

## ACCREDITATION STATEMENT

Enrico Fermi High School and Enfield High School are accredited by The New England Association of Schools and Colleges, a non-governmental, nationally recognized organization whose affiliate institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation by the New England Association of Schools and Colleges indicates that an institution meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. As accredited schools, Enrico Fermi High School and Enfield High School are recognized as having the necessary resources to achieve their stated missions through appropriate education programs.

Accreditation by the New England Association of Schools and Colleges applies to the institution as a whole. As such, it is not a guarantee of the quality of course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

***This Program of Studies* belongs to:**

**Name** \_\_\_\_\_ **H.R.** \_\_\_\_\_

**Address** \_\_\_\_\_

\_\_\_\_\_

The student is responsible for meeting all graduation requirements and all course requirements stated in this bulletin.

Additional copies of this *Program of Studies* are available for \$3.00.

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### **TITLE VI and IX NON-DISCRIMINATION**

It is the policy of the Enfield Board of Education not to discriminate on the basis of race, color, sexual orientation, national origin, sex, or handicap in its educational programs, activities or employment policies as required by Title VI, and Title IX, and Section 504.

All courses and activities offered by Enfield Public Schools are open to any student. All inquiries regarding compliance should be directed to your building principals.

The Title VI Coordinator (race, color, and national origin) is Mrs. Donna Gittleman, 27 Shaker Road, Enfield, CT 06082 and telephone 860-253-6518; Title IX Coordinator (sex equity) is Mr. Anthony Torre, 27 Shaker Road, Enfield, CT 06082, and telephone 860-253-6533.

## PRINCIPALS' MESSAGE

The purpose of this *Program of Studies* is to provide students and parents with information about all the curriculum offerings and courses available at Enfield High School and Enrico Fermi High School. Students and parents should take time to read and examine the course descriptions. Then together with our school counselors, we can plan the very best educational program possible for each student.

We strive to provide students with a learning environment that will encourage them to become capable and confident learners. The diversity of our educational program serves to meet many of the individual learning needs of all students at both high schools. With the cooperation and support of parents, our staff will educate students in a way that will prepare them to become productive and responsible citizens in our rapidly changing local, state, national, and global communities.

This *Program of Studies* also contains valuable information necessary to support our student expectations for learning and shared goal of graduation from Enfield Public Schools. Parents and students will find information about graduation requirements, class rank, grading policy, educational testing, and much more. The staffs at both schools look forward to working with families to plan the best post-secondary program for each student. Thoughtful course selection is the first step in this process. Do not take this lightly. This will serve as the foundation, which supports all college and career choices.

We extend our support and encouragement to all students at Enrico Fermi High School and Enfield High School so that they can enjoy the very best school year experience possible.

Thomas E. Duffy  
Principal  
Enfield High School

Paul K. Newton  
Principal  
Enrico Fermi High School

**2008-2010 PROGRAM OF STUDIES  
TABLE OF CONTENTS**

**Accreditation Statement**

**Board of Education**

**Principals' Message**

**How to Use the *Program of Studies*..... 1**

**Guidance and Counseling ..... 3**

**To the Student ..... 4**

**Planning the High School Program**

- **Requirements for Graduation ..... 5**
- **Credits ..... 8**
- **GPA and Class Rank ..... 9**
- **Weighted Grading System ..... 9**
- **Course Change Procedures ..... 12**
- **Early Graduation ..... 12**

**Post-Secondary Planning**

- **Planning for College ..... 14**
- **Prospective College Athletes ..... 14**
- **Planning for Technical/Vocational Careers ..... 15**

**Additional Program Opportunities**

- **Advanced Placement (AP)..... 16**
- **UCONN Early College Experience (ECE)..... 16**
- **College Career Pathways ..... 16**
- **Independent Study ..... 19**
- **School to Career ..... 19**
- **Summer School..... 20**
- **Greater Hartford Academy of the Arts ..... 21**
- **High School Partnership ..... 21**
- **College Connections..... 21**

**Department Offerings**

- **Business Education ..... 22**
- **English..... 30**
- **Family and Consumer Sciences ..... 37**
- **Mathematics ..... 40**
- **Music ..... 47**
- **Physical Education and Health..... 51**

• <b>Reading</b> .....	53
• <b>Science</b> .....	55
• <b>Social Studies</b> .....	59
• <b>Special Education</b> .....	64
• <b>Technology Education</b> .....	65
• <b>Teen Leadership</b> .....	70
• <b>Visual Arts</b> .....	71
• <b>World Languages</b> .....	75
<b>Academic Planning</b>	Inside Back Cover

## HOW TO USE THE *PROGRAM OF STUDIES*

**Purpose of the *Program of Studies*:** To provide parents, students, counselors, and teachers with a useful reference to help select courses. When choosing courses, keep the following in mind:

- **Graduation requirements:** There are many required courses which students must take before they can graduate. Look over the list of course requirements and make note of what courses are required and in what grades students must enroll in them.
- **Post-secondary goals:** When choosing courses keep in mind the student's goals for after high school. There are courses that students who are interested in attending four-year colleges should take to be competitive applicants. If you are unsure what courses are best for your son or daughter, his or her school counselor will be able to make suggestions based on the student's post-secondary goals.
- **Course sequences:** In some cases, the courses a student takes in Grade 9 will affect what he or she can take in Grade 12. It is important to plan ahead. Consult with your student's teachers and counselor then choose the appropriate courses that will place the student where he or she would like to be by graduation.
- **Course levels and weights:** Some courses are leveled and weighted higher than others. These weights affect a student's cumulative grade point average. Be sure to check the course descriptions to determine the weighting and select the course level that best meets the needs of the student. (See page 9.)

**Reading the Course Descriptions:** The course descriptions for each department are in the same format. The sample below explains the different parts of the course descriptions.

**Course Title:**  
Grade(s) in which students may take the course and the number of credits.

**Prerequisites:** These are courses or other conditions, such as minimum grades earned in prior courses, which must be met before students can take the course.

**Course Description:** This section describes the focus of the course.

**WORLD HISTORY**  
Grade 9  
1 credit

**Prerequisite(s): None**

This course is a survey of world history. While a significant amount of time is spent on western civilization, emphasis is placed on interactions among the major civilizations of both east and west. In addition to learning historical content, students are exposed to social studies skill development, in particular, reading for content knowledge and writing with purpose. Sample topics include ancient civilizations, the middle ages, the Renaissance, and the modern period.

(404)  
Level 3

World History 404 is college preparatory and appropriate for most students entering ninth grade.

(405)  
Level 3

World History 405 offers the same content as course 404 but is designed for students in need of writing and literacy skill development.

**Course Numbers and Levels:** These are the numbers counselors use to register students for each course. In some cases, as in the example above, there are two course numbers listed. Read the course description next to each number to determine the course that is best for the student.

## **GUIDANCE AND COUNSELING**

Each student is assigned to a school counselor. The high school counselor will work with the student throughout his/her high school career. The Guidance Department offers an appropriate Comprehensive Developmental School Counseling Program. School counselors offer assistance to students in areas such as:

- Difficulties with school subjects or other problems relating to school
- Self-evaluation in terms of abilities, interests and aptitudes
- Selection of courses and studies
- Post-secondary planning including college, vocational, and military options
- Personal issues

Parents and students are encouraged to work collaboratively with the school counselor. Counselors may be contacted at 253-6595 (Enfield High School) or 763-8821 (Enrico Fermi High School). Additional resources are available on the district website [www.enfieldschools.org](http://www.enfieldschools.org). Please follow the links to the high school guidance page.

## TO THE STUDENT

The *Program of Studies* is designed to help you make appropriate course selections. Plan the strongest course of study possible so that when you graduate from Enrico Fermi or Enfield High School you will be able to choose from a variety of options. You and your parents are encouraged to establish a collaborative relationship with your school counselor.

In planning for the future, you should consider the following:

- **KNOW YOURSELF:** Achievements, abilities, interests, and ambitions are all important considerations. Initiative, responsibility, and personality can determine success or failure.
- **SET GOALS:** Identify what you want and make a plan to achieve it.
- **PLAN AS EARLY AS POSSIBLE:** Get some information about possible career interests. Access the resources of the Career Center. Begin thinking about appropriate post-secondary education/training opportunities (college, vocational school, military, and employment).
- **PLAN A COMPREHENSIVE HIGH SCHOOL PROGRAM:** Course selections made early in high school have an impact on future opportunities.
- **DEVELOP AND APPLY GOOD STUDY HABITS:** Good study skills result in good grades.
- **GET INVOLVED:** Develop hobbies, join school activities, or become active in the community.

## PLANNING THE HIGH SCHOOL PROGRAM

Planning a course of study is an important and cooperative process. Therefore, students should not make hasty decisions. Course selection involves the student, parents, counselor, and teachers. Careful preparation and planning help to ensure a rewarding educational experience.

When selecting a course of study, a student should take into consideration his/her previous school record, work habits, interests, abilities, and future plans. Each student should plan for a sequence of courses making sure that the courses fit into a projected four-year plan. Please refer to the **Four Year Academic Planning Chart** on the inside back cover of the *Program of Studies*.

Electives enhance the learning experience and offer greater challenges to students. The high school program is enriched through a varied selection of courses in addition to the required courses.

Students or parents with questions about the course selection process should consult with the school counselor.

### Requirements for Graduation

A graduate of the Enfield Public Schools must have earned a minimum of 22 credits, must have met the established credit distribution requirement, and must have earned a 4.0 (C-) average for all courses required for graduation. In accordance with Connecticut General Statutes, students must also meet additional performance standards. Literacy and numeracy performance standards shall be required with an ultimate goal to improve learning for every student. In the future, additional performance standards may be considered.

