CROMWELL
HIGH SCHOOL

2018-2019
COURSE OF STUDIES

PROGRAM OF STUDIES

CROMWELL HIGH SCHOOL
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CROMWELL DISTRICT GOAL AND OBJECTIVES (High School Section)

GOALS:

- To ensure a safe and caring environment to support student learning.
- All students will demonstrate academic progress.
- Individuals will utilize information technology to support learning.

OBJECTIVES:

- Students will exhibit attitudes that are respectful of all cultures.
- All students will demonstrate improved skills in comprehension of both written and non-written materials.
- All students will demonstrate improved skills in mathematical reasoning.
- Individuals will utilize information technology to support learning.

CROMWELL HIGH SCHOOL CORE VALUES AND BELIEFS

The Cromwell High School community educates and inspires all students to apply essential skills needed to become productive and responsible citizens in the 21st century.

Each CHS student:

C	**C**ommunicates both independently and collaboratively using a variety of tools.
A	**A**pplies technology and resource tools responsibly and ethically.
R	**R**easons, inquires and solves problems.
E	**E**xhibits behaviors that respect members of a diverse world.
S	**S**hares the responsibility for his/her academic success.

Cromwell High School's Learning Expectations:

The CHS student will:

Academic:

1. Utilize critical thinking skills.
2. Employ problem solving skills.
3. Read actively and critically in a variety of situations.
4. Write effectively for a variety of purposes.
5. Speak effectively and clearly.
6. Apply technology effectively.
7. Demonstrate and recognize the principles of wellness and physical fitness.
8. Demonstrate understanding and skills in the fine and practical arts.
9. Demonstrate knowledge of world cultures.

Civic and Social:

1. Demonstrate civic and global awareness.
2. Demonstrate responsibility for his/her learning and behavior.

ACCREDITATION

The New England Association of Schools and Colleges is one of six nationally recognized regional accrediting associations in the U.S. and is the official accrediting agency for high schools in the six New England states. Institutional membership in the Association indicates that the school has been carefully evaluated and found to meet standards agreed upon by qualified educators. Consistent with evaluation procedure, Cromwell High School was evaluated in 2012. The evaluation consisted of a detailed appraisal by both our staff and a team of visiting educators. Specific areas of scrutiny include all curriculum programs, student activities, school mission and expectations, facilities, media, guidance and administrative services.

GENERAL INFORMATION

REQUIREMENTS FOR GRADUATION

A total of twenty-four (24) credits are required for graduation. *These credits* must include the following:

• English	4 credits
• Mathematics	3 credits
• Science	3 credits
• Social Studies	3 credits
• Career and Technology Education	.5 credit
• Fine Arts/Voc. Ed.	1 credit
• Electives	8 credits (or more)
• PE	1 credit
• Health	.5 credit

The completion of 30 hours of community service is required of all students.

Students should schedule at least six full credits, plus P.E./ Health. This will be our expectation, subject to course availability.

A student may be excused from physical education requirements only if written certification from a physician, stating the reason and duration of time to be excused, is presented and filed at school within two weeks after return to school. All medical excuses must be renewed on a semester basis.

SELECTION OF SUBJECTS

Parents/Guardians and students are urged to be realistic as they select courses and programs. The needs, both present and future, the abilities, the interests, the ambitions and inclinations of the individual pupil should be considered. Past performance in subjects taken and scores earned in standard group tests are aids in directing pupils. Parents/Guardians who intend to send their children to college should acquaint themselves, as soon as possible, with general entrance requirements. The guidance counselors will offer many opportunities for parents and students to learn more about college planning.

REPORT CARDS - MARKING PERIODS

Report cards are issued at Cromwell High School four (4) times during the school year. Through PowerSchool, the Parent Portal is available at all times to check student progress. If there are any questions, call the student's counselor at the high school at 632-4845.

COURSE MAKE-UP

Credit for make-up of subject failures will be granted only with an acceptable grade from an approved summer school, or by repeating the class. A student who is repeating the subject for which he/she has already received credit will be granted no additional credit but may select the higher grade received.

HOMEBOUND INSTRUCTION

Homebound instruction is available to all students who are unable to attend school because of an extended illness of at least 10 consecutive school days. Tutors will be made available to provide the student with classroom assignments. A written medical note from the student's physician must be submitted to Director of Special Services, Cromwell Board of Education, Mann Memorial Drive, Cromwell, CT 06416, before the tutorial services begin. If you have any questions, contact the student's counselor at the school at 632-4845.

COURSE CHANGE POLICY

No schedules will be changed to accommodate working schedules or preferred teachers. A student's first job is to be a full-time student.

The following exceptions may be considered:

(a) Improper placement, (b) Excessive course load for an individual's approved plan, and (c) Teacher recommendation. Courses dropped after three weeks of class will be graded with "WP" (withdrawn) or a "WF" (failure) based on the student's present academic grade. Students are responsible for any work that was assigned while they were enrolled in the class. Failure to complete that assignment will result in a grade of 0.

GUIDANCE SERVICES

The Cromwell High School Guidance/Counseling Department is committed to assisting students in all aspects of their high school experience. The guidance program includes group and individual meetings with students and families to assist with orientation, course selection, career and post high school planning, academic progress and personal counseling.

Guidance and counseling programs function to assist all pupils in (a) assessing and understanding their abilities, aptitudes, interests and educational need; (b) increasing their understanding of educational and occupational opportunities and requirements (c) helping them make the best possible use of these opportunities through the formulation and achievement of realistic goals; (d) assisting students in the decision making process; (e) helping students maintain normal personal/social adjustments; and (f) providing information useful to school staff members, parents and community.

Each student is assigned a Guidance Counselor according to the last name initial:

•A-F Ms. Stillman • G-M Mrs. Melillo • N-Z Mr. Chapin

Counselors are available to discuss any concerns that you have regarding course scheduling, post-educational planning, vocational and career plans, and personal concerns that may arise during the school year.

Parents and/or guardians are encouraged to contact the student's counselor regarding pupil services. The Guidance Department phone number is 632-4845.

FRESHMAN ORIENTATION
Grade 8 students will have an opportunity to meet with staff and high school students regarding academics, electives and extra-curricular activities at Cromwell High School.

High School counselors will meet with eighth graders to discuss Grade 9 Courses. Parents will be invited to a Parent Night and given an opportunity to discuss course selection with counselors.

CONNECTIONS
Connections is the Cromwell High School Mentoring Program. The goal of the Connection program is to make connections between and among students and adults in the school and the community. Time is allotted every Thursday for a mentor (an adult in our building) to meet with 10 to 12 students and explore a variety of topics. These topics may include improving performance in high school, preparing for high stakes tests, understanding your learning styles, current events, bullying issues and voting. The mentor will remain with those same students for their stay at CHS. Students and mentors are encouraged to share their ideas with the coordinator of the program.

SUMMER SCHOOL
Students who have failed a course required for graduation may qualify for attendance at area summer programs designed to fulfill credit requirements. Cromwell High School also offers a limited number of seats in an online credit recovery program.

Participation in a credit recovery program is contingent upon the following:

(a) A student may who have lost credit due to excessive absences
(b) All students who attend summer school must have prior approval of the Guidance Department and Administration to ensure credit
(c) Students who wish to attend an accredited summer school for enrichment courses are encouraged to do so. While said courses will be noted on the student's record, they will not be included as fulfilling a graduation requirement. Guidance Department approval must be obtained prior to completion of said course. Tuition and/or transportation is the responsibility of the student, and/or his/her parents or guardian.
(d) A registration fee may apply if participating in an area summer school program

STUDENT SUPPORT SERVICES

SUPPORT SERVICES
A number of support services in addition to the Guidance Department are offered to Cromwell High Students. A brief description follows:

Planning and Placement Team - The PPT at the High School is made up of an Administrator, Guidance Counselor, Director of Special Education, teacher and other support staff as necessary. This group meets to discuss the need for, or establish, an Individualized Educational Plan for students who are experiencing difficulty in the regular school program.

School Psychologist - The school psychologist provides a liaison between school, home and community services. The psychologist works directly with the students in groups or individually to help them understand their learning problems and counsels teachers, administrators and parents in resolving the student's problems.

Speech/Language and Related Services - The clinician screens, identifies and provides services for students with specific speech and language problems. Students selected for OT and PT therapy are seen in groups or individually.

TESTING PROGRAM
Two types of testing programs are available at Cromwell High School - aptitude and achievement. Achievement tests are curriculum based, designed to measure educational progress in specific subject matter areas. Aptitude tests are designed for predicting academic performance that reflect the intellectual caliber of the student.

Freshman
1. Naviance Career/College/Learning Style inventories
2. Renaissance Learning – STAR – Math & Literacy Test

Sophomores
1. Naviance Career Interest Inventory
2. Preliminary Scholastic Aptitude Test (PSAT) - October Practice for Junior PSAT/National Merit Test
3. Connecticut Academic Performance Test (CAPT) Science Only – Spring
4. Renaissance Learning – STAR – Math & Literacy Test

Juniors
1. Preliminary Scholastic Aptitude Test (PSAT/NMSQT) - October
2. Scholastic Aptitude Test (SAT) - Spring
3. Advanced Placement Tests - May

Seniors
1. Scholastic Aptitude Test (SAT) - Nov., Dec. & Jan.
2. Advanced Placement Tests - May

PRE-REFERRAL TEAM (STUDENT ASSISTANCE)
Pupil Personnel Staff (counselors, school psychologist, special education staff, nurse and administration) meet on a weekly basis to discuss students experiencing academic and behavioral difficulties, screen teacher referrals and make recommendations concerning individual intervention strategies. Parents/Guardians will be consulted and involved as needed, to assist the school in meeting the students' needs.

SPECIAL PROGRAMS

ADVANCED PLACEMENT PROGRAM
The College Entrance Examination Board, in cooperation with thousands of colleges, has established a program by which students can earn college credit for work done in high school. The Advanced Placement program offers high school students an opportunity to obtain college credit in thirteen different subject areas for work done while in high school. Each May, tests are given in the thirteen areas and students are given credit by colleges based on their scores on these exams. Some colleges will advance a high school graduate to the sophomore level immediately, because of his/her performance in the Advancement Placement exams. Students can thus save time, and therefore costs, in their college program, or at least open up their college schedules to allow greater flexibility. Other online AP VHS courses are available for a fee.

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

ECE instructors, who are certified as adjunct professors by UCONN faculty, create a classroom environment fostering independent learning, creativity and critical thinking - all pivotal for success in college. Cromwell High School offers ECE courses in Calculus, French, Statistics, and Physics. To support rigorous learning, University of Connecticut library resources are also available to students.

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

AP 2-D DESIGN
Prerequisite: Art 1, Art 2, Painting 1; Permission of instructor
It is recommended that students take the AP course over two full years, but the course can be completed in one year with significant summer work. Students considering taking this course should meet with the instructor in the spring before taking the course. The AP curriculum is designed to simulate the level of work required of a college foundation art student. AP Studio Art is recommended for serious art students with college-level ability who will develop mastery in concept, composition, and execution in their work. Through studio practice, classroom discussion and critique, application of design concepts, and informed decision-making, students will assemble a body of artwork that demonstrates a high level of quality and growth of content, technique, and process. Student portfolios will address three components: Quality, Concentration, and Breadth. Students will submit this body of work to the College Board for grading and possible college credit. This process takes the place of the traditional written AP exam. AP students are also expected to maintain a visual journal, participate in exhibitions and contests outside of school, complete open studio work after school, visit galleries or museums on their own time, and complete readings and homework assignments. AP Portfolio testing fees are required and material costs may apply.

ADVANCED PLACEMENT ENGLISH SEQUENCE
(Two Courses in grades 11 and 12)
The Advanced Placement English courses offer motivated high school students the opportunity to participate in a college-level program and receive college credit if their Advanced Placement Examination grades are considered acceptable by their college. The AP courses concentrate on learning to write with clear, concise, compelling English and developing critical reading and literary judgment through the study of various types of literature. While there are no rigid prerequisites for these courses beyond the recommendation of their tenth grade English teacher, candidates should have strong standardized test scores and grades in previous high school English courses, as well as a commitment to meet the rigorous demands and work load of a college level course.

