

LITCHFIELD HIGH SCHOOL

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PRINCIPAL

Kristen Della Volpe

ASSISTANT PRINCIPAL

Stephanie L. Kubisek

SCHOOL COUNSELORS

Shoshana Armington 7-9

Kerri Petti 10-12, A-L

Carrie Gibbs 10-12, M-Z

CURRICULIUM COORDINATORS

Business/Technology Education.... Wayne Prescott

Language Arts Debbie Dove

Mathematics Patti O'Neill

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Science Victoria Kasidas

Social Studies Julie Tracy

World Languages TBA

SUPERINTENDENT OF SCHOOLS

Deborah Wheeler, Ed. D, Superintendent

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Kristen Della Volpe
Principal
Stephanie L. Kubisek
Assistant Principal

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Shoshana Armington
Carrie Gibbs
Kerri Petti
School Counselors

Dear Student,

In the coming weeks, you will be asked to select your courses for the 2012 – 2013 school year. This program of studies provides you with an overview of the outstanding academic programming we offer to all students at Litchfield High School.

Please read the course descriptions carefully and discuss your choices with your parents, your teachers, and your guidance counselor to ensure you are scheduled for the most appropriate individualized education plan for your needs, goals and aspirations. As you consider courses for next year, keep in mind that decisions you make now will most likely influence the opportunities you have in the future. It is important that you take challenging courses so that you will have the widest possible array of career and college choices when you graduate from high school.

Your teachers, guidance counselors, Mrs. Kubisek, and I are deeply committed to providing a rigorous academic program designed to equip all graduates with the prerequisite skills necessary to meet the academic, social and employment challenges of life beyond high school. If you feel there is any way that we can help you, please let us know.

Sincerely,

Kristen Della Volpe

Principal

The mission of the Litchfield High School community is to work together to graduate knowledgeable, skillful, and productive individuals. We strive to develop students' abilities to communicate, problem-solve and apply technology effectively, to make informed life choices, and to contribute to society.

LITCHFIELD HIGH SCHOOL MISSION STATEMENT AND EXPECTATIONS FOR STUDENT LEARNING

“The mission of Litchfield High School community is to work together to graduate knowledgeable, skillful, and productive individuals.”

We expect each LHS graduate to:

- Communicate effectively
- Solve problems effectively
- Contribute to society
- Apply technology appropriately
- Make informed life choices

LITCHFIELD HIGH SCHOOL LEVELS OF PERFORMANCE

Please refer to Appendix B for a description of the Litchfield High School Levels of Performance. These levels are descriptions designed by our staff to communicate characteristics of various levels of performance. How these levels might translate into classroom assessments is discussed on page 11.

LITCHFIELD HIGH SCHOOL GRADUATION COMPETENCY REQUIREMENTS

Graduation from Litchfield High School implies that students have 1) satisfactorily completed the prescribed courses of study for the grade levels and in accordance with their respective abilities; 2) successfully completed the required number and distribution of credits; 3) demonstrated proficiency in all four areas of CAPT, Writing Across the Disciplines, Reading Across the Disciplines, Math, and Science; AND 4) demonstrated competency in each of the five above expectations of student learning. Specific assessments which align with these expectations are being developed.

Approved Course of Studies

The Litchfield Board of Education has determined the minimum number of credits for high school graduation:

English	4 Credits
Mathematics	3 Credits
Social Studies (must include Civics or AP US Government, U.S. History & Global Studies)	3.5 Credits
Science (must include a Physical Science and Biology)	3 Credits
Personal Wellness	.5 Credit
Physical Education (Exercise Science)	1.5 Credits
Fine Arts (Art / Music), Vocational Education, Consumer Education, Technology, or Business	2 Credits
Electives	5.5 Credits

TOTAL 23 Credits

A full credit shall consist of one year of instruction in a given course. For example, 1.0 credit is the equivalent of an eighty minute class period every other school day of the school year (90 X 80 = 7,200 minutes).

In addition to credits offered through scheduled courses at Litchfield High School, enrolled students may, with prior approval of the principal or his/her designee, earn and/or transfer as many as two credits at institutions accredited by the Department of Higher Education, or regionally accredited, or through other educational institutions within the State of Connecticut or out of state through participation and successful completion of high school or college level courses, including online courses offered by approved providers. A three (3) credit college course is equal to .5 high school credit.

The Board of Education further establishes that students may earn one half (.5) credit in community service which shall qualify for high school graduation as an elective course provided such community service is supervised by a certified school administrator or teacher. For more information, please review Litchfield Board Policy #5127.1.

Courses taken in grades nine through twelve (9-12) inclusive, shall satisfy the credit requirement for graduation at Litchfield High School. Students in grades seven and eight may earn credit toward meeting a specified high school course requirement upon the successful completion of any course in which the primary focus corresponds directly to the subject matter of a specified course requirement in grades nine through twelve. The administration will identify courses for which high school credit may be earned and award credit in such cases where students have attained specified performance requirements and proficiencies. These requirements shall be determined by the principal and/or his/her designee/s. Courses which are offered by the Litchfield Public School district at Litchfield High School shall be approved by the Board of Education and published in the Litchfield High School Program of Studies. Published courses may or may not be offered every year due to insufficient enrollment.

Transcripts of students who transfer to Litchfield High School will be assessed by the school counselors and credited toward graduation from Litchfield High School as appropriate, with the final decision for eligibility for graduation being determined by the principal.

The Board of Education recognizes its responsibility to educate all youth in the community as defined by Connecticut General Statutes. This responsibility includes students who drop out of high school. To assist out-of-school youth, the Board will make available the services of the high school guidance personnel to help them meet requirements for a diploma, e.g., through the G.E.D. (General Educational Development) testing process, adult education, or other alternatives.

(cf.) 5121 – Examination/Grading/Rating

(cf.) 6146.2 – Statewide Proficiency/Mastery Examinations

(cf.) Litchfield High School Student Handbook – Graduation Requirements

Legal Reference:

Connecticut General Statutes

Section 10-14n Ninth grade statewide proficiency examination; Conditions for reexamination. Limitation on use of test results (as amended by P.A. 84-293 which provided that successful performance on statewide proficiency/mastery examinations may not be used as a sole criterion of promotion or graduation.) amended by P.A. 84-297; P.A. 85-96.

Section 10-221a High School graduation requirements

Academic Proficiency as Assessed by The Connecticut Academic Performance Test

All Litchfield High School graduates will score at or above the Proficiency Level on each of four areas of The Connecticut Academic Performance Test (CAPT): Mathematics, Reading Across the Disciplines, Writing Across the Disciplines and Science; **OR**

Demonstrate proficiency as defined below, which correspond to any areas of CAPT which fall below the designated score levels.

Junior year: Any junior who has not met proficiency on any of the four areas of the CAPT will retake the sub-test AND complete performance portfolio. Portfolio will be maintained by the junior year teacher and will be comprised of relevant assessments in the student's current academic program. The portfolio will be reviewed by the curriculum coordinator and administrator in February and will be temporarily filed in student's permanent record in the School Counseling Office. Counselors and coordinators have a more detailed description of this process.

Senior year: Any senior who has not met proficiency on any of the four areas of the CAPT will complete a performance portfolio by January. The portfolio will be maintained by the senior year teacher and monitored by the curriculum coordinator. The portfolio will be comprised of relevant assessments in the student's current academic program. Administration and a curriculum coordinator will review the portfolio and determine if the student has met proficiency in desired area. Students may be asked to complete another performance portfolio by April if further evidence is required to determine if the student can demonstrate proficient performance. Counselors and coordinators have a more detailed description of this process. Official documentation of completion of this requirement will be included in the student's permanent file.

Students who do not demonstrate proficiency as described above may return to the high school for a fifth year, enroll in summer school, or register for appropriate night school classes.

Transfer students: Students who transfer to Litchfield High School after completing three (3) years of high school elsewhere may be exempt from Litchfield High School Performance Standards.

Notification to Teachers, Students, and Parents: The administration will formally notify students, their teachers, and their parents or guardians if the district's standard on the CAPT has not been met in the areas of Mathematics, Science, Reading Across the Disciplines, and Writing Across the Disciplines. Students who have not met the district's standard will be expected to retake designated CAPT areas in the spring of their junior year and to submit a performance portfolio of their work by February as indicated above. The results of the CAPT retest and the scoring of the folder of student work from the first semester of the senior year will be communicated by the administration to the student and parent or guardian by the second week of January of the senior year.

ADVANCED PLACEMENT COURSES

Litchfield High School students are offered a number of Advanced Placement Courses each year. It is expected that students take the Advanced Placement Exam when scheduled by the College Board. Students receiving score of three or better (on a 1 to 5 scale), may be eligible for credit and/or advanced standing in college. The following Advanced Placement courses are offered: Biology, Environmental Science, Chemistry, Physics, English Language, English Literature, French, Spanish, U.S. History, Government and Politics, Art, and Calculus. Students should discuss AP placement with their counselor and their teacher/department coordinator prior to enrolling.

LEARNING CENTER

Students who qualify for resource classes have previously been identified by the Planning and Placement Team (PPT) as needing individualized instruction. Students will receive support for their coursework as indicated in their Individualized Educational Plan (IEP).

Services provided through resource classes include but are not limited to study skills such as note taking, test taking, and organization and time management within the context of their academic course

SENIOR CAPSTONE PROJECT

A Capstone Project may be proposed by any senior who has a strong desire to pursue the in-depth research of or increased participation in an area of special interest that is not offered in the Program of Study or is limited in opportunity. Students will receive 1.0 Honors credit for their project.

The Capstone Project is driven by student attitude and effort. Participants spend a great deal of time working independently. They must be self-motivated, organized, and diligent. The quality of their work is the proof of their labors, and the basis for assessment.

In a variety of ways, students completing a Capstone Project will demonstrate that they:

- Are **self-educating learners** who actively initiate learning activities, pursue knowledge/learning beyond the requirements, are intellectually curious and open-minded, and draw from a range of experiences and knowledge.
- Have **interpersonal skills** and a sensitivity to and an understanding of the needs, opinions, concerns and customs of others.
- Possess **ethical values**, are honest, exhibit a sense of accountability and responsibility for their words and actions, and honor the Litchfield High School Code of Student Conduct.
- Are **adaptable**, can accommodate various situations and people without compromising integrity, and recognize the difference between those situations which require modification on their part and those which do not.
- Practice **global awareness and stewardship**, are aware and knowledgeable about environmental problems, have a local-to-planetary perspective and concern, and respectfully understand how their culture relates with other cultures.
- Show **creativity** in the solution of problems, understand that the process of problem solving begins with framing both clarifying questions and a statement of the problem, accept ownership of problems encountered, and recognize that the easiest solution is not always the best solution.
- Are **committed** students who are energetic toward “purpose”, show an ability to set short and long term goals, exhibit perseverance, and show a distinct sense of direction and purpose.
- **Communicate** effectively, express what they intend in a wide variety of situations and through a wide variety of modes including written, oral, and visual communication
- Choose and apply **technology** proficiently, developing and acquiring the expertise they need.

SPECIAL STUDIES

Special Studies provide the opportunity for students to earn credit in courses which are modified but still reflect a course listed in our Program of Study. For example, a student who cannot take a required course due to scheduling conflicts would be a candidate for a Special Study. The student, with assistance from his/her school counselor and course teacher, and with approval from the curriculum coordinator and building administrator, can arrange to complete all the course work necessary to earn credit. This arrangement might include, as one requirement, that the student complete this coursework during another time of day. Other options and requirements are also possible. Unlike Independent Studies, Special Studies can be counted towards satisfying the minimum course load requirements and will receive a letter grade that will be used in honor roll and GPA calculation.

All Special Studies, like Independent Studies, are subject to approval by the principal.

MIDDLE SCHOOL COURSE CREDIT

Courses taken in grades nine through twelve inclusive shall satisfy the credit requirement for graduation at Litchfield High School. Students in grades seven and eight may earn credit toward Spanish, French and Algebra 1, upon the successful completion of these courses in eighth grade. The conditions for this recognition will be determined by the administration.

COLLEGE LEVEL COURSES

In addition to credits offered through scheduled courses at Litchfield High School, enrolled students may, with prior approval of the principal or her designee, earn and/or transfer as many as two credits at institutions accredited by the Department of Higher Education, or regionally accredited, or through other educational institutions within the State of Connecticut or out of state through participation and successful completion of high school or college level courses, including online courses offered by approved providers. A three (3) credit college course is equal to .5 high school credit.

PUBLIC NOTICE OF NON-DISCRIMINATION

The Litchfield Public School System is committed to the policy and practice of equal opportunity for all qualified persons and does not discriminate in any education program or educational activity. We shall provide continuing notice to the public, school staff and students. This notification may include the posting of notices, publication in local newspapers, placement of notices in school district publications and student/parent handbooks.

This nondiscrimination statement is required to be printed in major publications for students, parents, and teachers. The Equity Coordinator for Title VI (race, color, national origin), Title IX (sex equity), section 504 (disabled), and ADA (disability) is Gary Zaremski, Director of Special Services, Litchfield Public Schools, P.O. Box 110, Litchfield, CT 06759, (860) 567-7505, email: zaremskig@litchfieldschools.org.

#5000 Litchfield Board of Education Policy (revised January 21, 2009):

CONCEPT AND ROLES IN STUDENT PERSONNEL

EQUAL EDUCATIONAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT

The focus of the school system is on the learner, the student. The student's educational development toward the school's goals is the central concern of the Board of Education's policies and of administrative procedures.

Each student shall be given equal opportunity. But since children vary widely in capacities, interests, social and economic background, no two can be treated exactly alike if the fullest development of each is to be achieved.

The federal and state governments have enacted and enforced laws regarding the equality of opportunity in education.

Therefore, the Board of Education reaffirms its policy to ensure an equal educational opportunity for all students and to prohibit discrimination as proscribed under federal and state law, as amended from time to time. It is also the policy of the Board of Education to be impartial in all of its relations with its students without regard to race, color, national origin, citizenship, ancestry, religion, sex, sexual orientation, age, marital status, physical or mental disability, or any other legally protected status under applicable law. The Board of Education complies with the policy and procedures of the Americans with Disabilities Act.

EQUAL EDUCATIONAL OPPORTUNITY OFFICER

Superintendent of Schools for matters dealing with curriculum, instruction, textbooks and learning materials.

Legal Reference:

The Americans With Disabilities Act, 42 U.S.D. Section 12101 ed seq. and Section 504, U.S. Rehabilitation Act;

Title IX of the Education Amendments of 1972 (Higher Education Act); and
Title 42 of the United States Code Section 1983.

Policy Adopted: August 13, 1985

Policy Reviewed: October 1, 1998

Policy Revised: January 21, 2009

EQUAL EDUCATION OPPORTUNITY

All applied education programs are offered to students without regard to race, color, national origin, sex, and/or disability. If you believe that you have been discriminated against in the Litchfield Public Schools, you may file a grievance with the District Equity Coordinator, Gary Zaremski, to report that your rights have been denied or violated. Mr. Zaremski, Director of Special Services, is the Equity Coordinator for Title VI (race, color, and national origin), Title IX (sex equity), Section 504 (handicap), and ADA (disability). You may contact him at the Litchfield Intermediate School, 35 Plumb Hill Road, P. O. Box 110, Litchfield, CT 07759, (860) 56707505. You may also choose to reach a resolution on your own by working with Mrs. Carrie Gibbs, Mrs. Shoshana Armington, or Mrs. Kerri Petti, school counselors, or one of the building administrators, Ms. Kristen Della Volpe, Principal, or Mrs. Stephanie Kubisek, Assistant Principal.

EQUITY GRIEVANCE PROCEDURE

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems that may arise concerning claims of discrimination. Evidence of reprisal against a complainant or witness shall be viewed as an infraction of this policy.

Any individual who wishes to inquire or to register a complaint concerning alleged discrimination in the Litchfield Public Schools shall have an opportunity to bring such concerns to the attention of the Equity Coordinator or Superintendent who has the authority to resolve such complaints. The following grievance procedure shall be used by any student, parent, or employee in making a complaint or inquiry. Officials shall be governed by this procedure.

