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The Rocky Hill Board of Education guarantees compliance under Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1973, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991, and Connecticut General Statutes 46a-60.

The Title VI, Title VII, Title IX, and section 504 compliance officer is the Director of Special Education and Pupil Services, P.O. Box 627, Rocky Hill, CT 06067 (telephone: 258-7705)

THE ROCKY HILL BOARD OF EDUCATION PROHIBITS DISCRIMINATION OR HARASSMENT ON THE BASIS OF RACE, COLOR, RELIGIOUS CREED, AGE, MARITAL STATUS, MILITARY OR VETERAN STATUS, NATIONAL ORIGIN, ANCESTRY, SEXUAL ORIENTATION, AND PAST OR PRESENT LEARNING DISABILITY, PHYSICAL DISABILITY, OR MENTAL DISORDER.

ROCKY HILL HIGH SCHOOL  
Rocky Hill, Connecticut

**PROGRAM OF STUDIES**

Rocky Hill High School is proud of the comprehensive and demanding academic programs which it offers. The primary objective of these programs is to provide an appropriate education for all students so that they will be able to use their school experiences in meaningful ways throughout their lives. While designed to meet the requirements necessary to maintain standards acceptable to the Connecticut State Department of Education and the New England Association of Schools and Colleges, these programs allow for the varied needs of young people preparing either for continued education or for direct employment after graduation.

Students are encouraged to make course choices which will best suit their educational needs and goals. In choosing subjects for an academic year, the following points must be carefully considered by students and their parents or guardians:

- 1) previous academic achievement
- 2) ability to perform in a specific academic area
- 3) the motivation and goals of the student
- 4) recommendations by school faculty and administrators
- 5) significant strengths or weaknesses of the student in particular areas
- 6) results of previous testing programs in the school
- 7) requirements of advanced educational institutions, specialized schools, etc.

## GENERAL GUIDELINES

1. Every student must be enrolled in a minimum of six full-time courses credits per year.
2. Students may not elect any course in which they have previously received credit toward graduation with the exception of Band and Chorus.
3. It is suggested that any student wishing to move up a level in a sequential course should have a grade of 80 or better to move from general to academic and should have a grade of 85 or better and teacher recommendation to move from academic to honors.

For students entering grade nine a grade of 85 or better is suggested for placement into an academic class and a grade of 90 or better and teacher recommendation is suggested for placement into an honors class.

It is also suggested to stay in a same level course a minimum grade of 70 be earned. Teachers should discuss level recommendations with students particularly when changing a level.

4. Some courses have prerequisites, specific requirements which must be achieved before a student can take a course. This information is contained in the course description portion of this booklet.
5. Student course selections will be honored unless there is a conflict caused by physical limitations, staff utilization, lack of enrollment in a particular course, scheduling problems, or inappropriate selection.
6. Students who wish to take a course at a higher level than recommended must complete a parent request for higher level form.
7. Students in multi-level classes must choose a level within the first 10 days of the class. Students desiring a level-change should confer with their teacher at the beginning of the year. These multi-level courses require students to engage in additional work, as well as demand more rigorous expectations. Students are required to demonstrate an independent approach, a strong work ethic, and a commitment of additional time.
8. Audits are a limited practice that allows a student to repeat a previously taken and passed course in which they haven't met the suggested criteria for suggested placement.

Rocky Hill High School strives to provide the best course of study possible for each student. Because course selections are considered individual program, it is hoped that proper choices will result a in a useful program. Mutual consideration must be achieved by the student, parents, and the school. Students should give considerable thought prior to signing up for courses. The faculty, guidance personnel, and the administration of the school are available to help students reach decisions.

## **COURSE CHANGES/WITHDRAWALS**

The Board of Education reserves the right to cancel any course due to lack of adequate enrollment, limitation of facilities, scheduling problems, or lack of staff. Every effort will be made to schedule elected courses, but other considerations may result in the modification of courses selected.

Students may not change their schedule of courses after the first five school days of each semester. If unusual circumstances are involved in any situation, the guidance counselor will report the circumstances to the principal for a final decision on a course withdrawal.

**NOTE:** Any student who withdraws from a course after the prescribed date will receive a WF (Withdraw/Fail) on their final transcript.

## **INFORMATION RELATED TO COURSE DESCRIPTIONS**

### **Definition of Terms/Symbols**

<b><u>Full-year Course (FY)</u></b> -	A course in which the student will remain for the entire school year. One credit is granted for the successful completion of the year.
<b><u>Fall Course (F)</u></b> -	A course offered in the fall semester.
<b><u>Spring Course (S)</u></b> -	A course offered in the spring semester.
<b><u>Required Course (R)</u></b> -	A course that is required within a program area, such as the Composition course in grades 11 or 12.
<b><u>Blocked Course (*)</u></b> -	A course which is usually one semester, double period in length.

### **PROMOTION STANDARD**

Students must obtain the following number of credits each year in order to successfully graduate in 4 years with minimum of 22 credits.

By end of year 1 - 5.50 credits

year 2 - 11.00 credits

year 3 - 16.50 credits

year 4 - 22.00 credits total

### **HOMEROOM**

Students are placed into homeroom alphabetically by grade. The purpose of homeroom is to take daily attendance and create an atmosphere for the high school advisory program. Students will continue to stay in the same Homeroom/Advisory period for all high school years regardless of credit status.

## Levels of Instruction

NOTE: Rocky Hill High School students are successful in four-year programs which may include a variety of courses offered at different levels during any particular year. Levels can vary from year to year and from course to course based on performance, teacher recommendation, and the student's interests in each area of study.

AP                   Advanced Placement Program is a cooperative educational endeavor between secondary schools and colleges and universities. It exposes high school students to college-level courses. In order to receive AP credit, students must take the AP Exam. Otherwise students will receive Honors Credit. There is a fee associated with taking the AP Exam.

Students study subjects of interest and challenge themselves with students who are similarly motivated. AP often assists in guiding students who are unsure about future plans toward college or advanced studies, and most colleges look favorably on any AP experience.

Rocky Hill High School offers AP courses in Mathematics, English, World Languages Science and Social Studies. Please refer to each department's section for specific information.

UCONN  
CREDIT  
COURSE            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. Rocky Hill High School offers ECE courses in Social Studies, Science, World Language and Family and Consumer Science. 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 highly transferable to other universities.

There is a fee associated with the UConn Credit Course.

\*\*\*\*\***A reduction in cost/fees may be available for students experiencing financial adversity.**

Level 1            HONORS courses are designed for students who wish to pursue advanced placement, college-level credit, or a course leading to that level of achievement. Teacher or department recommendation is required.

Level 2            ACADEMIC courses are designed for student who wishes to continue their education at a college or university.

Level 3 GENERAL courses are designed to focus on skill development in at least three important and distinct ways. In areas such as English, Mathematics, Sciences and Social Studies, Level 3 offerings are to improve the skills of students who may not yet be prepared for a full Level 2 program and who wish to keep open the option of continuing their education at a college or specialized school. In areas such as Art, Business Education, Family and Consumer Science, and Music, level 3 offerings provide a demanding introduction to new skills and interests which may lead to advanced study at a higher level in future semesters.

## RANK IN CLASS

Class rank is determined by assigning a numerical equivalent to each grade within the assigned curriculum level. This will allow for conversion to a Quality Point Ratio.

### CURRICULUM LEVEL

<u>GRADE</u>	<u>UCONN or AP</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
90 – 100	4.25/4.5	4.0	3.5	3.0
80 – 89	4.0	3.5	3.0	2.5
70 – 79	3.5	3.0	2.5	2.0
60 – 69	3.0	2.5	2.0	1.5
59 or below	0.0	0.0	0.0	0.0

\*4.5 Quality Point Ratio effective for the class of 2014

## HONOR ROLL

High Honors designation is awarded to students who achieve an overall average of 90% or higher for the marking period in all full-time courses, provided no single mark is below 75%

General Honors designation is awarded to students who achieve an average of 85% or higher for the marking period in all full-time courses, provided no single mark is below 70%

\*A full-time course is a course that meets at least five times per week. This includes PE. Exclusions to honor roll are: Academic Lab., Internships, Community Service, Marching Band/Flag Corp, and any pass/fail course.

## **STANDARDS FOR GRADUATION**

Within the total number of credits required, the following minimum standards must be met by students to be considered eligible for the diploma from Rocky Hill High School:

1. Four credits of English
2. Three credits of Social Studies. One credit must be U.S. History and one-half credit must be in Civics.
3. Three credits of Mathematics, including Algebra I.
4. Two credits of Science, one of which must be a Biological Science and one a Physical Science
5. Three credits of Art, Humanities, Music, Business Education, Family and Consumer Sciences, or Technology Education with the following distribution acceptable: two credits in the arts and one credit in the vocational area, **OR** two credits in the vocational area and one credit in the arts area.
6. One credit in an advanced course which would be in addition to the three credits indicated in item #5; such credits to be in the arts, vocational, or foreign language fields (see Advanced Level Courses)
7. One credit in Physical Education
8. One-half credit in Health
9. One half (1/2) credit in Computer Literacy which include Digital Design, Advertising Design, Video and Animation, Personal Finance & Technology, International Business, Accounting/Advanced Accounting, Desktop Publishing, Computer Essentials, Computer Technologies, PLTW-Digital Electronics, PLTW-Intro to Engineering Design and Communications Systems
10. An additional four credits in elective courses

### **11. TOTAL NUMBER OF CREDITS REQUIRED FOR GRADUATION – 22**

**PLEASE NOTE:** According to State Law, each local Board of Education shall specify the basic skills necessary for graduation and include a process to assess the student's level of competency in such skills. The assessment criteria shall include, but shall not exclusively be based on the result of the tenth grade CAPT TEST /PSAT/SAT or meeting expectations on the school-wide academic expectation rubric.

