



South Windsor High School

2010 – 2011

Guide to Course Selection

9th GRADE

EQUAL EDUCATION OPPORTUNITY

The right of a student to participate fully in classroom instruction and extracurricular activities shall not be abridged or impaired because of age, sex, race, religion, physical or mental disability, national origin, ancestry, pregnancy, parenthood, marriage, sexual orientation, or for any reason not related to his/her individual capabilities.

Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against on the basis of race, color, age, national origin, sex or handicap may discuss and/or file a grievance with the Equity/Title IX Coordinator of the South Windsor Public Schools. Reporting should take place within 40 calendar days of the alleged discrimination.

Equity/Title IX Coordinator:
Dr. Kathleen Carter
South Windsor Public Schools
1737 Main Street
South Windsor, Connecticut 06074
(860) 291-1215

Equity/Title IX Grievance Procedure

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

Any individual who wishes to inquire or to register a complaint concerning alleged discrimination in the South Windsor Public Schools shall have an opportunity to bring such concerns to the attention of the Equity/Title IX Coordinator or Superintendent, who has the authority to resolve such complaints. The following grievance procedure shall be utilized by any student, parent, or employee in making a complaint or inquiry. Officials shall be governed by this procedure. Correspondence from school officials regarding the disposition of the complaint shall be sent by certified mail.

Level II: The complainant shall, within forty calendar days whenever possible of the alleged incident, on forms provided, put the complaint in writing and file it with the Equity/Title IX Coordinator. Within five working days a conference must be held. Within five work days following the conference, the complaint must be resolved to the satisfaction of both parties or referred to the Superintendent of Schools. Unless the complainant has made a written request for a hearing at the next level no later than ten work days after receiving a written response, the complaint will be considered resolved.

Level III: Within ten work days after receipt of such complaint, the Superintendent must hold a hearing; and within five work days of the hearing, resolve the complaint or negotiate a long-term solution. Unless the complainant has made a written request for a hearing at the next level no later than ten work days after receiving a written response, the complaint will be considered resolved.

Level IV: The Board of Education, Superintendent, and the Equity/Title IX Coordinator shall proceed in accordance with appropriate state statutes.

For more information, please see full text of Board of Education Policy "Nondiscrimination and Equity in Employment and Educational Opportunity."

SOUTH WINDSOR HIGH SCHOOL

161 Nevers Road
South Windsor, Connecticut 06074
(860) 648-5000

Administration

Daniel P. Sullivan III Principal
Susan C. Czaplak Associate Principal
Mitchell C. Orkin Associate Principal
Tiffany L. Violette Associate Principal

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Allan Mothersele Applied Technology
Thomas Arey Art
Dianna Roberge-Wentzell Literacy English/Language Arts
Donna Shea Guidance
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Karen Stoj World Languages

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(860) 648-5003
Donna Shea – Director of Guidance

Counselors

Michael Bombara, Ph.D
Robert LaRochelle, D. Min.
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STUDENT PERFORMANCE STANDARDS

The South Windsor Public School district's position statement is the acronym "CARE." It stands for Community Accepts and Respects Everyone. We will promote constructive participation and productive citizenship in the COMMUNITY; we will embrace diversity and ACCEPT individuality; we demonstrate the responsibility to RESPECT self and others; and we will create a respectful, safe, and ridicule-free environment where EVERYONE is responsible for his/her behavior.

In its pursuit to develop lifelong learners and responsible members of our community, South Windsor High School has developed a mission statement and set of expectations for student learning that are posted throughout the building.

The mission of South Windsor High School is to develop lifelong learners and responsible citizens who demonstrate knowledge, intellectual curiosity, personal integrity, physical wellness, emotional maturity, and a respect for diversity. To that end we provide a safe and supportive environment, employ a variety of teaching strategies, and offer challenging curricula, as well as a range of extracurricular activities and opportunities for community involvement.

All students are expected to demonstrate the following five expectations for student learning before they graduate. (The highlighted letter in each expectation forms the acronym ERICK to help you remember them.)

- An **E**ffective communicator who conveys ideas clearly and effectively.
- A **R**esponsible citizen of the classroom and the school who shows willingness to work toward improvement of the community.
- A skilled **I**nformation processor who effectively gathers, assesses, and analyzes information.
- A **C**ollaborative learner who learns from and contributes to the learning community.
- A **K**nowledgeable person who uses a variety of complex reasoning skills to construct knowledge.

THE SCHEDULING PROCESS

Steps in Selecting Your Courses for Next Year

Selecting appropriate courses is one of the most important educational decisions that students face each year. Please follow these steps to help create a schedule that best fits your needs and abilities. If you have any questions about the scheduling process or your own particular schedule, do not hesitate to see your guidance counselor or arrange an appointment for you and your parents to meet with your counselor.

IMPORTANT DATES

January 4	Curriculum specialists/curriculum program coordinators and administrators will meet with 8 th grade students and parents for curricular presentations followed by SWHS Orientation Fair.
January 13	High school guidance counselors will meet with 8 th grade students to distribute the Guide to Course Selection and sample schedule sheets.
January 13 – March 5	Students, with the input of their parents, should select tentative course requests. Teachers will review the student request and either approve the request or make an alternate course recommendation.
March 5	Deadline for making course changes
March 25	All 8 th grade course selection forms will be forwarded to the high school for processing.
Week of April 19	Course verification sheets are mailed home.

GENERAL INFORMATION

Public School Choice Options

In addition to the various academic programs offered at South Windsor High School, other educational opportunities are available for students. Options include Charter Schools (to which South Windsor does not provide transportation), regional vocational/agricultural and vocational/ technical schools. A Connecticut Board of Education pamphlet contains detailed information about public school choice. For more information about these programs, contact the Guidance Office.

Greater Hartford Academy of the Arts

The Greater Hartford Academy of the Arts program is offered to students who are interested in music, theatre, dance, and/or creative writing. Students are selected by the Academy on the basis of auditions and lottery held during the spring semester. Students who are selected attend South Windsor High School in the morning and attend the Academy for afternoon classes. There is a tuition charge to attend the Academy. Information must be obtained from the South Windsor High School Guidance Office prior to auditioning.

Academic Levels

Courses at South Windsor High School are divided into academic levels based upon difficulty of curricular content, academic requirements, sophistication of analysis required, and other related educational demands. The Advanced Placement and Honors (level 4) courses are the most challenging, while level 3 courses are of a more general nature.

Appeal of Level or Course Recommendation

If, following Recommendation Day, a student or parent disagrees with the recommendation made by a teacher, he or she should:

1. Contact the student's guidance counselor.
2. The counselor will initiate the appeal process and explain how to contact the teacher.
3. If the issue is not resolved with the teacher, the student/parent may contact the curriculum specialist/program coordinator for that department.
4. If the issue is not resolved with the curriculum specialist or curriculum program coordinator, the parent may contact the principal.