Level I – The complainant shall discuss the alleged discriminatory act or practice with the Equity Coordinator or the individual closest to the daily decision-making level. This will normally be a principal, teacher, counselor, curriculum coordinators, or head custodian. If satisfaction cannot be achieved through informal discussion, the following procedure must be initiated.

Level II – the complainant shall, within forty calendar days of the alleged incident, on forms provided, put the complaint in writing and file it with the Equity Coordinator. Within five working days, a conference must be held. Within five working days following the conference, the complaint must be resolved to the satisfaction of both parties or referred to the Superintendent of Schools. Within five working days, the Equity Coordinator shall notify the Superintendent and must notify the complainant of this notification. The Board will be apprised by the Superintendent of any grievance reaching Level II.

Level III – Within ten working days after receipt of such complaint, the Superintendent must hold a hearing and, within five working days of the hearing resolve the complaint, negotiate a long-term solution or refer the matter to the Board of Education for sharing and decision.

Level IV – The Board of Education, Superintendent of Schools, and the Equity Coordinator shall proceed in accordance with appropriate State Statutes.

Equity Grievance forms are available from Equity Coordinator, administrators, guidance offices and school media centers.

Note: Public Notice of Non-Discrimination, Equity Grievance Procedure and Equity Grievance Form may also be found on the Litchfield Public Schools Intranet – Central Office – Important Notifications – Public Notice of Non Discrimination and Equity Grievance Procedure.

Section 504 Parental Rights

June 2009

Section 504 of the Rehabilitation Act provides services for students identified as having a disability as defined by the Act, which substantially limits a major life activity. You have the following rights:

1. The right to be informed of your rights under Section 504 of the Rehabilitation Act.
2. The right for your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school.
3. The right to be notified about referral, evaluation and programs for your child.
4. The right for your child to be evaluated fairly.
5. The right, if eligible for services under Section 504, for your child to receive accommodations, modifications, and related services that will meet the child's needs as well as the needs of students without disabilities are met.
6. The right for your child to be educated with peers who do not have disabilities as much as possible.
7. The right to an impartial hearing if you disagree with the school regarding your child's educational program.
8. The right to review and obtain copies of your child's records.
9. The right to request attorney fees related to securing your rights under Section 504.
10. The right to request changes in the educational program of your child.

**Information Regarding Section 504 of the Rehabilitation Act of 1973
(Appendix D 2006 CASE and updated definition of major life activities per ADA Amendments of 2008)**

Section 504 is a federal law that prohibits discrimination against individuals with a disability in any program receiving federal assistance. The Act defines a person with a disability as anyone who:

1. has a mental or physical impairment which substantially limits one or more major life activities (Major life activities as defined by the Americans with Disabilities Act Amendments of 2008, including caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, learning, eating, sleeping, lifting, bending, reading, concentrating, thinking, communicating; and major bodily functions, including but not limited to , functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.);
2. has a record of such impairment; or
3. is regarded as having such an impairment.

In order to fulfill its obligation under Section 504, the Litchfield school district recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel, students and their parents. No discrimination against any person solely due to his/her disability will knowingly be permitted in any of the programs and practices in the school system.

The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child has a current disability and is termed to be eligible under Section 504, to afford access to appropriate educational programs.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has the right to a hearing with an impartial hearing officer.

The Family Educational Rights and Privacy Act (FERPA) specifies rights related to educational records. This Act gives the parent/guardian or eligible student the right to: 1) inspect and review the child's educational records; 2) make copies of these records; 3) receive a list of all persons having access to those records; 4) ask for an explanation of any item in the records; 5) ask for an amendment to any report on the grounds that it is misleading, inaccurate, or violates the child's rights; and 6) a hearing on the issue if the school refuses to make the amendment.

If there are any questions, please feel free to contact Gary Zaremski, the Section 504 Coordinator for the school district, at 860-567-7505.

PUBLIC SCHOOL CHOICE IN CONNECTICUT

“The State Board of Education supports efforts to offer the following public school choice options: inter-district magnet schools, public charter schools, open choice, inter-district cooperative grant programs, state technical high schools, and regional agricultural science and technology education centers.

Public school choice programs are an integral component of the state's public school system. The Connecticut State Board of Education believes the wide variety of public school choice programs offered in the state further increases opportunities for all students to learn in a manner that is customized to their needs, interests and abilities.” p. iv

For more information, please visit the Open Choice web site:

<http://www.sde.ct.gov/sde/lib/sde/pdf/equity/choice/choicebooklet1011.pdf>

LITCHFIELD HIGH SCHOOL GRADES 9-12 GENERAL COURSE INFORMATION

PLAN AHEAD

We suggest that you plan your high school program in terms of your career goals. Colleges, universities, technical schools, medical programs, armed services, apprenticeship programs and the thousands of different occupations all have different requirements.

We realize that it is practically impossible to know ahead of time just what kind of career you will eventually pursue. However, with the help of your parents, school counselor, and teachers you should be able to select the right courses that will establish a strong foundation for you at this particular time.

ELECTIVES

Electives are considered to be any subjects you choose outside of your basic program of studies. They are intended to enrich your background and give you an opportunity to devote time to an area of special interest. For example, the college-bound student who intends to major in engineering may wish to consider art or engineering graphics or accounting. Some technologically-bound students could find electives in art, or food science interesting and good preparation for future careers. In short, your high school program should be designed to meet your own educational, career, and personal needs.

PREREQUISITES

Because of the sequential nature of certain courses and the necessity for establishing a firm foundation prior to moving on to more advanced work, many courses offered have prerequisites listed (for example, Algebra I is a prerequisite for Algebra II).

In most cases, recommended prerequisites must be followed. However, because individual backgrounds are unique, students who can demonstrate they have sufficient background in a specific area may be eligible to select a course for which they have not met the recommended prerequisite. They should discuss this situation with teachers and their counselor and receive permission of both before they select any course. Final approval is issued by the principal.

ACADEMIC LOAD

Students are strongly recommended to take 7.0 credits; it is strongly recommended that seniors carry 6.5 credits per semester.

MARKING SYSTEM

The Litchfield High School marking system is a letter grade system for all subject areas and follows the descriptions of Performance Levels found in Appendix B of this Program of Studies:

- A Reflects the skills achieved in Master to Beyond Mastery Level.
- B Reflects the skills achieved in the Approaching Mastery to Mastery Level.
- C Reflects the skills achieved in the Basic to Approaching Mastery Level.
- D This grade reflects the skills of the Below Basic to Basic Level. This is the lowest passing grade. It indicates greater effort is required.
- F Failure - Indicates the pupil is seriously below an acceptable standard in the area being evaluated. No credit is given for a failing grade.

HONOR ROLL

The Honor Roll will be determined by grades earned during each of the four marking periods.

Outstanding Honors: Students who attain an unweighted Grade Point Average of 4.0 and have no grades lower than an A- will be granted Outstanding Honors.

High Honors: Students who attain an unweighted Grade Point Average of 3.5 and have no grades lower than a B- will be granted High Honors.

Honors: Students who attain an unweighted Grade Point Average of 3.0 and have no grades lower than a B- will be granted Honors.

COURSE ADDITIONS/WITHDRAWALS

Counselors work closely with students and parents to ensure that all schedules are considered final by the end of the previous school year. In the rare circumstance that a student requires a course addition or withdrawal, he/she may do so within the first marking period; this includes semester 2 courses. Possible reasons for course withdrawals/additions include adjustments in level placement or changes due to adjustments made to other courses in a student's schedule. Non-acceptable reasons include: teacher preference; time of day of the course; or a decision against a course previously selected during spring registration.

No student may withdraw from a scheduled course without the appropriate form signed by the classroom teacher, the curriculum coordinator, the student's parents, the counselor, and the principal and/or her designee. These forms are available from the counselors. If a student is failing at the time of withdrawal, a W/F (withdrawal/failure) will be recorded next to the course on his/her transcript. If a student is not failing at the time of withdrawal, a W (withdrawal) will be recorded next to the course on his/her transcript.

Students are expected to plan their schedules to avoid the necessity of requesting course withdrawals. **A student going through the process of dropping a course will continue to attend and actively and productively participate in the class until the appropriate form is signed by all parties and the counselor personally informs the student that the change has occurred.**

COURSE OVERRIDES

At the time of course selection in early spring, a student may request to override a teacher's placement recommendation. These forms are available from the counselor and require signatures from the teacher, counselor, parent, curriculum coordinator, and administrator.

If a student wishes to reverse an override request and return to the teacher recommended level, he/she must demonstrate to the administration that despite adequate effort, performance indicates that a level change is necessary to adequately challenge the student. Evidence of adequate effort includes but is not limited to participation in peer tutoring and/or conferencing regularly with the teacher. See section on Withdrawals for transcript implications.

COURSE LEVEL CHANGE POLICY

For all level changes, the 'sending' teacher will adjust the student's average by 10%. Any level change requests implemented after the end of the first quarter must be appealed to the administration. Level changes will not be considered for override placements unless the student and teacher have sufficiently conferenced.

ONLINE COURSE POLICY

Students who have met with their school counselor may apply up to two (2) credits of online coursework toward the 5.5 elective credits required for graduation. Courses are to be preapproved by administration and the curriculum coordinator for the particular area of study.

WEIGHTED GRADING SYSTEM/CLASS RANK

In accordance with the Connecticut General Statutes P.A. 99-81 (an Act Concerning Weighted Grading for Honors Classes), schools are required to establish and adopt a policy on whether grades in their honors and advanced placement courses should be weighted when determining class rank and grade point averages.

At Litchfield High School, class ranks are a cumulative average of all four years of high school. They are compiled on the basis of final grades that the student earned in his/her courses. Unofficial class ranks are calculated at the end of junior year and until graduation. Class ranks are used to answer questions asked on college application forms, scholarship questionnaires, and other forms required by schools and prospective employers. The final class rank is calculated after the completion of all course work and exams in June prior to graduation. Transfer students will be eligible for an official Litchfield High School GPA and ranking after four consecutive semesters working within our Program of Study.

The courses in our Program of Studies are categorized according to three* levels of academic challenge. The purpose of this leveling is to challenge all students appropriately, as they strive for academic excellence. A system of grade weighting recognizes the differences in student learning styles and needs.

The grade point average is calculated by multiplying each course credit by the grade weight earned. This sum is divided by the number of credits taken to date. The resulting grade point average is then placed in rank order.

COURSE LEVEL GRADE POINTS

Grade in Course	AP	Honors	Academic
A+ (97-100)	7.25	6.25	5.25
A (93-96)	7.0	6.0	5.0
A- (90-92)	6.75	5.75	4.75
B+ (87-89)	6.25	5.25	4.25
B (83-86)	6.0	5.0	4.0
B- (80-82)	5.75	4.75	3.75
C+ (77-79)	5.25	4.25	3.25
C (73-76)	5.0	4.0	3.0
C- (70-72)	4.75	3.75	2.75
D+ (67-69)	4.25	3.25	2.25
D (63-66)	4.0	3.0	2.0
D- (60-62)	3.75	2.75	1.75
F (0-59)	0	0	0

ALL CLASSES ARE ACADEMIC UNLESS OTHERWISE SPECIFIED.

CAREER PATHWAYS PROGRAM

Litchfield High School is one of the participating school districts in a CAREER PATHWAYS PROGRAM with Northwestern Connecticut Community College in Winsted. Only **juniors** and **seniors** enrolled in and successfully completing any of the Litchfield High School courses listed below with the required grade point average can earn simultaneous transferable college credits. Students earn college credits at no tuition cost. The appropriate documentation must be completed to qualify for this program; this can be obtained in the guidance office.

Accounting II
Algebra II

Advanced Web Design
English IV Academic

HIGH SCHOOL PARTNERSHIP PROGRAM

Qualified Litchfield High School students may take courses at Northwestern Connecticut Community College. NCCC will pay the tuition for the course while the students must provide their own transportation and pay for their books and supplies.

Guidelines for participation in this program are as follows:

- Junior or Senior class standing.
- Have a “B” average.
- Take at least 5 classes at Litchfield High School.
- The class taken at NCCC must be one that is not offered at Litchfield High School
- Students are allowed to take only one course per semester.
- Students will receive college credit for the Courses taken at NCCC and will not earn any high school credit and will not be included in the high school grade point average.
- Registration information is available in the Litchfield High School Guidance Office.

GUIDANCE SERVICES

The facilities and personnel of the Guidance Department are available to all students in grades 7 through 12.

The function of the Guidance Department is to assist each student with academic, career/vocational, and personal/social issues. All conferences are confidential, so students may feel free to discuss problems of any nature. Counselors have a duty to inform parent/guardians or appropriate authorities when the student’s condition indicates a clear and imminent danger to the student or others. This will be done after careful deliberation and, where possible, after consultation with other professionals.

The School Counseling Curriculum Component

- Structured developmental experiences presented to all students that address the three primary domains of human development: Academic development, career development and personal/social growth.
 - Learning styles assessment
 - Career exploration
 - College planning
 - Academic preparation

The Individual Planning Component

- Activities that focus on assisting each student to develop, analyze and assess his/her education, career and personal goals and plans. Functions of the counselor in this component include individual advisement, placement and evaluation.

The Responsive Services Component

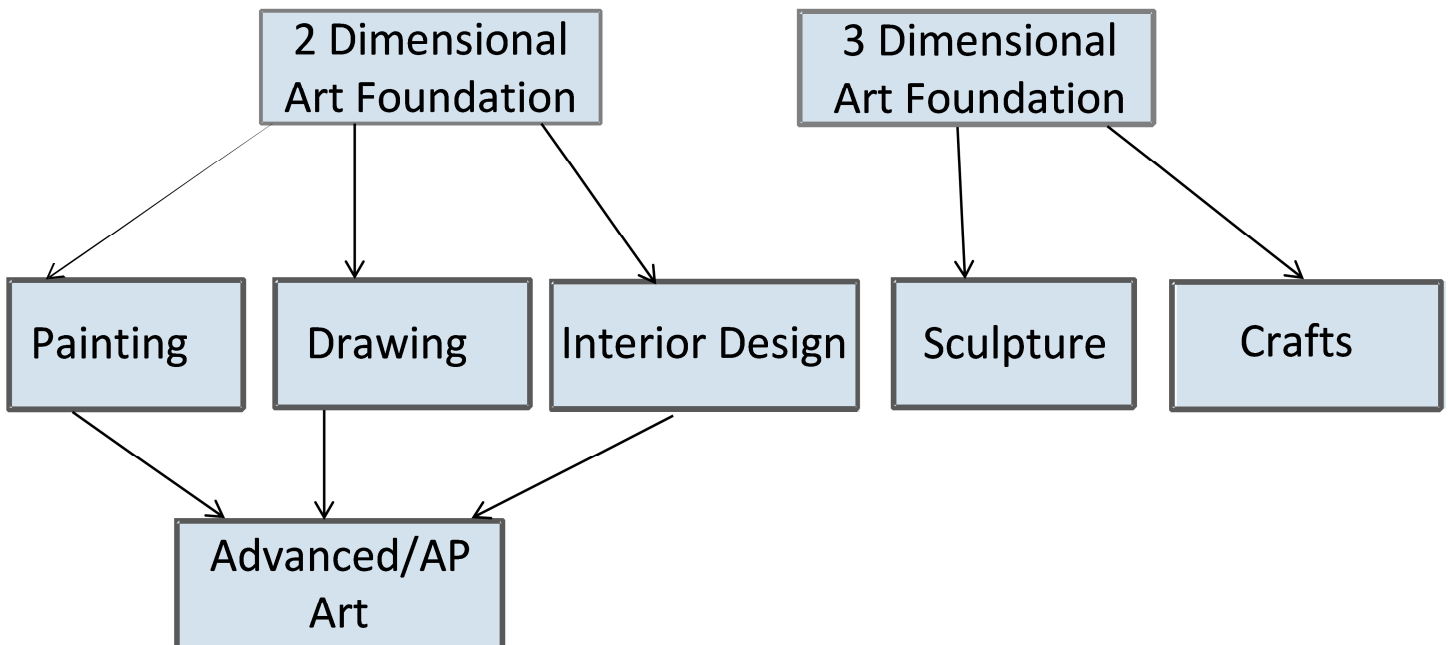
- Reactions to the immediate needs and concerns of individual students whether these concerns involve individual or group counseling, information dissemination, crisis intervention, consultation or referral. All discussions are confidential, so students may feel free to talk about problems of any nature. Counselors have a duty to inform parent/guardians or appropriate authorities when the student's condition indicates a clear and imminent danger to the student or others. This will be done after careful deliberation and, where possible, after consultation with other professionals.