## EXCEPTIONS RELATED TO STANDARDS FOR GRADUATION

An exception to the preceding may be granted under one of the following conditions:

The recommendation by a Planning and Placement Team (PPT) to waive a requirement for a special education student, based on specific evaluative documentation. This exception by recommendation must include the recommendation for a credited course equal in value to be substituted for the waived requirement. In addition, the recommendation must be approved by the principal.

The waiving of a credit or the alteration of the credit balance in the arts or vocational areas on a case-by-case basis only when a conflict is created through the scheduling process in the senior year that eliminates the possibility of the student achieving a specific requirement in these two areas of study. This requires the substitution of another course to replace the course in conflict, and requires the approval of the principal.

## ADVANCED LEVEL COURSES

The following courses meet the standards for the achievement of one credit in an advanced course in the arts, vocational, technology, family and consumer sciences or foreign language fields.

Latin II	Watercolor Painting	Advanced Accounting
French II	Oil and Acrylic Painting	Adv. Energy, Power & Trans.
Spanish II	Sculpture	Civil Engineering & Arch
Video and Animation	Principles of Engineering	Adv. Materials Proc.
Music Tech. II	Advertising Design	Culinary II
Voc. Skills Development II	Early Childhood Educ.	Fashion Design II
	Advanced Graphics	Advanced Power

- plus a second year of Band or Choir or any Independent Study program that is considered an advance course by the teacher involved.

## SUMMER SCHOOL

Students who are eligible may register for summer school or tutorial programs that are held during the summer months. Students can make up a maximum of two full credits in summer programs. To be eligible, a student must have achieved a final grade of at least 50; otherwise, they may not make up any credit. Credits may be made up provided the following conditions are met:

All summer school programs or tutorial programs are subject to approval by a high school administrator and guidance counselor before attending or the credits will not be honored.

Courses selected in a Summer Program must be approved in advance.

All make-up credits are subject to the requirements established by Rocky Hill High School.

Tutors must be certified in the subject area in which the student is tutored. Grade is based on 50% completed work and 50% exams. Tutors must submit all work completed by the student. The number of hours completed for .5 credit is 20 hours and hours completed for 1 credit is 30 hours.

## **NCAA DIVISION I AND II ELIGIBILITY**

### **STATEMENT AND REQUIREMENTS**

Many college athletic programs are regulated by the National Collegiate Athletic Association (NCAA) that has established rules on eligibility, recruiting, and financial aid.

Students who wish to participate in Division I or II athletics in college should plan early. They must successfully complete (70 or better) a minimum number of core curriculum courses as listed below and have a core-course grade point average (based on a 4.000 scale) and a combined score on the SAT or a sum score on the ACT based on the new core GPA/test score index.

#### Division I:

##### 16 Core Courses:

- Graduate from High School
- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 1 year additional English, mathematics or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above or foreign language)

#### Division II

##### 14 Core Courses:

- Graduate from High School
- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 2 year of additional English, mathematics or natural/physical science.
- 2 years of social science
- 3 years of additional courses (from any area above or foreign language)
- Earn a 2.0 GPA or better in your Core Courses
- Earn a combined SAT score of 820 (Critical Reading & Math) or an ACT sum of 68
- There is no sliding scale in Division II

Students should register to take the SAT as juniors and submit the Student Release Form (available in the guidance office) to the NCAA Clearinghouse by the beginning of their senior year. Students should register by completing the on-line application at <http://eligibilitycenter.org>. Two (2) transcript release forms must be down-loaded and given to your school counselor. Keep a copy for your records.

**PLEASE CONTACT A GUIDANCE COUNSELOR IF THERE ARE ANY QUESTIONS ABOUT NCAA ELIGIBILITY**

## **ACADEMIC EXPECTATIONS**

Beginning in the spring of 2010, Rocky Hill High School will send a quarterly report indicating every student's progress toward meeting the school's academic expectations. Each student will be assessed on two expectations per course. Listed under each course description are the two expectations that will be measured and reported for that course. Below are all seven of the academic expectations:

- Communicate effectively in writing
- Communicate effectively while speaking
- Solve quantitative problems effectively
- Solve qualitative problems effectively
- Use research skills effectively
- Demonstrate effective reading skills
- Make Connections between learning and life

## ROCKY HILL HIGH SCHOOL COURSE OFFERINGS

### ART

NOTE: Drawing and Composition and Digital Design are foundation courses. Digital Design, Advertising Design and Video Animation meet the computer literacy requirement.

AR 702/703 DRAWING AND COMPOSITION LEVEL 2/1  
(F/S) GRADES 9 - 12 1/2 CREDIT

Drawing and Composition is a prerequisite for all painting courses and is strongly recommended for all students in order to enhance visual thinking and visual communication skills. Concentration is on the development of observational drawing skill. Because research supports that observational drawing is a learnable skill, a student need not have to show drawing “talent” prior to enrolling in this course. Students will experience a variety of exercises to increase right brain use, and will study a range of subject matter which may include: still life, animal, portrait, and figure studies. The textbook "ARTTALK" is used to enrich learning in this course. Students will also learn to evaluate their own artwork, as well as famous works of art.

Although this academic level class does not assume prior drawing experience, this course will delve more deeply into drawing, requiring students to engage in additional homework, sketchbook, and written assignments with more rigorous expectations for achievement. Students will be required to demonstrate an independent approach, a strong work ethic, and a commitment of additional time.

*Note: Students may elect this course at the honors level by developing a plan of additional research and extended project work. This will require a commitment of additional time by the student. The application for honors must be filed during the first 10 days of the semester and requires teacher approval.*

**Academic Expectations:** Communicate Effectively while Speaking  
Make Connections between Learning and Life

AR 722/723 DIGITAL DESIGN LEVEL 2/1  
(F/S) GRADES 9 - 12 1/2 CREDIT

This exciting digital arts course provides students an introduction to the use of the computer as a design tool. Students will learn composition and design principles while working out creative solutions to a variety of design related problems. Students will be exposed to industry standard software, including **Adobe Illustrator** and **Adobe Photoshop**. Through the study of various artists, their styles and the process of creating art, students will develop and utilize critical thinking skills. This academic level course does not assume prior drawing, photography, or computer graphic experience. Students with previous skills in computer graphics may take this course at an honors level (upon approval by the instructor and the completion of additional criteria and workload). This course is offered both in the fall and in the spring semester and serves as a prerequisite for Advertising Design, Video and Animation, and Sculpture. This course fulfills Computer Literacy graduation requirement.



appreciation for the role of the craftsperson and the handmade traditions of various cultures around the world.

**Academic Expectations:** Communicate Effectively while Speaking  
Solve Qualitative Problems Effectively

AR 735      FIBER ARTS      LEVEL 2  
(S)      GRADES 9 - 12      1/2 CREDIT

In this course, students will design and create useful and aesthetic works of art, while being encouraged to solve problems using creativity and self-expression. Projects may include basketry, macramé/hemp jewelry, paper making, and book making. The study of various artists and artworks will allow students to appreciate the cultural influences, transformations and current trends in fiber arts.

**Academic Expectations:** Make Connections between Learning and Life  
Solve Qualitative Problems Effectively

AR 736      WATERCOLOR PAINTING      LEVEL 2/1  
(F)      GRADES 10 - 12      1/2 CREDIT

This course introduces students to such techniques as transparency, washes, lift-off and resist. Once acquainted with the medium, assignments explore areas such as composition, expressive color, abstraction, and mixed media. The subject matter may include still life, figure, portrait, landscape, and non-objective painting. The history of watercolor painting will be reviewed along with the study of art criticism. Prerequisite: Successful completion of Drawing & Composition).

*Note: Students may elect this course at the honors level by developing a plan of additional research and extended project work. This will require a commitment of additional time by the student. The application for honors must be filed during the first 10 days of the semester and requires teacher approval.*

**Academic Expectations:** Communicate Effectively in Writing  
Communicate Effectively while Speaking

AR 737      OIL AND ACRYLIC PAINTING      LEVEL 2/1  
(S)      GRADE 10 - 12      1/2 CREDIT

This course acquaints students with the terms, tools, and techniques needed for the skillful handling of oil and acrylic paints. Challenges are presented which give students a practical and thorough understanding of color theory. The subject may include still life, abstraction, figure, portrait, and landscape painting. Students will also study art criticism as they evaluate works by famous artists and their own art work. (Prerequisite: Successful completion of Drawing & Composition).

*Note: Students may elect this course at the honors level by developing a plan for additional research and extended project work. This will require a commitment of*

additional time by the student. The application for honors must be filed during the first 10 days of the semester and requires teacher approval.

