

Ansonia High School Program of Studies



The mission of AHS is to prepare all students to reach their potential by teaching them the knowledge, skills and behaviors necessary for academic, civic, and social success. Students will be college and career ready in the ever-changing technological world of the 21st century by meeting high expectations, engaging in authentic problem solving, and utilizing critical thinking.

Courtesy · Pride · Perseverance · Cooperation

Chargers Promoting Positive Change

Welcome to Ansonia High School

Dear Student and Parents/Guardians:

Greetings from Ansonia High School's entire faculty and support staff. It is with great pleasure that we make available for your review, our program of studies that will provide students with a dynamic, rigorous and relevant learning experience in preparation for college and career opportunities.

It is our goal that all AHS graduates will be prepared to meet the high expectations of postsecondary experiences by having the ability to engage in authentic problem solving and utilize critical thinking skills. In addition, students will be prepared to effectively communicate and navigate through life experiences by reading, writing, speaking and applying math in real-world situations. Our students will demonstrate the ability to apply their knowledge and skills independently and collaboratively.

The program of studies should be used as a guide to help students select courses that follow a recommended sequence. Parents and students are encouraged to work closely with guidance counselors to develop an individual Student Success Plan to help all students reach their individual academic, social, and civic goals.

We look forward to collaboratively working with our students and families and if we can be of assistance, please contact our staff or come and visit our school.

Team Work makes the Dream Work!

Ferri D. Goldson

Principal

Thomas Brackett

Dean of Student Affairs &

Director of PACE

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Statements and Disclosures

Non-Discrimination Policy 5145.4(a)

This school system pledges to avoid discriminatory actions and seeks to foster good human and educational relations which will help to maintain:

1. equal right and opportunities for all students in the school community;
2. equal opportunity for all students to participate in the total school program of the schools;
3. continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences;
4. training opportunities for improving staff ability and responsiveness to educational and social needs of students;
5. opportunities in educational programs which are broadly available to all students with access not solely based upon race, color, religious creed, age, marital status, national origin, sex, sexual orientation, handicap or physical disability;
6. an appropriate learning environment for all students which includes (a) adequate instructional books, supplies, materials, equipment, staffing, facilities and technology, (b) equitable allocation of resources among district schools and (c) a safe school setting.

Each student, at the time he/she becomes eligible for participation, will be advised of his/her right to equal access under Rehabilitation Act of 1973, Section 504 to participate in school programs without discrimination on account of race, color, sex, sexual orientation, religion or national origin, or physical disability.

The Superintendent shall develop regulations for hearing student grievances.

The Board will designate an individual to serve as the school system's nondiscrimination Compliance Officer and will publicize the name, office address, and business telephone number of the designee. Inquiries about the enforcement of this nondiscrimination policy can be directed to the Compliance Officer, or to the Director of the Office of Civil Rights, Washington, D.C.

School Choice Statement

Parents and students are encouraged to explore educational opportunities that are offered in the school district locally and regionally. These options may include magnet, charter, lighthouse and vocational-technical schools; Open Choice and inter-district programs; and vocational agriculture centers. Contact the Guidance Department for further information on these School Choice Options.

Grievance Procedure for Title VI, Title IX and Section 504

It is the policy of the Ansonia Board of Education not to discriminate against otherwise qualified individuals in any of its educational programs, activities, or employment practices on the basis of race, sex, national origin, color, religion, handicapped condition, age, sexual orientation, marital status, or disability in any of its vocational education programs or regular academic programs or activities.

The following Career and Technical Education programs are offered:

- Technology Education I, Technology Education II, Introduction to Engineering and Design, Principles of Engineering and Design, Digital Electronics, Engineering Design and Development
- Business Editing and Publishing, Computer Applications I, Computer Applications II, Computer Science and Software Engineering, Internet E-Commerce, Graphic Arts, Video Production
- Business Law, The Business of Sports and Entertainment, Consumer Economics, Economics, Entrepreneurship, HCC CCP Accounting, HCC CCP Marketing, Personal Finance I, Personal Finance II, School Store Internship, Workplace Awareness
- Foods I, Foods II, International Foods, Professional Cooking

The Ansonia Public Schools are required to honor the above policy in all school activities, employment, and throughout the physical plant. Should a student, employee, or vendor feel discriminated against or sexual harassment is present, he/she may file a complaint by contacting the appropriate coordinator listed below:

Title VI Coordinator:

Mr. Joseph Dobbins, Principal
Ansonia High School
20 Pulaski Highway
Ansonia, CT 06401
Telephone (203) 736-5060

Title IX Coordinator

Mr. Joseph Dobbins, Principal
Ansonia High School
20 Pulaski Highway
Ansonia, CT 06401
Telephone (203) 736-5060

Section 504 Coordinator:

Katherine Gabrielson
Special Education Department
Ansonia Board of Education
42 Grove Street
Ansonia, CT 06401
Telephone 736-5099

Grievance Procedure

1. Any complaint from or on behalf of any person employed, or any person (including parents and students) served by the school department, shall be communicated to: Mr. Joseph Dobbins or Mrs. Katherine Gabrielson (refer to above for addresses and telephone numbers).
2. The Coordinator shall investigate the complaint, attempt to resolve the issue, and report his findings to the Affirmative Action Committee.
3. This committee, if the issue has not been resolved, will consider the evidence in the case submitted by the aggrieved and the coordinator, and recommend any corrective action to be undertaken by the superintendent.
4. Any appeal from the decision of the superintendent may be taken to the school board within ten (10) days.
5. An appeal from the school board decision may within ten (10) days be brought to the Federal Office of Civil Rights, and an appeal from the latter's decision may be brought in the federal courts, whose decision shall be final.
6. Office for Civil Rights (OCR) enforces several Federal civil rights laws that prohibit discrimination in programs or activities that receive Federal financial assistance from the Department of Education. These laws prohibit discrimination on the basis of race, color, and national origin, sex, disability, and on the basis of age. These laws extend to all state education agencies, elementary and secondary school systems, colleges and universities, vocational schools, proprietary schools, state vocational rehabilitation agencies, libraries, and museums that receive U.S. Department of Education funds. OCR also has responsibilities under Title II of the Americans with Disabilities Act of 1990 (prohibiting disability discrimination by public entities, whether or not they receive federal financial assistance). In addition, as of January 8, 2002, OCR enforces the Boy Scouts of America Equal Access Act (Section 9525 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001). Under the Boy Scouts of America Equal Access Act, no public elementary or secondary school or State or local education agency that provides an opportunity for one or more outside youth or community groups to meet on school premises or in school facilities before or after school hours shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code as a patriotic society.

[\(OCR Complaint Process, Sex Discrimination, Race and National Origin Discrimination, Age Discrimination, Disability Discrimination, Boy Scouts of America Equal Access Act\)](#)

U.S. Department of Education

Office for Civil Rights

33 Arch Street, Suite 900

Boston, MA 02110-1491

Phone 617-289-0111; Fax 617-289-0150

email OCR.Boston@ed.gov OCR on the web: <http://www.ed.gov/about/offices/list/ocr/know.html>

Ansonia High School

Core Values, Beliefs, and Learning Expectations

Core Values

Courtesy · **P**ride · **P**erseverance · **C**ooperation

Chargers Promoting Positive Change

The mission of AHS is to prepare all students to reach their potential by teaching them the knowledge, skills and behaviors necessary for academic, civic, and social success. Students will be college and career ready in the ever-changing technological world of the 21st century by meeting high expectations, engaging in authentic problem solving, and utilizing critical thinking.

Academic Expectations

- Apply critical thinking skills to solve problems
- Access, evaluate, apply, and communicate information and ideas through writing, speaking, and effective use of technology
- Read effectively for a variety of purposes
- Work independently, reflectively, and/or collaboratively to accomplish goals

Civic Expectation

- Demonstrate service to the school and community

Social Expectation

- Demonstrate respect for self, others and property within our school community

Approved: BOE 11/02/2016



Name: _____

Date: _____

Task: _____

Subject/Period: _____

AHS School-Wide Reading For Understanding Rubric

Academic Expectation: Read effectively for a variety of purposes

	4 Exceeds Standard	3 Meets Standard	2 Approaching Standard	1 Below Standard	S Score	T Score
Identifying Key Ideas and Details	The student thoroughly and accurately determines a central idea of a text and analyzes how the central idea emerges and is supported by specific details.	The student determines a central idea of a text and generally analyzes how the central idea emerges and is supported by specific details.	The student partially determines the central idea of a text and analyzes how the central idea emerges and is supported by specific details with some inaccuracies.	The student minimally or incorrectly determines the central idea of a text. The analysis of how the central idea emerges and is supported by specific details is limited or absent.		
Examining Craft and Structure	The student accurately determines the meaning and/or impact of words and phrases as they are used in the text.	The student determines the meaning and/or impact of words and phrases as they are used in the text with general accuracy.	The student determines the meaning and/or impact of words and phrases as they are used in the text with some inaccuracies.	The student minimally or incorrectly determines the meaning and/or impact of words and phrases as they are used in the text.		
Making Inferences and Drawing Conclusions	The student accurately determines what a text says explicitly and implicitly in order to draw conclusions and interpret the text in a highly effective manner.	The student determines what a text says explicitly and implicitly in order to draw conclusions and interpret the text in an effective manner.	The student determines what a text says explicitly and implicitly in order to draw conclusions and interpret the text in a limited manner.	The student minimally or incorrectly determines what a text says explicitly and implicitly.		
Citing Textual Evidence	The student cites strong and thorough textual evidence to support analysis in a highly effective manner.	The student cites strong and thorough textual evidence to support analysis in an effective manner.	The student cites textual evidence to support analysis in a limited manner.	The student cites few (if any) examples of textual evidence.		