### Minimum Credits, Course Requirements and Performance Standards

#### Credits and Required Courses:

- English 4 Credits
- Mathematics 3 Credits
- Science 2 Credits
- Social Studies consisting of: 3 Credits
  - Credit from the following courses:
    - 1 Credit – World History or World Civilization and
    - 1 Credit – US History
    - ½ Credit – Civics
    - ½ Credit – Social Studies Elective Course

- Arts or Vocational Education \*\* 1 Credit
- Physical Education/Health Education 2 Credits
- Electives 7 Credits (Continued)

\*\*This credit may be taken in any one or a combination of the following areas: Business, Art, Music, Technology Education, and Family and Consumer Sciences (per Board of Education Policy 6146).

All students must carry a minimum program equivalent to 5.5 credits each year unless there are extenuating circumstances. Additional courses may be elected. All students should strive to accumulate as many credits as possible to enrich their high school education.

### **CAPT Administration**

The Connecticut Academic Performance Test (CAPT) is administered to all students in Grade 10. The CAPT assesses skills in reading, writing, mathematics, and science. Individual student test results are sent to parents/guardians to inform them of their child’s performance. Students have the option to retake any section of the CAPT in Grades 11 and 12. Performance on the CAPT is a component of the Board of Education requirements for graduation. See information on Performance Standards below (from Board of Education Policy 6146).

### **Performance Standards:**

A student will be granted a high school diploma provided that he/she has met literacy and numeracy performance standards, as well as the minimum requirement of 22 credits listed above.

- A. Literacy Performance Standard** – In order to receive a high school diploma, a student must demonstrate the ability to read and write with understanding and respond to a variety of texts across the disciplines.

The literacy performance standard will be completed when a student achieves one of the following:

- A score in level three (3), four (4), or five (5) on the CAPT Reading Across Disciplines or Writing Across Disciplines Test **OR**
- A Critical Reading SAT score or Writing SAT score of 430 or above **OR**
- A Reading ACT score or Writing ACT score of 18 or above **OR**
- Earn a score that meets or exceeds the standards on a District Literacy Performance Task as defined in Administrative Regulation 6146

- B. Numeracy Performance Standard** – In order to receive a high school diploma, a student must demonstrate the ability to complete mathematical problems which require basic math skills.

The numeracy performance standard will be completed when a student achieves one of the following:

- A score in level three (3), four (4), or five (5) on the CAPT Mathematics Test **OR**
- A Math SAT score of 430 or above **OR**
- A Math ACT score of 18 or above **OR**
- Earn a score that meets or exceeds the standards on a District Numeracy Performance Task as defined in Administrative Regulation 6146

### **C. Conditions**

#### **1. Graduating Seniors:**

In addition to satisfying the required course credits and meeting the performance standards, graduating seniors must attain a minimum average of 4.0 (C-) for all courses required for graduation.

The 4.0 (C-) grade average required for graduation shall be computed annually at the end of the fourth marking period and shall include all the courses taken by the student.

Students who have earned more than the required credits for graduation but failed to obtain the required 4.0 (C-) average may attempt to satisfy the 4.0 (C-) average by calculating the highest GPA using the minimum number of credits. Such calculation must include all of the required courses.

#### **2. Non-Graduating Seniors:**

Seniors who have not satisfied all requirements for graduation will be given the opportunity to attain a high school diploma by attending summer school at their own expense or returning to high school the following year to meet all graduation requirements.

All students must pass a minimum of 4 full credit courses in their senior year. This requirement may be waived for students who have been granted approval for early graduation or have returned to complete graduation requirements.

## Credits

It is expected that students will earn a minimum of **5.5** credits toward graduation by the end of each year.

Grade 9	5.5 credits
Grade 10	11.0 credits
Grade 11	16.5 credits
Grade 12	22.0 credits

In order to be promoted from Grade 9 to Grade 10, a student must earn at least **4** credits, of which one is English and one is mathematics.

Students who earn fewer than **16.5** credits at the end of Grade 11 will be retained in Grade 11. These students will be promoted to Grade 12 upon earning **16.5** credits.

## Crossover Credits

Students may receive required academic credit for certain elective courses whose content bridges the curriculum of a required course.

The number of crossover credits will be limited to one credit per discipline. In addition, a student must successfully complete at least one credit of work in this discipline before a crossover can be requested. Crossover credit must be approved prior to enrolling in the course and cannot be awarded retroactively. The following courses can be considered for crossover credit:

Course	Total Credits	Academic Crossover	Number of Crossover Credits
Architectural Drafting (712)	1.00	Mathematics	.50
Mechanical Drafting (713)	1.00	Mathematics	.50
Automotive 1 (772)	2.00	Science	.50
Automotive 2 (774)	2.00	Science	.50
Business and Consumer Math 1 (502)	.50	Mathematics	.50
Business and Consumer Math 2 (503)	.50	Mathematics	.50
Business Law 1 (527)	.50	Social Studies	.50
Business Law 2 (528)	.50	Social Studies	.50
Economics (535)	1.00	Social Studies	1.00
Electricity/Electronics (741)	1.00	Science	1.00

Students who transfer to the high school in Grade 12 will receive an Enfield diploma provided such transfer is made on or before February 1. In cases where students transfer after February 1, the administration shall make an effort to have the student receive a diploma from the school last attended. In any case, students in this category may participate in Enfield graduation ceremonies.

High school students may take courses and earn credits from any accredited college, vocational institution, or accredited/approved distance learning program at their own expense. These approved courses may be added to the student’s official school transcript and applied toward fulfilling graduation requirements. The number of course credits, which will be accepted toward graduation requirements, **cannot exceed 2 credits**. Students pursuing this option must obtain approval from the guidance office and school principal, whose decision is final, prior to enrolling in any such course.

**Grade Point Average (GPA) and Class Rank**

The grade point average is based on the final grade earned in each course. The grade point average is cumulative and is calculated at the end of each semester from Grades 9 through 12. Pass/fail courses are not included in the calculation.

The class rank is determined by the relative position of each grade point average in a graduating class from Grades 9 through 12. The Valedictorian and Salutatorian are determined using the grade point average at the end of seven semesters.

**Weighted Grading System**

The Enfield Public Schools use a weighted grading system so that individual courses receive weight commensurate with academic rigor. In the three-level system, Level 1 courses are the most rigorous and receive the greatest weight. Level 2 courses are more academically challenging than those at Level 3, which are average in their academic demands. Please refer to the following chart for specific course levels.

<b>DEPARTMENT</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
<b>BUSINESS</b>	None	Accounting 2 (531) Business Law 2 (528) Speedwriting 2 (562)	All others
<b>ENGLISH</b>	UCONN English (082) Critical Writing (041)	Survey of British Literature (061) Survey of World Literature (081) Survey of American Literature (071)	All others

		Individual and Society (074)	
<b>DEPARTMENT</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
		Writing in the Media (044) Searching and Writing (057) English 10 (024)	
<b>FAMILY AND CONSUMER SCIENCES</b>	None	Parenting and Child Development (810)* Child Development Lab (811)*	All courses
<b>HEALTH/PE</b>	None	None	All courses
<b>MATHEMATICS</b>	Calculus (160) AP Calculus AB (161) UCONN Applied Probability and Statistics (152) Precalculus (154,155)	Algebra 2 (131) (132) Computer Programming 2 (142) Advanced Math Topics (136) Probability and Statistics (151)	All others
<b>MUSIC</b>	None	Chorus/Choir (655) * Treble Voices (667) * Band (651) * Jazz Ensemble (652) * String Ensemble (653) *	All courses
<b>SCIENCE</b>	[AP Biology] UCONN Biology (296) [AP Chemistry] UCONN Chemistry (297) [AP Physics B] UCONN Physics (298)	Chemistry (221) Physics (231) Anatomy and Physiology (262)	All others
<b>SOCIAL STUDIES</b>	AP United States History (416) Psychology (440) Philosophy (455)	Sociology (439) Genocide (467)	All others
<b>TECHNOLOGY EDUCATION</b>	None	Computer Drafting-Architectural (712) Computer Drafting-Mechanical (713)	All others

<b>DEPARTMENT</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
<b>VISUAL ARTS</b>	Portfolio Preparation (611)	Drawing 2 (606) Commercial Art/Illustration (613) Ceramics Foundation 2 (604) Painting 2 (609) Sculpture (610) Contemporary Photographic Imaging (614)	All others
<b>WORLD LANGUAGES</b>	French 5 (341) AP French Language (343) UCONN French (345) Spanish 5 (381/382) AP Spanish Language (391) UCONN Spanish (395) Latin 4 (305)	French 4 (331/332) Spanish 4 (371/372) Latin 2 (307) Latin 3 (304)	All others

\*To receive the Level 2 weight, a student must meet specified criteria.

### **WEIGHTED GRADING SYSTEM AND GRADE POINT AVERAGE (GPA)**

Please refer to the chart below for the quality points assigned to letter grades by course level. These points are used to calculate grade point average.

<b>Grade</b>	<b>Numerical Equivalent</b>	<b>Level 1 Quality Points</b>	<b>Level 2 Quality Points</b>	<b>Level 3 Quality Points</b>
<b>A+</b>	<b>100-97</b>	<b>16</b>	<b>14</b>	<b>12</b>
<b>A</b>	<b>96-93</b>	<b>15</b>	<b>13</b>	<b>11</b>
<b>A-</b>	<b>92-90</b>	<b>14</b>	<b>12</b>	<b>10</b>
<b>B+</b>	<b>89-87</b>	<b>13</b>	<b>11</b>	<b>9</b>
<b>B</b>	<b>86-83</b>	<b>12</b>	<b>10</b>	<b>8</b>
<b>B-</b>	<b>82-80</b>	<b>11</b>	<b>9</b>	<b>7</b>
<b>C+</b>	<b>79-77</b>	<b>10</b>	<b>8</b>	<b>6</b>
<b>C</b>	<b>76-73</b>	<b>9</b>	<b>7</b>	<b>5</b>
<b>C-</b>	<b>72-70</b>	<b>8</b>	<b>6</b>	<b>4</b>
<b>D</b>	<b>69-65</b>	<b>7</b>	<b>5</b>	<b>3</b>
<b>F</b>	<b>64 &amp; below</b>	<b>0</b>	<b>0</b>	<b>0</b>

Students and their parents must select courses with extreme care. Giving this matter serious consideration will ensure the selection of a meaningful course of studies and thus

eliminate the need for schedule changes which are disruptive to the learning process. Students and parents are provided with ample time, information, and personal assistance in selecting a program of studies. Therefore, it is reasonable to expect that changes will not be honored except for well-defined reasons. Any schedule change request, other than those adjustments for scheduling errors, must be made in conjunction with the parent or guardian, student, and school counselor.