**Academic Expectations:** Communicate Effectively in Writing

AR 740/741 SCULPTURE  
(F/S)

GRADES 10 - 12

LEVEL 2/1  
1/2 CREDIT

This course will give students experience in the three basic sculptural techniques of modeling, caving and construction. The basics of three-dimensional design, historical and interdisciplinary connections, use of media, and art criticism will be studied. Students will work with materials such as clay, wood, plaster, stone and wire to create three-dimensional works of art.

(Prerequisite: Successful completion of Ceramics, Crafts, Digital Design or Pottery & Ceramics Sculpture).

Note: Students may elect to take this course at the honors level by developing a plan for additional research and extended project work. This will require a commitment of additional time by the student. The application for honors must be filed during the first 10 days of the semester and requires teacher approval.

**Academic Expectations:** Communicate Effectively while Speaking  
Solve Qualitative Problems Effectively

AR 756/757 ADVERTISING DESIGN  
(F/S)

GRADES 9 - 12

LEVEL 2/1  
1/2 CREDIT  
PER SEMESTER

Students in this advanced digital arts course will further develop their skills and software including **Adobe Photoshop**, and **Adobe Illustrator** while applying design concepts and principles to solve real world advertising problems. Projects include but are not limited to typography, logo poster design, illustration, brochure and print ads, CD/DVD packaging, and product packaging design. Student will develop creative thinking and visual communication skills through work on projects and active critique and discussions of professional works. A brief history of advertising, discussion of ethical issues, and introduction to marketing strategies as well as research assignments will provide students with an understanding of the persuasive power of the advertising industry. The course presents different challenges each semester making it possible to take either one or both semesters without repetition. (Prerequisite: Successful completion of Digital Design).

Note: Students may elect to take this course at the honors level by developing a plan for additional research and extended project work. This will require a commitment of additional time by the student. The application for honors must be filled during the first 10 days of the semester and requires teacher approval.

**Academic Expectations:** Make Connections between Learning and Life  
Solve Qualitative Problems Effectively











## EDUCATIONAL ENRICHMENT AND ENHANCEMENT OPPORTUNITIES

### COMMUNITY SERVICE PROGRAM

(F/S)

GRADES 10 - 12

NO LEVEL

1/4 - 1/2 CREDIT

Interested students must apply to the principal during the first ten days of each semester. Students will be notified if accepted for the program. All participants must be registered in at least six courses plus physical education in addition to Community Service. Parental consent is also required. A supervisor will be associated with the program, and an agreement will be made to allow the student to affiliate with a public service organization. Town government, schools, the public library, police, fire, and ambulance departments, or hospitals are acceptable agencies; others will be considered upon request. A minimum of 30-65 hours of work during a semester is required for credit. These hours must be logged in a journal. THIS CREDIT MAY NOT BE SCHEDULED AS THE FINAL CREDIT TOWARD GRADUATION IN THE SENIOR YEAR AND DOES NOT COUNT TOWARD GPA.

### ACADEMIC LAB

(F/S)

GRADES 10 -12

NO LEVEL

1/4 - 1/2 CREDIT Per Semester

Pre-selected upperclassmen tutors are available during study halls to assist students with their mathematical and/or writing needs. Student tutors may earn credit (similar to the community service program) for hours served in the lab. Students choosing this option are subject to the requirements of the program, including training, regular service, evaluations etc. DOES NOT COUNT TOWARD GPA OR HONOR ROLL.

### INTERNSHIP

(F/S)

GRADES 10-12

NO LEVEL

1/4 – 1/ 2 CREDIT Per Semester

The Internship Program is designed to give seniors the opportunity to explore vocational and career choices in actual job sites. Students interested in the Internship Program should establish a dialogue with a cooperating sponsor/teacher regarding a desirable placement. The student must also obtain a verbal commitment from the job site.

The student and sponsor/teacher will create goals/objectives for the internship experience. Upon approval the student will begin to complete a daily journal.

This program cannot be used as a final credit towards graduation and does not count toward GPA or Honor Roll.

The sponsor/teacher will evaluate the success of internship for:

1/4 credit for 50 hours

1/2 credit for 100 hours

MA/EN 190 SAT PREPARATION  
(F/S)

GRADE 11

LEVEL 2  
½ CREDIT

This course prepares Juniors for the mathematics, reading and writing sections of the SAT. Students will learn test-taking strategies and become familiar with the unique style of SAT questions. Students will briefly review math topics and study SAT-specific questions that have been grouped by those topics. Students will also adopt vocabulary development techniques, hone reading comprehension skills, and learn efficient methods for composing a coherent writing sample under time constraints. The subject of focus will rotate daily; math will comprise 50% of the course, reading 25%, and writing 25%. (All juniors are eligible to enroll with no prerequisites.)

## **GREATER HARTFORD ACADEMY OF MATH AND SCIENCE (GHAMAS)**

The Greater Hartford Academy of Mathematics and Science (GHAMAS) is a public, magnet school for grades 9-12 managed by the Capital Region Education Council (CREC). GHAMAS provides students with a specialized honors level curriculum in the natural sciences and mathematics taught by master teachers and practicing scientists. The curriculum is founded in laboratory experiences of physics, chemistry, biology, biochemistry and molecular genetics, earth science, astronomy and electronics and engineering. Mathematics and computer science will be taught as a discipline and more importantly, through applications to scientific experimentation. Upper class students (grades 11 and 12) will be afforded opportunities in research at the surrounding institutes of higher education as well as in the research labs of GHAMAS. Technology and applications of computer science will be a major component of all activities, and the school has been designed for each student to be fully integrated into the world's information network.

The magnet school is conducted as half-day sessions with courses in mathematics, health/biomedicine and science. Grades 9 and 10 will attend the magnet school in the mornings and grades 11 and 12 in the afternoons. All other curricular courses will be provided by the students' home school district. In order to be successful at GHAMAS, students must possess a strong motivation for pursuing math and science and have an aptitude for inquiry-based learning.

## **GREATER HARTFORD ACADEMY OF THE ARTS**

The Greater Hartford Academy of the Arts is an integrated magnet arts high school that is open through audition to high school students in the Greater Hartford area. Academy students attend their sending school in the morning and the Academy from 1:00 p.m.- 4:15 p.m., Monday through Thursday. The students spend 13 hours per week pursuing artistic excellence. The arts training program is designed to prepare gifted and talented students to pursue post-secondary studies and professional careers in dance, music, theater, and creative writing. The curriculum is professionally oriented, highly structured and academically rigorous.

## INDEPENDENT STUDY

The Independent Study Program allows students to pursue advanced study in a program that is an outgrowth of the regular program of studies. Students may discuss this program with teachers, but only teachers can initiate a program. Such work must be initiated in the first ten days of a semester. A student may be involved in only one independent study program per semester.

The following regulations apply to any student pursuing Independent Study.

1. Teacher recommendation and administrative approval is required.
2. Written parental consent is required.
3. The student must have motivation and interest in the program to the extent the student is willing to pursue study beyond the normal classroom performance.
4. The program must be taken as an outgrowth of a regularly scheduled course of study. This may be accomplished in one of two ways:
  - a) A student who has completed a course may choose to engage in a more advanced program with the teacher (e.g., Fine Arts - I.S.)
  - b) A student currently involved in a course may elect to pursue further study with a teacher. The level of credit will be determined by the teacher.
5. In addition to a current program, the student must complete all work assigned in the regular class.
6. Factors affecting any schedule must be reported to both guidance and the office.
7. The schedule may not interfere with the instruction of the student relating to any other teacher.
8. The student will receive a mark and academic credit for an Independent Study. This course will be calculated in the student's grade point average.
9. School records must accurately reflect any Independent Study program, such as schedules, level of instruction, report cards, etc.

The program must include an arrangement for evaluation of the performance level of the student.

## **VIRTUAL HIGH SCHOOL**

Imagine classrooms without walls, where students are able to attend their classes 24 hours a day, seven days a week. Imagine students working cooperatively online with other students from a wide variety of ethnicities, backgrounds and geographic locations. This is the reality of the Virtual High School (VHS) classes which are now being offered at Rocky Hill High School. Students can choose to enroll in one of over 150+ full semester or half-semester courses.

Students need to be motivated, disciplined and able to work independently. If students are interested in registering for a VHS class, please see your Guidance counselor as soon as possible for a list of available classes and the registration packet. For more information, go to <http://www.govhs.org>, contact your Guidance counselor or Mrs. Latina (RHHS's VHS Site Coordinator).

### **VHS REQUIREMENTS**

1. VHS course cannot substitute a course already offered at Rocky Hill High School.
2. VHS course cannot be used if it is a final credit toward graduation.
3. VHS preference given to junior and senior students.
4. VHS course will count toward GPA, but it will not count toward honor roll.
5. Students taking VHS AP courses are required to take AP exam (VHS policy states that students are responsible for the cost of the exam).
6. VHS program is considered rigorous. Students must be independent learners and plan on devoting several hours to their VHS course.
7. Students may only enroll in one VHS course per semester.

To View the entire list of Virtual High School courses go to:

<http://www.govhs.org/vhsweb/coursecatalog10.nsf>

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## ENGLISH

### Course Level Recommendations

Course level recommendations represent the professional judgments made by teachers. These judgments are based on test and performance data. The English department expects that the course level recommendation made by teachers will be accepted and that the student will register for the recommended course. If the parent or guardian desires to change a level recommendation as presented by a teacher, a Request for Higher Level must be completed and attached to the student's course selection sheet. Final determination of placement will be decided after review by the principal.





