” in Accel., or course average of “83” in another AP course. Grade 10 with departmental permission.		

AP U.S. Government and Politics is a college-level introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will read and analyze U.S. foundational documents, supreme court decisions, and other texts and visuals to gain an understanding of the relationships and interactions between political institutions and behavior. They will read and interpret data, develop evidence-based arguments, and engage in an applied civics or politics research based project. Successful completion of this course will satisfy the Civics graduation requirement. Students will be required to take the American Government and Politics Advanced Placement examination in May. ***Please see page 19 for specific requirements regarding AP/UCONN courses.***

### ***HUMAN GEOGRAPHY AP***

<b>Grades:</b> 9-12	<b>Credit:</b> 1	<b>Category:</b> AP
<b>Prerequisite:</b> For freshmen: course average of “90” in grades 8 and 7 accelerated SS; standardized test scores; and teacher recommendation. For grades 10-12: course average of “93” in World History, Civics or Modern American History Acad.; or “83” in Accel.; or course average of “83” in another AP course; and departmental permission.		

The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth’s surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Students enrolled in this course must take the common midterm and final examination for Human Geography Advanced Placement. ***Please see page 19 for specific requirements regarding AP/UCONN courses.***

## ***WORLD HISTORY AP***

<b>Grades:</b> 10-12	<b>Credit:</b> 1	<b>Category:</b> AP
<b>Prerequisite:</b> Course average of “93” in World History or Mod. Amer. Hist. Acad. or “83” in Accel., or course average of “83” in another AP course, or Dept. Recommendation, or Standardized Test Scores (SBA or DRP).		

Advanced Placement World History is the study of major world civilizations from 8000 B.C.E. to the present day. AP World History will examine the societies and cultures of Asia, the Middle East, Latin America, Africa, Europe and the Americas. This course requires extensive reading and writing as well as strict attendance at all classes. Students are required to examine the dynamics of continuity and change over all historical periods covered in the course. Students develop skills to be used in further historical studies and in the final AP World History Exam. ***Please see page 19 for specific requirements regarding AP/UCONN courses.***

## ***MICROECONOMICS AP***

<b>Grades:</b> 10-12	<b>Credit:</b> 1	<b>Category:</b> AP
<b>Prerequisite:</b> Algebra 1 and recommendations from Math, Social Studies, or Business teacher		

AP Microeconomics, a full-year course, is designed to give students an understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. Students examine concepts such as supply and demand, factors of production, roles of labor and management, and the government’s impact on individual decision-making processes. This course is recommended for college-bound students who want the opportunity to do advanced written analysis. Participation in the Advanced Placement examination is a requirement of this course. ***Please see page 19 for specific requirements regarding AP/UCONN courses.***

## ***ECONOMICS***

<b>Grades:</b> 10-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> Mod. Amer. History; Grade 10 with departmental permission		

This course addresses the theory of economics and some practical applications of this knowledge. It is intended for college-bound students or those students seeking additional training for the area of business, with average or above reading abilities. Both macro and micro economics theories are studied. The following major areas are included in this study: (1) production and use of wealth, (2) money supply, (3) roles of industry, labor, and the consumer, (4) organization of business, (5) national productivity and economic measurements, and (6) credit, banking and the stock market.

## ***GEOGRAPHY AND CULTURE OF LATIN AMERICA AND AFRICA***

<b>Grades:</b> 10-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> Mod. Amer. History or concurrent registration in Mod. Amer. History		

This course provides students with an in-depth look at Sub-Sahara Africa and Latin/South America. Students in this course will study each region historically, politically, culturally, and geographically in order to better understand of how other people live.

### ***GEOGRAPHY AND CULTURE OF ASIA AND THE MIDDLE EAST***

<b>Grades:</b> 10-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> Mod. Amer. History or concurrent registration in Mod. Amer. History		

This course provides students with an in-depth look at Middle East and Asia. Students in this course study each region historically, politically, culturally, and geographically in order to better understand of how other people live.

### ***GLOBAL ISSUES***

<b>Grades:</b> 10-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> Mod. Amer. History or concurrent registration in Mod. Amer. History		

This course allows students to study various issues that affect our global community. Topics include pandemics, globalization, and international conflicts. This course is designed for students with interests in current events and social studies and who wish to participate in a program with rigorous reading, writing, and research requirements. Students conduct several research projects.

### ***LAW AND JUSTICE***

<b>Grades:</b> 10-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> Mod. Amer. History or concurrent registration in Mod. Amer. History		

This course is designed for the college-bound student who has above-average reading skills. Topics include the nature of crime, the nature of law in society, the personality of the criminal, the victims of crime, the problems of juvenile crime and the juvenile justice system, and the criminal justice system. Civil law is studied regarding torts, consumerism, housing and family law.

### ***CONTEMPORARY PSYCHOLOGY***

<b>Grades:</b> 10-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> Mod. Amer. History or concurrent enrollment in Mod. Amer. History		

This course uses a discussion format and deals with psychological theories as well as in-depth studies of personality, mental health, relationships, and character development. Topics that could be covered in the course include: learning; motivation; memory; emotional development; altered states of consciousness; interpersonal relationships and aggression.