### **Course Change Procedure**

Students do not have the option of unilaterally withdrawing from a course. Students who deliberately fail to attend class will receive a failing grade for the course.

A course change may be made if:

- A student lacks a recommended prerequisite to a scheduled class
- A scheduling error exists
- A student lacks graduation requirements in Grade 12
- A student is academically misplaced

An attempt will be made to honor any approved course change, subject to the following restrictions:

- A new course may be added provided it fits within the same time slot
- Requests to change a course to avoid or choose a particular teacher will not be accepted
- No changes will be made to accommodate work schedules

Students withdrawing from a course beyond the fourth week of the quarter will receive the grade earned for the quarter. The teacher can only give a grade of W after the fourth week of the course with administrative approval.

Students withdrawing from a course after the mid-point of the course, for other than a certified medical reason, except in extenuating circumstances deemed acceptable by the administration, will receive a final grade of F.

### **Early Graduation**

A student who completes all graduation requirements by the end of the second marking period of Grade 12 may select to leave school at that time provided that he/she has followed the following procedures:

- Make a formal request to the school administration before the end of Grade 11; this request must be made on the official “Early Graduation Request” form, which is available in the Guidance Office
- Receive approval from the parent or guardian after the school counselor certifies that the student is eligible for early graduation
- Plan the Semester 1 academic program prior to the end of Grade 11

- Obtain final and official approval from the principal who will weigh each request on its own merits with consideration to early acceptance into college or some other acceptable education or vocational program or extreme economic hardship
- All other requests for early graduation other than those stipulated above will require the approval of the Superintendent of Schools. In no case will students be permitted to graduate earlier than the end of Grade 11

Since the Board of Education feels that a student's high school experience is beneficial both academically and socially, it will not be the intent of this policy to encourage students to request early graduation simply for the purpose of seeking an early termination to their formal education process.

Students who have been granted permission for early graduation will receive their diplomas in June and may participate in commencement activities. All graduation expenses and obligations should be met before leaving school (per Board of Education Policy 6146).

## POST-SECONDARY PLANNING

College, vocational school, and career resources for post-secondary planning are located in the Career Center. In addition to a wide assortment of college and technical school catalogs, occupational handbooks, and other reference materials, the Career Center houses computerized guidance information. Students can also obtain scholarship and financial aid information in the Career Center. Beginning in Grade 9, students develop a portfolio centered on individual interest and abilities. To access the Career Center, students should make an appointment with the career specialist.

### Planning for College

A student who intends to enroll in a four-year college after graduation should plan his/her high school academic program carefully. Course rigor, grade point average, class rank, counselor/teacher recommendations, college entrance examination scores and extra-curricular activities are among the factors colleges consider in selecting candidates. Although colleges vary in their requirements, the more competitive colleges require a rigorous four-year academic program including Level 1 and Level 2 courses. These competitive colleges also require a high grade point average, a high class rank and high college entrance examination scores. Students and parents should consult with the school counselor regarding specific college requirements.

Below is a basic outline for planning a college preparation program:

English	4 credits	Minimum of four credits, including literature and writing courses
Mathematics	3-4 credits	Minimum of Algebra 1, Algebra 2 and Geometry Precalculus or higher preferred
Science	3-4 credits	Minimum of two years of laboratory science (Biology, Physics, or Chemistry)
Social Studies	3-4 credits	Minimum of World History or World Civilization, United States History, and Civics
World Language	3-4 credits	Minimum of two or three years of the same language taken at high school.

### Prospective College Athletes

Students who plan to participate in Division I or Division II sports at the college level must be qualified by the NCAA Clearinghouse. Students should begin the application process at the end of Grade 11. The clearinghouse will analyze student transcript information to determine if initial requirements have been met. Students should meet with their school counselor for more specific information regarding NCAA eligibility requirements and check the NCAA website at [www.naaclearinghouse.net](http://www.naaclearinghouse.net).

## Planning for Technical/Vocational Careers

There are many career opportunities that do not require a four-year college degree. However, expanding technologies, as well as increased competition from other industrial countries have impacted the kinds of high level math and science skills that high school graduates will need in order to be successful in the world of work. Apprenticeship, certificate, and associate degree programs are available to high school graduates interested in technical/vocational careers. Interested students should meet with their school counselor for additional information.

Below is a basic outline for planning a technical or vocational preparation program.

English	4 credits	Minimum of four credits, including literature and writing courses
Mathematics	3-4 credits	Minimum of Algebra 1; for many careers, a strong mathematics background is required
Science	Minimum of 2 credits	Minimum of two years of Science; Physics recommended
Social Studies	Minimum of 3 credits	Minimum of World History, or World Civilization, United States History and Civics
Vocational/Business/ Tech Ed./Family and Consumer Science	3-4 credits	Select a variety of courses appropriate for career interest in consultation with your school counselor

## ADDITIONAL PROGRAM OPPORTUNITIES

## **Advanced Placement (AP)**

The Advanced Placement Program gives a student the opportunity to pursue college level studies while still in high school. The AP designation in a course title denotes a rigorous course of study. Advanced Placement credit is granted by the college based on the score a student receives on individual AP exams offered in May of each year. The student must contact the College Board directly in order to send AP scores to individual colleges. The cost of each exam is set by the College Board. The student is responsible for paying the exam fee.

## **UCONN Early College Experience (ECE)**

The University of Connecticut Early College Experience (ECE) Program provides an academic outreach opportunity for Connecticut's high school students. This program allows motivated students to earn both high school and college credits for courses taken in high school. These UCONN courses provide students with the opportunity to preview college level work, build confidence in their readiness for college, and earn college credits that will put them ahead academically and financially. Credits earned transfer into UCONN and other colleges and universities across the country. Students are required to complete these courses with a grade of C or higher in order to receive university credit. For a complete list of colleges and universities that may also accept these credits, check the UCONN website at [www.uconn.edu](http://www.uconn.edu). Interested students should check with the UCONN coordinator at each high school regarding dates, fees, and registration procedures.

## **UCONN Deadlines**

- Registration for UCONN courses begins in the spring of the previous school year
- Completed registration forms must be received by the UCONN ECE administrative office by June 30
- Registration forms received after June 30 will be processed during the add/drop period, August 27-September 10
- A non-refundable deposit to UCONN is required to process all forms during the add/drop period
- Program fee invoices are mailed to each student directly from UCONN at the end of the summer
- Program fees are not refundable after September 10

## **College Career Pathways**

The **College Career Pathways Program** (formerly Tech Prep) is a partnership between the Enfield Public Schools and Asnuntuck Community College (ACC) which provides high school students with an opportunity to earn up to **13 college credits** and credit toward high school graduation. Participating students will be registered at ACC while in high school with complete use of all services the college offers. At the end of high school, students may request a college transcript with the courses and grades that they have earned. Students are not charged a fee to enroll in this program.

Students must earn a B- or better in the courses specified in order to obtain the college credit. Students must be enrolled in a sequential program of study that includes approved ACC courses in the following subject areas: English, Mathematics, and Science. Students must also be enrolled in one of the approved career content areas listed on the official **College Career Pathways** informational chart (page 18).

Students in this recognized **College Career Pathways** program are guaranteed admission to ACC upon graduation from high school. Credits may be transferable from ACC to any other institutions within the Connecticut College Education System.

Students must fulfill the following:

- Complete the College Career Pathways Application by November 1 of Grade 12
- Complete a minimum of 3 credits in Math (including Algebra 1, Geometry, and Algebra 2)
- Complete a minimum of 4 years of English
- Complete a minimum of 2 years of Science (including Chemistry)
- Complete a minimum of 1 year of Business/Technology Education course
- Earn a grade of B- (80) or better in individual courses to receive ACC credit hours
- Earn a high school diploma or G.E.D.

**Asnuntuck Community College credits** cannot be awarded unless an application is submitted by the deadline. See your school counselor for more information and an application form.

## College Career Pathways Courses

Approved ACC Courses	High School Course	College Credits Earned
<b>CORE COURSE: SCIENCE</b>		
Introduction to Chemistry	Chemistry (221)	4
General Chemistry 1	[AP Chemistry] UCONN Chemistry (297)	4
<b>CORE COURSE: ENGLISH</b>		
Literature and Composition	<b>Students must choose 1 of the writing courses:</b> Searching and Writing (057 or 058) Critical Writing (041) <b>AND</b> <b>Students must choose 1 of the literature courses:</b> Survey of British Literature (061) Contemporary Authors (062) Survey of American Literature (071) American Authors (072) Individual and Society (074) Survey of World Literature (081)	3
Intro. to Mass Communication	Writing and the Media (044 or 045) Writing and Speaking (087)	3
<b>CAREER CONTENT COMPONENT: BUSINESS AND FINANCE</b>		
Intro. to Software Applications	Microsoft Office 1 (556)	3
	Microsoft Office 2 (557)	3
Word Processing Applications 2	Advanced Word Processing (514)	3
	Desktop Publishing (516)	3
Introduction to Marketing	Marketing Education 1 (567)	3
	Marketing Education 2 (568)	3
Basic Accounting	Accounting 1 (530)	3
	Accounting 2 (531)	3
<b>CAREER CONTENT COMPONENT: EDUCATION</b>		
Intro. to Early Childhood Ed.	Parenting and Child Dev. (810)	3
	Child Dev. Lab (811)	3

(Continued)

## **CAREER CONTENT COMPONENT: MANUFACTURING AND REPAIR**

Technical Drafting	Drafting Technology (711) and either	3
	Computer Drafting Architectural (712) or	3
	Computer Drafting Mechanical (713)	3

In order to earn the College Career Pathways credit students must be enrolled in a sequential program of study that includes approved ACC courses in the following subject areas: English, Mathematics, and Science. In addition, students must also be enrolled in one of the approved career content areas listed. **PLEASE NOTE:** Where two or more courses are grouped, grades of B- or better must be earned in all of these courses.