## OFFERINGS IN GRADES 11 AND 12

All members of Grades 11 and 12 must meet the following minimal requirements of the English program:

1. Students may not take a grade 11 or grade 12 English offering until they have passed both their freshman and sophomore English requirements.
2. Each student must take at least one course in English each semester during the last two years of school.
3. Each student must take one composition course in the junior year. Composition courses are asterisked (\*) in the sequence of courses listed below. (Students participating at Level 1 in grades 11 and 12 are exempt from the composition requirement if successful for all four semesters.) This course must be paired with an American Literature course. (EN130 or EN140).
4. Qualified students intending to pursue a highly competitive college program should request placement in the Level 1 program (EN 120 - 123) in their junior and senior years. Placement in such sections is based on the student's meeting the criteria established by the department.
5. College-preparatory students should elect from the Level 2 program. Students interested in pursuing a career in the Humanities or Social Sciences are strongly advised to choose from other Level 2 electives, even opting for two English courses per semester.
6. Students should seek the advice of their current English teacher in making selections.

### LEVEL 1 HONORS PROGRAM (BY PLACEMENT ONLY)

EN 120	<u>BRITISH LITERATURE</u> <u>(R/F)</u>	<u>GRADES 11, 12</u>	<u>LEVEL 1</u> <u>1/2 CREDIT</u>
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Required for students who wish to complete the Level 1 program, this course covers the major authors from the Medieval through the Modern period. Using a chronological approach, the course traces the development of style, technique, and theme, and provides insight into the fascinating lives of the English, Welsh, and Irish people. (Offered in 2012-2013)

**Academic Expectations:** Communicate Effectively in Writing  
Use Research Skills Effectively



## LEVEL 2 ACADEMIC PROGRAM

Students electing Level 2 courses must elect Advanced Composition (asterisked below) and must take an additional three courses in grades 11 and 12. Eng. Advanced Composition and American Writers are a sequence that the English Department requires to be taken in the junior year to complement the study of United States history.

EN 130      AMERICAN WRITERS      LEVEL 2  
(F)      GRADE 11      1/2 CREDIT

This course is designed to familiarize students in their junior year with masters of the American literary scene, such as Poe, Melville, Hawthorne Crane Masters, Anderson, Hemingway, Steinbeck, Faulkner and Fitzgerald as well as contemporary authors. A term paper may be required in this course, as well as a series of analytical papers. It is strongly recommended that students planning to attend college elect this course in order to acquaint themselves with the literary heritage of the United States. This course is usually taken in conjunction with Advanced Composition.

**Academic Expectations:** Communicate Effectively in Writing  
Demonstrate Effective Reading Skills

\*EN 131      ADVANCED COMPOSITION      LEVEL 2  
(R/S)      GRADE 11      1/2 CREDIT

Students electing this course work towards writing polished essays. Among the topics covered in the course are originality, style and voice as well as figurative language, inferential skills and analysis in writing. The course also teaches students the research process. In-class writing drills, peer editing, selected readings, and vocabulary work from context are used to assist students with the writing process.

**Academic Expectations:** Communicate Effectively in Writing  
Use Research Skills Effectively

EN 132      SHAKESPEARE AND THE ENGLISH TRADITION      LEVEL 2  
(F)      GRADES 11, 12      1/2 CREDIT

With emphasis on the works of William Shakespeare, this course presents the masters of British literature, and provides serious students with a survey of the greatest of all literary traditions, highly useful background for college. This course maybe elected by juniors, but should not replace American Writers.

**Academic Expectations:** Communicate Effectively in Writing  
Make Connections between Learning and Life

EN 133      MODERN POETRY AND DRAMA      LEVEL 2  
(S)      GRADES 11, 12      1/2 CREDIT

This course is for the student who enjoys the study of poetry and drama and wishes to develop the skills to interpret the most elusive of the arts. Study will concentrate on the



EN 138      AUTHORS I      LEVEL 2  
(F)      GRADE 12      1/2 CREDIT

During each quarter the works of one American author will be examined in depth. Depending on the author, students may read several novels, plays, poems, short stories and/or non-fiction selections by the same writer. The focus will be on the style, thematic development and historical perspective of the author's works. The two authors to be studied will be selected by the teacher and may vary from year to year. This course may be elected by juniors, but should not replace American Writers.

**Academic Expectations:** Communicate Effectively in Writing  
Demonstrate Effective Reading Skills

EN 139      AUTHORS II      LEVEL 2  
(S)      GRADE 12      1/2 CREDIT

During each quarter the works of one author from World literature will be examined in depth. Depending on the author, students may read several novels, plays, poems, short stories and/or non-fiction selections by the same writer. The focus will be on the style, thematic development and historical perspective of the author's works. The authors to be studied will be selected by the teacher and may vary from year to year. This course may provide an opportunity for students to examine minority, third world or female authors that may not be covered in other courses. This course may be elected by juniors, but should not replace American Writers.

**Academic Expectations:** Communicate Effectively in Writing  
Demonstrate Effective Reading Skills





## FAMILY AND CONSUMER SCIENCES

FS 900      CULINARY I \*      Level 2  
(F)      GRADES 9 - 12      1 CREDIT

This course is designed to introduce the basic principles of food preparation and basic concepts of nutrition. Emphasis will be on meal management, safety, laboratory skills, and application of the fundamentals of nutrition. Students will work on units introducing specific preparation techniques as well as terminology and use of equipment. NOTE: FS 900 can only be taken once for credit. This course is offered as a blocked class.

**Academic Expectations:** Demonstrate Effective Reading Skills  
Make Connections between Learning and Life

FS 904      CULINARY II \*      Level 2  
(S)      GRADES 9 - 12      1 CREDIT

This course is designed for students who have successfully completed Introductory Foods (FS900). Knowledge of basic food preparation techniques and nutrition is essential. Students will explore the customs, methods and ingredients of food preparation in foreign countries and regional sections of the United States. Students will plan and prepare foods representative of countries and use equipment native to the land or people. The impact of culture, income, age, health concerns, and nutrition are examined. Students will also explore techniques used in cake decorating and food preservation. Prerequisite: Successful completion of FS 900 Culinary I. NOTE: FS 904 can be taken only once for credit. This course is being offered as a blocked class.

**Academic Expectations:** Communicate Effectively while Speaking  
Use Research Skills Effectively

FS 912      INDEPENDENT LIVING      LEVEL 2  
(FY)      GRADES 11 – 12 ONLY      1 CREDIT

This course as been developed to aid students in living on their own in an increasingly complex world, and is designed to make the student a more informed consumer. The course considers various lifestyles, supporting oneself, relationships with others, citizenship, and the choosing, buying, and planning for one's home. Students will explore consumer skills, budgeting, insurance, and credit options while learning how to make satisfying choices in the marketplace.

**Academic Expectations:** Demonstrate Effective Reading Skills  
Make Connections between Learning and Life







## HUMANITIES

The following courses are offered as electives and do not fulfill English or-Social Studies requirements. They should be elected by students committed to an enrichment of their background and an interest in the exploration of the phenomena of humankind.

HU 160      HUMANITIES - FILM      LEVEL 3  
(F)      GRADES 10 - 12      1/2 CREDIT

This course is open to students interested in learning how to see, interpret, and create visual and graphic images. Through the viewing and discussion of films and other media, the student will develop his/her visual intellect, communicative literacy, and interpretative skills. Students also will be encouraged to create original films. In addition, an emphasis will be placed on writing skills and improvement. Students will be required to write and revise a variety of essays based on viewing and discussion.

**Academic Expectations:** Communicate Effectively in Writing  
Make Connections between Learning and Life

HU 165      HUMANITIES - TO BE HUMAN      LEVEL 3  
(S)      GRADES 10 - 12      1/2 CREDIT

This interdisciplinary course will examine the anthropological, scientific, literary and artistic origins of humanity. Throughout the course, students will explore a wide variety of challenging fiction and non-fiction reading materials. Students will also study films and documentaries that seek to answer some of the most fundamental questions of humanity. Learning materials will explore many different subjects: science, anthropology literature, history, psychology, visual art, sculpture and music.

**Academic Expectations:** Communicate Effectively in Writing  
Make Connections between Learning and Life

HU 170      HUMANITIES - CREATIVE WRITING      LEVEL 2  
(F)      GRADES 11 - 12      1/2 CREDIT

This course will allow students to express their creative talents in the literary genres of poetry, short stories, drama and the essay. The intent of the course is to teach writing as a craft and to encourage students to use their imaginations. The major emphasis of the course will be on the search in writing for specific detail and fresh imagery, and in the revision of writing for appropriate form and effective structure. Students who elect this course will write with the goal of submission for publication and/or contest participation. Course offering dependent on enrollment.

**Academic Expectations:** Communicate Effectively in Writing  
Make Connections between Learning and Life







MA 434      ALGEBRA II      LEVEL 3  
(FY)      GRADES 11 - 12      1 CREDIT

This course completes the Algebra sequence begun in Academic Algebra I or its equivalent and is designed for the student who needs additional time to master Algebraic concepts. Topics include linear and quadratic functions, solutions to higher degree equations, and complex numbers. (Prerequisite: Successful completion of Algebra I.)