Course Weighting

Courses at South Windsor High are offered at different levels. Each of these levels is assigned a weighted Course Value.

<u>Level</u>	<u>Course Value</u>
5 (Advanced Placement)	6.5
4 (Honors).....	5.5
3 (College Preparatory)	4.0

Grade Points. Each grade is also assigned a value:

A = 4.0	B+ = 3.3	C+ = 2.3	D+ = 1.3
A- = 3.7	B = 3.0	C = 2.0	D = 1.0
	B- = 2.7	C- = 1.7	D- = 0.7

Quality Points. Quality points are calculated by multiplying the Course Value by the Grade Points:

$$(CV) \times (GP) = QP$$

(Quality points are only calculated on the final grade for each course.)

Class Rank. With the exception of Independent Studies and those classes which are graded as P or F, all courses are used in computing class rank. Each course has a weighted value, and rank is determined by averaging final grades in courses taken at SWHS only. Rank is computed at the end of 2nd, 4th, 6th and 8th semesters.

Policy on Dropping Courses. A student who drops a required or elective course after the class has been in session for fifteen (15) days or more will receive a “W” on their permanent record, and a “W” in the marking period when the course was dropped. This “W” is equivalent to an “F” when used in determining G.P.A. and class rank. This policy does not apply to approved course level changes.

Course Load. A student must carry a minimum of 5 credit equivalents for each semester in a school year, plus physical education as required. (A credit equivalent is a course that meets every time a period meets in a scheduling cycle.) A half-credit equivalent meets one half of the times a period meets in a scheduling cycle. To be eligible to participate in extracurricular activities and be eligible for honor roll distinction, a student must carry 5 credit equivalents of graded courses during a marking period. Pass/fail courses will not count toward the minimum 5 credit equivalents required.

GRADUATION REQUIREMENTS

The South Windsor Board of Education conforms to state regulations regarding credits for graduation from high school. (BOE Policy 6146 a-e)

I. Introduction

Graduation from the South Windsor Public Schools implies that all students have:

1. Satisfied the prescribed courses of study for the grade levels in accordance with their respective abilities to achieve;
2. Satisfactorily passed any examinations and/or standards established by the faculty and approved by the Board of Education;
3. Satisfied all course credit requirements; and
4. Successfully met the district performance standards.

II. Credits

A credit is defined as the equivalent of one class period of at least forty minutes for each day of a school year. One-half credit is given for courses that compile work in one semester. If physical education is not taken because of medical excuse, another subject may be substituted. Only courses taken in grades 9 through 12, inclusive, shall satisfy this graduation requirement except that a student may be granted credit for the successful completion of coursework at an institution accredited by the Department of Higher Education or a regional accrediting agency. One 3-credit semester course or its equivalent shall equal one-half high school credit. A student may also be granted credit toward meeting a specified course requirement in grade seven or eight of any course, the primary focus of which corresponds directly to the subject matter of a specified course requirement in grades 9 through 12, inclusive.

The following twenty-one (21) credits are necessary to graduate:

Literacy English/Language Arts	4 credits
Mathematics	3 credits
Science.....	3 credits
Physical Education.....	1 credit
Social Studies.....	3 credits
Arts/Career.....	1 credit
Electives.....	6 credits

Must include 1 credit in Physical Science, and 1 credit in Biological Science

Must include 1 credit in U.S. History, 1 credit in Modern World History, and ½ credit in Civics and American Government

May include Art, Music, Health & Human Development, Technology Education, Business and Cooperative Work Experience

- Each student must accumulate 4½ credits to become a sophomore; 9¾ credits to become a junior; and 14¾ credits to become a senior.
- Each student must accumulate at least 21 credits to be considered as a candidate for graduation.
- Each student is expected to schedule a minimum of 5½ credits each year.

III. District Performance Standards

In addition to satisfactorily earning the minimum 21 credits to graduate, a student must also meet four district performance standards. During a student's sophomore or junior year s/he can meet the district performance standards by scoring proficient on the appropriate subtest on the Connecticut Academic Performance Test (CAPT).

Mathematics. A student will exhibit functional competency in applying the basic concepts and skills of mathematics. A student will satisfactorily solve multi-step mathematical problems and a variety of application situations. A student will explain and justify how s/he arrived at a solution. A student will be provided with any required formulas and may use a calculator in completing tasks.

English. A student will construct an interpretation of a literary text based on elements within the text, his/her prior knowledge and experience, and the context in which the text is read. A student will be assessed on forming an initial interpretation, developing that interpretation, making connections, elaborating on the text, and making judgments about the text's quality and themes. A student will demonstrate knowledge of the conventions of written English. A student will be assessed on his/her composition skills, revision skills, and editing skills.

Social Studies. A student will demonstrate an ability to read and understand a variety of authentic, non-fiction readings, be able to develop an interpretation, elaborate on the text, and make judgments about the text's quality and themes. A student will also exhibit the ability to read and gather information from various sources, evaluate that information, and use it in developing a persuasive writing piece. This writing should be focused, organized, and edited for correct English and syntax.

Science. A student will exhibit an understanding of three major questions:

- What are the major conceptual understandings in science?
- How are these conceptual understandings applied to understanding the environment or solving problems?
- How are the conceptual understandings discovered through experimentation?

A student will solve or explain a variety of application situations with particular attention to constructing, reading and interpreting graphs, tables, diagrams, and charts. A student will be able to generate a problem, design and conduct an experiment, analyze the data generated from the experiment, and justify the validity of their conclusion.

Administration of Performance Standard Assessment

Grade 11. A student who does not meet proficiency in any area of the sophomore CAPT will be provided three opportunities in his/her junior year to demonstrate proficiency. Two opportunities will be provided in the appropriate content area of math, English, social studies, or science. CAPT-like rubrics will be used to assess student performance. The third opportunity will be to retake the appropriate portion of the CAPT.

Scoring. A student who has not met the district's performance standards on the CAPT will have his/her performance assessments scored by a committee consisting of a content-related teacher and curriculum specialist or curriculum program coordinator. The committee will use the appropriate CAPT-like rubric. Student assessments will be identified using student identification numbers ensuring anonymity.

Grade 12. A student in his/her senior year who has failed to demonstrate proficiency on the CAPT or the district performance standard assessments will be enrolled in a program that is specifically designed to address the performance standards. Successful completion of the program expectations will meet the district performance standard requirement.

Options for Seniors Who Do Not Meet Proficiency Requirements. A senior who is not eligible for graduation with his/her class as a result of his/her inability to meet the district performance standards may select one of the following options:

- Enroll in a summer school program specifically designed to address the performance standards. Successful completion of the program expectations will meet the district performance standard requirement.
- Return in September as a fifth year student for a minimum of one semester, and enroll in a program that is specifically designed to address the performance standards. Successful completion of the program expectations will meet the district performance standard requirement.