### **Independent Study**

Independent study offers students an opportunity to become involved in study beyond the curriculum to explore a specialized interest area. The procedure to apply for Independent Study follows:

- Obtain an application for Independent Study from the school counselor
- Find an advisor and develop a project proposal
- Obtain approval from a building administrator
- Return the completed application with the required signatures to the school counselor

A student has the following grading options:

- Letter Grade
- Pass/Fail
- No grade, No credit

Credit(s) will be awarded upon successful completion of the independent study. These credits cannot be used toward meeting graduation requirements (22.0 credits).

### **School to Career**

The School to Career program is a career exploration program including school-based and work-based learning in a partnership with businesses and the community. This program is designed to make the connection between academics and the world of work. Students in grades 11 and 12 may take an active role in exploring a wide range of careers, select challenging courses, and participate in work experiences. The program may include job shadowing, field trips, internships, College Career Pathways (formerly Tech Prep), and projects. Contact your school counselor for additional information.

School to Career clusters include:

- Arts and Media
- Business and Finance
- Construction: Technologies and Design
- Environmental, Natural Resources and Agriculture
- Government, Education and Human Services
- Health and Biosciences
- Retail, Tourism, Recreation, and Entrepreneurship
- Technologies: Manufacturing, Communications and Repair

Students selected for this program may earn .5 to 1 elective credit per year toward graduation. Students must:

- Submit an application and resume to the School to Career liaison
- Provide teacher and counselor recommendations
- Identify a career cluster
- Demonstrate good academic achievement, social behavior, and school attendance
- Submit a signed learning partnership contract between the student, parent, employer, and coordinator
- Develop a learning plan including objectives and evaluation standards

### **Summer School**

A summer high school program is offered to residents of Enfield for the purpose of making up credit loss and/or required courses, grade improvement, and literacy/numeracy support for graduation requirements.

Enrollment and credit for any summer school course taken in Enfield or outside the district must receive **prior approval** from the student's school counselor and building administrator. Summer school courses, unless approved in advance, are weighted as Level 3 for computing the grade point average. No more than 50% of the total credits needed in a required subject area for graduation may be earned in summer school. The student must complete all established requirements for a given summer school course to receive credit. An enrichment course will not replace any required course nor can it be applied toward the number of credits required for graduation.

Students may enroll in other pre-approved summer school programs in order to take prerequisite courses or to increase their general knowledge. The Enfield Public Schools is a part of the Bloomfield/Hartford/West Hartford Collaborative Summer School program. Credits awarded for the courses offered in this program adhere to state guidelines. Courses taken at a college will be awarded the same number of high school credits as they would have been awarded had the courses been taken at Enfield or Enrico Fermi High School. Students may elect to include approved college courses on their high school transcript.

Refer to Board of Education Policy 6174 for detailed information about summer school.

### **Greater Hartford Academy of the Arts**

Students wishing to pursue a program in creative writing, dance, theater, or music are eligible to apply to the Greater Hartford Academy of the Arts. Acceptance is determined by the academy. The curriculum is designed to offer each student an opportunity to train intensively in one of the performing arts, develop a broad understanding of all the arts and their interaction, and be in contact with the world of professional performing arts. The Enfield Board of Education provides a limited number of scholarships for students to attend the Greater Hartford Academy. These scholarships include transportation and full tuition for this program. Students who are not scholarship recipients may still attend the academy by paying the annual tuition fee. The Enfield Board of Education provides the cost for transportation for all students.

### **High School Partnership**

Students in Grades 11 and 12 who have a cumulative grade point average of 8.0 (B) or higher are eligible to enroll in a free college course each fall and spring semester at Asnuntuck Community College. The college will waive the costs of tuition and required fees. Transportation, books, and supplies are the responsibility of the student. No more than two credits (electives only) can be applied toward graduation requirements. Students have the option to have partnership grades and credits on their high school transcript. Partnership programs are also available through the University of Hartford and St. Joseph's College. Interested students should meet with their school counselor for additional information.

### **College Connections**

Students in Grades 11 and 12 may participate in programs on the Asnuntuck Community College (ACC) campus which are designed to provide learning opportunities in the areas of manufacturing and electronics. Through the College Connections program, students may select courses in manufacturing technologies. Students may earn both high school and college credit. Interested students should meet with their school counselor for additional information.

# **BUSINESS/FINANCE/TECHNOLOGY AND MARKETING DEPARTMENT**

The curriculum of the Business/Finance/Technology and Marketing Education Department supports the mission of Enfield High School and Enrico Fermi High School. Our department provides instruction that focuses on preparing students to function in our technology-driven society. Students will develop skills needed for future job markets, as well as post-secondary studies in the area of business. Embedded in our Business/Finance/Technology and Marketing curricula are lessons that teach students to:

- Use technology to access, organize, create, evaluate, and present information
- Utilize critical thinking skills to respond to a variety of materials
- Express ideas in both verbal and written modes

## **COURSE OFFERINGS**

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
500	BUSINESS CONCEPTS AND CAREERS	9, 10, 11, 12	.5	3
501	ENTREPRENEURSHIP	9, 10, 11, 12	.5	3
502	BUSINESS AND CONSUMER MATH 1	10, 11, 12	.5	3
503	BUSINESS AND CONSUMER MATH 2	10, 11, 12	.5	3
512	WORD PROCESSING	9, 10, 11, 12	.5	3
514	ADVANCED WORD PROCESSING	11, 12	.5	3
516	DESKTOP PUBLISHING	11, 12	.5	3
526	PERSONAL FINANCE	11, 12	.5	3
527	BUSINESS LAW 1	10, 11, 12	.5	3
528	BUSINESS LAW 2	10, 11, 12	.5	2
530	ACCOUNTING 1	10, 11, 12	1	3
531	ACCOUNTING 2	11, 12	1	2

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
535	ECONOMICS	11, 12	1	3
537	BUSINESS MANAGEMENT	11, 12	.5	3
556	MICROSOFT OFFICE 1	11, 12	.5	3
557	MICROSOFT OFFICE 2	11, 12	.5	3
561	SPEEDWRITING 1 AND STUDY SKILLS	9, 10, 11, 12	.5	3
562	SPEEDWRITING 2 AND TRANSCRIPTION SKILLS	9, 10, 11, 12	.5	2
567	MARKETING EDUCATION 1	11, 12	1	3
568	MARKETING EDUCATION 2	12	1	3
569	COOPERATIVE WORK EDUCATION MARKETING EDUCATION 2	12	1	3
570	INFORMATION PROCESSING 1	9, 10, 11, 12	.5	3
571	INFORMATION PROCESSING 2	9, 10, 11, 12	.5	3

## COURSE DESCRIPTIONS

### **BUSINESS CONCEPTS AND CAREERS**

Grades 9, 10, 11, 12  
.5 credit  
(500)  
Level 3

#### **Prerequisite(s): None**

Business Concepts and Careers is an introductory course designed to provide students with an understanding of the business world and related topics. Emphasis is on improving economic citizenship through the study of business and the economic environment in which we live and work. This course is designed to give the student exploratory experiences dealing with career opportunities to allow students to make intelligent school-to-career decisions. Students will use a software simulation program that teaches students what running a real business is like. Students start their own simulated business and manage it from a single store to a chain of stores.

### **ENTREPRENEURSHIP**

Grades 9, 10, 11, 12  
.5 Credit  
(501)  
Level 3

#### **Prerequisite(s): Business Concepts and Careers (500)**

This course identifies the unique characteristics of entrepreneurs. A business plan is developed and the financial requirements are evaluated for a business venture. Current trends in the global marketplace that can affect an entrepreneurial business venture are discussed. Ethics in business, marketing, management skills, and government intervention in the business world are presented in a format that emphasizes practical business experience.

### **BUSINESS AND CONSUMER MATH 1**

Grades 10, 11, 12  
.5 Credit  
(502)  
Level 3

#### **Prerequisite(s): One earned math credit**

This course reinforces the basic mathematical skills and concepts related to fractions, percents, and decimals. Skills are applied to specific business and consumer applications including personal income, banking, purchasing of goods and services using cash and credit, and personal money management skills.

### **BUSINESS AND CONSUMER MATH 2**

Grades 10, 11, 12  
.5 Credit  
(503)  
Level 3

#### **Prerequisite(s): Business and Consumer Math 1 (502)**

This course provides students the opportunities to apply mathematical skills and concepts to daily, personal, and business experiences. Emphasis is placed on math related to the management of a business such as manufacturing, purchasing, selling, and measuring business performance.

### **WORD PROCESSING**

Grades 9, 10, 11, 12  
.5 credit  
(512)  
Level 3

#### **Prerequisite(s): Information Processing 1 (570)**

Word Processing introduces students to the theories and practical applications of Microsoft Word. Interdisciplinary emphasis is developed through students' application of this software.

**ADVANCED  
WORD  
PROCESSING**  
Grades 11, 12  
.5 Credit  
(514)  
Level 3

**Prerequisite(s): Information Processing 1 (570), or 2 (571), or  
Word Processing (512)**

Advanced Word Processing/Microsoft Word is designed to develop career skills using Microsoft Word. Skills include advanced features such as creating web pages, mail merging, and sorting. Students use the Internet.

**DESKTOP  
PUBLISHING**  
Grades 11, 12  
.5 Credit  
(516)  
Level 3

**Prerequisite(s): Information Processing 1 (570), or 2 (571), or  
Word Processing (512)**

Desktop Publishing introduces the student to the elements of graphic design. Students develop the skills necessary to produce a variety of professional-looking documents for personal and business use. Students use computer software to create letterheads, logo forms, invitations, announcements, flyers, news releases, advertisements, agendas, labels, business cards, conference programs, brochures, menus, and newsletters. Students apply techniques in scanning, using a digital camera, and incorporating Internet applications.