**Academic Expectations:** Solve Quantitative Problems Effectively  
Make Connections between Learning and Life

MA 440      PRE-CALCULUS      LEVEL 1  
(FY)      GRADES 11 - 12      1 CREDIT

The topics covered are the same as those covered in Academic Pre-Calculus, but at a greater depth and more rigorous approach. Students are recommended and placed in this program on the basis of their work in Algebra II and Geometry.

**Academic Expectations:** Solve Quantitative Problems Effectively  
Make Connections between Learning and Life

MA 442      PRE-CALCULUS      LEVEL 2  
(FY)      GRADES 11 - 12      1 CREDIT

Students study polynomials, trigonometric functions, their graphs and inverses, rectangular and polar coordinate systems, exponential and logarithmic functions, conic sections and discrete math. Lines, parallel lines, systems of equations, the binomial theorem and vectors provide a foundation for calculus. It is designed for the advanced mathematics student since earlier experience and knowledge in mathematics are relied on throughout the course. (Prerequisite: Successful completion of Algebra II and Geometry.)

**Academic Expectations:** Solve Quantitative Problems Effectively  
Make Connections between Learning and Life

MA 446      INTRODUCTION TO CALCULUS      LEVEL 2  
(FY)      GRADE 12      1 CREDIT

This is a course for the competent mathematics student which introduces the basic fundamentals of the calculus. Topics include pertinent review from previous math courses as well as introduction to the derivative, the integral and their applications. (Prerequisite: Successful completion of Pre-Calculus.)

**Academic Expectations:** Solve Quantitative Problems Effectively  
Make Connections between Learning and Life

MA 450	<u>ADVANCED PLACEMENT CALCULUS</u> (FY)	<u>GRADE 12</u>	<u>LEVEL AP</u> <u>1 CREDIT</u>
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This course is designed for the student who has demonstrated a high level of proficiency and motivation in previous mathematics courses. The course follows the advanced placement curriculum for Level 1 college calculus. It is expected that students enrolled will take the Advanced Placement examination and should advance to Level 2 calculus during their freshman year of college. Students are recommended and placed in this program by the mathematics teachers based on a combination of the following criteria:

- student interest and motivation in mathematics
- present and past performance in mathematics courses
- performance on standardized tests - PSAT, SAT, etc.

(Prerequisite: Successful completion of Pre-Calculus and Teacher Recommendation).

**Academic Expectations:** Solve Quantitative Problems Effectively  
Make Connections between Learning and Life

MA 454	<u>PROBABILITY AND STATISTICS</u>	<u>LEVEL 3</u>
MA 456	<u>(FY)</u>	<u>LEVEL 2</u> <u>1 CREDIT</u>
	<u>GRADES 11 - 12</u>	

The level 3 course is an introductory course for the student who desires an additional year of mathematics beyond algebra and geometry but does not wish to take Algebra II or Pre-Calculus. It is also offered on Level 2 as an alternative to pre-calculus or calculus for the advanced math student who will be pursuing a career in a non-engineering field such as business or science. Level 2 may be taken concurrently with Calculus or Pre-Calculus for those who wish an additional math elective. Topics include data analysis and display, normal distributions, statistical testing, regression analysis, theoretical and experimental probabilities, simulations, surveys, and population sampling. (Prerequisite: Level 3 Successful completion of Algebra I and Geometry. Level 2 Successful completion of Algebra I, Geometry, and Algebra II).

**Academic Expectations:** Solve Quantitative Problems Effectively  
Use Research Skills Effectively

MA 410	<u>APPLIED MATHEMATICS</u> (FY)	<u>GRADES 11 - 12</u>	<u>LEVEL 3</u> <u>1 CREDIT</u>
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Emphasis will be on the practical applications of mathematics in everyday life. Topics include automobile ownership, purchasing consumer goods, personal income, income taxes, banking, investments, insurance and retirement income. Students use internet based resources in the areas of employment, retail advertising, apartments, and transportation, as well as participate in a national stock market simulation. (Prerequisite: Teacher recommendation.)

**Academic Expectations:** Solve Quantitative Problems Effectively  
Use Research Skills Effectively





school. **Please note: Students must be enrolled in this course prior to July 1<sup>st</sup> for the upcoming fall semester.**

**Academic Expectations:** Communicate Effectively in Writing  
Solve Qualitative Problems Effectively

MU 812/813 CONCERT CHOIR LEVEL 2  
(F/S) GRADES 9 - 12 1/2 CREDIT  
PER SEMESTER

This course is designed for any student who has an interest in vocal music, both in training and performance. Students who cannot match pitch may be asked to take a series of private lessons on their own time. The student is given vocal training and instruction in the reading of unison and part music in both accompanied and a cappella music of various periods and styles. Students will participate in all rehearsals, and are required to attend all performances of the group. Concert Choir meets five days per week for one-half credit per semester. NOTE: The level of instruction may be upgraded for a student if the instructor feels the talent; time and leadership of the student merit this increase.

**Academic Expectations:** Communicate Effectively in Writing  
Solve Qualitative Problems Effectively

MU 820 CHORALE LEVEL 2  
(FY) GRADES 10 - 12 1 CREDIT

Chorale is an intermediate select ensemble whose members are selected by audition only, in the spring prior to fall enrollment. Emphasis is placed on the performance of a cappella and accompanied music covering a variety of genres and styles. Students are expected to take part in all performances. Chorale meets 5 days per week. Note: The level of instruction may be upgraded for a student if the instructor feels the time, talent and leadership of the student merit this increase.

**Academic Expectations:** Communicate Effectively in Writing  
Solve Qualitative Problems Effectively

MU 826 CHAMBER CHOIR LEVEL 2/1  
(FY) GRADES 10 - 12 1 CREDIT

Chamber Choir is a select ensemble whose members are selected by audition in the Spring prior to Fall enrollment. Emphasis is placed on the performance of acappella vocal music, both secular and sacred, covering a variety of music genres and styles. Students are expected to take part in all performances. Chamber Choir meets 5 days per week. NOTE: The level of instruction may be upgraded for a student if the instructor feels the time, talent and leadership of the student merit this increase. Any student wishing to take this course as an honor level course must include additional course work including weekly private lessons, audition for festival, leader of section, etc. This would be determined the first 10 days of school.

**Academic Expectations:** Communicate Effectively in Writing  
Solve Qualitative Problems Effectively

MU 850	<u>JAZZ ENSEMBLE</u> (FY)	<u>GRADES 10 - 12</u>	<u>LEVEL 2/1</u> <u>1 CREDIT</u>
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The Jazz Ensemble is an advanced instrumental course dealing with the performance and stylistic aspects of American Jazz and other related musical styles. Students will develop musical literacy through performance on an instrument and will study basic concepts of music theory, jazz history, listening analysis, instrumental techniques, and solo/improvisation. The instrumentation of this ensemble is set to the specifications of a traditional big band which traditionally uses the following instrumentation: Alto saxophone, tenor saxophone, baritone saxophone, trumpet, trombone, piano/keyboards, guitar, bass guitar, drum set, auxiliary percussion. Any student interested in this course must audition for the director of bands at the end of the spring semester prior to the year of desired enrollment. This course meets five days a week. Any student wishing to take this course as an honor level course must include additional course work including weekly private lessons, audition for festival, leader of section, etc. This would be determined the first 10 days of school.

**Academic Expectations:** Communicate Effectively in Writing  
Solve Qualitative Problems Effectively

MU 880	<u>STRING ORCHESTRA</u> (FY)	<u>Grades 9-12</u>	<u>2/1 LEVEL</u> <u>1 CREDIT</u>
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String Orchestra is an ensemble consisting of members who play a string instrument. Instruments typically included in string orchestra repertoire include Violin, Viola, Cello, and String bass. Repertoire for this ensemble will span from various historical periods such as Baroque, Classical, and Romantic Eras. In addition, students will study basic concepts of music theory and music history. Students will have the opportunity to audition for the regional and state festivals. Students for these regional and state ensembles are selected from various high schools in Connecticut. Previous study of string instrument is recommended, but not required. Any student interested in joining the string orchestra who has no prior experience performing on a string instrument must arrange for an interview/audition with the director prior to enrollment. This course meets five (5) days a week. The level of instruction may be upgraded on an individual basis if the director feels the student meets all the requirements of level promotion and approval has been granted by the director. Any student wishing to take this course as an honor level course must include additional course work including weekly private lessons, audition for festival, leader of section, etc. This would be determined the first ten days of school.

**Academic Expectations:** Communicate effectively in writing, Solve qualitative Problems effectively.

## PHYSICAL EDUCATION

Physical Education is required of all students. Each student is required to complete one credit, which meets the state requirements. The Physical Education Program focuses on concepts of lifelong fitness and wellness, as well as reinforcing skills, strategies, tactics and knowledge of individual and team sports. Only through written medical authorization will a student's program be limited or reduced. Students who obtain written authorization excusing them from active participation in physical education are required to complete an alternative assignment in order to receive credit.

.50 credit will be granted for each semester completed.

