

AVON HIGH SCHOOL
COURSE OF STUDIES
2021-2022
WORKBOOK

Avon High School
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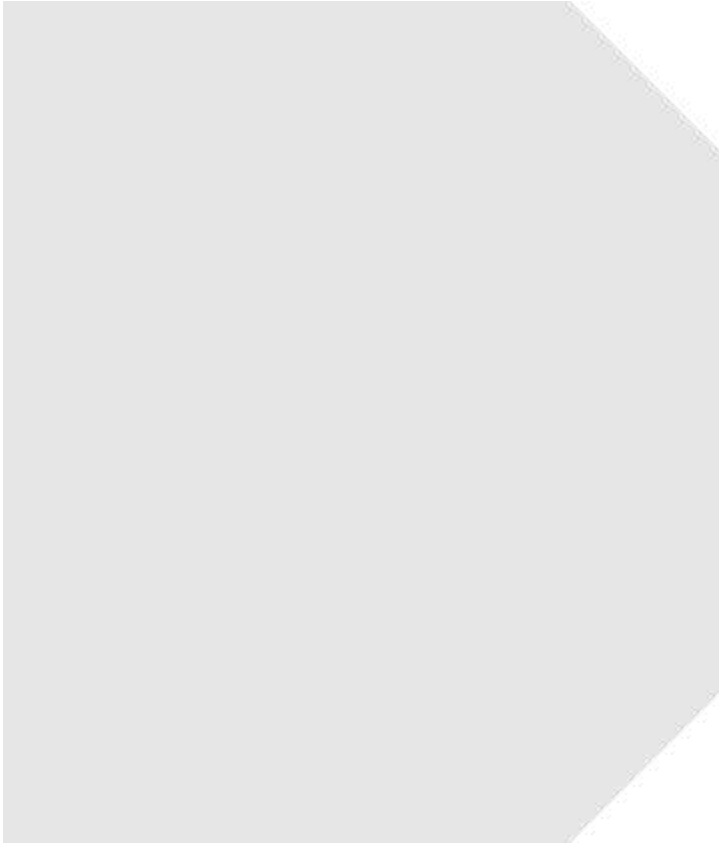
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GRADUATION REQUIREMENTS Class of 2022

All students are required to earn **22.5** credits in order to qualify for an Avon High School diploma. **A student earns credit for a course with a passing grade.**

The total number of credits MUST INCLUDE:

<u>SUBJECT</u>	<u>CREDITS</u>	<u>NOTES</u>
English	4.0	
Mathematics	3.0	
Social Studies	3.5	Must include 1.0 credit in US History, 2.0 credits in World History and 0.5 credit in Civics
Science	3.0	Must include 1.0 credit in Life Science (Biology) and 1.0 credit in Physical Science (Chemistry or Physics) and 1.0 credit in Environmental Science
World Language	1.0	
Wellness	1.0	
Capstone	0.5	
Personal Finance	0.5	
STEM	1.0	Electives, see below, a fourth year of math or science qualify
Fine Arts	1.0	Electives, see below
Elective Courses	4.0	



Visual
Advanced Ceramics

Performance
Acting Techniques

Accounting I
Advanced Accounting

AP Studio Art I & II
 Architectural Design*
 Book & Paper Arts
 Digital Art*
 Drawing
 Fibers and Textiles
 Foundations In Design
 Intro to Ceramics
 Intro to Digital Photo*
 Painting
 Sculpture
 Studio Art

AP Music Theory
 Camerata Singers
 Chamber Choir
 Chamber Orchestra
 Concert Band
 Concert Orchestra
 Guitar I & II
 Improv for the Real World
 Jazz Band
 Essential Harmony Singers
 Music Technology I*
 Music Technology II*
 Percussion Ensemble
 Piano I & II
 String Ensemble
 Symphonic Band
 Television Production *
 Video Production I & II*
 Wind Ensemble
 Treble Voices

Anatomy & Physiology
 AP Computer Science A
 AP Computer Science Principles
 AP/ECE Statistics
 Architectural Design*
 Astronomy
 Computer Modeling for Gaming I & II
 Computer Programming for Gaming
 Digital Art*
 ECE Elementary Discrete Mathematics
 Engineering Drafting and Design I & II
 Engineering for Robotics
 Forensics
 Intro to Digital Photo*
 Marine Science
 Mechanical Engineering
 Music Technology*
 Principles of Engineering
 Scientific Principles of Engineering
 Statistics
 Television Production*
 Video Production I & II*

*Courses can be used to fill either Fine Arts or STEM requirement.

Individual courses may not be used to fulfill more than one graduation requirement.

GRADUATION REQUIREMENTS beginning with Class of 2023

Beginning with the graduating class of 2023, students will be required to earn **25** credits in order to qualify for an Avon High School diploma. **A student earns credit for a course with a passing grade.**

The total number of credits MUST INCLUDE:

<u>SUBJECT</u>	<u>CREDITS</u>	<u>NOTES</u>
English	4.0	
Mathematics	3.0	
Social Studies	3.5	Must include 1.0 credit in US History, 2.0 credits in World History and 0.5 credit in Civics
Science	3.0	Must include 1.0 credit in Life Science (Biology) and 1.0 credit in Physical Science (Chemistry or Physics) and 1.0 credit in Environmental Science
World Language	1.0	
Wellness	1.0	
Health & Safety Education	1.0	
Personal Finance	0.5	
STEM	2.5	Electives, see below, a fourth year of math or science qualify
Fine Arts	1.0	Electives, see below
Capstone	0.5	
Mastery Based Learning	0.5	
Elective Courses	3.5	(0.5 in the Humanities: an additional semester of world language English, social studies)

FINE ARTS 

STEM 

Visual	Performance	
Advanced Ceramics	Acting Techniques	Accounting I
AP Studio Art I & II	AP Music Theory	Advanced Accounting
Architectural Design*	Camerata Singers	Anatomy & Physiology
Book & Paper Arts	Chamber Choir	AP Computer Science A
Digital Art*	Chamber Orchestra	AP Computer Science Principles
Drawing	Concert Band	AP/ECE Statistics
Fibers and Textiles	Concert Orchestra	Architectural Design*
Foundations In Design	Guitar I & II	Astronomy
Intro to Ceramics	Improv for the Real World	Computer Modeling for Gaming I & II
Intro to Digital Photo*	Jazz Band	Computer Programming for Gaming
Painting	Essential Harmony Singers	Digital Art*
Sculpture	Music Technology I*	ECE Elementary Discrete Mathematics
Studio Art	Music Technology II*	Engineering Drafting and Design I & II
	Percussion Ensemble	Engineering for Robotics
	Piano I & II	Forensics
	String Ensemble	Intro to Digital Photo*
	Symphonic Band	Marine Science
	Television Production *	Mechanical Engineering
	Video Production I & II*	Music Technology*
	Wind Ensemble	Principles of Engineering
	Treble Voices	Scientific Principles of Engineering
		Statistics
		Television Production*
		Video Production I & II*

*Courses can be used to fill either Fine Arts or STEM requirements.

Individual courses may not be used to fulfill more than one graduation requirement.

GRADING SYSTEM

For School Year 2017 – 2018 and Beyond *Per a change in BOE Policy, use of this GPA Scale began July 2017*
 Avon High School uses a weighted grade point average system. GPA is determined at the end of each semester. All courses taken at Avon High School, as well as Advanced Placement Virtual High School classes and GHAMAS/GHAA, are included in the calculation of the weighted GPA. A weighted grade calculation determines a student's grade point average. Each grade has an associated quality point value depending upon the phase level of the course as follows:

Grade	Percent	College Experience	Honors	College Preparatory
A+	97-100	5.33	5.00	4.33
A	93-96	5.00	4.67	4.00
A-	90-92	4.67	4.34	3.67
B+	87-89	4.33	4.00	3.33
B	83-86	4.00	3.67	3.00
B-	80-82	3.67	3.34	2.67
C+	77-79	3.33	3.00	2.33
C	73-76	3.00	2.67	2.00
C-	70-72	2.67	2.34	1.67
D+	67-69	2.34	2.00	1.34

D	63-66	2.00	1.67	1.00
D-	60-62	1.67	1.34	0.67
F	0-59	0.00	0.00	0.00
P/F; WP; WF; I; AU		Not included	Not included	Not included

P/F = Pass Fail; WP = Withdraw Pass; WF = Withdraw Fail; I = Incomplete; AU = Audit

Incompletes

A grade of incomplete must be resolved within **10 school days** of the closing date of the marking period unless the teacher has approved an extension. Work not completed in the designated period will be calculated as a zero and the resulting grade may affect co-curricular eligibility.

Honor Roll

At the conclusion of each quarter, the administration will publish a list of students who have attained scholastic honors. A simple grade point average (A=4 points; B=3 points; C=2 points; D=1 point) is computed with honors equivalent as outlined below. Incompletes disqualify students from attaining Honor Roll.

- Honors 3.00 – 3.59
- High Honors 3.60 – 3.79
- Highest Honors 3.80 – 4.00

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

Students who are interested in participating in collegiate sports need to be certain that they are academically eligible for Division I and Division II. For details, and to access eligibility worksheets, please visit the NCAA Eligibility Center at "<https://web3.ncaa.org/ecwr3/>".

ACADEMIC LOAD REQUIREMENT

All high school students are required to take a minimum of five courses each semester excluding physical education. The principal may permit a student to carry fewer courses for a defensible reason. Seniors may designate up to .5 credit each semester on a pass/fail basis as long as the course is not required for graduation and the credit for the course exceeds the total number of course credits required for graduation.

DESCRIPTION OF COURSE LEVELS

Students of Avon High School have the opportunity to pursue a subject as deeply as their individual imagination, initiative, and skills permit. Subjects are offered at the following levels of pace and challenge.

College Preparatory (CP): *All courses not otherwise specified in the course of studies are offered at the CP level.* College Preparatory is a challenging curriculum requiring sound scholarship, study skills, and higher-order thinking. These courses are designed for students who are proficient in communication and critical thinking skills and to prepare students for their future college coursework.

Honors (H): Rigorous curriculum demanding strong writing skills, complex problem-solving across disciplines, and an ability to work independently. To be successful at this level, students must have strong foundational skills and be capable of a high degree of abstract reasoning and critical thinking. They must be independent learners who are motivated to engage with complex text, concepts, and/or problems. Content is enriched and extends beyond core curricular requirements. Students will be expected to produce sophisticated work to demonstrate mastery.

College Experience (CE): Avon High School offers several avenues for students to receive a College Experience (CE) while still in high school: Advanced Placement (AP), University of Connecticut Early College Experience (ECE), and Tunxis Community College.

Advanced Placement (AP): College level offerings following a nationally approved course of study. Students are exposed to college level content that has a breadth and depth beyond the honors level. The level of rigor is equivalent to the same course at a competitive University. These courses encourage dialogue and debate, independent thinking, and self-motivation. Due to the testing timeline set forth by the College Board, some AP courses may require students to complete summer course work and/or participate in afterschool or evening review sessions. Students typically take a fee-based national exam at the culmination of the course.*

AP Credit Policy Search <https://apstudent.collegeboard.org/creditandplacement/search-credit-policies>

University of Connecticut Early College Experience (ECE): In partnership with the University of Connecticut (UConn), these courses follow the University syllabi, and require our faculty to serve as adjunct members, allowing students to earn both college and high school credits. Students are exposed to college level content that has a breadth and depth beyond the honors level. The level of rigor is equivalent to the same course at the University of Connecticut (UConn). Students can register and pay a fee to receive UConn credit for successful completion of the course. *

For additional information visit: www.ece.uconn.edu

UConn ECE Credit Transfer <https://admissions.uconn.edu/apply/transfer/transfer-credit>

Tunxis Community College: Students are exposed to college level content that has a breadth and depth beyond the honors level. The level of rigor is equivalent to the same course at Tunxis Community College.

*Some courses are offered as both AP and ECE.

ADDITIONAL INFORMATION FOR THE COLLEGE EXPERIENCE

Avon High School offers several avenues for students to receive a college experience while still in high school: Advanced Placement (AP), University of Connecticut Early College Experience (ECE), and Tunxis Community College. Instructors of these courses are trained in the relevant curriculum; however, there are different requirements to teach the course, as highlighted below.

ADVANCED PLACEMENT

- All teachers are eligible to teach AP
- May attend AP training (optional)
- Must submit a syllabus for College Board approval
- Students are strongly encouraged to register for and take the Advanced Placement Test in May
- Test fees paid by student (approximately \$100 in 2021, 2022 fees TBD)
- Students may request that these test scores be reported to the college they are enrolling in
- Individual colleges determine whether students are awarded college credit for the AP course based on their test results and/or use the results in course placement process
- Students are not required to enroll in an AP course in order to register for and take AP tests

ECE University of Connecticut

- Teachers apply to become UCONN adjunct professors (resume, cover letter, letters of recommendation, all post-secondary transcripts)
- Must have requisite, subject-specific course work (undergraduate/graduate)
- Must meet grade requirements in certain courses
- For most disciplines, the teacher must have a Master's degree in the content area, or at minimum graduate-level work
- Must attend UCONN professional development sessions to learn about most recent research and align standards and assessments with UCONN
- Subject to review and evaluations from UCONN Department Head
- Newly-certified instructors must attend a 2-day summer orientation session
- Course syllabus for courses taught at AHS must be approved by UConn.
- Instructors of ECE courses are required to be certified through UConn and serve as adjunct faculty members and to participate in UConn ECE professional development activities to maintain certification
- UConn library resources are available to enrolled students
- Fees paid by student (subject to change):
 - 2 credit course - \$100
 - 3 credit course - \$150
 - 4 credit course - \$200
 - \$25 resource fee charged for each course
- Registration is held each spring prior to the year the course will be taken
- Upon successful completion of the course (a grade of C or better), students receive UConn credits and a transcript
- For additional information visit: www.ece.uconn.edu

Tunxis Community College

- Teachers apply to become Tunxis adjunct professors (resume, cover letter, letters of recommendation, all post-secondary transcripts)
- Must have requisite, subject-specific course work (undergraduate/graduate)
- Must meet grade requirements in certain courses

Students are strongly encouraged to consult with the colleges or universities of their choice regarding the transferability of college experience credits.

ADVANCED PLACEMENT (AP) COURSE LISTING

AP courses are planned in the following areas:

English:

AP English Language
AP English Literature

Social Studies:

AP Psychology
AP Economics
AP European History
AP US History
AP US Gov. and Politics

Art:

AP Studio Art I
AP Studio Art II

Music:

AP Music Theory

Mathematics:

AP Calculus AB
AP Calculus BC
AP Statistics
AP Computer Science A
AP Computer Science Principles

Science:

AP Biology
AP Chemistry
AP Physics I
AP Physics C
World Language:
AP French Language and Culture
AP Latin
AP Spanish Language and Culture

UNIVERSITY OF CONNECTICUT:

EARLY COLLEGE EXPERIENCE (ECE) COURSE LISTING

At AHS, ECE courses may be taught in conjunction with an AP course.

AHS course names appear in parenthesis after the UConn course name. Please see our course descriptions for additional details. The following courses are available:

English:

Writing Through Literature (AP English Literature)
Seminar in Academic Writing (AP English Language)
American Studies – an interdisciplinary course with Social Studies

* Memory of Conflict

* Post 9/11 American Culture

* Writing Through Humor: Satire and Comedy

* True Crime

* Unheard Voices

* Utopias and Dystopias

*For senior year English credit, must take two of the semester AHS courses. May be taken as a senior year elective.

If enrolled as an elective in junior year, it does not count toward senior year requirement.

Mathematics:

Elementary Discrete Mathematics

Elementary Concepts of Statistics (AP Statistics)

Calculus I & II (AP Calculus BC)

Science:

Environmental Science

General Chemistry I & II (AP Chemistry)

General Physics with Calculus (AP Physics C)

General Physics (AP Physics I)

Social Studies:

American Studies – an interdisciplinary course with English
Human Rights

World Language:

French Global Culture I (Francophone Languages and Culture)
French Grammar and Composition
Intermediate Spanish Composition and Spanish Conversation and Cultural Topics (AP Spanish Language & Culture)
Spanish Conversation and Cultural Topics (Spanish Conversation and Culture Topics)
Topics in Advanced Latin (Latin 4H and AP Latin)

TUNXIS COMMUNITY COLLEGE COURSE LISTING

Business:

Accounting I
Advanced Accounting
Introduction to Business

COURSE SELECTION AND REGISTRATION

The student's class schedule results from thoughtful collaboration among the student, teachers, counselor, and parents. In February, students meet with each teacher to discuss the teacher's recommendation. Students will complete their course requests using PowerSchool. When entering requests, the student will enter the teacher's recommendation for the course. By default, electives are requested at the College Preparatory level. Once the course begins, you can discuss with your teacher the opportunity to contract for Honors Level.

Course sections are scheduled based on requests in the spring. Requests to change teachers or sections within a course are not permitted.

Course Level Override Process

Students who wish to override the recommendation will need to complete the process outlined in the recommendation override form. When the override is granted to a level different from what was originally recommended, be aware that you may not be able to change levels at a future date.

COURSE CHANGES

When schedule changes do occur, they must be accompanied by the appropriate form obtained in the School Counseling Department. Students follow the original schedule until all steps in the process have been completed and the school counselor has generated a new schedule. Please review the sections that follow for more specific information.

Level Changes

Requests for change in level should be avoided during the first few weeks of school. A quick decision to drop a level may not be in the student's long-term best interest. Establishing consistent communication with teachers from the outset will help a student adapt to various teaching styles and teacher guidelines. Most often, a student will be successful in their level if it has been chosen thoughtfully and if the student takes advantage of opportunities for extra help when needed. Students who ultimately decide to change a level are advised that their schedule may be impacted in various ways and a change may not always be possible. Retention of appropriate class sizes in the core classes will be a primary consideration, with elective choices taking a secondary role. Specific teacher requests are not permitted. **When a course level is changed, the grade from the previous course will**

transfer to the new course. Level changes may only be requested until October 1, for full year and first semester courses, and March 1 for second semester courses.

Adding or Dropping a Course

- Students have eight school days (4 class meetings) after the beginning of the semester within which to add a new course. Beyond that, teacher permission is required.
- Students may drop a course without academic penalty (i.e. grade of W/F for the course for the semester) by October 1, for full year and first semester courses, and by March 1 for second semester courses. Beyond this date, a grade of W/F or W/P is recorded on the transcript.
- Academic load requirements must be maintained.