**PERSONAL  
FINANCE**  
Grades 11, 12  
.5 Credit  
(526)  
Level 3

**Prerequisite(s): None**

This course is designed to orient students to their role as consumers in the free enterprise system. In this course students learn how to manage their personal resources by making informed choices as consumers in the marketplace. Consumer problems that students are likely to encounter during both their school years and adult lives are to be discussed. The ability to make personal financial decisions in the areas of budgeting, preparation of tax returns, insurance, credit, investing, and real estate is emphasized in the learning activities.

**BUSINESS LAW 1**  
Grades 10, 11, 12  
.5 Credit  
(527)  
Level 3

**Prerequisite(s): None**

All people need to have knowledge of the law in order to function effectively as consumers, citizens, and employees or employers. Students are introduced to the study of the American legal system, criminal law, civil law, and the rights and responsibilities of young people in the business world. Emphasis is not only based on principles and rules but also on the purpose and logic of the law.

<p><b>BUSINESS LAW 2</b>  Grades 10, 11, 12  .5 Credit  (528)  Level 2</p>	<p><b>Prerequisite(s): Business Law 1 (527)</b>  Business Law 2 continues the study of business law, especially the application of learned concepts to case problems. An emphasis is placed on contract law, employment and discrimination laws, the purchase and the sale of goods, personal and real property laws, and protecting against loss (insurance).</p>
<p><b>ACCOUNTING 1</b>  Grades 10, 11, 12  1 Credit  (530)  Level 3</p>	<p><b>Prerequisite(s): Information Processing 1 (570), or 2 (571), or teacher approval</b>  This course is designed for college bound students seriously considering a career in marketing, management, finance, or economics. Accounting 1 provides a foundation for advance accounting. This is accomplished through recording business transactions, preparing financial reports, and interpreting results of operations, proprietorships and partnerships. The course provides an excellent opportunity for students to become aware of employment possibilities in the accounting field, develop good work habits, and apply critical thinking and academic skills to realistic business problems. Computer applications are integrated throughout the course.</p>
<p><b>ACCOUNTING 2</b>  Grades 11, 12  1 Credit  (531)  Level 2</p>	<p><b>Prerequisite(s): Accounting 1 (530) and teacher recommendation</b>  This course is designed to reinforce the accounting concepts and procedures learned in Accounting 1 and to apply these concepts to a variety of accounting procedures and documents. Emphasis is placed on the analysis of more complex transactions as well as the preparation of more detailed adjustments, worksheets, and financial statements of corporations. Knowledge acquired may be used for immediate employment or as a basis for further study at the college level. Students apply knowledge to computerized accounting procedures.</p>
<p><b>ECONOMICS</b>  Grades 11, 12  1 Credit  (535)  Level 3</p>	<p><b>Prerequisite(s): None</b>  Economics is the study of the way economists view, interpret, and analyze domestic, foreign, and global economy through macro and micro economic concepts. Personal economic skills are developed through the study and application of concepts that a student encounters within his/her personal economic world. Emphasis is placed on current events and issues related to economics. Internet access is provided for the application of economic concepts.</p>
<p><b>BUSINESS  MANAGEMENT</b>  Grades 11, 12  .5 Credit  (537)  Level 3</p>	<p><b>Prerequisite(s): None</b>  Students receive an introduction to management concepts, theory, and practice. Opportunities are provided for active student involvement in applying theory to practice. In a computer simulation students use a software program to start and find a location for their business. Students choose a form of ownership, hire and supervise employees, find and keep customers, and use</p>

insurance to manage risk. Students are challenged to read resumes critically and choose the best people for their business. Students are faced with management challenges such as labor shortages, strikes, problem employees, and industrial accidents. Special emphasis is placed on improving communication and decision-making skills.

**MICROSOFT  
OFFICE 1**

Grades 11, 12  
.5 Credit  
(556)  
Level 3

**Prerequisite(s): Information Processing 1 (570) or Word Processing (512)**

Microsoft Office Professional, an integration software suite, is used in this advanced information management course. EXCEL, Microsoft's spreadsheet component, is used to organize and calculate data, perform realistic business analysis, and create and enhance charts and graphs. Students use Microsoft PUBLISHER to create publications including business and personal web pages using project templates and unique design elements. These software programs combine critical thinking, Internet research, and integration of data from multiple applications.

**MICROSOFT  
OFFICE 2**

Grades 11, 12  
.5 Credit  
(557)  
Level 3

**Prerequisite(s): Information Processing 2 (571) or Word Processing (512)**

Microsoft Office Professional, an integration software suite, is used in this advanced information management course. ACCESS, is used to input, edit, sort, analyze and organize. Data is shared with other Microsoft Office programs such as Word and Excel. POWERPOINT is used to supplement speeches and lectures. Presentations include animated slide shows, handouts, outlines, and speaker notes. These software programs combine critical thinking, Internet research, and integration of data from multiple applications.

**SPEEDWRITING  
1 AND STUDY  
SKILLS**

Grades 9, 10, 11, 12  
.5 Credit  
(561)  
Level 3

**Prerequisite(s): None**

Speedwriting is an abbreviated alphabetic writing system that permits one to write any word in the English language quickly. The first semester is designed to develop students' abilities to read, write, and transcribe notes fluently and accurately and develop better study skills. Students will be able to take 50 to 60 words per minute on new dictation and transcribe with a minimum of 95 percent accuracy.

**SPEEDWRITING  
2 AND  
TRANSCRIPTION  
SKILLS**

Grades 9, 10, 11, 12  
.5 Credit  
(562)  
Level 2

**Prerequisite(s): Speedwriting 1 (561)**

This course provides the student with the business skills and competence needed for immediate employment or for taking notes in college. The instruction develops a student's ability to take dictation rapidly at increasingly higher rates of speed. Students are required to take sustained dictation on material that has not been reviewed at a minimum of 80 to 100 words per minute for two minutes and transcribe with 95 percent accuracy.

**MARKETING  
EDUCATION 1**

Grades 11, 12  
1 Credit  
(567)  
Level 3

**Prerequisite(s): None**

This course is designed to provide students with the fundamental concepts, principles, skills, and attitudes common to the field of marketing, merchandising, distribution, and retailing. Instruction focuses on the areas of employment preparation, consumer market, advertising, retail credit, research, fashion merchandising, and economics in marketing, communications and human relations. Projects include channel of distribution, advertising, packaging, and marketing research. Students receive hands on training in the areas of retailing, marketing, and merchandising in the school store laboratory. It is strongly recommended that Marketing students join DECA (Distributive Education Clubs of America), an Association of Marketing Students.

**MARKETING  
EDUCATION 2**

Grade 12  
1 Credit  
(568)  
Level 3

**Prerequisite(s): Marketing Education 1 (567) and teacher recommendation. Must also enroll in Cooperative Work Education Marketing Education 2 (569)**

Marketing Education 2 is designed to provide students with the opportunity to develop decision-making skills. Instruction emphasizes application to and direct involvement with marketing businesses such as advertising, sales, services, visual merchandising, promotions, and retail management. E-commerce is explored through the use of the Internet. Marketing 2 includes successful completion of internship requirements and active membership in DECA (Distributive Education Clubs of America), an association of marketing students.

**COOPERATIVE  
WORK  
EDUCATION  
MARKETING  
EDUCATION 2**

Grade 12  
1 Credit  
(569)  
Level 3

**Prerequisite(s): Enrolled in Marketing Education 2 (568)**

To receive credit, a student must be employed a minimum of eight weeks per quarter and maintain a passing grade in Marketing Education 2. This course is a cooperative school/internship program for twelfth grade students planning a career in the field of marketing. It provides on-the-job training for a student enrolled in the Marketing Education 2 class with supervision by the teacher and employer. The student gains skills, training, and experience for future employment or insight to possible post-secondary education opportunities.

**INFORMATION  
PROCESSING 1**

Grades 9, 10, 11, 12  
.5 Credit  
(570)  
Level 3

**Prerequisite(s): None**

This course is designed to develop awareness and understanding of application software and equipment used by employees to perform tasks in business, marketing, and management. Students apply problem-solving skills to real-life situations using software applications including word processing, spreadsheet, and the Internet. The course focuses on word processing and spreadsheets applications, and integration of software. Students use computer software to produce business documents that meet today's business

standards. Students access the Internet for research associated with assigned classroom projects. This course is designed to bring students to a basic level of proficiency and equips them with the technological skills necessary in academic subject areas that require computer-based projects.

**INFORMATION  
PROCESSING 2**

Grades 9, 10, 11, 12

.5 Credit

(571)

Level 3

**Prerequisite(s): None**

The course focuses on word processing, database, electronic presentations applications, and integration of software. Students continue to develop word processing skills for personal work place, and post-secondary education use. Students create and update documents using word processing, and databases and students create slideshows, speaker notes, and handouts using presentation software. Students use the Internet to research and problem-solve, create word processing documents, multi-media presentations, and databases. Workplace communication skills are taught and integrated throughout this course.

