

LITCHFIELD HIGH SCHOOL
2019 - 2020
PROGRAM OF STUDIES

P.O. Box 110 • 14 Plumb Hill Road • Litchfield, Connecticut 06759

Telephone: (860) 567-7530 • Fax: (860) 567-7538

<http://www.litchfieldschools.org>

PRINCIPAL

Kristen A. Della Volpe

DEAN OF STUDENTS

Michael Valerio

SCHOOL COUNSELORS

Kerri Petti: Grades 9, 10, 11, 12, students **A – L**

Jillian Kuraska: Grades 9, 10, 11, 12, students **M – Z**

SUPERINTENDENT OF SCHOOLS

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Lynn Stone

TABLE OF CONTENTS

Message from the Principal	3
Mission Statement and Expectations for Student Learning	4
Graduation Competency Requirements	4
Notice of Nondiscrimination	9
Equal Education Opportunity/504 Parental Rights	12
 HIGH SCHOOL (Grades 9 - 12)	
General Course Information.....	14
Advanced Placement.....	7
Art.....	19
Business.....	22
Weighted Grading System/Class Rank.....	17
English.....	24
Family and Consumer Science.....	26
School Counseling Services.....	18
High School Partnership Program.....	18
Honor Roll.....	15
Marking System.....	15
Mathematics.....	27
Music.....	31
Personal Wellness/Exercise Science.....	33
Science.....	36
Senior Capstone Project.....	7
Social Studies.....	41
Technology Education.....	45
World Languages.....	48
Wamogo/Litchfield High School Cooperative Education Program.....	51
 Appendix A - Course of Study Worksheet	
53	
 Appendix B – Levels of Performance	
54	

Litchfield High School

14 Plumb Hill Road - P.O. Box 110 – Litchfield, Connecticut 06759

Main Office: (860) 567-7530 School Counselors: (860) 567-7534 Fax: (860) 567-7538

www.litchfieldschools.org

Kristen A. DellaVolpe
Principal

Kerri Petti
School Counselor, A-L
M-Z

Michael Valerio
Dean of Students

Jillian Kuraska
School Counselor,

Dear Student,

In the coming weeks, you will be asked to select your courses for the 2019 – 2020 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 school 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, school counselors, Mr. Valerio, 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 graduate college and/or career ready life-long learners within a safe, tolerant, and respectful environment. In collaboration with parents, educators, and the community, Litchfield High School students will prepare to actively participate in a global community and will develop as motivated, self-reliant, and ethical

LITCHFIELD HIGH SCHOOL MISSION STATEMENT AND EXPECTATIONS FOR STUDENT LEARNING

The mission of the Litchfield High School community is to graduate college and/or career ready life-long learners within a safe, tolerant, and respectful environment. In collaboration with parents, educators, and the community, Litchfield High School students will prepare to actively participate in a global community and will develop as motivated, self-reliant, and ethical individuals.

We expect each LHS graduate to:

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

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.

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 state mandated testing; 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 for the class of 2019 and beyond, as indicated herein, shall include the following courses:

English (includes Composition)	4.0 Credits
Social Studies (includes American History, and .5 credit in Civics and American Government)	3.5 Credits
Fine Arts	1.0 Credit
Humanities	1.0 Credit
Science (must include Integrated Physical Science, Biology, and Chemistry)	3.0 Credits
Math (includes Algebra I, Algebra II, and Geometry or Probability and Statistics)	4.0 Credits
Science, Technology, Engineering, and Mathematics (STEM)	1.0 Credit
Physical Education	1.0 Credit
Health and Safety	0.5 Credit
Career and Life Skills (various courses throughout the program of study may apply)	2.0 Credits
World Language	2.0 Credits
Elective	1.0 Credit
TOTAL	24.0 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).

The Board of Education may offer one-half (.5) credit in community service which, if satisfactorily completed, shall qualify for high school graduation credit, provided such community service is supervised by a certified school administrator or teacher and consists of not less than fifty hours of actual service that may be performed at times when school is not regularly in session and not less than ten hours of related classroom instruction. For purposes of this section, community service does not include partisan political activities. The State Board of Education shall assist local and regional boards of education in meeting these requirements. For more information, please review Litchfield Board Policy #6146.

Courses taken in grades 9-12 inclusive, shall satisfy the credit requirement for graduation at Litchfield High School. Students in grades 7 and 8 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 counselors 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

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 scores 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, Spanish, Latin, U.S. History, Government and Politics, Art, and Calculus and Psychology. Students should discuss AP placement with their counselor and their teacher/department coordinator prior to enrolling.

LEARNING CENTER

Students who qualify for learning center 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 learning center 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

The Senior Capstone Project is a credit-bearing, year-long independent study in which a student engages in **research, writing, reflection, group work and a formal presentation to a team of evaluators**. Students will work toward their own final product which may be a research project, a portfolio, an internship, or a community service program. Students are randomly assigned to Senior Capstone Project advisors who will mentor students as they work through each of the stages of the Senior Capstone 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** with proficiency, developing and acquiring the expertise they need.

SPECIAL STUDIES/INDEPENDENT STUDIES

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 coursework 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. 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.

Independent Studies: Recognizing some students are interested in advanced and/or specialized study, LHS offers an Independent Study option. This program is open to ALL students who are seeking a learning experience that extends beyond what is currently offered in

our Program of Study. Students who wish to explore an Independent Study option should see their school counselor to complete an Independent Study Proposal which will be reviewed by administration and the department coordinator. Independent Studies are typically taken as “pass/fail” and credit is awarded based on successful demonstration of the learning standards documented in the contract. This credit cannot be part of the courses required for graduation and it is not factored into the GPA.

ONLINE/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 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. Students will receive a Pass/Fail on their transcript which would count towards an elective credit. Course credit will not be included in a student's GPA.

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 Julie Haggard, Director of Special Services, Litchfield Public Schools,
P.O. Box 110, Litchfield, CT 06759, (860) 567-7505, email: haggardj@litchfieldschools.org.

#5000 Litchfield Board of Education Policy (revised January 18, 2012).

CONCEPT AND ROLES IN STUDENT PERSONNEL

Equal Educational Opportunity/Non-Discrimination Policy

Each student shall be given an equal educational opportunity in consideration of their individual needs and differences. The federal and state governments have enacted laws regarding the equality of opportunity in education. Therefore, the Board of Education affirms its policy to ensure an equal educational opportunity for all students and to prohibit discrimination as proscribed under federal and state law. It is the intention of the Board of Education to comply with the policy and procedures of the Americans with Disabilities Act.

The Litchfield Public Schools require that no person shall be excluded from participation in, denied the benefits of, or otherwise be discriminated against under any program, including employment, because of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity and expression, or disability.

Policy Adopted: August 13, 1985
Policy Reviewed: October 1, 1998
Policy Revised: January 21, 2009
Policy Revised: January 18, 2012

VOCATIONAL OPPORTUNITIES/EQUITY COORDINATOR CONTACT INFORMATION

Litchfield High School offers vocational programs regardless of race, color, national origin, sex, or disability. The programs offered are technology education (Video Production, Mechanical Engineering CAD I and II, Energy and Transportation, Construction I & II, Architectural Drafting I & II, Robotics, Digital Photography & Imaging and Animation Technology), business education (Accounting I and II, Intro to Web Design, Advanced Web Design, Sports and Entertainment Marketing, Money Banking & Investing, Entrepreneurship, Intro to Business, Advertising and Career Readiness), family and consumer education (Food Science, Culinary Arts Bake Shop, Culinary Arts Technique, and Sewing Fundamentals). Unless specified, all the vocational programs are available for all students. Admission criteria are listed in the LHS Program of Studies, on the LHS Internet website or available by contacting Ms. Julie Haggard. For example, Introduction to Web Design would be a prerequisite for Advanced Web Design. The mission of the Litchfield High School community is to graduate college and/or career ready life-long learners within a safe, tolerant and respectful environment. Litchfield High School students, in collaboration with parents, teachers and the community, will prepare to actively participate in a global community and will develop as motivated, self-reliant, and ethical individuals.

Questions regarding civil rights compliance may be directed to the Equity Coordinator, Julie Haggard Director of Special Services at (860) 567-7505 or haggardj@litchfieldschools.org, or Litchfield Intermediate School, 35 Plumb Hill Road, P.O. Box 110, Litchfield, CT 06759-0110. She is designated to coordinate compliance under Title IX and Section 504 for the Litchfield Public Schools.

EQUITY GRIEVANCE PROCEDURE

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems which may arise concerning claims of discrimination. All proceedings shall be kept as confidential as is appropriate. 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, department chairperson 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 hearing and decision.

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

Forms are available from Equity Coordinator, Administrators, School Counseling Offices and School Media Centers.

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, include caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, learning, eating, sleeping, standing, 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 Julie Haggard, 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>

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 thousands of different occupations all have different requirements. Naviance is an exceptional resource because it provides specialized, and personalized information tailored to your goals.

Predicting just what kind of career you will eventually pursue is very difficult. 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 to both hone and broaden your areas of interest.