### ***DEVELOPMENTAL PSYCHOLOGY***

<b>Grades:</b> 10-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> Mod. Amer. History or concurrent registration in Mod. Amer. History		

This course uses a discussion format and deals with psychological theories as well as in-depth studies of personality, mental health, relationships, and character development. Topics that could be covered in the course include: personality theories; disturbances – breakdown and recovery in regards to personality and psychological disorders; adolescence to adulthood; lifespan and dying and death and grief.

## ***PSYCHOLOGY AP***

<b>Grades:</b> 10-12	<b>Credit:</b> 1	<b>Category:</b> AP
<b>Prerequisite:</b> Course average of “93” in World Hist. or Mod. Amer. Hist. Acad. or “83” in Accel. or course average of “83” in another AP course, or Dept. Recommendation, or Standardized Test Scores (SBA or DRP ).		

AP Psychology is designed to expose students to the systematic and scientific study of behavior and mental processes of human beings and other animals. This full-year course is the equivalent of a college-level general psychology course and is designed to prepare students for the AP examination. The curriculum is intensive and sophisticated, requiring a strong level of commitment. This course is designed to expose students to an array of subjects of interest that has one common thread: the student. AP Psychology will be an academic odyssey as students traverse through such areas as: psychological disorders, memory, brain function, psychological testing and experimentation, lifespan, states of consciousness, motivation and emotion, and major personality theories.

***Please see page 19 for specific requirements regarding AP/UCONN courses.***

## ***SOCIOLOGY***

<b>Grades:</b> 10-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> Mod. Amer. History or concurrent registration in Mod. Amer. History		

This course is designed primarily for the student who plans to go to college and/or is preparing for a career in social work, counseling, or a similar field. Sociology is the study of humans in groups and the ways in which people relate to each other in society. Topics covered are human learning about society’s way of life and its rules; social institutions like the family; and social problems. The methods used by sociologists will also be covered.

# ***WORLD LANGUAGES***

## ***DEPARTMENT PHILOSOPHY***

Our primary goal is to help all students develop linguistic proficiency and cultural sensitivity in a second language of their choice. We believe that all students can benefit from second language instruction. We recognize that not everyone learns at the same rate or in the same way; nevertheless, we believe that all students should have the opportunity to develop language proficiency to a degree commensurate with their individual abilities. In the 21<sup>st</sup> century, the need for effective communication and sensitivity to other cultures has become even more important. We believe that the study of more than one language is essential to meeting these global needs.

### ***What career options might I have with a background in World Language?***

<b>Business</b> E-Commerce Developer International Sales & Marketing Officer International Investment International Banking Officer	<b>Education</b> Elementary School Teacher Middle School Teacher High School Teacher School Administrator College Professor Social Worker	<b>Government</b> Foreign Service Officer Intelligence Agent Customs Official Court Interpreter
<b>Healthcare</b> Interpreter Healthcare worker	<b>Manufacturing</b> Biotechnology Researcher Software Programmer	<b>Retail</b> Import/Export Agent Sales & Marketing Manager
<b>Media</b> Journalist Public Relations Specialist Telecommunications Translator Reporter News Commentator	<b>Museums &amp; Galleries</b> Art Conservator Docent Museum Director	<b>Tourism</b> Travel Agent Hotel Management Tour Guide





# *World Language Courses*

- These elective courses are available to all students.
- Universities require two or three years of a world language for the 21<sup>st</sup> Century student. It is strongly recommended that students take at least three years of a world language.
- Students with prior knowledge of a second language may request a placement test to determine their proficiency and proper entry level into a language course. A grade of “85” or higher will be required for a student to move to the next level of a language.
- In order to continue to the next level, it is recommended a student obtain at least a final grade of “C” and pass the final exam in any language course.
- Department recommendation is required for all accelerated courses.
- Seniors may sign up for level 1 language courses as space permits.

## *CLASSICAL LANGUAGE*

Latin is one of the oldest subjects still taught in high school. We are the heirs of the Romans. Our language is 60% Latin derived. The way we govern and judge ourselves comes from the Romans. In contrast to the modern languages, Latin emphasizes reading comprehension. Students will demonstrate **reading** comprehension of Latin by translating and answering questions.

## *MODERN LANGUAGES*

The world language program is available to those students who must meet college requirements or who are interested in developing all four skills of language: listening comprehension, speaking, reading, and writing. A four-year sequence is offered in French, Italian, and Spanish. The first two years of language study focus on the vocabulary and grammatical structures needed for daily communication. At the advanced levels, the courses focus on creating longer discourse in writing and speaking and more advanced interactions. At all levels, the study is enriched by materials that help to give the student a rich understanding of the countries and cultures studied in class.