# ENGLISH DEPARTMENT

The curriculum of the English Department supports the mission of Enfield High School and Enrico Fermi High School. Our department provides instruction that fosters students' skills related to reading and writing. Embedded in the English curricula are lessons that teach students to:

- Use critical thinking skills
- Express ideas in both verbal and written modes
- Utilize technology
- Recognize multiple perspectives while acknowledging individual's rights to opinion
- Make appropriate academic, social, and personal choices
- Demonstrate awareness and appreciation of language, culture, media, and the arts

## COURSE OFFERINGS

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
011, 012, 013	ENGLISH 9	9	1	3
024	ENGLISH 10	10	1	2
025,026	ENGLISH 10	10	1	3
030	READING AND WRITING WORKSHOP	11	1	3
041	CRITICAL WRITING	11, 12	.5	1
044	WRITING AND THE MEDIA	11, 12	.5	2
045	WRITING AND THE MEDIA	11, 12	.5	3
056	ESSENTIAL WRITING FOR COLLEGE AND CAREER	11, 12	.5	3
057	SEARCHING AND WRITING	11, 12	.5	2
058	SEARCHING AND WRITING	11, 12	.5	3

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
061	SURVEY OF BRITISH LITERATURE	11, 12	.5	2
062	CONTEMPORARY AUTHORS	11, 12	.5	3
071	SURVEY OF AMERICAN LITERATURE	11, 12	.5	2
072	AMERICAN AUTHORS	11, 12	.5	3
074	INDIVIDUAL AND SOCIETY	11, 12	.5	2
081	SURVEY OF WORLD LITERATURE	11, 12	.5	2
082	UCONN ENGLISH	12	1	1
085	INTERNATIONAL AUTHORS	11, 12	.5	3
086	READING AND WRITING FOR LITERACY	12	.5	3
087	WRITING AND SPEAKING	11, 12	.5	3

### **COURSE DESCRIPTIONS**

#### **ENGLISH 9**

Grade 9  
1 credit

#### **Prerequisite(s): See Below**

This is a full-year course in which writing, the core of the curriculum, is taught in conjunction with literature. The literature of this course consists of thematic units based on poetry, drama, fiction, and non-fiction. Students are assigned individual reading. Students deliver oral presentations and work collaboratively. Research skills, strategies, and MLA format are introduced. The study of vocabulary and grammar, both formal and informal in context, is an important part of this course. Development and application of critical thinking skills are essential parts of the work of this course. Students are expected to be active participants in class discussion.

(011)  
Level 3  
**Prerequisite(s): B or better in previous English course**  
Students who select this course should be self-motivated and self-directed. There is a high expectation of student performance and rigorous work requirements.

(012)  
Level 3  
**Prerequisite(s): None**  
This course offers the same content as course 011. It is college preparatory and appropriate for most students entering ninth grade.

(013)  
Level 3  
**Prerequisite(s): None**  
This course also offers the same content as course 011 but is designed for students in need of writing and literacy skill development.

**ENGLISH 10**  
Grade 10  
1 Credit  
**Prerequisite(s): English 9 (011, 012, or 013)**  
Writing as a process is further developed, as are those skills necessary for the effective communication of ideas. In addition to student-generated topics, writing is based on the critical reading and study of various types of literature: short story, novel, non-fiction, drama, and poetry. Vocabulary and grammar are studied on a regular basis. A research project is assigned.

(024)  
Level 2  
**Prerequisite(s): B or better in English 9 (011)**  
This is a full-year course recommended for strong academic and highly motivated college-bound students in which writing is the focus of instruction. Students who select this course should be self-motivated and self-directed. There is a high expectation of student performance and rigorous work requirements.

(025)  
Level 3  
**Prerequisite(s): English 9 (012)**  
This course offers the same content as course 024. It is college preparatory and appropriate for most students in tenth grade.

(026)  
Level 3  
**Prerequisite(s): English 9 (013)**  
This course also offers the same content as course 024 but is designed for students in need of writing and literacy skill development.

**READING AND WRITING WORKSHOP**  
Grade 11  
1 Credit  
(030)  
Level 3  
**Prerequisite(s): English 9 (011, 012, or 013), English 10 (024, 025, or 026) and teacher recommendation**  
This is a full year collaborative course designed to assist grade eleven students who experience difficulty in both reading and writing. Basic language arts skills are the focus of instruction. Literature serves as the basis for many of the writing assignments. The scope of writing includes description, narration, analytical, and persuasive writing. Writing is taught as a process, and individualized instruction is provided.

**CRITICAL  
WRITING**  
Grade 11, 12  
.5 Credit  
(041)

**Prerequisite(s): English 9 (011, 012, or 013), English 10 (024, 025, or 026), and B or better in the previous Level 2 English class and written recommendation from two teachers of English**

Eleventh grade students who take this course do so understanding that they will be scheduled for UCONN English as twelfth grade students. This course is designed for highly motivated, academically disciplined students. Critical Writing teaches students how to apply writing strategies to the type of writing, analyzing, and thinking that is required in college. Students are taught how to critically think about their own ideas and the ideas of others with an emphasis on acknowledging multiple perspectives. Students also learn to read critically, analyze, and evaluate a writer's style and recognize the correlation between a writer's style and meaning. Students are expected to participate meaningfully. Students write journals, essays, and critical reviews. Most papers require research and MLA documentation. Students are assigned summer reading and will maintain a journal during the summer before entering class.

**WRITING AND  
THE MEDIA**  
Grade 11, 12  
.5 credit

**Prerequisite(s): See Below**

In Writing and the Media, students become media literate. Students learn the components of mass media and examine the influence of mass media on themselves and on society. Students improve their ability to think critically and analytically.

(044)  
Level 2

**Prerequisite(s): English 9 (011, 012, or 013), English 10 (024, 025, or 026) and B or better in previous English class**

Students who select this course should be self-motivated and self-directed. There is a high expectation of student performance and rigorous work requirements.

(045)  
Level 3

**Prerequisite(s): English 9 (011, 012, or 013) and English 10 (024, 025, or 026)**

This course offers the same content as course 044 but at an adjusted pace and with more focus on basic media literacy skills.

**ESSENTIAL  
WRITING FOR  
COLLEGE AND  
CAREER**  
Grade 11, 12  
.5 Credit  
(056)  
Level 3

**Prerequisite(s): English 9 (011, 012, or 013) and English 10 (024, 025, or 026)**

Students use a process approach to improve basic writing techniques. Emphasis is on the use of writing to help students think and discover ideas. Students learn to analyze, persuade, and explore multiple levels of meaning in a given work. Students continue to develop critical thinking skills and write papers that analyze ideas and persuade an audience to a given point of view. Students who elect this course are not eligible for Critical Writing (041).

<p><b>SEARCHING AND WRITING</b> Grade 11, 12 .5 Credit</p>	<p><b>Prerequisite(s): See Below</b> In Searching and Writing, students conduct research, prepare written reports, and make oral presentations. Research in the community and school library is required. Students who select this course should be self-motivated and able to plan and meet deadlines.</p>
<p>(057) Level 2</p>	<p><b>Prerequisite(s): English 9 (011, 012, or 013), English 10 (024, 025, or 026) and B or better in previous English class</b> Students who select this course should know how to use Internet sources. There is a high expectation of student performance and rigorous work requirements.</p>
<p>(058) Level 3</p>	<p><b>Prerequisite(s): English 9 (011, 012, or 013) and English 10 (024, 025, or 026)</b> This course offers the same content as course 057 but is designed for students who need basic research skill development.</p>
<p><b>SURVEY OF BRITISH LITERATURE</b> Grade 11, 12 .5 Credit</p>	<p><b>Prerequisite(s): English 9 (011, 012, or 013), English 10 (024, 025, or 026), and B in the previous English class</b> This course is highly recommended for students who plan to enroll in the UCONN English course. Survey of British Literature is designed for college-bound students. Major essays, poems, plays and short stories of England's most famous writers are studied. A close examination of British history, language, culture, and philosophy is applied to the texts. Daily discussion, journal writing in response to readings, and research are integral parts of the course, as is writing in response to the readings.</p>
<p>(061) Level 2</p>	
<p><b>CONTEMPORARY AUTHORS</b> Grade 11, 12 .5 Credit</p>	<p><b>Prerequisite(s): English 9 (011, 012, or 013) and English 10 (024, 025, or 026)</b> Students in this course read a wide variety of writing produced by contemporary authors. The focus of discussion is an examination of the current values and issues reflected in the various works. Daily discussion and writing in response to the readings as well as oral presentations of the books they read are important components of this course.</p>
<p>(062) Level 3</p>	

**SURVEY OF  
AMERICAN  
LITERATURE**

Grade 11, 12

.5 Credit

(071)

Level 2

**Prerequisite(s): English 9 (011, 012, or 013), English 10 (024, 025, or 026) and B in previous English class**

This course is an intense study of American Literature from colonial to modern times. Historical, sociological, and political events that have shaped the literature of America are the focus of study. Daily discussion is an integral part of the course, as is writing in response to the readings. Survey of American Literature is recommended as preparation for college and for those planning to enroll in UCONN English. Students who elect this course are not eligible for American Authors (072).

**AMERICAN  
AUTHORS**

Grade 11, 12

.5 Credit

(072)

Level 3

**Prerequisite(s): English 9 (011, 012, or 013) and English 10 (024, 025, or 026)**

Designed to help students develop a sense of the contributions of American writers, this course investigates life-styles, attitudes, and/or historical events that have shaped our culture and society. Biographies of the authors may be studied. Daily discussion and research are included in the course. Writing assignments are based on the readings and/or related materials. Students who elect this course are not eligible for American Literature (071).

**INDIVIDUAL  
AND SOCIETY**

Grade 11, 12

.5 Credit

(074)

Level 2

**Prerequisite(s): English 9 (011, 012, or 013), English 10 (024, 025, or 026) and B or better in previous English class**

This course gives students the opportunity to explore issues and forces that shape an individual within a given society. Novels are used to explore issues such as beauty, gender, race, and justice. Students are required to read independently, share insights, work collaboratively, and complete oral and written projects.

**SURVEY OF  
WORLD  
LITERATURE**

Grade 11, 12

.5 Credit

(081)

Level 2

**Prerequisite(s): English 9 (011, 012, or 013), English 10 (024, 025, or 026) and B or better in previous English class**

In World Literature students read the poetry, plays, short stories, and novels written by some of the world's greatest authors. Students read and respond in writing to works that reflect universal themes relevant to their own lives. Students read works from various cultures in the context of their history, religion, and philosophy. Students are expected to participate in discussions based on the literature in order to write to synthesize, explore, and interpret ideas. This course is recommended as preparation for college. Students planning to take the UCONN English should not select this course. Students who elect this course are not eligible for International Authors (085).