The Systems Support Component

- The first aspect in this component includes program development, program evaluation and assessment, parent education, testing and community relations. The second aspect of systems support includes activities that support other programs in the school: testing, helping administrators and teachers identify student needs, serving on school committees and curriculum committees, etc.

Art Course Offerings

Grades 9-12



ART

2 DIMENSIONAL ART FOUNDATION (Formerly-Art Foundation 1) Grades 9-12 - Level II - .5 Credit

2 Dimensional Art Foundation is an introductory art course designed for all students, including those who have not studied art for several years. The course focuses on developing the student's visual sensitivity, skillful use of basic drawing and painting media, and understanding of the elements and principles of visual design.

3 DIMENSIONAL ART FOUNDATION (Formerly-Art Foundation 2) Grades 9-12 - Level II - .5 Credit

3 Dimensional Art Foundation is an introductory art course designed for all students, including those who have not studied art for several years. The course focuses on developing the student's ability to work 3 dimensionally with a variety of sculpture and craft media. Creative problem solving and visualization techniques will be introduced and general art awareness will be developed.

DRAWING

Grades 9-12 - Level II – .5 Credit
Prerequisite: 2 Dimensional Art Foundation

Students develop drawing skills using a range of media including pencil, charcoal, pen and ink, marker, oil and chalk pastel, colored pencil and scratchboard. A variety of drawing styles, techniques, content and subject matter are explored. Strong two-dimensional composition, individual style and creative approach to imagery are stressed.

PAINTING

Grades 9-12 - Level II – .5 Credit
Prerequisite: 2 Dimensional Art Foundation

Students develop painting skills using a range of media including water color, tempera paint, acrylic paint and oil paint. A variety of painting styles, techniques, content and subject matter are explored. Color theory is presented and strong two dimensional composition is stressed. Individual style and creative approach to imagery is developed.

SCULPTURE

Grades 9-12 - Level II - .5 Credit
Prerequisite: 3 Dimensional Art Foundation

Students explore a variety of media and techniques used to create three dimensional forms of many styles. Media used may include clay, stone, metal, wire, plaster, cardboard, paper maché and found objects. The use of three dimensional composition concepts is stressed. Individual style and creative approach to sculpture is developed.

CRAFTS

Grades 9-12 - Level II - .5 Credit
Prerequisite: 3 Dimensional Art Foundation

Students explore the traditional origins, the development, and applications of a variety of functional art. Possible media that will be explored include batik, cooper enameling, pottery, fabric craft, paper making, book making, weaving, mosaic, printmaking and puppet making. Students will learn new skills and techniques to produce art that is functional as well as aesthetically pleasing. Individual style and a creative approach to design are stressed.

INTERIOR DESIGN

Grades 9-12 - Level II - .5 Credit
Prerequisite: 2 Dimensional Art Foundation

Students explore and design an interior space that connects architectural style with geographic/climate influence, as well as cultural influence using the principles of design, drawing techniques, photography, and digital software. The media and processes that will be

explored are print-making, pencil sketches of still life, perspective drawings of architecture, digital photography, designing floor plans, Photoshop rendering, and 3 Dimensional modeling in Google Sketchup.

A.P. ART

Grades 11, 12 – Advanced - Level II - 1 Credit
Grade 12 - A.P. - Level I - 1 Credit
Portfolios: Drawing, Design

Advanced Art

Prerequisite: 2-Dimensional Art Foundation (Previously Art Foundation 1) + any other art course

Advanced art is offered to juniors and seniors who are interested in developing their art skills. Juniors who are going to enroll in AP art their senior year are encouraged to begin the AP program in the spring and continue working on their ideas during the summer before their senior year.

AP art is a rigorous college level foundation course for seniors, which culminates in a portfolio submission. Students choose from two different portfolios that specify restrictions in media and artwork size. This course, designed to help self-motivated students, is a demanding experience in studio art which establishes mastery in concept, composition, and execution of drawing within the student. Through multiple drawing problems, this course will cover a variety of concepts, drawing approaches and demonstrate a range of specific techniques within specific art mediums. In addition to the studio practice, and also to help facilitate it, students will be required to participate in critiques, dialogues and lectures on art historical topics in addition to their own art work. The goal of this course is to help you successfully complete the portfolio, expand your knowledge of the visual arts and to investigate post-secondary options.

Design Portfolio

Portfolio review of Art Department, Permission of Instructor + B average in all art courses

Prerequisite: : 2-Dimensional Art Foundation (Previously Art Foundation 1) + Two of the following courses:

Photography, Photographic Design, Drawing, Painting, Interior Design

This portfolio is intended to address two-dimensional (2D) design issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way.

For this portfolio, students are asked to demonstrate mastery of 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking.

Drawing Portfolio

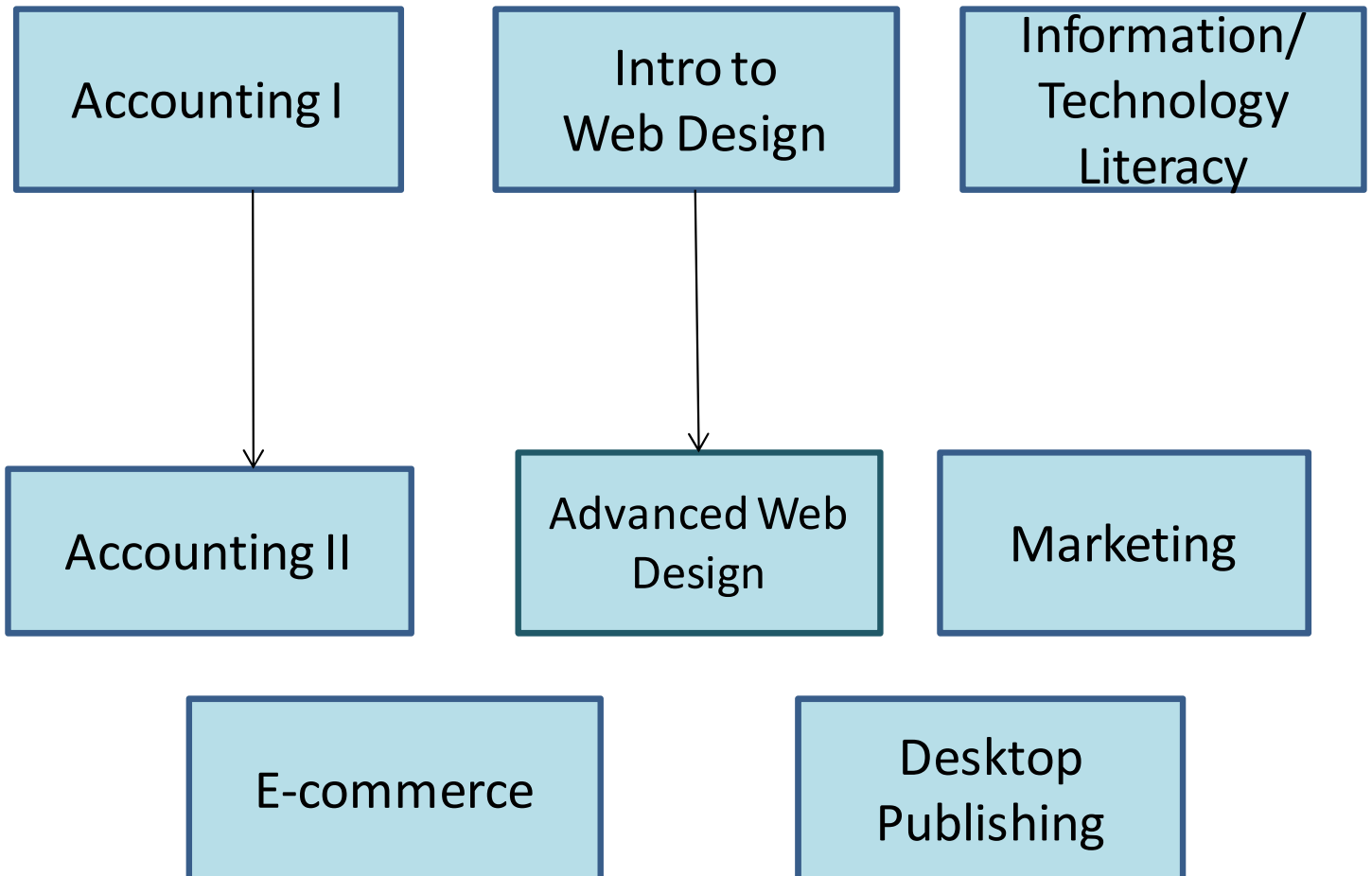
Portfolio review of Art Department, Permission of Instructor + B average in all art courses

Prerequisite: : 2-Dimensional Art Foundation (Previously Art Foundation 1) + Drawing and Painting

The Drawing Portfolio is designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation and illusion of depth are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. The range of marks used to make drawings, the arrangement of those marks, and the materials used to make the marks are endless.

Business Course Offerings

Grades 9-12



Grades 11-12



BUSINESS

INFORMATION AND TECHNOLOGY LITERACY (ITL)

Grades 9-12 .5 Credit

Students will gain expertise using applications in the Office 2007 software suite (Word, Excel and PowerPoint), and apply their skills to a wide variety of projects. This course emphasizes projects and skills that can be applied in academic classes. Students will also use the Web for research and communication.

ACCOUNTING I

Grades 9-12 1 Credit

Accounting I is a course designed to help students learn the fundamental accounting principles of a proprietorship, partnership, and corporation. This course helps prepare students for future high school or college accounting courses. Students will gain the ability to bookkeep for small businesses and interpret financial data to make sound business decisions. Computer accounting concepts are introduced through the use of computerized accounting and spreadsheet software, such as Quickbooks.

ACCOUNTING II

Grades 10-12 1 Credit

Prerequisite: Accounting I

Accounting II is a course designed to increase their accounting competence for in order to gain employment in the field or to take college accounting courses. Emphasis is placed on partnership and corporation accounting, payroll and tax records, and spreadsheet accounting, and Students will extensively use the Quickbooks accounting software to gain a business owner's perspective when performing accounting activities. Juniors and Seniors successfully completing this course may be eligible to earn three transferable college credits from NCCC.

DESKTOP PUBLISHING

Grades 9-12 .5 Credit

Desktop Publishing is a course designed to help students develop fundamental desktop publishing and graphic design skills. Students will gain specific expertise in the use of Microsoft Publisher and supporting applications and programs. Students will gain realistic experience by completing individualized projects as well as publications for school and community purposes. This course will develop graphic design skills that prepare students for a variety of tasks later in high school and life.

INTRO TO WEB DESIGN

Grades 9-12 .5 Credit

Intro to Web Design is a course designed to help students develop skills needed to become a good 21st century citizens and effective Web designers. Students will acquire the skills necessary to design, create, and maintain Web sites using Adobe Dreamweaver and will obtain a solid understanding of the entire Web site development process. Students will also learn to appropriately and efficiently use the Web for communication and information retrieval.

ADVANCED WEB DESIGN

Grades 9-12 .5 Credit

Prerequisite: Intro to Web Design

Advanced Web Design is a course designed for motivated students interested in learning advanced techniques for designing Web sites using Adobe Dreamweaver and supporting applications and programs. Students will utilize Java applets, scripting languages, stylesheets, and other advanced Web applications. Students will design Web sites for personal, community and school use. Juniors and Seniors successfully completing this course may be eligible to earn three transferable college credits –from NCCC.

MARKETING

Grades 9-12 .5 Credit

Marketing is a course designed to help students gain an understanding of all business functions that marketing entails. Students will focus on the marketing mix (price, place, product, promotion) and emphasis will be placed on practical skills that may be applied in workplace scenarios. Students will gain knowledge and experience to pursue a career in marketing as well as become more informed consumers. Web-based projects and simulations will give students hands-on experiences and insights on the entire marketing process.

E-COMMERCE (ELECTRONIC COMMERCE)

Grades 9-12 .5 credit

E-commerce is a course designed to introduce students to the rapidly developing trend of Internet businesses. Students will take a hands-on approach to learning how to create and maintain an online business. Students will learn how to develop business ideas,

create a functional e-commerce website, and work as a member of a team to establish a mock business over the duration of the course. Students will be able to apply and market the skills learned in E-Commerce throughout their professional lives.

PERSONAL FINANCIAL MANAGEMENT

Grades 11 and 12 .5 Credit

Personal Financial Management is a course designed to help students learn to responsibly and effectively manage money for the rest of their lives. Students will learn about the financial planning process, apply the process to current and future experiences with money, and take control of their financial futures. Topics include goal-setting, budgeting, investments, credit, choosing financial services, insurance, careers, and taxes. Online and community resources are used extensively throughout the course.

CAREER READINESS (Pending BOE Approval)

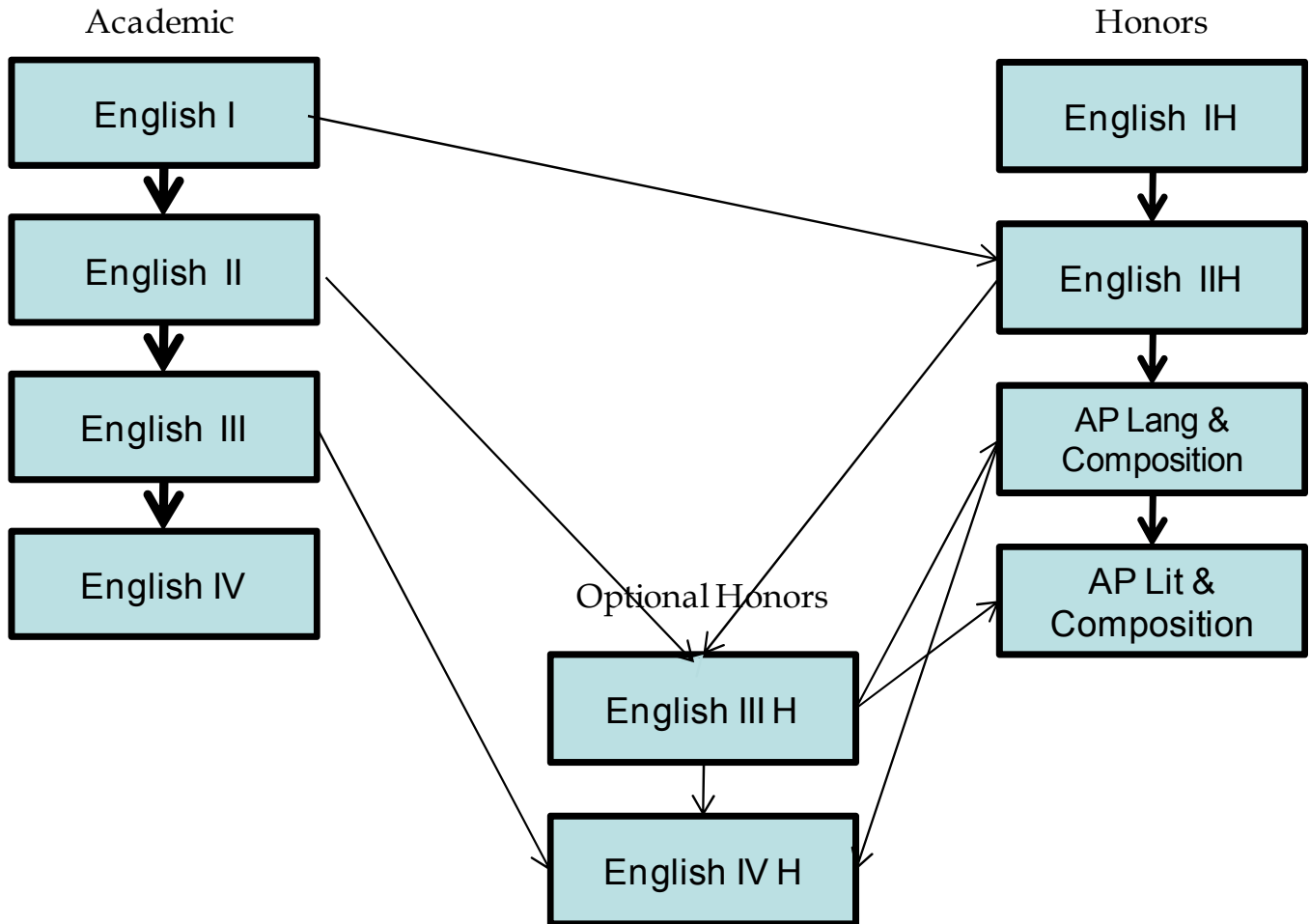
Grade 12 .5 Credit

Prerequisite: Employed on at least a part-time basis or permission of instructor

Career Readiness is designed to help students make responsible career decisions, to set goals, and to develop plans to achieve these goals. This course will prepare students for successful employment during high school and beyond. The course begins with a self-assessment of work skills, then explores career options, job acquisition skills (interviewing, resume/cover letter writing, etc.), employer/employee relationships (problem solving/communication skills), and development of life-long skills for future learning. This course includes interaction with business, civic and community members and organizations to provide valuable insight into how students can become responsible members of society and better contributors to the workforce.