Teacher Comments:

Final Score: _____

Name: _____

Date: _____

Task: _____

Subject/Period: _____

AHS School-Wide Writing Rubric

Academic Expectation: Access, evaluate, apply, and communicate information and ideas through writing, speaking, and effective use of technology

	4 Exceeds Standard	3 Meets Standard	2 Approaching Standard	1 Below Standard	S Score	T Score
Purpose <i>The extent to which the writer demonstrates understanding, analysis, and explanation of the writing task and/or text(s).</i>	The purpose is clearly established and consistently maintained. It conveys an accurate, in-depth, and insightful understanding of the topic and audience.	The purpose is clearly established and maintained. It conveys an accurate understanding of the topic and audience.	The purpose is established but not maintained. It conveys a minimal understanding of the topic and audience.	The purpose is not established. It conveys little or no understanding of the topic and audience.		
Supporting Information <i>The extent to which the thesis is supported using specific and relevant details and/or evidence. The writing demonstrates depth and richness of ideas.</i>	All quotes or supporting examples are relevant and integrated effectively. Student's use of evidence and explanation illustrates an insightful understanding. Student consistently offers commentary before and after all quotes or supporting examples.	Most quotes or supporting examples are relevant and integrated effectively. Student's use of evidence and explanation illustrates a competent understanding. Student offers commentary before and after quotes or supporting examples most of the time.	Some quotes or supporting examples are relevant and integrated effectively. Student's use of evidence and explanation illustrates a limited understanding. Student offers minimal commentary before and after quotes or supporting examples.	Few (if any) quotes or supporting examples are relevant and integrated effectively. Student's use of evidence and explanation illustrates little or no understanding. Student offers little or no commentary before and after quotes or supporting examples.		
Organization <i>The extent to which the writing demonstrates a clear thesis and maintains order, structure, and</i>	Introduction has a clearly stated thesis statement that provides a unified direction for the composition. Body paragraphs provide relevant, quality details, and important information that supports the thesis.	Introduction has a thesis statement that provides some direction for the composition. Body paragraphs provide relevant details and information that supports the thesis.	Introduction has a weak thesis statement that provides little direction for the composition. Body paragraphs provide minimal details and information that supports the thesis.	Introduction does not have a thesis statement to provide direction for the composition. Body paragraphs do not relate or connect to the thesis.		

<i>coherence.</i>	Effective closing unifies the writing with final insightful comments and/or with a call to action.	Closing unifies the writing.	Closing does not unify the writing.	There is no closing paragraph.		
Fluency <i>The extent to which the writing reads with ease through word choice, use of transitions and a variety of sentence structures.</i>	Word choice is accurate, appropriate, specific, and original. Transitional words/ phrases (between and within paragraphs) are effective and varied. Sentence structure is varied and consistently enhances meaning. Sentences are always clear and concise.	Word choice is mostly appropriate, accurate, specific, and original. Transitional words/ phrases (between and within paragraphs) are mostly effective and varied. Sentence structure is varied and enhances meaning. Sentences are almost always clear and concise.	Word choice is inconsistent. Some choices are accurate, specific, and original, while others are less clear and/or clichéd. Few transitional words/ phrases (between and within paragraphs) are effective and varied. Student attempts to vary sentence structures but is not always successful (run-ons, fragments, awkward wording). Sentences are sometimes clear and concise.	Word choice is inappropriate, inaccurate, and/or vague. Transitional words/ phrases (between and within paragraphs) are nonexistent or ineffective. Sentence structure is not varied and/ or sentences are choppy or wordy. Sentence structure is inaccurate and may obscure meaning.		
Conventions <i>Spelling, punctuation capitalization Usage, citations, format</i>	<ul style="list-style-type: none"> • correct spelling of all words • correct punctuation • correct capitalization • correct usage (i.e. subject/verb agreement, pronoun/antecedent agreement, pronoun case) • correct use of parenthetical documentation • correct format (i.e. heading, margins, spacing, font, pagination) 	<ul style="list-style-type: none"> • correct spelling of basic words • correct basic punctuation • generally correct capitalization • generally correct usage (i.e. subject/verb agreement, pronoun/antecedent agreement, pronoun case) that does not confuse the writer's meaning • generally correct use of parenthetical documentation • generally correct format (i.e. heading, margins, spacing, font, pagination) 	<ul style="list-style-type: none"> • misspelling of basic words • few errors in basic punctuation • errors in capitalization • errors in usage (i.e. subject/verb agreement, pronoun/antecedent agreement, pronoun case) that confuse the writer's meaning • errors in parenthetical documentation • errors in format (i.e. heading, margins, spacing, font, pagination) 	<ul style="list-style-type: none"> • frequent misspelling of basic words • frequent errors in basic punctuation • frequent errors in capitalization • frequent errors in usage (i.e. subject/verb agreement, pronoun/antecedent agreement, pronoun case) that confuse the writer's meaning • frequent errors in parenthetical documentation • frequent errors in format (i.e. heading, margins, spacing, font, pagination) 		

Teacher Comments:

Final Score: _____

Name: _____

Date: _____

Task: _____

Subject/Period: _____

AHS School-Wide Oral Presentation Rubric

Academic Expectation: Access, evaluate, apply, and communicate information and ideas through writing, speaking, and effective use of technology

	4 Exceeds Standard	3 Meets Standard	2 Approaching Standard	1 Below Standard	S Score	T Score
Content	All information is accurate and relevant to the topic.	Almost all information is accurate and relevant to the topic.	Information often inaccurate and may not always be relevant to the topic.	Information is inaccurate and not relevant to the topic.		
Organization	Information is presented in a logical sequence of introduction, body, and conclusion. Topic is well developed throughout the presentation.	Information is presented in a sequence of introduction, body, and conclusion. Topic is developed throughout the presentation.	Audience has difficulty following presentation because the sequence is unclear. Topic ideas are loosely connected.	Audience cannot follow presentation because there is no apparent logical organization of information. Topic ideas are not developed.		
Visual Aids	Visuals enhance understanding of presentation while reinforcing the material. Uses requisite number of visuals.	Visuals reinforce the material. Uses requisite number of visuals.	Visuals do not fully reinforce material. Does not use the requisite number of visuals.	Visuals missing or misrepresent the material.		
Speaking Skills	Student uses a clear voice, proper volume, a steady rate and appropriate usage and syntax. Student maintains eye contact; seldom returns to notes.	Student uses a clear voice, proper volume, a steady rate and appropriate usage and syntax. Student maintains eye contact most of the time; seldom returns to notes.	Student mumbles, speaks too low to be heard and/or at an uneven rate, and does not use appropriate usage and syntax. Student occasionally makes eye contact most of the time; reads mostly from notes.	Student is inaudible and speaks too fast or too slow. Appropriate usage and syntax is not used. Student makes little to no eye contact most of the time; reads entirely from notes.		

Teacher Comments:

Final Score: _____

Name: _____

Date: _____

Task: _____

Subject/Period: _____

AHS School-Wide Critical Thinking and Problem Solving Rubric

Academic Expectation: Apply critical thinking skills to solve problems

	4 Exceeds Standard	3 Meets Standard	2 Approaching Standard	1 Below Standard	S Score	T Score
Problem Identification	Understands the problem thoroughly.	Understands the major parts of the problem.	Understands some of the elements of the problem.	Demonstrates no understanding of the problem.		
Evidence Analysis and Strategy Selection	Analyzes, interprets and evaluates select resources to solve the problem. Selects the most appropriate problem- solving strategy based upon evidence.	Analyzes, interprets and evaluates resources to solve the problem. Selects an appropriate problem- solving strategy based upon evidence.	Analyzes, interprets and evaluates some resources to solve the problem. Selects a problem- solving strategy loosely based upon evidence.	Attempts to analyze, interpret and evaluate some resources. Attempts to selects a problem- solving strategy.		
Implement Appropriate Strategies	Implements a strategy/(ies) that thoroughly and effectively address the problem. Reviews effectiveness of the strategy and appropriately adjusts to achieve a solution.	Implements a strategy/(ies) that thoroughly address the problem. Reviews effectiveness of the strategy and adjusts as necessary to achieve a solution.	Implements a strategy/(ies) that aims to address the problem. Reviews effectiveness of the strategy and understand that an adjustment might be necessary for a solution.	Attempts to implement a strategy that aims to address to the problem. Attempts to review the effectiveness of the strategy and the possibility of adjustments that might be necessary for a solution.		
Justification	Communicates clearly the process used to solve the problem. Reflects carefully on the process used to solve the problem.	Communicates the process used to solve the problem. Reflects on the process used to solve the problem.	Communicates in general terms the process to solve the problem. Reflects on parts of the process that solve the problem.	Attempts to communicate the process to solve the problem. Attempts a reflection on parts of the process that solve the problem.		

Teacher Comments:

Final Score: _____

Name: _____

Task: _____

Date: _____

Subject/Period: _____

AHS School-wide Technology Rubric

Academic Expectation: Access, evaluate, apply and communicate information and ideas through writing, speaking, and effective use of technology.

	4 Exceeds Standard	3 Meets Standard	2 Approaching Standard	1 Below Standard	S Score	T Score
Access and Prioritize Sources	<p>Student considers and evaluates the full range of sources of information.</p> <p>Student chooses the source(s) most appropriate to the task.</p>	<p>Student considers and evaluates multiple sources of information.</p> <p>Student chooses source(s) appropriate to the task.</p>	<p>Student considers and evaluates sources, but not thoroughly.</p> <p>Student considers multiple sources, but does not evaluate them thoroughly.</p> <p>Student chooses some appropriate, but also some irrelevant, sources.</p>	<p>Student does not evaluate multiple sources of information.</p> <p>Student chooses source(s) inappropriate to the task.</p>		
Evaluate Information	<p>Student uses selected source(s) to sort useful information from unnecessary data to a high degree.</p> <p>Student identifies credible and reliable information throughout the project.</p>	<p>Student uses selected source(s) to sort useful information from unnecessary data.</p> <p>Student identifies credible and reliable information.</p>	<p>Student sorts useful information from unnecessary data with partial success.</p> <p>Student identifies credible and reliable information, but not consistently.</p>	<p>Student does not distinguish useful information from unnecessary data.</p> <p>Student does not identify credible and reliable information.</p>		
Apply and Communicate Technology	<p>Student chooses the most appropriate software/hardware to communicate the results of the research.</p>	<p>Student chooses appropriate technology to communicate the results of the research.</p>	<p>Student chooses technology that communicates the results of the research, but not consistently.</p>	<p>Student chooses inappropriate software/hardware to communicate the results of the research.</p>		

	Student makes excellent use of this hardware/software to communicate ideas, showcase research and, where appropriate, express conclusions.	Student uses this technology to communicate ideas, showcase research and, where appropriate, express conclusions.	Students choose technology that only partially conveys the results of the research. Student does not consistently use technology to communicate ideas, showcase research, and express conclusion.	Student does not use this hardware/software to communicate ideas, showcase research, and express conclusions.		
Effective Use of Technology	Student demonstrates responsible use of technology by complying with district's Acceptable Use Policy, following guidelines for citing research sources. Student advocates for and models the above compliance with peers.	Student demonstrates responsible use of technology by complying with district's Acceptable Use Policy and following guidelines for citing research sources.	Student does not consistently demonstrate responsible use of technology by complying with district's Acceptable Use Policy and following guidelines for citing research sources.	Student does not comply with district's Acceptable Use Policy. Student does not follow guidelines for citing research sources.		