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 require successful completion of prerequisites (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 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. Students must schedule an appointment with their teacher to discuss and complete the Course Override Request form. Completed forms must be returned to the main office for final approval.

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 "Course Addition/Withdrawals" for transcript implications.

COURSE LEVEL CHANGE POLICY

For all level changes during the school year, 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.

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 coursework 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

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 Counseling Office.

SCHOOL COUNSELING SERVICES

The facilities and personnel of the School Counseling Department are available to all students in grades 9 through 12.

The function of the School Counseling 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 serious and foreseeable harm 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.

- o Post High School Planning
- o Career Interest Development
- o School Connect: Social Emotional Learning Curriculum
- o Academic Support

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 serious or foreseeable harm 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

DRAWING - Grades 9-12

.5 Credit

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. Students will learn to communicate their ideas effectively through their drawings. They will also develop an awareness of the role that drawing has played in historical and contemporary society.

***Drawing qualifies for a .5 Fine Arts, Career and Life Skills credit or Elective credit.**

PAINTING & MIXED MEDIA - Grades 9-12

.5 Credit

Students develop painting skills using a range of media including watercolor, 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. Students will learn to communicate their ideas effectively through their paintings. They will also develop an awareness of the role that painting has played in historical and contemporary society.

***Painting & Mixed Media qualifies for a .5 Fine Arts, Career and Life Skills credit or Elective credit.**

SCULPTURE & CERAMICS - Grades 9-12**.5 Credit**

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 mache, and found objects. The use of three dimensional composition concepts is stressed. Individual style and creative approach to sculpture is developed. Students will learn to communicate their ideas effectively through their sculptures. They will also develop an awareness of the role that sculpture has played in historical and contemporary society.

***Sculpture & Ceramics qualifies for a .5 Fine Arts, Career and Life Skills credit or Elective credit.**

ADVANCED CERAMICS- Grades 9-12**.5 Credit****Prerequisite: Sculpture & Ceramics**

Advanced Ceramics will develop handbuilding and wheel throwing skills and techniques using the medium of clay. Students will build upon the knowledge learned in Sculpture & Ceramics and continue to develop innovative and conceptual themes in their personal artwork. Students will learn modern surface and building techniques used by contemporary ceramicists and experiment with the concepts of functionality, design, glaze, and abstraction. Students will reflect and brainstorm ideas through both verbal and written research to demonstrate evidence of comprehensive thought and the creative process.

***Advanced Ceramics qualifies for a .5 Fine Arts, Career and Life Skills credit or Elective credit.**

CREATIVE ADVERTISING - Grades 9-12**.5 Credit**

What makes up an effective ad? How do artists in the advertising field construct images to draw your attention? Have you ever thought about how the multitude of ads you're exposed to each day influence your beliefs and purchase decisions? This course answers these questions and more as students explore the communication strategies used by companies to influence consumer decision making which has helped create today's high consumer demand. This course will unveil the exciting and highly influential world of advertising through the lens of the artists and designers that construct these compelling images for print, digital, and social media. Creative.

Advertising qualifies for a Fine Arts, Elective, or a Career and Life Skills graduation credit.

GRAPHIC DESIGN - Grades 9-12**.5 Credit**

Graphic Design combines both digital and handmade works of art. Students will learn how to communicate a message to a viewer/audience through modern techniques and design thinking. Students will learn and apply artistic concepts such as composition, color theory, typography, pattern, and rhythm. Students will reflect and brainstorm ideas through verbal communication and written research to show evidence of comprehensive thought and the creative process.

***Graphic Design qualifies for a .5 Fine Arts, Elective, or Career and Life Skills credit.**

FASHION DESIGN - Grades 9-12**.5 Credit**

The objectives of this course encompasses the fashion design process from inspiration through production. The focus of this class is on fashion terminology, design elements and principles as they relate to fashion, and the creative process of inspiration, documentation, and design experimentation. While completing assigned projects students will mirror the work process of professionals in the fashion industry - organizing ideas, presenting designs to an audience, collaborating, and creating functional garments.

***Fashion Design qualifies for a .5 Fine Arts, Elective, or Career and Life Skills credit.**

ILLUSTRATION & CHARACTER DESIGN - Grades 9-12**.5 Credit**

Students will develop relevant skills that mirror the creative process used by professionals in the video game, filmmaking, animation, and comic book industries. This course will focus on creating narrative works art and designing characters and creatures for stories both existing and imagined. Students will gain comprehensive knowledge in drawing using both traditional and digital forms of media and by collecting visual references for their illustrations and conducting visual research to show evidence of their comprehensive design capabilities.

***Illustration & Character Design qualifies for a .5 Fine Arts, Elective, or Career and Life Skills credit.**

ILLUSTRATION 2: THE GRAPHIC NOVEL- Grades 9-12**.5 Credit****Prerequisite: Illustration & Character Design**

Explore the world of comic books as you delve into the industry of sequential art! Building upon the skills learned in Illustration & Character Design, students will apply their knowledge of creating engaging characters and exciting environments in order to develop an original narrative for their own sequential story using a combination of digital and traditional media practices. Students will learn industry skills such as how to propose their idea to a publisher and market their story to potential clients and readers.

***Illustration 2: The Graphic Novel qualifies for a .5 Fine Arts, Elective, or Career and Life Skills credit.**

INTERIOR DESIGN - Grades 9-12**.5 Credit**

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. Students will foster confidence and effectiveness in career and life skills such as spatial organization, collaboration, and both verbal and non-verbal presentation of ideas through simulation of the interior designer's work process. The media and processes that will be explored are printmaking, pencil sketches of still life, perspective drawings of architecture, digital photography, designing floor plans, Photoshop rendering, and 3 Dimensional modeling in Google Sketchup.

***Interior Design qualifies for a .5 Fine Arts, Elective, or a Career and Life Skills credit.**

ADVANCED ART - Grades 11, 12**1 Credit****Prerequisite: Any Two Other Art Courses**

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. Students will foster confidence and effectiveness in the important career and life skills of self motivation, creating timelines for project completion, collaboration, and revision of work.

***Advanced Art qualifies for a Fine Arts, Elective, or Career and Life Skills credit.**

AP ART - Grade 12**1 Credit**

Portfolio review by Art Faculty, permission of Art Instructor, and B average in all prerequisite art courses is required prior to being accepted as an AP Art Student.

Portfolios: Drawing, Design

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 artwork. 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. Students will foster confidence and effectiveness in the important career and life skills of self motivation, creating timelines for project completion, collaboration, and revision of work. Students taking AP Art are encouraged to take the AP Exam in May.

***AP Art qualifies for a Fine Arts, Elective, Career and Life Skills credit.**

BUSINESS

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 I qualifies for Career and Life Skills or elective graduation credit.**

ACCOUNTING II - Grades 10-12

1 Credit

Prerequisite: Accounting I Accounting II is a course designed to increase students accounting competence 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. **Accounting II qualifies for Career and Life Skills or elective graduation credit.**

INTRODUCTION 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. **Introduction to Web Design qualifies for STEM, Career and Life Skills or elective graduation credit.**

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 including animation software. Students will utilize Java applets, scripting languages, style sheets, and other advanced Web applications. Students will design Websites for personal, community and school use. Juniors and seniors successfully completing this course may be

eligible to earn three transferable college credits – from NCCC. **Advanced Web Design qualifies for STEM, Career and Life Skills or elective graduation credit.**

COMPUTER PROGRAMMING FOR BUSINESS - Grades 9-12

.5 Credit

Computer Programming for Business is a recently addition to the Business Department's course offering. This class will explore the exciting field of computer programming with a slant towards business applications and game development. Students will learn how to create interactive computer interfaces for both customer interactions and game applications. Students will learn to write code through the use of computer languages, such as C++, Visual Basic and Java to create instructions for computers to perform and follow. This course is very much hands on, where students create many of their own programs for a variety of applications. **Computer Programming for Business qualifies for STEM, Career and Life Skills or elective graduation credits.**

INTRODUCTION TO BUSINESS - Grades 9-12

.5 Credit

Introduction to Business is a course designed to help students gain an understanding of general business functions in today's global economy. Students will explore topics ranging from finance to advertising and emphasis will be placed on practical skills that may be applied in workplace scenarios. Computer-based projects and simulations will give students hands-on experiences to apply their new business knowledge. Introduction to Business is the perfect course to initiate students to the world of business to see if a career in the field is right for them. **Introduction to Business qualifies for Humanities, Career and Life Skills or elective credit.**

ENTREPRENEURSHIP - Grades 9-12

.5 Credit

Today, because of advancements in technology, an increasing number of people have access to starting a business of their own. In this class, students will learn what it takes to enter the web-centric business world of an increasing global economy and the skills it takes to become an entrepreneur. Students will explore relevant topics such as consumer behavior, web design, social media, finance, copyright law, and organizational management. This hand-on experience will culminate in students creating their own business venture and writing the business plan. **Entrepreneurship qualifies for Career and Life Skills or elective graduation credit.**