English Course Offerings

Required English Courses



Elective Courses

(These cannot be applied to 4 credits of English Graduation Requirement)

Public Speaking
(9-12)

Women's Voices
(11-12)

Creative Writing
(9-12)

ENGLISH

The Litchfield High School English program develops students' abilities to express themselves clearly, emphatically, and concisely. Literature is used as a basic stimulus for thought, since literature not only serves as an object of artistic appreciation, but also as a catalyst for knowledge of one's self and of others. Grammar and vocabulary are taught as tools for the improvement of written and oral expression. Normally, students may take only one required English course per school year; however, exceptions are made for students retaking a failed course in grades 11 and 12. All students are required to complete a summer reading assignment.

ENGLISH I UNIFYING THEMES: Freedom and Power, Rebellion, Heroism, Survival

All ninth graders will read works such as:

Animal Farm

Anthem

Old Man and the Sea

The Outsiders/ Hiroshima

ENGLISH I Academic and Honors (H) Grade 9

1 credit

Reading, class discussions, and the students' own experiences serve as stimuli for frequent writing assignments which increase in length and complexity during the year. English I introduces students to the major themes of literature and to the various literary genres. Expository and persuasive writing, in which students are expected to examine their reactions to literature with increasing complexity and sophistication, are emphasized. Oral presentations are also included.

If a student is recommended for the honors level, he or she has demonstrated proficiency in written and oral expression, in reading analysis, and in commitment to the study of language arts. A strong work ethic is critical to meet the challenge of the intensive and extensive study of the required and supplementary literature.

ENGLISH II UNIFYING THEMES: Loss of Innocence, The War Between Duty and Desire, Rebels with a Cause, The Challenge of Change

All 10th graders will read works such as:

Ethan Frome

To Kill a Mockingbird

Catcher in the Rye

Macbeth

ENGLISH II Academic and Honors (H) Grade 10

1 credit

English II builds on the writing and reading skills accomplished in English I. Students will read to understand, to draw conclusions, to make inferences, and to evaluate the effect and the quality of the literature. The writing skills in English II include instruction in such topics as higher level thesis writing, claim statements as topic sentences, and documented support with imbedded quotations.

If a student is recommended for the honors level, he or she has demonstrated proficiency in English IH or has demonstrated, by excellent performance, the ability to move from the academic to the honors level. Proficiency includes independent analysis of text with increasing insight and fluency in writing accomplished through self-editing and revising techniques. A strong work ethic is critical.

**ENGLISH III UNIFYING THEMES: The Myth of the American Dream, The Struggle for Freedom and Order,
The Evolution of Freedom in America, The Shift in American Ideals**

All 11th graders will read works such as:

The Great Gatsby
Streetcar Named Desire
A Lesson Before Dying
The Crucible

ENGLISH III H Grade 11 **1 credit**

This course is designed for students who have demonstrated consistent effort, have excelled in English, and have been recommended for placement at this level. American Literature Honors explores major American writings from the 19th and 20th centuries. This honors course includes a study of the concepts of transcendentalism, naturalism, realism and romanticism in extensive class discussions and writing assignments. Frequent conferences between teachers and students improve the individual's expository writing skills. Required writing in this course will become increasingly more sophisticated in style and comprehensive in content.

ENGLISH III Grade 11 **1 credit**

American Literature enhances students' understanding of themselves by examining 19th and 20th century American literary heritage. Students are expected to form connections between literary heritage and the human condition. Students define such concepts as naturalism, realism, romanticism, and transcendentalism in terms of particular authors. Students demonstrate their understandings and opinions both in extensive class discussion and in writing assignments based upon their readings. Writing conferences aim at improving the individual's expository writing.

AP LANGUAGE & COMPOSITION Grades 11 **1 credit**

This is a college level course designed for students who are recommended by their English III teachers because their superior performance, particularly in writing, warrants this placement. Students may, by good performance on the A.P. exam, obtain up to one year of college credit and/or advanced placement in college composition. A.P. Language and Composition is a course of intensive study in effective writing and critical reading. As writers, students will learn how to address topics and choose the appropriate rhetorical mode and aim for their response. They will learn to gather information, develop a discourse, organize details, and control the language most appropriate for the specific audience. As readers, they will learn to analyze the rhetorical patterns, sentence structure, and word choice that professional authors have utilized and to describe their responses to these patterns. *The Language of Composition* and *Patterns for a Purpose* are the base texts. This course works as a strong companion course to AP U.S. History as similar documents are covered but for different purposes. All required American literature for 11th graders will also be covered during the course. If a senior chooses to take this course, the outside reading in American literature will be adjusted.

May be taken senior year per instructor permission

ENGLISH IVH UNIFYING THEMES: Loss of Humanity, Search for Self, The Perils of Individualism

All 12th graders will read works such as:

Siddhartha
Hamlet
Hedda Gabler
The Metamorphosis

ENGLISH IV H Grade 12 **1 credit**

Students in English IV H will explore, examine, and analyze significant literary works drawn from a variety of genres and periods, from the classical to the contemporary. The three thematic units of the course will guide the student to an awareness of the importance of literature in understanding the sense of humanity that connects us, both as distinct individuals and as functioning members of society. Students will demonstrate their understanding both in class discussion and in writing assignments based upon their reading. Conferences between instructor and students improve the individual's expository writing skills. Required writing in this course will become increasingly more sophisticated in style and more comprehensive in content, culminating in a senior research project and paper.

ENGLISH IV UNIFYING THEMES: Loss of Humanity, Media Literacy in America Today,

Heroes/Anti-Hero in Film

All 12th graders will read works such as:

The Strange Case of Dr. Jekyll and Mr. Hyde

The Metamorphosis

Lord of the Flies

One Flew Over the Cuckoo's Nest

ENGLISH IV Grade 12

1 credit

This course uses both literature and media to address our changing world. This body of literature is studied as an integral part of our cultural, social, and literary history. Students explore the various genres and writers through regularly scheduled writing assignments and class discussions, and film analyses. Frequent conferences between teachers and students improve the individual's expository writing skills. Required writing in this course will become increasingly more sophisticated in style and comprehensive in content. Seniors successfully completing this course will be eligible to earn three transferable college credits from NCCC.

AP LITERATURE AND COMPOSITION Grade 12 1 credit

This is a college level course and students may, by good performance on the A.P. exam, obtain up to one year of college credit and/or advanced placement in college composition. A.P. Literature and Composition is a course of intensive study of representative works from various genres and periods, including a focused study of poetry. In addition to considering the works' literary artistry, students will consider the social and historical values they reflect and embody. Writing, integral to the students' expression of understanding, explanation, and evaluation of selected readings, will include expository and analytical essays that focus on the critical analysis of literature.

ELECTIVES - MAY ONLY BE TAKEN IN ADDITION TO THE FOUR REQUIRED ENGLISH CREDITS.

PUBLIC SPEAKING

Grades 9 – 12 .5 Credit

In this course, students will learn about effective techniques for presenting individual speeches, interviews, panel discussions, and small group discussions. Students will create and present speeches with varying intents and for varying audiences. This course will include instruction and practice in formal style debating.

CREATIVE WRITING

Grades 9-12 .5 Credit

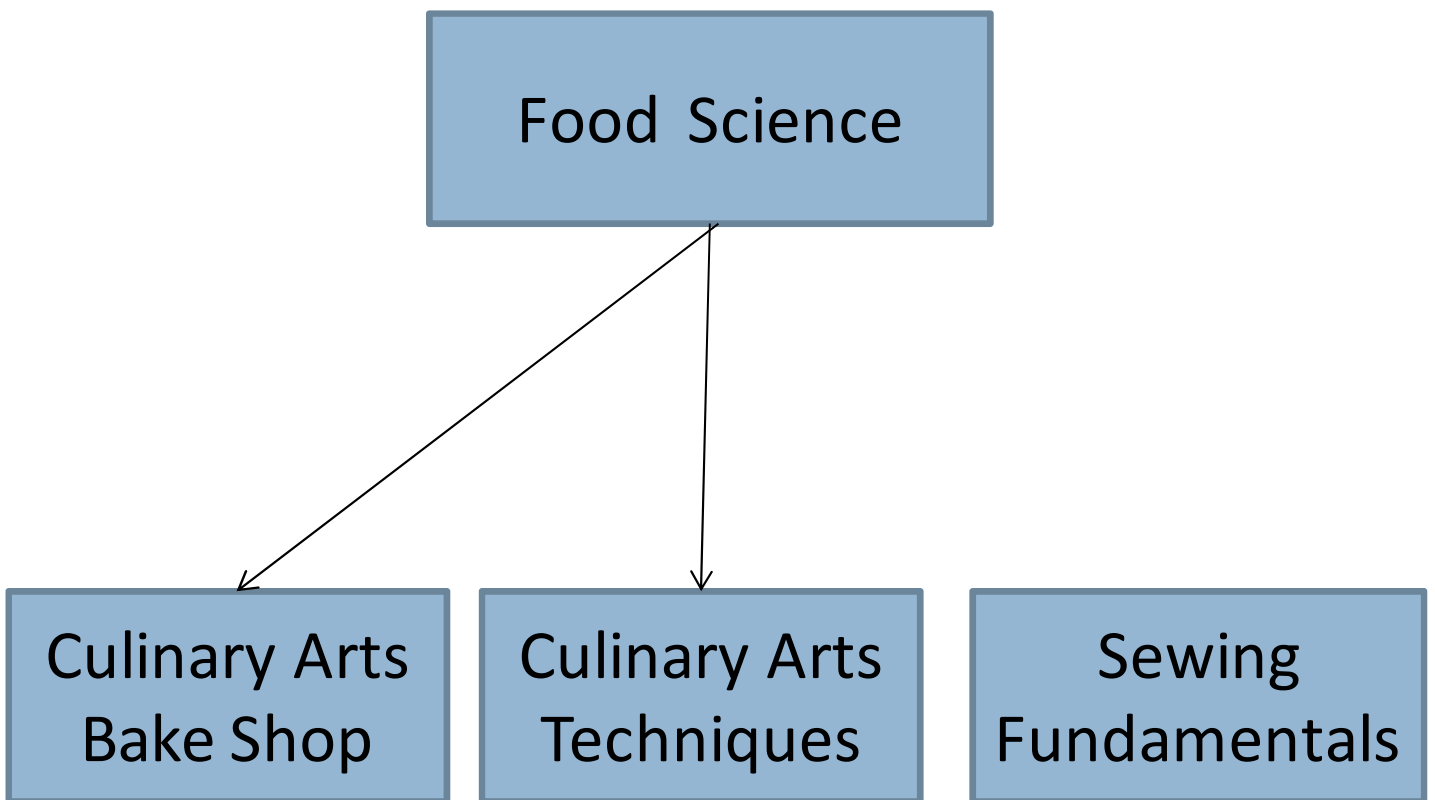
In a workshop setting, students will develop their creative facilities and begin to establish standards by which to judge their own work and that of others. Although the students may read various shorts stories, short plays, poems, and excerpts from motion picture screenplays as models of literary achievement, the main emphasis is placed on writing. In class, the students develop and revise writing projects, present their work, engage in discussions about their work, confer both with the teacher and peers about works in progress, and participate in web-based discussion forums.

WOMEN'S VOICES

Grades 11, 12 .5 Credit

This course is an in-depth study of the voices that have contributed to the movement toward gender equality during the 20th century through various genre in literature, history, and the arts. Students learn about women's roles and analyze the myths surrounding gender issues through works by and about women. Studies offer insight into authors and works unexplored in classic literature classes.

FAMILY AND CONSUMER SCIENCE COURSE OFFERINGS 9-12



FAMILY AND CONSUMER SCIENCE

FOOD SCIENCE

Grades 9-12 .5 Credit

This course illustrates the chemical, physical and biological properties governing the preparation of food products. Emphasis is placed on the application of scientific principles to various foods in the laboratory. Topics to be covered include: scientific evaluation of food, energy and food, acids and bases, water, carbohydrates, lipids, vitamins and minerals, metabolism of food, enzymes, solutions, colloidal dispersions, emulsions, food safety, and sanitation. Food Science is a prerequisite for Culinary Arts.

CULINARY ARTS - BAKE SHOP

Grade 9 - 12 .5 Credit
Prerequisite: Food Science

The Bake Shop offers an introduction to principles and techniques used in the preparation of baked goods. Students will learn the functions of ingredients as well as various mixing methods and methods of heat transfer. Students will produce and market baked items. Emphasis is placed on improving solving skills, application of Food Science principles, learning preparation techniques and evaluating products for quality characteristics.