Teacher Comments:

Final Score: _____

Name: _____
 Task: _____

Date: _____
 Subject/Period: _____

AHS School-wide Work Rubric

Academic Expectation: Work independently, reflectively, and/or collaboratively to accomplish goals

	4 Exceeds Standard	3 Meets Standard	2 Approaching Standard	1 Below Standard	S Score	T Score
Works Independently	<p>Consistently completes independent work thoroughly without being prompted.</p> <p>All tasks completed on time.</p>	<p>Usually completes independent tasks without being prompted or supervised.</p> <p>Most tasks completed on time.</p>	<p>Requires some prompting and/or supervision, will take on most independent tasks with supervision and encouragement.</p> <p>Most tasks usually completed on time.</p>	<p>Refuses to work independently and be productive.</p> <p>Rarely completes tasks on time.</p>		
Works Collaboratively	<p>Consistently completes collaborative work thoroughly without being prompted.</p> <p>Respectfully listens, interacts, discusses and poses relevant questions to all members and helps direct the group.</p> <p>Consistently gathers and shares useful ideas, makes compromises, has a positive attitude, and respects opinions of others.</p>	<p>Usually completes collaborative tasks without being prompted or supervised.</p> <p>Respectfully listens, interacts, discuss and poses relevant questions.</p> <p>Usually gathers and shares ideas, makes compromises, has a positive attitude, and respects opinions of others.</p>	<p>Requires some prompting and/or supervision, will take on most collaborative tasks with supervision and encouragement.</p> <p>Has some difficulty listening, interacting, discussing and posing relevant questions.</p> <p>Has some difficulty gathering and sharing ideas, making compromises, having a positive attitude, and respecting opinions of others.</p>	<p>Refuses to work collaboratively and be productive.</p> <p>Does not listen, interact, discuss or pose relevant questions.</p> <p>Does not gather and share ideas, make compromises, have a positive attitude, or respects opinions of others.</p>		
Works Reflectively	<p>Consistently makes insightful reflections to evaluate and modify work in progress to accomplish goal.</p>	<p>Usually makes insightful reflections to evaluate and modify work in progress to accomplish goal.</p>	<p>Has some difficulty making insightful reflections to evaluate and modify work in progress to accomplish goal.</p>	<p>Does not make insightful reflections to evaluate and modify work in progress to accomplish goal.</p>		

Teacher Comments:

Final Score: _____

Name: _____

Date: _____

Task: _____

Subject/Period: _____

AHS School-wide Civic Rubric

Civic Expectation: Demonstrate service to school and community

	4 Exceeds Standard	3 Meets Standard	2 Approaching Standard	1 Below Standard	S Score	T Score
Demonstrates Service to School	Consistently demonstrates leadership in service to the school.	Usually demonstrates leadership in service to the school.	Rarely demonstrates leadership in service to the school.	Does not demonstrate leadership in service to the school.		
Demonstrates Service to Community	Consistently demonstrates leadership in service to the community.	Usually demonstrates leadership in service to the community.	Rarely demonstrates leadership in service to the community.	Does not demonstrate leadership in service to the community.		

Teacher Comments:

Final Grade: _____

Name: _____

Task: _____

Date: _____

Subject/Period: _____

AHS School-wide Social Rubric

Social Expectation: Demonstrate respect for self, others and property within our school community

	4 Exceeds Standard	3 Meets Standard	2 Approaching Standard	1 Below Standard	S Score	T Score
Respects Self	Always demonstrates pride, perseverance, and positive behaviors through actions, abilities and appearance.	Usually demonstrates pride, perseverance, and positive behaviors through actions, abilities and appearance.	Sometimes demonstrates pride, perseverance, and positive behaviors through actions, abilities and appearance.	Does not demonstrate pride, perseverance, or positive behaviors.		
Respects Others	Always demonstrates courtesy, cooperation, and positive behaviors by using appropriate language, following adult directives, and treating others with kindness and tolerance.	Usually demonstrates courtesy, cooperation, and positive behaviors by using appropriate language, following adult directives, and treating others with kindness and tolerance.	Sometimes demonstrates courtesy, cooperation, and positive behaviors by using appropriate language, following adult directives, and treating others with kindness and tolerance.	Does not demonstrate courtesy, cooperation, or positive behaviors.		
Respects Property	Always demonstrates pride by respecting school property.	Usually demonstrates pride by respecting school property.	Sometimes demonstrates pride by respecting school property.	Does not demonstrate pride by respecting school property.		

Chargers Promoting Positive Change (CPPC)

- Courtesy: Treat others as you would want to be treated
- Pride: Always give your best effort
- Perseverance: Work to overcome challenges
- Cooperation: Work together to achieve a common goal

Teacher Comments:

Final Score: _____

Positive Behavior Intervention and Support (PBIS)

PBIS is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (targeted group or simple individual plans), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional. (<http://www.pbis.org>)

The goal of PBIS at Ansonia High School is to reduce the number of discipline referrals school wide by evaluating data, systems and practices used by professional staff members and reinforcing and acknowledging positive behavior school wide.

Ansonia High School students and Staff will adhere to the PBIS Chargers Promoting Positive Change motto below:

Chargers Promoting Positive Change (CPPC)

Courtesy: Treat others as you would want to be treated
Pride: Always give your best effort
Perseverance: Work to overcome challenges
Cooperation: Work together to achieve a common goal

School Counseling Services

Counselor Assignments:

Counselor	Student with Last Name
Ms. Katelyn Foran	Grade 9 Grade 12 A-F
Ms. Stacy Marchionni	Grade 10 Grade 12 G-M
Mr. Ed Hilser	Grade 11 Grade 12 N-Z

School Counseling

Ansonia High Schools' Comprehensive School Counseling Program is designed to address the developmental needs of all students. Through a planned, individualized, and sequential program, each student will develop his/her individual potential in the areas of academics, personal/social development, and career pathways awareness with an emphasis on becoming life-long learners. Each AHS student, with assistance and support from an Advisory Teacher, school counselor, and parent(s)/guardian(s), develops an individualized Student Success Plan, addressing individual needs and interests, connections to school, and postsecondary educational and career goals.

Students are strongly encouraged to see their school counselors on a regular basis, beginning in grade nine and continuing throughout senior year. In addition, school counselors guide the course selection and scheduling process for all students through individual planning meetings during the school year. Parents are encouraged to attend these yearly planning meetings to review course requests and discuss college options and/or other post high school opportunities. Each school counselor provides grade level, classroom setting workshops once per quarter, based on grade level needs and priorities. Programs are offered to students and parents annually. Please see your school counselor to make an appointment.

As indicated above, each student has an assigned school counselor. If a student's concern is of an immediate and urgent nature, the guidance secretary will assist the student to meet with an available school support staff.

Naviance

The *Naviance* website provides access to interest inventories, academic planning, career paths, and scholarship data. The *Naviance, Family Connection* tool is a comprehensive website for parents and students alike, and can be used to develop and revise each student's Student Success Plan. Also, *Family Connection* allows students and parents to be personally involved in the planning process by helping students develop and revise goals, build a resume, complete online interests surveys, and manage timelines and deadlines for making college and career decisions. The *Naviance, Family Connection* link is available on the Guidance page of the Ansonia High School website.

Freshmen Academy

Ansonia High School's Freshmen Academy supports a smooth transition from middle school to high school, provides team teaching, which enables staff to support students in their core courses at a greater capacity, and allows for a continuous review of academic expectations and strategies.

In order to be promoted to Sophomore year, students must complete 5.5 credits (including English I). Students must select each of the classes below:

- English I (1 credit)
- Mathematics (1 credit)
- General Science (1 credit)
- Global History (1 credit)
- Freshmen Seminar (1 credit)

The following courses are elective credits. Students are encouraged to select courses that equal two full credits:

- Computer Applications I (.5 Credit)
- Foods I (.5 Credit)
- Instrumental I (.5 credit)
- Personal Health (.5 Credit)
- Physical Education (.5 credits)
- Art (1 credit)
- Technology Education (1 Credit)
- Chorus I (1 credit)
- Spanish I (1 Credit)
- Mandarin (1 Credit)
- Introduction to Engineering (1 Credit)

Graduation Requirements

To graduate from Ansonia Public Schools a student must successfully complete a minimum of twenty-two (22) credits and must have met the credit distribution requirements described below. Students must also meet basic skills standards in three areas: Literacy, Numeracy, and Civic and Social Responsibility.