Transfer Students. A student who transfers into South Windsor High School from another Connecticut public high school in his/her junior or senior year and has met the standards from the sending district will satisfy the South Windsor district performance standards. A student who has not met the standards of the sending district will be required to meet the South Windsor district performance standards.

A student who transfers into South Windsor High School after completing at least three years in a private high school or an out-of-state high school will have his/her student records and transcripts reviewed by the appropriate curriculum specialist or curriculum program coordinator. As a result of the review, a determination will be made as to whether or not the student will be exempt from the district's performance standards. A nonexempt student will be required to meet the South Windsor district performance standards. Parents and students will be informed by the student's guidance counselor as to what requirements still have to be met in order to graduate from South Windsor High School.

Special Needs. South Windsor High School's graduation requirements apply to all students, including special education students. The planning and placement team (PPT) will consider appropriate accommodations to demonstrate proficiency toward the district performance standards. Decisions of the PPT regarding accommodations must be outlined within a student's Individualized Education Plan (IEP). Accommodations and modifications of course requirements should fit a student's strengths and weaknesses, not the disability category, and be in effect within the IEP for class work.

Notification to Teachers. At the beginning of a student's junior year, teachers will be provided with a list of the names of students who require further performance assessments.

Notification to Parents/Guardians. Parents/guardians will receive the following communications relating to their child's academic progress:

- A letter detailing the academic and performance requirements will be mailed to all incoming freshmen and transfer students and their parents/guardians.
- Achievement of standards will be recorded on report cards, which will be mailed to parents/guardians.
- CAPT scores will be mailed to students and parents/guardians upon release of the scores from the Connecticut State Department of Education.
- A student's guidance counselor will inform the parents/guardians no later than October 1 of each year of the district performance assessments that the student will need to take in order to meet the requirement.
- At the end of a student's junior year, a certified letter will be sent to parents/guardians of junior students outlining credits achieved and requirements still needed for graduation.
- At the end of the first quarter of a student's senior year, a certified letter will be sent to parents/guardians of seniors who are in danger of not meeting all graduation requirements.

Awards of High School Diplomas. Students who complete all graduation requirements shall receive a diploma.

Early Graduation

Most students will graduate from South Windsor High School after having attended for four years (Grades 9 through 12) and having earned a minimum of 21 credits. With the principal's permission, a student may graduate in less than 4 years, in order to accept early admission to college or for other valid reasons. All requirements must be met before a student can graduate. Each request for early graduation will be reviewed individually. Details are available from the guidance counselors.

(cf. 5121 - Examination/Grading/Rating)

(cf. 6111 - School Calendar)

(cf. 6145.6 - Travel and Exchange Programs)

(cf. 6146.2 - Statewide Proficiency/Mastery Examinations)

Legal Reference: Connecticut General Statutes

10-16(l) Graduation Exercises. (As amended by PA 96-26 An Act Concerning Graduation Requirements and Readmission and Placement of Older Students)

10-223a. Promotion and Graduation Policies

Policy adopted: June 24, 1997 SOUTH WINDSOR PUBLIC SCHOOLS, South Windsor, Connecticut. Revised: April 25, 2000; January 9, 2001; June 11, 2002; November 9, 2004.

GUIDANCE SERVICES

The goal of the Guidance Program is to facilitate learning, so that all students extract the greatest gains from the South Windsor High School program of studies and transfer those gains to their post-secondary endeavors.

The specific services offered by the Guidance Department – course programming, testing, individual, college and vocational counseling, and the identification and resolution of social problems – are all part of an integrated developmental guidance program which is proactive in nature. With our society undergoing a drastic transformation that has been both stimulated and magnified by the ever-increasing pace of technological advances, we are faced with issues whose solutions will require flexible and adaptive problem solving skills. We aim not only to help our students develop the capacity to adapt to change, but to be prepared to plan, order and direct that change.

The developmental guidance program is comprehensive in nature and includes sequential activities which are developmentally appropriate for each grade level. These activities are organized and implemented by certified school counselors in collaboration with teachers, administrators, students, parents and other community resources and are directed at facilitating students' academic, career and personal/social development. The program, designed to systematically assist all students in our school, focuses upon helping students acquire the knowledge and competencies needed to develop problem solving skills, interpersonal effectiveness, decision making, goal setting and planning skills. We seek to have our students, with the right skills and the appropriate motivation, ready to make the successful transitions essential to the competitive workplace of the 21st century.

The counselors serve the school in many ways. These services include:

- Assisting the students in program planning
- Testing
- Individual Counseling
- Post-Secondary Counseling
- Monitoring Student Academic Achievement
- Crisis Intervention

Career Center

The main function of the Career Center is to give individuals (students, teachers, parents, and members of the community), who wish to explore post secondary options, a central information center.

The Career Center has information on careers, two and four-year colleges, scholarships and other financial aid, as well as military options. A military recruiter is available on a rotating basis. Each branch of the military visits the high school about once every six weeks. Many college admissions representatives visit our Career Center and meet with SWHS students in a small group setting.

The focal point of the Career Center is the Careerware Choices Program. Students select certain criteria such as strengths, aptitudes, likes and dislikes, majors or admission standards on the computer. The program will list occupations or colleges which fit those criteria. The student may then use any or all of the following support items: college and occupational reference books, video career library and college videos, pamphlets, catalogs, etc. The student should

repeat the process as often as necessary, using different criteria until appropriate decisions can be reached. A limited number of college applications are available in the Career Center. Many if not most colleges are now requesting applications be completed on line.

The Career Center also has computer software, catalogs, books, and videotapes that can be signed out and used at home. People borrowing materials must return them promptly so others are not deprived of their use.

Working Papers

Working papers are issued in the Guidance Office. Students seeking working papers must be South Windsor residents. The student must appear in person and must submit proof of age and a letter from the prospective employer, also called a “promise of employment.”

Grade Reporting

The Guidance Department strongly encourages parents to be as active in their child’s education as possible. Parents are encouraged to review their child’s homework and ask questions about how school is going. Progress reports are issued at the mid-point of each marking period and are mailed to the student’s home address. Report cards are mailed to the student’s home address approximately one week following the end of each quarter. Parents and students should use these documents carefully as a springboard for discussions about future goals and aspirations.

Contact Information

If a parent has any questions about a class, the best source to call to answer questions is the teacher of that specific class. A teacher may be contacted by telephone (860-648-5000) or by email. Email addresses are posted on our web site (www.swindsor.k12.ct.us/highschool). Please feel free to call the guidance department at 860-648-5003 if you need assistance in communicating with a teacher. When issues arise within your family that you feel may influence your student’s performance at school, please let us know. We will be discreet and confidential with our dealing with all of your child’s teachers, especially as they pertain to family issues. If you think we can be of help, please do not hesitate to call. If we are not able to provide direct assistance, then at least we can direct you to those who can.