ENGLISH LANGUAGE AND COMPOSITION (Gr. 11)
1 Year, 1 Credit
This course focuses on helping students become skilled readers of prose written in a variety of periods, disciplines and styles, and skilled writers of expository, analytical, argumentative, personal, and reflective prose. The students will study the interactions among a writer's purpose, audience expectations, and subjects, and will explore the various ways writers use language to develop effective writing. The course is organized through the study of American literature, concentrating on major works and types of literature in their ideological and philosophical contexts.

ENGLISH LITERATURE AND COMPOSITION (Gr. 12)
1 Year, 1 Credit
This course builds upon the skills emphasized in the Grade 11 course, focusing on the careful reading and critical analysis of imaginative literature. Through the in-depth reading of sophisticated texts from a variety of genres, styles and periods, students should deepen their understanding of the ways writers use language to provide meaning. The course is organized through the study of literary genre, using works of recognized quality to gain a perspective of literary, philosophical and ideological traditions and their influence upon later writers.

ADVANCED PLACEMENT AMERICAN HISTORY (Gr. 11) 1 Year, 1 Credit
This course offers students the opportunity to participate in a college level program. Over 200 colleges grant a year's advanced standing for qualified Advanced Placement candidates: Advanced Placement American History will provide motivated students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American History. Special attention will be paid to economic, social, cultural and political themes. This course presents accelerated assignments beyond U.S. Survey and Topics.

AP UNITED STATES GOVERNMENT AND POLITICS (Gr. 12) 1Year, 1.0 credit

This course is open to all students who are willing to accept the challenge of a rigorous curriculum in preparation for the Advanced Placement exam in May and possible college credit. A college-level text is used in addition to other relevant reading materials. The course will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics.

ADVANCED PLACEMENT/UCONN CALCULUS AB

1 Year, 1 Credit

Advanced Placement Calculus consists of a full year of work in calculus. It is comparable to courses taught in colleges or universities, and is available only to those students who have demonstrated mastery of algebra, geometry, trigonometry, and functions. To be successful in this course, students should have a B or better in Pre-Calculus.

AP Calculus will cover the full extent in differential and integral calculus, with emphasis on the use of graphing calculators. It is required that the students use a graphing calculator in this course.

ADVANCED PLACEMENT STATISTICS / UCONN STATISTICS

1 Year, 1 Credit

AP Statistics is equivalent to a one-semester, introductory, non-calculus based college statistics course. It is open only to students who have demonstrated mastery of prerequisite skills by achieving a B or better average in Algebra I, Geometry, and Algebra II. The course covers elementary probability, sampling distributions, normal theory estimation and hypothesis testing, regression and correlation, and exploratory data analysis. The major concepts and tools for collecting, analyzing, and drawing conclusions from data are practiced through four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference.

ADVANCED PLACEMENT BIOLOGY

1 Year, 1.5 Credits (with two labs)

AP Biology is an introductory college-level biology course. 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. It provides students with the conceptual framework, actual knowledge, and analytical skills necessary to deal with the rapidly changing science of biology.

ADVANCED PLACEMENT CHEMISTRY

1 Year, 1.5 Credits (with two labs)

Prerequisite: B or better in Level 1 or higher Math and Science Courses including Geometry, Algebra II and Biology.

This course is designed to be the equivalent of a college introductory course usually taken by science majors during their first year of college. Concepts studied include matter, chemical language, stoichiometry, molecular geometry, bonding, atomic theories, and gas laws. Advanced topics include thermodynamics, equilibrium, kinetics, oxidation and reduction, acid/base equilibrium, electrochemistry. Students perform college-level laboratory investigations and are required to keep a lab journal.

UCONN PHYSICS

1 Year, 1.5 Credits (with three labs)

Prerequisite: B or better in Level 1 or higher Math and Science Courses including Geometry, Pre-Calculus and Chemistry.

This course will cover the curriculum as outlined by the University of Connecticut for both General Physics Q1201 and Q1202. Students can earn up to 8 credits (4 per semester) from UCONN by earning a C (not a C-) or better in the course for each semester. Students will be required to take the final exams provided by UCONN, which are required to be counted as 25% of the UCONN course grade. Topics will include Mechanics, Heat, Electromagnetism, Light and Modern Physics. There is an emphasis in collecting empirical data and applying mathematics to develop the theories studied. Students taking UCONN Physics are capable and are often taking AP Calculus concurrently.

ADVANCED PLACEMENT FRENCH IV, V, / UCONN

1 Year, 1 Credit

This course is the continued development of all four-language skills: speaking, listening, reading, and writing. It introduces the finer points of grammatical structure. Considerable amount of time is devoted to the reading of short stories and excerpts from novels. Conversational skills are encouraged and fine-tuned through classroom discussions. Writing skills are further enhanced in order to master the skill of writing in French. An alternating curriculum will be presented each year in order to accommodate both French IV and V students. A student who successfully completes the course with a minimum of C for two consecutive semesters can be granted college credit through the UCONN co-op program. The student will have to register at the beginning of the school year. A maximum of 6 college credits may be granted for the completion of French IV and V. These credits may be granted for the completion of French IV or V.

ADVANCED PLACEMENT SPANISH V

1 Year, 1 Credit

This course provides the student with a complete grammar review and introduces some of the finer points of grammatical structures. Conversational skills will be refined through individual student oral presentations and debates. Listening skills will be sharpened through aural discriminatory assessments. Writing skills will be developed through creative writing assignments. Reading skills will be polished through excerpts from a selection of novels comparing and contrasting works of different literary periods.

Students are expected to take the AP Spanish examination during May. Requirements, applications, and/or other descriptive material will be furnished by the instructor and/or guidance counselor.

ADVANCED PLACEMENT MUSIC THEORY
1 Year, 1 Credit
Students in AP Music Theory should have at least one year of high school music and must be prepared to study the language of music. AP Music Theory integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and to some extent history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course. The student's ability to read and write musical notation is fundamental to this course. It is strongly recommended that the student will have acquired at least basic performance skills in voice or on an instrument. Students enrolled in AP music theory are expected to take the AP music theory exam in May.

UCONN INTRODUCTION TO INDIVIDUAL AND FAMILY DEVELOPMENT (Gr. 11-12)
1 Year, 1 Credit
Prerequisite: Successful completion of two years of English/Language Arts, one year of social studies and one year of Science.
Human development throughout the lifespan, with emphasis upon the family as a primary context.
This is an introduction to individual and Family Development. Students interested in Family Life Education, Early Childhood Development and Education, Early Childhood and or Child and Adolescent Development, Aging, Family Consumer Science, Families with disabilities, Social Work, and Health Care would greatly benefit from taking this course. The course is an introduction to the general study of the human development conceptions to very old age. The course examines physical, intellectual, social and emotional growth across the lifespan, emphasizing development results from the interdependence of these areas at every stage.

AP COMPUTER SCIENCE PRINCIPLES (Gr. 11-12)
1 Year, 1 Credit
Prerequisites: Algebra 1 and Algebra 2:
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cyber security concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

COURSE CATALOGUE
2018-2019

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Cromwell High School offers courses of instruction to meet the needs of all students. We encourage students to pursue a subject as deeply as their individual ability, achievement, imagination, and initiative permits. To realize this goal, courses in English, Social Studies, and some Science and Mathematics courses are offered at different levels of difficulty. A student with proper guidance is allowed to select a level which is most appropriate for him/her. It is possible for a student to be at one level in a given discipline, but working on a different level in another course area. Individual student levels are adjusted as the need arises. Listed below are the levels of instruction and a brief description of the academic requirements of each category. Each course description contains the course category of instruction as a guide to use when selecting courses for the coming year.

LEVEL H - This level consists of courses in the Advanced Placement Program, and UCONN Early College Experience for which students receive college credit. Students who enroll in these courses must be highly motivated, have demonstrated superior academic ability, as evidenced by prior success in the subject matter, be willing to work with challenging materials, and be able to work independently. *Potential college credit courses will be designated with an asterisk (*).*

LEVEL 1 - This level consists of vigorous course work to prepare students for competitive four-year colleges. Students who enroll in these courses must demonstrate superior academic ability, a high level of motivation, and strong competencies in verbal and written expression, abstract thinking and research skills. Students will be expected to read, write and study independently in preparation for classroom instruction.

LEVEL 2 - This level of course work offers students working at grade level a solid academic foundation suitable for a wide range of post-secondary school options such as two or four-year college programs, technical and vocational schools. Students who enroll in these courses work independently at grade level and also receive instruction for employing strategies to develop stronger academic skills.

WEIGHTING OF GRADES

Class rank places the emphasis on the quality of work rather than on the quantity of credits. Although all phases of a student's record in high school are considered, his/her scholastic achievement is the most important single item. Therefore, class rank based on the quality of the work expected of a student in his/her high school experience is significant to those students who are seeking admission to colleges and universities and/or quality employment opportunities. Determination of the valedictorian and salutatorian will be based on grades through the first semester of senior year. Three levels of weighting will be used to compute rank: Honors, levels one, and level two.

Please consult the course catalogue and individual course descriptions for level designation. To determine class rank, the number of credits earned is divided into the sum of the weighted grade point values. Class rank is computed at the end of each year and reviewed at the end of the first semester in the senior year.

The system of weighed grading per semester:

	Level H	Level 1	Level 2
97-100	12.0	10.5	9.0
93-96	11.5	10.0	8.5
90-92	11.0	9.5	8.0
87-89	10.5	9.0	7.5
83-86	10.0	8.5	7.0
80-82	9.5	8.0	6.5
77-79	9.0	7.5	6.0
73-76	8.5	7.0	5.5
70-72	8.0	6.5	5.0
67-69	7.5	6.0	4.5
63-66	7.0	5.5	4.0
60-62	6.5	5.0	3.5
0-59	0.0	0.0	0.0

SUGGESTED COLLEGE PROGRAM SEQUENCE

This program is strongly recommended for those who plan to attend a four-year college as well as those who intend to become a registered nurse or attend a technical college. Students who plan an Art, Music or Business major in college should complete the preparatory program as recommended and choose electives in the field of their specialization.

GRADE 9
English - Level 1
Algebra I or II – Level 1
World Language I or II
World History – Level 1
Physical Science – Level 1
Career &Technology Education
Health Education

GRADE 10
English 10 - Level 1 or 2
Geometry – Level 1 or 2
World Language I or II
Modern World History and Civics – Level 1 and 2
Biology – AP Level 1 or 2
Electives
Physical Education

GRADE 11
English 11 - Level 1 or 2 or AP English 11
Algebra II, Trigonometry, Pre-Calculus, or Statistics
World Language III or IV
U.S. History Topics – Level 1 or 2 or AP U.S. History
Chemistry – Level 1 or 2 or AP Chemistry
Forensics
Environmental Science
AP Biology
Physical Education
AP Computer Science Principles

GRADE 12
English 12 - Level 1 or 2 or AP English
Statistics - Level 1, Level 2 or AP Statistics
Calculus Level 1 or AP Calculus, Trigonometry or Pre-Calculus
World Language IV or V or AP/UCONN
Sociology/Psychology
Law
Physics/UCONN Physics
AP Chemistry
Microbiology/Botany
Forensics
Environmental Science
Anatomy/Physiology
AP United States Government and Politics

The above programs, allow students to meet the minimal entrance requirements at a majority of institutions. Students should strengthen their program by electing additional courses in as many of the basic areas of Mathematics, Science, Social Studies and World Language as possible. Additional program strengths may be gained by completing courses on the Advanced Placement and Level One.

Students are advised to consult the catalogues of those schools they might wish to attend as early as possible to determine specific entrance requirements for the college or particular program within the college. The student and his/her parents/guardians are encouraged to seek the assistance of the Guidance Counselor in discussing and planning for higher education.

REQUIRED COURSE OFFERINGS

GRADE 9
English 9
Mathematics
Science – Physical Science
Social Studies – World History
Health Education

GRADE 10
English 10
Mathematics
Social Studies – Civics/Modern World History
Science – Biology, A.P. Biology
Physical Education

GRADE 11
English 11 or AP English Language and Comp.
U.S. History Topics or AP U.S. History
Mathematics
Science- Chemistry, AP Chemistry
Physical Education

GRADE 12
English 12 or AP English Literature and Composition

CATEGORIES FOR ELECTIVES

In keeping with our mission statement, we strongly encourage all students to take a minimum of one course from each category.

