

**Cromwell**  
High School



**2019-2020**

**PROGRAM OF STUDIES**



# PROGRAM OF STUDIES

CROMWELL HIGH SCHOOL  
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## ADMINISTRATION AND GUIDANCE

Mr. John T. Maloney, Jr., *Superintendent*

Mrs. Frances G. DiFiore, <i>Principal x24904</i> Mr. David DeCarli, <i>Assistant Principal x24903</i>	Ms. Sari O'Leary, <i>Pupil Services Director &amp; Coordinator of Title VI, Title IX and Section 504 (860) 632-4836</i>
Mr. Deacon Chapin, <i>Guidance Counselor x24909</i> Ms. Rebecca Stillman, <i>Guidance Counselor x24908</i> Mrs. Alicia Melillo, <i>Guidance Counselor x24907</i> Guidance Main Number, <i>(860) 632-4845 Fax (860) 613-3363</i>	Dr. Krista Karch, <i>Assistant Superintendent (860) 632-6047</i>

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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:

<b>C</b>	Communicates both independently and collaboratively using a variety of tools.
<b>A</b>	Applies technology and resource tools responsibly and ethically.
<b>R</b>	Reasons, inquires and solves problems.
<b>E</b>	Exhibits behaviors that respect members of a diverse world.
<b>S</b>	Shares 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 and a total of twenty-five (25) for class of 2023 and beyond.

**These credits must include:**

**For classes of 2020 to 2022**

Course Clusters Defined		
Cluster	Subject(s)	Credits
PE/Health	<ul style="list-style-type: none"> <li>● Health (.5)</li> <li>● Physical Education (1.0)                             <ul style="list-style-type: none"> <li>➢ Physical Education 10 (.5)</li> <li>➢ Physical Education Elective (.5)</li> </ul> </li> </ul>	1.5
English	<ul style="list-style-type: none"> <li>● English (4)</li> </ul>	4.0
Social Studies	<ul style="list-style-type: none"> <li>● Civics (.5)</li> <li>● U.S. History (1)</li> <li>● Any additional 1.5 credits from the Social Studies department</li> </ul>	3.0
Science	<ul style="list-style-type: none"> <li>● Any 3 credits from the Science Department</li> </ul>	3.0
Mathematics	<ul style="list-style-type: none"> <li>● Any 3 credits from the Math Department</li> </ul>	3.0
Technology Education	<ul style="list-style-type: none"> <li>● Any .5 credits from the Technology Education Department</li> </ul>	.5
Fine Art/Vocational Ed	<ul style="list-style-type: none"> <li>● Visual or Performing Arts OR Vocational Education</li> </ul>	1.0
Electives	<ul style="list-style-type: none"> <li>● Courses from any Department</li> </ul>	8.0
<b>TOTAL CREDITS REQUIRED TO GRADUATE</b>		<b>24.0</b>

**Class of 2023 and Beyond**

Course Clusters Defined		
Cluster	Subject(s)	Credits
PE/Health	<ul style="list-style-type: none"> <li>● Health/Safety (1.0)</li> <li>● Physical Education (1.0)                             <ul style="list-style-type: none"> <li>➢ Physical Education 10 (.5)</li> <li>➢ Physical Education Elective (.5)</li> </ul> </li> </ul>	2.0
Humanities	<ul style="list-style-type: none"> <li>● English (4.0)</li> <li>● Social Studies (3.0)                             <ul style="list-style-type: none"> <li>➢ U.S. History (1.0)</li> <li>➢ Civics (.5)</li> </ul> </li> <li>● Humanities - <i>English, Social Studies, Visual &amp; Performing Arts, World Language, Family Consumer Science</i> (2.0)</li> </ul>	9.0
STEM	<ul style="list-style-type: none"> <li>● Mathematics (3.0)</li> <li>● Science (3.0)</li> <li>● STEM - <i>Science, Technology, Engineering, Mathematics, Business Education</i> (3.0)</li> </ul>	9.0
World Language	<ul style="list-style-type: none"> <li>● Any World Language Course</li> </ul>	1.0
Mastery-based Diploma Assessment	<ul style="list-style-type: none"> <li>● To be Determined</li> </ul>	1.0
Electives	<ul style="list-style-type: none"> <li>● Courses from any Department</li> </ul>	3.0
<b>TOTAL CREDITS REQUIRED TO GRADUATE</b>		<b>25.0</b>

### **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 a passing 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 860 632-4845.