**UCONN ENGLISH** Prerequisite(s): English 9 (011 or 012), English 10 (024 or 025) and B or better in one Level 2 literature course and Searching and Writing (057) or Critical Writing (041) in addition to written recommendations from previous teacher(s) of English. Students should have taken one of the following literature courses: Survey of American Literature (071) or British Literature (061).

Grade 12  
1 Credit  
(082)  
Level 1

Students focus on writing in response to academic essays and literature. Students are introduced to the importance of critical reading, thinking, and writing on the college level. Students are expected to be active participants in class discussion. Students are required to read extensively and to write journals related to assigned readings the summer before entering this class. Any student who fails to complete summer work will be dropped from the course. College credit may be available for qualified students through UCONN Early College Experience.

**INTERNATIONAL AUTHORS** Prerequisite(s): English 9 (012 or 013) and English 10 (025 or 026)

Grade 11,12  
.5 Credit  
(085)  
Level 3

In this course students read a wide range of prose and poetry on a variety of themes to broaden the student's world outlook. Students write in response to the literature of other cultures. Readings are selected to foster respect for other cultures. Students who elect this course are not eligible for Survey of World Literature (081).

**READING AND WRITING FOR LITERACY**

Grade 12  
.5 Credit  
(086)  
Level 3

**Prerequisite(s): School counselor placement**

This course is required for twelfth grade students who have not passed the Literacy District Performance Task. Reading and writing for literacy emphasizes the reading and writing skills required for graduation. Students learn how to focus on a topic and write for a specific audience. Students learn how to organize their writing, respond to text through accurate and meaningful connections, and become proficient in usage and mechanics of standard written English.

**WRITING AND SPEAKING**

Grade 11, 12  
.5 Credit  
(087)  
Level 3

**Prerequisite(s): English 9 (011, 012, or 013) and English 10 (024, 025, or 026)**

This course develops public speaking skills, including articulation and effective use of language. Students research, write, and deliver speeches in class and become proficient listeners. Writing and speaking includes oral and dramatic interpretations, demonstrations, and persuasive and informative speeches. Students' writing focuses on a process approach. Students learn effective strategies and techniques for interviews.

## FAMILY AND CONSUMER SCIENCE DEPARTMENT

The curriculum of the Family and Consumer Science Department supports the mission of Enfield High School and Enrico Fermi High School. Our department provides instruction to enhance the development of responsible individuals who strive to become life long learners. Embedded in our Family and Consumer Science curricula are lessons that teach students to:

- Use critical thinking skills
- Solve problems using a variety of skills
- Express ideas effectively
- Demonstrate the skills necessary to make informed academic, social, and personal choices

### COURSE OFFERINGS

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
801	INTRODUCTION TO TEACHER EDUCATION	10, 11, 12	.5	3
806	CULINARY ESSENTIALS	9, 10, 11, 12	.5	3
807	FOOD AND NUTRITION	9, 10, 11, 12	.5	3
808	CAREER PLANNING	10, 11, 12	.5	3
809	INDEPENDENT LIVING	10, 11, 12	.5	3
810	PARENTING AND CHILD DEVELOPMENT	9, 10, 11, 12	.5	2 or 3
811	CHILD DEVELOPMENT LAB	10, 11, 12	.5	2 or 3
812	FAMILY AND SOCIETY	11, 12	.5	3
813	INTERIOR DESIGN AND HOUSING	9, 10, 11, 12	.5	3

## COURSE DESCRIPTIONS

### **INTRODUCTION TO TEACHER EDUCATION**

Grades 10, 11, 12  
.5 credit  
(801)  
Level 3

#### **Prerequisite(s): Teacher recommendation**

The knowledge gained in this course is beneficial to any prospective teacher. Students learn the principles of learning theory, assessment and the issues of exceptionality. Training includes knowledge of learning styles, lesson development and classroom management. Projects include applying theories learned to actual application.

### **CULINARY ESSENTIALS**

Grades 9, 10, 11, 12  
.5 Credit  
(806)  
Level 3

#### **Prerequisite(s): None**

Students develop basic cooking skills and focus on food preparation techniques and baking terms. Class members work cooperatively to plan and carry out a variety of experiences to apply what they have learned

### **FOOD AND NUTRITION**

Grades 9, 10, 11, 12  
.5 Credit  
(807)  
Level 3

#### **Prerequisite(s): None**

This course focuses on the relationship between food and lifestyle. Students explore nutrition, healthy living and current food trends and work cooperatively to plan and carry out a variety of experiences to apply what they have learned. Students learn about careers in culinary arts and food service.

### **CAREER PLANNING**

Grades 10, 11, 12  
.5 Credit  
(808)  
Level 3

#### **Prerequisite(s): None**

Students learn the skills for succeeding in the world of work. Topics include an individual career plan, interviewing techniques, workplace ethics, a positive attitude, workplace health, and safety and legal issues. This course integrates activity-based learning with workplace connections. Students explore the Connecticut career clusters and participate in individual and class projects and class discussions.

### **INDEPENDENT LIVING**

Grades 10,11, 12  
.5 credit  
(809)  
Level 3

#### **Prerequisite(s): None**

This course teaches students how to manage personal resources by making informed choices. It presents real-life situations that students may encounter in the near future. Topics include career planning, budgeting, cars and loans, financial services, credit, insurance, influence of advertising, and consumer awareness. Students apply their skills to critical thinking, decision making, and money management.

### **PARENTING AND CHILD DEVELOPMENT**

Grades 9, 10, 11, 12  
.5 Credit

#### **Prerequisite(s): None**

This course focuses on human growth and development from conception to age three with an emphasis on roles and responsibilities of parents. Observations and classroom experiences with infants and young children are included. Topics

(810)  
Level 2 or 3

include teen pregnancy, effective discipline, safety, and child abuse. Students may take this course for Level 2 credit, which requires additional course work including supplementary reading, book reports, and projects. Permission from the teacher is required for students taking this course for Level 2 credit.

**CHILD  
DEVELOPMENT  
LAB**

Grades 10, 11, 12  
.5 Credit  
(811)  
Level 2 or 3

**Prerequisite(s): Recommendations of two teachers and school counselor**

This course focuses on the development of the preschool child. Students study effective communication skills and guidance techniques, and spend a significant amount of time on curriculum development and lesson planning. Exploration of careers involving children is included. This course culminates with the operation of a preschool program for children in the community. Students may take this course for Level 2 credit, which requires additional course work including supplementary reading, book reports, and projects. Permission from the teacher is required for students taking this course for Level 2 credit.

**FAMILY AND  
SOCIETY**

Grades 11, 12  
.5 Credit  
(812)  
Level 3

**Prerequisite(s): None**

This course examines interpersonal relationship skills. Emphasis is placed on personal development and responsibility in the family. Students are exposed to a variety of crises that impact the family unit. Topics include marriage, divorce, and domestic violence.

**INTERIOR  
DESIGN &  
HOUSING**

Grade 9, 10, 11,12  
.5 Credit  
(813)  
Level 3

**Prerequisite(s): None**

This course develops students' knowledge and skills in housing and interior design. Topics include consumer aspects of housing, careers, elements, and principles of design, floor plans, period housing styles, furniture, and lighting. Both residential and commercial applications are included. Students engage in hands-on activities and creative projects.

# MATHEMATICS DEPARTMENT

The curriculum of the Mathematics Department supports the mission of Enfield High School and Enrico Fermi High School. Our department provides instruction that focuses on the development of responsible individuals who strive to become life long learners. Embedded in our Mathematics curricula are lessons that teach students to:

- Utilize critical thinking skills to apply and analyze data
- Use technology to find real world solutions
- Understand the use and roles of mathematics in everyday life
- Express real life situations using mathematical models

## COURSE OFFERINGS

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
102	MATHEMATICS IN DAILY LIVING 1	9, 10	.5	3
103	MATHEMATICS IN DAILY LIVING 2	9, 10	.5	3
104	CAREER MATHEMATICS 1	11, 12	.5	3
105	CAREER MATHEMATICS 2	11, 12	.5	3
107	MATHEMATICAL CONNECTIONS	9, 10, 11, 12	1	3
108	BASIC ALGEBRA	9, 10, 11, 12	1	3
109	BASIC GEOMETRY	10, 11, 12	1	3
110	INTEGRATED PRACTICAL MATHEMATICS	12	.5	3
112	ALGEBRA 1	9, 10, 11, 12	1	3
121	GEOMETRY	9	1	3
122	GEOMETRY	9, 10, 11, 12	1	3

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
131	ALGEBRA 2	10	1	2
132	ALGEBRA 2	10, 11, 12	1	2
133	ALGEBRA 2	11, 12	1	3
135	SAT MATH	11, 12	.5	3
136	ADVANCED MATH TOPICS	12	.5	2
141	COMPUTER PROGRAMMING 1	9, 10, 11, 12	.5	3
142	COMPUTER PROGRAMMING 2	9, 10, 11, 12	.5	2
151	PROBABILITY AND STATISTICS	11, 12	.5	2
152	UCONN APPLIED PROBABILITY AND STATISTICS	12	.5	1
154	PRECALCULUS	11, 12	1	1
155	PRECALCULUS	11, 12	1	1
160	CALCULUS	12	1	1
161	AP CALCULUS AB	12	1	1

### **COURSE DESCRIPTIONS**

**MATHEMATICS IN DAILY LIVING 1** **Prerequisite(s): None**  
 Grades 9, 10  
 .5 credit  
 (102)  
 Level 3  
 Mathematics in Daily Living 1 is designed to strengthen students' computational skills in the four basic arithmetical operations involving whole numbers, fractions, decimals, and percent. Emphasis is placed on practical real-world problems and critical thinking skills.

**MATHEMATICS IN DAILY LIVING 2** **Prerequisite(s): Mathematics in Daily Living 1 (102)**  
 Grades 9, 10  
 Mathematics in Daily Living 2 emphasizes problem solving in the areas of algebra, measurement, probability, data analysis, and

.5 Credit  
(103)  
Level 3

statistics. Basic calculator functions are introduced, and the application of fundamentals is continued.