SPORTS & ENTERTAINMENT MARKETING- Grades 9-12

.5 Credit

Do you like sports? Do you enjoy following the latest Hollywood trends? This course introduces students to the basic principles of economics, marketing, and merchandising that are part of the fast-growing areas of sports and entertainment. Learn how marketers use social media, sports agents, sponsorships, and public relations tools to attract an increasingly expanding audience. Students will gain valuable knowledge and appreciation for the growing impact that sports and entertainment have on consumer spending. This course will also give students the opportunity to become familiar with the hundreds of careers in the ever-growing field of sports and entertainment marketing. **Sports & Entertainment Marketing qualifies for Humanities, Career and Life Skills or elective graduation credit.**

MONEY, BANKING AND INVESTING – Grades 9-12

.5 Credit

This course provides students with critical personal financial planning techniques. Emphasis will be on understanding personal, social, and economic factors that influence choices in achieving economic and investment success. Investment strategies, including stocks, bonds, and mutual funds, will be highlighted in this course. Topics include, everything from certificates of deposit to mutual funds and stocks. Students will learn how to analyze the value of investment alternatives and appreciate the value of building sound

investment strategies early in life. **Money, banking, and investing qualifies for Career and Life Skills or elective graduation credit.**

CAREER READINESS Grades 11 -12

.5 Credit

Career Readiness is designed to help students make responsible career decisions, to set career 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 personality characteristics, work skills, and aptitudes. Students will then explore career options, refine job acquisition skills (interviewing, cover letter/resume writing), and study effective employee/employer rapport. The course will develop students' life-long skills for future learning with emphasis on problem solving and communication skills. This course includes interaction with local organizations and community members. **Career Readiness qualifies for Career and Life Skills or elective graduation credit.**

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 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 students will demonstrate a general understanding, develop an interpretation, and create a critical stance in response to literature. Expository and narrative writing focuses on the students' development of well organized, supported, and grammatically accurate writing.

If a student is recommended for English I H, he or she has produced exemplary work in written and oral expression and in reading analysis and has demonstrated a commitment to the study of language arts. Students must have a strong work ethic to meet the challenge of the intensive and extensive study of the required and supplementary literature.

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 analyze, 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, sentence variety, and the use of documented support with embedded quotations.

If a student is recommended for English II H, he or she has produced exemplary work in English IH or has demonstrated, by excellent performance, the ability to move from the academic to the honors level. Exemplary work 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 ACADEMIC AND HONORS (H) - Grade 11

1 Credit

American Literature enhances students' understanding of themselves and others by examining 19th and 20th century American literary heritage. Students are expected to focus on themselves and to form connections between their literary heritage and their own lives, dilemmas, and beliefs. Using appropriate resources, students define such concepts as naturalism, realism, romanticism, and transcendentalism in terms of particular authors. Students demonstrate their general understanding and analytical interpretation of their reading through extensive class discussion and writing assignments.

If a student is recommended for English III H, he or she has produced exemplary work in English II H or has demonstrated, by excellent performance, the ability to move from the academic to the honors level. Exemplary work includes writing that is more sophisticated in style and comprehensive in content. A strong work ethic is critical.

AP LANGUAGE & COMPOSITION - Grade 11 or 12

AP Language & Composition qualified for 1 English or Humanities graduation credit

***May be taken senior year with instructor permission**

This is a college level course designed for students who are recommended by their English IIIH teachers because their superior performance, particularly in writing, warrants this placement. Students may, by good performance on the AP exam, obtain up to one year of college credit and/or advanced placement in college composition. AP 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. **Students taking AP Language & Composition are encouraged to take the AP Exam in May.**

ENGLISH IV ACADEMIC AND HONORS (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 medieval 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 ability to interpret and evaluate text through class discussion and in writing assignments. Required writing in this course will become increasingly more sophisticated in style and more comprehensive in content, culminating in a senior research paper which uses appropriate resources to locate information.

If a student is recommended for the honors level, he or she has produced exemplary work in English IIIH or has demonstrated, by excellent performance, the ability to move from the academic to the honors level. Exemplary work includes writing that is more sophisticated in style and comprehensive in content.

AP LITERATURE & COMPOSITION - Grade 12

AP Literature & Composition qualifies for 1 English or Humanities graduation credit

This is a college level course and students may, by good performance on the AP exam, obtain up to one year of college credit and/or advanced placement in college composition. AP Literature and Composition is a course of intensive study of representative works from various genres and periods. In addition to considering the work's 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, analytical, and argumentative essays which focus on the critical analysis of literature. **Students taking AP Literature & Composition are encouraged to take the AP Exam in May.**

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

PUBLIC SPEAKING - Grades 9-12

Public Speaking qualifies for a .5 Elective or Career and Life Skills Credit

In this course, students will learn about effective techniques for presenting individual speeches, interviews, panel discussions, and small group discussions. Using language appropriately, employing physical expression, and modulating voice and tone, students will create and present speeches with varying intents and for varying audiences. This course will include instruction and practice in formal, extemporaneous style debating.

CREATIVE WRITING - Grades 9-12

Creative Writing qualifies for .5 Elective, Career and Life Skills or Humanities graduation credit.

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

JOURNALISM - Grades 9-12

Journalism qualifies for .5 Elective, Career and Life Skills or Humanities graduation credit

In this course students will explore the many components of journalistic writing. Through the study and practice of modalities such as news writing, blogging, literary journalism, and photojournalism, students will develop an understanding of the changing landscape of American media. In addition to daily writing exercises, students utilize computer and language skills in the creation and publication of the school newspaper. The course includes a broad range of activities: basic news writing, layout techniques, and basic copy editing.

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.

***Food Science qualifies for a .5 Elective or Career and Life Skills Credit**

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.

***Bake Shop qualifies for a .5 Elective or Career and Life Skills Credit**

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.

***Culinary Arts Techniques qualifies for a .5 Elective or Career and Life Skills Credit**

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. Students will gain valuable skills in measuring, reading for information and following logical sequence.

***Sewing Fundamentals qualifies for a .5 Elective or Career and Life Skills Credit**

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 mathematical 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.

OPTION 1 COURSE OFFERINGS

ALGEBRA 2 H – Grades 9, 10

1 credit

Prerequisite: 8th grade Compacted Math or Algebra 1 and/or Teacher Recommendation

Students enrolled in Algebra 2 Honors will extend their algebraic skills in solving equations, factoring and linear relationships. They will analyze quadratic functions in depth, with an emphasis on real-world connections. Honors level students will also investigate the roots of polynomial functions. Students will problem solve using numerical, algebraic, and graphical approaches. They will demonstrate expertise in the use of the graphing calculator. Students should be self-motivated learners with extremely strong algebraic skills.

PLANE AND SOLID GEOMETRY H – Grades 10, 11

1 credit

Prerequisite: Algebra 2 H and/or Teacher Recommendation

Students enrolled in Plane and Solid Geometry H will integrate the concepts of plane, solid, and coordinate geometry. They will create proofs, utilize problem solving strategies, and justify solutions. They will engage in inquiry, hands-on activities, and incorporate technology including the e-text and the graphing calculator. The students will investigate topics involving line and angle relationships, properties of polygons with special emphasis on triangles and quadrilaterals, congruence and similarity, transformations, circle properties, area of plane figures, surface area and volume of solids, the Pythagorean Theorem and elements of trigonometry. The students should be self-motivated learners with very strong algebraic skills.

TRIGONOMETRY/PRE-CALCULUS H - Grades 11, 12

1 credit

Prerequisite: Algebra 2 H, Geometry H and/or Teacher Recommendation

Students taking Trigonometry/Pre-Calculus H will focus on the study of functions throughout the year. They will integrate their previous knowledge of Algebra I, Geometry, and Algebra 2 in order to analyze more complex functions (polynomial, rational, square root, exponential, logarithmic, and trigonometric) for their numeric, algebraic, and graphical properties. Students will clearly understand the relationships between these various functions. They will demonstrate this by fully developing and accurately solving an equation that represents a given set of data, presented numerically or as a real-world scenario. In addition, students will investigate the concepts of trigonometry through both circular and right triangle approaches in analytic and real-world situations. Students will incorporate the use of the graphing calculator throughout the course and will build on their ability to determine the most efficient applications of the calculator for the task at hand.

*This course is essential in preparation for the study of Calculus, both at the AP and Honors levels. Students who intend on taking Trigonometry/Pre-Calculus H should be self-motivated and self-directed learners who possess the ability to effectively analyze and synthesize data as well as draw accurate, justified conclusions.

***Trigonometry/Pre-Calculus H also qualifies as a STEM credit.**

CALCULUS H – Grade 12

1 credit

Prerequisite: Trigonometry/Pre-Calculus H and/or Teacher Recommendation

Calculus Honors is a full-year course designed to prepare students for the study of higher-level postsecondary math courses. Throughout this course, students will investigate different approaches to determine rates of change and apply their basic understanding of differential and integral calculus as it connects to business, finance, and the social and physical sciences. Students taking this course possess

a strong foundation in Algebra, Geometry, and Pre-Calculus. Numeric, algebraic, and graphical approaches to problems are often connected therefore graphing calculators are required and used throughout the course.