### **FRESHMAN ORIENTATION**

Grade 8 students will have an opportunity to meet with staff and high school students regarding academics, electives and extracurricular activities at Cromwell High School. High School counselors will meet individually with eighth graders to

discuss Grade 9 Courses.

### **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. 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 student who has lost credit due to excessive absences
- All students who attend summer school must have prior approval of the Guidance Department and Administration to ensure credit
- 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
- 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, special education teacher, general 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 acts as 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.

### **Freshmen**

1. Naviance Career/College/Learning Style inventories
2. Renaissance Learning – STAR – Math & Literacy Test
3. Preliminary Scholastic Aptitude Test (PSAT)

### **Sophomores**

1. Naviance Career Interest Inventory
2. Preliminary Scholastic Aptitude Test (PSAT)
3. Renaissance Learning – STAR – Math & Literacy Test

### **Juniors**

1. Preliminary Scholastic Aptitude Test (PSAT/NMSQT)
2. Next Generation Science Standards (NGSS)
3. Scholastic Aptitude Test (SAT)
4. Advanced Placement Tests (AP)
5. Seal of Biliteracy

### **Seniors**

1. Scholastic Aptitude Test (SAT)
2. Advanced Placement Tests (AP)
3. Seal of Biliteracy

## **PRE-REFERRAL TEAM (STUDENT ASSISTANCE)**

Pupil Personnel Staff (counselors, school psychologist, 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, Spanish, 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 STUDIO ART**

Level H 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 a desire to pursue college-level ability and 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 observational drawing, studio practice, classroom discussion/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 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)**

1 Year, 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 pre-calculus. 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**

1 Year, 1 Credit

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.

### **ADVANCED PLACEMENT/UCONN 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 listening 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.

### **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 rigorous coursework 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 weighted grading per semester:

Score	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

## COURSE LISTING 2019-2020

Detailed information of the courses listed below can be found on the following pages.

ART	Level	Credit	Time	Grade(s)
Art I - Introduction to Art	2	.5	Sem	9-12
Art II – Expanded Art and Design	2	.5	Sem	9-12
Painting	1	.5	Sem	10-12
AP Studio Art	H	1	Year	10-12
Advanced Sculpture	1	.5	Sem	11-12
Introduction to Sculpture	2	.5	Sem	9-12
Mixed Media	2	.5	Sem	9-12

BUSINESS EDUCATION	Level	Credit	Time	Grade(s)
Computer Applications	2	.5	Sem	9-12
Accounting	1	1	Year	10-12
Marketing and Advertising	1	.5	Sem	10-12
Career Connections	2	.5	Sem	9-12
Entrepreneurship	1	.5	Sem	10-12
Personal Finance	1,2	.5	Sem	10-12
Investing in Your Future	1,2	.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
English 12	1,2	1	Year	12
AP English Language and Composition	H	1	Year	11
AP English Literature and Composition	H	1	Year	12
College/Career Capstone	1	1	Year	11-12
Reading Lab	2	1	Year	9-10

FAMILY AND CONSUMER SCIENCE	Level	Credit	Time	Grade(s)
Understanding Children	2	.5	Sem	9-12
Nutrition and Food Production 1	2	.5	Sem	9-12

Nutrition and Food Production 2	2	.5	Sem	9-12
American Regional and World Cuisine	2	.5	Sem	11-12
Textiles and Clothing	2	.5	Sem	9-12
UCONN Introduction to Individual and Family Development	H	1	Year	11-12