Summer School

South Windsor High School participates in a summer school program, held in West Hartford. The purpose of this program is to meet the needs of students who are interested in (1) special study in subject fields of particular interest for enrichment purposes, (2) earning academic credit in secondary subjects which were failed during the year and are necessary for graduation, and (3) remedying deficiencies in subject areas. A summer school program with limited offerings is available at South Windsor High School. Details regarding summer school and its costs are available from the Guidance Office in late May or early June.

Virtual High School (VHS)

South Windsor High School is a participant in the Virtual High School program. Each semester a limited number of students may enroll in a VHS course at no cost to the student. These courses are generally “anytime, anywhere” courses that do not have to be scheduled into the school day. Typically, VHS courses are entered on the transcript as Pass/Fail courses that do not satisfy graduation requirements and they are not included in the GPA or QPA calculation. Under certain circumstances, with permission from the principal, VHS courses may be taken to satisfy graduation requirements, entered as graded courses, and included in the GPA or QPA calculation.

APPLIED TECHNOLOGY

Business Technology

BUSINESS COMMUNICATIONS

CRS #0629

½ Credit One Semester 9, 10, 11, 12

The business world needs people who can communicate effectively. This course is for those who plan to pursue or major in a business or communications career after high school. Students will be involved in writing, speaking, listening, and reading activities which will prepare them to participate in a business environment.

COMPUTER APPLICATIONS

CRS # 0950

½ Credit One Semester 9

Computer Applications introduces students to computer technology through hands-on activities with **Microsoft Office 2007**, and other software applications. Students will learn to use word-processing, spreadsheets, presentation graphics applications, electronic portfolio development software and personal assessment career exploration applications. Keyboarding skills will be applied throughout the course.

INTRODUCTION TO PERSONAL FINANCE

CRS # 0615

½ Credit One Semester 9, 10, 11, 12

Introduction to Personal Finance covers personal financial issues facing individuals in today's society. Students will learn ways to save for the future, manage certain investments, and the importance of creating a budget. Course topics include managing savings and checking accounts, investments, budgeting, taxes, credit management, as well as how to protect themselves against risk. Within this course students will access the latest information with regard to federal income tax preparation. Various class projects using technology will support curriculum objectives in each area studied.

Technology Education

INTRODUCTION TO ENGINEERING DESIGN

CRS #0947

1 Credit Full Year 9, 10, 11, 12

This is a full year course that is a component of the "Project Lead the Way" Pre-Engineering program. The course teaches problem-solving skills using a design development process. Students create individual solutions to a variety of mechanical and product design problems. Models of product solutions are created, analyzed and communicated by using solid modeling computer design software. Color renderings and animations are created by the students to better illustrate their ideas. Any student considering a career in engineering or manufacturing should consider taking this course. Students seeking "Honors" level status for this course must contract for additional independent research, class presentations or projects as well as demonstrate a high level of understanding on assessment instruments.

ARCHITECTURAL DESIGN

1 Credit Full Year

CRS #0957

9, 10, 11, 12

Students learn to use professional architectural design software. Autodesk Design Academy software is used to create a complete set of house plans for their dream home. Color renderings and walk-through animations are created by the students to better illustrate their ideas. Students spend the majority of their time designing and drawing on the computer. This course provides a study of residential house design and construction. Any student considering a career in architecture or construction should take this course.

GRAPHIC COMMUNICATIONS I

½ Credit One Semester

9, 10, 11, 12

CRS #0919

Graphic Communications I is an introductory course offering the student an overview of contemporary communications processes, and media. Areas to be covered include: Graphic Design, Digital Imaging, "In Design" Desktop Publishing software, Print Media, and an Introduction to Darkroom Photography. **This course is the prerequisite for Photography I.**

PHOTOGRAPHY I

½ Credit One Semester

9, 10, 11, 12

CRS #0976

Prerequisite: Graphic Communications I (35mm manual camera recommended)

An intermediate course in Photography is open to any student who has passed Graphic Communications I. Areas to be covered will include: The history of photography, career research, photo composition techniques, 35 mm SLR manual camera use, film processing, darkroom printing techniques, studio lighting, photo presentation, digital photography and Photoshop image editing software.

JOURNALISM I

1 Credit Full Year

9, 10, 11, 12

CRS #0187*(½ Credit English, ½ Credit Graphics)*

This course offers a wide variety of experiences in print and broadcast journalism. As part of the production team, students will be involved in a discussion of issues, research, and reporting, videography and studio production, writing, editing, publication design, layout and photography. Students in this course become members of the **Southwinds** newspaper staff. Students are encouraged to take the Video Communications as a prerequisite to Journalism, although this is not required.

YEARBOOK

1 Credit Full Year

9, 10, 11, 12

CRS #0638

An application, interview, and teacher recommendation are required before enrolling in the course.

Yearbook is a full year course that will give the student an exposure to the world of printing and publishing. This course is production oriented with students doing all the work required to produce the *Centurion*. Students develop the book's organization, layout, and content using computerized publishing software. Students who select yearbook should be energetic and hardworking. They should also like to work in groups, enjoy writing, and enjoy the challenge of meeting a deadline. Computer, word processing, and photography skills are desirable, but not required. Any student considering a career in writing, publishing or journalism should consider taking this course.

VIDEO COMMUNICATIONS**CRS #0956**

½ Credit One Semester 9, 10, 11, 12

This course will explore the fundamentals of video production, including planning, storyboarding, shooting, and post-production work. Students will be exposed to computer graphic applications involving titling and credits, special effects, and animation. Projects may include video photo albums, 3D title animation, personal documentaries, stop frame animations, news packages, and creative works.

Production & Construction

CREATIVE WOODWORKING I**CRS #0922**

½ Credit One Semester 9, 10, 11, 12

This course is intended for students interested in the design and creation of functional and/or beautiful wooden artifacts. Emphasis will be placed on computer aided design and problem-solving design approaches, careful craftsmanship, and ecologically appropriate material available – fine wood. All students will gain skill and experience in the manipulation of their designs on computer and in the manipulation of materials with hand and power equipment. Initial projects will be assigned leading to elective projects based on the student’s own design.

INTRODUCTION TO ROBOTICS**CRS #0966**

½ Credit One Semester 9, 10, 11, 12

This is a one-semester course that explores a variety of robotic systems. Students work with VEX Robotics kits to learn about mechanical systems, EasyC programming, logic, open-loop systems, motion systems, motor controls, transmissions, closed-loop systems, sensors, autonomous behavior, arms and manipulators to move objects.