### *FRENCH 1*

<b>Grades:</b> 9-12	<b>Credit:</b> 1
Accelerated Category 1 Academic Category 2	
<b>Prerequisite:</b> None	

French 1 introduces the beginning student to the sound system and intonation patterns of French with special emphasis on the listening comprehension and speaking skills. It acquaints students with the basic structures and trains them to use these structures in simple conversation. It also helps to develop their ability to read and write within reasonable limits. At the same time, it acquaints them with different aspects of French culture.

### *FRENCH 2*

<b>Grades:</b> 10-12	<b>Credit:</b> 1
Accelerated Category 1 Academic Category 2	
<b>Prerequisite:</b> French 1	

French 2 continues the development of the basic skills begun in the first year. The comprehension and speaking skills are stressed, but with more attention being given to reading and writing. The study of geography, history and culture of francophone world is continued.

### ***FRENCH 3***

<b>Grades:</b> 11-12	<b>Credit:</b> 1
Accelerated Category 1 Academic Category 2	
<b>Prerequisite:</b> French 2	

French 3 continues the content of the spoken language for listening comprehension and speaking, but the vocabulary and style of the written language are introduced to develop the reading and writing skills. Students receive training in guided literary analysis and composition such as summaries, character sketches, and original dialogues.

### ***FRENCH 4***

<b>Grades:</b> 12	<b>Credit:</b> 1
Accelerated Category 1 Academic Category 2	
<b>Prerequisite:</b> French 4	

French 4 is an extension of the work in French 3 except that now students devote more time to reading, writing and speaking than in any previous level. Using excerpts from French literature along with other selected cultural and historical readings, students are expected to write original compositions using vocabulary appropriate to the materials. Oral activities are also a part of the program to increase the students' proficiency in the use of the language.

### ***ITALIAN 1***

<b>Grades:</b> 9-12	<b>Credit:</b> 1
Accelerated Category 1 Academic Category 2	
<b>Prerequisite:</b> None	

Italian 1 introduces the beginning student to the sound system and intonation patterns of Italian with special emphasis on the listening comprehension and speaking skills. It acquaints students with the basic grammatical structures and trains them to use these in simple conversation. It also helps to develop their ability to read and write simple texts. At the same time, it acquaints them with different aspects of Italian culture.

### ***ITALIAN 2***

<b>Grades:</b> 10-12	<b>Credit:</b> 1
Accelerated Category 1 Academic Category 2	
<b>Prerequisite:</b> Italian 1	

Italian 2 continues the development of the basic skills begun in the first year. The comprehension and speaking skills are stressed but with more attention being given to reading and writing. The study of the geography and history of Italy, its people and customs is continued.

### ***ITALIAN 3***

<b>Grades:</b> 11-12	<b>Credit:</b> 1
Accelerated Category 1 Academic Category 2	
<b>Prerequisite:</b> Italian 2	

Italian 3 is designed to improve reading and writing proficiency through practice of these skills. It includes a review of grammar, an introduction to some of the great works in Italian literature and a more extensive study of the geography and history of Italy, its people and customs.

## ***ITALIAN 4***

<b>Grades:</b> 12	<b>Credit:</b> 1
Accelerated Category 1 Academic Category 2	
<b>Prerequisite:</b> Italian 3	

Italian 4 is an extension of the work in Italian 3, except that now students devote more time to reading, writing, and speaking than in any previous level. Selections from various periods of Italian literature are read and studied. Oral activities are also part of the program to increase individual initiative and group planning.

## ***SPANISH 1***

<b>Grades:</b> 9-12	<b>Credit:</b> 1
Accelerated Category 1 Academic Category 2	
<b>Prerequisite:</b> None	

Spanish 1 introduces the beginning student to the sound system and intonation patterns of Spanish with special emphasis on the listening comprehension and speaking skills. It acquaints students with the basic grammatical structures and trains them to use these structures in simple conversation. It also helps to develop their ability to read and write within reasonable limits. At the same time, it acquaints them with different aspects of Spanish culture. Spanish 1 emphasizes the basic skills of language, teaches the student the essential elements of grammar, and introduces the student to the Spanish speaking world.

## ***SPANISH 2***

<b>Grades:</b> 10-12	<b>Credit:</b> 1
Accelerated Category 1 Academic Category 2	
<b>Prerequisite:</b> Spanish 1	

Spanish 2 aims at strengthening and enriching the students' skills in speaking, listening, reading and writing, thereby facilitating and making more flexible all forms of expression. Moreover, the students become further acquainted with the countries of the Hispanic world and their civilization.

## ***SPANISH 3***

<b>Grades:</b> 11-12	<b>Credit:</b> 1
Accelerated Category 1 Academic Category 2	
<b>Prerequisite:</b> Spanish 2	

Spanish 3 aims at integrating and solidifying grammar and proficiency in the language skills through the frequent use of tapes, records, and in the preparation of individual reports. The students improve their ability to express themselves in Spanish and at the same time acquire an appreciation of the Hispanic world.