Communications	Fine Arts	Personal and Family Development	Science and Technology	
French	Art II	20th Century American Music	Accounting	Innovation & Invention
Marketing and Advertising	Art Portfolio	Culinary Arts I & II	Advanced Woodworking	Intro. to Woodworking
Spanish	Band	Culinary Arts III	Anatomy and Physiology	Microbiology
Digital Communications I	Concert Band (10-12)	Law	Business Law and International Law	Physics
Digital Communications II	9th Grade Band	Personal Finance	Calculus	Robotics/CADD
	Advanced Sculpture	Psychology	Career Connections	Statistics
	Chorus	Sociology	Computer Applications	STEM
	Critical Writing	Textile and Clothing	Entrepreneurial Economics	Technical Math
	Drama	Understanding Children	Environmental Science	Trigonometry
	Intro to Art			Television Production
	Mixed Media			Video Production
	Music Technology I			Computer Programing
	Music Technology II			Music Technology II
	AP Music Theory			
	Painting			
	Piano I			
	Piano II			
	Guitar			
	Intro. to Sculpture			
	Select Choir			
	Intro to Theater			

COURSE LISTING 2017-2018

Detailed information of the courses listed below can be found on the following pages.
*Potential college credit courses.

ART

	LEVEL	CREDIT	TIME	GRADE(S)
Art I	2	0.5	Sem.	9-12
Art II – Expanded Art and Design	2	0.5	Sem.	9-12
Painting	1	0.5	Sem.	10-12
AP Studio Art	H	1	Year	10-12
Advanced Sculpture	1	0.5	Sem.	11-12
Introduction to Sculpture	2	0.5	Sem.	9-12
Mixed Media	2	0.5	Sem.	9-12

BUSINESS EDUCATION

	LEVEL	CREDIT	TIME	GRADE(S)
*Computer Applications	2	0.5	Sem.	9-12
*Accounting	1	1	Year	10-12
Marketing & Advertising	1	0.5	Sem.	10-12
Career Connections	2	0.5	Sem.	10-12
Entrepreneurship	1	0.5	Sem.	10-12
Personal Finance	1,2	0.5	Sem.	10-12
Investing in Your Future	1,2	0.5	Sem.	10-12

ENGLISH

	LEVEL	CREDIT	TIME	GRADE(S)
English 9	1	1	Year	9
English 10	1,2	1	Year	10
English 11	1,2	1	Year	11
AP English Language 11	H	1	Year	11
English 12	1,2	1	Year	12
AP English Lit 12	H	1	Year	12
Reading Lab	2	1	Year	9,10
*Public Speaking	1	0.5	Sem.	11-12
Philosophy & Literature	1	0.5	Sem.	11-12
College/Career Capstone	1	1	Year	11-12
ESOL 1	2	1	Year	9-12
ESOL 2	2	1	Year	9-12

Students may take these electives (marked 1,2) at a higher level academically but must receive prior approval from the instructor and administration.

FAMILY AND CONSUMER SCIENCE

	LEVEL	CREDIT	TIME	GRADE(S)
*Understanding Children	2	0.5	Sem.	9-12
Culinary Arts I	2	0.5	Sem.	9-12
Culinary Arts II	2	0.5	Sem.	9-12
Culinary Arts III	2	0.5	Sem.	11-12
Textiles and Clothing	2	0.5	Sem.	9-12
UCONN Into to Individual and Family Devel.	H	1	Year	11-12

MATH

	LEVEL	CREDIT	TIME	GRADE(S)
Algebra I	1	1	Year	9
Algebra II	1,2	1	Year	9-12
Geometry	1,2	1	Year	10
Math Lab	2	1	Year	9-11
Real Life Math	2	1	Year	12
Trigonometry	1	1	Year	11-12
Pre-Calculus	1	1	Year	11-12
Calculus	1	1	Year	11-12
*AP/UCONN Calculus	H	1	Year	11-12
*AP/UCONN Statistics	H	1	Year	11-12
Statistics	1,2	1	Year	11-12
Technical Mathematics	2	1	Year	10-12

MUSIC

	LEVEL	CREDIT	TIME	GRADE(S)
Concert Band	1,2	1	Year	10-12
9th Grade Band	1,2	1	Year	9-12
Intro to Music Theory	1	0.5	Sem.	9-12
AP Music Theory	H	1	Year	11-12
Music Technology I	2	0.5	Sem.	9-12
Music Technology II	2	0.5	Sem.	10-12
Piano I	2	0.5	Sem.	9-12
Piano II	2	0.5	Sem.	9-12
Guitar	2	0.5	Sem.	9-12
9th Grade Chorus	1,2	1	Year	9-12
Intro to Theater	2	0.5	Sem.	9-12
Pop Music History	2	0.5	Sem.	9-12
Concert Choir	1,2	1	Year	10-12

PHYSICAL EDUCATION/ HEALTH

	LEVEL	CREDIT	TIME	GRADE(S)
Health		0.5	Sem.	9
General PE (10)		0.5	Sem.	10
Personal Wellness		0.5	Sem.	11-12
Team Sports		0.5	Sem.	11-12
Unified PE		0.5	Sem.	11-12
Lifetime Activities		0.5	Sem.	11-12

SCIENCE

	LEVEL	CREDIT	TIME	GRADE(S)
Physical Science	1	1.25	Year	9
AP Biology	H	1.5	Year	10-12
Biology	1,2	1.25	Year	10
Environmental Science	2	1	Year	11-12
Chemistry	1,2	1.25	Year	11-12
*UCONN Physics	H	1.5	Year	11-12
Physics	1,2	1.5	Year	11-12
Anatomy & Physiology	1	1.25	Year	11-12
Forensic Science	1, 2	1	Year	11-12
AP Chemistry	H	1.5	Year	11-12
Microbiology	1	0.75	Sem.	11-12
Botany	1	0.75	Sem.	11-12

SOCIAL STUDIES

	LEVEL	CREDIT	TIME	GRADE(S)
World History I, II	1	1	Year	9
Civics	1,2	0.5	Sem.	10
Economics	1	0.5	Sem.	11-12
Modern World History	1,2	0.5	Sem.	10
U.S. History	1,2	1	Year	11
*AP U.S. History	H	1	Year	11
Psychology	1	0.5	Sem.	11-12
Sociology	1	0.5	Sem.	11-12
Law	2	0.5	Sem.	11-12
*AP United States Government & Politics	H	1	Year	12

SPECIAL EDUCATION

	LEVEL	CREDIT
School and Career Workshop I	4	1	Year	10-12
Life Skills	4	1	Year	9-12
English	4	1	Year	9-12
Math	4	1	Year	9-12
Study Skills	2	0.5	Sem.	9-12

TECHNOLOGY EDUCATION

	LEVEL	CREDIT
STEM	1	0.5	Sem.	9-10
Introduction to Woodworking	2	0.5	Sem.	10-12
Advanced Woodworking	1	0.5	Sem.	10-12
Robotics/CADD	1	0.5	Sem.	9-12
Digital Communications I	1	0.5	Sem.	10-12
Technical Mathematics	2	1	Year	11-12
Innovation and Invention	1	0.5	Sem.	10-12
Computer Programing	1	0.5	Sem.	9-12
Video Production	1	0.5	Sem.	10-12
AP Computer Science Principles	1	1	Year	10-12
Information Technology	1	1	Year	9-12
Music Tech II **(Must take Music Tech I prior to Music Tech II)**	2	0.5	Sem.	10-12

WORLD LANGUAGES

		LEVEL	CREDIT	TIME	GRADE(S)
French II	1	1	Year	9-12	
French III	1	1	Year	9-12	
UCONN French IV, V/AP	1	1	Year	11-12	
Spanish I	1	1	Year	9-12	
Spanish II	1	1	Year	9-12	
Spanish III	1	1	Year	10-12	
Spanish IV	1	1	Year	11-12	
Spanish V/AP	H	1	Year	11-12	

ART COURSES

Art I – **Introduction to Art - Level 2** 1 Semester, 0.5 Credit
Art 1 is a fundamental visual arts course introducing students to developing their own sense of self-expression while exploring the elements of art and principles of design within a variety of media. Major units of study will focus on increasing students fluency in the skills of Drawing, Painting, Printmaking and Sculpture. Students will explore historical and contemporary artists as they relate to understanding art as a visual language. This course also explores how we create meaningful connection to art careers and current events.

Art II - Expanded Art and Design – Level 2
1 Semester, 0.5 Credit
Prerequisite: Art I
This course extends many of the concepts introduced in Art 1 Students will continue to develop their fluency with more advanced and independent projects. Students will be encouraged to advance confidence in their artwork by using inspiration from personal experiences and ideas. Students will explore problem solving, art appreciation, and the application of elements and principles of design. Taking Art 2 will provide more opportunities to learn techniques, processes and concepts in a creative environment.

Painting - Level 1 1 Semester, 0.5 Credit
Prerequisite: Art I and Art II
Students will learn a variety of painting techniques. Students will understand and apply techniques in color mixing, the Color Wheel, and tints & shades, and analyze and apply techniques from art history's master artists. Students will create paintings in portraits, landscapes, still life and abstract artworks. Students will learn techniques that can be applied to acrylics and watercolor.

AP Studio Art 1 Year, 1 Credit
Prerequisite: Art 1, Art 2 and at least one additional art course. *Students interested in this course must obtain a recommendation of the instructor with a comprehensive portfolio review*.
It is recommended that students submitting the AP portfolio take TWO full years of *AP Studio Art* in order to complete the required portfolio of artwork for each discipline. The AP curriculum is designed to simulate the level of work required of a college foundation art student. AP Studio Art is recommended for serious art students with college-level ability who will develop mastery in concept, design, and execution in their work. *Students submitting a portfolio must choose from one of the following portfolios: Drawing, 2D or 3D. Students must also be extremely motivated and capable of working independently.* Through studio practice, classroom discussion and critique, application of design concepts, and informed decision-making, students will assemble a body of artwork that demonstrates a very high level of quality and growth of content, technique, and process. Student portfolios submitted to the College Board address three components: *Quality, Sustained Investigation, and Range of Approaches.* Students will submit this body of work to the College Board for grading and possible college credit. This process takes the place of the traditional written AP exam. AP Studio Art students are also expected to maintain a visual journal, participate in exhibitions and contests outside of school, complete open studio work after school, visit galleries or museums on their own time, and complete readings and homework assignments. AP Portfolio testing fees are required and material costs may apply.

Advanced Sculpture – Level 1 1 Semester, 0.5 Credit
Prerequisite: Art I and Art II
Students in Sculpture class will work within two units, molding and assemblage, to create sculptures from clay or plaster and assemble sculptures from cardboard or wire. The elements of form, space, and texture are emphasized in the exciting projects we will create. Sculpture media may include wire, metal, plaster, plaster gauze, paper mache', soft sculpture materials, foamcore board, clay, and wood. Students will solve problems creatively in this hands-on art class.

Introduction to Sculpture – Level 2 1 Semester, 0.5 Credit
In this course, students will be introduced to exploring basic sculpture skills and techniques in various media. Students will examine both functional and aesthetic needs as it relates to sculpture and will be introduced to ceramic wheel throwing. The process of glazing in ceramics will be introduced. Students will work independently and in groups using additive and subtractive concepts in a variety of sculpture materials.

Mixed Media - Level 2 1 Semester, 0.5 Credit
Students will learn alternative art making skills that combine art techniques to create projects inspired from everyday life. Students will discover how artists use personal ideas in the creation of art projects that combine techniques in painting, drawing, sculpture, and photography. Students will learn the visual language of art while making collages, drawings, paintings, and sculptures.

BUSINESS EDUCATION COURSES

The Business Education Department is committed to the goal of teaching ALL students the needed skills to become computer proficient before graduation. The department offers organized experiences designed for students to acquire skills that will be needed for employment, college and professional use.

Accounting Level 1(Gr. 10-12) 1 Year, 1 Credit
Accounting is the "language" of business and useful for any student pursuing a business career. Students learn, in a hands-on learning environment, how accountants record and report

financial transactions using work papers and computer technology. Business simulations are utilized to reinforce understanding and practical application for advanced study and entrance into the workplace. Peachtree Accounting Software is used to teach students how modern businesses use computers for double-entry accounting. College credit may be earned through the Middlesex Tech Prep Program. Students may also earn a math or elective credit.

Career Connections – Level 2
(Gr. 10-12) 1 Semester, 0.5 Credit
This course focuses on various academic, professional, and real world disciplines that develop career planning skills while connecting learning with work. Students strengthen and refine communication skills including: writing, listening, speaking, and applying decision-making skills to problem solving activities. Personal marketing, finance, and computer proficiency is emphasized to prepare students for rewarding career opportunities. Job shadowing, internships, mentoring, and leadership skills are developed according to individual needs. Students must apply and be accepted for entrance to the program.