The following activities will be offered:

Ultimate Frisbee	Wallyball	Kayaking
Physical Fitness Assessment	Cardio Training	Flag Football
Tennis	Wiffle Ball	Basketball
Strength Training	Badminton	Zumba
Volleyball	Swimming	Floor Hockey
Cooperative Games	Aqua Aerobics	Indoor/Outdoor Soccer
Pilates	Water Polo	
Lacrosse	Yoga	

### NOTES:

1. During the sophomore year, students are enrolled in Physical Education for one semester and in Decisions in Health (HE 950/951) for one semester.
2. ADAPTIVE Physical Education options are available to students through planning and placement team (PPT) decisions. Modifications may also be made for physically disabled or medically fragile students.

Students signing up for Physical Education must use the following codes:

PE 980/981 (F) GRADE 9 - .50 credit per semester

PE 982/983 (F) GRADE 10, with Health 950 in the Fall/Spring semester - .50 credit per semester

PE Elective 984 (F) GRADES 11-12 - .50 credit per semester

PE Elective 985 (S) GRADES 11-12 - .50 credit per semester

**Academic Expectation:** Make Connections between Learning and Life

\*Due to scheduling conflicts course section numbers can be substituted for appropriate credit.

970/971	<u>ATHLETIC LEADERSHIP</u>	<u>LEVEL 2</u>
	(S) <u>GRADE 11-12</u>	<u>1/2 CREDIT</u>

This is a new physical education course offered to juniors and seniors as an elective class. This course is designed for students who are interested in sports and athletics. Students investigate, discuss and debate the current issues in sports and historical events in sports and how they impact our society. Students will also be exposed to the sport and athletic related careers of Sports Marketing, Sports Management, Fitness Training, Athletic Training, Coaching and Teaching through discussions, guest speakers and hands on experiences

**Academic Expectations:** Communicate Effectively while Speaking  
Make Connections between Learning and Life

## READING

RD 175      READING ACROSS THE CONTENT I  
(F/S)                                      GRADES 9                                      1/2 CREDIT  
PER SEMESTER

This course is primarily designed to provide small group instruction for grade 9 students who need additional support to improve their comprehension and critical reading skills. Students will develop the skills necessary to become independent readers and to function in a literate society. Organization and study skills are components of the class. Students are placed into this program based upon their performance on reading tests and/or the Connecticut Mastery Test. This course is pass/fail and does not fulfill the requirements for English credit. This course does not count towards GPA.

**Academic Expectations:** Demonstrate Effective Reading Skills  
Make Connections between Learning and Life

RD 176      READING ACROSS THE CONTENT II  
(F/S)                                      GRADES 10                                      1/2 CREDIT  
PER SEMESTER

This course is designed to provide small group instruction for grades 10-12 students who need additional support to improve their comprehension and critical reading skills creating independent, life-long readers is one goal of this class. Organization and study skills are key components of the class. Students are placed in this class based on State tests and classroom performance. This course is pass/fail and does not fulfill the requirements for English credit. This course does not count towards GPA.

**Academic Expectations:** Demonstrate Effective Reading Skills  
Make Connections between Learning and Life







SC 530      HONORS PHYSICS      LEVEL 1  
(FY)      GRADES 11 - 12      1 CREDIT

This course follows the same curriculum and course content as SC 532. Topics will be studied in more depth and with a greater emphasis on mathematics. (Prerequisite: Successful completion of Honors Chemistry and taking Intro to Calculus or AP Calculus concurrently, and permission of instructor).

**Academic Expectations:** Communicate Effectively in Writing  
Solve Quantitative Problems Effectively

SC 532      PHYSICS      LEVEL 2  
(FY)      GRADES 11 - 12      1 CREDIT

This course deals quantitatively and qualitatively with matter and energy. Topics include vectors, measurement and problem solving, velocity and acceleration, torque, two-dimensional motion, rotational motion, conservation of momentum, conservation of energy, solids, elasticity, and heat. A double laboratory period will be scheduled each week to provide time for the students to experience basic physics concepts through data collection and analysis. Second semester topics include waves, sound, electrostatics, direct current circuits, magnetism, electromagnetic induction, light, reflection, refraction, and modern physics. (Prerequisite: Successful completion of Chemistry and be enrolled in Algebra II).

**Academic Expectations:** Communicate Effectively in Writing  
Solve Quantitative Problems Effectively

SC 534      CONCEPTUAL PHYSICS      LEVEL 3  
(FY)      GRADES 11 - 12      1 CREDIT

Conceptual Physics will focus on the major ideas of physics. Understanding of physical concepts will lead to a greater appreciation of the universe. The emphasis will be on understanding concepts of physics and applying them to the real world. Mathematical problem solving will not be a focus in this class, however there will be mathematical reasoning at times to illustrate concepts.

Topics of study include: motion, physics of sports, sound, light, electricity, heat, nuclear physics, astronomy and ideas from modern physics.

(Prerequisite: Successful completion of biological science).

**Academic Expectations:** Communicate Effectively in Writing  
Solve Quantitative Problems Effectively





## THE ADVANCED PLACEMENT AND EARLY COLLEGE EXPERIENCE

The following courses are offered at Rocky Hill High School in conjunction with the Advanced Placement Program and the University of Connecticut's ECE for Superior Students. Students must meet qualifications set by the University of Connecticut and the course instructor in order to be admitted to the program. The University of Connecticut will award 8 credits to those students who successfully complete each semester with a grade of C or better. These credits may be applied toward an undergraduate degree at UCONN, or, if the student does not attend UCONN, a transcript of these credits will be provided to the institution that the student does attend.

Students may also take these courses as Advanced Placement courses and are eligible to take the Advanced Placement examination in May.

SC 570	<u>ADVANCED CHEMISTRY (AP/UCONN)</u> <u>(FY)</u>	<u>GRADES 11 - 12</u>	<u>LEVEL AP</u> <u>1 CREDIT</u>
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This course is designed to provide a foundation for more advanced college level courses in chemistry. The topics include chemical and physical behavior of gases, liquids, solids, solutions, electronic and molecular structure, thermochemistry, equilibrium, acids and bases, kinetics and spontaneity of reactions, and electrochemistry. The laboratory work includes quantitative measurements illustrating the laws of chemical configuration, equilibrium in solutions, and qualitative reactions of cations and anions. Upon successful completion, qualified students will be credited with 8 (eight) college credits. Students are expected to spend extra time in the laboratory and to be well versed in algebra. This course meets 7 periods per week. UCONN will accept this course as an equivalent to Chemistry 1127-1128. (Prerequisite: Recommendation by Science Department faculty.)

**Academic Expectations:** Solve Quantitative Problems Effectively  
Solve Qualitative Problems Effectively

SC 572	<u>ADVANCED BIOLOGY (AP/UCONN)</u> <u>(FY)</u>	<u>GRADES 11 - 12</u>	<u>LEVEL AP</u> <u>1 CREDIT</u>
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This course is designed to provide a foundation for more advanced college level courses in biology. Topics included are: cell structure and function, genetics, diversity of organisms, biology of vascular plants, animal biology, population biology, evolution, and ecology. Laboratory exercises relating to topics discussed in lecture will be scheduled. UCONN will accept this as an equivalent to Biology 1107- 1108. Upon successful completion, qualified students will be credited with 8 (eight) college credits. Students planning to enroll in a four-year college program are especially encouraged to enroll in this course. Students are expected to spend extra time in the laboratory. This course meets 7 periods per week. (Prerequisite: Recommendation by Science Department faculty)

**Academic Expectations:** Communicate Effectively in Writing  
Solve Qualitative Problems Effectively

## **HISTORY AND SOCIAL STUDIES**

### **REQUIRED TO BE ELIGIBLE FOR GRADUATION**

The following courses are required for graduation:

Survey of United States History (FY)  
Civics (S)

For those who qualify for AP Honors, AP Comparative Government and Politics (FY) meets the Civics graduation requirement. Sophomores taking AP/UConn Modern European History can meet the Civics graduation requirement by taking AP Comparative Government in their senior year.

### **ADVANCED PLACEMENT & HONORS COURSES**

The following Advanced Placement (AP) courses are offered:

AP/UConn Modern European History (FY), Grades 10-12  
AP United States History (FY) in Grade 11  
AP Comparative Government and Politics (FY) in Grade 12

The following Honors Level 1 courses are offered:

Level 1 Western Civilization I (FY), Grades 9-12  
Level 1 Western Civilization II (Semester 1), Grades 10-12  
Level 1 Civics (Semester 2), Grade 10  
Level 1 Survey of United States History (FY), Grades 11-12  
Level 1 World Politics: The Clash of Civilizations (FY), Grade 12  
Level 1 A More Perfect Union (FY), Independent Study, Grades 11-12  
Level 1 We the People, Grade 12





dominance presented by Japan, China, India and a host of nations that grew from the break-up of European global empires. The unique role of the United States after World War II will be examined in light of the division of Europe and the relative decline of European powers as they struggled to regroup after two world wars. Finally, students will form the intellectual means for assessing the possible future course of Western and world history after the triumph of democracy and the end of Cold War. Note: A sophomore taking AP Modern Europe may fulfill the Civics graduation requirement by taking AP Comparative Government as a senior.