CULINARY ARTS –TECHNIQUES

Grade 9 - 12 .5 Credit
Prerequisite: Food Science

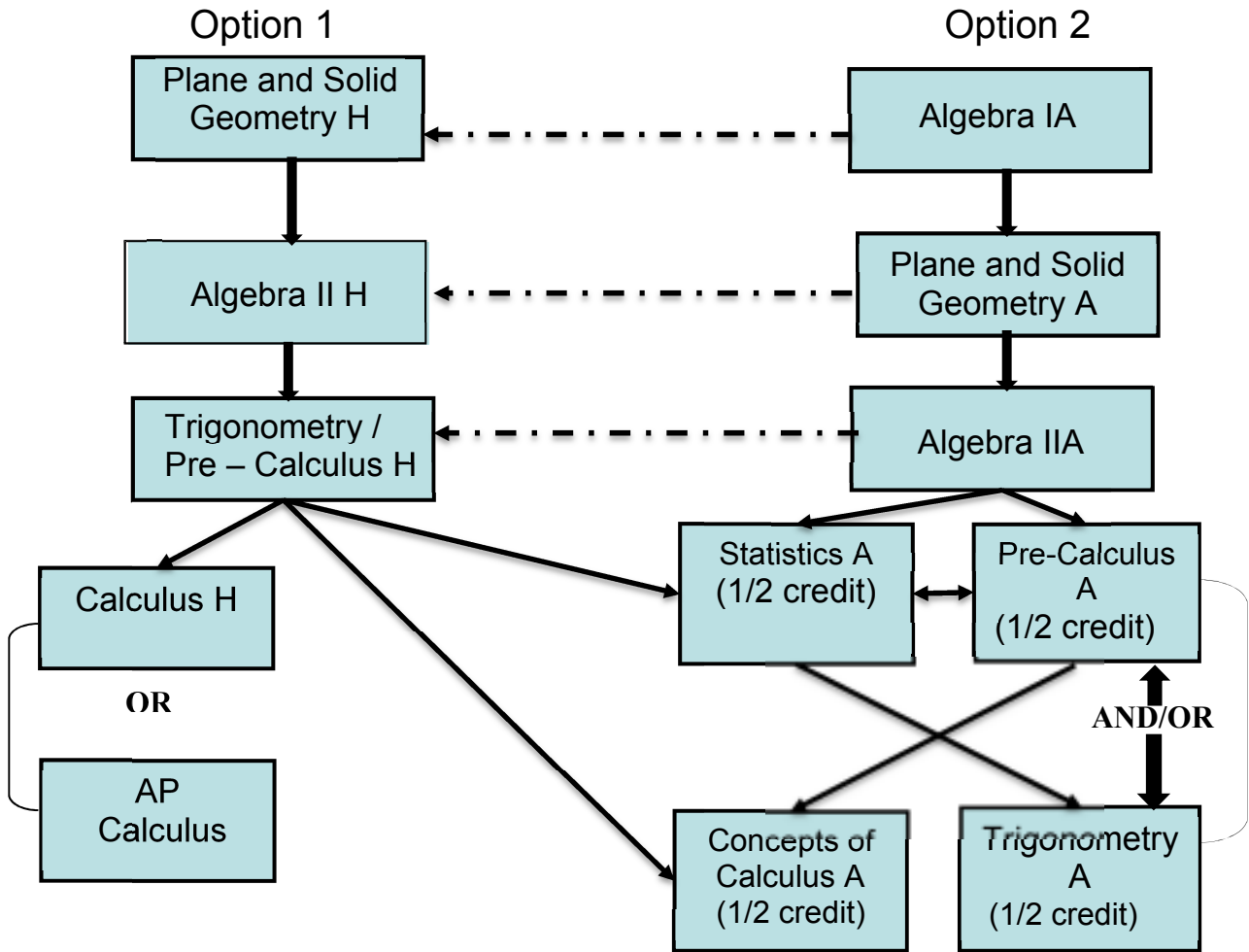
The Culinary Techniques course is an introduction to and application of basic cooking theories and techniques. Students will prepare and evaluate food using a variety of ingredients, tools, and equipment while applying basic principles of moist and dry heat methods of cooking. Students will apply knowledge of food safety and sanitation, nutrition, and energy, learned in the study of Food Science while gaining organization, problem solving and time management skills.

SEWING FUNDAMENTALS

Grade 9 - 12 .5 Credit

Sewing fundamentals emphasizes the development of basic sewing skills used to create and repair apparel for self, family and community. This course focuses on pattern and fabric selection, basic construction techniques, pressing skills, and timesaving technologies and techniques. Student will gain valuable skills in measuring, reading for information and following logical sequence.

Mathematics Course Offerings Grades 9 - 12



Note:

- Dashed lines indicate departmental approval as prerequisite for alternative path.
- With department approval, students following Option 2 may elect to take Plane and Solid Geometry and Algebra II concurrently in order to accelerate their course of study.

MATHEMATICS

The Litchfield High School math program places emphasis on mathematical literacy. Real-world connections and hands-on work with concrete materials and appropriate technologies support this effort. Problem solving, mathematical communication, connections, and reasoning, as well as multiple representations, are a part of all mathematics courses. The use of these techniques enhances and extends students' conceptual understanding and skills.

Each year students are recommended for appropriate leveled classes by their current classroom teacher.

Litchfield High School is one of the participating school districts in a CAREER PATHWAYS program with Northwestern Connecticut Community College in Winsted. Junior and Senior students enrolled in and successfully completing Algebra II can earn college credits. Students can earn these college credits at no tuition cost.

OPTION 1 COURSE OFFERINGS

PLANE AND SOLID GEOMETRY H

Grade 9, 10 - 1 Credit

Prerequisite: Strong Algebra I Skill and Teacher Recommendation

This course develops the concepts of plane, solid and coordinate geometry. Proofs, direct and indirect, and problem solving strategies are used to develop these concepts. Inquiry, hands-on activities, and technology are employed to assist students in developing logical thought and reasoning processes. Some student discoveries and geometric constructions are completed using geometry software in the computer lab. Students enrolled in this course should enter with solid algebraic skills. Graphing calculators are required and used to integrate algebra and help create mathematical models for class discoveries. Topics covered in depth are line and angle relationships, properties of polygons with special emphasis on triangles and quadrilaterals, triangle congruence, circle properties, area of plane figures, surface area of solids, the Pythagorean Theorem, volume, and geometric art.

ALGEBRA II H

Grade 10 - 1 Credit

Prerequisite: Plane & Solid Geometry H or Department Approval

Algebra II Honors is a course that is designed to further extend the study of algebra. Strong algebraic skills in such areas of equation solving, factoring and linear relationships are expected as review of these topics is minimal. The core of the curriculum covers an in depth study of quadratic functions and conic sections, with an emphasis on real world connections. Honors level students will also investigate the roots of polynomial functions. Most topics are discussed from a numerical, algebraic, and graphical approach and a firm background of the graphing calculator is mandatory. Students in this course are often expected to support their findings in both a mathematical and written form.

TRIGONOMETRY/PRE-CALCULUS H

Grades 11, 12 - 1 Credit

Prerequisite: Algebra II H or Department Approval

This course primarily focuses on the study of functions and is essential in the preparation for Calculus. Any student with the intent of taking AP Calculus or Calculus H should sign up for this year-long course. Linear, quadratic, polynomial, rational, square root, exponential, and logarithmic functions are analyzed. Operations with functions, including composition, are studied with an emphasis on domain, range, symmetry, and transformations. The concepts of trigonometry are introduced through both circular and right triangle approaches. Algebraic manipulation of trigonometric identities is studied and real-world applications of trigonometry are investigated. Polar coordinates and equations are introduced in preparation for the concepts discussed in the AP Calculus course. The use of the graphing calculator is an integral part of this course.

AP STATISTICS

Grades 11, 12 – 1 credit

Prerequisite: “A” in Algebra II H or Department Approval

The purpose of the AP course in Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns

2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course.

AP CALCULUS

Grade 12 - 1 Credit

**Prerequisite: "A" in Trigonometry/
Pre-Calculus H or Departmental
Approval**

Advanced Placement Calculus is a full-year course designed to prepare students for the College Board Advanced Placement Examination in AB Calculus administered at the school each May. For more information, please visit <http://apcentral.collegeboard.com>. The topics covered are those prescribed by the College Board and include most of the topics in differential and integral Calculus, which are normally found in a two-semester college course. These topics include: functional rate of change, limits (finite and infinite and limits at infinity), continuity, the theory and interpretation of derivatives, derivative procedures, differentiability, numerical differentiation, linearization, differentials, rate based analysis of functional behavior, optimization, related rates of change, anti-differentiation, differential equations, accumulating rate of change, the theory and interpretation and application of definite integration, and numerical integration. This course is mechanically and conceptually challenging. Students enrolling in it should be prepared to consistently work hard and strive for excellence.

CALCULUS H

Grade 12 - 1 Credit

**Prerequisite: Trigonometry/
Pre-Calculus H**

This course is designed to provide students with a basic understanding of differential and integral calculus as it applies to business, finance, and the social and physical sciences. A strong foundation in algebra, geometry, and pre-calculus is necessary. The goals of the course are to engage the student in the study of calculus through both skill and real-world application and to prepare students for the post-secondary study of calculus. Graphing calculators are required and used throughout the course.

OPTION 2 COURSE OFFERINGS

ALGEBRA I

Grades 9, 10 - 1 Credit

This course places a heavy emphasis on algebraic language, structure, concepts and problem solving skills. Both graphical and numerical approaches are taken with concepts. Students are expected to be able to justify solutions to problems using both mathematical and written responses. Some of the topics covered include the solving of linear equations and systems of linear equations, the solving of linear inequalities, factoring, polynomials, rational and irrational numbers, and solving quadratic equations. A graphing calculator is required for this course.

PLANE AND SOLID GEOMETRY

Grades 10, 11 - 1 Credit

Prerequisite: Algebra I

This course develops the concepts of plane, solid and coordinate geometry as in Plane and Solid Geometry H. Slightly less emphasis is placed on proofs in this course; however, problem solving strategies are still used to develop these concepts. Inquiry, hands-on activities, and technology are employed to assist students in developing logical thought and reasoning processes. Some student discoveries and geometric constructions are completed using geometry software in the computer lab. Graphing calculators are required and used to integrate algebra. Topics included in the course are line and angle relationships, properties of polygons with special emphasis on triangles and quadrilaterals, triangle congruence, circle properties, area of plane figures, surface area of solids, the Pythagorean Theorem, volume, and geometric art.

ALGEBRA II

Grades 11, 12 - 1 Credit

**Prerequisite: Plane & Solid Geometry
or Integrated III**

This course provides a study of algebra with the purpose of clarifying and unifying skills learned in Algebra I. Students who enroll in this course will incorporate many of those basic skills. New concepts such as quadratics and conic sections are introduced in less depth than the honors level course. Graphing calculators are required for this course as many topics are looked at from an algebraic and graphical perspective. Juniors and Seniors successfully completing this course may be eligible to earn three transferable college credits from NCCC.

PRE-CALCULUS

Grades 11, 12 - .5 Credit

Prerequisite: Algebra II

This course primarily focuses on the study of functions and is essential in the preparation for the Concepts of Calculus course. Those students interested in taking AP/UCONN Calculus need to take the year-long Trigonometry/Pre-Calculus course described earlier. Many

topics are covered in less algebraic depth than the honors level course with students taking more time with topics. Linear, quadratic, polynomial, rational, square root, exponential, and logarithmic functions are analyzed. Operations with functions, including composition, are studied with an emphasis on domain, range, symmetry, and transformations. Upon completion of this course, students may elect to take Concepts of Calculus, Trigonometry, or Statistics.

TRIGONOMETRY

Grades 11, 12 - .5 Credit

Prerequisite: Algebra II

This course may be taken following Pre-Calculus. The concepts of trigonometry are introduced through both circular and right triangle approaches. Algebraic manipulation of trigonometric identities is studied and real-world applications of trigonometry are investigated. Students who take this course in conjunction with Pre-Calculus will be prepared to take college-level Calculus.

CONCEPTS OF CALCULUS A

Grade 12 - .5 Credit

Prerequisite: Pre-Calculus

This semester-long Calculus course is designed as a survey course for those students who would like to leave high school having had an introduction to the subject. The course focuses on the skills needed in areas of differentiation and integration rather than the real-world application as in the full-year course. Students who take Concepts of Calculus A will have a solid foundation for any post-secondary Calculus class.

STATISTICS

Grades 11, 12 - .5 Credit

Prerequisite: Algebra II or

Integrated III

Statistics is an introduction to the methods of research and to the analysis of numerical data used in the social and natural sciences. Topics and their applications include descriptive measurements, principles of probability, the binomial distribution, random sampling, the normal distribution, hypothesis testing, and the analysis of paired data. Appropriate applications of technology are integrated throughout the semester. A graphing calculator is required for this course.

Music Course Offerings 9-12

Grades 9-12

Band

Choraleers

Music In
Theater

Grades 10-12

Computerized
Music

Music Production
& Technology

Grades 11-12

Music Theory/
Composition

Theater
Workshop

MUSIC

BAND A or H*

Grades 9-12 Full Year 1 Credit

Prerequisite: Ability to play an instrument

Band provides an opportunity for students interested in musical instruments to perform with a group creating a feeling of accomplishment for its participants while providing musical entertainment for others. The band performs at concerts, festivals, and the Litchfield Memorial Day Parade. Members may also audition for All State, All New England, Regional and Berkshire Music Festivals. Participation in Winter and Spring concerts is a requirement for course completion.

***For the class of 2012 and beyond: Students who have completed two credits in the Band Program will also have an opportunity to be selected for Jazz Band and small ensemble groups. These groups will practice during times either during school or after school, and will have an opportunity to perform at concerts and festivals. Participation in these groups will raise the GPA to Level I.**

CHORALEERS A or H*

Grades 9-12 Full Year 1 Credit

Prerequisite: Ability to sing on pitch

Choraleers provides an opportunity for its members to develop musical talent and further develop an appreciation of music as many musical genres are performed. Music reading skills and understanding basic music theory is covered in class. The group performs at concerts and festivals. Members have the opportunity to audition for All-State, New England, Northern Regional and the Berkshire festivals as well as our smaller choral ensemble, Chamber Singers.

*** For the class of 2012 and beyond: Students who have completed two complete credits in the Choral Program will also have an opportunity to be selected for Choraleers Honors. These groups will practice during times either during school or after school, and will have an opportunity to perform at concerts and festivals. Participation in these groups will raise the GPA to Level I.**

MUSIC THEORY/COMPOSITION/SONGWRITING H

Grades 11, 12 .5 Credit

Prerequisite: two years of music or instructor approval

The object of this course is for the serious music student to extend his or her knowledge of the fundamentals of theory writing through understanding the basics of traditional and contemporary harmony. Students will also learn the basics of the music notation software FINALE. The ability to read music notation is a prerequisite.

THEATER WORKSHOP

Grades 10- 12 .5 Credit

Theater Workshop is designed to expose the student to the many aspects of performing comedy and drama. Early in the course, students will learn ensemble technique through acting workshop exercises, theater games and improvisations. In addition, through the use of readings and presentations, students will be exposed to acting techniques, speaking skills, character analysis, character development, movement, as well as, explore the special problems and responsibilities of the actor.

A performance before an audience, which is a requirement for course completion, will be presented which will include scenes, and improvisation with audience participation.

COMPUTERIZED MUSIC

Grades 10-12 .5 Credit

This course is designed for students who want to create original music on the computer. While creating new music, students will learn about the elements of music, and how the music they hear every day is created. Using Reason and Sonar primarily, students will create their own drum beats, arrange melodies, and compose their own songs. Sonar provides the opportunity to take a set of loops and arrange them, while the Reason is professional-level software that gives creative freedom to the composer. The class will also study recording and amplification using mixers, microphones, and amplifiers.

MUSIC IN THE THEATER

Grades 9-12 .5 Credit

Through audio, video, reading and acting out scenes, explore the world of music in the theater from "La Boheme" to "Rent" beginning with a brief introduction to the opera and its transition to operetta and music theater. The second quarter will focus on the Broadway Musical genre. Possible field trips to the Metropolitan Opera House and a Broadway theater will be planned pending availability.

PERSONAL WELLNESS AND EXERCISE SCIENCE

Requirements for Physical Education/Wellness at Litchfield High School include the following: Students will take six(6) quarters of Physical Education and two(2) quarters of Wellness during their four years at Litchfield High School. Freshman year students will be required to obtain a passing grade in one quarter of Physical Education and one quarter of Wellness. Sophomore year requirements include one full semester of Physical Education only. Junior year students will again be required to pass one quarter of Physical Education and one quarter of Wellness. Senior year's students will take one full semester of Physical Education only.

Each course will be evaluated and graded separately. Students must receive a passing grade in all eight (8) quarters to meet the requirements at Litchfield High School.

The Litchfield High School Personal Wellness/Physical Education Program is centered around the concept of quality of life... physical, mental, social, and emotional well-being. In grades 9 through 12, students will investigate a wide variety of health issues. The curriculum at each grade level focuses on developmentally appropriate topics within which students will be guided to develop knowledge based understanding and awareness of choices and consequences. In addition, students will work to cultivate related life skills such as respect for self and others; responsibility to self, others, and community; gathering of data; assessment of data reliability; resource availability and utilization; decision-making, and organization.