Computer Applications - Level 2
(Gr. 9-12) 1 Semester, 0.5 Credit
This course will focus on giving students the opportunity to gain knowledge and application skills involving Microsoft Office Software. The students will work on various assignments and application projects that will demonstrate their skills, abilities, and proficiency in using Microsoft Word, Excel and PowerPoint, as well as tutorials on Google Docs, Sheets and Slides. These skills will help them with their current academic demands throughout the curriculum as well as any future professional or academic pursuits.

Entrepreneurship – Level 1
(Gr. 10-12) 1 Semester, 0.5 Credit
Students will gain an understanding of competition with U.S. and international companies. Through computer simulation, students will run their own company, analyze current economic situations, and make decisions in the areas of production, quality control, manufacturing, research, development, sales, marketing, and finance. Students will develop skills to manage businesses including planning, financing, legal requirements, and management concepts and practices.

Marketing and Advertising – Level 1
(Gr. 10-12) 1 Semester, 0.5 Credit
Students explore marketing activities including: selling, advertising, management, and merchandising in various projects and simulations. Modern retailing and entrepreneurial activities are investigated and applied to develop student skills in designing, planning, implementing, and promoting successful products and services. Students learn how to make professional presentations for a variety of businesses including: retail, travel, music, sports, fashion, food, and e-commerce. Emphasis is placed on student creativity working in teams on business simulations.

Personal Finance - Level 1 & 2
(Gr. 10-12) 1 Semester, 0.5 Credit
Students will explore financial decision-making in everyday life. Topics will include: Personal Finance Planning, Finances & Career Planning, Money Management Strategy, Banking, Consumer Credit, Protecting Your Finances with Insurance Retirement Planning and more. Students will also use activities and software to apply what they have learned. This course is a prerequisite for Investing in Your Future.

Investing in Your Future - Level 1&2
(Gr. 10-12) 1 Semester, 0.5 Credit
Prerequisite(s): Personal Finance ("C' or better)
Students will gain and apply knowledge about the importance of future investment planning. Topics covered will include: Plan for Life, Investment Power, Mutual Funds, Protecting Yourself and Your Investments with Insurance, Investment Principles, Research/Stock Selection, and Future Projections. Students will use simulation software to apply and practice the skills developed in this course.

ENGLISH COURSES

The freshman and sophomore English program consists of a sequence of required courses that are designed to strengthen students' communication skills. All courses will emphasize developing critical reading, writing and oral proficiency in alignment with Connecticut's Language Arts Standards.

In accordance with the school's English graduation requirement, each student must take a minimum of four courses, including at least one English course each semester.

All English courses will include comprehensive units of study that address the following areas:

- Reading at an appropriate level of difficulty
- Vocabulary development based on reading content
- Process writing to develop formal writing skills, including functional grammar and usage instruction
- Development of speaking and listening skills.

Each course may also include:

- Creative Language Arts experiences, i.e. dramatic role-playing, creative writing, multi-media presentations
- Independent personal choice reading in addition to class selections

English 1 Year, 1 Credit
English 9 Level 1: This class serves as an introduction into literary analysis and composition through various modes including expository, narrative and argument. The course is designed to provide students with a challenging curriculum using a wide survey of readings from both literature and nonfiction texts. The readings for the course place an emphasis on the classics, as students will read *Night*, *To Kill a Mockingbird, and The Tragedy of Romeo and Juliet* among many other works. Over the course of the year, students will develop their critical reading, speaking and thinking skills through a broad range of learning opportunities. All students will be reading an independent reading book of their choice.

English 10 Level 1: The 10th grade curriculum will focus on World Literature including The Ancient World; Central and Latin America; the Eastern World; and Africa. Close passage and literary analysis remains the primary focus of the reading curriculum and the writing curriculum will include, but not be limited to further developing skills in expository, argument and narrative writing as well as speaking and listening. A high level

of independence is required to be successful. All students will be reading an independent reading book of their choice.

English 10 Level 2: This course will follow the same standards as English 10 Level 1; however, reading selections may differ in text complexity and will offer more guided practice and differentiated lessons. All students will be reading an independent reading book of their choice.

English 11 Level 1: The 11th grade curriculum will focus on a survey of American literature. By junior year, students should have both a solid background in literary analysis and be proficient in writing analytical essays in preparation for college. Students will explore a variety of genres spanning several centuries. The writing at this level asks students to synthesize information from multiple sources and make inferences in a variety of assessments. Students will continue to develop their speaking and listening skills. In the spring, students will engage in developing a personal narrative portfolio in preparation for the college essay. A high level of independence is required to be successful. All students will be reading an independent reading book of their choice.

English 11 Level 2: This course will follow the same curriculum as English 11 Level 1; however, reading selections may differ in text complexity and will offer more guided practice in addition to differentiated lessons. All students will be reading an independent reading book of their choice.

English 12 Level 1: The 12th grade curriculum is a Senior Seminar in which students will undertake an advanced study of literature to further develop their critical reading, writing, speaking and listening skills. Literary choices include works from Shakespeare, Shelley, Remarque and a variety of other genres and authors. Students will develop their individual voice in writing as they prepare for advanced post-secondary opportunities. In the spring students will engage in a creative, multi-genre project in which they will reflect on their personal growth throughout their high school journey. All students will be reading an independent reading book of their choice.

English 12 Level 2: This course will follow the same curriculum as English 12 Level 1, however, reading selections may differ in text complexity, and will offer more guided practice and differentiated lessons. All students will be reading an independent reading book of their choice.

AP English Language and Composition (Gr. 11)
1 Year, 1 Credit
How do writers use language to argue ideas effectively? In this course, the focus is on the basic elements of author's voice (diction, detail, imagery, syntax, and tone) and how his/her use of rhetorical techniques work together to create meaning in persuasive and narrative texts. Students will study these elements in readings from a variety of time periods and subjects in primarily non-fiction texts. The readings cover personal identity (through memoir), war, science, nature, current events, and the speech. Students will utilize what they analyze from these texts in their own analytical, narrative, expository, and persuasive writing to demonstrate skill in critical thinking, in the application of the writing process, and use of the elements of voice and rhetorical techniques. The students are expected to perform independent research, expand their vocabulary, utilize academic grammar, and participate in class discussion.

AP English Literature and Composition (Gr. 12) 1 Year, 1 Credit
This course builds upon the skills emphasized in the Grade 11 course, focusing on the careful reading and critical analysis of imaginative literature. Through in-depth reading of sophisticated texts from a variety of genres, styles and periods, students should deepen their understanding of the ways writers use language to provide meaning. The course is organized through the study of literary genre and using works of recognized quality to gain a perspective of literary, philosophical and ideological traditions and their influence upon later writers.

Reading Lab 9th grade – Level 2 1 Semester, 0.5 Credit
This course is designed to help students improve their reading and study skills. Reading assessments will identify areas of strength and weakness. Small group and individualized instruction will focus on improving reading strategies, comprehension, and vocabulary. Assistance will be given to students with core-curriculum content and personal reading.

Reading Lab 10th grade – Level 2 1 Semester, 0.5 Credit
This course is designed to help students improve their reading and study skills. Reading assessments will identify areas of strength and weakness. Small group and individualized instruction will focus on improving reading strategies, comprehension, and vocabulary. (Strategies for the CAPT exam will be implemented.)

ENGLISH ELECTIVE OFFERNINGS

These two courses do not satisfy the English credit requirement. If a student enrolls in one of these electives, he/she must be enrolled in regular English class as well. Priority is given to seniors.

Public Speaking: Fall Semester, 0.5 Credit
This course explores the many different types of public speaking. This includes giving speeches, formal presentations, and performances of many types. The emphasis is placed on student development and performance of the different types of public speaking opportunities. The class researches and utilizes the methods of effective public speaking, including the study of great speeches, to discover and use the elements that made them great.

Philosophy and Literature: Spring Semester, 0.5 Credit
Since the dawn of humanity, we have been trying to figure out the same basic questions: Why are we here? How did the universe come about? What does it all mean? In this course, these questions will be studied by reading some of the classics of world literature and philosophy. Using the thoughts, ideas and characters presented by these authors, students will explore the mysterious aspects of humanity, the world and the universe.

College/Career Capstone Level 1: 1 Year, 1 Credit
Grade 11-12
This Capstone course allows for students to choose a field of interest and design their own course of study to explore throughout the year. Based on an individual passion, the student

experience will include research, a community connection (which may include a job shadow or internship), and a professional presentation of learning and growth. Students will be required to meet benchmarks throughout the year to ensure a completed project. This course will help students further their knowledge in an area of interest, and develop and perfect the skills needed to prepare for college and a career.

OTHER OFFERINGS

ESOL 1 1 year, 1 credit
Grades 9-12
Prerequisite: Testing results/Teacher recommendation This is an introductory course in the language in which the student learns the sound system and the rudiments of the four basic language skills- listening, reading, writing, and speaking. The student learns basic sentence structures and begins to communicate in the language, both in oral and written forms.

ESOL 2 1 year, 1 credit
Grades 9-12
Prerequisite: Pass ESOL I or LAS score of 2-3
The student continues the development of the four basic skills in the language including reading, writing, speaking, and listening. The student gains greater proficiency and is exposed to more complex grammar structures and language patterns.

FAMILY AND CONSUMER SCIENCE

Understanding Children 1 Semester, 0.5 Credit
Understanding Children approaches the study of human growth and development from conception through age five. Students will explore the important role of the parent. Care and guidance of young children's physical, social, emotional and intellectual growth is stressed. Efforts are made to incorporate guided observation and participation with young children in order to promote personal confidence in responding to young children. An infant simulator is used to help students gain a realistic idea of the demands of infant care. Topics include prenatal care, cost and care of an infant, growth and development, and the health and safety of children. Career paths in early childhood education are explored. Competencies gained will prepare the student to assume a parental role and/or for a career involving the care and nurturing of the young child.

Culinary Arts I 1 Semester, 0.5 Credit
Provides information and skills that students may use in everyday life to aid in making healthy choices and preparing food. This class introduces students to the basics in the field of culinary arts. The class will provide students an opportunity to develop skills in food preparation through a variety of cooperative and independent learning activities. Limited laboratory experiences strengthen comprehension of concepts and standards outlined in STEM topics. There will be an emphasis on safety and sanitation and how it relates to our health from personal and food service perspectives, culinary math, proper measuring techniques, use of kitchen utensils and equipment, cooking and preparation terms, as well as identifying, preparing and storing a variety of foods. Experiences will include food preparation and nutritional analysis to develop a healthy lifestyle. Students will learn how to make informed decisions about their well-being in relation to nutrition and food production that will provide resources for life today and in the future.

Culinary Arts II 1 Semester, 0.5 Credit
Students will apply basic cooking and food preparation techniques as used in different cultures around the world. Sanitation and safety in the kitchen and nutrition and its relationship to the USDA Dietary Guidelines will be reviewed. Cultures, traditions, holidays, the foods that are grown in regions of the world will guide the study of ethnic foods. The world's food supply will be discussed. Students will discover the pleasures of creating great meals from around the world.

Culinary Arts III 1 Semester, 0.5 Credit
Prerequisite(s): Culinary Arts I and Culinary Arts II
This class provides information and skills that students may use in everyday life to aid in making healthy choices and preparing food. This class introduces students to the basics in the field of culinary arts. The class will provide students an opportunity to develop skills in food preparation through a variety of cooperative and independent learning activities. Limited laboratory experiences strengthen comprehension of concepts and standards outlined in STEM topics. There will be an emphasis on safety and sanitation and how it relates to our health from personal and food service perspectives, culinary math, proper measuring techniques, use of kitchen utensils and equipment, cooking and preparation terms, as well as identifying, preparing and storing a variety of foods. Experiences will include food preparation and nutritional analysis to develop a healthy lifestyle. Students will learn how to make informed decisions about their well-being in relation to nutrition and food production that will provide resources for life today and in the future.

Textiles and Clothing 1 Semester, 0.5 Credit
Students will learn basic hand and machine sewing skills, basic clothing construction, fashion styles, basic principles and elements of design, textile fibers, fabric construction, clothing care, clothing selections and careers in the fashion industry. Students will also learn to select and/or create clothing appropriate for different body types.
*Can be repeated for additional credits as an independent study.