Requesting for Pass/Fail Option

SENIORS ONLY MAY DESIGNATE ONE ELECTIVE COURSE PER SEMESTER TO BE TAKEN ON A PASS/FAIL BASIS. All requests for the Pass/Fail Option must be approved by October 1, for full year and first semester courses, and by March 1 for second semester courses. Pass/Fail Option is **NOT** available for courses required for graduation or courses at the Advanced Placement or Honors Level. Two weeks prior to grades being stored students can discuss with their teacher and counselor the option of publishing their grade.

Contracting for Honors Credit

Students enrolling in designated elective courses may choose to earn either College Prep or Honors credit. The decision to choose the Honors option requires a written contract with the teacher and must be made by October 1 for full year and first semester courses, and by March 1 for second semester courses. Criteria for honors credit is individualized for the course and students can access that information directly through the teacher during the honors contract enrollment period.

Additional Note

Courses are designated as year-long courses and semester courses. Courses designated as year-long courses are meant to present a body of knowledge beginning in August and ending in June. Students are urged not to withdraw from any year-long course at the end of the first semester. Students/parents requesting a change in a year-long course at the end of the semester will require approval by meeting with the teacher and the counselor, with final approval from administration. Course credit will be given for the first semester if the student earns a passing grade.

EXTERNAL CREDIT

Transfer Credit

Students who have attended another high school and transferred to Avon High School will have credits listed on the official transcript as "Transfer Credit" with a "P/F" for a grade. Transfer credit will be reviewed by a school counselor and/or director of school counseling, and applied to graduation requirements as appropriate. External transcripts may be included with the Avon High School transcript as part of the college application process upon request. Transfer credit is not calculated in the AHS GPA, but will be recorded on the official transcript as a pass/fail.

Students who transfer to Avon High School following their sophomore year may be allowed to graduate with less than the number of required credits provided that they were meeting the promotion requirements at the school they were attending in grades 9 and 10. However, the students must meet the graduation requirements specified by Connecticut General Statutes and the course and credit requirements for grades 11 and 12 at Avon High School.

Summer School

Students who need to make up credit for a failed course may choose to attend summer school in an accredited summer school program, such as those provided in West Hartford, Simsbury, and Plainville. Students wishing to take a class through an accredited summer school program must **see their counselor prior** to registering for the class and obtain the [External Credit Form](#). Grades earned in summer school are not calculated in the GPA, and no letter grade will appear, only “P” or “F”.

College Credit Programs

Avon High School Students can apply to take a class at a college and earn both high school and college credit. College credit programs are available at the high school level for the student who has the skill and motivation to do college level work. College fees may apply and are the responsibility of the student. Each college has its own admission requirements, which may include a minimum GPA or prerequisites. To be eligible to receive transfer credit, students must complete the [External Credit Form](#) prior to enrollment in a college. Resulting grades are not calculated as part of the weighted GPA. See the school counselor for details.

Examples of area schools:

- The University of Hartford “College Now”
- University of St. Joseph “Project Challenge Program”
- Tunxis Community College “High School Partnership”
- Trinity College
- Wesleyan University

SCHOOL COUNSELING

The mission of the Avon School Counseling Department is to guide and support all students as they progress academically, personally, and socially towards career and college readiness through participation in a comprehensive school counseling program. Professional school counselors serve a vital role in maximizing student success. Through leadership, advocacy, and collaboration, school counselors promote equity educational experiences for all students. (American School Counselor Association)

The Avon High School Comprehensive School Counseling program plays a primary role in supporting the academic, social/emotional, and post high school planning of student success. In following a prescribed scope and sequence of activities, counselors ensure that each student at Avon High School participates in their own development, both as an individual and as a member of the larger high school community. Counselors meet with students on both an individual basis and in group settings throughout the student’s high school career. Students are assigned to counselors alphabetically by student’s last name, and keep the same counselor for all four years.

Students may schedule a meeting with their counselor by visiting the department or via a Gmail calendar, access to a counselor’s calendar is provided. Parents or guardians with questions or concerns are encouraged to make an appointment by calling the school counseling secretary.

Academic Planning

School counselors assist students in developing a course of study appropriate to student’s level, interest, and possible career pathway; students are encouraged to make use of resources (PowerSchool, Naviance) in order to set goals and track progress.

Post-High School Planning

School counselors help students to gain knowledge about their own interests and skills by making use of assessments (skills, knowledge and inventories, personality type, etc.), technology-based programs (Naviance) and individual counseling to develop an ongoing post-secondary plan.

Social/Emotional Support

School counselors assist students with a range of issues related to decision-making skills, transitions, and learning how to manage peer relationships, among others.

Naviance

Naviance is a web based career and college readiness platform that helps connect academic achievement to career planning and post-secondary goals. School counselors use Naviance to assist students in post-secondary planning, students' self-exploration, researching college programs, managing the college application process including teacher recommendations, transcripts, and counselor documents.

Counseling and Referral Services

School counselors provide assistance with referrals to in-school and outside agencies as appropriate, in consultation with other student support personnel and school administration. School Counselors adhere to and protect student confidentiality in student discussions and in the maintenance of student records. Exceptions to confidentiality occur when a student is at risk of harming him/herself or others; in this case, parents, appropriate personnel, and possibly necessary agencies who serve to protect children are informed.

In addition to the supports listed in the course of studies, our team of School Counselors, School Nurse, School Social Worker, and School Psychologists, are here to support students' emotional and social needs. For additional information on how to access these supports, please contact the school counseling office.

BUSINESS EDUCATION

The Business Education program provides course offerings for both academic and business students. Students have an opportunity to select courses that will develop business as well as academic communication skills.

Long-Term Transfer Goals

Students will be able to independently:

- Identify a need, problem, or opportunity to develop possible solutions.
- Make informed fiscal choices in developing short and long-term plans.
- Work to achieve a level of precision and/or adhere to industry standards.
- Evaluate a product/plan and/or accuracy of work performed based on a set of criteria.
- Communicate accurately and effectively using appropriate tools and language based on purpose, task, and audience.
- Apply business concepts and content to make connections to a given situation, problem, or challenge.

TYPICAL BUSINESS SEQUENCES

Accounting	Finance	Entrepreneurship/ Marketing	General Business
Intro to Business	Intro to Business	Intro to Business	Intro to Business
Business Communications	Business Communications	Business Communications	Business Communications
Accounting I	Principles of Finance and Investing	Principles of Marketing	*
Advanced Accounting	Accounting I or Advanced Accounting	Advanced Marketing	*
		Entrepreneurship	*

*Any three additional business electives.

BUSINESS COURSES

Personal Finance $\frac{1}{2}$ credit
Grades 10 - 12 (CP, H)

Students learn how to navigate the financial decisions they must face and to make informed decisions related to career exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently, and inheritance. Development of financial literacy skills and an understanding of economic principles provide the basis for responsible citizenship and career success.

BUSINESS ELECTIVE COURSES

Accounting I  **1 credit**
Grades 10-12, Cross Credit Math, CE (Tunxis Partnership)

Accounting is the study of financial activities of an individual or of a business. This one-year course of study includes recording business transactions, reconciling bank statements, and preparing personal income tax forms. This course may be used to fulfill one credit of the mathematics credits required for graduation.

Advanced Accounting  **1 credit**
Grades 11-12, Cross Credit Math, CE (Tunxis Partnership)
Prerequisite: Algebra II

Advanced Accounting uses an integrated approach to teach accounting. Students first learn how businesses plan and evaluate their operating, financing, and investing decisions and then how accounting systems gather and provide data to internal and external decisions makers. This year-long course covers all learning objectives of a traditional college level financial accounting course, plus those from a managerial accounting course. Topics include an introduction to accounting, accounting information systems, time value of money, and accounting for merchandising firms, sales and receivables, fixed assets, debt and equity. Other topics include statement of cash flows, financial ratios, cost-volume profit analysis, and variance analysis.

Business Communications $\frac{1}{2}$ credit

Grades 9-10, (CP, H)

This course will teach students to become more confident and effective communicators in a variety of mediums. Students will obtain effective and concise writing skills, learn how to speak confidently in a variety of forums, and will gain necessary experience in 21st century mediums of business communication. Business Communications will serve as an introductory course, ideally for freshman and sophomores, that will empower students to get more out of their education and prepare themselves for the future through improving and developing communication skills. Recommended to be paired with Introduction to Business.

Entrepreneurship **½ credit**
Grades 11-12 (CP, H)

Students will learn how to plan and launch their own successful business. They will identify the fundamentals of business creation, the personal attributes needed to be a successful entrepreneur, and will research various business opportunities. Topics covered include the characteristics of an entrepreneur, discovering entrepreneurial opportunities, and researching and analyzing domestic, global and market trends. The course culminates with students developing a business plan to implement their unique venture that conforms to all applicable governmental laws and regulations.

Introduction to Business **½ credit**
Grades 9-10, CE (Tunxis Partnership)

This course will introduce students to the world of business. Students will study a wide range of topics including; Marketing, Finance, Accounting, Entrepreneurship and Business Technology. This class will serve as an introductory course that students can take as early as freshman up to sophomore year to get a glimpse into the different parts of the business world in hopes to help guide their future business course choices. Recommended to be paired with Business Communications.

Principles of Finance and Investment **½ credit**
Grades 10-12 (CP, H)

This course will introduce students to the financial world. Students will study a wide range of topics including; income and wealth, examine financial institutions, learn how businesses raise capital, learn the key investment-related terms and concepts, develop an understanding of financial analysis and take an in-depth look at the stock market. Students also research how innovations have changed the financial services field. Finally, students explore careers that exist in finance today.

Principles of Marketing **½ credit**
Grades 10-12 (CP, H)

This course introduces students to the processes and functions involved in transferring business products or services to a consumer. Marketing exists within an environment of rapidly evolving technology, interdependent nations and their economies, increasing demands for ethical and social responsibility and constant change. The following topics will be explored: the impact of marketing on the consumer, business and society, the motivation and behavior of consumers, the role of marketing research in decision-making, and the elements, design, and purposes of a marketing plan.

Advanced Marketing **½ credit**
Grades 10-12 (CP, H)

Prerequisite: Principles of Marketing

Advanced Marketing builds on the principles and concepts taught in Principles of Marketing. Students assume a managerial perspective in applying economic principles in marketing, analyzing operations' needs, examining distribution and financial alternatives, managing marketing information, pricing products and services, developing product/service planning strategies, promoting products and services, purchasing, and professional sales. This course also explores global marketing in which students will analyze marketing strategies employed in the U.S. versus those employed in other countries.

CAPSTONE

Capstone

½ credit

Grade 12

Guided by personal passion or intellectual curiosity, students will independently tackle a complex real world problem or engage in an intellectual pursuit for their Avon High School Capstone project. Students will ultimately demonstrate that they have acquired the requisite knowledge and skills through developing and implementing an action plan; the project culminates with students defending their process and product, results, or position to an authentic audience. This is a graduation requirement that is a pass/fail course. There will be a Capstone Skills course to offer support for students who struggle with the inquiry development, research, or project process.

As early as spring of Junior year and no later than October 1 of Senior year: Student will find a faculty mentor who has some background knowledge in an area related to potential topics. Optional: Student can find a secondary (expert) mentor in the broader community. Student will work with mentor(s) to fine-tune topic and develop a project proposal to submit to the Capstone Committee for approval.

Expectations for the Capstone project include:

- Student will develop a contract with mentor to establish the appropriate steps and expectations for the research process.
- This is a research-based project and all students will be expected to provide lists of sources.
- There are three scheduled presentation dates to accommodate various research and project timelines.
- Student and mentor will collaborate to determine presentation readiness (including project reflection and product).
- Student will present to a grading panel of teachers, and will demonstrate the depth of their knowledge in a question and answer session.

More specifics and requirements are in the [AHS Capstone Handbook](#).

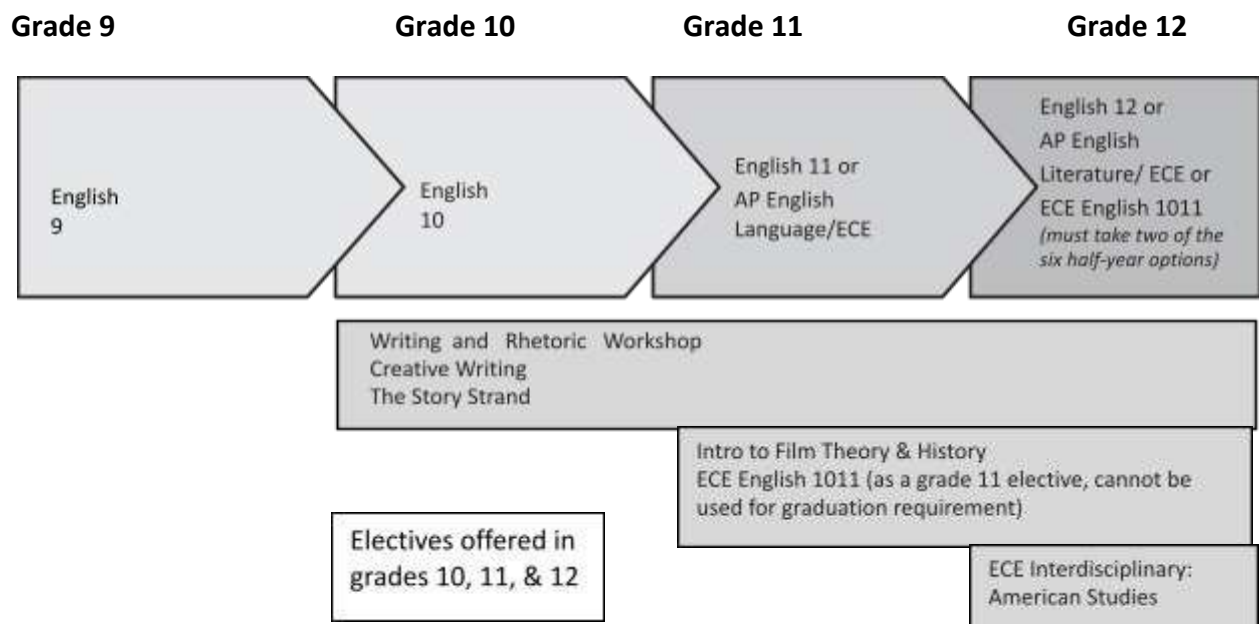
ENGLISH

The English Department’s philosophy is that sophisticated reading and communication skills are integral in developing the informed perspective necessary to be an active participant in the twenty-first century’s global society. In English courses, all students will have the opportunity for wide-ranging, diverse, and deep experiences in the study of literature, philosophy, rhetoric, and writing. Through foundational courses and elective offerings, students emerge as highly-skilled, well-rounded critical thinkers ready to contribute meaningfully both academically and professionally.

Long Term Transfer Goals

- Students will be able to comprehend and engage with a variety of texts in order to become independent critical thinkers.
- Students will be able to thoughtfully produce text for a broad range of audiences, purposes and tasks.

TYPICAL ENGLISH COURSE SEQUENCE



ENGLISH COURSES

English 9 **1 credit**
(CP, H)

English 9 is designed to foster critical thinking skills as students interact with literature organized by thematic units and consisting of various literary genres. Students engage in higher-order thinking and inferential reading as they identify and interpret various literary devices and apply critical lenses; students also produce writing in the persuasive and narrative modes with attention to the six traits. Formal and informal speaking, vocabulary development, and the reinforcement of usage and skills of academic writing are also a part of this course that provides the requisite structure for further study of literature in tenth grade and beyond.

English 10 **1 credit**
(CP, H)

Enrolled students may elect, for a small fee, to also enroll in the UConn Early College Experience (ECE), a concurrent enrollment program that allows motivated high school students to take UConn courses at their high schools. The rhetorically-based course is called “English 1011: Seminar in Writing through Literature,” and it is described in the university course catalog as follows: “Instruction in academic writing through literary reading. Assignments emphasize interpretation, argumentation, reflection, revision of formal writing and instruction on grammar, mechanics, and style.” English 1011 emphasizes the intellectual purposes and aesthetic power of literary texts.

ECE Memory of Conflict ½ credit

Grade 12, ECE

** to receive ECE credit and to receive credit for senior English, student must register for two half-year ECE courses

This UConn/ECE course will satisfy the ENGLISH 1011 course offered for freshman English. The course will cover the human experience throughout the stages of conflict and course texts emerge from the tradition of war. Texts will be representative of World War I, World War II, the Vietnam War, and, the murky on-going conflicts that occur on a global basis today. The course will ask students to consider how these conflicts shape the art that emerges from them, how war changes people, and how certain agendas and biases might influence both the creation of the text and our understanding of them. Texts might include Remarque’s *All Quiet on the Western Front*, selections from the *War Poets*, Doerr’s *All the Light We Cannot See*, Heller’s *Catch-22*, Vonnegut’s *Slaughterhouse Five*, O’Brien’s *The Things We Carried*, contemporary fiction, non-fiction, and poetry.

ECE Post 9/11 American Culture ½ credit

Grade 12, ECE

** to receive ECE credit and to receive credit for senior English, student must register for two half-year ECE courses

This UCONN/ECE course will satisfy the ENGLISH 1011 course offered for freshman English. This course’s central inquiry is about contemporary American society and the lasting effects of events such as 9/11. Central texts will include contemporary American authors such as Jonathan Safran Foer, Jennifer Egan, David Foster Wallace, Jonathan Franzen, George Saunders, and Jesmyn Ward. Supplementary materials will focus on current cultural commentary and trends.

ECE Writing Through Humor: Satire and Comedy ½ credit

Grade 12, ECE

** to receive ECE credit and to receive credit for senior English, student must register for two half-year ECE courses

This UCONN/ECE course will satisfy the ENGLISH 1011 course offered for freshman English. The central inquiry of this course is about the ways humor and satire have helped provide social commentary and respite from difficult social, cultural, and political times. It further asks the ways in which humor might be the most useful form of dissent. Students will read and view a variety of forms of comedy and satire, from a variety of eras. Texts might include work by Jonathan Swift, Mark Twain, Garrison Keillor, Bill Bryson, David Foster Wallace, David Sedaris, Kurt Vonnegut, and others. *The Onion*, satirical cartoons, and Christopher Guest and Stanley Kubrick films will provide supplementary material for the course inquiry.

ECE True Crime ½ credit

Grade 12, ECE

** to receive ECE credit and to receive credit for senior English, student must register for two half-year ECE courses

This UCONN/ECE course will satisfy the ENGLISH 1011 course offered for freshman English. This course’s central inquiry is about the long-lasting popularity of this particular genre, which exposes the darkness of humanity yet also makes the audience culpable through its voyeuristic participation. Texts will be chosen from titles such as *In Cold Blood*, *The Journalist and the Murderer*, *I’ll Be Gone in the Dark*, the podcast *Serial*, the docu-series *The Jinx*, *Evil Genius*, and *Making a Murderer*, among others.