The Wellness curriculum is aligned with the State of Connecticut standards. It is a sequential program in which students learn lifetime skills about their own health. Students learn respect and understanding of individual differences, the value of a healthy lifestyle, learn about the anatomy of their own body, and how to take responsibility for their own future healthcare. It's designed to help students make informed life choices about their emotional, mental and physical health. The goal of the Wellness Department is that each student:

- HAS the skills necessary to analyze how their emotional, social, and mental health affects their overall health
- RECOGNIZES the importance of good nutrition and exercise in overall quality of life
- UNDERSTANDS the importance of preventative health care and understands how to access health care
- RESPECTS themselves and others in all areas of their lives
- USES their knowledge to make appropriate choices and understand both the short and long term consequences
- of their decisions

PERSONAL WELLNESS-9th Grade

.25 credit

The 9th Wellness course will be one quarter during the freshman year. It is designed to provide the school student knowledge of the connection between good physical and mental health. Topics include understanding how the stress response can affect their emotional and physical health, awareness of mental health issues, and knowledge of adult advocates at LHS to help them with mental health issues. Students will also learn about the immune system, understand how various disease causing life forms spread illness, understand how vaccines can prevent illness, differentiate between communicable and non-communicable illnesses, and analyze their own behaviors to help prevent acquiring diseases such as meningitis, mononucleosis, Lyme disease, and HIV/AIDS. Students will learn about healthy eating, good nutrition, and learn techniques to help them maintain a healthy weight into adulthood.

PERSONAL WELLNESS-11th Grade

.25 credit

The 11th Wellness course will be one quarter during the junior year. The 11th grade curriculum will focus on the student maturing toward adulthood. Students will analyze the concept of abstinence, methods of preventing pregnancy, and determining how a fertilized egg develops into an infant. Topics will focus on students becoming productive members of society capable of making informed decisions about their futures. Another area of study will be adolescent identity, preventing sexually transmitted diseases, reproductive anatomy and physiology, concept of abstinence, sexual consent laws, and prevention of sexual harassment. In addition, students will learn about interpersonal relationships, abuse issues, explore the concept of the stages of grief through the topic of death/dying, and learn to form their own opinions about the politics of health care issues. Additionally, students will learn American Red Cross CPR and First Aid to provide responsible emergency care to others in the community.

EXERCISE SCIENCE-9th Grade

.25 Credit

(Taken concurrently with Personal Wellness for 9th grade)

In Exercise Science, students learn and apply fitness and training principles to be used in the creation of an individual fitness program. Topics include components of fitness, principals of training, strength testing (pre and post), goal setting, program design, body composition, and caloric input/output. The students also learn about the unique structure and dynamics of Invasion Games. Skill

learning, strategy analysis, rule basics and ethical conduct are the major topics of study in this program. Students learn principles of effective practice, group dynamics, teamwork, being a strong team member, respect, safety and attitude development.

EXERCISE SCIENCE-10th Grade

.5 Credit

At the tenth grade level, Exercise Science students focus on a more in-depth program of physical fitness as it relates to performance. Topics include large muscle groups and their movements, skill-related fitness stations, skill learning, body types, and conditioning for the athlete. The focus skill area is the study of Racket and Net Sports including tennis, badminton, pickleball and volleyball. The students will learn skills, rules and strategies in each of these activities. They participate cooperatively and competitively and are able to identify participation factors that contribute to the enjoyment of physical activity. The students also analyze performance and learn how to practice to improve skills.

EXERCISE SCIENCE-11th Grade

.25 credit

(Taken concurrently with Personal Wellness for 11th grade)

In 11th grade Exercise Science, students apply a personal program of activity based on sound training and fitness principles. Topics include large muscle groups and their movements, skill-related fitness stations, skill learning, body types, and conditioning for the athlete. The focus skill area is the study of Individual Sports including golf, badminton, outdoor and adventure activities. The students will demonstrate skills, as well as, learn rules and strategies in each of these activities. They participate cooperatively and competitively and are able to identify participation factors that contribute to the enjoyment of physical activity. The students also analyze performance and learn how to practice to improve skills.

EXERCISE SCIENCE-12th Grade

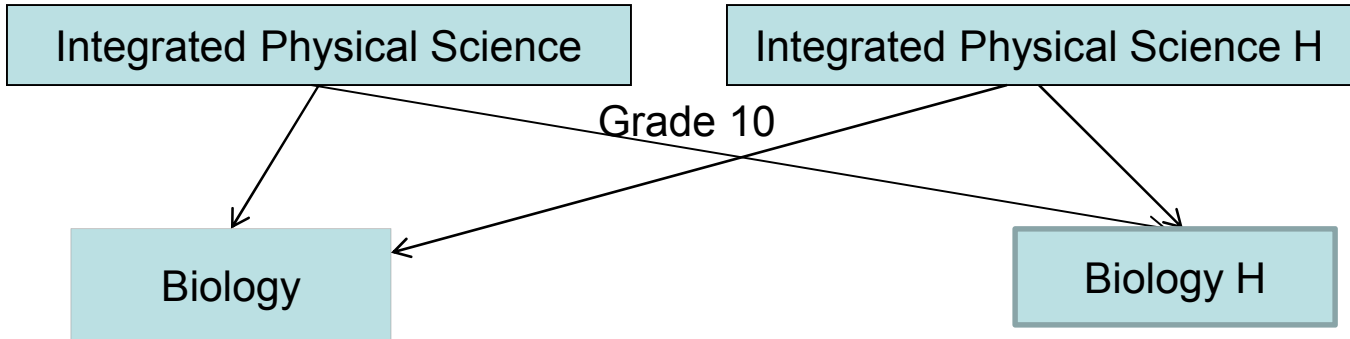
.5 credit

In 12th grade Exercise Science, students apply a personal program of activity based on sound training and fitness principles. Topics include Large Muscle Groups and Their Movements, Skill-related fitness stations, Skill Learning, Body Types, and Conditioning for the Athlete. Students will develop an exit fitness portfolio. Students will demonstrate personal fitness, skills, as well as develop a personal fitness routine. Students will participate cooperatively and independently in activities *they* choose that contributes to the enjoyment of physical activity. The students will also analyze their performance and learn how various exercises and activities will improve lifelong fitness.

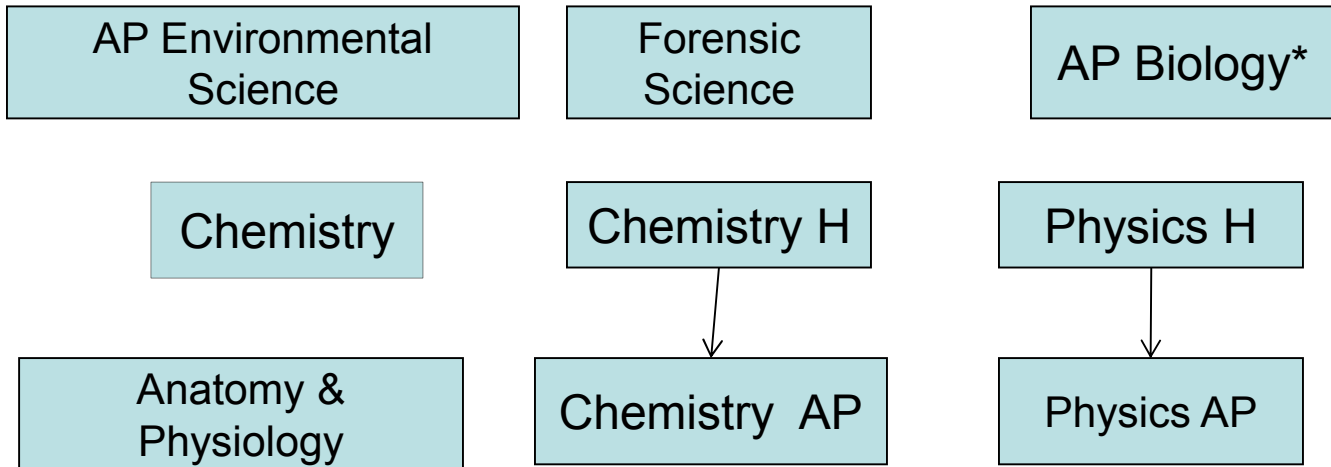
Science Course Offerings 9-12

Required Science Courses

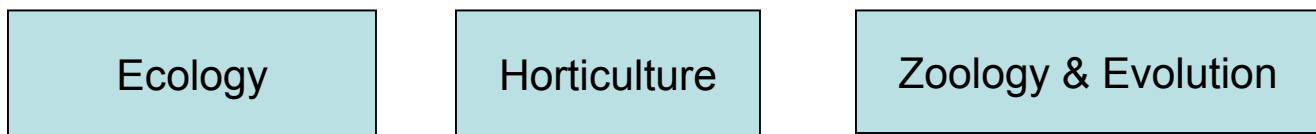
Grade 9



Grades 11, 12 (Full Year)



Grades 11, 12 (Semester - .5 credit)



Grades 12 (Semester - .5 credit)



SCIENCE

The Science Department offers a variety of courses to address the needs of all students. Some courses are lab courses and meet 7 periods per week; other courses meet 5 periods per week. It is important to note that as part of the three credits in science required for graduation, every student must complete at least one course in a physical science.

GRADE 9

INTEGRATED/PHYSICAL SCIENCE H

1 Credit

Prerequisite: Algebra I in Grade 8

Like the other freshman science course, the major themes of this course are energy transformations, chemical structures and properties, and global interdependence as defined in the Connecticut State Frameworks. Specific topics include kinetic molecular theory, electricity and magnetism, fuels to generate electricity and the resulting environmental impact, the atom, elements and the Periodic Table, types of chemical bonding, acid/base and the neutralization reaction, the carbon atom, hydrocarbons, synthetic polymers and biopolymers, the carbon cycle, the water cycle, acid rain, climate changes, environmental changes due to technology and lifestyle. These topics are considered in more depth in this Honors course. Lab work, problem solving, inquiry and research are all important. The entire course is designed to prepare 9th graders for the college level work of AP Biology in Grade 10.

INTEGRATED/PHYSICAL SCIENCE

1 Credit

The major themes of this course are energy transformations, chemical structures and properties, and global interdependence. Specific topics include kinetic molecular theory, electricity and magnetism, fuels to generate electricity and the resulting environmental impact, the atom, elements and the Periodic Table, types of chemical bonding, acid/base and the neutralization reaction, the carbon atom, hydrocarbons, synthetic polymers and biopolymers, the carbon cycle, the water cycle, acid rain, climate changes, environmental changes due to technology and lifestyle. Lab work, problem solving, inquiry and research will be important parts of this course.

GRADE 10

BIOLOGY

1 Credit - Lab Course

The topics of cell chemistry & biotechnology, genetics, evolution, and biodiversity are the major themes in the course. Specific topics include plant and animal cell differences and similarities, DNA, protein synthesis, cell reproduction, photosynthesis, cell respiration, structure of yeast, bacteria & viruses and their role in diseases, sanitation, and vaccination. Lab work, problem solving, inquiry and research will be important parts of this course.

BIOLOGY H

1 Credit – Lab Course

This course is designed for the sophomore student who has a strong interest in the life sciences and has a proven academic record in previous science work. Students will be expected to complete the areas of study described for the academic biology program, but with additional self-directed work, research in greater depth, and reading and mathematical analysis at a higher level. Certain curriculum topics will be expanded for greater depth.

GRADE 11

AP BIOLOGY

Grades 11, 12 1 Credit – Lab Course

***Grade 10 requires permission from instructor**

This course is modeled after a standard introductory college biology course. It is designed to prepare students to take the Advanced Placement Test in Biology. Emphasis will be on molecular biology, physiology, molecular and classical genetics, cell structure and function. The nature of prokaryotes, plants and animals will be studied along with ecology and the process of evolution. Laboratory

AP PHYSICS

Grades 11-12

1 Credit – Lab Course

Prerequisite: An A Grade in Trig/Pre-Calculus, Physics H or Permission of Instructor

AP Physics is a college level course that emphasizes the development of conceptual understanding of Advanced Placement topics.

Lecture and discussion are used to develop problem solving skills, theoretical concepts and the historical perspective of physics and experimental science. This course covers topics in both classical and modern physics to include: Newtonian Mechanics, Heat Kinetic Theory, Thermodynamics, Electricity and Magnetism, Waves and Optics, and Modern Physics.

PHYSICS-H

Grades 11-12

1 Credit – Lab Course

Prerequisite: Trig, Pre-Calculus

Physics A is an honors course that covers the general topics in the field of Physics with emphasis on quantitative solutions techniques and independent laboratory work. The course is particularly appropriate for students planning (or seriously considering) college programs in engineering, the physical sciences, or related majors in other technical areas. Many topics will be addressed at the level of college freshmen courses for technical majors (but without calculus).

AP ENVIRONMENTAL SCIENCE

Grades 11-12

1 Credit – Lab Course

Prerequisite: Biology, Chemistry, and Algebra II (may be concurrent)

Advanced Placement Environmental Science is the study of the natural sciences in an interdisciplinary context that always includes consideration of people and how they have influenced the systems under examination. It includes many aspects of biology, earth and atmospheric sciences, fundamental principles of chemistry and physics, human population dynamics, and an appreciation for biological and natural resources. In AP Environmental Science the greatest importance is placed on understanding processes and systems. There is a significant laboratory and fieldwork component to Environmental Science.

CHEMISTRY-H

Grades 11-12

1 Credit

Prerequisite: Enrolled in Pre-Calculus or Permission of Instructor

Honors chemistry is designed for the motivated student. Topics include the elements, atomic theory from a quantum mechanic standpoint, the periodic table, writing formulas and naming compounds, chemical bonding, chemical reactions, mole conversions, stoichiometry, the gas laws, acid/base theory, solutions, nuclear chemistry, reaction rates and equilibrium, organic chemistry, thermochemistry, and electrochemistry. The course **stresses a mathematical approach** to various topics and students, therefore, need to be enrolled in an advanced math class.

CHEMISTRY

Grades 11-12

1 Credit – Lab Course

Prerequisite: Enrolled in Algebra II or Permission of Instructor

Chemistry topics include the scientific measurement, elements, atomic theory, the periodic table, writing formulas and naming compounds, chemical bonding, balancing chemical equations, mole conversions, stoichiometry, the gas laws, acid/base theory and pH. The course **supports mathematical applications** in selected topics.

ANATOMY AND PHYSIOLOGY

Grades 11-12

1 Credit

Prerequisite: Biology

Anatomy and Physiology concentrates on the structure and functioning of the human body. All organ systems will be investigated to varying degrees. This course is recommended for students interested in careers in medicine, biology and associated field, but is not limited to persons so interested.

FORENSIC SCIENCE**Grades 11-12 1 Credit**

This integrated science course will explore simulated crime scenes using laboratory techniques, theories, and concepts from earth science, biology, and chemistry. Application of the scientific method and student-generated experimental design will be stressed throughout.

ZOOLOGY AND EVOLUTION**Grades 11-12 .5 Credit – Semester Course****Prerequisite: Biology**

Zoology and Evolution begins with a survey of the methods we use to gather data about animals. We then complete a thorough investigation of the theories and processes of evolution that lead to a better understanding of animals as they are today. The various animal phyla will be considered, beginning with an overview of the invertebrates followed by a more in-depth look at the vertebrates. The anatomy and physiology of each group is discussed, together with its evolutionary significance and its importance to man.

ECOLOGY**Grades 11-12 .5 Credit - Semester Course****Prerequisite: Biology or Permission of Instructor**

This course is designed for those students who are interested in studying natural ecology. The emphasis will be on local forestry and wildlife resources; aquatic and soil systems and human impact on these systems. Laboratory investigations will often bring us outdoors. The course will examine the career opportunities in natural resource management.

HORTICULTURE**Grades 11-12 .5 Credit - Semester Course****Prerequisite: Biology or Permission of Instructor**

This strongly hands-on course is designed to acquaint students with the basic features of plants and techniques on how to grow them. Students will explore plants at the cellular, tissue and organ levels, and then learn how plants modify these tissues to inhabit their many niches in the world. Plant identification and a study of the modern uses for plants will accompany the ongoing growth and care of plants in the greenhouse and garden.