***Calculus H also qualifies as a STEM credit.**

AP CALCULUS – Grade 12

1 credit

Prerequisite: “A” in Trigonometry/Pre-Calculus H and/or Teacher Recommendation

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>. Students enrolled in AP Calculus will apply their knowledge of the topics in differential and integral Calculus to solve problems. Content includes limits and continuity as well as the theory and applications of differential and integral Calculus. Students will investigate topics that are typically part of a semester college Calculus course. The course is procedurally and conceptually challenging. Students should be prepared to consistently work hard and strive for excellence. Students taking AP Calculus are encouraged to take the AP Exam in May.

***AP Calculus also qualifies as a STEM credit.**

AP STATISTICS - Grades 11, 12

1 credit

Prerequisite: “A” in Algebra II H and/or Teacher Recommendation

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: • Exploring Data: Describing patterns and departures from patterns • Sampling and Experimentation: Planning and conducting a study • Anticipating Patterns: Exploring random phenomena using probability and simulation • 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. Students taking AP Statistics are encouraged to take the AP Exam in May.

***AP Statistics also qualifies as a STEM credit.**

OPTION 2 COURSE OFFERINGS

ALGEBRA 1 A - Grade 9

1 credit

Prerequisite: 8th Grade Math Teacher Recommendation

Students enrolled in Algebra I will learn algebraic language, structure and concepts to enhance problem solving skills. Students will justify solutions using graphical and numerical approaches involving real numbers. They will investigate solutions and applications of linear equations, systems of linear equations, linear inequalities and quadratic equations. Students will develop techniques to factor and simplify polynomial expressions. Throughout the course, students will learn to use graphing calculator functions appropriately.

ALGEBRA 2 A - Grades 9, 10, 11

1 credit

Prerequisite: Completion of 8th Grade Compacted Math or Algebra 1 A and/or Teacher Recommendation

Students enrolled in Algebra II will extend their algebraic skills in solving equations, factoring and linear relationships. They will analyze quadratic functions in depth, with some emphasis on real world connections. Students will problem solve using numerical, algebraic, and graphical approaches. They will demonstrate expertise in the use of the graphing calculator.

PLANE AND SOLID GEOMETRY A - Grades 10, 11, 12**1 credit****Prerequisite: Algebra 2 and/or Teacher Recommendation**

Students enrolled in Plane and Solid Geometry will integrate the concepts of plane, solid and coordinate geometry. They will use problem solving strategies and justify solutions. They will engage in inquiry, hands-on activities and utilize e-text technology. The students will investigate topics involving line and angle relationships, properties of polygons with special emphasis on triangles and quadrilaterals, congruence and similarity, transformations, circle properties, area of plane figures, surface area and volume of solids and the Pythagorean Theorem.

PRE-CALCULUS A - Grades 11, 12**.5 credit****Prerequisite: Algebra 2, Geometry and/or Teacher Recommendation**

Students enrolled in this course will focus primarily on the study of functions. Students will analyze linear, quadratic, polynomial, rational, square root, exponential, and logarithmic functions utilizing algebraic techniques in conjunction with their graphing calculators. They will examine operations with functions, including composition. In addition, students will identify the domain, range, symmetry, and transformations of functions. Students who take this course in conjunction with Trigonometry will be prepared to take college-level Calculus.

***Pre-Calculus A also qualifies as a STEM credit.**

TRIGONOMETRY A - Grades 11, 12**.5 credit****Prerequisite: Algebra 2, Geometry and/or Teacher Recommendation**

Students will explore the concepts of trigonometry through both circular and right triangle approaches. They will manipulate identities and investigate the real-world applications of trigonometry. Students who take this course in conjunction with Pre-Calculus will be prepared to take college-level Calculus.

***Trigonometry A also qualifies as a STEM credit.**

CONCEPTS OF CALCULUS A - Grade 12**.5 credit****Prerequisite: Pre-Calculus and/or Teacher Recommendation**

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. Students will rely on previously learned algebraic skills and concepts in order to differentiate and integrate functions. Students who take Concepts of Calculus A will have a good foundation for any post- secondary Calculus class.

***Concepts of Calculus A also qualifies as a STEM credit.**

STATISTICS A - Grades 11, 12**.5 Credit****Prerequisite: Algebra II and/or Teacher Recommendation**

Students enrolled in Introductory Statistics will discover methods of research and ways to analyze and display numerical data. They will utilize descriptive measurements, principles of probability, the binomial distribution, random sampling, and the normal distribution to analyze data and make predictions. Students will apply appropriate technology. A graphing calculator is required for this course.

PERSONAL FINANCIAL MANAGEMENT A - Grades 11, 12**.5****credit Prerequisite: Algebra I and/or Teacher Recommendation**

Personal Financial Management is a course designed to help students learn to responsibly and effectively manage money for the future. 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

understanding consumer credit, investigating employment opportunities, calculating income taxes, comparing automobile insurance costs and claims, creating a business model, and preparing for financial independence through responsible budgeting and banking.

MUSIC

BAND A or H* - Grades 9-12

Full Year - 1 Credit

Prerequisite: Ability to play a wind, brass, or percussion instrument

Band provides an opportunity for students to experience effective musical communication through the rehearsal and performance process in a traditional concert band setting. The band contributes to the quality of life and spirit of our community through concerts, festivals, and community performances such as the Litchfield Memorial Day Parade. Students will be pushed to improve their individual skills as musicians, as well as their ensemble skills. Band members may also audition for All State, All New England, Regional, and Berkshire Music Festivals. Participation in Winter, Spring, and Pops Concerts, as well as the Memorial Day Parade, are requirements for course completion.

***Students in the Band Program will also have an opportunity to be selected for Jazz Band and small ensemble groups. These groups will hold additional rehearsals during, before, and after school, and will have an opportunity to perform at community events, concerts, and festivals. Students participating in these groups earn Honors level credit.**

***Band qualifies for a 1.0 Fine Arts, Career and Life Skills or Elective graduation credit**

CHORALEERS A or H* - Grades 9 - 12

Full Year -

1 Credit Prerequisite: Ability to sing on pitch

In Choraleers, students are taught the effective communication skills necessary to perform publicly for their community the many different styles and genres of choral music. Music reading skills and the understanding of basic music theory are also covered in class. The ensemble is expected to perform at concerts and festivals several times throughout the year. Members also have the opportunity to audition for All-State, New England, Northern Regional and the Berkshire festivals as well as our elite small choral ensemble, Chamber Singers, otherwise known as Choraleers Honors.

***Students enrolled in Choraleers will have an opportunity early in the year to be selected for Choraleers Honors. In addition to normal daytime Choraleer rehearsals, this small ensemble will rehearse after school (usually once per week in the evening), and will have many opportunities to perform a cappella “chamber” music at concerts and festivals. Participation in this ensemble will raise the GPA to Level I.**

***Choraleers qualifies for a 1.0 Fine Arts, Career and Life Skills or Elective graduation credit**

SMALL GROUP MUSIC MAKING - Grades 9 – 12

.5 Credit

Prerequisite: You must provide your own instrument, have at least basic technical proficiency on one or more musical instruments, or have singing experience.

Are you a musician looking for an opportunity to perform the music that you love at school? Do you want to jam and write music with other students? Whether you sing, play guitar, bass, drums, piano, or a string, brass, or woodwind instrument, Small Group Music Making will help you team up with other students to play the music that interests you the most (rock, pop, jazz, whatever!). Your ensembles will work on rehearsing cover songs and arranging tunes by your favorite artists, and eventually writing and performing original songs in your preferred style. The culminating experience for this course will be a group performance at a school sponsored Arts Coffee House.

***Small Group Music Making qualifies for a .5 Fine Arts, Humanities, Career and Life Skills or Elective graduation credit.**

MUSIC THEORY H - Grades 10 - 12

.5 Credit

Prerequisite: one year of Band or Choraleers, or instructor approval

Intended for the serious music student, this course is designed to extend the student's knowledge of music theory fundamentals to include intervals, major and minor scales, key signatures and traditional harmony. Students will also learn the basics of FINALE, the state-of-the-art "professional" music notation software. Using FINALE and their enhanced music theory skills, students will, through a final project, solve the problems of composing an original song. The ability to read music notation is a prerequisite.

***Music Theory qualifies for a .5 Fine Arts, Career and Life Skills or Elective graduation credit.**

COMPUTERIZED MUSIC - Grades 9 - 12

.5 Credit

This course is designed for students to appropriately use the latest computer technology to create original music. Students will learn about the basic elements of music and simple pop song structure and how much of the current music they hear every day is created. Using sequencing software such as Garage Band and the professional-level Reason programs, students will "lay down tracks" by creating their own drum beats, arranging pre-recorded loops and MIDI inputted melodies, and recording vocals in order to compose their own songs.