UCONN Introduction to Individual and Family Development
1 Year, 1 Credit
Prerequisite: Successful completion of two years of English/Language Arts, one year of social studies and one year of Science.
UCONN Introduction to Individual and Family Development is designed for majors in human development and family studies as well as non-majors. The course is an introduction to the general study of human development conceptions through very old age. The course examines physical, intellectual, social and emotional growth across the life span, emphasizing that development results from the interdependence of these areas at every stage. The life span perspective of development is a means of understanding the challenges, conflicts and achievements that are central to people living through developmental stages other than our own. In particular, the course will focus on the developing individual within the context of the family system and the changes that occur in family systems over time. Given the sensitive nature of some of the topics presented in class, please be respectful of others' feelings and opinions. **A 40-hour internship is required.** Students are responsible for completing

the University of Connecticut, Early College Experience (ECE) registration form and paying the program fee (billed in August). Students adding the course over the summer will have the opportunity to apply for UCONN college credit in the ECE Program during the first week of classes. ALL REGISTRATION FORMS MUST BE SUBMITTED TO Guidance.

MATHEMATICS COURSES

Algebra I - Level 1 1 Year, 1 Credit
Prerequisite: Successful completion of 8th grade mathematics
Algebra 1 is essential for success in high school mathematics courses, college mathematics, and many careers. Following a brief review of 8th grade mathematics, students will develop their mathematical knowledge to more abstract algebraic generalizations. Through modeling and problem-solving, students will develop a deep understanding of linear and nonlinear equations and inequalities, direct variation and proportions, functions and relations, linear systems, exponents, quadratics, polynomials, and radicals.

Algebra II - Level 1 1 Year, 1 Credit
Prerequisite: B or better in Algebra I
This course extends student understanding of concepts studied in Algebra I. Students discover and communicate connections between forms of mathematical representation while exploring graphical characteristics and functional relationships. New concepts and skills include functional analysis, solving higher order equations, investigating complex number systems, and rational equations and matrices. Real world applications are experienced through regression analysis, projectile motion, and models of exponential growth and decay.

Algebra II - Level 2 1 Year, 1 Credit
Prerequisite: Algebra I
This course reviews and extends student understanding of concepts studied in Algebra I. Students discover and discuss connections between forms of mathematical representation while exploring graphical characteristics and functional relationships. New concepts and skills include functional analysis, simplifying and solving higher order equations, and investigating complex number systems. Real world applications are experienced through regression analysis, projectile motion, and models of exponential growth and decay.

Geometry - Level 1 1 Year, 1 Credit
Prerequisite: B or better in Algebra I
This course includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts and real-world situations. Students formalize their understanding of geometric concepts including logic and proof, parallel lines and polygons, perimeter and area, volume and surface area, similarity and congruence, right triangle trigonometry, analytic geometry, and circle chords, arcs and angles. Inductive and deductive reasoning skills are applied in problem solving situations.

Geometry - Level 2 1 Year, 1 Credit
Prerequisite: Algebra I
This course includes the analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts and real-world situations. Students formalize their understanding of geometric concepts including logic and proof, parallel lines and polygons, perimeter and area, volume and surface area, similarity and congruence, right triangles, analytic geometry, and circle chords, arcs and angles. Inductive and deductive reasoning strategies are introduced and used in problem solving situations.

Math Lab 9th grade - Level 2 1 Semester, 0.5 Credit
This course is designed to help students improve their math skills and support the concepts of the Algebra I curriculum. Small group and individualized instruction will focus on improving math skills. Student progress will be monitored through frequent formative assessments.

Math Lab 10th grade – Level 2 1 Semester, 0.5 Credit
This course is designed to help students improve their math skills and support the concepts of the Algebra I and Geometry curriculum. Small group and individualized instruction will focus on improving math skills. Student progress will be monitored through frequent formative assessments.

Math Lab 11th grade – Level 2 1 Semester, 0.5 Credit
This course is designed to help students improve their math skills and support the concepts of the Algebra II curriculum. Small group and individualized instruction will focus on improving math skills. Student progress will be monitored through frequent formative assessments.

Real Life Math – Level 2 1 Year, 1 Credit
This course will include fundamentals of mathematics such as using percentages and exponential equations in checking accounts, bank accounts, and credit card debt. It will also cover the formulas for federal and state income tax and how to file income tax forms. The use of probability and statistics as well as the use of fractions in everyday life is also included.

Trigonometry 1 Year, 1 Credit
Prerequisite: Algebra II & Geometry
This course is for the college-bound student who has not taken Pre-Calculus. Concepts covered in Algebra II and Geometry are expanded to include function analysis, translation and scaling of functions, trigonometry, Sine Law, Cosine Law, complex numbers, and systems of equations. Upon completion, students should be able to demonstrate an understanding of the use of technology to solve problems and to analyze and communicate results.

* **AP/ UCONN Statistics - Level Honors** 1 Year, 1 Credit
Prerequisite: Algebra II Level I, B or better
UCONN/AP Statistics is equivalent to a one-semester, introductory, non-calculus based college statistics course. The course covers elementary probability, sampling distributions, normal theory, estimation and hypothesis testing, regression and correlation, and exploratory data analysis. The major concepts and tools for collecting, analyzing, and drawing conclusions from data are practiced through four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. All students who earn a C or better in this course will earn 4 UCONN credits. Students will take the Advanced Placement Statistics exam in May.

Statistics – Level 1 1 Year, 1 Credit
Prerequisite: C or better in Level 1 Algebra II
This course provides rigorous preparation for college statistics. It is designed for the student who has demonstrated a high level of proficiency and motivation in previous mathematics courses.

Emphasis is placed experiment design, graphical displays and probability. This course will culminate in hypothesis testing using the t-distribution, chi-squared distribution and z-distribution.

Statistics - Level 2 1 Year, l Credit
Prerequisite: Algebra II
This course is designed to build statistical literacy skills that are required for citizens of the 21st century. Students will explore and analyze data by observing patterns or the absence of patterns, interpret information from graphical and tabular displays, apply appropriate statistical models to infer information from data, and learn to use technology in solving statistical problems. This course includes the study of probability, binomial and geometric distributions, and population sampling.

Pre-Calculus - Level 1 1 Year, 1 Credit
Prerequisite: B or better in Level 1 Algebra II and Level 1 Geometry
This course provides rigorous preparation for college calculus. It is designed for the student who has demonstrated a high level of proficiency and motivation in previous mathematics courses. Emphasis is placed on functions: e.g., polynomial, rational, trigonometric, exponential and logarithmic functions. Extensive use of graphing calculators is required.

Calculus – Level 1 **1 Year, 1 Credit**
Prerequisite: C+ or better in Level 1 Pre-Calculus
This course provides students with an extension of their experience with functions as they study the fundamental concepts of calculus: limiting behaviors, difference quotients and the derivative, Riemann sums and the definite integral, antiderivatives and indefinite integrals, and the Fundamental Theorem of Calculus. Students review and extend their knowledge of trigonometry and basic analytic geometry, with an emphasis on the use of graphing calculators.

* **AP/UCONN Calculus - Level Honors** 1 Year, 1 Credit
Prerequisite: B or better in Pre-Calculus
AP/UCONN Calculus consists of 1 year of college Calculus. It is open only to students who have demonstrated complete mastery of algebra and geometry. The course will cover differential and integral calculus, with an emphasis on the use of graphing calculators. The first semester is equivalent to the UCONN 1131Q course. The semester 1 exam is the UConn final exam, which will determine whether UConn credit is awarded. Additional topics are covered during semester 2 and students take the national Advanced Placement Calculus exam in May. Summer work is assigned for this course.

Technical Mathematics 1 Year, 1 Credit
This course is designed for students who need technical mathematical skills. Students find practical applications for their math skills in this hands-on oriented course. A review of fundamental mathematics, Geometry and Algebra leads to development and construction of products and solutions to problems encountered in everyday life. Time is devoted to each of the trade areas: construction, manufacturing, electrical, transportation and communication. Students utilize the school shops to accomplish their goals.

MUSIC COURSES

9th Grade Band - Level 1 or Level 2 1 Year, 1 Credit
The Cromwell High School 9th Grade Band will perform appropriate and quality literature as well as seek to increase the student's music fundamentals. Students are to possess a passionate desire to increase their abilities, seek to learn all aspects of concert band fundamentals, gain a greater respect for wind band literature, and fervently seek to learn about all aspects of music. Students willing to improve their present musicianship will successfully complete course requirements. The 9th Grade Band will perform four concerts a year: The Winter Concert, The Pyramid Concert (Music in our Schools), and two performances in May. Students in the 9th Grade Band will combine with the Concert Band (grade 10-12) students for one song in every concert, in addition to participating in pep band and jazz band. The literature is an intermediate level, and the level of expected musicianship is at a developing level. For homework, students should expect to practice at least 2-3 hours per week outside of class. For more information regarding upcoming events, please read the CHS Music Handbook.

9th Grade Band students who wish to receive Level 1 credit must also complete the following:

- Perform a Northern Region audition level solo or approved solo by band director
- Perform the Northern Region level scales and sight reading
- Perform required excerpts from concert pieces for the director each quarter

Concert Band - Level 1 or Level 2 1 Year, 1 Credit
Only students in grades 10-12 (or by audition) are eligible for Concert Band. Concert Band is offered to all students with previous experience on a traditional band instrument. Continued emphasis is given to the development of musicianship and basic skills through a large repertoire of appropriate level band literature. The Concert Band focuses on learning and performing symphonic works from a variety of time periods. Student involvement in concert and performance activities will be part of the grading process for this course. Periodically there are special events, rehearsals or concerts during non-school hours. Participation in such activities is an essential extension of the requirements. The band will present three evening concerts each year and travel around the United States to compete in various performance festivals. The band will also march in parades as well as perform at community functions. As performing at all concerts is exam material, attendance is therefore considered to be mandatory.

Band students who wish to receive Level 1 credit must also complete the following:

- Perform a Northern Region audition level solo or approved solo by band director
- Perform the Northern Region level scales and sight reading
- Perform required excerpts from concert pieces for the director each quarter

9th Grade Choir - Level 1 or Level 2 1 Year, 1 Credit
Students in Freshman Choir will develop proper singing techniques that will prepare them for Concert Choir in grades 10-12. Students will build foundational skills that will emphasize proper vocal development at the High School Level.

Chorus students who wish to receive Level 1 credit must also complete the following:

- perform a Northern Region audition level solo (24 Italian songs)
- perform a Northern Region audition level sight singing exam
- perform required concert pieces for the director each quarter
- attend 10 after school theory/ear training classes per year.

Concert Choir - Level 1 or Level 2 1 Year, 1 Credit
Only students in grades 10-12 (or by audition) are eligible for Concert Choir. This course will meet daily. The rehearsals will assist its members in developing and improving their voices as well as reading music which emphasizes independent singing. Music studies include a variety of genres ranging from popular to more traditional literature. This is an elective course for students who love to sing and perform. Each student is expected to spend at least two hours a week of practice on his/her own. Numerous evening concerts will be produced each year with exchange programs and trips to area music schools as other possible activities. As performing at all concerts is exam material, attendance is therefore considered mandatory.

Concert Choir students who wish to receive Level 1 credit must also complete the following:

- perform a Northern Region audition level solo (24 Italian songs)
- perform a Northern Region audition level sight singing exam
- perform required concert pieces for the director each quarter
- attend 10 after school theory/ear training classes per year.

Intro to Music Theory/History 1 Semester, ,5 Credit
Intro to Music Theory/History is designed to encompass an in-depth study of the fundamental elements of music: pitch, rhythm, melody, harmony and form; and to explore the theoretical constructs of the 17th, 18th, 19th, and 20th centuries. This course explores the evolution of popular music styles from the 19th century to the present. Musical forms covered will include: Ragtime, Blues, Tin Pan Alley, early Jazz, Swing, Country, Bluegrass, modern Jazz, Rhythm & Blues, and all styles of Rock and Roll from the 1950s to punk, funk and hip-hop. Students will be introduced to these through reading, in-class demonstration, videos, and extensive listening. This course will prepare students to take AP Music Theory in the following academic year.