GRADE 12

AP CHEMISTRY ***Grade 12 1 Credit****Prerequisite: Chemistry H and Trig/Pre-Calculus**

This course is modeled after a standard introductory college chemistry course. It is designed to prepare students to take the advanced placement exam in Chemistry. The course work will be challenging and demanding with the emphasis on the advanced coverage of the fundamental principles of chemistry from a mathematical perspective. The major topics covered include atomic and molecular theory and structure, chemical bonding, the chemical and physical properties of gases, chemical equations, thermo chemistry, acid-base theory, electrochemistry, chemical equilibrium, reaction kinetics, nuclear chemistry, and the properties and behaviors of solids, liquids, and solutions. Laboratory experiments are designed to acquaint students with quantitative measurements as applied to chemical behavior. This course is designed for science and engineering majors.

EMBRYOLOGY**Grade 12 .5 Credit – Semester Course****Prerequisite: Anat./Physiology (Grade 11 by Permission)**

Embryology is a study of the development of the individual from the gamete stage through organogenesis. The course will emphasize the development of the human and the chicken. Laboratory work involves microscopic studies of the chick embryo, using both prepared slides and live material. Preference given to seniors.

RESOURCE ECOLOGY (H)

**Grades 10-12 .5 Credit (during Flex, Full Year)
Permission of Instructor**

This course meets during Lunch/Flex period. Students enrolled in this course will study natural resource ecology at an advanced level. This course prepares students for the State and National Envirothon competition.

BIOTECHNOLOGY

**Grade 12 .5 Credit – Semester Course
Prerequisite: Chemistry and Biology**

Lab intensive investigation of biotechnology. Course includes an introduction to organic chemistry, polymers, carbohydrates, amino acids, proteins, lipids, DNA extraction, DNA refraction digestion analysis, genetically modified organisms, ELISA immuno response, DNA fingerprinting, PGLO bacterial genetic modification.

Social Studies Course Offerings 9-12

Required Courses

Grade 9

Global Studies

Global Studies H

Grade 10

Western Humanities

Western Humanities H

Grade 11

US History

US History H

US History AP

Grade 12

AP US
Government and
Politics

OR

Civics

.5

Introduction to
Psychology

.5

Introduction to
Sociology

.5

Law

40.5

SOCIAL STUDIES

The Litchfield High School social studies program is designed to prepare students for post-secondary education and for entry into the workplace. Courses are designed to foster student knowledge, understanding, and appreciation of the achievements of human civilization. They also stress the importance of studying the past as a means of understanding the present and the future. Emphasis is placed on critical thinking, reading, and writing skills. Students will be required to write both expository and persuasive pieces. Research-based writing assignments are required in every course. In addition, students in 9th and 10th grades will develop and refine skills needed for success on the Connecticut Academic Performance Test (CAPT). In required courses, students will be expected to work toward the department writing standard to matriculate.

FRESHMAN COURSES

GLOBAL STUDIES H

1 Credit

Prerequisite: Recommendation by current social studies teacher. Students should have consistently performed at or above mastery in social studies thinking, reading and writing skills performance standards for grade 8.

In this course, emphasis will be placed on indigenous culture, human interaction with the environment, international relations throughout history, and contemporary societies in Africa, the Middle East, Asia, and Latin America. The course is designed for students with mastery level skills who want to challenge themselves academically. There will be extensive writing assignments involving the critical analysis of various types of primary and secondary sources.

GLOBAL STUDIES

1 Credit +

This course is designed to introduce students to the non-Western world through the close study of Africa, the Middle East, Asia, and Latin America. Broad themes include the review of indigenous cultures and geography, international relations throughout history, and contemporary societies. Global Studies challenges students to see the world from various points of view, while fostering empathy and instilling a sense of global civic duty. Writing, research, and presentation skills are emphasized.

SOPHOMORE COURSES

WESTERN HUMANITIES H

1 Credit

Prerequisite: Recommendation by current social studies teacher. Students should have consistently performed at or above mastery in social studies thinking, reading and writing skills performance standards for grade 9.

The content of this course is similar to the academic level curriculum, with more emphasis placed on student independence; self-direction, high order thinking skills, and self-reflection. Students will further develop the ability to analyze primary and secondary sources and literary texts; synthesize knowledge through analytical and advanced expository writing; critique philosophical analysis; and make historical connections and pose predictions based on social, political, economic, and intellectual trends and patterns throughout Western history.

WESTERN HUMANITIES

1 Credit

Historical topics will include the Middle Ages, Renaissance and Reformation, Enlightenment and Revolution, and Modern Europe. Art, music, literature, and philosophy will be integrated throughout. The students will develop effective writing, thinking, and speaking skills in addition to gaining historical understanding through close readings of primary and secondary sources and literary texts.

JUNIOR COURSES

UNITED STATES HISTORY H

1 Credit

Prerequisite: Recommendation by current social studies teacher. Students should have consistently performed at or above mastery in social studies thinking, reading and writing skills performance standards for grade 10.

United States History is designed for students with advanced college-preparatory level skills who want to challenge themselves academically. The content of this course will be similar to the academic level curriculum, but greater emphasis will be placed on higher-level thinking, reading, writing, and presentation skills. The course is designed to sharpen these skills and prepare students for future success in other challenging courses.

UNITED STATES HISTORY

1 Credit

United States History integrates political, social, economic, and cultural history in order to convey the experiences of particular groups within the broader perspective of the American past. Major topics include colonial history, the Revolution, the Constitution, westward expansion, sectionalism and the Civil War, imperialism, industrial development, Progressivism, the World Wars, and contemporary history. Critical thinking, reading, and writing skills will continue to be developed through analysis of historical documents and other primary sources.

AP UNITED STATES HISTORY

1 Credit

Prerequisite: Recommendation by current social studies teacher. Students should have consistently performed at or above mastery in social studies thinking, reading and writing skills performance standards for grade 10. A summer reading assignment may be required.

Advanced Placement United States History is an introduction to American History and culture that assumes a high level of student interest and competence. This course is designed for students who want to earn college level credit while in high school and who have an interest in developing both college-level history knowledge and skills. Because this course is similar to a first-year college course, the workload will be heavier than most regular high school history courses. Emphasis will be placed on analysis, expository writing, and primary source readings. Students will be required to complete such activities at a college pace. Students taking the AP U.S. History course are encouraged to take the AP examination.

***May be taken senior year.**

SENIOR COURSES

Either of the following two courses fulfills the state's civics graduation requirement:

AP UNITED STATES GOVERNMENT AND POLITICS 1 Credit

Advanced Placement Government and Politics focuses on the structure of the American political system. This course also satisfies the Civics requirement for graduation. Upon completion of this course, students will be able to demonstrate an understanding of the politics and processes of the U.S. government and the formation of public policy. A major goal of the course is for students to develop an interest in public issues, to discuss these issues intelligently, and to appreciate the responsibilities they hold within the entire political system. Finally, students will have developed a solid understanding of the American political heritage and how it has evolved over time. Students taking AP United States Government and Politics are encouraged to take the AP examination.

CIVICS

.5 Credit

This course is designed to promote civic competence and responsibility in high school seniors so that students may confidently and successfully participate in the democratic process after graduation. Students will develop an

understanding of public policy and how it is implemented. Students will also study political parties, interest groups, political media, and the three branches of government.

ELECTIVES

LAW

.5 Credit

This course focuses on providing an understanding of legal rights, privileges, and responsibilities. Students will be introduced to basic American Law, the court system, civil procedures, contracts, property, torts, crimes, and sales of personal property. This course will help the student to understand the laws that affect consumers, workers, and citizens.

Open to juniors and seniors.

INTRODUCTION TO PSYCHOLOGY

.5 Credit

This course is an introduction to the social science of psychology – the study of the thinking and behavior of individuals. Topics will include: methods of psychological investigation; human development; cognition, memory and the learning process; sensation and perception; personality and individuality; intelligence and its many facets; and, psychological disorders and their treatments.

Open to seniors only.

INTRODUCTION TO SOCIOLOGY

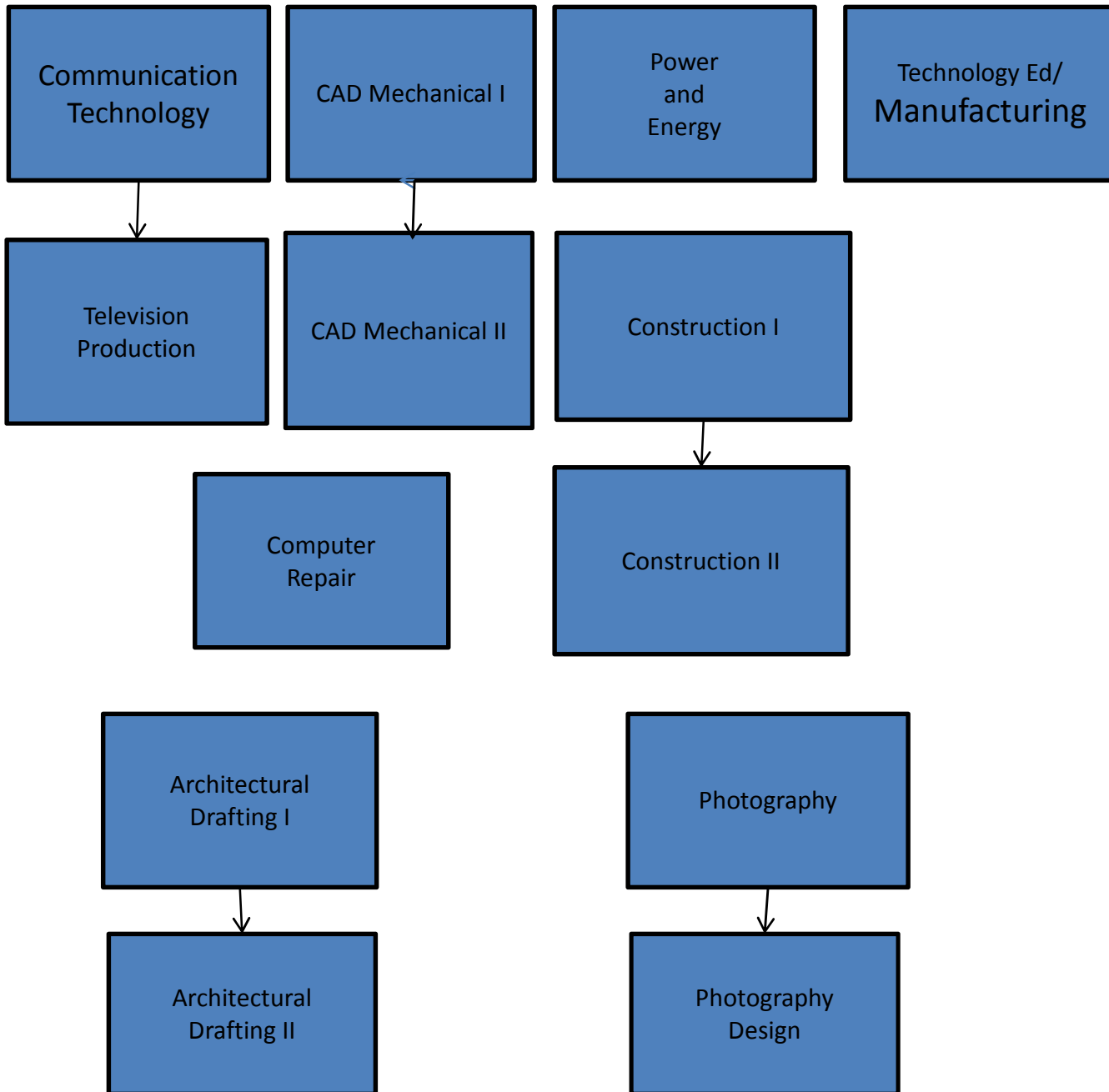
.5 Credit

Sociology is the study of the thinking and behavior of people in groups. Individual topics include human culture, social interaction and collective behavior, social class and inequality, race and ethnicity, deviance and social control, global stratification, and various institutions as they exist both globally and in America.

Open to seniors only.

Technology Education Course Offerings

Grades 9-12



ARCHITECTURAL DRAFTING I

Grades 10-12 .5 Credit

Software used: Autocad 2009, Revit, and Google Sketchup

This course will include the study of architectural styles and methods of construction. The main body of the course will be the drawing house plans. Students will prepare floor plans, elevations, sections, and pictorial drawings. Discussions will include building codes and the role of the architect, builder and tradesmen, as they apply to the building industry. Other topics covered are: solar heating (active and passive), building materials and methods, proper house design, and super insulated homes. Students will learn through the use of textbooks, filmstrips, models and field trips. Drawings will be done on the computer using the Revit drafting program. Students will be able to download a one year copy of Revit from the Internet to work on drawings at home.

ARCHITECTURAL DRAFTING II

Grades 10-12 .5 Credit

Software used: Autocad 2009, Revit, and Google Sketchup

Prerequisite: Architectural Drafting I with Minimum Grade of "C"

This course is designed for the student who has excelled in Architectural Drafting I. Given limitations, the student must design and draw a complete set of house plans. Also, a research paper is required on a topic selected by the student and teacher. Students will be able to download a one year copy of Revit from the Internet to work on drawings at home. In addition the class will read the book House by Tracey Kidder. House covers the construction of a dwelling in Amherst, MA in the 1980's.

PHOTOGRAPHY

Grades 9-12 .5 Credit

Software used: Photoshop CS3

This course is designed to give the student a basic understanding of the photographic process. The following major topics will be covered during the course: history of photography, the pinhole camera, film and print processing, care and use of the 35mm single lens reflex camera and digital photography. Due to the recent advances in digital photography and the acceptance of digital as the preferred format for photography today, 60% of the class work will be done using the digital format.

It is strongly recommended that students acquire a digital camera for their personal use in the class.

PHOTOGRAPHIC DESIGN

Grades 9-12 .5 Credit

Software used: Photoshop CS3

Prerequisite – Photography, Minimum Grade of C

Students will utilize photography as an art form, as well as a multimedia art process. The course is designed for students to explore modern photographers, elements of art, camera techniques, Photoshop, and multimedia in order to develop their own style. Students will create a portfolio and an abstract that depicts their style and demonstrates the strategies, and skills/techniques they used. Suggested topics are: Photo Journalism, Photo montage, cyanotypes, 35mm, action photography, digital rendering, and multimedia painting.

COMMUNICATION TECHNOLOGY

Grades 9-12 .5 Credit

Software used: Photoshop CS3, Inventor, Google Sketchup, Pinnacle, Inventor, and Revit

Exploring Communication and Technology will provide students with opportunities to develop an understanding of technology and its application to the world of graphics. Students will complete graphic projects using Photoshop, Pinnacle, Inventor, Revit, and 3D Studio Max. In doing so, students will develop technological skills in the areas of digital photography, solid modeling, architectural design, video, and animation. Career exploration through written activities will increase awareness of opportunities in high technology fields.

COMPUTER REPAIR

Grades 10-12 .5 Credit

The following topics will be covered in this course: introduction to the computer, basic computer hardware, management/diagnostic software, troubleshoot basic computer malfunctions, troubleshooting practice, computer troubleshooting exercise, installing and upgrading a computer, preventative and corrective maintenance. Students will set up their own lab computers to conduct tests, in addition to a local area networked lab.

POWER & ENERGY

Grades 9-12 .5 Credit

Power and Energy is an activity-based course which provides students with experiences in the application of technology, and an understanding of its impact on the individual and society. It focuses on the study of technology. Students will be actively involved in projects that use computers, tools, materials, problem solving skills, and the design process. The effects of technology on the individual and society, will also discussed.

Students will learn the systems of technology, describe the systems approach to studying technology, explain how to make logical and sound decisions about technology, and identify potential careers. Such modes include: land, marine, air, and space transportation.

Course outline:

- Energy and power Technologies
- Introduction to Energy
- Nonrenewable Energy
- Nuclear Energy
- Renewable Energy
- Solar Energy
- Electrical Power
- Control Technology
- Career Paper

TELEVISION PRODUCTION

Grades 9-12 .5 Credit

Recommended classes: Photography, Communications

Software used: Photoshop CS3, Pinnacle Studio, and Adobe Premeire , Final Cut Pro

The television production course will allow the students to create complete productions. They will learn what is involved in broadcasting a program. Best of all, they will design, produce, edit, and broadcast their own work. Students will learn by doing. They will apply their knowledge of the medium in a real life situation. In addition each student is required to produce and submit a Fox 61 News story, upload at least one edited video to Cablevision (MSG Program) a week, and create other related public announcements.