***Computerized Music qualifies for a .5 Fine Arts, Career and Life Skills or Elective graduation credit.**

BEGINNER PIANO/KEYBOARD - Grades 9 - 12

.5 Credit

Students will learn the fundamentals of playing the keyboard (piano) in a group class setting. Introductory units of study include an overview of the instrument, proper hand position, finger numbering and posture, and a review of the basics of reading notation. After a review of the basics, students will move through progressive studies of increasing difficulty. Lessons/units will culminate with individual and small group performances of short songs and chord patterns. Singing while playing will be stressed. There may be an informal coffee house style concert with guest performers, faculty, and other students towards the end of the semester.

***Beginner Piano/Keyboard qualifies for a .5 Fine Arts, Career and Life Skills or Elective graduation credit.**

BEGINNER GUITAR - Grades 9 - 12

.5 Credit

Students will learn the fundamentals of playing the guitar in a group class setting. Introductory units of study include an overview of the instrument, proper playing position and posture, and a review of the basics of reading notation. After a review of the basics, students will progress through progressive studies on playing single note melody lines on each of the six strings as well as chord and strumming pattern studies of increasing difficulty. Lessons/units will culminate with individual and small group performances of short songs and chord patterns. Singing while playing will be stressed. There may be an informal coffee house style concert with guest performers, faculty, and other students towards the end of the semester.

**School owned guitars will be available for students to use for the semester although student owned guitars will not be discouraged.*

***Beginner Guitar qualifies for a .5 Fine Arts, Career and Life Skills or Elective graduation credit.**

PERSONAL WELLNESS AND EXERCISE SCIENCE

Requirements for Exercise Science and Personal Wellness at Litchfield High School include the following: Students will take one (1) full credit of Exercise Science and .5 (1/2) credit of Personal Wellness during their four years at Litchfield High School. Students are required to take .5 credits in Personal Wellness in their sophomore year. Students may take Exercise Science courses at any time during their four years to fulfill the 1 full credit Exercise Science graduation requirement. Exercise Science courses completed beyond 1 full credit may count towards the Career and Life Skills requirement or an elective. Each course will be evaluated and graded separately.

The Exercise Science program has been created based upon the Connecticut Healthy and Balanced Living Curriculum standards and SHAPE America standards. Through a variety of different courses, students will participate in lifetime activities, fitness, and team-related activities that encourage communication, sportsmanship, teamwork, diversity, and leadership skills. The wide variety of courses offered is designed to allow each student the opportunity to experience activities that would benefit him/her in the present and in the future.

The Personal Wellness curriculum is aligned with the State of Connecticut standards. The curriculum focuses on developmentally appropriate topics within which students will be guided to develop knowledge based understanding and awareness of choices and consequences. It is a 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. 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. 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 -10th Grade

.5 credit

The sophomore Wellness course is a half year course. It is designed to provide the student knowledge of the connection between good physical and mental health, including good nutrition and fitness, and will focus on the student maturing toward adulthood. Topics include understanding how stress can impact their emotional and physical health, and to create awareness of mental health issues and positive coping skills. Students will also learn about the immune system and use inquiry to explain how various disease and illness is spread. Students will analyze the role of vaccination and gain skills to avoid diseases including STI's and HIV/AIDS.

Topics will focus on students becoming productive members of society capable of making informed decisions about their careers and futures. Areas of study will include American Red Cross CPR and First Aid, adolescent identity, reproductive anatomy and physiology, concept of abstinence, sexual consent laws, and prevention of sexual harassment. Students will learn about interpersonal relationships, abuse issues, and think critically about personal opinions about the politics of health care issues.

Students will be expected to apply effective and efficient strategies for gathering information, think and reflect critically about their personal health, and create solutions to improve their overall health. They will be expected to engage in appropriate discourse with other students, use technology appropriately, and to read and write effectively.

***Personal Wellness qualifies as .5 credits towards the .5 Health and Safety graduation requirement.**

EXERCISE SCIENCE MENTORS

.5 Credit

This course is designated for students to participate in physical education as a mentor for Middle School Students or others. Exercise Science Mentors will be responsible for assisting students with their objectives individually and as a group. This course is designed for students to learn about physical education curriculum, instruction, and assessment. Students will assist teachers with research, planning, and implementing portions of lessons, while mentoring the students they work with. (Student enrollment will need both course instructor and administrator approval.)

***Exercise Science Mentors qualifies as .5 credits towards the 1.0 Exercise Science graduation requirement or as a Career and Life Skills or Elective .**

TEAM SPORTS

.5 Credit

Students will learn a variety of rules, skills, fundamentals, and strategies in multiple team activities. Safety and sportsmanship will be emphasized, while students develop the ability to organize, play, officiate, and

reflect on team sport activities. Activities include but are not limited to basketball, team handball, flag football, lacrosse, ultimate Frisbee, floor hockey, and other team sports.

***Team Sports qualifies as .5 credits towards the 1.0 Exercise Science graduation requirement, as a Career and Life Skills, or Elective.**

LIFETIME SPORTS

.5 Credit

Students will learn a variety of rules, skills, fundamentals and strategies in a variety of individual sport activities. Safety and sportsmanship will be emphasized while students explore these non-traditional lifetime sports. Activities include, but are not limited to golf, gaga, Frisbee golf, archery, croquet, washers, horseshoes, bocce, and bowling. This unit will focus on building skills and knowledge as well as opening up students to a variety of activities that can be explored and continued outside of school.

***Lifetime Sports qualifies as .5 credits towards the 1.0 Exercise Science graduation requirement, as a Career and Life Skills, or Elective.**

OUTDOOR ADVENTURE & RECREATION

.5 Credit

This program will allow students to explore and learn about the outdoors through a variety of non-traditional, non-competitive activities. Activities may include, but are not limited to orienteering, hiking/backpacking, survival techniques, camping, fishing, snowshoeing, and biking. This course focuses on the outdoors as not only a vehicle for fitness, but a way to develop your sense of place, manage stress, and learn lifetime outdoor activities which are available year-round in our community.

***Outdoor adventure and recreation qualifies as .5 credits towards the 1.0 Exercise Science graduation requirement, as a Career and Life Skills, or Elective.**

RACQUET & NET SPORTS

.5 Credit

This course is designed for students who are interested in expanding their knowledge and skills in a variety of individual and team net and racquet sports. This course will include a balance of net and racquet sports such as tennis, badminton, volleyball, pickle ball, and table tennis. Students will learn skills and strategies and will demonstrate the proper use of sportsmanship and teamwork skills during game play. Students will strive to become independent in organizing, running, and completing tournaments.

***Racquet and net sports qualifies as .5 credits towards the 1.0 Exercise Science graduation requirement, as a Career and Life Skills, or Elective.**

PERSONAL FITNESS

.5 Credit

The purpose of this course is to acquire knowledge of physical fitness concepts, understand the influence of lifestyle on health and fitness, and begin to develop an optimal level of fitness. Students are taught content that includes, but not limited to safety practices, technology applications, assessment of health-related fitness, components of physical fitness, health problems associated with inadequate fitness levels, psychological values of physical fitness including stress management, evaluation of physical activities in terms of fitness value, fitness program design nutrition, and benefits derived from participation in physical activity. Activities may include weight/strength training, nutrition, aerobic exercises, and yoga.

***Personal fitness qualifies as .5 credits towards the 1.0 Exercise Science graduation requirement, as a Career and Life Skills, or Elective.**

TEAM BUILDING

.5 Credit

This Project Adventure based course will focus on the development of leadership skills, strong interpersonal connections, and an adventurous spirit. Students will participate in many teacher-led and student-led activities that will encourage team building and bonding in a non-competitive environment. Activities will include ropes courses, challenge courses, and project adventure games and activities that foster positivity, inclusion, teamwork, and participation.

***Team Building qualifies as .5 credits towards the 1.0 Exercise Science graduation requirement, as a Career and Life Skills, or Elective.**

RHYTHM AND DANCE

.5 Credit

Introduces level, range, force, and focus in the exploration of space through music and dance; may include creative and expressive dance, folk and ethnic dance, square dance, line dance, and international dances. There will also be a focus on developing fitness and the physical and social benefits of rhythm and dance in a non-competitive environment. There will also be a focus placed on researching dances and instructing peers individually or as a group.

***Rhythm and dance qualifies as .5 credits towards the 1.0 Exercise Science graduation requirement, as a Career and Life Skills, or Elective.**

SCIENCE

The Science Department offers a variety of courses to address the needs of our students. All courses are lab courses and meet two or three blocks per week. Students collect, interpret, analyze, and evaluate a variety of information and data to solve problems accurately and efficiently using appropriate technology and resources. Every student must complete at least one physical science course (Integrated Physical Science freshman year) and one biological science course (Biology sophomore year). Three credits in science are required for graduation.

GRADE 9

INTEGRATED PHYSICAL SCIENCE A

1 Credit- Lab Course

The major themes of this course are Earth's systems and physical science, chemical structures and properties, and global interdependence. Specific topics include the universe and stars, big bang theory, nuclear fusion, kinetic molecular theory, 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, geological science and plate tectonics, Earth's systems, the carbon cycle, the water cycle, acid rain, climate changes, environmental changes due to technology and lifestyle. Lab work, problem solving, inquiry, engineering and design practices, and research will be important parts of this course. Students will select and use appropriate technology. Students will apply effective and efficient strategies for gathering information and materials, thinking critically, solving problems, and using appropriate technology. Course topics reflect NGSS as they are adopted by the

state and implemented within our curriculums to promote student success on state testing and foster students who will continue to be college and career ready individuals.