ECE Unheard Voices ½ credit

Grade 12, ECE

** to receive ECE credit and to receive credit for senior English, student must register for two half-year ECE courses

This UConn/ECE course will satisfy the ENGLISH 1011 course offered for freshman English. Students will immerse themselves in the understanding and study of alternative cultures through literature. After a solid understanding of the Western literary tradition, springing from the Greeks through Shakespeare into Modern British and American Literature, the opportunity to follow (for example) the heroic tradition and archetypal lens through literature from many different minority traditions and cultures will serve to round out the well educated person. Examples of possible texts and author choices are: *Beloved*, *Song of Solomon*, Toni Morrison; *Poisonwood Bible*, *Animal Dreams*, Barbara Kingsolver; *Zami, A New Spelling of My Name*, Audre Lorde; *The Joy Luck Club*, Amy Tan; *The Kite Runner*, Khaled Hosseini; *The God of Small Things*, Arundhati Roy; *The Well of Loneliness*, Radclyffe Hall; and *Giovanni's Room*, James Baldwin.

ECE Utopias and Dystopias ½ credit

Grade 12, ECE

** to receive ECE credit and to receive credit for senior English, student must register for two half-year ECE courses

This UConn/ECE course will satisfy the ENGLISH 1011 course offered for freshman English. Its focus is texts whose authors, through alternate realities, expose certain truths about human existence, societal constructs, and the heroics and cowardice of human nature. These texts will ask students to consider social commentary as an art form and their contemporary implications. Seminal texts include Sir Thomas More's Utopias and continue through more contemporary explorations, such as Huxley's *Brave New World*, Atwood's *The Handmaid's Tale*, and Bradbury's *Fahrenheit 451*.

ENGLISH ELECTIVE COURSES

Writing and Rhetoric Workshop ½ credit

Grades 10-12 (CP, H)

This semester-long elective will be a course offered to students interested in developing advanced abilities in critical reading and in expository, persuasive, and creative writing. The primary focus of the class will be to write, revise, and edit individually chosen writing projects on a daily basis in a Writer's Workshop environment. Students will be involved in advanced workshops on improving and varying their diction, sentence construction, organizational development, narrative structure, and voice. Students will also learn how to close-read, line-edit, and peer evaluate, skills that can be applied in college and beyond. The course will culminate with students producing and publishing their favorite pieces.

Introduction to Film Theory and History ½ credit

Grades 11, 12 (CP, H)

In this rigorous course, students will analyze film as a distinct art form with its own set of tropes, methods, and styles. Starting with the very beginnings of cinema, this course will analyze how film functions as an aesthetic art form as well as a narrative medium, and how it derived from (and differs from) the various other artistic mediums of literature, painting, photography, theatre, and music. The course will deal with how the cinema developed over time from its humble beginnings as a novelty, into a legitimate (if artistically suspect) form of entertainment during Hollywood's Golden Era, and finally, as a respected form of art due to the efforts of auteur during the 1950s and '60s (Hitchcock), '70s (Coppola, Spielberg), and into the contemporary era.

The Story Strand ½ credit

Grades 10-12 (CP, H)

Each student will choose one of the following options to meet the required 0.5 Mastery Based Learning credit.

ACHIEVE: AHS Internship Program **½ credit**
Grade 11, 12

ACHIEVE, the student internship program, enables our students to explore an area of interest outside the classroom. By helping to foster independence and decision-making skills, the program will provide students an opportunity to make a smoother transition from high school to college, the work place, or military service. Students will explore a career interest or service opportunity in a field prior to beginning formal training in their post-secondary schooling. Credit will be awarded on a pass/fail basis up to 1.0 credit. Choice of timing: Summer, Fall, Winter, or Spring.

Community Service **½ credit**
Grade 9 - 12

Avon High School supports students in their efforts to enhance our community. Students interested in this option should see their counselor. Community service may be completed over the course of one academic year. Community Service is not calculated in the weighted GPA and will be awarded on a pass/fail basis. Successful completion and awarding of credit include administrative review of the project, site or organization approval from the site contact person, verification of completing 60 hours on the log sheet, and successful presentation of the Community Service experience.

Work Experience **½ credit**
Grade 11, 12

The Work Experience program provides junior and senior students an opportunity to meet their academic requirements for graduation while gaining valuable work experience. Students who are currently working a part-time job can build the knowledge, skills and self-confidence to be successful in higher education, in the workplace, and in life. Students can earn up to one credit per academic year through Work Experience. This program is not offered during the summer. Only hours completed during the academic year will count for credit. Work Experience is not calculated in the weighted GPA and will be awarded on a pass/fail basis. Students must apply and complete the work experience documentation and contract signed by a parent, employer, and student. Employers will be required to submit an evaluation and/or have frequent contact with a certified staff member at AHS which will be used in determining the student earning a “pass.”

College Experience Course **½ credit**

Students can meet their Mastery Based Learning credit by earning an additional 0.5 credit beyond their high school graduation requirements in an AP, ECE, or CE class. The Mastery Based CE credit cannot come from a class that counts towards a student’s other graduation requirements.

MATHEMATICS

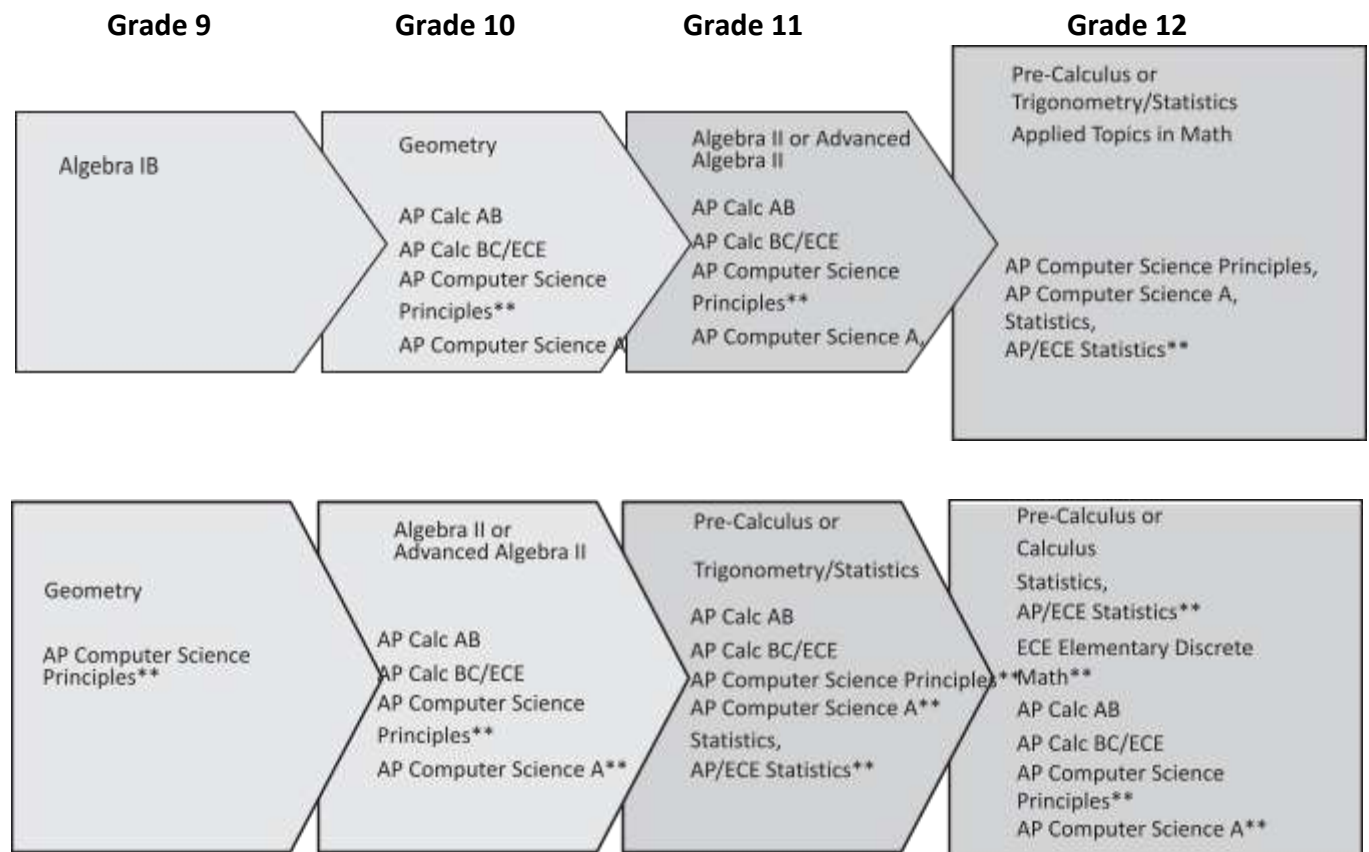
The philosophy of the Mathematics Program is based upon the premise that each student has unique abilities, interests, aspirations, and learning styles. Our program responds to these differences by providing a curriculum that has sufficient range, quality, and depth to help students acquire and apply mathematics in a manner consistent with their individual needs and abilities. By the end of Grade 12, students will apply proficiently a range of numerical, algebraic, geometric and statistical concepts and skills to formulate, analyze, and solve real-world problems; to facilitate inquiry and the exploration of real-world phenomena; and support continued development and appreciation of mathematics as a discipline.

Long-Term Transfer Goals

As a result of mathematics education in grades 9-12, students will be able to:

- Initiate a plan that is based upon an understanding of any problem, execute it and evaluate the reasonableness of the solution.
- Examine alternate methods to accurately and efficiently solve problems.
- Use appropriate tools strategically to deepen understanding of mathematical concepts.
- Articulate how mathematical concepts relate to one another in the context of a problem or in the theoretical sense.

TYPICAL MATHEMATICS COURSE SEQUENCE



MATHEMATICS COURSES

Algebra IB 1 credit
Grade 9 (CP)

This is the second course in a two-part study of algebra. Concepts from the previous course will be utilized along with quadratic functions, exponential functions, polynomial functions, and operations with polynomials and radicals.

Geometry 1 credit
Grades 9, 10 (CP, H)
Prerequisite: Algebra I

Students will study the relationship of points, lines, planes, angles, and triangles using a formal system of logic. Units include the properties of parallel and perpendicular lines, congruence and triangles, quadrilaterals, regular polygons, area, volume, and circles. Units include transformations, similarity, and properties of circles and associated special segments, angles, and arcs.

Algebra II 1 credit
Grades 10-12 (CP)
Prerequisites: Algebra I, Geometry

This course will prepare students for a course beyond Algebra II such as Trigonometry or Statistics. In semester one, students will develop and extend topics in algebra and functions, particularly systems of linear equations and inequalities, quadratic functions, exponential and logarithmic functions, and statistical modeling. In semester two, students will study polynomial functions, rational functions, and statistical analysis. Emphasis will be placed on learning mathematics through reasoning abstractly and quantitatively, modeling, and looking for and making use of structure.

Advanced Algebra II 1 credit
Grades 10-12 (CP, H)
Prerequisite: Algebra I, Geometry

This course will prepare students for advanced mathematics courses such as Pre-Calculus and Calculus. Students will study linear functions, systems of equations, quadratic functions, polynomial functions, real number system (irrational and rational), and conics sections. Included are units on linear equations and inequalities, linear, absolute and piecewise functions, systems of equations/inequalities, polynomial functions, conic sections, and applications in problem solving.

Applied Topics in Math 1 credit
Grades 12 (CP)
Prerequisite: Algebra I or Algebra 1B

This course will prepare students for college placement exams and career readiness. Students will see how math is used in the real world with a variety of interdisciplinary connections to Social Studies, Business, English, and Science. Topics will include modeling with linear/quadratic/exponential functions, arithmetic and geometric sequences and series, nutrition, credit card debt, home renovations, games of chance, and voting methods.

Trigonometry and Statistics **1 credit**

Grades 11, 12 CP

Prerequisite: Algebra II, Geometry

Semester I includes solving right or oblique triangles, trigonometric functions, the unit circle, radian measurements, arc length, linear and angular velocity, vectors, and modeling using trigonometric functions. Semester II includes the introduction of data organization, techniques for producing data, probability, central tendency, and statistical inference using means and proportions.



Statistics

1 credit

Grades 11, 12 (CP, H)

Prerequisite: Algebra II

This course is designed to give students an introduction to statistics. The curriculum is separated into four categories: Organizing Data, Producing Data, Probability, and Inference. Students will be introduced to methods of data organization, techniques for producing data, and probability. Topics studied are data collection techniques, graphical representation, basic statistic calculation, linear regression, sampling, experiments, surveys, simulations and probability. In addition, students will study central tendency, probability distributions, variability, confidence intervals, and hypothesis testing using means, proportions, and Chi-square.

Pre-Calculus **1 credit**

Grades 11, 12 (CP, H)

Prerequisite: Algebra II, Geometry

Students will graph rational, radical, exponential, logarithmic, and trigonometric functions as well as study their applications. Students will also study solving trigonometric equations, verifying identities, calculating linear and angular velocity, and utilizing the Law of Sines and Cosines. In addition, other topics include transformations of functions and working with arithmetic and geometric sequences and series.

Calculus **1 credit**

Grades 11, 12 (CP)

Prerequisite: Pre-Calculus

Calculus provides students with a good basis upon which to take a calculus course in college. Units include the study of functions, limits, continuity, and the differentiation of algebraic, logarithmic, and exponential functions. Applications of differential equations are also explored. Students will also be introduced to the integration of functions, the differentiation and integration of algebraic and trigonometric functions, and applications of these operations.

AP Calculus AB **1 credit**

Grades 10-12, Advanced Placement

Prerequisite: Pre-Calculus

Students will study limits, continuity, and the differentiation of algebraic, exponential, trigonometric, and logarithmic functions and applications of derivatives. In addition, students will study definite and indefinite integrals. Applications of integration that are studied include area, volume, and solving differential equations. [Students will have an assignment in the summer prior to AP Calculus AB.]

AP Calculus BC/ECE Calculus I (S1) and II (S2) 1 credit

Grades 10-12, Advanced Placement/ ECE

Prerequisite: Pre-Calculus

Students will study limits, continuity, parametric equations, and the differentiation and integration of algebraic, exponential, trigonometric, and logarithmic functions. Also included is the application of the derivative and integral. In addition, students will study infinite and power series, l'Hopital's rule, polar coordinates, and other applications. [Students will have an assignment in the summer prior to AP Calculus BC.] This course is equivalent to UCONN course MATH 1131Q and 1132Q. Students can choose to register and pay a fee to UCONN to receive 8 credits for successful completion.

AP Computer Science A  1 credit

Grades 10-12, Advanced Placement

Prerequisite: Algebra II

Students are introduced to the writing of logically structured, well-documented programs. JAVA is the language utilized for instruction. Other units will include programming methodology, features of programming languages, data types and structures, algorithms, and applications of computing. In addition, students continue to study algorithms that are specific to a variety of data structures, searching and sorting as well as taking an in depth look at the Advanced Placement required labs. Note: The student must have additional time available to work on the computer outside of class time.

AP Computer Science Principles  1 credit

Grades 9-12, Advanced Placement

Prerequisite: Algebra I

Students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course focuses on fostering student creativity. They are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, work individually and collaboratively to solve problems and discuss and write about the importance of these problems and the impacts to their community, society, and the world.

AP Statistics/ECE (Elementary Concepts of Statistics)  1 credit

Grades 11-12, Advanced Placement/ECE

Prerequisite: Algebra II

This course is designed to give students an opportunity to study non-calculus based college statistics. The curriculum is separated into four categories: Organizing Data, Producing Data, Probability and Inference. Students will be introduced to data organization, techniques for producing data, and probability. Topics studied include data collection techniques, graphical representation, basic statistical calculations, linear and non-linear regression, sampling, experiments, surveys, simulations, probability, and probability distributions. In addition, students will focus on statistical inference. Note: Successful completion of this course prepares students to take the College Board's Advanced Placement Examination in Statistics. This course is equivalent to UCONN course STAT 1100Q. Students can choose to register and pay a fee to UCONN to receive 4 credits for successful completion.

ECE Elementary Discrete Mathematics  ½ credit

Grades 11-12, ECE

Prerequisite: Pre-Calculus

Students will study problem solving strategies, solutions of simultaneous linear equations, sequences, counting and probability, graph theory, deductive reasoning, the axiomatic method and finite geometries, and number systems. Note: UConn ECE credit for this course cannot be awarded if student has taken the ECE Calculus course. This course is equivalent to UCONN course MATH 1030Q. Students can choose to register and pay a fee to UCONN to receive 3 credits for successful completion.

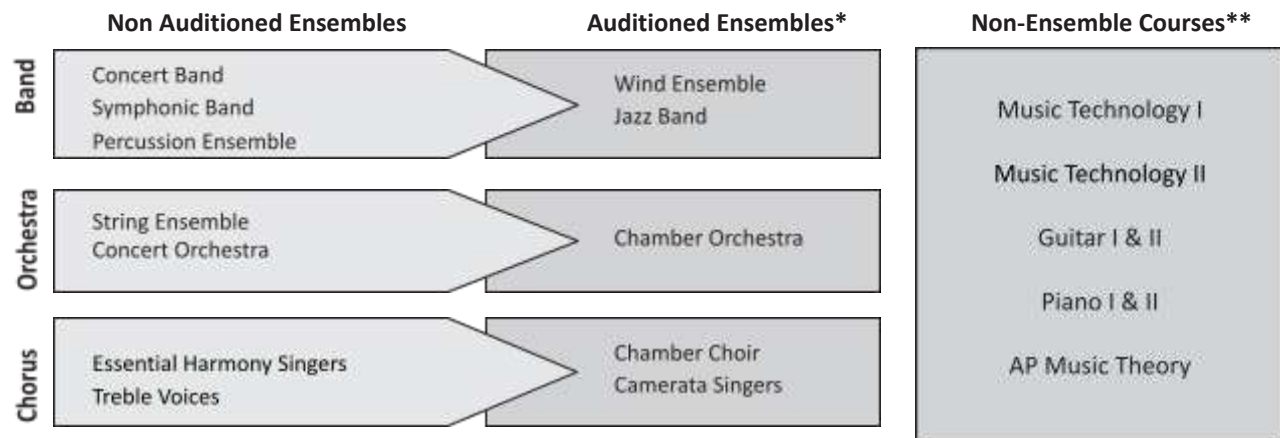
MUSIC

The mission of the Avon High School Music Department is to promote a life-long enjoyment, appreciation, and understanding of the art of music. The students are encouraged to achieve the highest level of musical excellence through artistically rigorous repertoire.