CREDIT DISTRIBUTION REQUIREMENTS

I. Standard Requirements:

- English – 4 Credits
- Social Studies – 3 Credits (including U.S. History and ½ Credit in Civics and American Government)
- Science – 2 Credits
- Math – 3 Credits
- Vocational Education and/or the Arts – 1 Credit
- Health – ½ Credit
- Physical Education – 1 Credit
- Computer Applications – ½ Credit
- Meet the high school graduation basic skills standards

II. Requirements for Diploma of Distinction:

- Meet Standard Requirements listed above
- Top 10 of the Class

BASIC SKILLS STANDARDS

- I. **LITERACY: Reading, Writing, and Editing:** The AHS student demonstrates the ability to read and write proficiently when accessing, processing, and communicating information. This is demonstrated by successful achievement in one of the following:
- Achieving in Band Three (Proficient) or Four (Goal) on the CAPT Reading Across the Disciplines and Writing Across the Disciplines assessments
 - Assembling an integrated Reading/Writing project that receives an average of 4 on a 1 to 6 point rubric
 - Achieving a score of at least 480 on the SAT Verbal or a 19 on ACT English
- II. **NUMERACY:** The AHS student demonstrates the ability to complete basic math operations including fractions, percent's, decimals, and exhibits an understanding of basic data interpretation. This is demonstrated by successful achievement in one of the following:
- Achieving in Band Three (Proficient) or Four (Goal) on the CAPT total Mathematics assessment
 - Successfully completing a mathematics assessment that receives an average score of 4 on a 1 to 6 point rubric
 - Achieving a score of at least 480 on the SAT Math or 19 on ACT Math

III. CIVIC AND SOCIAL RESPONSIBILITY: The AHS student demonstrates an awareness of the rights and responsibilities of citizenship by successful achievement in one of the following:

- Achieving a grade of “C” or better in the required civics course (Civic)
- Completing 10 hours of volunteer community service, verified in writing by an adult supervisor (Civic)
- Demonstrating active involvement in a civic activity, verified in writing by an adult supervisor (Civic)
- Proposing and completing an independent project demonstrating the attainment of this standard as verified by the School Principal or his/her designee (Civic)

IN ADDITION, STUDENTS MUST COMPLETE ONE OF THE FOLLOWING:

- Demonstrate active participation in an extra-curricular activity such as Student Government, Human Relations Club, Cooperative International Studies, National Honor Society, etc. as verified in writing by an adult supervisor (Social)
- Demonstrate active participation in a scholastic sports team as a member, manager, or scorekeeper as verified in writing by an adult supervisor (Social)
- Demonstrate active participation in a non-school program such as those sponsored by the YMCA, Boy/Girl Scouts of America, Junior Achievement, Catholic Youth Organization, or other such programs sponsored by local and/or state secular and religious groups as verified in writing by an adult supervisor (Social)

OPPORTUNITIES TO FULFILL BASIC SKILLS STANDARDS REQUIREMENT

1. Students will have multiple opportunities to complete the performance assessments:
 - All students will take the CAPT during their sophomore year.
 - Juniors who did not meet the standard during their sophomore year will be administered the CAPT again during their Junior year. Juniors will only be required to retake those sections on which they did not meet proficiency.
 - Seniors who do not meet the standard during their junior year will be administered the district-made performance assessments in December, March, and/or May.
 - Students may take the SAT or ACT.
2. Juniors who do not satisfactorily meet the district’s graduation standard in math by June, or who do not qualify for an exemption, will be required to take a specific one-semester math course to prepare for the graduation performance assessment.
3. Juniors who have not satisfactorily met the district’s graduation standards in writing and reading by June, or who do not qualify for an exemption, will be required to take a specific one-semester English course to prepare for the graduation performance assessment.
4. Juniors who have not met the district’s graduations standard in civic and social responsibility will be required to develop and complete an independent study project and will be assigned an advisor.

EXEMPTIONS:

1. Transfers: Students who transfer into Ansonia High School after completing at least three years in another district may be exempted from the performance standards requirement for graduation.
2. Special Needs Students: Students with special needs may be given an alternative performance task, or they may be exempted if so indicated in their Individual Education Plan.
3. A student may be exempted from meeting any and all of the basic skills graduation standards at the discretion of the Superintendent of Schools.

Level and Credit Legend

Course Standing	Level	Credit to be Earned
Advanced Placement/Lab	0	1.50
Advanced Placement	0	1.00
Honors/Lab	1	1.25
Honors	1	1.00
Honors	1	.50
College Prep/Lab	2	1.25
College Prep	2	1.00
College Prep	2	.50
Academic	3	1.00
Academic	3	.50
General	4	1.00
General	4	.50
Pass/Fail		1.00
Pass/Fail		.50
Pass/Fail		.25

Advanced Placement (AP)

Ansonia High School offers an ever-increasing number of Advanced Placement courses to a wide variety of students. Established and administered by the College Board, this challenging and exciting academic program allows students the opportunity to demonstrate to themselves and others that they accept the rigor of college level course work and can maintain consistent achievement. Culminating with an AP examination, each course affords students the added opportunity to attain college credit.

UConn Early College Experience (ECE)

UConn Early College Experience is an opportunity for students to take college course while still in high school. Every UConn ECE course is equivalent to the same course at the University of Connecticut. Students who earn a grade of C or higher in an ECE course will have the credits applied toward their college career. UConn ECE courses are taught in the high school by certified instructors who serve as UConn adjunct faculty members. Since UConn ECE is a concurrent enrollment program, students gain both high school and university credit for each UConn course taken at their high school.

Students must successfully complete the course with a grade of C or better in order to receive university credit. There is a monetary charge for these courses. (2016-2017 School Year Program Fee: 3 Credits: \$125, 4 Credits: \$165. Fee subject to change.)

Housatonic Community College (HCC), College Career Pathways (CCP)

Ansonia High School students have the opportunity to participate in Housatonic Community College's "College Career Pathways Program", whereby various HCC courses are taught at Ansonia High School by our staff. The collaboration has three specific objectives:

1. To encourage high school students to pursue post-secondary education
2. To provide a smooth transition from high school to college
3. To build the confidence and competence within each participant that ensures that they are prepared to succeed on a higher educational level

With a grade of C or better, and course specific guidelines, three or four transferrable college credits may be attained for each course taken.

ART EDUCATION

Art I In this half year course the students explore the basic theories of fine art. Students will use the Elements of Design in a variety of drawing, painting, printmaking, and 3-dimensional art projects. Students will engage in oral and written assessments and evaluations of their own and others' work. This course is designed to satisfy graduation requirements and is designed for students who are interested in art and is foundational for subsequent courses.

Level 2 .50 Credit

Art II As a half year course, it is designed for students who wish to pursue further study of 2-dimensional fine art. The students will be able to apply the Elements and Principles of Design in higher level drawing, painting, and printmaking assignments. The investigation of materials and trends through art history will be discussed. Students will continue to assess their own and others' work in a variety of ways.

Level 2 .50 Credit
Prerequisite: Art I (C or better) or teacher recommendation

ECE/Art III This is a full year course with Art III heavily emphasizing further study of techniques, media, art history and movements. Students will investigate the application of the Elements and Principles of Design in 3 dimensions. Development of personal style and preferences will be emphasized. Formulation of a portfolio for college admission and career opportunities will be an on-going focus throughout the year. ECE/Art III is heavily individualized with portfolio preparation being the ultimate goal for students interested in applying for art programs at the college level. Specific guidelines for certain college programs will be met. Existing portfolios will be augmented with live and electronic artwork as needed or desired. After school work may periodically be required. As a UConn ECE Course, students have the potential to earn 3 UConn college credits pending completion of course requirements. UConn requires a registration fee. (2016-2017 School Year Fee: 3 Credits: \$125, 4 Credits: \$165. Fee subject to change)

Level 1 1 High Credit
Prerequisite: Art II (B- or better) and teacher recommendation

Ceramics I As a half year course, students explore the functional and sculptural methods of hand building. Instruction in pinch, coil, slab, basic glazing and firing techniques will be covered.

Level 2 .50 Credit
Prerequisite: Grade 11-12 students

Ceramics II This sequential half year course focuses primarily on wheel throwing technique. Students will also use hand-building techniques in concert with wheel skill to create functional and sculptural pieces. More advanced glazing and firing methods will be covered.

Level 2 .50 Credit
Prerequisite: Ceramics, grade 11-12 students

Advanced Art: Painting, Printmaking, 3D This course is designed for students seeking enrichment in Fine Art as well as advanced study in Painting, Printmaking, and 3 Dimensional Media. This course is only offered in the Spring semester.

Level 1 .50 Credit
Prerequisite: B or better in Art II, grade 11-12 students

Interdisciplinary Art - World Crafts As an interdisciplinary course, students take this course in conjunction with Interdisciplinary World Cultural, both within the same semester and scheduled in back-to-back periods. Students must take both courses, World Cultural being the first in period sequence. Based upon the cultural topics studied, students will artistically depict the crafts and art projects representative of each specific culture.

Level 2 .50 Credit

Grades: 10-11

Prerequisite: Teacher recommendation and enrollment in World Culture

ENGLISH

English I This full year required course provides an in-depth study of grammar, mechanics and composition, and vocabulary development. Combined with a literary exploration of the short story, nonfiction, poetry, drama, and the novel, students will integrate their understanding of these literary forms with the ability to compose responses on various analytical and interpretive levels of study.

Level 2 1 Credit

English II As a full year required course, the reinforcement of grammar, mechanics and composition, and vocabulary skills are continued. A more in depth overview of the short story, nonfiction, poetry, drama and the novel will coincide with an emphasis on argumentative and critical writing.

Level 1 1 Credit
Level 2 1 Credit
Prerequisite: English I

English III This third requirement is a full year survey of American literature that includes an examination of nonfiction, the novel, poetry, and drama. The reinforcement of oral and written language skills through the study of grammar, vocabulary, and composition will culminate in the process of literary research and writing a formal research paper.

Level 1 1 Credit
Level 2 1 Credit
Prerequisite: English II

AP Language and Composition This junior course asks students to demonstrate their ability to read, with care and discrimination, various prose pieces written in a range of historical periods in a variety of modes and moods. The majority of the works will be by American authors. The students will strive to "demonstrate their mastery of the skills and abilities in analyzing the rhetoric in prose passages." Students are also asked to demonstrate their skill in composition by writing essays of varying lengths in various rhetorical modes. Skills will be applied and honed in class through discussion and writing. Students in this course are expected to be independent workers who function at a college level. Finally, there is an extensive and required summer reading and writing assignment. (AP examination is required.)

Level 0 1 Credit
Prerequisite: English II and teacher recommendation

*Senior English offerings are comprised of two college preparatory, full year courses and/or six half year (semester) courses. Students must register for either of the full year courses or two semester courses, one of which must be a writing course. Each semester course is comprehensive and includes basic skills in English, but has a thematic emphasis in one area. The courses marked "AP" and "Honors" are designed for students who learn rapidly, have a command of basic language skills, and are willing to accept challenge. Though some courses offer greater challenge and are designed for students whose goal is higher education, any individual with the interest and desire to succeed may, with departmental approval, elect any course.