AVIATION AND AEROSPACE ENGINEERING**CRS #0959**

½ Credit One Semester 9, 10, 11, 12

This is a one-semester course designed to stimulate interest in space and aviation. The areas of study include a history of flight, the basic principles of flight and aerodynamics, rocketry, and modern aviation. There is a design component in the course where students will design flying machines using three-dimensional software and build, test and refine their designs. Vocational opportunities in this field are also discussed.

ART

INTRODUCTION TO ART**CRS #0731**

½ Credit One Semester 9, 10, 11, 12

Introduction to Art is a foundation course consisting of studio experiences in drawing, painting and clay. The course is designed to introduce students to a variety of two- dimensional and three-dimensional visual arts techniques and media. Art history and criticism are integrated into the curriculum.

DESIGN**CRS #0701**

½ Credit One Semester 9, 10, 11, 12

Design Studio will develop a student's understanding of the various organizational possibilities available in creating within the two-dimensional surface and three-dimensional space. Design is an introduction to the basic elements (line, shape, value, texture, color) and principles of design (unity, variety, balance, repetition, rhythm, and movement). A variety of skills, techniques, and materials are used to explore the multi-cultural world of art. As students develop their skills with a variety of media, they will explore more advanced problems with emphasis on creative interpretation and imagery. Weekly critiques. A sketchbook is required.

INTRODUCTION TO DRAWING**CRS #0703**

½ Credit One Semester 9, 10, 11, 12

Observation (of the figure and natural objects as two-dimensional design elements) is the basis of this foundation studio course. The students will explore a number of visual ideas, materials, and techniques through gesture, contour, and tonal drawing. Students will learn to translate what they see through visual language as well as analyze their work and the work of others. A sketchbook is required. **A student may sign up for INTRODUCTION TO DRAWING and ADVANCED DRAWING in the same year.**

ADVANCED DRAWING**CRS# 0704**

½ Credit One Semester 9, 10, 11, 12

Prerequisite: Introduction to Drawing

In the first semester of this studio course, students will continue the development of their foundation drawing skills. Through traditional subject matter, students will explore a range of materials and techniques including printmaking. Composition, rendering skills, craftsmanship and originality of thought will be emphasized. In subsequent semesters as students develop and refine their skills with a variety of media, they will explore more advanced problems with emphasis on creative interpretation and imagery, enabling them to explore and design their personal expression. Individual and weekly group critiques. Preliminary plans and sketches are part of the creative process and are required. **A student may sign up for INTRODUCTION TO DRAWING and ADVANCED DRAWING in the same year. ADVANCED DRAWING may be taken multiple times for credit. Course content follows the Advanced Portfolio list.**

INTRODUCTION TO PAINTING**CRS #0707**

½ Credit One Semester 9, 10, 11, 12

Introduction to Drawing is recommended.

In this studio course, students learn about the essential elements of painting through color theory and its applications. Students will become acquainted with a broad range of painting techniques as well as the use and care of the painting tools and materials. Tempera, watercolor, and acrylics will be used. Individual and weekly group critiques. Preliminary plans and sketches are part of the creative process and are required. **A student may sign up for INTRODUCTION TO PAINTING and ADVANCED PAINTING in the same year.**

ADVANCED PAINTING**CRS #0708** $\frac{1}{2}$ Credit One Semester 9, 10, 11, 12**Prerequisite:** Introduction to Painting

In the first semester of this studio course the focus is composition and technique. Through the study of various art periods and schools of thought, students are encouraged to experiment with styles, techniques, and color schemes. Composition, rendering skills, craftsmanship and originality of thought will be emphasized. In subsequent semesters as students develop their painting skills with a variety of media, they will explore more advanced problems with emphasis on creative interpretation and imagery. Acrylics, watercolors, oils and mixed media may be used. Individual and weekly group critiques. Preliminary plans and sketches are part of the creative process and are required. **A student may sign up for INTRODUCTION TO PAINTING and ADVANCED PAINTING in the same year. ADVANCED PAINTING may be taken multiple times for credit. Course content follows the Advanced Portfolio list.**

INTRODUCTION TO CLAYWORK**CRS #0713** $\frac{1}{2}$ Credit One Semester 9, 10, 11, 12

Students will focus on the development of skills needed to construct sculptural clay forms by the hand building techniques of pinch, coil, slab and a combination thereof. Instruction also includes an introduction to basic decorating and glazing techniques. Students will design their own projects based on the assignment. Good craftsmanship will be emphasized. Students will learn to reflect upon their work and the work of their peers. **A student may sign up for Introduction to Claywork and Advanced Claywork in one year.**

ADVANCED CLAYWORK**CRS #0715** $\frac{1}{2}$ Credit One Semester 9, 10, 11, 12**Prerequisite:** Introduction to Claywork

In the first semester of this studio course, students will refine their hand building skills with a focus on creating tile and sculptures (abstract, realistic and functional). **In subsequent semesters**, students will explore more advanced problems with emphasis on creative interpretation and imagery, enabling them to explore and design their personal expression. A sketchbook is required. Instruction includes other approaches to decorating, glazing and firing the clay sculptures. Emphasis will be on craftsmanship, design, producing functional pieces (when appropriate), exploration and experimentation. Preliminary plans and study are part of the creative process and are required. Students will reflect on their work and the work of their peers. **A student may sign up for INTRODUCTION TO CLAYWORK and ADVANCED CLAYWORK in one year. ADVANCED CLAYWORK may be taken multiple times for credit. Course content follows the Advanced Portfolio List.**

INTRODUCTION TO POTTER'S WHEEL**CRS #0717** $\frac{1}{2}$ Credit One Semester 9, 10, 11, 12

Students will focus on the development of skills needed to make clay vessels on the electric potter's wheel. Students will make cylinders, bowls and vases. Instruction also includes an introduction to basic decorating and glazing techniques. Good craftsmanship will be emphasized. Students will learn to reflect upon their work and the work of their peers. **A student may sign up for Introduction to Potter's Wheel AND Advanced Potter's Wheel in one year.**

ADVANCED POTTER'S WHEEL**CRS#0719**

½ Credit One Semester 9, 10, 11, 12

Prerequisite: Introduction to Potter's Wheel

In the first semester of this studio course, students will refine their pottery skills with a focus on wheel-thrown functional forms such as drinking vessels, lidded vessels, vases and plates. **In subsequent semesters**, students will explore more advanced problems with emphasis on creative interpretation and imagery, enabling them to explore and design their personal expression. A sketchbook is required. Instruction includes other approaches to decorating, glazing and firing pottery. Emphasis will be on craftsmanship, design, producing functional pottery (when appropriate), exploration and experimentation. Preliminary plans and study are part of the creative process and are required. Students will reflect on their work and the work of their peers. **A student may sign up for INTRODUCTION TO POTTER'S WHEEL and ADVANCED POTTER'S WHEEL in one year. ADVANCED POTTER'S WHEEL may be taken multiple times for credit. Course content follows the Advanced Portfolio List.**