AP MUSIC THEORY 1 Year, 1 Credit
Students in AP Music Theory should have at least one year of high school music and must be prepared to study the language of music. AP Music Theory integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and to some extent history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course. The student's ability to read and write musical notation is fundamental to this course. It is strongly recommended that the student will have acquired at least basic performance skills in voice or on an instrument. Students enrolled in AP music theory are expected to take the AP music theory exam in May.

Music Technology I 1 Semester, 0.5 Credit
This course will meet daily and is open to any CHS students who have not taken a music technology class before. Students will discover and explore introductory concepts used in music sequencing, notation and recording. No prior musical experience is needed, however, having training on an instrument or voice is helpful. Students will create music using sequencing/ editing software (Logic Pro and Garageband), synthesizers and drum machines. Students will study the following genres of music: Latin, blues, jazz, musical theatre, gospel, folk, R&B, rock, hip hop, and many others.

Music Technology II 1 Semester, 0.5 Credit
Prerequisite: Music Technology I
This course is open to CHS students who have taken Music Technology I. Upon successful completion of Music Technology II, students will receive a technology education credit. Students will study advanced music technology concepts and will build upon projects in music technology I using Logic Pro as well as Garageband. Special emphasis will be placed on recording techniques as well as film scoring and production. Students in Music Technology II will manage an in house recording studio. Students will learn how to set up and operate a basic sound system and be able to run a recording session or operate a sound system for a concert or event. Students will continue to study the following genres of music: Latin, blues, jazz, musical theatre, gospel, folk, R&B, rock, hip hop, and many others.

Piano I 1 Semester, 0.5 Credit
This is an introductory course for learning to play the piano. No previous experience is necessary. Basic music theory skills will be introduced as needed in relation to students' advancement at the keyboard. Due to the use of individual keyboards and workstations, students could enter the class at differing levels of abilities and advance at their own pace.

Piano II 1 Semester, 0.5 Credit
This course is a continuation of Piano I. Piano technique is further developed. The basics of music theory and harmony are emphasized.

Guitar 1 Semester, 0.5 Credit
Guitar is a performance-based techniques class offering introductory experience in, and opportunity for development and improvement of fundamental skills in guitar. Topics covered include: basic guitar playing technique, tuning, instrument care, and basic maintenance, learning note names on the guitar fretboard and how to find them, reading music notes, rests, music symbols, and guitar tablature from the printed page, reading melodies, chords, and scales, identifying different music forms, structures, and styles, basic strumming and picking patterns/techniques, performing a mixture of different song styles (including traditional, pop, rock, folk, and blues) as a soloist, with a partner, and as a group.

Intro to Theater 1 Semester, 0.5 Credit
This course is for the student interested in learning more about the theater both on state and off. This hands-on class will allow students to experiment with acting, directing, make-up and costuming. No prior stage experience is necessary.

Pop Music History 1 Semester, 0.5 Credit
How did traditional Blues and Jazz evolve not only into Rock n Roll and Country, but how did it grow into Punk, Rockabilly, Reggaeton, New Wave, Hip-Hop, Rap, Techno, Dubstep, and whatever else comes up in the horizon. This course will not only cover artists and bands biographies (by a timeline), students will also listen to recordings and concert/documentary videos. Discussions will explore topics on the evolution of LP's, 8-Tracks, Cassette Tapes, CD's, to MP3's

PHYSICAL EDUCATION/ HEALTH & WELLNESS

Physical Education/Health Education courses are required in order to meet CHS graduation standards. Each course below meets every other day for the entire school year.

GRADE 9 Health 1 Semester, 0.5 Credit
The Health Education program strives to build a foundation of knowledge, skills, and beliefs of health-related concepts. In addition, students are taught to make healthy decisions throughout their lifetime. The program offers of variety of learning strategies such as group work, self and peer-assessment, discussion, individual read and response, presentations, project creation, and essays. Some topics of interest include communication, wellness promotion, conflict resolution, stress management, sexual awareness, support systems, decision making, community health, consumer health, nutrition, body image, tobacco education, sexual education, violence prevention, alcohol education, depression/suicide prevention, human sexuality, goal setting, self-awareness, diversity, drug education, healthy relationships, and injury prevention. The overall goal of the program is to enable students to make decisions in order to foster a healthy and balanced lifestyle.

Physical Education
Students will need to earn a minimum of 0.5 credit sophomore year and 0.5 credit junior year. Additional 0.5 credit courses can be taken after graduation requirements have been met. Students cannot take the same elective course twice.

General PE 10 1 Semester, 0.5 Credit
Mandatory for all Grade 10 students. Students will work towards improving fitness, setting health-enhancing physical activity goals, demonstrating responsible behavior, applying concepts and strategies, and advancing motor skill performance. This course provides opportunities for students to engage in both team and individual activities. Activities include flag football, soccer, group/individual fitness, team handball, volleyball, basketball, net sports, floor hockey, softball, tennis, badminton, table tennis, pickle ball, ultimate Frisbee and additional activities. Grade 10 students will complete the CT State Fitness Test.

GRADE 11-12
All grade 11 students must choose one of the courses listed below towards fulfilling requirements.

Personal Wellness 1 Semester, 0.5 Credit~~s~~
This course is designed for students interested in improving their overall fitness level along with increasing knowledge and skills related to personal fitness and motivate students to lead a healthy lifestyle. Students will work to set goals and focus on improving the fitness components of cardiovascular endurance, muscular strength and endurance, and flexibility. Students will learn the basic principles to programs including walking/running, weight training, yoga, Pilates and other fitness activities through individual and group work.

Team Sports 1 Semester, 0.5 Credit~~s~~
This course provides students with the knowledge, experience, and opportunities to further develop skills for various activities. Students will develop a deeper understanding of the competitive rules and regulations of activities through game play. Additionally, students will have the opportunity to participate in sports from various perspectives; player, coach, captain, referee, etc. Activities may include: soccer/indoor soccer, volleyball, team handball, basketball, lacrosse, flag football, ultimate Frisbee, speedball (activities depend on when course is offered).

Unified PE 1 Semester, 0.5 Credit
This course provides the opportunity for students with and without special needs to participate together in physical education. This course helps to foster an inclusive school community where the values of tolerance, patience, and sensitivity are cornerstones. Activities such as team sports, individual/dual sports, recreational sports, and fitness/conditioning activities are adapted to meet the needs of all students. All participants will focus on skill development, social interaction, teamwork, inclusion, safety, and coaching experiences. Students will be encouraged to participate on the Unified Sports Team.

Lifetime Activities 1 Semester, 0.5 Credit
This course provides students the knowledge and application of lifetime activities that promote physical fitness. Focus will be on a wide variety of activities to continue to develop skills, understanding of rules, and finding opportunities for physical activity within the community. Activities may include: badminton/table tennis, golf, bowling, walking/running/hiking, weight training, lawn games yoga/Pilates/group fitness, tennis, CPR/1st Aid.

SCIENCE COURSES

GRADE 9
Physical Science - Level 1 1 Year, 1.25 Credits (with lab)
This interdisciplinary Science, Technology, Engineering, and Mathematics (STEM) focused course is designed to engage students in three-dimensional learning according to the Next Generation Science Standards (NGSS). Students will experience scientific-based phenomena through Science & Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas. This course offers students an integrated approach to science content through the disciplines of earth and environmental

sciences. The course focuses on the following topics: astronomy, star formation, nuclear fusion, planetary motion, Newton's laws, plate tectonics, geochemical cycles, climate change, and alternative energy sources. Students will make connections between this course as well as their other core courses to produce four core interdisciplinary projects.

GRADE 10

* **AP Biology** 1 Year, 1.5 Credits (with lab)
AP Biology is an introductory college-level biology course. 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. It provides students with the conceptual framework, actual knowledge, and analytical skills necessary to deal with the rapidly changing science of biology.

Biology - Level 1 1 Year, 1.25 Credits (with lab)
Prerequisite: B or better in Physical Science
This course will focus on the following themes: genetics, evolution, biodiversity, cell chemistry and biotechnology. An importance is placed on scientific inquiry, literacy and numeracy throughout the course. There is an emphasis on the application of biological concepts to real-world phenomena pertaining to nature and society. Students will seek to understand the concepts by utilizing scientific practices such as asking questions, conducting investigations, and constructing explanations and solutions. Proficiency in science focuses on linking the three dimensions: scientific practices, core content ideas and crosscutting concepts that link themes across the domains of science. Conceptual understanding builds throughout the course and therefore requires students to maintain a working knowledge base.

Biology - Level 2 1 Year, 1.25 Credits (with lab)
This course will focus on the following themes: genetics, evolution, biodiversity, cell chemistry and biotechnology. An importance is placed on scientific inquiry, literacy and numeracy throughout the course. There is an emphasis on the application of biological concepts to real-world phenomena pertaining to nature and society. Students will seek to understand the concepts by utilizing skills such as asking questions, conducting investigations, and constructing explanations and solutions. Proficiency in science focuses on linking the three dimensions: scientific practices, core content ideas and crosscutting concepts that link themes across the domains of science. Conceptual understanding builds throughout the course and therefore requires students to maintain a working knowledge base. The course moves at a regular pace and requires guided inquiry to examine concepts in depth.

GRADE 11 and 12

Chemistry - Level 1 1 Year, 1.25 Credits (with lab)
Prerequisite: C or better in Level 1 or higher Math and Science Courses including Geometry, and Biology and taken and/or enrolled in Level 1 Algebra II.
Concepts studied include matter, chemical nomenclature, stoichiometry, molecular geometry, bonding, atomic theories, gas laws, thermochemistry, nuclear chemistry, acids, and bases. This course emphasizes inquiry-based investigations and hands-on laboratory. Lab reports and daily intensive homework assignments are integrated throughout the course.

Chemistry - Level 2 1 Year, 1.25 Credits (with lab)
Prerequisite: C or better in Level 2 Biology and Geometry
Concepts studied include matter, chemical nomenclature, stoichiometry, molecular geometry, bonding, atomic theories, gas laws, thermochemistry, nuclear chemistry and acids and bases. This course emphasizes inquiry-based investigations and hands-on laboratory. Lab reports and daily homework assignments are integrated throughout the course.

* **AP Chemistry** 1 Year, 1.5 Credits (with lab)
Prerequisite: B or better in Level 1 or higher Math and Science Courses including Geometry, Algebra II and Biology.
This course is designed to be the equivalent of a college introductory course usually taken by science majors during their first year of college. Concepts studied include matter, chemical language, stoichiometry, molecular geometry, bonding, atomic theories, and gas laws. Advanced topics include thermodynamics, equilibrium, kinetics, oxidation and reduction, acid/base equilibrium, electrochemistry. Students perform college-level laboratory investigations and are required to keep a lab journal.

* **UCONN Physics** 1 Year, 1.5 Credits (with lab)
Prerequisite: B or better in Level 1 or higher Math and Science Courses including Geometry, Pre-Calculus and Chemistry.
This course will cover curriculum as outlined by the University of Connecticut for both General Physics Q1201 and Q1202. Students can earn up to 8 credits (4 per semester) from UCONN by earning a C (not a C-) or better in the course for each semester. Students will be required to take the final exams provided by UCONN which are required to be counted as 25% of the UConn course grade. Topics will include Mechanics, Heat, Electromagnetism, Light and Modern Physics. There is an emphasis in collecting empirical data and applying mathematics to develop the theories studied. Students taking UCONN Physics are capable and are often taking AP Calculus concurrently.

Physics - Level 1 1 Year, 1.5 Credits (with lab)
Prerequisite: B or better in Level 1 or higher Math and Science Courses including Geometry, Algebra II and Chemistry and enrolled in an advance math class.
This course will cover a standard high school curriculum in physics. Topics will include mechanics, heat, electromagnetism, light and modern physics and will be covered both conceptually and mathematically. There is an emphasis in collecting empirical data and applying mathematics to develop the scientific theories studied. The depth and breadth of study will not be as expansive as the UCONN/Physics Course and the pace will be slower.

Physics - Level 2 1 Year, 1.5 Credits (with lab)
Prerequisite: C or better in Level 2 or higher Math and Science Courses including Geometry, Algebra II and Chemistry and could be enrolled in an advance math class.
Topics will include mechanics, heat, electromagnetism, light and modern physics and will be covered conceptually with the use of some basic math. Problem solving, writing and lab reports are requirements for this class. The Physics Level 2 student should have no difficulty with Algebra or Geometry.