AP English Literature and Composition This full year senior course provides the opportunity for seniors to qualify for up to one semester of college credit at participating colleges. It requires consistent, strong effort while emphasizing the development of independent thought and mature habits of critical thinking. The course, consistent with the philosophy and goals of the English department, challenges students to read and to critically analyze poems, prose passages, novels, plays, and literary criticism. Students will develop essays based upon these readings. There is an extensive summer reading and writing assignment. (AP examination required)

Level 0 1 Credit
Prerequisite: English III and teacher recommendation and/or AP teacher instructor/administration

Honors College Writing This full year senior English college preparation course is a seminar in academic writing with instruction in writing through interdisciplinary reading. Assignments emphasize interpretation, argumentation, and reflection. Revision of formal assignments and instruction on grammar, mechanics and style are stressed.

Level 1 1 Credit
Prerequisite: English III and teacher recommendation

Shakespeare This full year senior course is split into two distinct semesters. Semester one is a survey of notable British authors from the *Beowulf* author (anonymous) through the Romantics. As a study of poetry, drama, and the novel, it places specific emphasis on using analytical and interpretive skills along with their specific application. The interaction of these elements is expressed through research, discourse, and critical writing. Semester two closely examines the life and times of William Shakespeare, along with an in-depth study of drama. The Shakespearean comedy and tragedy are explored in the context of the era presented, but also in reference to student perspectives and application to the present. Oral and written exercises will accompany one independent study project for the semester.

Level 1 .50 Credit
Prerequisite: English III

Popular Literature The semester course focuses upon the reading of popular literature. Through oral discussion and short written evaluations of modern short stories, poetry, drama, memoirs, and novels, the course encourages students to make connections, develop a greater sense of self, and enhance coping mechanisms in today's world.

Level 2 .50 Credit
Prerequisite: English III

Senior Composition A one-semester study of advanced writing skills for college bound seniors. Emphasis will be placed on the reinforcement and enhancement of the basic skills of the four major writing discourses: narrative/descriptive, cause and effect, argument, and expository.

Level 2 .50 Credit
Prerequisite: English III

Understanding the Media This course focuses on an analysis of various media as sources of information and influence. The materials include television, film, newspapers, graphic novels, advertisements, photography, political ads, documentaries, movies, books and magazines. Students will further their analytical and writing skills.

Level 3 .50 Credit
Prerequisite: English III

Multicultural Literature The focus of this course is the literature of Native American, Hispanic American, African American and Asian American writers and international authors in translation. Students will read and discuss a variety of stories and poems and take part in class discussions about the literature. In addition, students' grades will reflect written responses and successful completion of essays, quizzes, tests, and oral presentations.

Level 2 .50 Credit
Prerequisite: English III

Practical Literacy This course for selected seniors provides students an opportunity to expand on skills necessary for effective comprehension and written communication.

Level 3 .50 Credit
Prerequisite: English III

Journalism I, II, III, IV As a half year elective, students will not only study the elements of journalistic writing, but also the elements of journalism. Students will differentiate these components and demonstrate their ability to apply them within a true journalistic presentation.

Level 2 .50 Credit
Prerequisite: English II

Developmental Reading and Writing This course is intended for students in need of Tier II or Tier III reading intervention as revealed by individual student performance on Common Formative and Benchmark assessments driven by Scientific Research-Based Interventions (SRBI). Students are placed in either a Tier II or Tier III reading subset, respective to assessment scores, and receive additional skill-based support designed to reinforce curriculum standards in reading and writing. Tier II provides support two (2) days per week in addition to the required full year English course. Tier III provides three (3) days of support per week in addition to the required full year English course.

Level 3 .25/.25 Credit
Prerequisite: English department recommendation

Writing Workshop This half-year course for freshmen introduces various modes of writing including narrative/descriptive, expository, argument and analytical research. Students are instructed in the writing process from topic sentences to paragraph construction to multiple paragraph essays. Grammar, mechanics and style are emphasized with daily exercises and peer editing and revising.

Level 2 .50 Credit
Prerequisite: Teacher recommendation

WORLD LANGUAGE

Mandarin I Students are introduced to the Chinese language, people and culture. Mandarin I is designed to give the student competence in the four basic language skills: speaking, listening, reading and writing. Students will develop speaking and listening skills within a classroom that focuses on immersion in the language as much as possible. Reading and writing in Chinese will progress more slowly due to the complexity of the written form. Activities, games and music will be conducted in Mandarin to give students a great, authentic experience about China and Chinese culture. The most important goal of this course will be to prepare students to function effectively in a Chinese language environment.

Level 2 1 Credit

Mandarin II This course is designed for those have taken Mandarin I. It aims at further develop speaking, listening, reading and writing in a more communicative context. All fundamental language skills will be emphasized and more aspects of Chinese culture will be introduced. Students participate actively in extended oral and written discourse, using compound and complex sentences to provide information in a coherent and fluent manner. Students are expected to actively participate in class by engaging in interactive activities and reading and writing practices.

Level 2 1 Credit

Mandarin III In this course, students continue to build communication skills developed in Mandarin I and II. It is designed for students who are comfortable and confident with Chinese characters without the use of Pinyin. The course includes class discussions, and spontaneous speaking in authentic contexts. Students' tasks will include speaking and writing fluent Chinese with more grammatical accuracy, more challenging writing assignments. Students are expected to speak Chinese well enough to communicate with a native speaker on most common topics.

Level 2 1 Credit

Spanish I Students are introduced to the Spanish language, people, and culture. Spanish I is designed to give the student competence in the four basic language skills: speaking, understanding, reading and writing. Emphasis is given to oral/aural comprehension. Students build their vocabulary and learn appropriate grammatical structures to enable them to use the language in everyday conversation. Instruction and class activities are conducted in Spanish as much as possible. Students will experience a taste of various Hispanic cultures through activities, authentic music and games. Cultural differences and similarities will be highlighted.

Level 2 1 Credit

Spanish II Students continue their efforts to master the goals of understanding, speaking, reading and writing in the target language. The target language is used both by the teacher and student to a greater extent. Basic commands and instructions are given in the target language, and students are expected to use the target language whenever possible. Classroom instruction is designed to increase the ability to communicate in a second language through involvement in communication tasks. Classroom instruction includes reading, writing, listening, and speaking skills. A grade of B or better in grade 8.

Level 2 1 Credit
Prerequisite: Spanish I

Spanish III This course encourages students to continue their journey to fluency in Spanish by focusing on the music, history, literature and products of the Spanish-speaking world. Students will continue to acquire vocabulary and structure to discuss- everyday topics, not only in the present tense but also in the preterit, imperfect and future tenses and in the subjunctive mood. Literature and literary analysis take on a more important role as students read various authentic materials to improve their literacy and to enable them to more fully appreciate the perspectives and perceptions of Spanish speaking peoples.

Level 2 1 Credit
Prerequisite: Spanish II

Spanish IV This course is designed to help students achieve mastery of the four modalities. Emphasis continues to be placed on speaking and understanding but more importance is placed on reading and interpreting authentic literature, viewing and critiquing artwork, and forming opinions and expressing those opinions coherently. All instruction is done in Spanish and students are encouraged to speak only Spanish during class. In addition, students prepare for advanced study at the college level.

Level 1 1 Credit
Prerequisite: B or better in Spanish III and/or teacher recommendation

Spanish V/Heritage Speakers This course is designed for students for whom Spanish is their native or heritage language, and students who have excelled in Spanish 4. It provides students with the opportunity to expand their existing oral proficiency in an academic context and develop their reading and writing skills. Spelling, pronunciation and vocabulary development are stressed. Emphasis will be placed on usage appropriate to academic and professional settings.

Level 1 1 Credit
Prerequisite: A native or heritage speaker of Spanish, B or better in Spanish IV and/or teacher recommendation

ESOL I (English for Speakers of Other Languages) This course is designed to explore the development of basic communication skills (speaking, understanding, reading, writing) with emphasis on pronunciation, intonation and spelling, vocabulary acquisition, and language related to daily living. Appropriate placement is for students who have been living in the U.S for less than one year.

Level 3 .50/.50 Credit

ESOL II (English for Speakers of Other Languages) This course continues the development of basic communication skills and emphasizes comprehension of different literary forms.

Level 3 .50/.50 Credit

ESOL III (English for Speakers of Other Languages) Students concentrate on academic reading and writing in addition to the study of advanced grammar and vocabulary.

Level 3 .50/.50 Credit

MUSIC

Chorus I, II, III, IV These courses are open to all students who are interested in singing a wide variety of music, regardless of prior experience. Students are required to perform at various school and community functions throughout the school year, and possibly outside normal school hours. Small singing groups within the class are supported in their creative efforts.

Chorus I, II
Level 2 1 Credit

Chorus III, IV
Level 1 1 Credit

Introduction to Instrumental Music A, B This course is open to all students with little or no experience with a concert band instrument (flute, clarinet, oboe, bassoon, saxophone, trumpet, French horn, trombone, tuba, and percussion). All students are considered members of the AHS Band and are required to fulfill all rehearsal and performance Obligations associated with that membership. Credit is assigned on a Pass/Fail grading basis.

Introduction to Instrumental Music A/Fall
Level 2 .50 Credit

Introduction to Instrumental Music B/Spring
Level 2 .50 Credit

Independent Study in Music This course is open to any instrumental music student with 2 or more years of musical training. A more holistic approach than other performance ensembles, advanced instrumental music includes the study of music theory and music history. All students are considered members of the AHS Band or Chorus and are required to fulfill all performance obligations.

Level 1 1 Credit
Prerequisite: Teacher recommendation

Instrumental Music: Band I - IV These courses are open to all students who have **at least one year** experience on a band instrument (see list above). All students are considered members of the AHS Band and are required to fulfill all rehearsal and performance obligations associated with that membership; namely, school, community, and athletic events. These events possibly occur outside of the normal school day. The course may be repeated yearly for credit, at the discretion of the teacher.