<b>MATH</b>	<b>Level</b>	<b>Credit</b>	<b>Time</b>	<b>Grade(s)</b>
Algebra I	1	1	Year	9
Algebra II	1,2	1	Year	9-12
Geometry	1,2	1	Year	10-12
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
Real Life Math	2	1	Year	12
Technical Mathematics	2	1	Year	10-12
Math Lab	2	1	Year	9-10

<b>MUSIC</b>	<b>Level</b>	<b>Credit</b>	<b>Time</b>	<b>Grade(s)</b>
9th Grade Band	1,2	1	Year	9
9th Grade Choir	1,2	1	Year	9
Concert Band	1,2	1	Year	10-12
Concert Choir	1,2	1	Year	10-12
Music Technology I	2	.5	Sem	9-12
Music Technology II	2	.5	Sem	10-12
Piano I	2	.5	Sem	9-12
Piano II	2	.5	Sem	9-12
Guitar	2	.5	Sem	9-12
Intro to Music Theory/History	1	.5	Sem	9-12
Intro to Theater	2	.5	Sem	9-12
Pop Music History	2	.5	Sem	9-12
AP Music Theory	1	1	Year	11-12

<b>PHYSICAL EDUCATION/HEALTH</b>	<b>Level</b>	<b>Credit</b>	<b>Time</b>	<b>Grade(s)</b>
Health		.5	Sem	9 and 11
General PE(10)		.5	Sem	10
Personal Wellness		.5	Sem	11-12
Team Sports		.5	Sem	11-12
Unified PE		.5	Sem	11-12
Lifetime Activities		.5	Sem	11-12

<b>SCIENCE</b>	<b>Level</b>	<b>Credit</b>	<b>Time</b>	<b>Grade(s)</b>
Physical Science	1	1.25	Year	9
Biology	1,2	1.25	Year	10-12
AP Biology	H	1.5	Year	10-12
Chemistry	1,2	1.25	Year	10-12
AP Chemistry	H	1.5	Year	11-12
Physics	1,2	1.5	Year	11-12
UCONN Physics	H	1.5	Year	11-12
Environmental Science	2	1	Year	11-12
Anatomy and Physiology	1	1.25	Year	11-12
Forensic Science	1,2	1	Year	11-12

<b>SOCIAL STUDIES</b>	<b>Level</b>	<b>Credit</b>	<b>Time</b>	<b>Grade(s)</b>
World History I and II	1	1	Year	9
Civics	1,2	.5	Sem	10
Modern World History	1,2	.5	Sem	10
U.S. History	1,2	1	Year	11
AP U.S. History	H	1	Year	11
Economics	1	.5	Sem	11-12
Psychology	1	.5	Sem	11-12
Sociology	1	.5	Sem	11-12
Law	1,2	.5	Sem	11-12
AP United States Government and Politics	H	1	Year	12

<b>SPECIAL EDUCATION</b>	<b>Level</b>	<b>Credit</b>	<b>Time</b>	<b>Grade(s)</b>
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	.5	Sem	9-12

<b>TECHNOLOGY EDUCATION</b>	<b>Level</b>	<b>Credit</b>	<b>Time</b>	<b>Grade(s)</b>
STEM	1	.5	Sem	9-10
Music Technology II	2	.5	Sem	10-12
Introduction to Woodworking	2	.5	Sem	10-12
Advanced Woodworking	1	.5	Sem	10-12
Robotics/Coding	1	.5	Sem	9-12
Digital Communications I	1	.5	Sem	10-12
Technical Mathematics	2	1	Year	11-12
Innovation and Invention	1	.5	Sem	10-12
Computer Programing	1	.5	Sem	9-12
Video Production	1	.5	Sem	10-12
AP Computer Science Principles	H	1	Year	10-12
Information Technology	1	1	Year	9-12
News Broadcasting 1 & 2	1,2	.5	Sem	9-12