Anatomy and Physiology - Level 1 1 Year, l.25 Credit (with lab)
Prerequisite: B- or better in Biology and Level 1 Chemistry

Anatomy and Physiology is a course designed for students planning to attend a four-year college to major in Health and Allied Sciences. The focus of the course is on the anatomy and physiology of the human body. Each student will participate in an in-depth study of the following body systems through animal dissection: integumentary, skeletal, circulatory, digestive, muscular, respiratory, excretory, immune, nervous, endocrine and reproductive.

Botany - Level 1 1 Semester, 0.75 Credit (with lab)
Prerequisite: B- or better in Level 2 Biology.
Botany is the study of plants and their interactions with the environment. Students will be able to identify local flora and fauna, and learn about the structure and function of plants. Students will have an understanding of the various life cycles, and will be familiar with the major plant divisions. Activities include maintenance and growth of plants in the greenhouse, independent projects, research projects, and laboratory exercises. This course is designed for students interested in environmental science or horticulture who are planning to attend college.

Forensic Science - Level 1 1 Year, 1 Credit
Prerequisite: B or better in Physical Science, Biology, and C or better in Level 1 Geometry and Algebra II and enrolled in an advance math class.
Forensic Science is an applied science that answers questions of interest to the legal system. Topics include: forensic science skills and careers, crime scene processing, and analyzing various types of physical evidence. This course emphasizes analytical problem-solving skills, laboratory investigations, case study analysis and independent research assignments.

Forensic Science - Level 2 1 Year, 1 Credit
Prerequisite: Passing grade in Physical Science, Biology, and Algebra I and Geometry
Forensic Science is an applied science that answers questions of interest to the legal system. Topics include: forensic science skills and careers, crime scene processing, and analyzing various types of physical evidence. This course emphasizes analytical problem-solving skills, laboratory investigations and case study analysis.
Microbiology - Level 1 1 Semester, 0.75 Credit (with lab)
Prerequisite: B- or better in Level 2 Biology
Microbiology is the study of microorganisms. This course is based on the following major themes: the structure and function of the bacterial cell, microscope and staining techniques, cultivation and growth of bacteria, identification and descriptions of the major bacterial groups, infectious diseases and host defenses. Emphasis is on laboratory techniques and research projects. This course is for those students interested in the health and biotechnology fields.

Environmental Science - Level 2 1 Year, 1Credit
Prerequisite: Passing grade in Biology
Environmental Science is an applied science that uses information from other sciences, especially biology, and other disciplines (social sciences) to solve practical problems. In this approach, global and local environmental/societal issues are explored. Human actions that affect natural resources and ecosystems are discussed in detail. This course is designed to make the student more environmentally literate. Students will develop decision-making and problem solving skills through research, laboratory exercises, and collection of data in the field.

SOCIAL STUDIES COURSES

World History I and II (Gr. 9) – Level 1 1 Year, 1 Credit
This course will focus on modern world history from the Renaissance through World War I. Attention will be given to Asian and African history as well as European history. Students will use the study of historical and current events to develop their reading and writing skills. Use of primary source readings will help students enhance their critical thinking abilities.

Modern World History (Gr. 10) - Level 1 and 2
1 Semester, 0.5 Credit
Students will take this course in the second semester of their sophomore year. The time period covered will be from post-World War I to present day. This course is taught based on the theme of "Power, Identity, and Conflict." Students will examine how this theme has played out in the 20th century with a focus on genocide, the modern Middle East, the Global War on Terror, and the rising world powers.

Civics (Gr. 10) - Level 1 and 2 1 Semester, 0.5 Credit
Students are expected to take this course in the first semester of their sophomore year to meet the state-mandated civics requirement. The course will include discussion of the reasons for the existence of government, the development of our constitutional form of government, the electoral process, and some key interpretations of the Constitution by the Supreme Court. Primary source documents will be studied. Connections will be made to current events.

Economics- Level 1 (Gr. 11-12) 1 Semester, .5 Credit
Students will study basic economic concepts and analyze current economic issues and problems that face individuals, businesses, and governments. This course is strongly recommended for students considering AP Economics, a business degree, or having a desire to interpret the news. Although this is a Social Studies course, it complements the Business Education course offerings. Through activities such as simulations and role-paying, students will learn about economic systems, scarcity, supply and demand, inflation, economic growth and globalization. By the end of course, students can apply their economic way of thinking to real-life situations such as applying to colleges or buying a car.

* **AP U.S. History (Gr. 11)** 1 Year, 1 Credit
This course is open to all students who are willing to accept the challenge of a rigorous curriculum in preparation for the Advanced Placement exam in May and possible college credit. A college-level text is used in addition to other relevant reading materials.

U.S. History (Gr. 11) Level 1 and 2 1 Year, l Credit
This course will focus on recent American History. The time period covered will be from post-Civil War to the present day. Opportunities will be provided to trace topics and themes of importance to the development of our country. Students will refine their reading, writing, and critical thinking skills.

AP United States Government and Politics (Gr. 12)
1Year, 1Credit
This course is open to all students who are willing to accept the challenge of a rigorous curriculum in preparation for the Advanced Placement exam in May and possible college credit. A college-level text is used in addition to other relevant reading materials. The course will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics.

Psychology - Level 1 1 Semester, 0.5 Credit
This course will include studies in the nature of psychology, development, personality, learning and conditioning, consciousness, assessment, memory, research, motivation and emotion, personality, abnormal psychology, and therapy. Open to juniors and seniors.

Sociology - Level 1 1 Semester, 0.5 Credit
This course will include studies in sociological research, culture, structure of societies, socialization, social interaction, groups, deviants, and stratification. Students will analyze their role in society and examine how different aspects of American culture impact their socialization. Open to juniors and seniors.

Law - Level 1 and 2 1 Semester, 0.5 Credit
This course will include studies of constitutional law and of the criminal justice system covering units on crime, police, courts and prisons. This course meets the requirements for civics. Open to juniors and seniors.

SPECIAL EDUCATION

English- Level 4 1 Year, 1 Credit
This course is designed to provide special education students with a basic understanding in reading comprehension skills, vocabulary enrichment, and writing skills. Instruction is individualized to focus on student goals and objectives as defined in their individualized education plan. Course is aligned with general education curriculum.

Life Skills- Level 4 1 Year, 1 Credit (Pass/Fail)
The life skills class is designed for students in grades 9-12 (or until graduation at age 21) who have moderate to severe cognitive or physical disabilities. The curriculum for the class includes academic study and organization skills, personal social skills, functional life skills, daily living skills, and employment skills. Students will work closely with special education staff to complete hands-on learning activities and participate in field trips to better prepare them to transition to daily living after high school.

Math- Level 4 1 Year, 1 Credit
This course is designed to provide special education students with a basic understanding in basic operations, money concepts, algebra skills, geometry skills, and consumer math concepts. Instruction is individualized to focus on student goals and objectives as defined in their individualized education plan. Course is aligned with general education curriculum.

Study Skills- Level 2 1 Semester, 0.5 Credit (Pass/Fail)
This course is designed for students to learn, understand and demonstrate improvement in organization, study skills and learning strategies necessary to progress toward achieving the learning standards. The lessons and skills taught in this course will carry over to better prepare students for their other academic classes and high school expectations. Classes are designed to offer small group instruction with an application to personalized assignments.

School and Career Workshop I – 1 Year, 1Credit (Pass/Fail)
The focus of this course is for students to develop the skills necessary to investigate potential career opportunities/post-secondary school options, and determine steps to pursue them. Students will take career inventories such as the Harrington/O'Shea and/or the ASVAB test. During the career investigation process, students will determine the income potential of various careers, the education required, and the potential for upward mobility. Students will also participate in community service, job shadows and presentations from local employers to build a network and learn skills necessary for success in the workplace. This course is open only to students receiving special education services. A PPT meeting is required for enrollment.

TECHNOLOGY EDUCATION COURSES

STEM RELATED TECHNOLOGY COURSES

STEM – Level 1 Gr. 9 1 Semester, 0.5 Credit
In this age of growing technological dependence, it is necessary to provide each student with insight and understanding to the technological nature of the culture in which we live.
This course is a comprehensive action-based STEM (Science Technology Engineering Mathematics) educational program concerned with technical, critical thinking and problem solving skills.

Emphasis will be placed on reasoning and problem solving, imagining and creating, construction and expressing with tools and materials through different PBL (Problem Based Learning) activities. Technology Education is a basic and fundamental study for all students, regardless of educational or career goals. Emphasis will be placed on interrelating Technology Education and the Core Courses.

Music Technology II 1 Semester, 0.5 Credit
Prerequisite: Music Technology I (see music courses on pg.18)
This course is open to CHS students who have taken Music Technology I. Upon successful completion of Music Technology II, students will receive a career and technical education credit. Students will study advanced music technology and digital music concepts and will build upon projects in music technology I using: Logic Pro, IMovie as well as Garageband. Special emphasis will be placed on recording techniques as well as film scoring and production. Students in Music Technology II will manage an in house recording studio. Students in Music Tech II will learn how to set up and operate a basic sound and lighting system for a concert or event. Students will continue to study the following genres of music: Latin, blues, jazz, musical theatre, gospel, folk, R&B, rock, hip hop, and many others.

Robotics / CADD – Level 1 1 Semester, 0.5 Credit
(Gr. 9-12)
Robotics/ CADD is a lab-based course that uses a hands-on approach to introduce the basic concepts of drafting and robotics, focusing on the design process, problem solving, hands on drafting, computer based drafting through Autodesk Inventor, basic construction and programming of autonomous mobile robots though the use of the VEX Robotics system. Course will consist of lab experiments; students will work in groups to design, build, and test increasingly more complex mobile robots to solve given problems using the problem based learning model.

Computer Programing - Level 1 1 Semester, 0.5 Credit
(Gr. 9-12)
Throughout this course, students will be learning and working with Computer Code via Kahan Academy. This will be a continuation of the Code course that is offered at Cromwell Middle School. We will explore languages including but not limited to HTML / CSS, and Java Script. Along with learning computer code we will also explore computer and computing devices hardware. At the end of this course you will be able to identify different physical parts of a computer as well as utilizing different Computer Programing languages.

Innovation and Invention - Level 1 1 Semester, 0.5 Credit
(Gr. 10-12)
This is a Project Based Learning course where you are in control; Utilizing 3D Printers, CADD based software and the design process you will be identifying and solving technological problems. You will be given real world problems, compiling a list of constraints, designing a solution using Autodesk Inventor, then 3D printing a physical working prototype. The prototype will be tested; data will be collected and then put back through the redesign process, which will lead to a final 3D printed product. As you go through the design process you will maintain an engineering journal documenting, hypotheses, unique ideas, failures and success.

Information Technology – Level 1 1 Year, 1 Credit
(Gr. 9-12)
This year long course will focus Computer Hardware, Computer Software, Networking and mobile Technologies. We will learn by doing; this includes building and maintaining a computer, Installing and maintaining computer software as well as building and maintaining computer networks. Taking this course in conjunction with additional individual studying you will be able to take the Comp Tia A+ 220-901 and 220-902 Certification exams if you choose to.

AP Computer Science Principles - AP
(Gr. 10-12) 1 Year, 1 Credit
Prerequisites: Algebra 1 and Algebra 2:
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cyber security concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

Technical Mathematics – Level 2 1 Year, 1 Credit
(Gr. 11-12)
Prerequisite: Math I, Introduction to Algebra, or teacher recommendation.
This course is designed for students who need technical mathematical skills. Students find practical applications for their math skills in this hands-on oriented course. A review of Fundamental Math, Geometry and Algebra leads to development and construction of products and the solution of problems encountered in everyday life. Time is devoted to each of the trade areas: construction, manufacturing, electrical, transportation and communication. Students utilize the school shops to accomplish their goals.

MATERIALS PROCESSING COURSES

Introduction To Woodworking - Level 2 (Gr. 10-12)
1 Semester, 0.5 Credit
This course is hands on course which is designed for the individuals who would like to learn how to use tools and machines common to the woodworking craft. It is intended for the novice interested in a means of becoming a self-reliant home owner. Students will undertake projects designed to acquaint them with various techniques used in producing and repairing

furniture. Students will gain experience in many woodworking operations and tool usage. The class will include the identification of wood species, good design and planning procedures, selecting and applying finishing materials, and producing actual pieces of small furniture.