## ***SPANISH 4***

<b>Grades:</b> 11-12	<b>Credit:</b> 1
Accelerated Category 1 Academic Category 2	
<b>Prerequisite:</b> Spanish 3	

The fourth year seeks to expand and strengthen the development of the language skills through a concentrated study of selected readings and current topics. Continued emphasis is given to vocabulary building, grammar review, writing and oral expression through discussions, reports and dramatic role plays to increase the student's proficiency in the use of the language.

## ***SPANISH LANGUAGE AND CULTURE 5 AP***

<b>Grades:</b> 10-12	<b>Credit:</b> 1	<b>Category:</b> AP
<b>Prerequisite:</b> Spanish IV Accelerated Course average of "93" in Spanish IV Acad., or "83" average in Accel. Spanish IV		

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. ***Please see page 19 for specific requirements regarding AP/UCONN courses.***

## ***LATIN 1 (Accelerated)***

<b>Grades:</b> 9-12	<b>Credit:</b> 1	<b>Category:</b> 1
<b>Prerequisite:</b> None		

Latin I has two major objectives; the first is to comprehend the Latin language through the practice of reading while the second is to develop the students' understanding of the social and political history of the Romans, especially during the first century A.D. in Italy and Britain. The story line follows an historical Roman family in Pompeii through the son's adventures in Roman Britain. The course presents the language as the medium of the great culture and literature that molded it. Students follow the plot of the stories (often humorous), recognize and react to the characters, and distinguish significant details in the social and historical setting of the Roman World. Students demonstrate familiarity with the daily life of the Romans in the first century A.D.. Special attention is given to the multitude of English words which derive from Latin.

## ***LATIN 2 (Accelerated)***

<b>Grades:</b> 10-12	<b>Credit:</b> 1	<b>Category:</b> 1
<b>Prerequisite:</b> Latin 1		

Students demonstrate reading comprehension of Latin containing sentences with verbs in the subjunctive moods, participles, and nouns and adjectives in all five cases. Latin II continues to develop students' comprehension of Latin and knowledge of the Roman world. The story line continues with the son's adventures in Roman Britain and Egypt. More attention is given to derivatives and Roman history.

## ***LATIN 3: INTRODUCTION TO LATIN LITERATURE (Accelerated)***

<b>Grades:</b> 11-12	<b>Credit:</b> 1	<b>Category:</b> 1
<b>Prerequisite:</b> Latin 2		

Latin III is a student's first contact with actual texts written by ancient Roman authors. Reading short excerpts of genuine Latin from a variety of authors is the emphasis. The story line involves the Emperor Domitian in provincial politics and his influence in Rome in the first century A.D.. The second semester introduces Pliny, Martial, Cicero, Ovid, Catullus et al. Students demonstrate reading comprehension of Latin containing sentences with verbs in the passive voice and future tenses. Students also demonstrate familiarity with the politics, history and topography of Rome in the first century A.D. There is a focus on vocabulary acquisition. Special attention continues to be given to derivatives and Roman history.

### ***LATIN 4: LATIN LITERATURE (Accelerated)***

<b>Grades:</b> 12	<b>Credit:</b> 1	<b>Category:</b> 1
<b>Prerequisite:</b> Latin 3		

In Latin IV, students read actual texts written by ancient Roman authors. Students demonstrate reading comprehension by reading selected passages and excerpts from Vergil, Cicero, Pliny, Catullus, Martial et al. There is a comparison of the political, social, and legal systems of ancient Rome with those of today as well as a study of Rhetorical Figures of Speech. There is also a continued focus on vocabulary acquisition. Special attention continues to be given to English derivatives.

### ***MULTICULTURAL EXPRESSIONS ACADEMIC***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> none		

Multicultural Expressions Academic is a half-year course designed for students who are interested in exploring multiple languages through a variety of media to increase language acquisition and cultural understanding. This course is aimed at improving student performance in literacy and deepening understanding about the similarities and differences between various languages and cultures. The course is thematic in nature and utilizes text, film, and other authentic materials to deliver instruction through a sensory approach.

### ***MULTICULTURAL EXPRESSIONS ACCELERATED***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 1
<b>Prerequisite:</b> 1 year of a foreign language or concurrently taking a language course		

Multicultural Expressions Accelerated is a half-year course offered to students who have previous experience with a language or who are concurrently taking a language course. This course is designed for language enthusiasts who are interested in further exploration of multiple languages through a variety of media to increase language acquisition and cultural understanding. This course is aimed at refining student performance in literacy and deepening understanding about the similarities and differences between various languages and cultures. The course is thematic in nature and utilizes text, film, and other authentic materials to deliver instruction through a sensory approach.

# *AP CAPSTONE*

## *Seminar AP*

<b>Grades:</b> 10-11	<b>Credit:</b> 1	<b>Category:</b> AP
<b>Prerequisite:</b> Teacher Recommendation		

This foundational course provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a cross curricular lens, consider multiple points of view to develop deep understanding of complex issues, and connect these issues to their own lives. Students will spend the majority of their time reading articles, listening to arguments, and exploring literary works to gain an appreciation and understanding of current issues. The goal of AP Seminar is to offer rigorous college-level skill-based (rather than content-based) instruction across interdisciplinary concepts in service to development of students' research and argumentation skills. This new Advanced Placement offering from College Board fits within a sequence of two courses. Within the second course, AP Research (to be offered in subsequent years), students further their skills acquired in the AP Seminar Course by understanding research methodology, employing ethical research practices, accessing, analyzing, and synthesizing information as they address a research question.