Long Term Transfer Goals

- Create, communicate and express oneself through musical growth.
- Make connections and discover meaning by engaging in the production of and/or immersion in a musical experience.
- Apply appropriate skills, behaviors, and attitudes when performing in and listening to a musical work.
- Analyze and evaluate the technical quality and aesthetic experience of a composition/performance using a musician’s mindset.

MUSIC DEPARTMENT COURSE SEQUENCE



*Student placement in auditioned ensembles is based on audition, not always by grade level

** Please see course descriptions for prerequisite information regarding non-ensemble courses


MUSIC ENSEMBLE COURSES

Concert Band  **1 credit**
Grade 9 (CP, H)

Prerequisite: One year of experience on a Band instrument


The Avon High School Concert Band is the performing ensemble for all ninth grade woodwind, and brass, instrumentalists. Concert Band students will focus on developing ensemble skills, technical skills, and musical concepts. Music is specifically selected by the director for this grade level. The following are requirements for

Concert Band students: A minimum of one year's playing experience, attendance at winter and spring concerts, attendance at scheduled Pep Band performances, and attendance at the Memorial Day Parade. Students must bring instruments, music, and equipment to every rehearsal and performance.

Wind Ensemble  **1 credit**
Grades 10-12 (CP, H)


Prerequisite: Audition and approval by the director

The Avon High School Wind Ensemble is the premiere Band for 10-12 grade woodwind, brass, and percussion instrumentalists. Students who wish to be in Wind Ensemble must audition at the end of the school year and be approved by the director before registering for this course. The Avon High School Wind Ensemble performs standard band repertoire including transcriptions and college level pieces. Advanced technical skills and concepts will be taught as required by the musical selections. The following are requirements for Wind Ensemble: Approval from the director to register for this course, a minimum of two year's playing experience, and attendance at winter and spring concerts. Students must bring instruments, music, and equipment to every rehearsal and performance.

Symphonic Band  **1 credit**
Grades 10-12 (CP, H)


Prerequisite: Two years of experience on a Band instrument

The Avon High School Symphonic Band is a large performing ensemble for 10-12 grade woodwind and brass instrumentalists. Symphonic Band students will focus on expanding ensemble skills, technical skills, and musical concepts. The director will choose appropriate music for students to rehearse, perform, and experience high school level literature for Band. The following are requirements for Symphonic Band students: A minimum of two year's playing experience and attendance at winter and spring concerts. Students must bring instruments, music, and equipment to every rehearsal and performance.

Percussion Ensemble  **1 credit**
Grades 9-12 (CP, H)

Prerequisite: Previous band experience

Percussion Ensemble is for percussionists who have had previous band experience and are interested in further developing their ability in the percussive arts. Emphasis is placed on the fundamentals of comprehensive percussion performance on snare drum, timpani, keyboards, marching percussion, hand drums, and drum set. In addition to several formal concerts, members are required to perform for various school/community performances, and sectional rehearsals. Attendance at these functions when scheduled outside of school hours is a course requirement. Members of the Percussion Ensemble combine with musicians of the Concert Band, Wind Ensemble, and Symphonic Band to perform at large concerts.


Jazz Band  **½ credit (After School Course)**
Grades 9-12 (Pass/Fail only)

Prerequisite: Audition and approval by the director

The Avon High School Jazz Band is a performing ensemble that rehearses after the school day and explores Blues, Dixieland, Swing, Bebop, Cool Jazz, Latin Jazz, and Fusion styles. Students who wish to register for Jazz Band must be available to rehearse at the scheduled rehearsal time and must complete an audition that results in approval to register for this course. This course is graded on a pass/fail basis. The following are requirements for Jazz Band: Approval from the director to register for this course, a minimum of one year's playing experience, and attendance at winter and spring concerts. Students must bring instruments, music, and equipment to every rehearsal and performance.

String Ensemble  **1 credit**
Grade 9 (CP, H)

The String Ensemble is the course offering for 9th grade violin, viola, cello, and double bass instrumentalists. Focus is on basic technical skills, musical concepts, and ensemble interests and abilities of this grade level. Music chosen for study and performance is geared to the abilities and interest of the ensemble. A minimum of one year's playing experience is required. Attendance at all scheduled performances is required for a passing grade.


Concert Orchestra  **1 credit**
Grades 10-12 (CP, H)

The Avon High School Concert Orchestra is the instrumental ensemble for all grade 10 – 12 violin, viola, cello, and double bass instrumentalists. Focus is on basic technical skills, musical concepts, and ensemble skills. Music chosen for study and performance is geared to the interests and abilities of the ensemble. A minimum of two year's playing experience is required for participation in the Concert Orchestra. Attendance at all scheduled performances is required for a passing grade.

Chamber Orchestra  **1 credit**
Grades 9-12 (CP, H)

Prerequisite: By audition only

Students in this advanced ensemble will have the opportunity to perform original compositions written for string orchestra. The repertoire will range from Baroque to Contemporary. The students will continue to develop their technical and musical abilities. There will be numerous performing opportunities at the Avon Public Schools, community and surrounding towns. Students will be encouraged to take private lessons and audition for the regional and All-State Festivals. Auditions for this ensemble will be held in April.

Essential Harmony Singers  **1 credit**
Grades 9-12 (CP, H)

Essential Harmony Singers is a performing ensemble open to all tenors and basses in grades 9-12. This ensemble is designed to offer singers an opportunity to perform, analyze, and explore repertoire specific to the tenor and bass voice range, navigate the voice change, develop the skills for healthy singing, and enhance their understanding and appreciation of the art of choral music. Students in this ensemble will have the opportunity to perform and study a wide variety of choral repertoire from all time periods and genres. Concert performances and rehearsals are scheduled throughout the year during non-school hours and they are an integral part of the grading process. Participation in concerts, rehearsals, and special events are an important extension of the classroom learning and an essential requirement of the course. The Essential Harmony Singers may perform at various community functions. Some rehearsals and performances may be held outside of the school day; attendance at these activities is required.

Treble Voices  **1 credit**
Grades 9-12 (CP, H)

Treble Voices is a performing ensemble open to all sopranos and altos in grades 9-12. This ensemble is designed to offer singers an opportunity to perform, analyze, and explore repertoire specific to the soprano and alto voice range, develop the skills for healthy singing, and enhance their understanding and appreciation of the art of choral music. Students in this ensemble will have the opportunity to perform and study a wide variety of choral repertoire from all time periods and genres. Concert performances and rehearsals are scheduled throughout the year during non-school hours and they are an integral part of the grading process. Participation in concerts, rehearsals and special events are an important extension of the classroom learning and an essential requirement of the course. The Treble Voices may perform at various community functions. Some rehearsals and performances may be held outside of the school day; attendance at these activities is required.

Chamber Choir  **1 credit**

Grades 10-12 (CP, H)

Prerequisite: By audition only or teacher approval

Chamber Choir is a select performing ensemble for advanced singers whose membership is based on auditions. This ensemble studies advanced choral literature. Members of the Chamber Choir must be progressing in music reading skills and vocal production. Additionally, all students must demonstrate leadership and appropriate etiquette during all rehearsals. Students chosen for this ensemble will have the opportunity to perform and study a wide variety of choral repertoire from all time periods and genres. Concert performances and rehearsals are scheduled throughout the year during non-school hours and they are an integral part of the grading process. Participation in concerts, rehearsals and special events are an important extension of the classroom learning and an essential requirement of the course. The Chamber Choir may perform at various community functions. Some rehearsals and performances may be held outside of the school day; attendance at these activities is required.

Camerata Singers 1 credit **Grades 10-12 (CP, H)**

Prerequisite: By audition only

Camerata Singers is a select performing ensemble for advanced singers whose membership is based on audition. Members of the Camerata Singers must be advanced in music reading skills, choral blending and other aspects of vocal production. Additionally, all students must demonstrate leadership and appropriate etiquette during all rehearsals. Students chosen for this ensemble will have the opportunity to perform and study a wide variety of choral repertoire from all time periods and genres. Participation in concerts, rehearsals and special events are an important extension of classroom learning and an essential requirement of the course. The Camerata Singers will perform at various community functions. Some rehearsals and performances may be held outside of the school day; attendance at these activities is required.

MUSIC NONENSEMBLE COURSES

Guitar I ½ credit **Grades 9-12 (CP, H)**

Guitar I is an introductory course in guitar. Students will learn guitar concepts and skills for musical performance, music reading, and music theory. Musical styles for study range from Renaissance to Contemporary Rock. Classical technique is emphasized throughout this course. Classical guitars will be provided, but students may choose to bring a guitar.


Guitar II ½ credit **Grades 9-12 (CP, H)**

Prerequisite: Guitar I or teacher approval

Guitar II builds on the skills and concepts from the Guitar I course. Students will develop guitar concepts and skills for musical performance, music reading, and music theory. Group performances as well as individual performances are expected of students. Musical styles for study range from Renaissance to Contemporary Rock. Students will be allowed to choose a portion of the music to be performed. Classical technique is emphasized throughout this course. Classical guitars will be provided, but students may choose to bring a guitar.


Piano I ½ credit **Grades 9-12 (CP, H)**

Piano I is an introductory course in piano that offers any student the opportunity to learn the proper technique, basic musical skills and theoretical knowledge for piano playing so that at the end of the course, students will be able to read, notate, analyze, and play simple piano compositions.



Piano II  **½ credit**
Grades 9-12 (CP, H)

Prerequisite: Piano I or teacher approval



Piano II offers an instructional experience similar to private lessons. Students will set individual performance goals as they practice and prepare challenging songs for performance. Piano II students will focus on learning every major scale while also learning to perform in various time signatures with complex rhythms.

AP Music Theory  **1 credit**
Grades 11, 12 (CP, H)

AP Music Theory integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, history, and style. Musicianship skills such as dictation, sight singing, and traditional harmony will be an important part of this course. The students will also learn to read and write musical notation while following the rules of traditional composition. The ultimate goal of AP Music Theory is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score.

Music Technology I   **½ credit**
Grades 9-12 (CP, H)

Music Technology is an entry level course for all students who have an interest in digital music. Utilizing large display Mac computers, students will gain experience composing and arranging music with Garageband's popular software. Students will also use a professional level recording studio program called Logic Pro X to create podcasts, mix, compose, arrange, and publish original music. Students with an interest in entering the field of digital music should consider taking this class. A background in music is recommended but not required to register for this course.

Music Technology II   **½ credit**
Grades 9-12 (CP, H)

Prerequisite: Music Technology I

Music Technology II will be a non-ensemble course of the Music Department and open to students who have an interest in digital music. Utilizing large display Mac computers, students will continue their experiences learned in Music Technology I by composing and arranging music with Garageband's popular software. Other topics will include audio engineering, music production and music business/industry. Students will also use a professional level recording studio program to create podcasts, mix, compose, arrange, and publish original music. Students who completed Music Technology I should consider taking this class.

PHYSICAL EDUCATION AND WELLNESS

The mission of the Wellness Department is to engage students in the active process of developing skills and practicing behaviors to make informed choices about good health.

The Wellness Staff have designed the K-12 curriculum to encompass the following broad skills:

- 1) Develop the body, mind, and spirit:
 - a.) Body: focusing on techniques, strategies, and behaviors to impact physical health.
 - b.) Mind: acquiring and applying knowledge, and exploring key concepts (physical and health literacy: key terminology, concepts, and practices).
 - c.) Spirit: how you see yourself and the values and principles you communicate through personal and interpersonal behavior.
- 2) Navigate external environments: understand rules and laws, keep oneself safe, and advocate for self and others.
- 3) Grow from action: set goals, take action, reflect on results, and adjust as needed
- 4) Make choices by seeking out accurate information and determining the best course of action.

Long Term Transfer Goals

- Develop skills, knowledge, and concepts needed to make appropriate decisions to create a healthy and balanced life.
- Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.
- Assess, evaluate, and use information from various sources to deepen understanding of a given topic.
- Advocate based on personal needs (academic, behavioral, emotional, and physical) to determine an appropriate solution.
- Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.

WELLNESS COURSES

(Beginning with Class of 2025)

Physical Education 9 / Health and Safety 9 ½ credit Grade 9 (CP)

This course for freshman is geared toward a lifetime of physical wellness. Students will study a wide range of topics from personal fitness to team sports to life-long recreational activities. These concepts and skills will give students the literacies necessary to craft their own personal plans for a lifetime of physical activity and wellness. The purpose of the Health lessons are to encourage the development of desirable health practices, positive attitudes, and increased knowledge of health issues, thereby enabling a student to make intelligent decisions concerning his/her mental and physical health and general well-being. Students participate in the Physical Education aspect for one quarter marking period and the Health and Safety aspect for the other quarter marking period.

(For Class of 2023 and 2024)

Wellness 10 ½ credit Grade 10 (CP)

This course for sophomores is geared toward a lifetime of physical wellness. Students will study a wide range of topics from personal fitness to team sports to life-long recreational activities. These concepts and skills will give students the literacies necessary to craft their own personal plans for a lifetime of physical activity and wellness. The purpose of the Health lessons are to encourage the development of desirable health practices, positive

attitudes, and increased knowledge of health issues, thereby enabling a student to make intelligent decisions concerning his/ her mental and physical health and general well-being.

Health and Safety Education 11 **½ credit**
Grade 11

This course is designed to expose students to the physical, emotional, and social aspects of a healthy lifestyle. Students will receive basic first aid and safety instruction as well as learn the skills associated with self-protection and safety awareness.

WELLNESS ELECTIVE COURSE

Please be aware that the one-semester elective **does not** fulfil the graduation requirement for Wellness 9 and/or Wellness 10.

Adaptive PE Mentor **½ credit**
Grades 11, 12 (CP)

Prerequisite: Grade 9 and 10 Wellness

This course extends the Unified Sports model into the instructional setting. “Special Partners” provide peer coaching/modeling and an opportunity for socialization and inclusion for all. This course will follow the general curriculum of Wellness offerings with units in games, fitness/resistance training, and dance. Each mentor must demonstrate leadership and appropriate behavior during all classes. In order to be a mentor you must have a recommendation from your School Counselor and one other classroom teacher. Participation is dependent upon the approval of the Wellness Teacher.

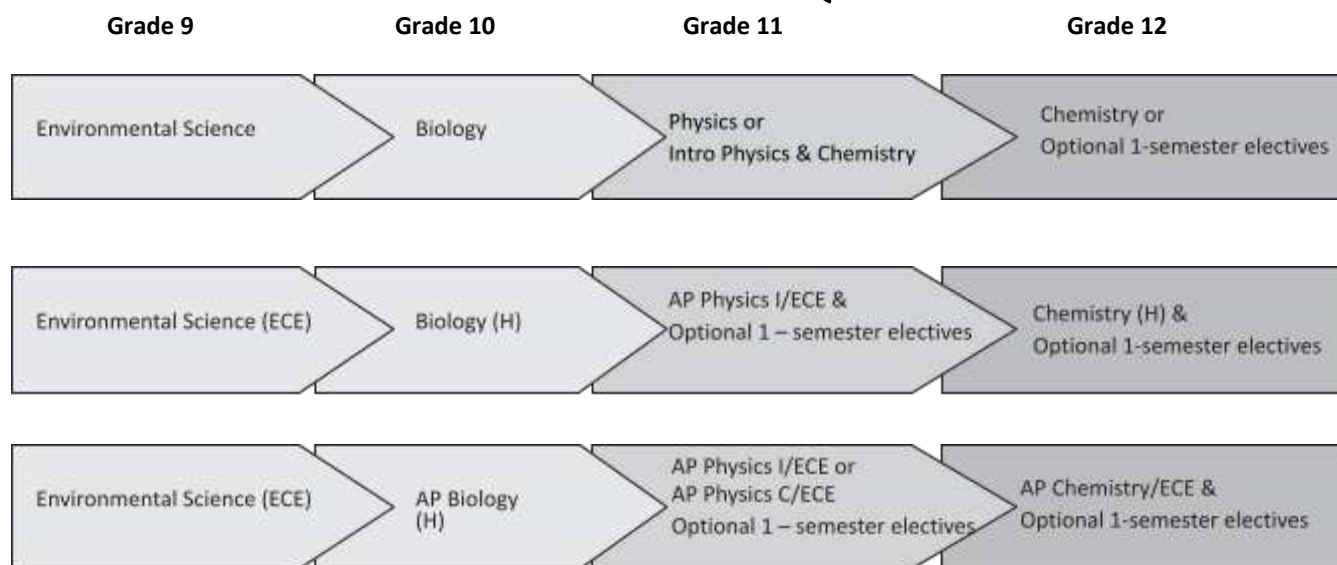
SCIENCE

The primary goal of the Science Department is to help students to acquire and apply scientific knowledge and skills in order to prepare them for informed and responsible participation in society. A diverse program of study provides varying intellectual challenges to meet the needs and foster the potential of all students. Laboratory, problem-solving, and critical thinking skills as well as independent and collaborative work are essential components of every science course curriculum.

Long Term Transfer Goals

- Integrate knowledge from a variety of disciplines and apply it to new situations to make sense of information, formulate insightful questions, and/or solve problems.
- Design an investigation or model using appropriate scientific tools, resources, and methods.
- Collect, analyze, and evaluate the quality of evidence in relation to a question.
- Develop a valid scientific conclusion, assess its validity and limitations, and determine future course of actions to inspire further questions.
- Communicate scientific information clearly, thoroughly, and accurately.
- Use mathematics to represent physical variables and their relationships, to make quantitative predictions, and to solve problems.

TYPICAL SCIENCE COURSE SEQUENCES



Please be aware that one-semester electives **do not** fulfill the graduation requirement for three lab sciences.

SCIENCE COURSES

Environmental Science **1 credit** **Grade 9 (CP)**

This integrated science course focuses on human interaction with the natural environment. Special emphasis is given to the use and management of natural resources, issues regarding energy sources and consumption, human modifications of the natural environment, and human responses to environmental conditions. The course is both theoretical and practical. Topics in biology, physics, and chemistry are integrated and reinforce the themes and content of the course.

ECE Environmental Science **1 credit** **Grade 9**

Prerequisite: Recommendation of current science teacher and completion of Algebra I with a grade of B+ or higher and concurrent enrollment in Geometry or a higher course at the honors-level.

This challenging course will provide students with an opportunity to develop advanced understandings with an emphasis on an application of earth science and environmental science concepts to problem-solving and laboratory situations. Students need to have very strong critical-thinking and problem-solving skills and must be independent learners capable of doing work at a college level and pace. This course is equivalent to the one-semester UCONN NRE1000 course, but also involves the study of a variety of additional topics in this field. Students can register and pay a fee to UCONN to receive 3 credits for successful completion of this course.