Instrumental Music I, II
Level 2 1.25 Credit

Instrumental Music III, IV
Level 1 1.25 Credit

Music Keyboarding I This course is open to all students who have an interest in learning the basics of piano performance and music theory. No prior experience is necessary.

Level 2 .50 Credit

Music Keyboarding II This course is a continuation of Keyboarding I and explores more sophisticated musical concepts such as music composition.

Level 2 .50 Credit
Prerequisite: Keyboarding I

SOCIAL STUDIES

Global History Global History is a record of the adventures of man. It deals with significant people and events, broad historical concepts and geographical themes. In today's fast-paced world, the study of global history provides the continuity that helps us understand the past and recognize its contribution to the present and the future. This course covers early European civilizations through World War I.

Level 2 1 Credit

Civics and Government This half year course will cover the writing and everyday application of the U.S. Constitution. Students will be taught the rule of law, and the value of liberty and equality in relation to local, state, and national decisions. This is a required course for graduation.

Level 1 .50 Credit
Level 2 .50 Credit

United States History A required course for juniors (and for graduation), this course is the study of the political, economic, and social history of the United States from the Civil War through World War II. A research paper and/or project may be required of all level one students.

Level 1 1 Credit
Level 2 1 Credit

Current American History Students will delve into the Cold War and analyze its national and international impact. The economy, environment, and military conflicts (such as the Vietnam Conflict) will be emphasized. US History is a prerequisite; however, this course is available to seniors and juniors.

Level 2 .50 Credit

Sociology This course seeks to explore, define, and analyze society's foundations and functions. Students will evaluate U.S. society and make a global connection to other cultures. This one-semester course is available to seniors and juniors.

Level 2 .50 Credit

ECE Modern Western Traditions This course is an overview of some of the major developments of western civilization from antiquity through the modern era. Our broad objective is to consider our indebtedness to the achievements of people of the past, and our place on the historical continuum. The student will become someone who can read history intelligently.

Level 1 1 Credit

Interdisciplinary World Culture Taken simultaneously with Interdisciplinary Art, this half year course highlights various world cultures and the lands they inhabit. Focus is placed on the themes of location, place, regions, movement, and human-environment interaction. This thematic study will also be the springboard for the application of artistic exploration and depiction of each culture.

Level 2 .50 Credit
Prerequisite: Art and Social Studies, Teacher Recommendation

World Cultures This half year history course allows students to explore and investigate many different world cultures and geographic areas. The goal of world cultures is to have students link physical geography with cultural implications. This course will explore the existence and interdependence of cultural and economic connections and improve student's global awareness.

Level 2 .50 Credit

Law-History Law is a half year course that provides a solid foundation in the understanding of legal issues encompassing the core topics of law integrated with personal law topics. The course will cover information such as the basis of law, problems in society, court systems, crime and criminals, Constitutional law, and additional topics.

Level 1 .50 credit
Level 2 .50 credit

AP Psychology This senior elective Advanced Placement 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.

Level 0 1 Credit

ECE/AP U.S. History This course surveys political, economic, social and cultural developments throughout American History. This full year course encourages students to further develop their writing and analytical skills. Emphasis is placed on interpreting primary sources for a deeper connection to historical issues. As a UConn ECE Course, students have the potential to earn 3 UConn college credits pending completion of course requirements. UConn requires a registration fee. (2016-2017 School Year Fee: 3 Credits: \$125, 4 Credits: \$165. Fee subject to change)

Level 0 1 Credit

MATHEMATICS

Algebra I This course is the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.

Level 1 1 Credit
Level 2 1 Credit

Geometry This course grouping, emphasizing an abstract, formal approach to the study of geometry, typically includes topics such as: properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles.

Geometry: Grade 9

Level 1 1 Credit
Prerequisite: Algebra I

Geometry: Grade 10

Level 1 1 Credit
Prerequisite: Algebra I

Geometry: Grade 10

Level 2 1 Credit
Prerequisite: Algebra I

Algebra II Course topics are typically: set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.

Level 1 1 Credit
Prerequisite: Geometry

Level 2 1 Credit
Prerequisite: Geometry

Applied Algebra and Geometry This course combines the study of some pre-algebra and algebra topics with introductory geometry topics. Included is the study of formulas, algebraic expressions, first degree equations and inequalities, the rectangular coordinate system, area, perimeter, and volume of geometric figures, and properties of triangles and circles.

Level 2 1 Credit
Prerequisite: 2 years of math

AP Calculus This course includes the study of derivatives, differentiation, integration, the definite and indefinite integrals, and applications of calculus. Typically, students have previously attained knowledge of pre-calculus topics (some combination of trigonometry, elementary functions, analytic geometry, and math analysis).

Level 0 1 Credit
Prerequisite: Pre-calculus and teacher recommendation

Pre-Calculus This course is an extension of advanced algebra and geometry topics including linear, polynomial, rational, trigonometric, exponential and logarithmic functions and the application of these topics to real world situations. Students will receive 3 college credits from Housatonic Community College upon successful completion of this College Career Pathways (CCP) course. Students must receive a grade of C or greater, successfully take the HCC final exam, and score 80 or better on the Accuplacer College Level Math Placement Test, taken at HCC.

Level 1 1 Credit

AP Statistics This Advanced Placement course covers four main topics: data analysis/regression, survey and experimental design, probability, statistical inference. Students will focus on expressing solutions numerically, visually, and verbally. Completion of a series of investigational tasks involving real world situations along with conducting two extensive surveys and/or experiments are major components of this course. College level course credit can be attained and applied by participating colleges, based upon the advanced Placement Test grade. (AP Exam is required.)

Level 0 1 Credit
Prerequisite: B or better in Algebra II or Grade 10 with department approval

AP Computer Science This Advanced Placement course is designed to introduce students to computer programming. Students will be exposed to topics that include algorithms, data structures, design and abstraction. The course makes use of JAVA and JAVA Libraries to write computer code. (AP Exam is required.)

Level 0 1 Credit
Prerequisite:

Achievement Math This course serves as an SRBI support. It consists of two types of interventions, Tier II and Tier III. Students in Tier II intervention meet twice a week to support math being taken concurrently within another full year course and to support homework completion and skills. Within Tier III, students meet three times a week to fill individual skill gaps that will enhance numeracy, graphing, solving, and arithmetic skills. This course is also taken in conjunction with the regularly scheduled, full year math course.

Level 3 .25 Credit
Prerequisite: Teacher recommendation and class benchmarks

SCIENCE

General Science This course is an introductory course encompassing several branches of science. It examines the concepts of chemistry, physical science, and ecology, and provides a foundation for all future science courses. A variety of instructional strategies and hands-on activities result in an understanding of the dynamic nature of our planet.

Level 2 1 Credit

Biology A survey course designed to gain a broad understanding of the fundamental themes of biology, including: biochemistry, the interaction of living things, the evolution of life, the cell theory, cell structure, patterns of heredity, life processes, and levels of organization. Students apply techniques of scientific discovery while developing a variety of laboratory skills.

Level 2 1 Credit

Honors Biology This course provides a more comprehensive, in-depth organized around the intricate themes of biology, including: biochemistry, the interaction of living things, the evolution of life, the cell theory, cell structure, patterns of heredity, life processes, and levels of organization. Students apply techniques of scientific discovery while developing a variety of laboratory skills.

Level 1 1Credit
Prerequisite: Teacher recommendation

AP Biology (plus Lab) This is a college-level biology course, designed to meet the rigorous standards of the AP program. Accordingly, the workload is considerable and includes: completion of summer assignments, investment in out-of-school study, daily homework, research papers, and twelve AP Biology Labs. The course meets every day and will have three additional lab periods in the six day class cycle. The three major fields of exploration include molecules and cells, heredity and evolution, and organisms and populations. (AP exam required)

Level 0 1.50 Credit

Introduction to Forensic Science This is an introductory course designed for students interested in learning the principles of crime scene investigations, documentation of crime scenes, the collection, preservation, and identification of evidence, latent print processing, bloodstain pattern interpretation, and DNA analysis. During the course, students will work a mock crime scene and present the evidence to fellow classmates and instructors as a class project.

Level 2 .50 Credit
Prerequisite: Grade 11-12 students with a C+ or better in Biology, teacher recommendation, and/or concurrent enrollment in Chemistry

Anatomy and Physiology This is a comprehensive advanced biology course in human anatomy and physiology covering histology, organ systems, structure and function, and practical lab dissections using preserved specimens. It is highly recommended for seniors planning careers in medicine, nursing, physical therapy, and/or the allied health fields.

Level 1 1 Credit
Prerequisite: Grade 12 students with Level 1 Biology and Chemistry or teacher recommendation

Chemistry (plus Lab) This is a basic survey course that is offered to all students who have successfully completed a biology course. The course covers modern atomic theory, the periodic table, types of chemical reactions, stoichiometry, acid/base chemistry and electro-chemistry within the context of real-world applications. Students also develop problem solving skills and laboratory techniques through an additional lab period.

Level 2 1.25 Credit
Prerequisite: Biology or teacher recommendation

Honors Chemistry (plus Lab) This is a comprehensive course on modern chemical theory offered to junior and senior students. The course covers modern atomic theory, stoichiometry, the periodic table, acid/base reactions, gas laws, solutions and type of chemical reactions. Students also develop problem solving skills and laboratory techniques through an additional lab period.

Level 1 1.25 Credits

Prerequisite: Grade 11 and 12 students with a B or better in Algebra 1 and Honors Biology or teacher recommendation.

ECE/AP Chemistry (plus Lab) This course is designed as the equivalent to the general chemistry course usually taken during the first year of college. Students seek to attain a depth of understanding of fundamentals and reasonable competency in dealing with chemical problems. Topics covered, in depth and breadth, include: structure of matter, states of matter, reactions, descriptive chemistry, laboratory. As a UConn (ECE) course, students have the opportunity to receive eight (8) UConn credits, 4 per semester based upon success on the UConn semester exams. (AP exam required). As a UConn ECE Course, students have the potential to earn 4 UConn college credits pending completion of course requirements each term. UConn requires a registration fee. (2016-2017 School Year Fee: 3 Credits: \$125, 4 Credits: \$165. Fee subject to change)

Level 0 1.50 Credits

Prerequisite: Successful completion of Algebra II and/or teacher recommendation

Physics (plus Lab) A study of all natural physical phenomena, this course, with regularly scheduled laboratory periods, is designed to give an overview of physical concepts and insight into relevant areas of motion, sound, light, electricity, and nuclear power. Special emphasis is placed on the mathematical and technical applications.