**Academic Expectations:** Communicate Effectively in Writing  
Use Research Skills Effectively

SS 320 ADVANCED PLACEMENT UNITED STATES HISTORY  
(FY) GRADE 11

LEVEL AP  
1 CREDIT

This course offers students the opportunity to participate in a college-level program. It provides a survey of United States History, with an emphasis on economic, social, cultural, and political themes. It emphasizes critical reading and writing skills, historiography, and the factual knowledge needed to assess scholarly issues in American history. Students will be prepared for the Advanced Placement exam which, if successfully passed, may result in college credit. This course prepares students for AP Comparative Government and Politics and Level 1 Honors for World Politics: The Clash of Civilizations and A More Perfect Union.

**Academic Expectations:** Communicate Effectively in Writing  
Demonstrate Effective Reading Skills

SS SURVEY OF UNITED STATES HISTORY  
(R/FY) GRADE 11

LEVEL (see notations below)  
1 CREDIT

This course explores the formation of the United States, its expansion and growth, the Civil war, the industrial age, and the emergence of the United States as a world power during the twentieth century, including the social, political, and economic factors that have influenced this recent growth.

Students will explore historical as well as contemporary issues through supplemental readings, writing projects, oral presentations, library assignments, and research papers. Students are expected to submit work proceeded papers.

Appropriate to the course level, students will use and develop the critical and creative thinking skills acquired in their previous Social Studies courses.

**Academic Expectations:** Communicate Effectively in Writing  
Demonstrate Effective Reading Skills

Students must pass this course to be eligible for graduation.

(R/FY) SS 322 – Level 1 (Teacher recommendation required)

(R/FY) SS 324 – Level 2

(R/FY) SS 326 – Level 3

SS 332 AMERICAN and WORLD POLITICS: CLASH OF CIVILIZATIONS  
(FY) GRADE 12

LEVEL 1/2  
1 CREDIT

You've studied history, how would you like to change it? This course provides an opportunity to move beyond the textbook and into the shoes of some of history's great leaders and decision-makers. Could you have changed the course of history at Waterloo and Gettysburg or altered the outcomes of the Twentieth Century's world wars? Do you have the strategic and diplomatic sense to bend your opponent's will or prevent a global catastrophe? Would you like to ride across the battlegrounds and marshal political, economic and military forces in the great cultural clashes of history?

World Politics explores the historic and contemporary dynamics of war and peace through a series of thought provoking simulations. In this unique setting students become the leaders of nations and empires that recreate some of history's greatest struggles. Students research and prepare to take command. Knowledge and understanding of past and contemporary conflicts become essential tools in forging victory or avoiding defeat. World Politics challenges students to apply the lessons of history and also provides them with the opportunity to implement their ideas by participating in simulations of past and present conflicts.

Note: Students may elect this course at the honors level (L1) by developing a plan of additional study with the teacher that may include research into special topics. Applications for Level 1 will be made during the first ten days of the semester.

**Academic Expectations:** Communicate Effectively in Writing  
Communicate Effectively while Speaking

SS 342 ADV. PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS LEVEL AP  
(FY) GRADES 12 1 CREDIT

This course provides students with an analytical perspective on global politics comparable to what an individual would be expected to master in an introductory college course in Comparative Politics or Political Science. Students explore the general concepts used to interpret United States foreign policy and view the world's diverse political structures and practices through a broad lens. In addition to the United States, the course examines five countries. Four of these nations are Great Britain, France, Russia/the Soviet Union, and China. These countries provide models of different types of political systems. A developing country will also be investigated with students choosing between India, Mexico or Nigeria.

The primary goal will be to deepen understanding of the political traditions, values and structures found around the globe. The class will be run in a seminar format: students will be responsible for readings, research projects, and participation in simulations, debates, current events and group discussions. This approach will also serve to aid the student in developing an appreciation for the complex problems involved in discerning and managing foreign policy and conflict resolution. Students enrolled in this course will be eligible to take the Advanced Placement Examination in Comparative World Government. Students may earn college credit for successfully completing this examination.

**Academic Expectations:** Communicate Effectively in Writing  
Use Research Skills Effectively

## SPECIAL EDUCATION

ACADEMIC SKILLS DEVELOPMENT (ASD)

(F/S)

GRADES 9 - 12

LEVEL 3

CREDIT STATUS  
DEFINED BELOW

These courses are designed for special education students requiring further development of basic academic skills or who need instruction in specific learning strategies and techniques that can be applied across content areas. Students do not elect ASD, but are recommended for placement based on their need for additional academic support by a Planning and Placement Team (PPT). Parents and guardians are part of the team that places students in this program. Students are required to report for assistance either three or five times a week. Students attending ASD three periods per week will receive one-quarter credit per semester, and students attending ASD five periods per week will receive one-half credit per semester.

Any student attending ASD for fewer than three periods per week will not receive credit. Credit given for ASD will not take the place of any course required for graduation.

CAREER CONNECTIONS  
(F/S)

GRADES 9 - 12

LEVEL 3  
CREDIT STATUS  
DEFINED BELOW

This program is designed for special education students in need of vocational skills development. Students do not elect Career Connections but are recommended for placement in the program by a Planning and Placement Team ( PPT). Parents and guardians are part of the team that places students in this program. Students are required to report to class either 3 or 5 periods per week. Students attending Career Connections three periods per week will receive one-quarter credit per semester, and students attending five periods per week will receive one-half credit per semester.

This program is individualized to meet student needs. Assessments of students' interests and abilities will be completed. Students will explore a variety of career options. Strategies in the areas of time management, interpersonal communication, job seeking, problem-solving, and self-advocacy will be offered and explored.

Any student attending Career Connections for fewer than three periods per week will not receive credit. Credit given for Career Connections will not take the place of any course required for graduation. This course is taken in addition to the required number of courses each year unless otherwise determined by the PPT. Career Connections may be taken for Advanced Credit.

**Academic Expectation:** Use Research Skills Effectively

ACADEMIC ASSISTANCE  
(F/S)

GRADES 9 - 12

NO CREDIT

This program is designed to support students' progress in core academic areas and to provide an opportunity to implement IEP modifications and transition goals. Study skill, pre-teaching, concept reinforcement and self-advocacy skills are emphasized while the students work toward success in academic classes. Placement is at the recommendation of the PPT.

No credit is assigned. Progress toward accomplishment of annual goals is reported to parents at regular intervals.





TE 674 (A) ENERGY, POWER, AND TRANSPORTATION LEVEL 2/1  
676 (H) (FY) GRADES 9 - 12 1 CREDIT

This full year course introduces the student to power and transportation. Each student will rebuild a gas engine, construct various related projects, and learn/practice basic automotive maintenance and repair. Coursework requires mathematical calculations, reliance on technical terms, textbook, and response to written instructions, written tests, safety exercises, and duties as assigned by the instructor. Topics include gas and diesel principles, alternative energy, hydraulics, welding, automobile maintenance, alternative energy systems, and alternative transportation systems.

**Academic Expectations:** Demonstrate Effective Reading Skills  
Use Research Skills Effectively

TE 678 (A) ADVANCED ENERGY, POWER, AND TRANSPORTATION LEVEL 2/1  
680 (H) (FY) GRADES 10 - 12 1 CREDIT

This course follows the same format as TE 674. Students will specialize in engine rebuilding and automotive diagnostics and repair in accordance with NATEF (ASE) Best Practices. Students may work on their own vehicles or the instructor will assign projects. Topics include engine diagnostics, testing and power calculations, power plants, understanding mechanisms and related projects. Students may elect to further their experience in successive years. A contract of study and permission of the instructor is required to advance to the following year of study. (Prerequisite: Successful completion of TE 674 Energy, Power, and Transportation).

**Academic Expectations:** Demonstrate Effective Reading Skills  
Use Research Skills Effectively

## PROJECT LEAD THE WAY

This pre-engineering program allows students to apply their math and science skills to real world problems. Students will have the opportunity to explore the broad field of engineering to help them make career decisions. The program is presented in a project oriented manner, through five courses over four years, that encourages problem solving skills in a team centered approach. Upon successful completion of each course, students may be eligible to receive University of New Haven credit. NOTE: All PLTW courses can be upgraded to honors level upon request.

TE 682	<u>INTRODUCTION TO ENGINEERING DESIGN</u> (FY)	<u>GRADES 9 - 12</u>	<u>LEVEL 2/1</u> <u>1 CREDIT</u>
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This course is an introductory course which develops student problem solving skills, with emphasis placed upon the concept of developing a 3-D model or solid rendering of an object. Students focus on the application of visualization processes and tools provided by modern, state-of-the-art computer hardware and drafting software. The course will emphasize the design development process of a product and how a model of that product is produced, analyzed and evaluated, using a Computer Aided Design System. This course is offered at the academic level and has no prerequisite. This course satisfies the Computer Literacy graduation requirement. It is recommended that the student be enrolled in Algebra I, Academic level or higher.

**Academic Expectations:** Solve Quantitative Problems Effectively  
Solve Qualitative Problems Effectively

TE 686	<u>PRINCIPLES OF ENGINEERING</u> (FY)	<u>GRADES 10 - 12</u>	<u>LEVEL 2/1</u> <u>1 CREDIT</u>
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This course helps students understand the field of engineering/engineering technology. The exploration of various technology systems and manufacturing processes assist students in learning how engineers and technicians use mathematics, science and technology in an engineering problem-solving process to benefit people. Some specific areas of study are mechanisms, thermodynamics, fluid systems, materials and motion. The course also addresses concerns about the social and political consequences of technological change.