<b>WORLD LANGUAGES</b>	<b>Level</b>	<b>Credit</b>	<b>Time</b>	<b>Grade(s)</b>
French I	1	1	Year	9-12
French II	1	1	Year	9-12
French III	1	1	Year	10-12
AP French IV,V	H	1	Year	11-12
Fundamentals of Spanish: Language	1	.5	Sem	9-12
Fundamentals of Spanish: Culture	1	.5	Sem	9-12
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
AP/UCONN Spanish V	H	1	Year	11-12
ASL I- Proximity Learning computer based with online teacher program	1	1	Year	9-12
Rosetta Stone	1	.5	Sem	9-12

# ART

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## **Art I – Introduction to Art - Level 2**

1 Semester, 0.5 Credit

Art I 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, Sculpture and some limited exposure to digital media. 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. Possible medias used: pencil, charcoal, ink, acrylic paint, clay, plaster, printmaking, some digital media.

## **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 /apply techniques from historical master artists. Students will create paintings in portraits, landscapes, still life and abstract artworks. Students will learn techniques that can be applied to various media such as liquid graphite, ink, watercolor pencils, 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(REMOVE). Sculpture media may include wire, metal, plaster, plaster gauze, papier-mâché, soft sculpture materials, foam 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



**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, combining techniques in painting, drawing, collage, sculpture, and digital media. Students will explore the visual language of art from historical as well as contemporary artists.

## **BUSINESS EDUCATION**

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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. Students may also earn a math or elective credit.

### **Career Connections – Level 2 (Gr. 9-12)**

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..

### **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 Google and 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, Slides and Forms. 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 and Level 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 recommended for Investing in Your Future.

### **Investing in Your Future - Level 1 and Level 2 (Gr. 10-12)**

1 Semester, 0.5 Credit

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

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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, speaking and listening 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 presentation
- Independent personal choice reading in addition to class selections

## **English 9 - Level 1**

1 Year, 1 Credit

This class serves as an introduction into literary analysis and composition. 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, writing, speaking, and thinking skills through a broad range of learning opportunities. All students will be reading independent reading books of their choice throughout the year.

## **English 10 - Level 1**

1 Year, 1 Credit

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, analytical, synthesis, and narrative writing as well as speaking and listening. A high level of independence is required to be successful. All students will be reading independent reading books of their choice throughout the year.

## **English 10 - Level 2**

1 Year, 1 Credit

This course will follow the same curriculum as English 10 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 independent reading books of their choice throughout the year.

## **English 11 - Level 1**

1 Year, 1 Credit

The 11<sup>th</sup> 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 requires 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 independent reading books of their choice throughout the year.

## **English 11 - Level 2**

1 Year, 1 Credit

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 independent reading books of their choice throughout the year.

**English 12 - Level 1**

1 Year, 1 Credit

The 12<sup>th</sup> 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 independent reading books of their choice throughout the year.

**English 12 - Level 2**

1 Year, 1 Credit

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 independent reading books of their choice throughout the year.

**AP English Language and Composition (Gr. 11)**

1 Year, 1 Credit

This course focuses on the basic elements of rhetoric (structure, diction, detail, imagery, syntax, figurative language and tone) and how one's use of rhetorical techniques work together to create meaning in persuasive, analytical, expository, 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 narrative/memoir, science, philosophy, social sciences, current events, speeches, and primary documents. Students apply analytical and rhetorical strategies 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 in the use of rhetorical strategies. . Students are expected to perform independent research, expand their vocabulary, utilize academic grammar, and participate actively 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 courses, focusing on the careful reading and critical written analysis of literature including a heavy emphasis on poetry. Active participation in class discussion is an essential element of success. Through an in-depth reading of sophisticated texts from a variety of genres, styles, and periods, students will deepen their understanding of the ways writers use literary and poetic devices to create meaning. Students will gain a perspective of literary, philosophical and ideological traditions and their influence on writers through the study of the novel, short story, drama, and poetry. 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.

**College/Career Capstone Level 1 (Gr. 11-12)**

1 Year, 1 Credit

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 both college and a career.

**OTHER OFFERINGS****Reading Lab – 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.

# **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.

## **Nutrition and Food Production 1**

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 with 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.