Level 1 1.25 Credits

Prerequisite: B or better in Algebra or teacher recommendation

ECE/AP Physics (plus Lab) This course is a college level physics course designed to meet the standards of both the Advanced Placement Physics B Program and UCONN ECE Program requirements. It is equivalent to taking two semesters of Algebra-based Physics in college. Topics in this course include: Newtonian mechanics, fluids, and thermodynamics (heat and gasses, simple harmonic motion, waves, electricity and magnetism, optics, quantum effects, and nuclear). Lectures include a demonstration of the physical phenomena under discussion. The Lab component focuses on written lab reports where outcome, protocol, data charts, graphs, and conclusions support the stated objectives.

In addition to the above description, there are two extra lab periods each week and a final exam administered from UConn (8 college credits pending completion of course requirements). As a UConn ECE Course, students have the potential to earn 4 UConn college credits per term pending completion of course requirements. UConn requires a registration fee. (2016-2017 School Year Fee: 3 Credits: \$125, 4 Credits: \$165. Fee subject to change) (AP exam required)

Level 0 1.50 Credits

Prerequisite: Successful complete of Honors Chem., Pre-Calc., and /or teacher recommendation

Integrated Science: Bio-Life Systems This course integrates all core science areas and engages students in hands-on exploratory activities that allow students to see the connection between science knowledge and real world applications. This course is intended for juniors and seniors who plan to attend a community-technical college or enter the work force.

Level 3 .50 Credit

Integrated Science: Earth-Space Systems This course integrates all core science areas and engages students in hands-on exploratory activities that allow students to see the connection between science knowledge and real world applications. This course is intended for juniors and seniors who plan to attend a community-technical college or enter the work force.

Level 3 .50 Credit

ECE/AP Environmental Science (plus Lab) The goal of this course is to provide students with scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze environmental problems, both natural and man-made, to evaluate the relative risks and thereby explore and directly examine alternative solutions for resolution and future prevention. Summer assignments along with demands outside of the regular classroom setting are consistent with AP requirements. A weekly laboratory component is additional to the regularly scheduled class period. As a UCONN (ECE) course, students have the opportunity to receive eight (8) UCONN credits. Students have the potential to earn 4 UConn college credits per term pending completion of course requirements. UConn requires a registration fee. (2016-2017 School Year Fee: 3 Credits: \$125, 4 Credits: \$165. Fee subject to change) (AP exam required)

Level 0 1.50 Credits
Prerequisite: Successful completion of Honors Biology, Chemistry, concurrent enrollment in Chemistry, or teacher recommendation

Marine Biology This is an introductory course offered for students interested in learning the principals of marine biology including the study of sea water chemistry, oceanography, marine biomes and environmental impacts of pollution on the oceans. During the course, students will complete projects that will test sea water, compare marine biomes and discover the remediation of a specific human impact on our marine environment. Labs include microscopic and macroscopic examination of plankton, sand, seaweed and small invertebrates.

Level 2 .50 Credit
Prerequisite: Grade 11-12 students with a C+ or better in Biology, teacher recommendation, and/or concurrent enrollment in Chemistry

Astronomy This is an introductory course offered for students interested in learning the principals of astronomy including the formation of the solar system, star composition, extra-solar planets, galaxies and the technology behind the study of stars. During the course, students will complete projects related to the historical context of studying stars in differing cultures, examining light spectra from stars, constructing a simple telescope, comparing visible light, IR, UV, X-Ray and radio data and describing present NASA missions. Optional observation nights will allow students to make their own stellar and planetary observations.

Level 2 .50 Credit
Prerequisite: Grade 11-12 students with a C+ or better in Biology

PHYSICAL EDUCATION AND HEALTH

Physical Education As part of the freshmen and sophomore core program, students will be offered one semester per year. Emphasis will be placed on physical fitness activities, including muscle strength and endurance, flexibility, and aerobic development. Team activities will be introduced with special attention to skill development. Two semesters are required for graduation.

Grade 9
Level 3 .50 Credit

Grade 10
Level 3 .50 Credit

Personal Health In this course students gain an understanding of the physiological, sociological, and psychological concepts of "self". The effects of peer pressure, drugs, alcohol, tobacco and sexually transmitted diseases are studied as they affect development. Assuming responsibility for one's action and holistic health are emphasized.

Level 2 .50 credit

Physical Education Elective - Advanced Personal Fitness As part of the junior and senior core program, students will be offered a one semester advanced course that focuses on improving and maintaining personal health and fitness. Emphasis will be placed on routine participation in cardiorespiratory endurance, muscular strength and endurance, and flexibility physical fitness activities.

Level 2 .50 Credit
Prerequisite: Grade 11-12

Family Life This one semester course for juniors and seniors includes the development of a positive self-image and an understanding of individual responsibility and their impact on the interpersonal relationships in the family unit. Family structure, family planning, and an awareness of family and individual role-modeling and stereo-typing are presented.

Level 2 .50 Credit

CAREER AND TECHNICAL EDUCATION
CULINARY

Foods I This is an introductory course that covers nutrition, health and sanitation, food guides and kitchen safety. Basic cooking skills are emphasized within numerous group labs.

Level 2 .50 Credit

Foods II This course reinforces basic cooking skills and exposes students to commercial cooking applications. Menu preparation using the Food Pyramid Guide, individual projects in food-borne illnesses, food franchises, and consumerism are studied. Group and individual labs are utilized.

Level 2 .50 Credit
Prerequisite: Culinary I

Introduction to Professional Cooking This course will acquaint the student with the many careers in Food Service. The student will learn how to cook for larger groups. The student will also learn about serving, inventory control, pricing presentation, nutritional content, and be well versed in food sanitation and health.

Level 2 1 Credit
Prerequisite: Culinary II and teacher recommendation

CAREER AND TECHNICAL EDUCATION
BUSINESS AND FINANCE TECHNOLOGY

Business Law This half-year course provides junior and senior students the opportunity to explore how the law governs daily activities as individuals function as consumers, employees, employers, and owners. The curriculum includes case studies, mock trials, role playing, and discussions. Topics will include the legal system, contract law, consumer law, crimes, civil wrongs, and personal ownership. Legal and ethical considerations will be explored. (May be co-taught within the Social Studies Department).

Level 2 .50 Credit

Business Editing and Publishing I and II Students enrolled in Business Editing and Publishing will study writing, communication, and the business of publishing. Students will be exposed to reporting, advertising, design, and the functions of business. Students will develop their reading, writing, speaking, and listening skills. They will gain practical experience publishing small documents such as donation letters, thank you letters, posters and banners as well as Lavender, the AHS Yearbook.

Level 2 1 Credit

The Business of Sports and Entertainment This half-year course is designed for students interested in the business of sports, entertainment, and event planning. Emphasis is placed on the following principles as they apply to the industry: branding, licensing and naming rights; business foundations; concessions and on-site merchandising; economic foundations; promotion; safety and security; and human relations. This course includes simulations, projects, and teamwork activities that provide opportunities for students to apply Career and Technical Education State competencies and Common Core State Standards.

Level 2 .50 Credit

Computer Applications I Students are introduced to basic computer skills. Students will utilize skills obtained in Computer Applications to meet the increasing demands of technology. Students will be introduced to Microsoft Word, Microsoft Excel and Microsoft PowerPoint.

Level 2 .50 Credit

Computer Applications II Students will use existing word processing skills to enhance formatting techniques. Desktop publishing software will be utilized to create newsletters, flyers, and brochures. Presentation software will be introduced. Students will use research skills and the Internet to incorporate findings into a Microsoft Office 2000 Program.

Level 2 .50 Credit
Prerequisite: C or better in Computer Applications I

Consumer Economics This is a full year course that will teach students how to manage their personal resources by making informed choices in the marketplace. Students will become involved in decision-making, critical thinking, and cooperative learning. Students learn to become informed consumers while building career knowledge.

Level 3 1 Credit
Prerequisite Junior or Senior

HCC CCP Accounting I This full-year Housatonic Community College course offers students the opportunity to earn 3 HCC credits within its College Career Pathways (CCP) program. Business and personal applications will include introductory concepts, double entry accounting, and the accounting cycle. Each will be applied to services and merchandising, businesses organized as proprietorships, partnerships, and corporations. Accounting I provides a basis for students wishing to further their education in accounting, management, marketing, finance, government, computer-related fields, and business administration. For college credit, a student must pass HCC's final exam and pass the course with a C or better.

Level 1 1 Credit
Prerequisite: Junior or Senior with an overall B average or better and/or department recommendations

HCC CCP Marketing This is a full year course that will study the scope and significance of marketing in contemporary American business with emphasis on marketing consumer goods and development of the essential elements of the marketing mix (price, product, place, and promotion) For college credit, a student must pass and submit the HCC Final Project and pass the course with a C or better.

Level 1 1 Credit
Prerequisite: Junior or Senior with an overall B average or better and/or department recommendations

Entrepreneurship This half-year course is designed for juniors and seniors who want to run their own business or are planning to further their education in business. Topics will include the business plan, types of ownership, market strategy, business financing, legal issues, management, and sales effort. Communication and leadership skills will be developed. Students will also be given the opportunity to explore careers in business. The knowledge acquired from this course will greatly assist young business owners in succeeding in their own business ventures.

Level 2 .50 Credit

Personal Finance I This half-year course for juniors or seniors is designed to inform students how individual choices directly influence occupational goals and future earning potential. Topics will include income, money management, spending and credit, as well as budgeting and saving. Students will design budgets, utilize checking and savings accounts, gain knowledge in finance, debt, and credit management, and evaluate and understand insurance and taxes. This course will provide a fundamental understanding for making informed personal financial decisions leading to financial independence.