INTRODUCTION TO CREATIVE METALS**CRS #0721**

½ Credit One Semester 9, 10, 11, 12

Students will design and create sculpture and/or jewelry with metals such as sterling silver, brass, copper, nickel-silver and Nu-Gold. Students will learn basic construction techniques of cutting, forming, soldering, finishing and simple stone setting. Emphasis will be placed on craftsmanship. Projects may include rings, earrings, bracelets, pendants, belt buckles, spoons, boxes, bells as well as sculpture. Preliminary plans and study are part of the creative process and are required. Students will reflect on their work and the work of their peers. **A student may sign up for Introduction To Creative Metal and Advanced Creative Metal Studio in the same year.**

ADVANCED CREATIVE METALS**CRS #072**

½ Credit One Semester 9, 10, 11, 12

Prerequisite: Introduction to Creative Metals

In the first semester of this course, students will refine their skills and develop new techniques to produce more sophisticated pieces. Students may combine metals and other materials to suit their individual interests. Emphasis will be on design and craftsmanship. **In subsequent semesters**, students will continue to develop their skills through a more personal approach by choosing more sophisticated metals projects based on his/her interests. Preliminary plans and study are part of the creative process and are required. Students will reflect on their work and the work of their peers. **A student may sign up for two semesters of ADVANCED CREATIVE METAL STUDIO in one year. ADVANCED CREATIVE METAL STUDIO may be taken as many semesters as desired for credit.**

LITERACY/ENGLISH LANGUAGE ARTS

English courses for each grade provide similar challenges for students to be reflective, critical, and inventive thinkers through reading and writing experiences. The academic ability levels vary in regard to sophistication of texts, structure of assignments, and independent work expected.

FIRST YEAR ENGLISH – College Prep

CRS #0114

1 Credit Full Year 9

This course explores the subtleties and layers of the question "Who am I?" Several texts are analyzed, including novels, short stories, poems, and film. Students will be encouraged to question, interpret, and make judgments about texts with increasing independence. They will also use writing as both a way to learn and as a means of expression. Emphasis will be on developing response statements and then transforming response statements into essays. With both literature and writing, students will become familiar with collaboration as a strategy for learning.

FIRST YEAR ENGLISH – Honors

CRS #0116

1 Credit Full Year 9

This course introduces students to reading and writing strategies, which are necessary for developing interpretive skills. Students learn to understand and appreciate major literary genres (novel, short story, essay, drama and poetry) by reading various samples of each and by creating works of their own in various genres. They also will utilize their response statements about literature as foundations for interpretive and exploratory essays. A high degree of independence will be expected.

ALTERNATE VOICES – College Prep

CRS #0153

½ Credit One Semester 9, 10, 11, 12

This elective one semester course is open to all students from freshmen to seniors who are interested in "diversity." The readings and activities lead students into a consideration of the intellectual ideas that surround the topic of diversity which help develop tolerance and sensitivity to universal, human concerns. By responding to literature, developing and executing student-driven activities and collaborating on the multicultural fair, students will become aware of their responsibility as a world citizen and the power of the individual in making and acting upon decisions.

MATHEMATICS

The Mathematics Department offers four years of courses to suit all students' needs and abilities.

- The **Post-Secondary Preparatory Sequence (PSP)** is designed to develop functional competency in applying the basic concepts of Algebra, Geometry and the skills of arithmetic to consumer/wage earner/taxpayer situations. A typical sequence might be: Integrated mathematics I and II, Algebra II or Consumer Math.

MUSIC

Vocal Ensembles

Students will perform in two concerts throughout the year. **Attendance at all scheduled performances/concerts is required for academic credit.** In addition, some performance ensembles will participate in local or national adjudicated music festivals, regional competitions and/or workshops on an annual or biennial basis. If applicable, students are expected to pay for their own room and board. The school will provide some transportation expenses. Fund raising opportunities are available.

Students who are enrolled in any of the Vocal performance ensembles listed below may choose to participate in Marching Band (including flag corps) for an additional $\frac{1}{2}$ **Credit** (see details regarding commitments and responsibilities under “Marching Band”).

CHORAL SPECTRUM – Level 4

CRS #0823

1 Credit

Full Year

9, 10, 11, 12

Prerequisite: Participation is by **Audition Only**. Auditions take place in January.

Choral Spectrum is an auditioned group comprised of approximately 30 singers. Placement in Choral Spectrum will be by audition only. Auditions take place in January. Repertoire will be chosen from various periods of music history with some songs choreographed by a professional choreographer. Three major concerts are usually presented each year, along with other selected performances. *Attendance at all scheduled performances is expected for academic credit.* Students will compete and /or perform in regional competitions, festivals, and/or workshops.

“SOUND FACTORY” CONCERT CHORUS – Level 3 (Level 4 by arrangement)

CRS #0820

1 Credit

Full Year

9, 10, 11, 12

Sound Factory is open to all students regardless of musical background or experience. Students will expand their knowledge and appreciation of the best examples of all styles and forms of choral literature. Students will learn basic music theory to develop their music reading skills. Vocal production will be emphasized. Two to three major concerts are normally presented each year. Sound Factory participation promotes teamwork and self-esteem and offers instruction to enable the student to acquire skills and techniques necessary for effective musical expression. Unison, two, three, and four part music is performed including arrangements of classical, folk, jazz, show, and popular songs. Students who are interested in developing a positive attitude and self-confidence and who enjoy working as a member of a team are encouraged to enroll in this course. Students are expected to do a solo voice placement audition prior to being scheduled into the course. An honors-level 4 option is available for advanced singers by successfully completing an individualized program.

Instrumental Ensembles

Students who wish to improve and develop their technical ability on their instrument are highly encouraged to take private lessons through the Hartt School of Music Satellite Program at SWHS or lessons through other private teachers. Students will perform in two concerts throughout the year. Attendance at all scheduled performances is expected for academic credit. In addition, some performance ensembles will participate in local or national adjudicated music

festivals on an annual or biennial basis. Students are expected to pay for their own room and board. The school will provide some transportation expenses. Fund raising opportunities are available.

Students who are enrolled in any of the Instrumental performance ensembles listed below may choose to participate in Marching Band (including flag corps) for an additional $\frac{1}{2}$ Credit (see details regarding commitments and responsibilities under “Marching Band”).

ENCORE JAZZ ENSEMBLE - Level 4

CRS #0833

1 Credit Full Year 9, 10, 11, 12

Prerequisite: Enrollment is available by **Audition Only**. Please contact Mr. Crowley regarding audition requirements.