## **Nutrition and Food Production 2**

1 Semester, 0.5 Credit

**Prerequisite(s):** Nutrition and Food Production 1

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.

## **American Regional and World Cuisine**

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.

## **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 lifespan, 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

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## **Algebra I - Level 1**

1 Year, 1 Credit

**Prerequisite:** Successful completion of 8<sup>th</sup> grade mathematics

Algebra I is essential for success in high school mathematics courses, college mathematics, and many careers. Following a brief review of 8<sup>th</sup> 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 9<sup>th</sup> 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 10<sup>th</sup> 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 11<sup>th</sup> 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 - Level 1**

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. Summer work is assigned for this course.

**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, 1 Credit

**Prerequisite:** Algebra II

This course is designed to build statistical literacy skills that are required for citizens of the 21<sup>st</sup> 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

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## 9<sup>th</sup> Grade Band - Level 1 or Level 2

1 Year, 1 Credit

The Cromwell High School 9<sup>th</sup> 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 9<sup>th</sup> 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 9<sup>th</sup> 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.

9<sup>th</sup> 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

## 9<sup>th</sup> 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**

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Physical Education/Health Education courses are required in order to meet CHS graduation standards.

## **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 learn strategies to be able to make healthy decisions throughout their lifetime. The program offers a variety of learning strategies such as group work, self and peer-assessment, discussion, individual read and response, presentations, project creation, and essays. Some topics include communication, conflict resolution, stress management, sexual awareness, decision making, nutrition, tobacco education, sexual education/human sexuality, alcohol education, depression/suicide prevention, goal setting, drug awareness education, healthy relationships, and CPR. The overall goal of the program is to enable students to make decisions in order to foster a healthy and balanced lifestyle.

## **Grade 11 Health**

1 Semester, 0.5 credit

Students in the class graduation class of 2023 will be required to take 1.0 credit in health education to meet the State of CT graduation requirements.

## **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, tennis, badminton, table tennis, pickleball, ultimate Frisbee and additional activities. Grade 10 students are required to 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 Credits

This course is designed for students interested in improving their overall fitness level along with increasing knowledge and skills related to personal fitness and leading 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 how to develop fitness plans based off specific goals they would like to achieve during the semester. Other aspects of the course include learning the basic principles to programs of walking/running, weight training, CPR, group fitness classes and other fitness activities through individual and group work.

## **Team Sports**

1 Semester, 0.5 Credits

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, 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. All participants will focus on skill development, social interaction, teamwork, inclusion, and safety. Peers are expected to demonstrate a high level of leadership in working with students of all ability levels. Activities such as team sports, individual/dual sports, recreational sports, and fitness/conditioning activities are adapted to meet the needs of all students. 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.

# SCIENCE

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## **Physical Science - Level 1 (Gr. 9)**

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.

## **AP Biology (Gr. 10)**

1 Year, 1.5 Credits (with 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.

## **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 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 labs)

**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 labs)

**Prerequisite:** B or better in Level 1 or higher Math and Science Courses including Geometry, Algebra II and Chemistry and enrolled in an advanced 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.

### **Anatomy and Physiology - Level 1**

1 Year, 1.25 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.

### **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.

### **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**

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## **World History I and II – Level 1 (Gr. 9)**

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 - Level 1 and Level 2 (Gr. 10)**

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 20<sup>th</sup> century with a focus on genocide, the modern Middle East, the Global War on Terror, and the rising world powers.

## **Civics - Level 1 and Level 2 (Gr. 10)**

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-playing, 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 - Level 1 and Level 2 (Gr. 11)**

1 Year, 1 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)**

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. 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 Level 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**

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## **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. Instruction is individualized to focus on student goals and objectives as defined in their individualized education plan. 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 to students receiving special education services 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. 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**

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## **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 / Coding – Level 1 (Gr. 9-12)**

1 Semester, 0.5 Credit

Robotics/ Coding is a lab-based course that uses a hands-on approach to introduce the basic concepts of coding and robotics, focusing on the design process, problem solving, hands on drafting, computer based coding through RobotC, basic construction and programming of autonomous mobile robots through 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 (Gr. 9-12)**

1 Semester, 0.5 Credit

Throughout this course, students will be learning and working with Computer Code ~~via Khan 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 Javascript. 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 aspects of JS, HTML/CSS code parts of a computer as well as creating a simple program utilizing different Computer Programing languages.