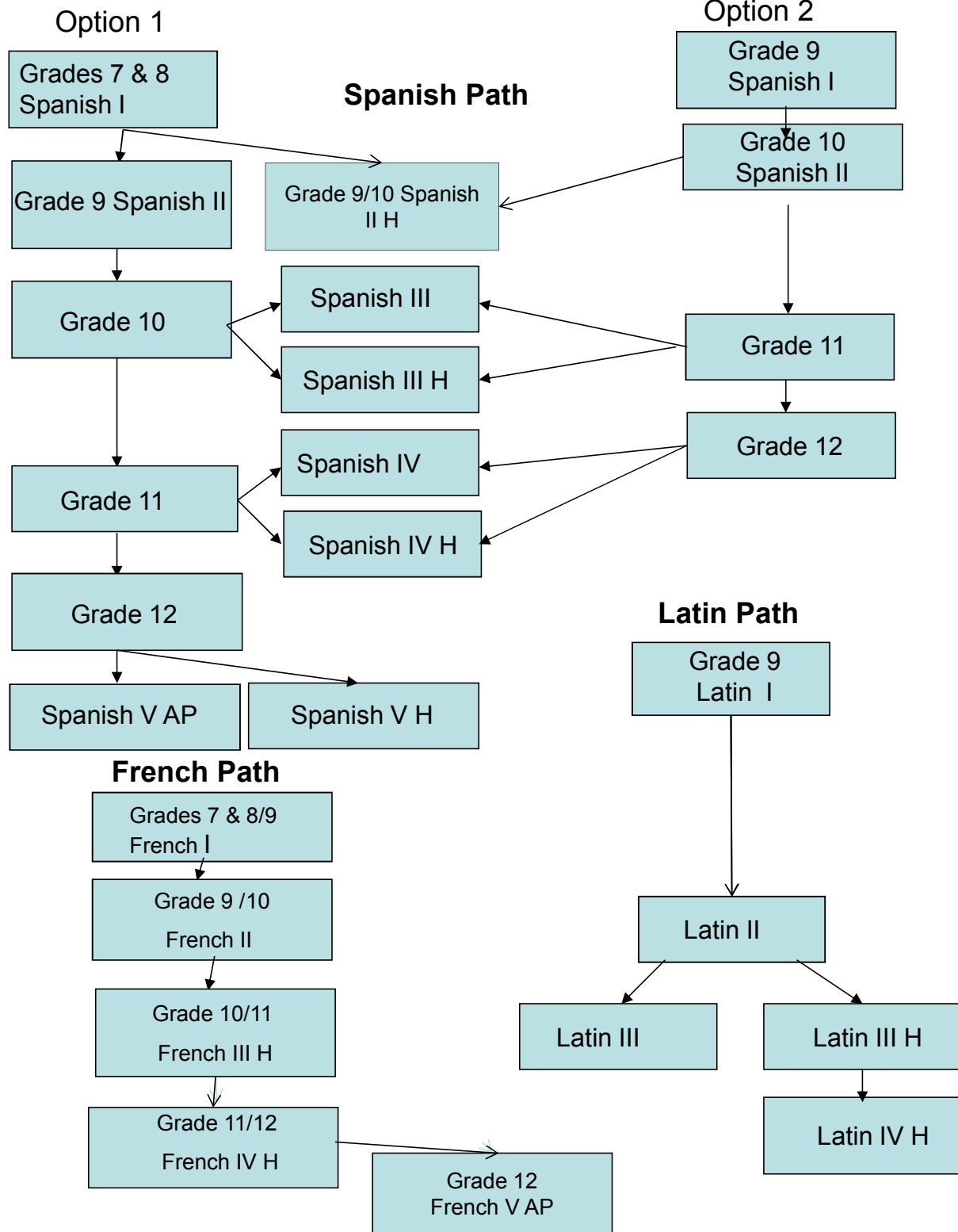
Activities and Experiences may include:

- MSG Varsity Program (Cablevision)
- Commercials for student activities.
- Fox 61 Student News reports that (if chosen) air statewide and offers the student the chance to win scholarship and video equipment awards
- Documenting special school events like concerts, sports, and assemble
- DMV TEEN SAFE DRIVING VIDEO CONTEST

Activities and Experiences

- Commercials for student activities.
- Fox 61 Student News reports that (if chosen) air statewide and offers the student the chance to win scholarship and video equipment awards
- Documenting special school events like concerts, sports, and assemblie

World Language Course Offerings 9-12



WORLD LANGUAGES

Students may pursue the study of French, Spanish or Latin at the honors or academic level according to the extent of their world language experience.

Those students who have successfully completed both grades 7 and 8 French or Spanish are eligible to enroll in either French II or Spanish II depending upon the recommendation of their eighth grade world language teacher.

FRENCH

FRENCH I

Grade 9 1 Credit

This course is an introduction to French language and Francophone culture. Students will learn to ask and respond to simple questions about family, the date, the weather, likes and dislikes, food, numbers and the alphabet. Pronunciation and speaking are emphasized. Students will develop their ability to read and write in French and will research various Francophone countries to learn about their geography, history and culture.

FRENCH II

Grade 9, 10 1 Credit

Prerequisite: French I

This course is designed to teach students to express themselves in speaking and writing with greater accuracy in a broader range of contexts. Students also learn to read for information in authentic and specially prepared texts. Students watch a video series to hone their listening and speaking skills.

FRENCH III H

Grade 10, 11 1 Credit

Prerequisite: French II

In the third year of the sequence students will continue to develop accuracy in the communicative skills with a greater emphasis on the basics of composition and on various aspects of formal culture. Francophone countries, their literature and their cultures are studied. Students will read a number of authentic texts to enrich their written and spoken language.

FRENCH IV H

Grade 11, 12 1 Credit

Prerequisites: French III

This course seeks to strengthen reading, writing, and speaking skills in French, independent of first-language skills. Authentic materials and specially prepared texts are used. Aspects of formal and informal culture are studied. Students view films as a means of improving communication and comprehension skills. The free exchange of contemporary language is encouraged at this level.

FRENCH AP

Grade 12 1 Credit

Prerequisites: French IV and Teacher Recommendation

The AP French Language Course is the equivalent to a third year college course in advanced conversation and composition. The

main goal of the course is to bring students to an advanced level of proficiency in listening, speaking, reading, and writing. Students will demonstrate their proficiency through the following modes: interpretive, presentational, and interpersonal. Students will be taught how to synthesize information selected from authentic texts (print and aural), to facilitate success on the French Language AP Exam. The AP French Language course is conducted completely in French.

SPANISH

SPANISH I

Grade 9 1 Credit

This course provides students who are starting a second language at the high school level an opportunity to learn the fundamentals of Spanish grammar and vocabulary. Students will apply their knowledge to create basic conversations and to understand written and spoken descriptions on cultural topics of the Hispanic world.

SPANISH II

Grade 9, 10 1 Credit

Prerequisite: If 9th, Recommendation of Eighth Grade Spanish Teacher

In this course students will continue to learn and use vocabulary relevant to the Hispanic world and will use a wider variety of verb tenses in order to communicate more effectively. Students will read short texts about Hispanic cultures and will continue to develop accuracy in writing with a greater emphasis on the basics of composition. Through video series and class activities, students will also strengthen their speaking and listening skills.

SPANISH II H

Grade 9, 10 1 Credit

Prerequisite: If 9th, Recommendation of Eighth Grade Spanish Teacher

In this course students will progress in all four areas of language: speaking, reading, writing and listening, to strive for greater understanding of the Hispanic world and culture. Students are expected to expand their presentational skills through advanced grammar concepts and fluid usage of core vocabulary. Audio, video and short stories are also used to compliment the text series.

SPANISH III H

Grade 10, 11 1 Credit

Prerequisites: Spanish II Recommendation of the Teacher

This course continues to develop reading, writing, and speaking skills in Spanish. Authentic materials and specially prepared texts about the Hispanic world are read and students focus on their writing skills by applying advanced grammar and vocabulary to written responses on a variety of cultural topics. There is continued emphasis on oral proficiency through communicative activities and situational dialogues. All students are encouraged to use Spanish in the classroom and the majority of instruction is in Spanish.

SPANISH III

Grade 10, 11 1 Credit

This course continues to develop reading, writing, and speaking skills in Spanish. Students will continue to learn and use vocabulary relevant to the Hispanic world and will apply their knowledge to oral and written activities. Students will strengthen their reading proficiency through short pieces about Spanish speaking countries and their culture.

SPANISH IVH

Grade 11, 12 1 Credit

Prerequisites: Spanish III and Teacher Recommendation

This advanced language course aims for increased proficiency in oral and written communication, facilitated by the study of literary selections, cultural readings, grammar, and vocabulary. Readings focusing on authentic cultural documents and texts are used throughout the year with more in-depth analysis and discussion. Students are expected to use Spanish exclusively and instruction is primarily in Spanish.

SPANISH IV

Grades 11, 12 1 Credit

Prerequisite: Spanish III

This advanced language class focuses on strengthening communication skills through the review of advanced grammar and vocabulary. Students will continue to develop their oral proficiency by creating presentations on a variety of topics relevant to the Hispanic world and will improve their reading skills with short story selections and authentic materials, such as magazines and newspapers. Students are encouraged to use Spanish exclusively and the majority of instruction is in Spanish.

SPANISH V H

Grade 12 1 Credit

Prerequisite: Spanish IV and Teacher Recommendation

This advanced language course aims for increased proficiency in aural/oral skills, reading comprehension, grammar, and composition. Students continue the language sequence through the study of authentic literacy and cultural readings of various Spanish-speaking countries. Emphasis is largely on conversational skills. Students are expected to use Spanish exclusively and instruction is primarily in Spanish.

SPANISH V AP

Prerequisite: Spanish IV AP Credit

The AP Spanish Language Course is the equivalent to a third year college course in advanced conversation and composition. The

main goal of the course is to bring students to an advanced level of proficiency in listening, speaking, reading, and writing. Students will demonstrate their proficiency through the following modes: interpretive, presentational, and interpersonal. Students will be taught how to synthesize information selected from authentic texts (print and aural), to facilitate success on the Spanish Language AP Exam. The AP Spanish Language course is conducted completely in Spanish.

LATIN

LATIN I

Grade 9 1 Credit

Latin I focuses on vocabulary, grammar, and short translation using the Ecce Romani series. Students learn to build their vocabulary through Latin roots, a helpful skill for the SAT. The study of Latin reinforces study in other world languages, including English. In addition to the language, students study Roman culture including mythology, art, architecture, and the foundations of Rome.

LATIN II

Grade 10 1 Credit

Prerequisite: Latin I

This course continues with the study of Latin grammar, vocabulary and cognates at a more sophisticated level. The advanced grammar topics, such as passive voice and subordinate clauses, are introduced, discussed, formed, and translated. Translations become more complex with the completion of Ecce Romani II and supplements from Latin literature. In addition to the language, students study Roman culture including Imperial Rome, foods and the Roman Forum.

LATIN III H

Grade 11 1 Credit

Prerequisite: Latin II and teacher recommendation

This course finishes the study of Latin grammar and begins the study of Latin literature. Students explore, analyze, and translate both prose and poetry. Students will be introduced to the study of rhetoric and government through Cicero selections, and the figurative language of poetry through Catullus, Martial, Ovid, and Vergil selections.

LATIN IV H Latin Literature: Vergil

Grade 12 1 Credit

Prerequisite: Latin III

This course consists of the study of the Aeneid by Vergil. The course is centered on extensive literal translations, scanning of metrical lines, figurative language, and the analysis and understanding of the cultural and historical context of the Aeneid.

LITCHFIELD HIGH SCHOOL COURSE OF STUDY WORKSHEET

Name _____ Year of Graduation _____

Counselor _____ Career Goal _____

- All students must carry a minimum of 6.0 credits per year in order to safely meet the 23 credits required for graduation and our Expectations for Student Learning. To benefit from a rich academic program, students are strongly encouraged to take 7.0 credits per year, and 6.5 credits their senior year.
- All students are required to take 2 credits of Business, Consumer Education, Fine Arts, or Technology for graduation
- World Languages such as French, Spanish, or Latin are strongly recommended for at least 2 -3 years, as required by most colleges

GRADE 9

Required Courses	Credits	Electives	Credits
English I	1	_____	_____
Global Studies	1	_____	_____
Math	1	_____	_____
Integrated Physical Science	1	_____	_____
Exercise Science 9	.25	_____	_____
Personal Wellness	.25	_____	_____

Total Credits Grade 9 (required + electives) = _____

Credits Needed to Become a Sophomore.....5.5

GRADE 10

Required Courses	Credits	Electives	Credits
English II	1	_____	_____
Western Civilization	1	_____	_____
Math	1	_____	_____
Biology	1.00	_____	_____
Exercise Science 10	.50	_____	_____

Total Credits Grade 10 (required + electives) = _____

Credits Needed to Become a Junior.....11.0

GRADE 11

Required Courses	Credits	Electives	Credits
English III	1	_____	_____
United States History	1	_____	_____
Math	1	_____	_____
Science	1	_____	_____
Exercise Science	.25	_____	_____
Personal Wellness	.25	_____	_____

Total Credits Grade 11 (required + electives) = _____

Credits Needed to Become a Senior.....16.5

GRADE 12:

Required Courses	Credits	Electives	Credits
English IV	1	_____	_____
Civics	.5	_____	_____
Exercise Science	.5	_____	_____

Total Credits Grade 12 (required + electives) = _____

Credits Needed to

Graduate.....23.0

APPENDIX B

**LITCHFIELD HIGH SCHOOL
LEVELS OF PERFORMANCE**

Performance Level	Defining characteristics
Beyond Mastery	<p><i>The student...</i></p> <ol style="list-style-type: none"> 1. Demonstrates exceptional content knowledge. 2. Synthesizes acquired knowledge and evaluates additional sources to bring new meaning to tasks and to challenge accepted conclusions. 3. Takes responsibility for, and reflects on, own learning and performance and takes initiative to reconstruct the final product. 4. Demonstrates exceptional skill in effective listening, reading, writing, speaking, observing/viewing, and presenting. 5. Promotes a positive culture in the classroom, school, and community.
Mastery	<p><i>The student...</i></p> <ol style="list-style-type: none"> 1. Demonstrates expected/required content knowledge. 2. Synthesizes acquired knowledge and arrives at accurate conclusions. 3. Takes responsibility for and reflects on own learning and performance, and implements changes. 4. Demonstrates required skill in effective listening, reading, writing, speaking, observing/viewing, and presenting. 5. Contributes to a positive culture in the classroom, school, and community.
Approaching Mastery	<p><i>The student...</i></p> <ol style="list-style-type: none"> 1. Demonstrates less than expected/required content knowledge. 2. Analyzes acquired knowledge to arrive at accurate conclusions. 3. Takes responsibility for and reflects on own learning and performance, and implements changes with direction. 4. Demonstrates ability in listening, reading, writing, speaking, observing/viewing, and presenting. 5. Contributes to a positive culture in the classroom, school, and community.
Basic	<p><i>The student...</i></p> <ol style="list-style-type: none"> 1. Demonstrates content knowledge with assistance. 2. Applies acquired knowledge to arrive at accurate conclusions. 3. Takes initiative to complete all assignments. 4. Demonstrates understanding of skills required for effective listening, reading, writing, speaking, observing/viewing, and presenting. 5. Contributes to a positive culture in the classroom, school, and community.
Below Basic	<p><i>The student...</i></p> <ol style="list-style-type: none"> 1. Demonstrates awareness of information related to content area. 2. Recalls content information. 3. Views learning as teacher directed. 4. Demonstrates understanding of skills required for listening, reading, writing, speaking, observing/viewing, and presenting. 5. Participates in a positive culture in the classroom, school, and community.