***Integrated Physical Science qualifies for 1.0 science graduation credit.**

INTEGRATED PHYSICAL SCIENCE H

1 Credit- Lab Course

Prerequisite: Algebra I in Grade 8

The major themes of this course are Earth's systems and physical science, chemical structures and properties, and global interdependence. Specific topics include the universe and stars, big bang theory, nuclear fusion, kinetic molecular theory, 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, geological science and plate tectonics, Earth's systems, the carbon cycle, the water cycle, acid rain, climate changes, environmental changes due to technology and lifestyle. Lab work, problem solving, inquiry, engineering and design practices, and research will be important parts of this course. Students will select and use appropriate technology. Students will apply effective and efficient strategies for gathering information and materials, thinking critically, solving problems, and using appropriate technology. Course topics reflect NGSS as they are adopted by the state and implemented within our curriculums to promote student success on state testing and foster students who will continue to be college and career ready individuals. These topics are considered in more depth in this Honors course. Students will apply effective and efficient strategies for gathering information and materials, thinking critically, solving problems and utilizing appropriate technology. This course can serve as a possible pathway to the college level work required of AP Biology in Grade 10.

***Integrated Physical Science H qualifies for 1.0 science graduation credit.**

GRADE 10

BIOLOGY A

1 Credit - Lab Course

The topics of cell chemistry & biotechnology, genetics, evolution, populations, ecology 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 bacteria & viruses and their role in diseases, sanitation, and vaccination. Lab work, problem solving, inquiry and research will be important parts of this course. The students will independently collect, interpret, analyze, and evaluate a variety of information and data to make original predictions or solve problems. Students will apply effective and efficient strategies for gathering information and materials, thinking critically, solving problems and utilizing appropriate technology. Course topics reflect NGSS as they are adopted by the state and implemented within our curriculums to promote student success on state testing and foster students who will continue to be college and career ready individuals.

***Biology qualifies for 1.0 science graduation credit.**

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.

Students will apply effective and efficient strategies for gathering information and materials, thinking critically, solving problems and utilizing appropriate technology. Course topics reflect NGSS as they are adopted by the state and implemented within our curriculums to promote student success on state testing and foster students who will continue to be college and career ready individuals.

***Biology H qualifies for 1.0 science graduation credit.**

GRADE 11

CHEMISTRY A - Grades 11, 12

1 Credit – Lab

Course

This course is designed for all juniors and is a requirement within the science curriculum. 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. Students will apply effective and efficient strategies for gathering information and materials, thinking critically, solving problems and utilizing appropriate technology. This course encompasses several NGSS standards and engineering and design practices.

***Chemistry qualifies for 1.0 science, STEM, or elective graduation credit.**

CHEMISTRY H - Grades 11, 12

1 Credit- Lab Course

Prerequisite: Enrolled in Pre-Calculus or Permission of Instructor

This course is designed for all juniors and is a requirement within the science curriculum. Honors chemistry is designed for the motivated student. Topics include the elements, atomic theory from a quantum mechanics 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. Students will apply effective and efficient strategies for gathering information and materials, thinking critically, solving problems and utilizing appropriate technology. This course encompasses several NGSS standards and engineering and design practices.

***Chemistry H qualifies for 1.0 science, STEM, or elective graduation credit.**

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. The course is based on the revised AP curriculum for Biology, which requires extensive integration of learning into four Big Ideas. Students must be ready to work and learn independently. Students will apply effective and efficient strategies for gathering information and materials, thinking critically, solving problems and utilizing appropriate technology. Students taking AP Biology are encouraged to take the AP Exam in May.

***AP Biology qualifies for 1.0 science, STEM, or elective graduation credit.**

PHYSICS A - Grades 11, 12**1 Credit – Lab Course****Prerequisite: Geometry and Algebra II (may be concurrent)**

The Physics course covers general topics in the field of Physics with emphasis on concepts and problem solving techniques, with independent laboratory work. This course is for students interested in learning more about the physical world and the applications of physics principles to their everyday life. Topics will include Newtonian mechanics, electricity and magnetism, waves and optics, and modern physics. Physics is particularly appropriate for students planning (or seriously considering) additional studies in the physical sciences, or related majors in other technical areas. Students will apply effective and efficient strategies for gathering information and materials, thinking critically, solving problems and utilizing appropriate technology.

***Physics qualifies for 1.0 science, STEM, or elective graduation credit.**

AP PHYSICS 1 - Grades 11, 12**1 Credit – Lab Course****Prerequisite: Geometry and Algebra II (may be concurrent)**

Per the college Board, AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students taking AP Physics1 are encouraged to take the AP Exam in May.

***AP Physics qualifies for 1.0 science, STEM, or elective graduation credit.**

AP ENVIRONMENTAL SCIENCE/UCONN ECE - 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. Students will apply effective and efficient strategies for gathering information and materials, thinking critically, solving problems and utilizing appropriate technology. Registered students may also receive UCONN ECE credit with a year grade of C or higher. Students taking AP Environmental Science are encouraged to take the AP Exam in May.

***AP Environmental Science qualifies for 1.0 science, STEM, or elective graduation credit.**

ANATOMY AND PHYSIOLOGY A - Grades 11, 12**1 Credit- Lab Course****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 fields, but is not limited to persons so interested. Students

will apply effective and efficient strategies for gathering information and materials, thinking critically, solving problems and utilizing appropriate technology.

***Anatomy and Physiology qualifies for 1.0 science, STEM, or elective graduation credit.**

FORENSIC SCIENCE A - Grades 11, 12

1 Credit- Lab Course

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. Students will apply effective and efficient strategies for gathering information and materials, thinking critically, solving problems and utilizing appropriate technology.

***Forensic Science qualifies for 1.0 science, STEM, or elective graduation credit.**

ZOOLOGY AND EVOLUTION - Grades 11, 12

.5 Credit – Semester Lab 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. Students will apply effective and efficient strategies for gathering information and materials, thinking critically, solving problems and utilizing appropriate technology.

***Zoology and Evolution qualifies for .5 science, STEM, or elective graduation credit.**

ECOLOGY - Grades 11, 12

.5 Credit - Semester Lab 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. Students will apply effective and efficient strategies for gathering information and materials, thinking critically, solving problems and utilizing appropriate technology.

***Ecology qualifies for .5 science, STEM, or elective graduation credit.**

HORTICULTURE - Grades 11, 12

.5 Credit - Semester Lab 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. Students will apply effective and efficient strategies for gathering information and materials, thinking critically, solving problems and utilizing appropriate technology.

***Horticulture qualifies for .5 science, STEM, or elective graduation credit.**

EMBRYOLOGY – Grades 11, 12

.5 Credit – Semester Lab Course

Prerequisite: Biology

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. Students will apply effective and efficient strategies for gathering information and materials, thinking critically, solving problems and utilizing appropriate technology. Preference is given to seniors.

***Embryology qualifies for .5 science, STEM, or elective graduation credit.**

GRADE 12

AP CHEMISTRY - Grade 12**1 Credit Lab Course****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. Students will apply effective and efficient strategies for gathering information and materials, thinking critically, solving problems and utilizing appropriate technology. Students taking AP Chemistry are encouraged to take the AP Exam in May.

***AP Chemistry qualifies for 1.0 science, STEM, or elective graduation credit.**

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

Lab intensive course that applies life science, microbiology and chemistry concepts. Students will be exposed to the latest techniques, careers and topics, for example genetic modification, DNA analysis and the spread of diseases. This course is a great option for students who seek a career in one of the many fields of science.

Students will apply effective and efficient strategies for gathering information and materials, thinking critically, solving problems and utilizing appropriate technology.

***Biotechnology qualifies for .5 science, STEM, or elective graduation credit.**

SOCIAL STUDIES

The Litchfield High School social studies program offers excellent preparation 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.

Students will be expected to: apply appropriate reading strategies to understand, interpret, evaluate, and analyze text; complete all parts of the writing process, including self-evaluation; apply effective speaking, listening, and viewing strategies; and use technology effectively and responsibly to gather information and solve problems.

GLOBAL STUDIES A

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 from the Age of Imperialism to the present. 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.

GLOBAL STUDIES H

1 Credit

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

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. 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 qualifies for 1.0 Social Studies graduation credit.**

WESTERN HUMANITIES A

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 course. The students will develop effective writing, thinking, and speaking skills in addition to gaining historical understanding through readings and analysis of primary and secondary sources and literary texts.

WESTERN HUMANITIES H

1 Credit

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

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

***Western Humanities qualifies for 1.0 Social Studies graduation credit.**

UNITED STATES HISTORY A

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. Historical topics include: the founding era; westward, overseas, and industrial expansion; movements for civil rights; and 20th century wars. Critical thinking, reading, and writing skills will continue to be developed through analysis of historical documents and other primary sources.