ENCORE Jazz Ensemble is a full credit/level 4 performance-based class studying Jazz music of the 20th and 21st century. The class will explore varied repertoire focused on challenging the students’ technical ability and interpretive perspective. The instrumentation of ENCORE is one student per part. Each student musician is an integral part of the ensemble and is expected to attend all events. Students are expected to maintain a daily practice routine covering class repertoire. Private lessons are strongly recommended.

FULL HOUSE JAZZ ENSEMBLE – Level 3

CRS #0836

1 Credit Full Year 9, 10, 11, 12

This class is open to any and all students who perform on any instrument. Full House Jazz Ensemble is a full credit/level 3 performance ensemble. The class will explore the rhythms, melodies and phrases inherent in the jazz language. Students are expected to maintain a daily practice routine covering class repertoire. Private lessons are strongly recommended.

SYMPHONIC BAND – Level 3 (Level 4 by arrangement)

CRS #0826

1 Credit Full Year 9, 10, 11, 12

This ensemble is geared for **proficient** woodwind, brass, and percussion players. Students will meet as a large ensemble during the regularly scheduled class period. Students will concentrate on the basics of high school ensemble skills, aural skills, individual playing techniques, practice strategies, and effective musical expression, while preparing repertoire for the concert season. Attention is focused on the accurate and musical performance of standard band repertoire. An honors-level 4 option is available for advanced players by successfully completing an individualized program. Students may be recommended by the director for entrance into the Wind Ensemble based on their progress and the results of their Midterm Exam (both of which will act as their audition) as well as the balance needs of the Wind Ensemble.

WIND ENSEMBLE – Level 4

CRS #0827

1 Credit Full Year 9, 10, 11, 12

Prerequisite: Enrollment is available by **Audition Only**.

Open to **advanced** woodwind, brass, and percussion players by audition (or instructor permission) only. Students will concentrate on the development of ensemble skills, aural skills, individual playing techniques, and effective musical expression while preparing advanced repertoire for the concert season. Attention is focused on advanced repertoire, new music and classical transcriptions for wind ensemble and symphonic band.

STRING ORCHESTRA – Level 3**CRS #0817**

1 Credit Full Year 9, 10, 11, 12

This ensemble is geared for *proficient* violin, viola, cello, and double bass string players. Students will meet as a large ensemble during the regularly scheduled class period. Students will concentrate on the basics of high school ensemble skills, aural skills, individual playing techniques, practice strategies, and effective musical expression while preparing repertoire for the concert season. Attention is focused on the accurate and musical performance of standard string repertoire. An honors-level 4 option is available for advanced players. Students are recommended by the director for entrance into the Chamber Symphony Orchestra based on their progress, midterm exam (both of which will act as their auditions), and balance needs of the Chamber Orchestra.

CHAMBER SYMPHONY ORCHESTRA – Level 4**CRS #0838**

1 Credit Full Year 9, 10, 11, 12

Prerequisite: Enrollment is available by **Audition Only**.

This ensemble is open to *advanced* violin, viola, cello, and double bass string players by audition (or instructor permission) only. Students will meet as a large ensemble during the regularly scheduled class period. Students will concentrate on the development of ensemble skills, aural skills, individual playing techniques, practice strategies and effective musical expression, while preparing advanced repertoire for the concert season.

MARCHING BAND – Level 4**CRS #0837**

½ Credit ** Full Year 9, 10, 11, 12

** ½ Credit is given to any student who is also a member of any other vocal or instrumental performance ensemble listed above. Students who are enrolled in any music course may choose to participate in Marching Band as a woodwind, brass, percussion player or flag corps member. Honors Level 4 credit will also transfer to any Level 3 band class the student is already enrolled in as a result of enrolling in Marching Band. Students should sign up for Marching Band as a class. There are no scheduling conflicts and no sports conflicts with Marching Band. Students will memorize music or routines, march, and maneuver drill routines. The primary focus will be on the musical skills first, and marching and maneuvering drills second. Requirements: Attendance at band camp will occur between Memorial Day and the end of the school year. Band camp will occur during the school day. Regular band rehearsals occur on Tuesdays after school from two to three o'clock between September and November. The teacher will provide a schedule of events for the students. Required performances: Students perform at all home football games, the Memorial Day Parade, the town's Memorial Day observance, the Veteran's Day Parade, and marching band competitions.

NOTE: Students will **not** be allowed to drop this course after June 1, 2010 without the permission of both the director and the music curriculum specialist.

Other Music Electives

THEATER MANAGEMENT I**CRS #0848**

½ Credit One Semester 9, 10, 11, 12

This course focuses on providing students with the knowledge necessary to operate a theater. Students will provide technical support for the sound and lighting systems; learn about the stage "fly system", manage ticket sales; make equipment set-ups and take downs; and coordinate stage uses with school,

community and professional organizations. Students will be expected to work outside scheduled classes, providing technical support for various concerts and shows presented at the high school, as well as support for South Windsor High School classes using the theater. This course is a prerequisite for Theater Management II.

GUITAR CLASS I**CRS #0805**

½ Credit One Semester 9, 10, 11, 12

This class is designed for students with no prior experience with the guitar. Students with a beginning level of proficiency will also be accepted in the class. Students will learn how to read various forms of guitar notation including tablature. Class will be a blend of building technical skill level and learning music that interests the student. Students will also be exposed to Classical and Jazz guitar styles. **Students will also learn repertoire chosen by the teacher. South Windsor High School has a limited number of guitars for the students in need of an instrument.**

GUITAR CLASS II**CRS #0808**

½ Credit One Semester 9, 10, 11, 12

This class is intended as a continuation of Guitar I. Students must know all “open” chords, be able to read in the first position and have some experience with bar chords and scales to be enrolled in Guitar II. Students will learn moveable bar chord forms, altered chords and advanced (upper position) reading. Students will also learn major, minor and pentatonic scales as well as the application of modes. Improvisation is the goal of Guitar II using Jazz as a model. In addition, students will be encouraged to explore the chord/scale relationship in music that directly relates to them. **South Windsor High School has a limited number of guitars for the students in need of an instrument.**

DIGITAL AUDIO EDITING**CRS #0807**

½ Credit One Semester 9, 10, 11, 12

This class is intended for students interested in the world of MIDI and audio recording. No musical background is necessary. Students will explore various software programs that allow them to compose, arrange and perform music. The lab is equipped with MIDI keyboards, MIDI drums and MIDI guitars.

PRIVATE LESSONS

Private lessons are offered at South Windsor High School for a fee through the Community Division of The Hartt School. For information, call 860-768-4451.