Biology **1 credit** **Grade 10 (CP, H)**

Prerequisite for honors-level: Completion of ECE Environmental Science with a grade of B- or higher or recommendation of current science teacher.

Biology is the study of living things. In this course, concepts related to evolution, structure and function, heredity, and ecology are investigated at the biochemical, cellular, systemic, and organismal levels. Students will be required to demonstrate understanding of the relationship between the different levels of organization. Students will participate in a variety of inquiry activities including laboratory investigations, simulations, and modeling for example. Students will apply concepts in real-world, authentic scenarios and will be expected to demonstrate scientific literacy when communicating content. Honors level will require students to practice with independence and to make interdisciplinary connections across the curriculum while applying critical thinking in novel situations. Successful completion of this 1 credit laboratory course fulfills a CT graduation requirement.

AP Biology **1.5 credits (meets 1.5 times as often as a typical course)** **Grades 10-12 Advanced Placement**

Prerequisite: Completion of ECE Environmental Science and an honors-level math course with grades of B+ or higher.

This course is equivalent to a two-semester college introductory biology course for biology majors. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. Successful completion of this course will prepare students to take the Advanced Placement Biology exam.

Introductory Physics & Chemistry **1 credit** **Grade 11 (CP)**

This full year course provides students with the opportunity to develop an understanding of fundamental concepts in physics and chemistry with an emphasis on application of these concepts to problem-solving and laboratory situations. A variety of instructional methods are used: lecture, laboratory experimentation, small group work,

hands-on activities, and class discussion. Emphasis is placed on the student as an active participant in the learning process.

Physics **1 credit**
Grade 11 (CP)

Prerequisite: Completion of math courses through Geometry with grades of B- or higher and completion or concurrent enrollment in Algebra II.

Physics is the study of matter, energy, and the interaction between them. In this course, students will ask fundamental questions about how our universe works and try to answer them by observing and experimenting. The first semester involves the study of the properties of matter while the second semester explores topics such as waves, heat, light, sound, and electricity. Laboratory activities are correlated with classroom topics. Evaluation is based on demonstrated lab skills and interpretation mixed with effective problem solving, concept understanding, and application on tests and engineering projects.

AP Physics I/ECE **1 credit**
Grade 11 Advanced Placement

Prerequisite: Completion of honors-level math courses through Algebra II with grades of B- or higher and completion or concurrent enrollment in Pre-calculus.

This challenging course will provide students with an opportunity to develop advanced understandings with an emphasis on an application of physics concepts to problem-solving and laboratory situations. Students need to have strong critical-thinking and problem-solving skills and must be independent learners. This course follows the AP Physics I curriculum and is intended to prepare students to take the associated AP exam in May. Additional topics in physics (beyond the AP Physics I curriculum) will be covered in the second semester. This course is also equivalent to UCONN course PHYS1201Q and students can choose to register and pay a fee to UCONN to receive 4 credits for successful completion.

AP Physics C/ECE **1.5 credits (meets 1.5 times as often as a typical course)**
Grade 11 Advanced Placement/ ECE

Prerequisite: Completion of honors-level math courses through Algebra II with grades of A- or higher and completion or concurrent enrollment in Pre-calculus at the honors-level.

This course is appropriate for students considering a college major in physics, engineering, or a related science which require a physics course with calculus. This very challenging course will provide students with an opportunity to develop advanced understandings with an emphasis on an application of physics concepts to problem-solving and laboratory situations. Basic calculus (derivatives and integrals) is used sporadically throughout the mechanics/motion portion of this course. Students need to have very strong critical-thinking and problem-solving skills and must be independent learners capable of doing college-level work. This course follows the AP Physics C: Mechanics curriculum and is intended to prepare students to take the associated AP exam in May. Additional topics in physics (beyond the AP Physics C: mechanics curriculum) will be covered in the second semester. This course is also equivalent to UCONN course PHYS1401Q (Physics with calculus). Students can choose to register and pay a fee to UCONN to receive 4 credits for successful completion.

Chemistry **1 credit**
Grade 12 (CP, H)

Prerequisite for honors-level: Completion of an honors-level math course or AP Physics 1 with a grade of B- or higher.

All levels of chemistry provide students with the opportunity to develop an understanding of fundamental concepts in chemistry with an emphasis on application of these concepts to problem-solving and laboratory situations. A variety of instructional methods are used--lecture, laboratory experimentation, small group work,

hands-on activities, and class discussions. Emphasis is placed on the student as initiator and active participant in the learning process.


AP Chemistry /ECE **1.5 credits (meets 1.5 times as often as a typical course)**
Grade 12 Advanced Placement

Prerequisite: Completion of an honors-level Algebra course or AP Physics 1 or AP Physics C with grades of B+ or higher.

This is a challenging and rigorous course that is only appropriate for highly motivated students. The course will explore a very broad range of topics in chemistry. A college-level text is utilized and class time will involve demonstrations, lecture, discussion, laboratory work, and problem-solving review. Evaluation focuses primarily on student performance on classroom tests and laboratory work. Successful completion of this course will prepare students to take the Advanced Placement Chemistry exam developed by the College Board. This course is equivalent to UCONN courses 1127Q and 1128Q. Students can register and pay a fee to UCONN to receive 8 credits for successful completion of this course.


SCIENCE ELECTIVE COURSES

Please Note: One-semester elective courses cannot be used to fulfill the graduation requirement of 3 lab science courses.

Anatomy and Physiology  **½ credit**
Grades 11, 12 (CP, H)


Prerequisite: Successful completion of 3 full credits in core science courses (environmental science, biology, chemistry or physics) or successful completion of 2 full credits in core science courses and concurrent enrollment in a third core science course.

In this one semester elective course, students will study the major systems of the human body and gain an in-depth understanding of the relationship between structure and function that allows the body to operate effectively. For each system studied, students will perform technology-based experiments that will allow them to collect data which they will then analyze to better understand how the human body maintains equilibrium. Students interested in pursuing a health-related career would find this course beneficial.

Astronomy  **½ credit**
Grades 11, 12 (CP, H)

Prerequisite: Successful completion of 3 full credits in core science courses (environmental science, biology, chemistry or physics) or successful completion of 2 full credits in core science courses and concurrent enrollment in a third core science course.

In this one-semester elective course, students will explore the scientific methods used to develop our current understanding of the Earth's place in our Universe. Students will begin by examining the history of our study of the night sky and solar system. Then, they will apply physics principles to understand the leading scientific explanations for life cycles of stars and the origin of the Universe. Scientific ideas such as Newton's law of universal gravitation, Kepler's laws of planetary motion, the Doppler effect, Kirchoff's laws of spectral analysis, nuclear fusion, and the inverse-square law for light luminosity will be explored in this course.

Forensics  **½ credit**
Grades 11, 12 (CP, H)

Prerequisite: Successful completion of 3 full credits in core science courses (environmental science, biology, chemistry or physics) or successful completion of 2 full credits in core science courses and concurrent enrollment in a third core science course.

This one-semester elective course incorporates key scientific concepts and laboratory experiments in the process of solving forensics-based mysteries. Students will learn the scientific principles behind forensics techniques such

as enzyme testing, paper chromatography, footprint casting, and DNA or hair analysis. Throughout the entire process of solving forensics mysteries, students must apply key scientific concepts and exercise their ability to think critically and formulate scientific arguments that are supported by scientific evidence.


Marine Science  **½ credit**

Grades 11, 12 (CP, H)

Prerequisite: Successful completion of 3 full credits in core science courses (environmental science, biology, chemistry or physics) or successful completion of 2 full credits in core science courses and concurrent enrollment in a third core science course.

This one semester elective course is directed toward students with either a general interest in science or a specific interest in marine science. The intent of the course is to develop an understanding of the topics of marine biology, marine chemistry, physical oceanography, maritime history, and marine exploration. Upon completion of this course, students will have a solid knowledge and appreciation for the major fields of marine science.

Note: There will be some student charges to defray the cost of field trips.

Scientific Principles of Engineering  **½ credit**

Grades 11, 12 (CP, H)

Prerequisite: Successful completion of 3 full credits in core science courses (environmental science, biology, chemistry or physics) or successful completion of 2 full credits in core science courses and concurrent enrollment in a third core science course.

In this one-semester elective course, students will use physics concepts to design solutions to real-world, engineering problems. Students will develop their ideas through the engineering process, creating a functioning product from a theoretical concept. The concepts of mechanics, simple machines (gearing, torque), pneumatics/hydraulics, and electronic systems (basic circuitry, programming, and automation) are key topics that students will explore through a series of laboratory experiments and small projects. These studies will culminate with the design, construction, and testing of a robotic apparatus.

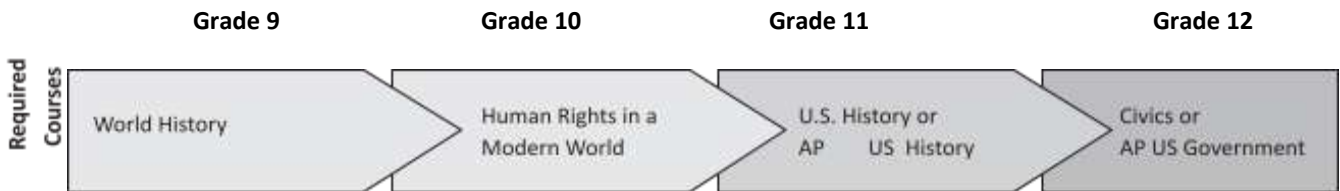
SOCIAL STUDIES

The Social Studies Department believes that being an educated person and an active, involved citizen depends in large part on understanding the world in which one lives, and the study of history and social studies is essential to developing this understanding. Studying history and social studies helps a person to develop the knowledge and skills needed to realize his or her potential, to appreciate diverse peoples and cultures, and to be an agent for positive change in society.

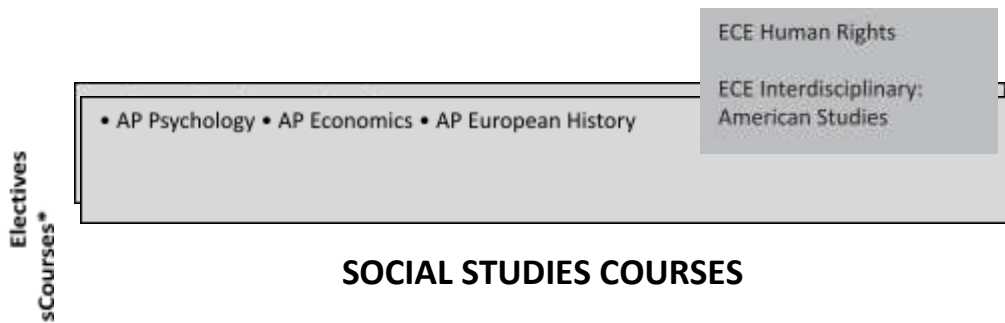
Long Term Transfer Goals:

- Access and analyze text for context, reliability, and accuracy to determine relevance.
- Create question(s) or statement(s) that advance research and analysis.
- Use textual evidence to formulate and defend a thesis.
- Communicate information and ideas based on purpose, task, and intended audience using appropriate language.
- Apply social studies concepts and content to make connections across time, cultures and disciplines.
- Evaluate how individuals and groups influence or change society.
- Actively engage in a problem or idea that is meaningful to self and society.

TYPICAL SOCIAL STUDIES COURSE SEQUENCE



*Electives must be taken in addition to the grade specific required courses.
 ‡Interdisciplinary courses



SOCIAL STUDIES COURSES

World History **1 credit**
Grade 9 (CP, H)

World History develops students’ abilities to apply historical thinking skills as they learn about issues and events from the Renaissance period to the eve of World War I. Students will view content with emphases on themes such as environment, culture, and political, social, and economic institutions. In addition, historical inquiry and research skills will also be developed.

Human Rights in a Modern World **1 credit**
Grade 10 (CP, H)

Human Rights in a Modern World will continue to develop students’ abilities to apply historical thinking skills as they learn about issues and events from World War I to the present. The course will provide historical background

with a particular emphasis on universal human rights in the modern world. In addition, historical inquiry and research skills will also be advanced.

United States History **1 credit**
Grade 11 (CP, H)

United States History focuses on the major issues and events of American history, beginning with the late-nineteenth century and continuing to the present. The course will emphasize the important political, social, and economic developments that shape 21st century American society.

AP United States History **1 credit**
Grade 11 , Advanced Placement

Advanced Placement United States History is intended for students who have a genuine interest in and curiosity about American history. College-level texts are used to explore American history from the colonial period to the present, and emphasis will be placed on writing, research, discussion, and preparation for the Advanced Placement Examination. Students selecting this course should have the ability to work independently, be self-motivated, and have solid time management, reading, and writing skills. Students participating in this course are strongly encouraged to take the Advanced Placement examination in May.

Civics **½ credit**
Grade 12 (CP, H)

The focus of Civics is to prepare students to exercise their political responsibilities as thoughtful and informed citizens. Students will explore the purpose and functions of government; the historical development of the American republic; the creation of the Constitution and its main principles and concepts; federal, state, and local government structures; and the rights and responsibilities of citizenship.

AP U.S. Government and Politics **1 credit**
Grades 12, Advanced Placement

AP U.S. Government and Politics focuses on the structure, institutions and groups, beliefs and ideas that form the American political system. College-level texts are used to examine political concepts and history. In addition, students will explain patterns, interpret data and analyze and apply theories relevant to U.S. government. Students participating in this course are strongly encouraged to take the Advanced Placement examination in May.

SOCIAL STUDIES ELECTIVE COURSES

AP Economics **1 credit**
Grades 11, 12 Advanced Placement

AP Economics introduces students to the principles of macro and micro economics that apply to an economic system as a whole. College-level texts are used to explore topics such as national income and price determination, the financial sector, stabilization policies, economic growth and internal economies, as well as the foreign exchange market, supply and demand, the role of prices, taxation, monetary and fiscal policy, price elasticity, and production markets. Students participating in this course are strongly encouraged to take the Advanced Placement examination in May.

AP European History/ECE Modern Western Traditions **1 credit**
Grades 10 - 12 Advanced Placement/ECE

Advanced Placement European History is a rigorous examination of the general narrative of European history from approximately 1450 (High Renaissance) to the present. The course includes an examination of the political,

diplomatic, intellectual, cultural, and social/economic history of Europe. In addition to providing an emphasis of events and movements, the goal is to develop an understanding of principle themes in modern European history, an ability to analyze historical evidence, and an ability to express that understanding and analysis in writing. Students enrolled in this course are encouraged to take the Advanced Placement examination in May.

AP Psychology **1 credit**
Grades 11, 12 Advanced Placement

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students will explore and apply psychological theories, key concepts, and phenomena associated with topics such as the biological bases of behavior, sensation and perception, states of consciousness, learning and cognition, motivation and emotion, developmental psychology, personality and intelligence testing, treatment of abnormal behavior, and social psychology. Throughout the course, students will discuss readings and films, participate in demonstrations, and conduct research in order to have a better understanding of human behavior. Students participating in this course are strongly encouraged to take the Advanced Placement examination in May.

ECE Human Rights **½ credit**
Grade 12 ECE

This UCONN/ECE course will satisfy the HRTS 1007 course offered at UConn, titled “Introduction to Human Rights.” Human Rights ECE will provide an interdisciplinary approach to the study of human rights. Students will explore human rights issues, violations, and defenders on a global scale as well as consider the question, what is my responsibility to others? The course will also cover theories, laws, institutions, and organizations surrounding human rights issues and develop important collegial and career skills including analyzing, problem solving, defending a position, and advocating. As a UConn ECE course, Human Rights ECE will utilize college-level texts and supplemental materials. A social studies teacher and an English teacher will co-teach this interdisciplinary course.

Civil Rights Movement **½ credit**
Grades 10 – 12 (CP, H)

In this elective course, students will study the Civil Rights movement, focusing on the African American struggle for equality during the 20th century in the United States. Students will explore the origins of the movement, the movements philosophy and strategies, an in-depth examination of the structure of racial inequality, the movements allies and opponents, relationships to other movements such as the American Indian Movement (AIM), and the movements legacies.

Classical Studies **½ credit**
Grades 10 – 12 (CP, H)

Students will explore the world’s classical civilizations. The course will provide an in-depth examination of the social, political, intellectual, cultural, and economic patterns of the Mayan, Han, Greek, Roman, Persian, and Mauryan empires. Students will also consider the factors that led to the foundations of civilizations, evaluate the art and achievements of their Golden Ages, and explore their impact on the contemporary world.

Current Issues and Events **½ credit**
Grades 10-12 (CP, H)

Current Issues and Events begins with the idea that informed citizens are a necessity in a democratic society. This course will help students to gain a greater understanding of important issues and events that occur within the

United States and throughout the world. Broad national and global issues that shape day-to-day current events will also be examined, such as liberal versus conservative perspectives, the changing role of government, economic trends, regional conflicts, and global terrorism. Students will also critically examine the news media, the conflict between substance and style in the delivery of the news, commercialism in the news media, and the ever-changing ways in which the public “consumes” the news.

Economics **½ credit**
Grades 10 – 12 (CP, H)

Economics focuses on various economic philosophies and their application to specific issues and topics. Current issues of economic policy and practice and the role of public policy in economic decision-making are studied. An understanding of the operation of a free market economy and the influence of contemporary forces upon it constitute the major purposes of the study.

Genocide and Human Behavior **½ credit**
Grades 10 – 12 (CP, H)

Genocide and Human Behavior will examine one of the central problems of the 20th and 21st centuries. Perhaps the most compelling theme in history is that of the propensity of human beings to attempt to dominate one another through genocide. Central to this course’s rationale is that learning about past destructive activities can influence us to recognize, and hopefully, prevent this behavior from occurring in the future. This course will analyze the nature of this behavior by focusing on four examples of 20th century genocide: The Armenians, the Jews, the Cambodians, and the Rwandans. Literary, psychological, sociological, political and historical analyses shall be applied. Students will be required to complete extensive reading, maintain reflective journals, and prepare and participate in class discussions.

Law Seminar **½ credit**
Grades 10 – 12 (CP, H)

Law Seminar focuses on an introduction to the philosophy of law, the legal process, and criminal, civil, and constitutional law from both a philosophical and practical point of view. The course also includes a mock jury selection and a mediation simulation. The course stresses class participation and the use of seminar techniques.

Religious Studies **½ credit**
Grades 10 – 12 (CP, H)

Students will gain a basic understanding of the history, central text (where applicable), beliefs, practices, and contemporary manifestations of several of the world’s religious traditions. In addition, students will explore internal diversity, the change and evolution, and the historical and contemporary influence of the religions. Using a range of case studies, students will also explore the many ways religious ideas shape and are shaped by their particular social, historical, and cultural contexts.