## *Research AP*

<b>Grades:</b> 11-12	<b>Credit:</b> 1	<b>Category:</b> AP
<b>Prerequisite:</b> Teacher Recommendation		

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

# *ADDITIONAL AP OFFERINGS*

## *COMPUTER SCIENCE AP*

<b>Grades:</b> 10-12	<b>Credit:</b> 1	<b>Category:</b> AP
<b>Prerequisite:</b> Students must have permission of instructor.		

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. Students will be required to take the Advanced Placement Examination in May.

# ***CAREER RESOURCE CENTER***

## ***WORK EXPERIENCE***

<b>Grades:</b> 10-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

This program is available to students who are employed in part-time jobs. Students must apply and complete a contract that is signed by a parent, employer, and student. Two hundred (200) hours of work must be completed. Employers will be required to submit an evaluation which will be used in determining the student's final grade.

## ***SENIOR INTERNSHIP PROGRAM***

<b>Grades:</b> 12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

This intensive program is available to seniors who have made a career choice in one of the eight Connecticut Career Clusters. Students will be placed according to their career interest, site availability and sponsor interview. Student will complete a training plan based on 9 SCANS competencies, a weekly journal, and a final project. In addition, sponsor will grade students based on overall performance.

## ***SERVICE LEARNING***

<b>Grades:</b> 9-12	<b>Credit:</b> .5	<b>Category:</b> 2
<b>Prerequisite:</b> None		

This program is available to any student who has a volunteer position in an approved agency. Students must apply and complete a contract that is signed by a parent, sponsor, and student. Fifty (50) hours of work will be completed. Volunteer supervisors will be required to submit an evaluation which will be used in determining the student's final grade.

## ***COLLEGE CAREER PATHWAY PROGRAM***

Tunxis Community College offers high school students college credit for specific courses taken at Bristol High Schools. Students apply for credit using the Tunxis Community College Career Pathway application. It is the student's responsibility to obtain an application from their counselor or the career counselor. Completed applications must be turned in to the career counselor by the date provided. Students cannot apply for credit after their date of graduation.

## ***HIGH SCHOOL PARTNERSHIP***

The program is open to high school juniors and seniors who have an overall "B" average, are recommended by their guidance counselor, and have appropriate placement scores. Recommended students will be eligible to take one course per semester free of charge (General Fund tuition and fees). Students taking on campus classes will be responsible for their transportation to campus and book expenses. Students taking online classes will be responsible for their book expenses.

Admission to individual classes is dependent upon space availability, budgetary funding and students having met any prerequisite requirements. Students will be notified by the director of Admissions as to whether they are accepted into the class. This program is affiliated with Tunxis Community College.

# ***ENGLISH LANGUAGE LEARNERS PROGRAM***

## ***SHELTERED ENGLISH INSTRUCTION***

Courses are designed for English Language Learners (ELLs) to develop grade-level content area knowledge and academic skills as they increase their English proficiency. All courses fulfill the graduation credit requirements in each of the CORE subject areas

### ***ELL ENGLISH***

<b>Grades:</b> All	<b>Credit:</b> 1	<b>Category:</b> 3
<b>Prerequisite:</b> None		

As students begin and/or continue to acquire the basics of listening and speaking the English language, ELL English focuses on introducing and refining the strategies of reading comprehension and basic writing skills. The Read 180 program is used to differentiate for levels of literacy skills. Students are introduced to various genres of literature in a smaller class setting.

### ***ELL SOCIAL STUDIES***

<b>Grades:</b> All	<b>Credit:</b> .5	<b>Category:</b> 3
<b>Prerequisite:</b> None		

ELL Social Studies operates on a three year cycle. Each year there are two courses offered: a) Law & Justice / Early American History; b) Citizenship / Modern American History; c) Civics / World History.

### ***ELL PHYSICAL SCIENCE***

<b>Grades:</b> All	<b>Credit:</b> 1	<b>Category:</b> 3
<b>Prerequisite:</b> None		

This course is designed to prepare students for the Next Generation Science Standards Assessment in Grade 11. Topics will include: Geology, Astronomy, Physics, Energy Transformation, and Transmission of Data.

### ***ELL BIOLOGY***

<b>Grades:</b> All	<b>Credit:</b> 1	<b>Category:</b> 3
<b>Prerequisite:</b> None		

This course is designed to prepare students for the Next Generation Science Standards Assessment in Grade 11. In this course, students will consider the characteristics common to all living things and how they maintain the living condition.