PHYSICAL EDUCATION AND HEALTH

Physical Education

PHYSICAL EDUCATION I

CRS#0980

½ Credit One Semester 9

All 9th graders are required to take this course. The course focuses on health-related fitness, skill development for lifetime activities, social skills and self discipline.

Health & Human Development

FIRST AID AND CPR

CRS #0935

½ Credit One Semester 9, 10, 11, 12

This is a hands-on health course. Students will be trained and have an opportunity to become certified in infant, child and adult CPR. Students will also receive training in first aid and emergency care techniques.

SCIENCE

Graduation requirements for all students are as follows:

- 3 credits in Science, including at least 1 credit in Biological Science; and 1 credit in Physical/Earth Science; and
- CAPT science test score of Proficiency or higher

Each 9th grade student is required to complete Physical Science. It is recommended that each student, with the assistance of his/her guidance counselor and parents, select a series of science courses that meets the above requirements and best serves his/her interests and plans. It is recommended that students take Biology during their sophomore year to fully prepare for the science CAPT.

PHYSICAL SCIENCE (Required of all 9th graders)

College Prep – CRS #0362

Honors – CRS #0363

1 Credit Full Year 9

In this course, students will improve their ability to pose questions, design/perform experiments, analyze data, and develop an understanding of fundamental physical science concepts. The course is aligned with the state science frameworks and topics include: plate tectonics, the chemistry of the earth's materials, electricity, plastics, energy transformations, renewable and nonrenewable energy resources. All successful students will earn one credit in Physical/Earth Science. In the Honors level course, students are expected to do more in-depth work, have greater mathematical ability, and think abstractly. (This course is required for 9th grade students. It is open to students in grades 10, 11, 12 on a space available basis with permission from the Science Curriculum Specialist.)

SOCIAL STUDIES

The Social Studies Department of South Windsor High School offers a wide range of courses from which students may select according to individual needs, interests and aptitudes. It is important that you read the course descriptions carefully so that you make the best decisions. When selecting a course at a specific level, be prepared to commit yourself to a level of performance associated with that level. The successful completion of three full credits is required for graduation. Students must receive a passing grade in the three required social studies courses to meet graduation requirements.

MODERN WORLD HISTORY

Level 3/College Prep - CRS #0417

Level 4/Honors – CRS # 0418

1 Credit

Full Year

9

The central purpose of this course is to provide students with an understanding of how world civilization has evolved during the last six hundred years. Topics of focus are comparative civilizations, the Age of Revolutions, World Conflicts, and contemporary global issues. The culminating assessment for this last unit of study will be a United Nations simulation in which all students will be required to research a contemporary world issue and propose possible solutions. Students will be called upon to think as geographers, economists, historians, and political scientists as they explore and integrate these topics. Sensitivity for the cultural diversity and commonality of the people of the world will be emphasized throughout this course.

WORLD LANGUAGES

Teacher recommendations will be the primary criteria for student sequence placement. **A grade of C- or better is required for continuation in a sequence.**

FRENCH I

CRS #0501

1 Credit

Full Year

9, 10, 11, 12

This course is designed as an introduction to the French language and Francophone cultures. Students will practice speaking, listening, reading, and writing in a cultural context. Emphasis will be placed on speaking and listening skills at a novice low to intermediate level. Students will also be expected to demonstrate reading comprehension and write short simple paragraphs in French. Vocabulary appropriate to this level of study is developed through the use of listening exercises, visuals, videos and other text related materials on a variety of subjects of interest suitable to students. The necessary study skills which enhance language learning are emphasized.

FRENCH II

CRS #0502

1 Credit

Full Year

9, 10, 11, 12

This course is designed to review and provide further-in-depth study of the language skills and Francophone cultures introduced in French I. Students will explore new functions of the language through the use of real life situational activities and assessments. Oral and written proficiency skills will be emphasized through interviews and guided compositions. Videos, short supplementary reading selections and cultural material will be presented in French. Assessments will emphasize proficiency at the novice mid to novice high level in all four communication skills: speaking, listening, reading, and writing.

FRENCH II – Honors**CRS #0503**

1 Credit

Full Year

9, 10, 11, 12

This course is an honors course open to students who receive the recommendation of their French I teacher. This course will be conducted as much as possible in French and students will be expected to use French in class as the primary language of communication. The honors level course requires a higher level of competence in all areas of the language. Assessments will emphasize mastery at the novice high to intermediate low level with all four communication skills: speaking, listening, reading, and writing. Writing exercises will move from guided to open-ended. Students will explore new functions of the language through the use of real life situational activities and assessments.

LATIN I**CRS #0521**

1 Credit

Full Year

9, 10, 11, 12

This course is open to all students interested in language and Greco-Roman civilization and culture. Grammar, vocabulary, and word derivation for both Latin and English are taught. In addition to language skills, students will become familiar with the classical origins of modern politics, engineering, athletics, religions, and social customs. The necessary study skills which enhance language learning are emphasized.

SPANISH I**CRS #0531**

1 Credit

Full Year

9, 10, 11, 12

This course is designed as an introduction to the Spanish language and Hispanic culture. While all four skills of speaking, listening, reading, and writing are practiced, emphasis is placed on listening comprehension and speaking at a novice low to intermediate level. Basic functions of language in real life situations will be explored. Vocabulary appropriate to this level of study is developed through the use of audio exercises, CDs, videos, visuals and other text materials. Students will read short passages and write simple guided paragraphs. The necessary study skills which enhance language learning are emphasized.

SPANISH II**CRS #0532**

1 Credit

Full Year

9, 10, 11, 12

This course is designed to review and further develop the language skills acquired in Spanish I. Emphasis is placed on raising the level of oral proficiency, using a variety of techniques that work toward perfecting speaking skills and improving listening comprehension at a novice low to mid level. Students will explore new functions of the language through the use of real life situational activities and assessments. Oral and written proficiency skills will be emphasized through interviews and guided compositions. Videos, short supplementary reading selections and cultural material will be presented in Spanish. Students will study various aspects of Hispanic cultures around the world. The necessary skills which enhance language learning are emphasized.

SPANISH II – Honors**CRS #0533**

1 Credit

Full Year

9, 10, 11, 12

This honors level course is open to students who receive the recommendation of their Spanish I teacher. This course will be conducted as much as possible in Spanish and students will be expected to use Spanish orally in class. The honors level course requires a higher level of competence in all areas of the language. Assessments will emphasize mastery at the novice high to intermediate low level with all four communication skills: speaking, listening, reading, and writing. Students will explore new functions of the language through the use of real life situational activities and assessments. Writing exercises will move from guided to open-ended. Students will study various aspects of Hispanic cultures around the world.

The South Windsor Public Schools does not discriminate on the basis of race, religious creed, national origin, ancestry, age, sex, marital status, sexual orientation, genetic information, or disability in establishing and implementing hiring and employment practices.

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