Social Psychology **½ credit**
Grades 10 – 12 (CP, H)

Social Psychology will explore human social interaction with reading and writing assignments derived from supplemental sources provided by the instructor and our textbook. During class periods, students will discuss readings, participate in demonstrations, create and perform experiments, view films, and participate in other academic activities, with the aim of building the skills necessary to analyze and understand social behavior. In a world where human behavior can be endlessly surprising and where research can be quite counterintuitive, it is important to prepare students by providing a firm foundation on which to build their understanding of this challenging discipline. The goal of the instructor is to present a rigorous, scientific approach to social psychology in a way that engages and fascinates students.

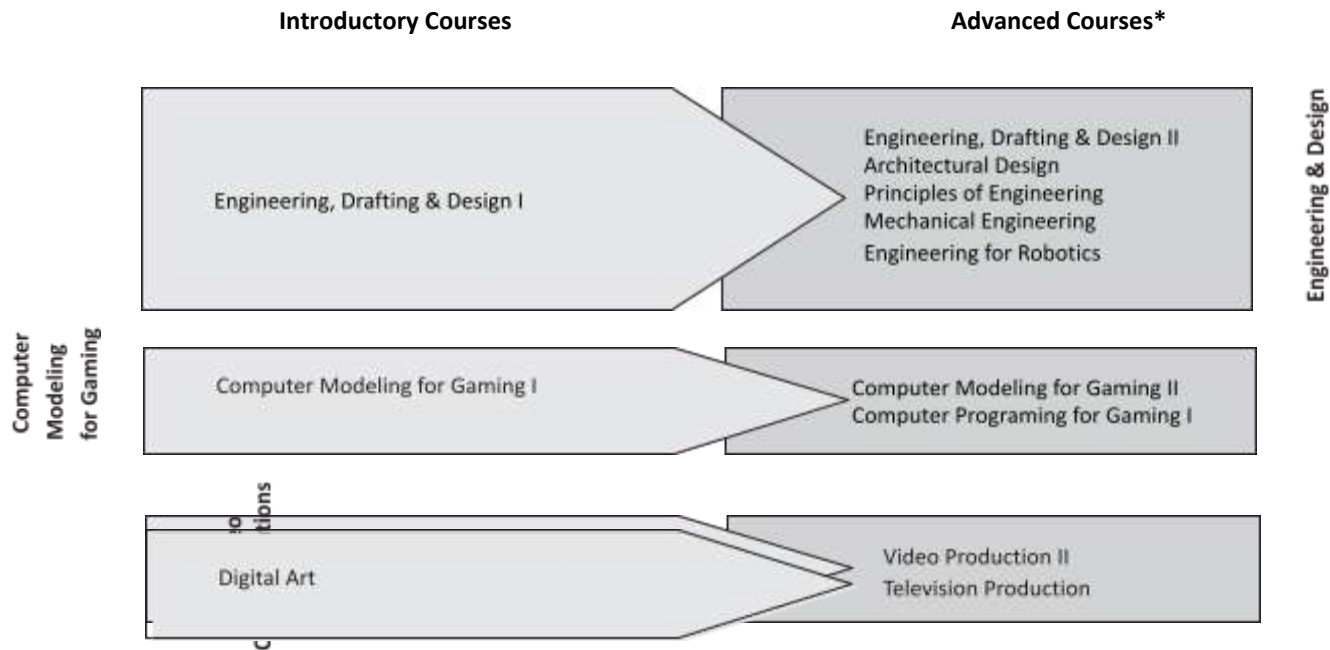
TECHNOLOGY EDUCATION

The Mission of the Avon High School Technology Education Department is to develop a student who will be a productive member of an ever-changing technological society by focusing on critical thinking and problem solving techniques. To achieve this, students must become life-long learners and develop the appropriate work ethic needed for continued success in a variety of career fields.

Long Term Transfer Goals:

- Explore and evaluate the use of technology in personal interests, aspirations, and/or employment opportunities.
- Communicate effectively based on purpose, task, and audience using industry-standard vocabulary and medium.
- Identify a problem or need and use technology to develop a solution.
- Demonstrate fluency and precision in industry-standard processes.
- Effectively collaborate with others toward(s) a common goal in the development of design and implementation.

TECHNOLOGY EDUCATION COURSE SEQUENCE



*Some classes may be taken concurrently. Please see course description for important prerequisite information.

ENGINEERING AND DESIGN COURSES

Engineering, Drafting & Design I (EDD I)  ½ credit
Grades 9-12 (CP, H)

Engineering Drafting and Design is an introduction to drafting and design through the use of Computer Aided Design (CAD) Software. Today, a working knowledge of CAD is necessary for all engineers and engineering technologists and is the universal language of industry. CAD is a very precise way to describe an object to be designed or manufactured. This course covers some sketching and several types of computer generated drawings. Students will be introduced to AutoCAD and a suite of ancillary software to design and create mechanical and industrial parts. Students will learn both two and three dimensional skills necessary to fully describe parts so that the final product can be manufactured. An introduction to the Epilog Laser Cutter, 3-D printing, and CAD/CAM milling will also be covered.

Engineering, Drafting & Design II (EDD II)  **½ credit**
Grades 9 - 12 (CP, H)
Prerequisite: EDD I

Engineering Drafting and Design II is intended to give students a firm understanding and comfort “maneuvering” through 3-D space. This course encourages students to think and perform tasks in 3 dimensions. The related processes of designing, modeling, and fabricating are evolving due to the power of the 3-D software and innovative manufacturing/prototyping methods. Students in EDD II will become comfortable selecting the appropriate software for the design, creating a three dimensional model, animating an assembly of parts, and fabricating solutions for complex design problems. The second phase of the course will introduce students to Architectural Drafting. Architectural Drafting is intended to introduce students to architectural concepts and practices involved in the design and construction of a residential building. The student will learn to apply the concepts of accepted drafting and construction techniques while preparing a series of working drawings for a structure. The course will incorporate basic math concepts including computing square footage, slope, stair design, live and dead loads, and cost and weight of a structure. Lot development, floor plans, and elevation views will be created.

Architectural Design  **½ credit**
Grades 10 - 12 (CP, H)
Prerequisite: EDD II

Students will be introduced to several design aspects related to residential architecture. Formal design skills will be used to develop a full set of house plans, from choosing an appropriate style, to placement on a building lot, through the elevation view process. Placement of doors and windows based on aesthetics is covered. Interior floor planning with minimum square footage requirements and kitchen design for efficiency will also be covered. Energy efficiency and environmental concerns will be discussed.

Mechanical Engineering  **½ credit**
Grades 10 - 12 (CP, H)
Prerequisite: EDD II

Mechanical Engineering students will explore the materials, material properties and manufacturing processes that engineers use to develop mechanical parts for industry. The forces that act on a part during operation will be reviewed, appropriate materials selected and tested to develop a suitable part for a given situation. Through the use of additive 3D printing, subtractive CAD/CAM milling and laser cutting, students will construct prototypes for several design challenges. The subject of creating movement of mechanical parts through gear reductions, linkages, cams, pulleys, and chain drives will be a major theme throughout the course. Categorizing engineering disasters with a detailed research project will also be covered.

Principles of Engineering  **½ credit**
Grades 10 - 12 (CP, H)
Prerequisite: EDD II

Principles of Engineering students will learn the process of successful product design, development, and automation through the use of mechanical, electrical/electronic, pneumatic /hydraulic, and robotic concepts. This

course will help students develop the knowledge and skills necessary for a variety of engineering technology and engineering fields. 3-dimensional CAD drafting will be the central focus of the product/process driven assignments with an introduction to the use industrial training systems. Production, automation, and fabrication will be a large part of this course.

Engineering for Robotics

½ credit

Grades 11 - 12 (CP, H)

Prerequisite: Mechanical Eng. or Principles of Eng.

This course is a culmination of every facet of the Engineering Track at Avon High School. Topics to be covered include two dimensional design, 3D modeling, 3D printing, electricity, electrical circuits, and pneumatics/hydraulics. STEM related lab activities will include machine controls, automation, fabrication, motor operation, power supplies, solenoids, sensors, and drive systems will be covered. Robotic programming and an introduction to Arduino products will be covered. Students will begin by constructing a simple robotic device using simple hydraulic systems, then create a mechanism from a kit robot. Introduction to programming with an industrial style robotic arm and peripherals will teach students how to control robotic devices autonomously. As a final project, students will construct their own device to function as intended to solve a specific task.

COMPUTER MODELING FOR GAMING COURSES

Computer Modeling for Gaming I

½ credit

Grades 9 – 12 (CP, H)

Computer Modeling for Gaming I will give students experience designing and creating within a three dimensional environment. Units of study include Game Design and Theory, Introduction to 3-D modeling using the software package Rhinoceros, and Adding Texture and Material using the software package Flamingo. Students will create three-dimensional computer models and add textures and materials to their three dimensional models. The course will culminate with student generated photorealistic 3D models that they will use as assets in Computer Modeling for Gaming II.

Computer Modeling for Gaming II

½ credit

Grades 9 - 12 (CP, H)

Prerequisite: CMG I

Computer Modeling for Gaming II will give students an opportunity to use the assets created in previous courses to develop animations and three dimensional games. Students will design and create advanced three dimensional models and backgrounds with emphasis placed on lighting and texturing. Students will rig and animate their 3D models. Maya, Rhinoceros, Flamingo, and 3DS Max will be used to create content to be imported into a game engine.



Computer Programming for Gaming I

½ credit

Grades 9 – 12 (CP, H)



Computer Programming for Gaming will give students experience designing, programming, and creating assets for a 2D video game. Students will program their games using a 2D game engine, Construct 2. Students will be given the opportunity to use a number of software packages to create animations they will use in the games they design and create. The software packages introduced and used in this course are Adobe Photoshop, Adobe Illustrator, and Construct 2. This course was previously named Computer Modeling for Gaming 2 [CMG2]. Students that have previously enrolled in and completed CMG2 may take this class, but it **MUST** be taken at the honors level. Additionally, students will be responsible to create all assets that are provided to students in CPG1 [backgrounds, character animations, sound effects, animated objects]. This will effect a very minimal amount of students [around 20] for the 20-21 school year.

VIDEO COMMUNICATION COURSES

Video Production I  
Grades 9 - 12 (CP, H)

½ credit



This course is an introductory level course covering the fundamentals of pre-production, production, and post-production. Students will learn fundamental skills required for scripting, capturing, editing, and managing high quality videos. Students will learn how to properly use camcorders and tripods with a focus on shot styles and frame composition. Students will demonstrate the ability to use basic 3-point lighting techniques and learn about video laws and commonly encountered issues in the production world. This course is the foundation and prerequisite for students to go onto Television Production or Video Production II. Student work will be displayed and select assignments may be viewed by judges for competition purposes.

Video Production II  
Grades 9 - 12 (CP, H)

½ credit

Prerequisite: Video Production I

This course is meant to build on the knowledge and skills developed in the Video Production I course. Students will demonstrate the ability to use video editing software and develop technical skills in special effects, media transfer/management, key framing, A-roll, B-roll, title creation, cuts, transitions, and many other basic video editing skills and techniques. Students will experience more freedom and responsibility with real world assignments. Students will be required to film 5-10 hours outside the class period. Student work will be displayed and select assignments may be viewed by judges for competition purposes.

Television Production  
Grades 9 - 12 (CP, H)

½ credit

Prerequisite: Video Production I

This course is intended to introduce technology, careers and procedures in the television industry. Students will develop news broadcasts and video packages using the outstanding technology here at Avon High School. Students will have the opportunity to experience the different career options in the television industry while using industry standard sound and digital video software and equipment. Students will be required to film 5-10 hours outside the class period. Student work will be displayed and select assignments may be viewed by judges for competition purposes.

DIGITAL ART

Digital Art  
Grades 9-12 (CP, H)

½ credit

This course offers students an introduction to the digital design elements of Adobe Illustrator. Illustrator is the industry-standard vector graphics software that lets you create logos, icons, drawings, typography, and illustrations for print, web, video, and mobile. In this course, you will learn, through hands-on exercises, how to use Illustrator to create expressive individual works of art and also create an advertising/ marketing campaign.


THEATRE ARTS

The Mission of the staff and students of the Theatre Arts Program is to explore the diverse qualities of the human experience through performance and, through such exploration, to develop a deeper understanding of ourselves and our unique perspectives, challenges, contributions, and responsibilities within human society.

Characteristics of Theatre Arts Participation

- Demonstrates mastery of fundamental theatre arts concepts.
- Integrates knowledge from a variety of theatre arts disciplines (acting, design, management, playwriting, and history) and applies it to new situations to formulate insightful conclusions.
- Utilizes appropriate technical equipment in safe, responsible ways to foster creative expression.
- Understands the ever-shifting landscape of the relationship among performer, performance, and audience.
- Evaluates theatrical expression, whether writing, performing, or designing, in constructive, affirming ways that challenge as well as support the creative artists behind the expression.
- Understands and interprets theatre works in cultural and historical context.
- Demonstrates ethical responsibility in all aspects of artistic expression.
- Collaborates effectively, with integrity, passion, and generosity.

THEATRE ARTS COURSES

Improv for the Real World  ½ credit
Grades 9-12 (CP, H)

Although this course is tailored to your average, non-theatre AHS student, theatre students can benefit from taking it as well. Students connect the basic skill of improvisation to real life situations in order to gain confidence in various settings. Developing skills related to acting and reacting, students will recognize thought patterns and grow as problem solvers. They will gain a deeper understanding of self and communication for lifelong use in the world outside of the Avon Public Schools, having opportunities to apply presentational skills such as utilizing an effective physical stance, vocal projection and clarity, and thinking on the spot in front of others. Simulated real world experiences such as *interviews, proposing ideas to a committee, debating, leading a corporate workshop, and speaking to the manager* offer opportunity for experimentation and feedback. The course explores essential questions such as: *What makes an improvisational scene successful? How do we connect with an audience? How do actors construct convincing arguments in real time?*

Acting Techniques  ½ credit
Grades 9-12 (CP, H)

In this course, students take an in-depth approach to creating characters. Elements of presentational and representational acting techniques will be discussed and explored as well as a reasonable exploration of Method Acting. Students will experiment with techniques that are appropriate for a variety of monologues and scenes, performing for classmates in different ways to learn which techniques are most effective for them as individual performers.

VISUAL ARTS

The Mission of the Visual Arts Department is to provide students with artistic experiences that develop visual literacy. Each student will gain the necessary skills to problem solve creatively and express themselves through a dynamic and relevant studio based curriculum that emphasizes personal, contemporary and historical artworks.

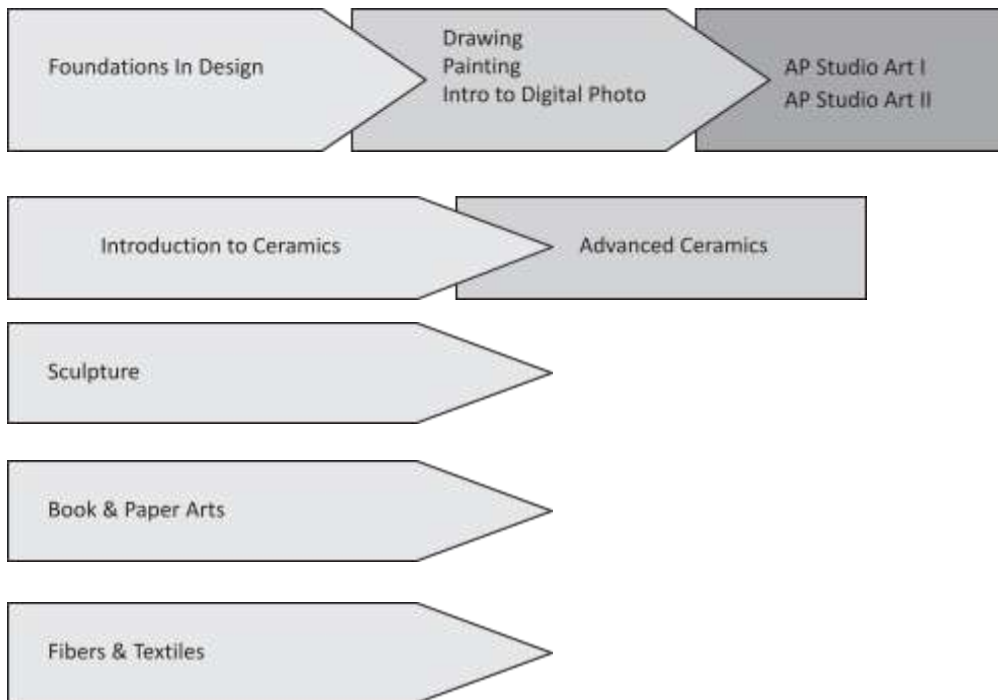
Long Term Transfer Goals:

- Work through a creative process to make art that communicates meaning and/or achieves a desired result.
- Experiment with diverse materials, tools, techniques, and concepts in order to grow one’s capacity as an artist.
- Provide specific, actionable feedback to another artist during the creative process.
- Analyze a piece of artwork according to the elements and principles of design.
- Respond to artwork based on personal experience, artist statement (if provided), and/or background.
- Curate artwork to identify and share pieces for presentation.

VISUAL ARTS COURSE SEQUENCE

Introductory Courses

Advanced Courses




VISUAL ARTS COURSES

Foundations In Design  **½ credit**
Grades 9-12 (CP, H)


This course will offer students an introduction to various studio tools and techniques. The basic elements of design and composition will be stressed through studio work, which will include, but not be limited to, drawing, painting, mixed media, and 2-d composition. Art criticism, art technology, and relevant art history will be incorporated in various assignments.

This is a basic course for all advanced work in art.

Drawing  **½ credit**
Grades 9-12 (CP, H)

Prerequisite: Foundations of Design

This course offers concentrated work with various drawing media and techniques. It includes traditional and non-traditional approaches to drawing as well as criticism and relevant art history. This course prepares students for Studio Art or Advanced Placement Studio Art.

Painting  **½ credit**
Grades 9-12 (CP, H)

Prerequisite: Foundations of Design

This course offers concentrated work with various painting media and techniques. It includes traditional and non-traditional approaches to painting as well as criticism and relevant art history. This course prepares students for Studio Art or Advanced Placement Studio Art.