### ***ELL MATH***

<b>Grades:</b> All	<b>Credit:</b> 1	<b>Category:</b> 3
<b>Prerequisite:</b> None		

This course introduces basic math concepts required for Algebra 1. Students are placed in this class because their English language skills are at a beginner or intermediate level on the LAS Links and they do not have the prerequisite skills for the next course, ELL Algebra. Topics include tools for algebra, solving equations & inequalities, probability and statistics, graphs & functions & linear functions.

### ***ELL ALGEBRA***

<b>Grades:</b> All	<b>Credit:</b> 1	<b>Category:</b> 3
<b>Prerequisite:</b> None		

This course provides an in-depth study of Algebra I concepts. This course includes a review of algebraic methods with a focus on on linear and exponential functions.

### ***ELL GEOMETRY***

<b>Grades:</b> 10,11	<b>Credit:</b> 1	<b>Category:</b> 3
<b>Prerequisite:</b> None		

This course provides an in-depth study of Geometry concepts. Topics covered includes: a review of tools for geometry, perimeter, area and volume, properties of triangles and transformations.

### ***ELL SUPPORT***

<b>Grades:</b> All	<b>Credit:</b> 1	<b>Category:</b> 3
<b>Prerequisite:</b> None		

This course introduces, and improves all aspects of listening, speaking, reading and writing skills in English. Any identified ELL student, who is not English proficient, scoring levels 1-4 on the LAS Links, and/or not achieving proficiency on CAPT Reading & Writing subtests, is eligible for this course. Students will listen and practice English skills in a risk free classroom, and improve the basics of reading and writing strategies to be a successful academic learner. Students will produce at least two pieces of persuasive or analytical writing per quarter per junior and senior years to be reviewed by the scoring committee and in consult with the TESOL staff.

## *Sheltered Content Area Instruction Courses English Language Learners*

### Availability of CORE Courses for Graduation Requirements

2018-2019	2019-2020	2020-2021	2021-2022
ELL English	ELL English	ELL English	ELL English
ELL Math	ELL Math	ELL Math	ELL Math
ELL Algebra	ELL Geometry	ELL Algebra	ELL Geometry
ELL Biology	ELL Physical Science	ELL Biology	ELL Physical Science
.5 ELL World History	.5 ELL Early US History	.5 ELL Modern US History	.5 ELL World History
.5 ELL Civics	.5 ELL Law and Justice	.5 ELL Citizenship	.5 ELL Civics

- Students placed in these courses are NOT English proficient and score below level 4 on the LAS Links.
- Students who improve their LAS Links English proficiency score to proficient can move into academic/accelerated courses at any appropriate time.
- Students enrolled in these courses have parent permission.

# ***BRISTOL TECHNICAL EDUCATION CENTER***

## ***GENERAL INFORMATION***

The Bristol Technical Education Center offers juniors and seniors a full year Vocational-Technical program in which students receive credit towards high school graduation requirements. If space is available, selected sophomores may participate. Many high school students attend the Center after graduating. Training at the Center is tuition-free for students whose class has not yet graduated. Classes will begin at 8:15 a.m. and end at 1:45 p.m. and will be held Monday through Friday. High school students attending the Center are eligible to participate in all the high school activities (e.g., varsity sports, class activities, etc.).

High school students receive seven credits towards graduation requirements as follows:

1 credit in Math	1 credit in English	1 credit in Trade Theory	4 credits in Shop
------------------	---------------------	--------------------------	-------------------

Adults and high school students will receive a trade certificate upon completion of the course. In an apprenticeship trade students may receive 960 hours of credit.

## ***APPLICATIONS***

- High school students must fill out an application in the Guidance Office at the high school.
- Adults may apply directly by calling the Center at **584-8433** or visit the school in person.
- Visitations to the Center are encouraged. An evening Open House will be scheduled annually.

## ***PLACEMENT***

The Center provides career training in technical and industrial fields. The staff at the Center will assist you in obtaining jobs. In many trade areas, the Center has more employment requests than can be filled. Additionally, the school has continuous calls for students to work part-time in their trade areas while attending school. Starting wages for these trade areas are excellent. There is also ample opportunity for career advancement.



# ***Bristol Technical Education Center Courses***

## ***AIR-CONDITIONING/ REFRIGERATION & HEATING***

The students receive instruction in the basic knowledge of various heating, cooling, and refrigeration systems. This includes basic electricity, circuitry, troubleshooting, and the methods used for installation of various heating, cooling, and refrigeration systems. Emphasis is placed on commercial and industrial components.

## ***AUTO MECHANICS***

The first semester consists of a laboratory program where theory instruction is combined with practical application on operational jobs and projects. The second semester consists of a theory program with actual service and repair on paying customers' automobiles. The students work in a "garage" atmosphere under the supervision of an instructor.

## ***CAD/CAM/DRAFTING***

The CAD/CAM curriculum provides training at the entry level of a computer aided drafter. The curriculum is unique in that it embraces four very different and distinct disciplines—basic engineering mathematics through algebra, basic technical drawing, blueprint reading, and computer aided drafting. The blueprint reading and basic math portion of the course constitute the trade theory. The shop portion of the course, the basic units will be drawn manually, checked by the instructor, and then redrawn using the CADKEY computerized system. When the basic drafting skills have been acquired to the satisfaction of the instructor, sole use of the CAD system will be allowed.