Advanced Woodworking – Level 1 1 Semester, 0.5 Credit
(Gr. 10-12)
Prerequisite: Introduction To Woodworking
This course is hands on course which is designed for the individual who would like to purse their interest in the area. Each student will select a major project of interest and carry out the necessary research, planning and construction to complete the product. Craftsmanship, furniture restoration and refinishing, advanced machine techniques, industrial and commercial production methods, equipment selection and purchase, technological advances, and vocational opportunities are assigned topics planned for introduction in this course. Areas of emphasis will be dependent on the independent study and previous experiences of the individual**.**

COMMUNICATION COURSES

Digital Communications I – Level 1 1 Semester, 0.5 Credits
(Rg. 10-12)
In this course students will use digital communication methods such as Digital Photography, and Graphic Design to develop 21st century skills. Quarter one students will be using digital cameras and state of the art computer software, students will learn how to upload, save, print and produce photographic images that demonstrate an understanding of light, composition, color and balance. They will also use the most current programs such as Adobe Photoshop to digitally alter and enhance their photographs. Quarter 2 students will work with equipment and techniques used in the industry today. Desktop Publishing will be the central focus as students face creative challenges in a simulated work environment. Adobe Photoshop, Adobe Illustrator, will be explored during this course. The major aspects will expose the student to the production of color camera-ready images for printing, vector image editing / creation, pixel based photo image manipulation as well as T-shirt design. Due to the nature of this course the majority of time will be spent "hands on" to foster a sense of confidence in the student's abilities. (This course is a combination of the Digital Photography and Graphic Art I Courses from the 2015 – 2016 school year)

Video Production - Level 1 1 Semester, 0.5 Credit
(Gr. 10-12)
Students enrolled in this course will develop the concepts, skills and understanding to produce high quality audio and video. This course is designed to introduce students to the implications and use of video production in today's technological world. The focus will be on acquiring the knowledge and skills needed to use video equipment to produce live feeds, scripted video and solve technical problems associated with the production process. Students will work individually and in cooperative groups to develop skills in problem solving and to explore careers.

WORLD LANGUAGES

French I 1 Year, 1 Credit
This first course in French offers the student an introduction to the language. Special emphasis is placed on the development of correct pronunciation and simple grammatical structure so that the student can express himself/herself simply and correctly in both oral and written forms. Time is devoted to the study of Francophone countries and their people.

French II 1 Year, 1 Credit
Prerequisite: C or better in French I.
The second course in French reviews material from French I and allows students to learn and practice new grammatical structures and a broader vocabulary. Emphasis is placed on the development of listening, speaking, reading, and writing skills so that students can express themselves more fully when communicating in speech and in writing. Students gain exposure to French and Francophone culture through websites and readings.

French III 1 Year, 1 Credit
Prerequisite: C or better in French II
This course offers students a thorough review of French I and II. Students expand their vocabularies and their grammatical skills considerably during this course in order to move toward expressing opinions and information in speech and writing. Students gain exposure to French and Francophone culture through websites and authentic readings.

UCONN French IV, V/AP 1 Year, 1 Credit per course
This course is the continued development of all four language skills: speaking, listening, reading, and writing. Students expand their vocabulary and further their grammar skills. Students improve their reading skills through contact with authentic readings. Classroom discussions and presentations expand oral and aural skills, and there is an emphasis on clear, effective writing in French. An alternating curriculum is presented each year in order to accommodate both French IV (pre-AP) and V (AP) students in one group. A student who successfully completes the course with a minimum average of 74% for two consecutive semesters can be granted college credit through the UCONN Early College Experience program. Students who wish to earn UCONN credit must register at the beginning of the school year. These credits may be granted for the completion of French IV and/or French V, for a maximum of 6 college credits.

Spanish I 1 Year, 1 Credit
The first year of Spanish offers the students an introduction to the language. Special emphasis is placed on the development of correct pronunciation and simple grammatical structure so that the student can express himself/herself simply and correctly in both oral and written forms.

Spanish II 1 Year, 1 Credit
Prerequisite: C or better in Spanish I
The second course in Spanish acquaints the students with more detailed and extensive grammatical structure and a broader vocabulary. Emphasis is placed on the development of audio-lingual skills so that students can express themselves more easily when communicating verbally as well as in written form. More time is devoted to an appreciation of Spanish culture.

Spanish III 1 Year, 1 Credit

Prerequisite: C or better in Spanish II

The skills learned in Spanish I & II are put to extensive use via more complex grammar structure and the reading of short stories to develop vocabulary. At this level, students should be able to communicate well in all forms of Spanish and express this by writing short stories, reading some famous Spanish literary works and having conversations in Spanish.

Spanish IV 1 Year, 1 Credit

Prerequisite: C or better in Spanish III The use of Spanish is virtually exclusive in the classroom. More time is devoted to the reading and discussion of literary works of Spanish and South American writers. The skills that have been developed in the first three years all come together to help the students express their ideas and opinions in Spanish. The new syntex and linguistics in this course approach college level learning, making Spanish IV a very rigorous curriculum.

* **Spanish V/AP** 1 Year, 1 Credit

This course provides the student with a complete grammar review and introduces some of the finer points of grammatical structures focusing on the subjunctive. Conversational skills will be refined through individual student oral presentations and debates. Listening skills will be sharpened through aural discriminatory assessments. Writing skills will be developed through creative writing assignments. Reading skills will be polished through excerpts from authentic readings comparing and contrasting works of different literary periods.

ACCELERATED LANGUAGE STUDIES

- **UCONN Early College Experience**

DISTRICT PERFORMANCE STANDARDS FOR GRADUATION

I. Introduction

To graduate from the Cromwell Public Schools a student must have earned a minimum of 24 credits and must have met the credit distribution requirements.

II. Credit Distribution Requirement

The following credits must be included:

• English	4 credits	• Social Studies	3 credits	• Physical Education/	1 credit
• Mathematics	3 credits	• Career and Technical Education	•.5 credit	• Health Education	.5 credit
• Science	3 credits	• Fine Arts/Voc. Ed	1 credit	• Electives	8.0 credits (or more)

Credits
A credit is defined as the equivalent of one two-semesters course (180 days). One-half credit is given for courses that complete work in one semester. If physical education is not taken because of medical excuse, another subject may be substituted.

Only courses taken in grades nine through twelve, inclusive, shall satisfy this graduation requirement except that a student may be granted credit for the successful completion of coursework at an institution accredited by the Department of Higher Education or regionally accredited.

The above two exceptions to earning credits at other than grades 9 through 12, are not mandated. A board of education may allow, as above, an unlimited number of credits to be earned prior to high school or at a higher institution of learning. A board could also place limits on the number to be so earned or, as at present, require all credits needed for high school graduation to be earned in grades 9 through 12 inclusive.

III. Awards of High School Diplomas

Seniors who complete all graduation requirements shall receive a diploma at the June commencement. Individuals also may satisfy graduation requirements by the satisfactory completion of the following:

1. Successful completion of a summer course or summer courses comparable (as determined by the principal) to the subject(s) in which the student was deficient.

or

2. Honorable discharge from the United States Armed Forces after a minimum of ninety days of active service during World War II for individuals who withdrew from school to join the Armed Forces.

Community Offered Special Studies Programs

Wesleyan High School Scholars Program
Wesleyan's High School Scholars Program permits outstanding juniors and seniors from Middletown area high schools to take one course per semester at the University. The program enables these students to take more advanced work than is normally available in the high schools.

Students interested in the program should apply through the guidance Department.

The Center for Creative Youth
The Center for Creative Youth is a challenging program for high school students with talents, either developed or underdeveloped, in music, theater, technical theater, dance, creative writing, and visual arts. The program consists of two phases. The students study with professional artists in an intensive residence program on the campus of Wesleyan University. In the fall, after returning to their schools, the students carry out arts leadership projects, designed under the guidance of the CCY staff to benefit their schools or communities. In addition, they attend Arts Symposia at Wesleyan sponsored by the Center. Approximately 200 students entering grades 10 through 12 from public and independent schools are selected each year.

The enriching experience the young artists receive at the Center complements their regular high school programs. The residency offers students the unique opportunity to immerse themselves full time in an artistic community and focus on their development as both artists and community members. They also learn leadership skills which empower them to attain personal goals. The students put this training to practical use during the subsequent school year in the creation of arts advocacy projects, which contribute directly back to their schools and communities by sharing what they have learned at the Center.
Anyone is welcome to nominate a student he/she feels is qualified and would benefit from the program. The center charges tuition, and room and board (family responsibilities).

Yale University - Yale Center for International and Area Studies
Motivated and capable students may wish to participate in the YCIAS High school Cooperative Language Program. Classical Greek, Japanese, Russian, Swahili, Arabic, Modern Greek, Korean, Polish, Portuguese can be offered depending on student interest.

Classes are held at Yale University. High School language credit can be earned. There is a program fee. For more information see your guidance counselor or contact YCIAS Outreach coordinator (203) 432-3424. Transportation is student's responsibility.

Middlesex Community College High School Partnership Program
Students may now enroll in selected college courses at Middle-sex Community College. Interested students can pick up applications from the High School Guidance Office. Students with an 80 average and who are recommended by a counselor may enroll in a maximum of two college-credit courses each semester on a space-available basis.

Middletown Vocational Agriculture Program
Vocational Agriculture, a regional program serving Middlesex County, is offered to students who show an interest in agriculture and are willing to participate in a supervised work experience program. In order to be accepted into the program, a student must complete an application and have an interview with a member of the Vocational Agriculture staff. Two credits are earned if the student successfully completes the combined in-school and practical work experience program, and no credit is given if either phase of the program is failed. Two credits are earned each year. The curriculum includes study in Plant Science, Animal Science, Agricultural Mechanics and Natural Resources. Additional information is available from the Guidance Department.

One credit in Science can be earned upon successful completion of the total in the Vocational Agriculture program. Contact Guidance Counselor at Middletown High School for further information.

STATEMENT OF NON-DISCRIMINATION PRACTICES

The Cromwell Public Schools are committed to a policy of non-discrimination and Equal Opportunity for all qualified employees and applicants for employment without regard to race, color, sex, age, religion, national origin, veteran status, or sexual orientation. The Cromwell Public Schools do not discriminate against any qualified applicants or employees with a disability and will make reasonable accommodations for disabilities. *(Ref.: BOE policy 4211.1 (9/99)*
— copies of all referenced policies available in school offices.)

SEXUAL HARASSMENT — It is the policy of the Board of Education to maintain a learning and working environment that is free from sexual harassment. The Board of Education prohibits any form of sexual harassment. It shall be a violation of this policy for any student, employee, individual under contract or volunteer through conduct or communication of a sexual nature as defined by this policy.

Sexual harassment is defined as unwanted and unwelcome conduct of a sexual nature whether verbal or physical. Some specific behaviors that constitute sexual harassment include but are not limited to:

Verbal — Sexual name calling, sexual propositions or demands, sexual rumors, humor or jokes about sex, stereotypical comments based on gender or sexual orientation which create an intimidating, hostile, or offensive work or educational environment.

Non-Verbal — Whistling, leering, suggestive or insulting sounds, obscene gestures, displays of obscene materials, written messages which interfere in any way with that person's employment or educational performance.

Physical — Touching, pinching, patting, threatening behavior, pulling at clothes, inappropriate public display of affection, and any coercive sexual conduct.

DISCRIMINATION — A discriminatory statement is defined as any derogatory remark, word, phrase, act, picture or gesture referring to or directed at any individual groups) of people.

Verbal — Humor or jokes based on race, stereotypical comments based on race, religion, gender or ethnicity.

Non-Verbal — Displays of pictures, drawings, written messages.

All reported incidents of discrimination or sexual harassment will be promptly and thoroughly investigated. Any person who believes he or she has been the victim of harassment by a student, employee, individual under contract or volunteer of the Board of Education, is encouraged to promptly report such complaint to the school district's Equity Coordinator, Sari O'Leary, Acting Director of Special Services, Central Office, 9 Mann Memorial Drive, Cromwell, CT 06416 at 860-632-4836. Complainants may also contact the school Principal, Frances G. DiFiore. at 860-632-4841, or Assistant Principal, David DeCarli, at 860-632-4841.

A formal grievance must be filed within 40 calendar days of the incident. Following due process hearings with all parties, appropriate consequences will be decided by the administration. A record of all grievances, findings and consequences will be maintained in confidential files.

No reprisals or retaliation will be allowed to occur as a result of the good faith reporting or harassment charges. A copy of the district's policy is available in the Principal's Office, guidance Office and Central Office.