Introduction to Digital Photography   **½ credit**
Grades 10-12 (CP, H)

Prerequisite: Foundations of Design

This course introduces the techniques and aesthetic principles of digital photography. Students will be introduced to the basic technology necessary for the production of still photographs, camera and lens operation, file formats, exposure, lighting, image editing software, and image output. Through the medium of digital photography they will also learn about the visual arts including: guiding principles of design, how to look at and critique photography, photographic vocabulary, using tools such as framing, composition, and depth of field. Students will be introduced to works by well-known photographers and potential careers that utilize photography. Students will be expected to demonstrate an ability to use the tools in the production of their still photographs, however, the production and analysis of expressive and thoughtful art work is the main objective of this course.

AP Studio Art I  **1 credit**
Grade 11 Advanced Placement

Prerequisite: Teacher recommendation

This is the first year of a two-year course intended for students interested in studying advanced level art. Emphasis is placed on drawing. Students work with a wide variety of media and concepts in order to fulfill the “breadth” section of the AP portfolio curriculum. Students should plan on continuing with AP Studio Art II in Grade 12.

AP Studio Art II  **1 credit**


Grade 12 Advanced Placement

Prerequisite: AP Studio Art I

This is the second year of a two-year course intended for students interested in studying advanced level art and preparing a college portfolio. Emphasis is placed on development of a personal artistic vision. Students focus on a visual theme of their choice in order to fulfill the “concentration” section of the AP Portfolio curriculum.


Introduction to Ceramics  **½ credit**
Grades 9-12 (CP)

This course will introduce students to clay properties and processes. Students will work with a variety of hand-building methods including pinch, coil, and slab techniques in the creation of functional and sculptural works. Glazing, finishing, and surface design will also be addressed. Relevant criticism and art history will be incorporated into 3-dimensional assignments. This course is a prerequisite for Advanced Ceramics.

Advanced Ceramics  **½ credit**
Grades 9-12 (CP, H)

Prerequisite: Introduction to Ceramics

This course will build upon the skills introduced in the Introduction to Ceramics course. Additionally, students will learn basic wheel-throwing techniques, altering methods, basic mold making, and use of molds for working in series. Advanced glazing techniques will include use of resists, underglazes, and stains. Relevant criticism, art history, and contemporary issues in ceramics will also be addressed.

Sculpture  **½ credit**
Grades 9-12 (CP, H)

This course offers students experience in the concepts of 3-dimensional design. Projects will predominantly explore the visual elements of mass, form, and space. Projects may include but are not limited to: assemblage, constructing on an armature, bas-relief, mold-making, and working in series. Throughout this course, students will address art criticism, relevant art history, and contemporary issues in sculpture.

Book & Paper Arts  **½ credit**
Grades 9-12 (CP, H)

This craft based course will emphasize historical and cultural connections to techniques in paper and book related arts. This is an introductory level class with no prior skills required. Projects may include but are not limited to: sculptural and artist’s books, image transfer, calligraphy, illumination, altered books, and basic printmaking.

Fiber & Textiles  **½ credit**
Grades 9-12 (CP, H)

This course will explore historical and cultural connections to craft based techniques through the creation of fiber and textile artworks. This is an introductory level class with no prior skills required. Projects may include but are not limited to: fabric dyeing, batik, basketry, weaving, and textile printing.

WORLD LANGUAGES

The mission of the Avon High School World Language Department is to enable our students to communicate effectively in the target language, develop an understanding of the cultures of the speakers of that language and compare those to their own. As a result, students will be able to use their language skills in learning and understanding other disciplines, seeing themselves as life-long learners, and as members of the world community. The Avon High School World Language standards are in alignment with the National Standards for Learning Languages, ACTFL, and with the Common Core State Standards.

Long-Term Transfer Goals:

Cultural Connections

- Gain knowledge about the global community and foster respect for diverse languages and cultures.

Interpretive Communication

- Use vocabulary, grammar, and sentence structure to understand meaning.
- Analyze visual, written, and spoken sources to make connections and inferences and draw conclusions.

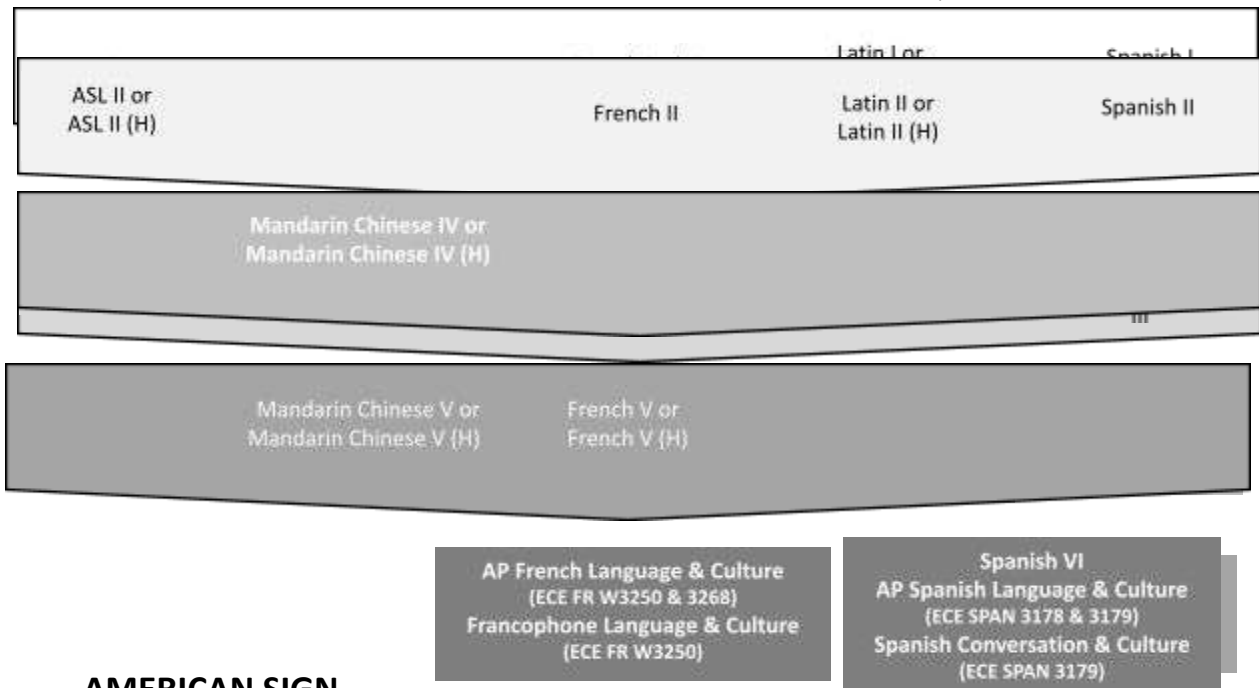
Interpersonal Communication

- Initiate and respond effectively on a given topic based on interactions/ exchanges.

Presentational Communication

- Develop and communicate a clear and effective message for a given purpose, topic, and audience.

TYPICAL WORLD LANGUAGE COURSE SEQUENCE



AMERICAN SIGN

LANGUAGE COURSES



This course introduces students to American Sign Language (ASL) as well as the culture and history of the Deaf. Students will begin to develop their ability to visually attend in a voice off setting where a majority of learning will take place. This level course will emphasize vocabulary development as well as ability to form basic sentence and

question structures in order to hold simple conversation. The learner will begin to develop proficiency in expressive and receptive use of the language including space and grammatical features.

American Sign Language II **1 credit**
Grades 10-12 (CP, H)

Prerequisite: ASL I

Students will continue to learn and expand on common daily vocabulary. They will refine their ability to visually attend, comprehend, and then respond in complete sentences using ASL. Opportunity for student directed ASL discussions will be provided since expressive and receptive use of the language is a primary goal of this course. Discussions of Deaf cultural and current events will be included in order to promote awareness and an understanding of issues faced by the Deaf.

American Sign Language III **1 credit**
Grades 11, 12 (CP, H)

Prerequisite: ASL II

This course is for the student who has completed ASL II. ASL III is designed to provide the student with opportunities to review and practice learned material in the classroom as well as to increase comprehension of signed narratives. New vocabulary as well as more complex language structures will be learned. Major language functions studied will focus on daily conversational skills involving: describing and locating objects, making suggestions and requests including inflection and spatial agreement, poetry, and storytelling. Ability to summarize narratives clearly and accurately with specific language and cultural behaviors will be learned. Awareness of Deaf cultural issues in the news will also be a focus to keep current with the cultural aspects.

MANDARIN CHINESE COURSES

Mandarin Chinese IV **1 credit**
Grades 9-12 (CP, H)

Prerequisite: Mandarin Chinese I, II and III

This advanced course develops students' fluency in speaking, listening, reading, and writing in Chinese. Students expand their ability to communicate effectively and properly in various real-life situations, learn more complex grammatical structures, and build up their vocabulary by using more characters. In addition, students learn the usage of idioms and authentic expressions through story reading and telling. This course also considers both contemporary and traditional Chinese cultural elements.

Mandarin Chinese V **1 credit**
Grades 9-12 (CP, H)

Prerequisite: Mandarin Chinese I, II and III

This course seeks to develop language that is vital for communicating in real life as well as for the study of the Chinese culture. Students will function at mid to high intermediate levels in the three modes of communication (interpersonal, interpretive, and presentational). They will therefore further their use of idioms and authentic expressions through story reading and telling, and build additional vocabulary. Authentic sources are used to further communication skills.

FRENCH COURSES

French I **1 credit**
Grades 9-11 (CP)

Prerequisite: None

This introductory course is designed for beginner students. Students will begin to develop communicative skills in the French language and an appreciation of the Francophone world. Students will start to communicate in the target language and talk about themselves.

French II **1 credit**

Grades 9-12 (CP)

Prerequisite: French I

This course continues to present the Francophone world through a thematic approach and to ease students into the three modes of communication (interpersonal, interpretive and presentational). Students will continue to build vocabulary acquisition and language use.

French III **1 credit**

Grades 9-12 (CP, H)

Prerequisite: French II

This course continues to increase students' knowledge of the Francophone language and culture. More complex structures and new vocabulary are introduced while students are exposed to more authentic texts and audio samples. The three modes of communication are practiced in order to increase students' linguistic fluency and more cultural themes are discussed in comparative situations.

French IV **1 credit**

Grades 9-12 (CP, H)

Prerequisite: French III

A continuation of the sequence, this course seeks to strengthen language acquisition, vocabulary and language use in authentic tasks that are used as integral part of the thematic culturally based units. Three modes of communication (interpersonal, interpretive and presentational) are further developed. Authentic materials are constantly used so that students are now becoming more independent in their language study.

French V **1 credit**

Grades 9-12 (CP, H)

Prerequisite: French IV

This course seeks to develop language that is vital for communicating in real life as well as for the study of the Francophone world. Students will function at mid to high intermediate levels in the three modes of communication (interpersonal, interpretive and presentational). Authentic sources are used to further communication skills.

AP French Language and Culture/ECE FR W3250 and W3268 **1 credit**

Grade 12 Advanced Placement/ECE

Prerequisite: French V

The AP French Language and Culture Course description published by the College Board determines the content of this course. The course is intended for students in their fourth year of study (or earlier upon recommendation). The course is exclusively in French. This course aims to incorporate real life settings and integration of skills to reflect on the Francophone world. Students are encouraged to synthesize information in the three modes of

communication and demonstrate cultural understanding. At the end of the course, students will be prepared to take the AP French exam. This course is also accredited by the University of Connecticut. Students may pay a registration fee and receive up to six credits for successful completion of the year's course. If students chose this option, additional and/or different work will be required in order to follow the ECE French program.

Francophone Language & Cultures/ECE FR W3250

1 credit

Grade 12 ECE

Prerequisite: French V

This course is conducted exclusively in French and focuses on the French language and francophone cultures through fiction, film, and non-fiction material. The emphasis is on perfecting both oral and written expression through discussions, presentations, and compositions on assigned topics. This course is also accredited by the University of Connecticut. Students may pay a registration fee and receive up to 3 credits for successful completion of the year's course.

LATIN COURSES

Latin Long-Term Transfer Goals

Cultural Connections

- Gain knowledge about the global community (past and present) to foster respect for diverse languages, cultures, and their achievements.

Interpretive Communication

- Use vocabulary, grammar, and sentence structure to create an idiomatic English translation of an ancient text.
- Analyze visual, written, and spoken sources to make connections and inferences and draw conclusions.

Interpersonal Communication

- Develop and communicate a clear and effective message for a given purpose, topic, and audience.

Presentational Communication

- Develop and communicate a clear and effective message for a given purpose, topic, and audience.

Latin I

1 credit

Grades 9-11 (CP, H)

This course introduces the student to classical Latin and ancient Roman civilization. The Latin language is mainly taught via practice in reading it through a coherent narrative set in Pompeii. By the end of the course students are expected to have mastered basic sentence structures, three tenses of the verb, etc. They will have amassed a vocabulary between 300 and 600 words depending on the level. While the main focus of the course is on the study of the Latin language, various aspects of Roman society, religion, history, and imperialism are also examined. In addition, students will look at the influence of Latin both in English and on the Romance languages.

Latin II

1 credit

Grades 10-12 (CP, H)

Prerequisite: Latin I

This course continues the study of Latin grammar and Roman civilization begun in Latin I. The student will extend their knowledge of grammar and vocabulary by following the narrative which now takes them to Roman Britain and Egypt during the Roman period and specific urban and military centers in Roman Britain. Significant new grammar includes pronouns, participles, and further sentence structures.

Latin III **1 credit**

Grades 11, 12 (CP, H)

Prerequisite: Latin II

Having learned the rudiments of the Latin language over the first two years of study, a student will now read Latin with knowledge of its more advanced grammar structures. Further topics include the continued study of Roman religion, daily life in the ancient world, and the Roman military. By the end of the course, students will have amassed a vocabulary of over one thousand words in addition to a further study of English word derivations. At the honors level, the course contains a rich study of Roman government and society. In addition, the student will read original Latin prose and poetry which includes selections from Martial, Virgil, Ovid, Pliny, and Catullus.

Latin IV **1 credit**

Grades 11, 12 (CP)

Prerequisite: Latin III

This course continues the study of Latin grammar and Roman civilization from Latin III. The student will extend their knowledge of grammar and vocabulary by following the narrative which takes place in various social and political situations in the city of Rome itself. Significant new grammar includes the passive of verbs and complex sentence structures. Having completed this course, students now may embark upon reading original Latin texts.

Latin IV Honors/ECE Latin Literature **1 credit**

Grades 11, 12 Honors/ECE

This is a course in which students read original Latin authors more widely and in greater depth. Students will gain a fuller understanding of the artistry of Latin literature, and the social and political influence which brought it about. In particular we shall study the prose of Caesar and the poetry of Virgil. This is an accredited University of Connecticut Classics course. Students may pay a registration fee and receive three credits for successful completion of the year's course.

AP Latin/ECE Latin Literature **1 credit**

Grade 12 Advanced Placement/ECE

Prerequisite: The student must have successfully completed three years of Latin or must seek teacher approval.

AP Latin is a college level course which is demanding both because of the amount of material to be covered and the depth of knowledge required. AP Latin now focuses on the works of Vergil and Caesar in Latin as well as extensive selections of these authors in English. The course requires students to read and translate poetry and prose, to analyze literary texts in written argument, and practice sight reading.

SPANISH COURSES

Spanish I **1 credit**

Grades 9-12 (CP)

Spanish I is an introduction to the language and culture of the Hispanic world. Students will begin to develop proficiency in the four basic skills of the language: listening, speaking, reading, and writing. This course is for the student who has not studied Spanish previously.

Spanish II **1 credit**

Grades 9-12 (CP, H)

Prerequisite: Spanish I

This course is for the student who has successfully completed Spanish I. There will be a review of previous grammatical structures and vocabulary learned before progressing to presentations of new material. Students will be introduced to vocabulary units that spotlight identity, contemporary life, and community. Emphasis remains on using the language for communication.

Spanish III **1 credit****Grades 9-12 (CP, H)**

Prerequisite: Spanish II

This course continues to present the Hispanic world through a thematic approach and to ease students into the three modes of communication (interpersonal, interpretive, and presentational). Students will continue to build vocabulary acquisition and language use. Authentic print, audio, and video sources will be used to help students develop their communicative skills.

Spanish IV **1 credit****Grades 10-12 (CP, H)**

Prerequisite: Spanish III

A continuation of the sequence, this course seeks to strengthen language acquisition, vocabulary and language use in tasks that are used as an integral part of thematic, culturally based units. Three modes of communication (interpersonal, interpretive, and presentational) are further developed.

Spanish V **1 credit****Grades 11, 12 (CP, H)**

Prerequisite: Spanish IV

This course seeks to develop language that is vital for communicating in real life as well as for studying the Hispanic world. At this point, students have acquired most languages structures and vocabulary to function at a mid-intermediate level. They will continue to hone their skills and learn about the Spanish-speaking world via thematic units. The three modes of communication (interpersonal, interpretive, and presentational) are further developed.

Spanish VI **1 credit****Grades 11-12 (CP)**

Prerequisite: Spanish V

This course is the culmination of years of Spanish learning. In this 6th year, students will continue to improve their communicative skills in Spanish, functioning at the mid to high intermediate levels (ACTFL standards for World Language Readiness). The three modes of communication (interpersonal, interpretive, and presentational) are further developed through the study of thematic themes. Authentic material will be used to reflect different aspects of the Hispanic world's cultures as students will be discussing products, practices, and perspectives and compare them to those of their own communities.

Spanish Heritage I Honors **1 credit****Grades 10-12 (H)**

Prerequisite: Bilingual heritage in Spanish

This course is conducted entirely in Spanish for fluent speakers of Spanish who are orally proficient in the language, but have had little or no formal language training in a classroom setting. It is meant to provide Spanish language, literature and culture experiences in oral, written communication, word usage, formal vocabulary, and

elementary principles of grammar. Reading of Spanish, Latin American, and Chicano narrative will frame the classroom activities.

AP Spanish Language & Culture/ECE SPAN 3178 and 3179 1 credit
Grade 12, Advanced Placement/ECE

Prerequisite: Spanish V

The AP Spanish Language and Culture course description published by the College Board determines the content of this course. The course is intended for students in their fourth year of study (or earlier upon recommendation). The course is exclusively in Spanish and aims to incorporate real life settings and integration of skills to reflect on the Hispanic world. Students are encouraged to synthesize information in the 3 modes of communication and demonstrate cultural understanding. At the end of the course, students will be prepared to take the AP Spanish Language and Culture exam. This course is also accredited by the University of Connecticut. Students may pay a registration fee and receive up to six credits for successful completion of the year's course. Students who opt for either or both ECE courses will be required to do additional and/or different work to match the UConn curriculum.