## ***FOOD TRADE/BAKERY***

Students train to enter the Culinary Arts Field as apprentice cooks, chefs or bakers in the hotel and restaurant industry. The course provides instruction in planning and preparation of menus, management and banquet and catering services. The total program is planned to raise the level of student proficiency in both mass production and individual dining experiences. A modern cafeteria/kitchen serves as a training area for this program.

## ***MACHINE TOOL/COMPUTER NUMERICAL CONTROL***

The Machine Tool/CNC program provides instruction on millers, grinders, lathes, and computer numerically controlled machinery. Theory is taught each day and is directed toward all phases of information needed to use the various machine, machine accessories, as well as set up and operation procedures. The remainder of the day is project oriented and students make tools necessary for the trade.

## ***DIGITAL ELECTRONICS***

A one-year program covers basic DC theory, AC theory, motor and motor controls, with emphasis on solid state devices, digital electronics theory, computer applications and theory, and practical troubleshooting and repair of electronic equipment. All areas of instruction consist of basic theory and the use of associated test equipment pertaining to each area. Students will become proficient in the practical; application of theory and test equipment procedures and will be able to follow a wiring diagram in the repair of all areas covered.

## ***WELDING***

Students will receive training in the following welding areas: oxyacetylene welding, cutting and brazing, shielded metal-arc welding, gas metal-arc welding, and gas tungsten-arc welding. Students will also be exposed to fabrication and repair using various types of metals. Emphasis will be placed on commercial and industrial techniques and standards.

# ***DRIVER EDUCATION***

This course is given after regular school hours. It consists of thirty (30) classroom hours, eight (8) hours of behind-the-wheel instruction and eight (8) hours observing another student driver. The cost of the program is the student's responsibility.

The classroom instruction deals with the Connecticut Motor Vehicle Law, basic driving techniques, traffic safety, and licensing procedure. The driving portion consists of learning basic driving skills with emphasis also on developing good driving attitudes.

Students **must be** sixteen (**16**) years old prior to starting the class, have a driver's permit issued by the Department of Motor Vehicles.

# *NCAA Freshman Eligibility Standards*

# NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



## NCAA Division I Initial-Eligibility Requirements

### Core Courses: (16)

- **Initial full-time collegiate enrollment *before* August 1, 2016:**
  - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
  - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
    - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
      - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
    - *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

### Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
  - **SAT:** critical reading and math sections.
    - Best subscore from each section is used to determine the SAT *combined* score for initial eligibility.
  - **ACT:** English, math, reading and science sections.
    - Best subscore from each section is used to determine the ACT *sum* score for initial eligibility.
- All ACT and SAT attempts *before* initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. *Test scores on transcripts will not be used.***

### Core Grade-Point Average:

- Only *core courses* that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment *before* August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

DIVISION I Core-Course Requirement (16)	
4	years of English
3	years of math (Algebra I or higher)
2	years of natural/physical science (1 year of lab if offered)
1	year of additional English, math or natural/physical science
2	years of social science
4	years of additional courses (any area above, foreign language or comparative religion/philosophy)

DIVISION I – 2016 Qualifier Requirements	
<i>*Athletics aid, practice, and competition</i>	
•	16 core courses <ul style="list-style-type: none"> <li>◦ Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.               <ul style="list-style-type: none"> <li>▪ "Locked in" for core-course GPA calculation.</li> </ul> </li> </ul>
•	Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
•	Graduate from high school.

DIVISION I – 2016 Academic Redshirt Requirements	
<i>*Athletics aid and practice (no competition)</i>	
•	16 core courses <ul style="list-style-type: none"> <li>◦ No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).</li> </ul>
•	Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).
•	Graduate from high school.



Sliding Scale A		
Use for Division I prior to August 1, 2016		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

Sliding Scale B		
Use for Division I beginning August 1, 2016		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

For more information, visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org) or [www.2point3.org](http://www.2point3.org).

<b>DIVISION II COMPETITION SLIDING SCALE</b>		
<i>Use for Division II beginning August 1, 2018</i>		
<b>Core GPA</b>	<b>SAT</b> <small>Verbal and Math ONLY</small>	<b>ACT Sum</b>
3.300 & above	400	37
3.275	410	38
3.250	420	39
3.225	430	40
3.200	440	41
3.175	450	41
3.150	460	42
3.125	470	42
3.100	480	43
3.075	490	44
3.050	500	44
3.025	510	45
3.000	520	46
2.975	530	46
2.950	540	47
2.925	550	47
2.900	560	48
2.875	570	49
2.850	580	49
2.825	590	50
2.800	600	50
2.775	610	51
2.750	620	52
2.725	630	52
2.700	640	53
2.675	650	53
2.650	660	54
2.625	670	55
2.600	680	56
2.575	690	56
2.550	700	57
2.525	710	58
2.500	720	59
2.475	730	60
2.450	740	61
2.425	750	61
2.400	760	62
2.375	770	63
2.350	780	64
2.325	790	65
2.300	800	66
2.275	810	67
2.250	820	68
2.225	830	69
2.200	840 & above	70 & above