UNITED STATES HISTORY H

1 Credit

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

The content of this course is similar to the academic level curriculum, with more emphasis placed on student independence, self-direction, higher-order thinking skills, and self-reflection. United States History is designed for motivated 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.

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. A summer assignment may be required.

The AP U.S. History course is designed to develop students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods employed by historians when they study the past. This course assumes a high level of student interest and competence and is designed for students who want to earn college credit while in high school. Because it is similar to a first-year college course, the workload is heavier than most regular high school courses and students are expected to work at a college pace. Students taking the AP U.S. History course are encouraged to take the AP Exam in May.

***United States History qualifies for 1.0 Social Studies graduation credit.**

CIVICS A

.5 Credit

This course is designed to promote civic competence and responsibility in high school seniors so that they may confidently and successfully participate in the democratic process after graduation. Students develop an understanding of public policy, political parties, interest groups, political media, the electoral process and the three branches of government. Students are expected to connect their understanding of the American political system to current events.

***Civics qualifies for .5 Social Studies graduation credit.**

AP UNITED STATES GOVERNMENT AND POLITICS

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. A summer assignment may be required.

The AP United States Government and Politics course is designed to introduce students to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will read and analyze U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions between political institutions and behavior. They will read and interpret data, develop evidence-based arguments, and engage in an applied civics or politics research-based project. This course assumes a high level of student interest and competence and is designed for students who want to earn college credit while in high school. Because it is similar to a first-year college course, the workload is heavier than most regular high school courses and students are expected to work a college pace. Students taking the AP United States Government and Politics course are encouraged to take the AP Exam in May.

***AP United States Government and Politics qualifies for .5 Social Studies graduation credit and .5 Elective graduation credit.**

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 the sale of personal property. This course will help the student to understand the laws that affect consumers, workers, and citizens. During the course, students will be expected to apply effective and efficient strategies for gathering information, analyze legal documents, think critically, and demonstrate proficiency and fluency in communication. They will be expected to engage in appropriate discourse with other students, use technology appropriately, and to read and write effectively.

Open to Juniors and Seniors.

***Law qualifies for .5 Elective, Career and Life Skills, or Humanities graduation credit**

INTRODUCTION TO SOCIOLOGY

.5 Credit

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

Open to seniors only.

***Sociology qualifies for .5 Elective or Humanities graduation credit.**

INTRODUCTION TO PSYCHOLOGY

.5 Credit

Psychology is the study of the thinking and behavior of individuals. Topics include: human development; cognition, memory and learning; sensation, perception, and consciousness; personality; intelligence; and psychological disorders and their treatments.

Open to seniors only.

***Psychology qualifies for .5 Elective or Humanities graduation credit.**

AP PSYCHOLOGY

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. A summer assignment may be required.

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology, as well as the ethics and methods psychologists use in their science and practice. Topics include: history and approaches; research methods; biological bases of behavior; sensation and perception; states of consciousness; learning; cognition; motivation and emotion; developmental psychology; personality; testing and individual differences; abnormal behavior and treatment; and social psychology. This course assumes a high level of student interest and competence and is designed for students who want to earn college credit while in high school. Because it is similar to a first-year college course, the workload is heavier than most regular high school courses and students are expected to work at a college pace. Students taking the AP Psychology course are encouraged to take the AP Exam in May. **Open to seniors only.**

***AP Psychology qualifies for 1.0 Elective or Humanities graduation credit.**

Technology and Engineering Course Offering

ENERGY & TRANSPORTATION – Grades 9-12

.5 Credit

Energy and Transportation is an activity-based course which provided students with experiences in the application of energy and transportation technologies. Students can independently select and use appropriate energy and transportation technologies. They will have an understanding of its impact on the individual and society. Such modes discussed include: land, marine, air, and space transportation. Students will be actively engaged in projects that use computers, tools, materials, and problem solving skills. **Qualifies for Career and Life Skills, STEM, or elective graduation credit.**

ROBOTICS – Grades 9-12

.5 Credit

Robotics is a course in which students will develop a solid foundation in robotics design and construction. Students will collaboratively build and design robots using the VEX Robotics Design System; throughout the course, students will be challenged to create and operate robots that will complete various tasks. This course is a hands-on learning experience and will prepare students for entering the area of pre-engineering. **Qualifies for Career and Life Skills, STEM, or elective graduation credit.**

DIGITAL PHOTOGRAPHY & IMAGING - Grades 9-12

.5 Credit

Software used: Adobe Bridge, Adobe Lightroom, Adobe Photoshop, Adobe Illustrator

Have you ever wondered how photographers capture the amazing images you see in newspapers, magazines, and on the internet? **Digital Photography & Imaging** is designed to give students a basic understanding of digital photographic technologies professionals use. As digital photography is the preferred format today, students will have the opportunity to capture photos using DSLR cameras, Point-and-Shoot cameras and cell phone cameras. In addition to the camera, students will have the opportunity to work with modern photography accessories to ensure quality image.

Finally, Adobe Photoshop is a central focus in the course providing students with the opportunity to enhance photos and their characteristics in post-production.

***If a student has their own camera, they are encouraged to bring it in for use.**

Photography is a prerequisite for **Animation Technology**

Qualifies for Career and Life Skills, STEM, or elective graduation credit.

ANIMATION TECHNOLOGY - Grades 9-12

.5 Credit

Prerequisite: Digital Photography & Imaging OR Video Production – recommend a grade of “C” or better.

Software used: Adobe Audition, Adobe After Effects, Adobe Edge, Adobe Photoshop, Adobe Illustrator, Adobe Premiere, Audacity, 3Ds Max

Animation Technology is a class for students to explore how digital graphics are created and animated. Students will use digital animation technologies to create short videos. The course will cover stop-motion animation and proceed to digitally rendering 2D and 3D animations.

Projects for this class may include: Stop-Motion Animation, TV Show Graphics, Short Storytelling

Qualifies for Career and Life Skills, STEM, or elective graduation credit.

VIDEO PRODUCTION - Grades 9-12

.5 Credit

Software used: Adobe Photoshop, Adobe Premiere, Audacity

Video Production is the perfect course for any student interested in video production, from home video editing to a career in the field of video production. The course is designed to introduce students to the implications and use of video production. The course is designed to introduce students to the implications and use of video production and graphic communications. The focus will be on understanding the knowledge and skills needed to use video equipment to produce live and scripted video. A strong emphasis will also be placed on solving technical problems associated with the production process. The student applies effective and efficient listening and viewing strategies to understand, interpret, evaluate, and analyze material to acquire content knowledge. S/he reflects and responds creatively to a variety of material, and delivers fluent and coherent oral/visual presentations.

Video Production is a prerequisite for **Animation Technology**

Qualifies for Career and Life Skills, STEM, or elective graduation credit.

MECHANICAL ENGINEERING CAD I - Grades 9-12

.5 Credit

Software used: Autocad, Autodesk Inventor, and Sketchup

This course is strongly recommended for those students who will be taking other Technology Education courses or those thinking of pursuing a career in engineering, architecture or the building trades. It involves the study of basic drafting skills using the computer program AutoCad and Inventor. Students will be able to download a one year copy of Inventor from the Internet to work on drawings at home. Using the program, students will explore single view drawings, orthographic projection, isometric drawings, dimensioning, and solid modeling. The students spend the majority of their time working on their own independent projects. The student independently collects, interprets, analyzes and evaluates a variety of information and data to solve problems accurately and efficiently. The second half of the course is a drafting design project. The assignment will be to design and build: a CO2 powered car, desktop toy, kite, architectural floor plan or model rocket. **Qualifies for Career and Life Skills, STEM, or elective graduation credit.**

MECHANICAL ENGINEERING CAD II - Grades 9-12**.5 Credit****Prerequisite: Computer Aided Drafting Mechanical I – recommend a grade of “C” or better**

The CAD Mechanical II course will apply engineering and technological principles to the design of machine elements and mechanical systems. The major objective in the introductory modules will be to gain a measure of proficiency in basic graphic skills, all of which are focused on correctly and completely defining part geometry. The content is based on the philosophical position that engineering graphics is the graphic representation of mechanical components and assemblies created by manual drawing and CAD modeling. To that end students will complete unit exercises in addition to machine drawings and three-dimensional models using Inventor software. The student independently collects, interprets, analyzes, and evaluates a variety of information and data to make original predictions or solve problems accurately and efficiently. **Qualifies for Career and Life Skills, STEM, or elective graduation credit.**

CONSTRUCTION I - Grades 9-12**.5 Credit**

Students will study, explore and perform the different tasks associated with the construction and wiring of a building. Students will construct mockups and models of typical and atypical structures. Basic home wiring practices will include duplex receptacles, single pole and three-way switches. The students will work in group settings to select and use appropriate technology to solve problems efficiently and creatively. Students will also study the career paths in the building industry.

Qualifies for Career and Life Skills, STEM, or elective graduation credit.**CONSTRUCTION II - Grades 9-12****.5 Credit****Prerequisite: Construction I – recommend a grade of “C” or better**

Construction II will concentrate on the new building techniques being used in the residential house construction

industry today. Students will study the application of universal design, passive homes, and Leeds built structures and interpret, analyze and evaluate a variety of information and data to make original predictions or solve problems. In addition students will have the opportunity to explore atypical house construction. Several units covering electrical house wiring will also be covered.