Spanish Conversation & Cultural Topics/ECE SPAN 3179 1 credit
Grade 12 ECE

Prerequisite: Spanish V

This course is conducted exclusively in Spanish and focuses on the Spanish language and Hispanic cultures through fiction, film and non-fiction material. The emphasis is on perfecting both oral and written expression through discussions, presentations and compositions on assigned topic. This course is also accredited by the University of Connecticut. Students may pay a registration fee and receive up to 3 credits for successful completion of the year's course.

SEAL OF BILITERACY

The State Board of Education, in conjunction with the state legislature, approved Connecticut's Seal of Biliteracy in 2016 (PA 17-29). The designation associated with the seal attests to a student's language ability in both English and a second language. The Seal of Biliteracy is affixed to a student's diploma and noted on his/her transcript.



PATHWAY TO EARN A SEAL OF BILITERACY

An AHS student will be eligible for a Seal of Biliteracy if he/she successfully meets the English graduation requirements and successfully achieves a minimum of Intermediate-Mid proficiency rating in a second language. Typically, speakers and writers at the Intermediate-Mid level are able to handle a variety of tasks in everyday social situations. Conversation and compositions at this level are generally focused on exchanges necessary for survival in the target culture. These topics may include personal information related to self, family, home, daily activities, interests, and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

For a student whose non-English language is a low incidence language (e.g., Danish, Greek, Hungarian, Creole) and proficiency cannot be established by any of the standard assessments, a plan can be developed in collaboration with the World Language Department Coordinator, ESL Coordinator, and guidance counselor in order to determine proficiency.

ELIGIBILITY

In order to receive the Seal of Biliteracy students must:

- Be in 10th grade or higher **AND**
- Complete the English language requirements from a Connecticut high school where the primary language of instruction is English **AND**
- Attain an Intermediate-Mid proficiency rating in a second language

TESTING

AAPPL: www.AAPPL.org

- Testing will take place the first week of December (seniors) and the third week of April (juniors) of every year
- Students need to score 1-3 or higher on each of the four components to be awarded the Seal of Biliteracy
- All 4 tests cost \$20 in total

ALIRA: <https://www.languagetesting.com/actfl-latin-interpretive-reading-assessment>

- Students need to score 1-3 or higher on each of the exam components
- Cost of test is \$10 in total

AP Language and Culture:

- Students need a score of 3 or higher to qualify
- Cost of test is \$99

SUPPORT COURSES

NOTE: Support courses are non-leveled.

Critical Reading $\frac{1}{2}$ credit

Grades 9-12 (Non-leveled)

Prerequisite: Team Recommendation

This course focuses on learning strategies to utilize when reading content related to the core curriculum. Instruction will focus primarily on sentence-level comprehension, integration, and inference strategies for fiction and non-fiction texts, as well as providing practice in using contextual background to develop a richer understanding of text.

Strategic Literacy $\frac{1}{2}$ credit

Grades 9-12 (Non-leveled)

Prerequisite: Team Recommendation

This course is intended to improve a student's vocabulary, critical-thinking and analysis skills, or reading rate and comprehension level. Although this course typically emphasizes works of fiction, it may also include works of non-fiction (including textbooks). This course will also provide strategies for note-taking and for understanding and evaluating the important points of a text.

Structured Literacy $\frac{1}{2}$ credit

Grades 9-12 (Non-leveled)

Prerequisite: Team Recommendation

This course provides explicit reading instruction to prepare students to decode words in an explicit and systematic manner. The structure of language is taught in a systematic, cumulative manner. Concepts are taught step-by-step, following a specific sequence.

Foundations of Composition $\frac{1}{2}$ credit

Grades 9-12 (Non-leveled)

Prerequisite: Team Recommendation

This course will provide students with direct instruction on the foundational writing skills that support the stages of writing (prewriting, drafting, revising, editing, and publishing). Different modes of writing will be covered with the focus on expository and argumentative writing. In addition, writing mechanics will be reviewed.

Strategic Learning Principles $\frac{1}{2}$ credit

Grades 9-12 (Non-leveled)

Prerequisite: Team Recommendation

This course will provide explicit instruction in organization and learning strategies that impact academic performance in a structured environment. Student progress in academic classes will be monitored in relation to the application of these skills through a student led goal setting process.

Geometry Skills $\frac{1}{2}$ credit

Grade 9, 10 (Non-leveled)

Co-requisite: Geometry concurrently

This course is designed to give students foundational support for their Geometry CP course. Topics include understanding key geometric vocabulary and terminology, solving and graphing linear equations, solving ratios/percents/proportions, factoring polynomials, working with parallel lines and their properties, and solving

problems involving polygons and trigonometry. Additionally many calculator skills and test taking strategies are presented.

NONCREDIT SUPPORT SERVICES

Math Lab Grades 9-12

The math tutor located in the Math Lab is available for all students of all math courses during regular school hours. Students may utilize this support service on a drop-in basis at any time during the school year. Students have the option to make the Math Lab part of their school schedule.

Student Assistance Center (SAC) Grades 9-12

The student assistance center tutor located in the Student Assistance Center is available for all students. The tutor can assist a student in general education areas during the regular school hours. The assistance includes, but is not limited to; work on organization skills, incorporating study skills, how to seek extra help within a specified discipline, and work habits. Students may utilize this support service on a drop-in basis at any time during the school year. Students have the option to make the Student Assistance Center part of their school schedule.

Capstone Skills Grade 12, as needed

The Capstone Skills is designed to support students in successfully completing their Capstone Project. Students may utilize this support service on a drop-in basis at any time during the school year. Students who fall behind in meeting the prescribed deadlines and/or are demonstrating a need for more direct supervision can be assigned to the Capstone Skills class. Students who are assigned for these reasons, may be able to drop the Capstone Skills class once satisfactory progress is met and the mentor and the teacher sign off as such.

ADDITIONAL CREDIT OPPORTUNITES

Independent Study ½ credit

Independent study takes place in all curricular areas. Independent study is an arrangement between the teacher and student in a specific course which gives the individual student the opportunity to meet course objectives as well as develop his or her own particular interest in the subject area. This may consist of work either during class time or outside the time allocated for class. Students interested in this type of opportunity should consult the teacher with whom they are enrolled and the appropriate department coordinator. Independent study programs are available for the student who wishes to independently pursue an educational program not available in any regular course offering. Such requests should be initiated by the student. A written plan should then be developed and submitted to the department coordinator, school counselor, and principal for final approval. In each case, a teacher must agree to assume responsibility for the independent study program. A commitment from the teacher and the written plan should be finalized by the start of the semester in which the work will be done. Such programs may be taken on either a **pass/fail or letter grade basis with the decision to be made prior to final approval of the program.**

Teaching Assistant (TA) ¼ credit Grade 12

Prerequisite: permission of the teacher

The TA works on a variety of support tasks to enhance the learning programs of students. Goals include: deepen understanding in a curricular area of interest; gain insight into teaching as a career; and collaborate with teachers and students for the benefit of all parties. A student may earn a maximum of ½ credit over two semesters. **The TA will receive a grade of pass/fail, not calculated in the weighted GPA.** Note: TAs are not privy to student grades or other confidential information.

AHS AFFILIATED PROGRAMS

Greater Hartford Academy of the Arts

The Greater Hartford Academy of the Arts is committed to the identification and training of Capitol Region students with talent and interest in the performing arts. At the Academy, these students develop performance skills in music, creative writing, dance, and acting classes taught by professional artists. Students acquire a broad understanding of the history and criticism of the arts through interdisciplinary study and through opportunities to experience professional arts events. Academy students receive counseling and information on performing arts careers so that they can make appropriate postgraduate plans with respect to their career choice.

The Academy provides a unique environment in which students from city and suburbs and from a variety of backgrounds and artistic interests can interact. Students attend their own high school in the morning for their core academic courses, and then in the afternoon they are transported to the Academy for their courses in the arts. Students can also choose to attend the Academy all day. Auditions are normally held in the spring of each year for the following school year. See your counselor for details. There is a tuition fee for students. Students receive three (3.0) credits in the Arts, which can include ½ credit of Physical Education if dance classes are taken. Students meet the Health requirement (.50 credit) through AHS's Biology course.

Greater Harford Academy of Mathematics and Science

The Greater Hartford Academy of Mathematics and Science (GHAMAS) is a half-day mathematics and science high school program managed by the Capitol Region Education Council. The school is both a resource center and academic program designed for students with the desire to excel in the fields of mathematics, natural sciences and technology. The mission of the academy is to provide exceptional opportunities for all students in science,

mathematics and technology in a diverse environment. Most GHAMAS courses carry honors level credit or, where indicated, Advanced Placement credit. Algebra I, however, is offered only at the College Preparatory level. Students meet the Health requirement (.50 credit) through GHAMAS's Biology course. Participating school districts receive access to all GHAMAS resources, teacher training and professional development and a wide variety of outreach programs directed toward Grades 4-12. The academy offers courses at the honors and advanced placement college level. Students attend the academy for half of the day and their home schools for the remainder of the day. In this environment, students are afforded an opportunity to be challenged to their maximum potential and are provided access to educational resources at Trinity College, Hartford Hospital, UConn, and the Institute of Living. GHAMAS is a member of the National Consortium of Specialized Secondary Schools of Mathematics, Science and Technology.

Bristol Technical Education Center

The Bristol Tech/Ed Center offers juniors or seniors a full-year vocational/technical program in which students receive credit toward AHS graduation requirements. This is a full-time program and is tuition free. Students complete technical training in one of seven areas. High school students receive seven (7) credits toward graduation requirements as follows:

1 credit in math, 1 credit in English, 1 credit in trade theory, 4 credits in applied vocational arts

The following programs are available:

- computer-aided drafting
- culinary arts
- digital micro processing technician
- environmental systems
- industrial electronics
- machine tool
- manufacturing
- welding

Adults and high school students will receive a trade certificate upon completion of the course. In an apprenticeship trade, students may receive 900 hours of credit. More information is available through the School Counseling Office.

Connecticut Open Choice Options

High school students have the option to participate in the State of Connecticut Open Choice program which allows for the two-way movement of urban and suburban students by attending the school of their choice following successful completion of an application process. For more information, please refer to the Connecticut State Department of Education's publication, Public School Choice in Connecticut: A Guide for Students and their Families. Visit their website at:

http://www.cpacinc.org/wp-content/uploads/2012/06/public_school_choice_2011.pdf or contact the school counselor.

VIRTUAL HIGH SCHOOL – GRADES 9, 10, 11, 12

Avon High School students benefit from the opportunity to take classes on-line through the Virtual High School Collaborative. VHS allows students the chance to participate in global virtual learning community and expand their knowledge in areas of interest beyond the regular curriculum. VHS courses are intended as enrichment and may not be substituted to meet graduation requirements or for courses otherwise offered as part of the regular curriculum. Space is limited and priority will be given to juniors and seniors. Please see your school counselor, and VHS coordinator in the Media Center for additional information.

Please note there is a separate add/drop policy for VHS. The add/drop period is open for only one week at the start of the semester.

VHS is qualified through the AP Course Audit to label its courses “AP”.

AP® Courses

AP® Art History
 AP® Calculus AB
 AP® Computer Science A
 AP® Economics: Micro and Macro
 AP® English Language and Composition
 AP® English Literature and Composition
 AP® Environmental Science
 AP® European History
 AP® French Language
 AP® Government & Politics: U.S.
 AP® Psychology
 AP® Spanish Language/Spanish V
 AP® Statistics
 AP® U.S. History
 AP® World History

International Baccalaureate

IB Economics SL IB Economics HL
 IB Information Technology in a Global Society
 IB Psychology SL
 IB Environmental Systems and Society
 IB Mathematics HL IB Film SL
 IB Spanish AB Initio

Arts

American Popular Music*
 AP® Art History
 Art History: Renaissance to Present
 Caribbean Art History
 Creating Art History*
 History and American Pop Music*
 History of Photography
 Music Composition*

Sports and American Society
 Music Listening and Critique*
 Music: Fundamentals of Composition*

Business

Business and Personal Law
 Entrepreneurship: Starting Your Own Business
 International Business: An Exploration
 Introduction to Statistics*
 Investing in the Stock Market
 Learning to Invest in the Stock Market
 Marketing and the Internet
 Personal Finance
 Statistics and Business Quality Management

Foreign Language

AP® French Language
 AP® Spanish Language/Spanish V
 Basic Mandarin: Chinese Language and Culture
 Latin 1
 Latin 2
 Portuguese 1
 Spanish Culture and 20th Century Hispanic Lit.

Language Arts

101 Ways to Write a Short Story
 Academic Writing*
 AP® English Language and Composition
 AP® English Literature and Composition
 Around the World in 80 Days*
 Blogs, Wikis, and Web Tools

Contemporary Irish Literature*
 Creative Writing for People Who Mean It
 Cultural Identity Through Literature
 Essay Writing
 Fantasy & Science Fiction Short Stories
 Film and Literature: The European Experience
 Folklore and Literature of Myth, Magic, and Ritual
 Ghoulies, Ghosties, and Long-Legged Beasties*
 Hearts of Darkness: Meeting Ourselves in Literature
 Heroes
 Horror, Mystery and Science Fiction Literature
 Introduction to English Literature and Composition
 Journalism in the Digital Age
 Literacy Skills for the 21st Century*
 Mythology: Stories from Around the World*
 Poetry Reading & Writing
 Poetry Writing
 Screenwriting Fundamentals*
 Shakespeare in Films
 To Kill a Mockingbird*
 Twentieth Century Women Authors
 Young Adult Literature*

Life Skills/Health
 Career Awareness for the New Millennium*
 Employability Skills for the 21st Century*
 Kindergarten Apprentice Teacher
 Introduction to Psychology

 Introduction to U.S. History*

Parenting in the Twenty-First Century*
 Perspectives in Health
 Preparing for College Admissions and Financial Aid
 Who Do I Want To Be When I Grow Up?*

Math

Algebra 1*
 Algebra 2*
 Algebra 2 Honors
 AP® Calculus AB
 AP® Statistics
 Geometry and Algebra Applications
 Introduction to Calculus AB*
 Introduction to Statistics*
 Math You Can Use In College
 Mathematical Reasoning and Logic
 Mathematics of Electricity*
 Number Theory
 Statistics and Business Quality Management

Science

Advanced Topics In Chemistry
 Anatomy & Physiology: A Study in Stability
 Animal Behavior and Zoology
 AP® Biology
 AP® Environmental Science
 Astronomy Basics
 Astronomy: Stars and the Cosmos
 Bioethics Symposium
 Biotechnology
 Chemistry II: Chemicals of Civilization
 DNA Technology
 Environmental Chemistry
 Environmental Science-The World Around Us
 Epidemics: Ecology or Evolution and the Nature of Science
 Forensic Science
 Great Inventions and Scientific Discoveries*

Genes and Disease
 Integrated Mechanical Physics
 Introduction to Biology*
 Introduction to Chemistry*
 Introduction to Environmental Science*
 Meteorology: A Study of Atmospheric Interactions*
 Nuclear Physics: Science, Technology & Society
 Oceanography: A Virtual Semester at Sea
 Physics for Inquiring Minds
 Pre-Veterinary Medicine
 Sustainable Energy Engineering
 The Human Body

Social Studies

American Foreign Policy
 American Multiculturalism
 AP® Economics: Micro and Macro
 AP® European History
 AP® Government & Politics: U.S.
 AP® Psychology
 AP® U.S. History
 AP® World History
 Arts and Ideas: The Best of Western Culture
 Community Service-Learning*
 Constitutional Law
 Criminology
 Current Issues in American Law and Justice
 Democracy in America?*
 Eastern and Western Thought
 Film and Literature: The European Experience
 Gods of CNN: The Power of Modern Media
 Great Inventions and Scientific Discoveries*
 Introduction to Economics*
 Introduction to Government*

Lewis and Clark’s Expedition*
 Maritime History: Riders on the Storm
 Peacemaking
 Pearl Harbor to the Atomic Bomb
 Philosophy I
 Practical Law
 Psychology I
 Psychology of Crime
 Sociology*
 Sports and American Society
 The Glory of Ancient Rome
 The Golden Age of Classical Greece
 The Holocaust
 The Vietnam War
 Who Do I Want To Be When I Grow Up?*

Technology/Tech Ed.

Advanced Web Design*
 Animation and Effects: Flash MX Basics*
 AP® Computer Science A
 Blogs, Wikis, and Web Tools CAD*
 Computational Science & Engineering
 Using Java
 Desktop Publishing: In an Information Age*
 Digital Literacy for a Digital Age
 Engineering Principles
 Introduction to Computer Science
 Journalism in the Digital Age
 Programming in Visual Basic*
 Sustainable Energy Engineering
 Technology and Multimedia*
 Web Design and Internet Research*
 Web Design: Artistry and Functionality*

	Grade 9	Grade 10	Grade 11	Grade 12
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English (4)	English 9	English 10	English 11 or AP Comp	English 12 or AP Lit or ECE x2
Math (3) Recommended = 4				
Social Studies (3.5) Recommended = 4	World History	HRMW	US History	Civics or AP Govt
Science (3) Recommended = 4	Environmental	Biology	Physics or IPC	
World Language (1) Recommended = 3 or 4				
Capstone (.5)				Capstone
Wellness (1)	Wellness 9	Wellness 10		
Personal Finance (.5)				
Fine Art (1)				
STEM (1)				
Electives (4)				

PLANNING SHEET FOR CLASS OF 2022

All students graduating in 2022 are required to earn **22.5 credits** in order to qualify for an Avon High School diploma.

-Graduation credit requirement for each category is posted above in parenthesis.

-Recommended credits posted below each course category.

PLANNING SHEET FOR CLASS OF 2023 and BEYOND

	Grade 9	Grade 10	Grade 11	Grade 12
English (4)	English 9	English 10	English 11 or AP Comp	English 12 or AP Lit or ECE x2
Math (3) Recommended = 4				
Social Studies (3.5) Recommended = 4	World History	HRMW	US History	Civics (.5) or AP Govt (1)
Science (3) Recommended = 4	Environmental	Biology	Physics or IPC	
World Language (1) Recommended = 3 or 4				
Capstone (.5)				Capstone
Mastery Based Experience (.5)				
Wellness (1)	Wellness 9	Wellness 10		
Health and Safety (1)			Health&Safety11	Health&Safety12
Personal Finance (.5)				
Fine Art (1)				
Humanities (.5)				
STEM (2.5)				
Electives (3)				

All students graduating in 2023 and beyond are required to earn **25 credits** in order to qualify for an Avon High School diploma.

- Graduation credit requirement for each category is posted above in parenthesis.
- Recommended credits posted below each course category.