## **Innovation and Invention - Level 1 (Gr. 10-12)**

1 Semester, 0.5 Credit

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. You will also have the opportunity to work with Vectric VCarve where you will be designing a product to be cut on the CNC Router. As you go through the design process you will maintain an engineering journal documenting, hypotheses, unique ideas, failures and success.

## **Information Technology – Level 1 (Gr. 9-12)**

1 Year, 1 Credit

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 (Gr. 11-12)**

1 Year, 1 Credit

**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.

### **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 (Gr. 10-12)**

1 Semester, 0.5 Credit

**Prerequisite:** Introduction To Woodworking

This course is hands on course which is designed for the individual who would like to pursue 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.

### **Digital Communications I – Level 1 (Gr. 10-12)**

1 Semester, 0.5 Credits

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 (Gr. 10-12)**

1 Semester, 0.5 Credit

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, 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.

### **News Broadcasting - Level 1 and Level 2 (Gr. 9-12)**

1 Semester, 0.5 Credit

Introduction to News Broadcasting familiarize students with the basic principles of broadcast production. Students are responsible for the production of video stories as well as special interest projects including script writing, video recording, and video editing. This course will have two focuses. The first is to develop the skills necessary to run a news broadcast and will cover topics such as interviewing, videography, and familiarity with U.S. and World news. The second is to use editing software

to create creative videos with a variety of topics, including a PSA and short segment pieces. Students will gain an understanding of both pre-production, on-air, and post production roles and responsibilities of news broadcasting with professional equipment in a modern digital production studio

## **WORLD LANGUAGES**

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### **French I**

1 Year, 1 Credit

This course is a general introduction to the French language, the French-speaking world, and basic linguistics. This course provides a special emphasis on the development of correct pronunciation and simple grammatical structures so that the student can express himself/herself simply and correctly in authentic conversations and written forms.

### **French II**

1 Year, 1 Credit

**Prerequisite:** C or better in French I / Teacher Recommendation

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.

### **French III**

1 Year, 1 Credit

**Prerequisite:** C or better in French II / Teacher Recommendation

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.

### **Advanced Placement French IV, V**

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.

### **Fundamentals of Spanish: Language**

1 Semester, ½ Credit

Teacher recommendation required

This introductory course is designed to help students learn “the basics” of the Spanish language. Students will learn words and phrases that will help them communicate in Spanish and become familiar with correct pronunciation. Some of the topics covered are: the alphabet, numbers, greetings, introductions, weather, school, pastimes, and family. Students in this course will learn about the cultures in the Spanish-speaking world. Students will begin with where Spanish is spoken around the world and continue to learn about the the music, art, food and other cultural practices around the world.

### **Fundamentals of Spanish: Culture**

1 Semester, ½ Credit

Teacher recommendation required

Students in this course will learn about the cultures in the Spanish-speaking world. Students will begin with where Spanish is spoken around the world and continue to learn about the the music, art, food and other cultural practices around the world.

### **Spanish I**

1 Year, 1 Credit

Spanish 1 is a course designed for non-native students that are just beginning their foreign language journey into the language and culture of Spanish-speaking countries. There is no prerequisite to this course. Students may or may not have taken Spanish previously.

### **Spanish II**

1 Year, 1 Credit

**Prerequisite:** C or better in Spanish I / Teacher Recommendation

Spanish 2 is a course designed for non-native students that are continuing their foreign language journey into the language and culture of Spanish-speaking countries. The prerequisite to this course is Spanish 1 or Middle School Spanish. Students should know the basics of the language, including, but not limited to, conjugating verbs in the present tense.