Level 2 .50 Credit
Prerequisite: Junior or Senior

Personal Finance II This second Personal Finance course will help students prepare for their financial future by building on their financial management skills. Students will understand how a bank or financial institution functions as a business and the role it plays in the U.S. economy. Topics covered in Personal Finance II include banking, savings and investing, stocks, bonds, mutual funds, real estate planning, retirement/estate planning as well as risk management. Students enrolled in this course will have the opportunity to apply for the School Based Bank Internship offered through a partnership with Sikorsky Financial Credit Union.

Level 2 .50 Credit
Prerequisite: Junior or Senior

School Store Internship Students will utilize skills acquired in Entrepreneurship to operate the school store. Students will become aware of the world of work and its function through hands on experience. Students must exhibit appropriate behavior in both school and work situations, demonstrate a personal work ethic, and take responsibility for their own actions.

Pass/Fail .50 Credit
Prerequisite: Entrepreneurship and/or department recommendations

Video Production Students learn skills and techniques to plan, shoot, edit, and publish several types of video projects. A substantial amount of time is dedicated to camera work, learning different types of shots and angles. Digital editing is performed using the Windows Movie Maker program. Some required projects include iconic scene recreation, Public Service Announcements, and a full length documentary.

Level 2 .50 Credit

~~Midwest Regional PLTW Course Catalog~~
CAREER AND TECHNOLOGY EDUCATION
TECHNOLOGY EDUCATION/PLTW

Graphic Arts Production: Digital Dark Room This is a half year communication technology course that focuses upon print and electronic media. A hands-on course, it uses Adobe Creative Suite software. Students will create assorted graphic projects using Photoshop to modify photos and artwork. The major project will pull all elements of type and graphics together and will range from business cards to business letters and package design.

Level 2 1 Credit
Prerequisite C or better in Computer Applications I

Technology Education I This hands-on, exploratory course is designed to introduce students to the roles, responsibilities, and requirements of engineering technology, the design/problem solving process, and the four major areas of technology. Components include industrial applications, processes, and impacts related to transportation, manufacturing, communication, and construction. Hands-on problem solving activities are integrated with interactive, direct instruction.

Level 2 1 Credit

Technology Education II: Construction The aim of Tech Ed II: Construction is to further develop the acquisition of skills, operations technology literacy, and problem-solving techniques within the context of woodworking. Course activities include individual and team projects, oral presentations while exploring elements of engineering systems, and hands-on construction projects. Power and energy systems will also be introduced as part of this course.

Level 2 1 Credit
Prerequisite Technology Education I

Introduction to Engineering Design (IED) This initial Project Lead the Way (PL TW) course emphasizes the development of engineering design. Students use computer software to produce, analyze, and evaluate models of project solutions. The course includes: Design Process, Adaptive Design Concepts, Understanding Modeling Calculations, Cost Analysis and Quality Control, Engineering Opportunities, and Portfolio Development. To receive college credit students must receive a 6 or greater on the End of Course Exam, earn a 70% average in the course, and submit the PLTW Credit Request Form with \$200 to The University of New Haven by December of year of completion.

Level 1 1 Credit

Principles of Engineering (POE) In the second Project Lead the Way (PLTW) course, students are provided an overview of engineering and engineering technology. Students develop problem solving and critical thinking skills through hands-on project based learning. This course includes: Overview and Perspective of Engineering, Design Process, Communication and Documentation, Engineering Systems, Materials and Materials Testing, Thermodynamics, Engineering for Quality and Reliability, and Dynamics. Per Guidance Dept. or AHS administration, this course can count as a Math or a Technology Education credit. To receive college credit students must receive a 6 or greater on the End of Course Exam, earn a 70% average in the course, and submit the PLTW Credit Request Form with \$200 to The University of New Haven by December of year of completion.

Level 1 1 Credit
Prerequisite: Successful completion of IED or teacher recommendation and a minimum of B in Algebra I

Computer Science and Software Engineering (CSE) CSE engages students in projects and problems to address the fundamental question: How do creative *abstraction and computational power change our lives?* Units to be covered include: Graphics, The Web, Data Mining, and Simulation. Per Guidance Dept. or AHS administration, this course can count as a Math or a Technology Education credit

Level 1 1 Credit
Prerequisite: B in Algebra I or teacher recommendation

Digital Electronics (DE) Digital Electronics is the foundation of all modern electronic devices such as mobile phones, MP3 players, laptop computers, digital cameras and high-definition televisions. Students are introduced to the process of combinational and sequential logic design, engineering standards and technical documentation. Per Guidance Dept. or AHS administration, this course can count as a Math or Technology Education credit. To receive college credit students must receive a 6 or greater on the End of Course Exam, earn a 70% average in the course, and submit the PLTW Credit Request Form with \$200 to The University of New Haven by December of year of completion.

Level 1 1 Credit
Prerequisite: Junior or senior and successful completion of POE or teacher recommendation

Engineering Design and Development This capstone engineering research course engages students in team work and time management skills to research, design, test and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide and help the team reach a solution to the problem. The team presents and defends their solution to a panel of reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous PLTW courses. To receive college credit students must first earn college credit in IED or POE. Currently EDD does not have an End of Course Exam. The course grade for EDD along with grades from IED and POE are considered in determining the University of New Haven grade for EDD. Students must submit the PLTW Credit Request Form with \$200 to the University of New Haven by December of year of completion.

Level 1 1 Credit
Prerequisite: Successful completion of IED, POE CSE or DE and teacher recommendation

SPECIAL EDUCATION

Special Education: Supportive Resource Room is a course designed for students who have Individualized Educational Plans and receive all academic course work and grades from the regular education teachers. These students will receive a pass (P) or fail (F) grade and a .50 credit for each half year successfully completed in the Supportive Resource Room. Class work is based on the individual student's mainstream academic course load.

Pass/Fail .50 credit

Special Education: Self-Contained Classroom is available in English, Math, Science and History to special education student who have Individual Educational Plans. Self-Contained classrooms provide students with class instruction on a more individualized basis for students with varying levels of cognitive needs. Skills taught in each subject vary depending on the students' individualized goals and objectives.

Level 4 1 Credit

Transition Program: Vocational Education is a full year course designed for sophomore, junior or senior students with disabilities who will be developing their vocational skills. Focus will be on career exploration, school to work skills, learning appropriate employee attitudes and behaviors, filling out forms and applications, budgeting and money management, as well as involvement in the local working communication.

Level 4 1 Credit

Transition Program: Pre-Vocational Education is a full year course designed for freshmen, sophomores, and junior students with disabilities who need to develop pre-vocational skills for the world of work. Focus will be placed on increasing life skills necessary to be successful in the work environment. Students' needs and current vocational performance levels will be evaluated. Transition skills will be taught along with training for potential employment within the local community.

Level 4 1 Credit

Life Coach Assistant (LSA) Program is a one semester course, offered twice yearly. *The program is available to selected regular education students who fill out an application and meet specific requirements.* The program includes daily involvement with peer students who *have* significant disabilities and are enrolled in the Life Skills course. Responsibilities focus on assisting with the training of functional life skills as well as social/behavioral role modeling. Two project requirements; one community based, and one instructional assignment must be accomplished for successful completion of this program. For students who are interested in public service careers, this will be a valuable experience.

Pass/Fail .50 Credit
Prerequisite Junior & Senior only with department approval, application, and interview

Life Skills is a full year course designed for significantly disabled students who need to focus on functional daily living skills as well as transitional vocational skills. Students' progress will be tracked on an ongoing basis to document and develop independent employability skills. Access to business establishments within the local community will be available as well as comprehensive involvement with peers, both in and outside of the classroom.

Pass/Fail 2 Credits

MISCELLANEOUS

School-to-Career Course for Student Office Interns This course is designed to provide school-based and work-based learning in an office setting. Approved students will be placed in one of the school offices, the Main Office, the Guidance Office or the Media Center and will be taught work ethics and interpersonal and communication skills. They will also be introduced to general office procedures and will receive hands-on experience using office technology. **No student will earn more than one-half credit for office internship during his/her high school career.**

Pass/Fail .50 Credit

Volunteer Program This program is designed to encourage service/volunteerism as a meaningful part of one's life. One credit will be given during a student's high school career for 75/150 hours of volunteer work with an approved non-profit organization. Students must provide official documentation of hours volunteered on a yearly basis. (Forms available from the Guidance Office.)

Pass/Fail .50 Credit (75 hours)

Pass/Fail 1 Credit (150 hours)

Independent Study Option Independent Study is designed to accommodate the motivated student desiring educational experiences beyond those offered in the curriculum or the student's present program of study. Independent study programs will not be approved for the purpose of making up previously failed courses. Specific rules/regulations for Independent Study Option are provided on the application.

Prerequisites for Participation:

1. Obtain application form in the guidance office.
2. The Independent Study Option form must be signed by the student, teacher, or mentor, parent, counselor, and then the principal. One copy will be forwarded to the teacher and one copy will be on file in the guidance office.
3. The counselor will notify the teacher as soon as all approvals are obtained.
4. Teacher participation is voluntary.
5. The Independent Study Option form must be submitted for approval by the end of the second week of the semester.
6. Independent Study Option programs will not be used as a substitute for any course.
7. Specific curriculum must be implemented for all Independent Study courses that assign a numerical grade.

Pass/Fail .50 Credit

Pass/Fail 1 Credit

Work Awareness This semester based full year (1.00 credit) or half year (.50 credit) course is offered to seniors interested in career exploration. Students must be currently employed to qualify for participation; upon gaining enrollment as an employed individual, specific lessons and job related tasks will accompany required hours of employment. Students may be given early dismissal privileges, where appropriate, receive school credit, gain occupational experience, and earn substantiated wages. Credit is awarded per successful completion (PASS/FAIL) of each individual semester.

Pass/Fail .50 credit

Pass/Fail 1 credit

Prerequisite: Must show proof of employment and maintain employment

Stepping Out This program is available to students through special arrangement. It offers many services that assist students with forming realistic vocational interests and goals, and provides opportunities for diverse work experiences to help the student with career decision-making.

Level 4 2 Credits