Qualifies for Career and Life Skills, STEM, or elective graduation credit.**ARCHITECTURAL DRAFTING I - Grades 9-12****.5 Credit****Software used:** Autocad, Autodesk Revit, and Sketchup

This course will include the study of architectural styles and methods of construction. The main body of the course will be the drawing of house plans. Students will prepare floor plans, elevations, sections, and pictorial drawings. The student will understand not only the objective but also the implications of assignments. Supporting details are expected to be developed and organized, showing both analysis and synthesis of ideas. 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. **Qualifies for Career and Life Skills, STEM, or elective graduation credit.**

ARCHITECTURAL DRAFTING II - Grades 9-12**.5 Credit****Software used:** Autocad, Autodesk Revit, and Google Sketchup

Prerequisite: Architectural Drafting I – recommend a grade of “C” or better

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. The student will understand not only the objective but also the implications of assignments. Supporting details are expected to be developed and organized, showing both analysis and synthesis of ideas. 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.

Qualifies for Career and Life Skills, STEM, or elective graduation credit.

WORLD LANGUAGES

Students may pursue the study of 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 Spanish are eligible to enroll in Spanish II depending upon the recommendation of their eighth grade world language teacher.

SPANISH

SPANISH I A - 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 A - 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 8th Grade Spanish Teacher

In this course students will demonstrate proficiency and fluency in communication to meet the literacy demands of the global community in: 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 complement 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. **This course qualifies for a Humanities or Elective graduation credit.**

SPANISH III A - Grade 10, 11

1 Credit

This course continues to develop proficiency and fluency in communication through reading, writing, and speaking skills in Spanish to meet the literacy demands of the global community. 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. **This course qualifies for a Humanities or Elective graduation credit.**

SPANISH IV H- Grade 11, 12

1 Credit

Prerequisites: Spanish III and Teacher Recommendation

This advanced language course aims for increased proficiency in oral and written communication to meet the literacy demands of the global community, 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. **This course qualifies for a Humanities or Elective graduation credit.**

SPANISH IV - Grades 11, 12

1 Credit

Prerequisite: Spanish III

This advanced language course 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. Student are encouraged to use Spanish exclusively and the majority of instruction is in Spanish. **This course qualifies for a Humanities or Elective graduation credit.**

COMMUNICATION AND CULTURE - Grade 12

1 Credit

Prerequisites: Spanish IV and Teacher Recommendation

This course is designed for the inner Spanish-speaker within you! Upon completion of Spanish 4, continue to use and grow your speaking skills as we delve into the amazing culture that has kept you hooked thus far. We will look at everything from history and the arts (including film) to current events from Spain to México. Unlike previous grammar-focused classes, this course uses culture to stimulate conversations in Spanish at any given moment, on any given topic such as describing a piece of artwork, analyzing a movie, or discussing the current issues pertinent to the rest of society.

This course can be used as a Humanities or Elective credit as well.

AP SPANISH V

AP Credit

Prerequisite: Spanish IV

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 to meet the literacy demands of the global community. 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. **Students taking AP Spanish V are encouraged to take the AP Exam in May. This course qualifies for a Humanities or Elective graduation credit.**

LATIN

LATIN I A**1 Credit**

Latin I focuses on vocabulary, grammar, and short translation using the Ecce Romani series. Students learn to demonstrate proficiency and fluency in communication skills, including the building of their vocabulary through Latin roots, a helpful skill for the SAT. The study of Latin helps to meet the literacy demands of the global community by reinforcing 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 A**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. Students learn to demonstrate proficiency and fluency in communication skills, including the further building of their vocabulary through Latin roots, which skills help to meet the literacy demands of the global community. In addition to the language, students study Roman culture including Imperial Rome, foods and the Roman Forum.

LATIN III H**1 Credit****Prerequisites: 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 learn to demonstrate proficiency and fluency in communication skills, including the further building of their vocabulary through Latin roots, which skills help to meet the literacy demands of the global community. 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. **This course qualifies for a Humanities or Elective graduation credit.**

LATIN IV H Latin Literature: Vergil**1 Credit****Prerequisite: Latin III**

This course consists of the study of the Aeneid by Vergil and the Gallic Wars by Julius Caesar. 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 and the Gallic Wars.

Students learn to demonstrate proficiency and fluency in communication skills, including the further building of their vocabulary through Latin roots, which skills help to meet the literacy demands of the global community. Qualified students have the option to take this course as an AP course, which option must be approved by and coordinated with the Latin teacher. **This course qualifies for a Humanities or Elective graduation credit.**

AP LATIN IV: Vergil and Caesar

1 Credit

This course follows the AP curriculum approved by the College Board. Please refer to the course description for Latin IV Honors. Students taking AP Latin IV are encouraged to take the AP Exam in May. **This course qualifies for a Humanities or Elective graduation credit.**

Wamogo/Litchfield High School Cooperative Education Program

The courses listed below are now available at Wamogo High School for Litchfield High School students. ***If you are interested in registering for any of the following courses please see your school counselor.***

- Transportation to and from this class will be provided by Litchfield Public Schools and students are required to use this transportation.
- The name of the course and final grade will be listed on Litchfield High School transcripts and will indicate "Wamogo Regional High School."
- The course can satisfy a graduation requirement, if necessary.
- Grades will be included in cumulative Grade Point Average, class rank, honor roll, and athletic eligibility calculations. (See the LHS Program of Study for information on class rank eligibility).
- Litchfield High School's Add/Drop Policy applies to enrollment in this course.

UCONN Early College Experience (ECE)/Essentials of Economics - Grades 10-12

1 Credit

Prerequisite: Algebra II/Graphing

Economics is a social science that studies human behavior. More specifically, it's the study of how we choose to use resources. This course will introduce students to two branches of economics, microeconomics and macroeconomics. Microeconomics (micro meaning small) is the study of the choices of individual, household, firm and government and focuses on opportunity costs, demand and supply, incentives, and comparative advantage. Macroeconomics (macro meaning large) is the branch of economics which studies large-scale economic occurrences, such as unemployment, inflation, monetary and fiscal policy, and economic growth. This course is a general introduction to micro- and macroeconomics. It will provide a solid foundation if the student chooses to continue their study in accounting, finance, or economics at the college level. No previous knowledge of economics is necessary or assumed. **This course qualifies for 1.0 Humanities, Career/Life Skills or Elective graduation credit.**

This is a UCONN Early College Experience class. A fee is required, as well as registration. Students will earn college credits upon successful completion of the course with a "C" (75%) average.

GAME DEVELOPMENT I - Grades 10-12

.5 Credit

Create your own video games! This course provides students with an introduction to the principles of computer game and app. design/development. Students will learn to analyze, design, and create

interactive, animations and games. Software platforms will be utilized to create simple games as individual projects. Games will be designed to develop systems thinking, problem solving, 21st Century Skill sets and novel approaches to writing and storytelling. Upon completion, students should be able to demonstrate knowledge of the major aspects of simulation, game design, and development. No programming experience is required. **This course qualifies for a 0.5 STEM, Career/Life Skills or Elective graduation credit.**

AP MUSIC THEORY - Grades 11 & 12

1 Credit

The AP Music Theory course corresponds to one/two semester of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized. **This course qualifies for 1.0 Fine Arts, Career/Life Skills or Elective graduation credit.**

ASVAB - Grades 9-12

.5 Credits

The course will be taught by Pierre Simler, a retired LHS teacher and decorated Special Forces veteran of Vietnam whom we have persuaded to come out of retirement to teach the class. He will bring a tremendous wealth of hard-earned experience to the subject matter.

This course will prepare students for the Armed Services Vocational Aptitude Battery (ASVAB) and provide an overview of the opportunities available in the military for both high school and college graduates.

The ASVAB course will focus on more than test prep for the ASVAB itself, which resembles the ACT/SAT (it is generally believed that ASVAB prep helps SAT prep and vice versa). The Career Exploration Program provides students with three key pieces of information: an assessment of their vocational personality type and the occupations that research has shown best match each personality type; the verbal, math, and science and technical skill levels required for each specific occupation; and the students' current verbal, math, and science and technical skill levels. The students can use this information to explore careers that may best suit their interests as well as compare the skill levels required for an occupation with their current skill levels. This information aids students in choosing high schools courses, college majors and/or training programs in pursuit of their career goals.

Even students who are not considering military service would benefit from this course, as it will confer a broad understanding of the different branches of service, their responsibilities, and the potential advantages/disadvantages of certain career decisions.

This course qualifies for 0.5 Career/Life Skills or Elective graduation credit.

**APPENDIX B
LITCHFIELD HIGH SCHOOL
LEVELS OF PERFORMANCE**

Performance Level	Defining characteristics
Beyond Mastery	<p style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><i>The student...</i></p> <ol style="list-style-type: none"> 1. Demonstrates awareness of information related to content area.

	<ol style="list-style-type: none">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.
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