<b>DIVISION II PARTIAL QUALIFIER SLIDING SCALE</b>		
<i>Use for Division II beginning August 1, 2018</i>		
<b>Core GPA</b>	<b>SAT</b> <small>Verbal and Math ONLY</small>	<b>ACT Sum</b>
3.050 & above	400	37
3.025	410	38
3.000	420	39
2.975	430	40
2.950	440	41
2.925	450	41
2.900	460	42
2.875	470	42
2.850	480	43
2.825	490	44
2.800	500	44
2.775	510	45
2.750	520	46
2.725	530	46
2.700	540	47
2.675	550	47
2.650	560	48
2.625	570	49
2.600	580	49
2.575	590	50
2.550	600	50
2.525	610	51
2.500	620	52
2.475	630	52
2.450	640	53
2.425	650	53
2.400	660	54
2.375	670	55
2.350	680	56
2.325	690	56
2.300	700	57
2.275	710	58
2.250	720	59
2.225	730	60
2.200	740	61
2.175	750	61
2.150	760	62
2.125	770	63
2.100	780	64
2.075	790	65
2.050	800	66
2.025	810	67
2.000	820 & above	68 & above

For more information, visit the NCAA Eligibility Center website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

# ***INFORMATION CONCERNING TITLE IX OR EDUCATION AMENDMENTS OF 1972***

## **1. NOTIFICATION OF POLICY**

At the January 7, 1976, meeting of the Board of Education the Statement of Compliance was formally adopted and released to the news media as follows:

In compliance with Federal Law, the Bristol public schools announce that they will fulfill the requirements of the "Title IX" regulation prohibiting sex discrimination in education, as passed by the Congress effective July 21, 1975. Concurrence with this regulation means that the Board of Education will not discriminate on the basis of sex in employing personnel and in carrying on its educational program and activities.

## **2. DESIGNATION OF RESPONSIBLE EMPLOYEE**

Dr. Susan Kalt-Moreau, Deputy Superintendent for the Bristol Public School, was officially designated Title IX Coordinator. Her office is in the Board of Education, 129 Church Street, Bristol, CT 06010. Telephone: 584-7006.

## **3. GRIEVANCE PROCEDURES**

The Bristol Board of Education has approved the following grievance procedures for students and employees.

A grievance shall mean a complaint by a student or employee indicating noncompliance with certain provisions of Title IX of the Education Amendment of 1972, Title VI and Section 504.

Concerns regarding Title IX should be addressed to Dr. Susan Kalt-Moreau; Title VI—Mr. Samuel Galloway, and Section 504—Dr. Susan Kalt-Moreau. All are located at the Board of Education, 129 Church Street, Bristol, CT 06010.

### **Step One**

Discussion, informally, of the complaint with the immediate supervisor or principal.

### **Step Two**

Submit in writing, to the immediate supervisor or principal, a detailed statement of the grievance. A copy of this statement must be sent, concurrently, to the Title IX Coordinator for the Bristol Public Schools. The supervisor or principal will make a decision and notify the aggrieved in writing of that decision within five school days.

### **Step Three**

If the problem has not been resolved satisfactorily at Step Two, the aggrieved may

present the matter in writing to the Superintendent of Schools within five school days of receipt of the Step Two decision.

A decision by the Superintendent or his/her designee will be made and the aggrieved notified in writing within five school days.

**Step Four**

If the matter has not been resolved satisfactorily at Step Three, it may, within five school days of receipt of the Step Three decision, be presented to the grievance committee of the Board of Education which shall discuss the matter at a special meeting. The grievance committee shall render its decision within ten school days following receipt of the grievance and shall notify the aggrieved of its decision.

**NOTE:** Exhaustion of these procedures is not a prerequisite for filing of complaints WITH the Office of Civil Rights.

**4. INSTITUTIONAL SELF-EVALUATION**

Subcommittees of the Steering Committee of Title IX have prepared reports in the major areas of Employment Practices, Counseling, Access to Courses, Vocational Education, Marital Status and Pregnancy, Adult Education, Driver Education, Physical Education and Athletics. These reports are on file in the office of the Coordinator.

**FREEDOM OF INFORMATION**

Parents and students (18 years or older) have the right to inspect their permanent files including all pertinent test results. All individual school records are confidential. The Principal is the official custodian of these records. The custodian of Special Education records is Kim Hapken, Director of Pupil Personnel.

**EQUAL OPPORTUNITY/AFFIRMATIVE ACTION POLICY**

The Bristol Board of Education affirms a continuing policy of equal educational opportunities for students; as well as equal employment, promotional and training opportunities regardless of race, color, religion, marital status, sex, age, handicap, and/or national origin or any applicant or employee.

**ADOPTED: July 6, 1994**