This course is offered at the academic level. (Prerequisite: A grade of 70 or above in TE 682 or instructor approval.)

**Academic Expectations:** Solve Quantitative Problems Effectively  
Solve Qualitative Problems Effectively

TE 690	<u>CIVIL ENGINEERING &amp; ARCHITECTURE</u> (FY)	<u>GRADES 10 - 12</u>	<u>LEVEL 2/1</u> <u>1 CREDIT</u>
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This course offers an exploration of Civil Engineering and Architecture engineering fields as they relate to the structures in which we live and work. Students will learn about the conception, planning, design, construction and operation of facilities essential to modern life. These facilities range from transit systems to offshore structures, to businesses and homes. Students in this course will work on individual as well as group projects. This

course is offered at the academic level. (Prerequisite: A grade of 70 or above in TE 682 or instructor approval.)

**Academic Expectations:** Solve Quantitative Problems Effectively  
Integrate Technology Effectively

TE 694      DIGITAL ELECTRONICS      LEVEL 2/1  
              (FY)                                GRADES 9-12                                1 CREDIT

This course offers an exploration of applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. This course is offered at the academic level. This course satisfies the Computer Literacy graduation requirement. (There is NO prerequisite for this course).

**Academic Expectations:** Solve Quantitative Problems Effectively  
Use Research Skills Effectively

TE 698      ENGINEERING DESIGN & DEVELOPMENT      LEVEL 1  
              (FY)                                GRADES 12                                1 CREDIT

Engineering Design & Development is an engineering research course in which students work in teams to research, design, construct, and test a solution to an open-ended engineering problem. Students apply principles developed in the three or four preceding engineering courses and are guided by a community mentor. They must present progress reports, submit a final written report and defend their solution(s) to a panel of outside reviewers at the end of the school year. Students may be eligible for University of New Haven credit in addition to high school credit. (Prerequisite: Successful completion of TE 682 Introduction to Engineering Design, and any two of the following: TE686 Principles of Engineering, TE690 Civil Engineering & Architecture, TE694 Digital Electronics or instructor approval).

**Academic Expectations:** Solve Quantitative Problems Effectively  
Solve Qualitative Problems Effectively

## WORLD LANGUAGES

The mission of the Rocky Hill World Language Department is to enable our students to communicate effectively and appropriately in the target language and to foster an understanding of the cultures studied. Through comparisons and connections of our current and diverse ethnicity, the students will become successful in the global community and will develop the skills needed for lifelong learning.

WL 220	<u>FRENCH I</u> (FY)	<u>GRADES 9-12</u>	<u>LEVEL 2</u> <u>1 CREDIT</u>
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During the first year of French I, students will learn to deal with everyday situations in the target language at the introductory level. Daily emphasis will be placed on vocabulary, basic grammar, intonation and pronunciation. Through guided practice and cooperative learning the students will build proficiency in the four skills of listening, speaking, reading and writing. In addition the geography, culture, traditions, national landmarks, current events and history of the French will be presented.

**Academic Expectations:** Communicate Effectively in Writing  
Communicate Effectively while Speaking

WL 222	<u>FRENCH II</u> (FY)	<u>GRADES 9-12</u>	<u>LEVEL 2</u> <u>1 CREDIT</u>
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In the second year of the language students will learn to express their ideas on a wider range of topics. Greater emphasis is placed on improving pronunciation, accent and intonation. New grammatical structures are taught to illustrate how the language works. By the end of the year the students learn to express themselves orally and in short writings. Short cultural readings, problem-solving games, newspaper articles and short stories are an integral part of the program. The daily goal is to use French in all components of the course. (Prerequisite: Successful completion of WL 220 French I).

**Academic Expectations:** Communicate Effectively in Writing  
Communicate Effectively while Speaking

WL 224	<u>FRENCH III</u> (FY)	<u>GRADES 10-12</u>	<u>LEVEL 2</u> <u>1 CREDIT</u>
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The students will continue to build their vocabulary and grammatical concepts in this intermediate course. Students will learn to express their opinions and to give more detailed explanations and descriptions in the target language. Students will become more comfortable with listening to native speech and with reading unfamiliar materials. Class is conducted in French. (Prerequisite: Successful completion of WL 222 French II).

**Academic Expectations:** Communicate Effectively in Writing  
Communicate Effectively while Speaking



In the first year, students begin their quest to save civilization as we know it. They will be searching to uncover the secret of the *Lapis Saeculorum* by developing their skills in reading, composing, and speaking Latin through immersing themselves as Romans inside of the textospatio-temporal transmitter. Only by learning how to think, act, and speak like a Roman will the students be able to unlock the secrets of the *Lapis Saeculorum*. Students will visit, through the immersive elements of this course, famous sites such as Pompeii, Roman Britain, Alexandria and even the eternal city itself, Rome. Project ARKHAIA Mission Control is looking for quality recruits for *Operation Lapis*.

**Academic Expectations:** Communicate Effectively in Writing  
Communicate Effective Reading Skills

WL 242

LATIN II  
(FY)

GRADES 10-12

LEVEL 2  
1 CREDIT

In Latin II, students continue their quest to save civilization. In this year, they will continue their search for the secret of the ancient *Lapis Saeculorum*. To accomplish this task, students will continue to develop their skills in reading, speaking and composing through immersing themselves as Romans inside of the text-spatio-temporal transmitter. By immersing themselves in the TSTT and by acting like Romans, students will continue to build their knowledge of Latin grammar, sentence structure, Roman culture and daily life. Students will also begin reading authentic texts in the second year in preparation for the poetry and literature courses in years III and IV.

(Prerequisite: Successful completion of WL 240 Latin I).

**Academic Expectations:** Demonstrate Effective Reading Skills  
Solve Qualitative Problems Effectively

WL 244

LATIN III/IV – Catullus and Ovid  
(FY)

GRADES 11-12

LEVEL 2/1  
1 CREDIT

This course will continue to strengthen the students' skills in reading Latin. The focus of this year will be the original writings of the Roman poets Catullus and Ovid. Students will not only study the content of the poems, but will also interpret their meaning and symbolism. Students will examine the features of style, literary devices and the effect of the meter used by the author. As well as studying the style of these different writers, students will examine the cultural and historical context in which these works were written. Grammar and vocabulary continue to be emphasized as they relate to the context of the readings. (Prerequisite: Successful completion of WL 242 Latin II or WL 248 Latin III/IV). Fourth year students may take at honors level. (Not offered 2012-2013)

**Academic Expectations:** Communicate Effectively in Writing  
Demonstrate Effective Reading Skills

WL 248

LATIN III/IV – Vergil  
(FY)

GRADES 11-12

LEVEL 2/1  
1 CREDIT

This course will continue to strengthen the students' skills in reading Latin. The focus of this year will be Vergil's greatest work, the Aeneid. Students will not only study the content of the poem, but will also interpret its meaning and symbolism. Students will examine the features of style, literary devices and the effect of the meter used by the author. As well as studying the style of Vergil, students will examine the cultural and historical context in which the Aeneid was written. Grammar and vocabulary continue to be emphasized as they relate to the context of the readings. (Prerequisite: Successful completion of WL 242 Latin II or WL 244 Latin III/IV). Fourth year students may take at honors level. (Offered 2012-2013)

**Academic Expectations:** Communicate Effectively in Writing  
Demonstrate Effective Reading Skills



WL 206                      SPANISH IV    LEVEL 2/1  
(FY)    GRADES 11-12    1 CREDIT

The goal of this course is to acquire proficiency in all of the language skills. By the end of Spanish IV students should be able to understand and communicate effectively with native speakers of Spanish in writing and speaking. Students will be introduced to authentic literature of the past and contemporary writers. This course will engage in a comprehensive review of grammatical structures. Class is conducted in Spanish. (Prerequisite: Successful completion of WL 204 Spanish III).

**Academic Expectations:** Communicate Effectively in Writing  
Make Connections between Learning and Life

WL 210                      AP- SPANISH V (H)    AP, or LEVEL 1  
(FY)    GRADE 12    1 CREDIT

AP Spanish Language:

AP Spanish language is a college level course. Students are expected to understand and use the language with the teacher and classmates. Authentic resources provide students with rigorous practice of reading, writing, listening, and speaking skills. The course prepares students to take the AP exam in May. This advanced course takes a thematic and cultural approach and provides students with a grammatical review. Although this class is taught at the college level, students have the option of taking it for honors credit. (Prerequisite:80 or above in Spanish IV and teacher recommendation.)

Academic Expectation: Communicate Effectively in Writing  
Make Connections between Learning and Life

WL 212                      UCONN SPANISH V (H)    LEVEL 1  
(FY)    GRADE 12    1 CREDIT

UCONN is a college level course. Students are expected to understand and use the language with the teacher and classmates. Students have the opportunity to earn 6 transferable credits for Spanish 3178 and Spanish 3179 from the University of Connecticut. Thematic units provide in depth development of cultural readings, compositions, class discussions, and oral presentations. This advanced course also provides students with practical idioms/vocabulary and a thorough grammatical review. Although this class is taught at the college level, students have the option of taking it for honors credit. (Prerequisite:80 or above in Spanish IV and teacher recommendation.)

Academic Expectations: Communicate Effectively in Writing  
Make Connections between Learning and Life