### **Spanish III**

1 Year, 1 Credit

**Prerequisite:** C or better in Spanish II / Teacher Recommendation

Students enrolled in Spanish 3 must be able to access prior vocabulary and grammar they have studied and combine it with new, complex grammatical structures. Emphasis is placed on speaking and writing in Spanish while using a variety of vocabulary

words and multiple tenses. In addition, students will be exposed to Spanish from multiple Spanish-speaking countries via diverse sources. More emphasis is placed on reading and analyzing text in Spanish. Students in this course must have a strong background from Spanish 1 & 2 in order to be successful.

#### **Spanish IV**

1 Year, 1 Credit

**Prerequisite:** B or better in Spanish III / Teacher Recommendation

This advanced course combines vocabulary and grammar from previous Spanish classes. Emphasis is placed on understanding written and spoken Spanish from multiple Spanish-speaking countries via diverse sources. Interpreting authentic examples of written and spoken Spanish, expanding their vocabulary and improving how they express themselves in Spanish are other skills students will be focusing on in this course.

Students in this course must have a strong background from Spanish 1, 2 & 3 in order to be successful.

#### **ADVANCED PLACEMENT/UCONN SPANISH V**

1 Year, 1 Credit

**Prerequisite:** B or better in Spanish IV / Teacher Recommendation

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 listening 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.

#### **ASL I- Proximity Learning computer based with online teacher program**

1 Year, 1 Credit

First year students will be able to communicate and interact within the context of a variety of everyday situations such as family, school life, eating, shopping, and traveling. The first year goal is to develop the foundational skills to help students to transition to year two ASL class. The first year of ASL will focus on the basics of asking questions, following directions, and developing the primary skills of signing after 8 units of instruction. The students will also gain an understanding of the deaf culture, with a specific understanding of the education in the deaf community. Students will become familiar with assisted technology and interactions between deaf and hearing communities.

#### **Rosetta Stone**

1 Semester, ½ Credit - Teacher/Guidance Recommendation

Students choose a language to serve as an elective and work in a computer based program in which they learn the basics of the chosen language by practicing listening, writing, reading, and speaking. Students learn to speak, read, listen and write in an award-winning online program. Rosetta Stone offers students the opportunity to learn in a self-directed manner. Here are the language choices:

Arabic | Dutch | Latin | German | Hebrew | Irish (Gaelic)  
Japanese | Persian (Farsi) | Portuguese (Brazilian) | Swedish  
Chinese (Mandarin) | Filipino (Tagalog) | Vietnamese  
Greek | Hindi | Italian | Korean | Polish | Russian



# DISTRICT PERFORMANCE STANDARDS FOR GRADUATION

## I. Introduction

To graduate from the Cromwell Public Schools a student must have earned a minimum of 24 credits ((25) class of 2023 and beyond) and must have met the credit distribution requirements.

### Credits

A credit is defined as the equivalent of one two-semester course (180 days). One-half credit is given for courses that complete work in one semester. If physical education is not taken because of a 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.

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.

## II. 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.

# College Partnership Programs

## **UConn Early College Experience Program (ECE)**

This is a concurrent enrollment program that allows motivated high school students to take UCONN courses at Cromwell High School for both high school and UCONN credit for a reduced fee. Every course taken through UCONN ECE is equivalent to the same course at the UCONN campus. Students are recommended by their classroom teacher and guidance counselor.

## **Wesleyan High School Scholars Program**

This program offers outstanding juniors and seniors from local high schools the opportunity to take one course per semester, tuition free, at the University. Admitted students will be able to experience the intellectual rigors and stimulating dialogue that commonly take place in Wesleyan classrooms. Students interested in the program should apply through the Guidance Department.

## **Middlesex Community College High School Partnership Program**

Junior and senior students with an overall B average, ranked in the top 20% of their class, and recommended by a counselor may apply to take one college credit course per semester for free on a space-available basis at the college. Students interested in the program should apply through the Guidance Department.