**CAREER  
MATHEMATICS 1**  
Grades 11, 12  
.5 Credit  
(104)  
Level 3

**Prerequisite(s): Mathematical Connections (107)**  
After a thorough review of the basic computational skills, students deal with methods for solving industrial problems involving algebraic and geometric formulas.

**CAREER  
MATHEMATICS 2**  
Grades 11, 12  
.5 Credit  
(105)  
Level 3

**Prerequisite(s): Career Mathematics 1 (104)**  
By focusing on applications, students take an in-depth look at the role of mathematics in each of four major industries: power and energy, construction, manufacturing, and the graphic arts.

**MATHEMATICAL  
CONNECTIONS**  
Grade 9, 10, 11, 12  
1 credit  
(107)  
Level 3

**Prerequisite(s): None**  
Students are introduced to the skills and concepts of algebra and measurement following a review of arithmetic. This course forms an essential part of the mathematical background necessary for algebra.

**BASIC ALGEBRA**  
Grade 9, 10, 11,12  
1 Credit  
(108)  
Level 3

**Prerequisite(s): Mathematical Connections (107)**  
Basic Algebra includes algebraic concepts and operations. Basic Algebra provides a strong background in the fundamentals of algebra necessary for Algebra I.

**BASIC  
GEOMETRY**  
Grade 10, 11, 12  
1 Credit  
(109)  
Level 3

**Prerequisite(s): Basic Algebra (108)**  
Basic Geometry emphasizes real world applications rather than formal proof. Topics include angles, segments, area, perimeter, volume, angle relationships, properties of triangles, segments in circles, and coordinate geometry. A basic understanding of algebra is required to solve many of these problems. Computer applications may be used to discover geometric properties.

**INTEGRATED  
PRACTICAL  
MATHEMATICS**  
Grade 12  
.5 Credit  
(110)  
Level 3

**Prerequisite(s): School counselor placement**  
This course is required for twelfth grade students who have not passed the Numeracy District Performance Task. Integrated practical math focuses on the mathematic skills required for graduation. Students learn how to apply basic algebra and geometry skills, to a variety of every day practical situations.

**ALGEBRA 1**  
Grades 9, 10, 11, 12  
1 Credit  
(112)  
Level 3

**Prerequisite(s): Basic Algebra (108) or Grade 8 Algebra**

This course provides students with the basic structure and techniques of algebra. Skills are developed in utilizing algebraic techniques to solve problems. Topics include operations of real numbers, absolute values, powers, roots, radicals, polynomials, and rational expressions. Students solve problems involving linear extrapolation and interpolations, rates, ratios and percents, formulas, and probability. The basics of algebra include solving and graphing linear equations, linear inequalities, quadratic functions, rational functions, and equations. Graphing calculators are utilized throughout the course.

**GEOMETRY**  
Grades 9, 10, 11, 12  
1 Credit

**Prerequisite(s): See Below**

An understanding of algebra is required. Mastery of geometry enables a student to develop a foundation in formal and informal reasoning as well as the ability to apply geometric principles involving the solution of problems. Geometry is the study of the measure, construction, and relationships of figures. Topics include points, lines, planes, angles, parallels, and triangles. Coordinate geometry is utilized to achieve algebraic solutions of formal proofs. Right triangle properties including the Pythagorean Theorem and trigonometric ratios are introduced. Angle and segment relationships involving circles are studied. Areas of plane figures and volumes of solids are explored and calculated. Computer applications may be used to discover and reinforce geometric properties. Emphasis is placed on the use of formal proof as a method of validating inquiry.

(121)  
Level 3

**Prerequisite(s): B+ or better in Algebra 1 (112) or Grade 8 Algebra**

Geometry (121) is a continuation of the program for students who plan to enroll in Calculus their senior year.

(122)  
Level 3

**Prerequisite(s): C or B in Algebra 1 (112) or Grade 8 Algebra**

Geometry (122) is a college preparatory course.

**ALGEBRA 2**  
Grades 10, 11, 12  
1 Credit

**Prerequisite(s): See Below**

This course develops an understanding of the principles of algebra. Students apply those principles to problems that connect to practical experiences. Topics include equations, inequalities, functions, and conic sections. Algebra 2 utilizes a graphing approach to algebra. The TI-83 graphing calculator is employed as a tool of inquiry.

Grades 10, 11, 12  
(131)  
Level 2

**Prerequisite(s): B- or better in Geometry (121 or 122)**

Algebra 2 (131) is a continuation of the program for students who plan to enroll in Calculus their senior year.

<p>Grades 10, 11, 12 (132) Level 2</p>	<p><b>Prerequisite(s): C+ in Algebra 1 (112) and C+ in Geometry (121 or 122)</b> Algebra 2 (132) is a college preparatory course.</p>
<p>Grades 11, 12 (133) Level 3</p>	<p><b>Prerequisite(s): C in Algebra 1 (112) and C in Geometry (121 or 122). This is a non-weighted course is not intended to prepare a student for Precalculus.</b> Algebra 2 (133) is a college preparatory course for programs that do not require a strong math background. This course does not meet the Algebra prerequisite for Precalculus (154 or 155) or for Probability and Statistics (151).</p>
<p><b>SAT MATH</b> Grades 11, 12 .5 Credit (135) Level 3</p>	<p><b>Prerequisite(s): Geometry (121 or 122) and Algebra 2 (131 or 132). Algebra 2 may be taken concurrently.</b> SAT Math prepares students for the math portion of the SAT. Topics include number theory and operations, Algebra 1, Algebra 2, and Geometry.</p>
<p><b>ADVANCED MATH TOPICS</b> Grade 12 .5 Credit (136) Level 2</p>	<p><b>Prerequisite(s): C- in Algebra 2 (131, 132, or 133)</b> This course is an alternative for students not electing Precalculus. Advanced algebra topics, probability and statistics, and trigonometry are covered. Students study trigonometric identities and functions, complex numbers, equations, and vectors.</p>
<p><b>COMPUTER PROGRAMMING 1</b> Grades 9, 10, 11, 12 .5 Credit (141) Level 3</p>	<p><b>Prerequisite(s): Algebra 1 (112)</b> Visual Basic Language programming is introduced. Students write instructions and design interfaces in Basic. Topics include formulas, decision-making, looping structures, and graphics.</p>
<p><b>COMPUTER PROGRAMMING 2</b> Grades 9, 10, 11,12 .5 Credit (142) Level 2</p>	<p><b>Prerequisite(s): C or better in Computer Programming 1 (141)</b> Programming in the Visual Basic Language is extended with a mathematical orientation. Topics include arrays and matrices, sorting, graphics, and file operations.</p>

**PROBABILITY  
AND STATISTICS**

Grades 11, 12  
.5 Credit  
(151)  
Level 2

**Prerequisite(s): Algebra 2 (131 or 132); Algebra 2 may be taken concurrently.**

This course introduces permutations, combinations, and related methods for counting the number of ways an event can occur. Measures of central tendency, measures of dispersion, and basic probability are explored. Binomial probability is used to introduce distributions and inferential statistics. Decision-making, based on collected data, is explored.

**UCONN APPLIED  
PROBABILITY  
AND STATISTICS**

Grade 12  
.5 Credit  
(152)  
Level 1

**Prerequisite(s): B- in Precalculus (154 or 155)**

This course emphasizes statistical decision-making. Students use and apply fundamental tests of inferential statistics. These tools are applied to diverse areas such as business, pharmacology, psychology, physics, and education.

**PRECALCULUS**

Grades 11, 12  
1 Credit

**Prerequisite(s): See Below**

Precalculus provides preparation for calculus and statistics. Students gain insights into the structure and unity of mathematics, gain understanding of more advanced concepts in mathematics, and increase their abilities to accomplish mathematical manipulations. The topics include advanced algebra, trigonometry, analytic geometry, informal limits and continuity, sequences and series, conic sections, and an introduction to matrix algebra. The TI 83+ graphing calculator is employed as a tool of inquiry for portions of the course.

(154)  
Level 1

**Prerequisite(s): B or better in Algebra 2 (131) and B or better in Geometry (121)**

Precalculus (154) is a continuation of the program for students who plan to enroll in AP Calculus (161) in twelfth grade.

(155)  
Level 1

**Prerequisite(s): B or better in Algebra 2 (131 or 132) and a B in Geometry (122)**

Precalculus is a continuation of the program for students who plan to enroll in Calculus (160).

**CALCULUS**

Grade 12  
1 Credit  
(160)  
Level 1

**Prerequisite(s): C+ or better in Precalculus (154 or 155)**

This course develops the fundamentals of differentiation and integration. Emphasis is placed on problems dealing with area, volume, related rates, work, and maximum and minimum. The outline of this course is closely aligned with AP Calculus AB, with the exception of sequence and series. Students completing this course should be competitive in taking the AB level of the AP exam. The TI 83+ graphing calculator will be used as a tool of inquiry.

**AP CALCULUS AB**

Grade 12

1 Credit

(161)

Level 1

**Prerequisite(s): B or better in Precalculus (154 or 155)**

AP Calculus AB course follows the rigorous college level curriculum established by the College Board. Students are expected to show a high degree of initiative and self-directed learning. This course develops fundamentals of differentiation and integration. Emphasis is placed on problems dealing with area, volume, length of curve and distance, related rates, work, and maximum and minimum. In addition, sequence and series are developed. The TI 83+ graphing calculator is used in the course. Students taking this course are encouraged to take the Advanced Placement Exam.

## MUSIC DEPARTMENT

The curriculum of the Music Department supports the mission of Enfield High School and Enrico Fermi High School. Music is a vital part of the total educational experience of every student. Our department provides instruction that focuses on the development of responsible individuals who strive to become life long learners. Embedded in our Music curricula are lessons that teach students to:

- Use critical thinking skills to read and/or respond to a variety of materials across all disciplines
- Express ideas in verbal and written modes for various purposes and audiences
- Solve problems using a variety of skills and reasoning strategies across all disciplines
- Demonstrate an awareness and appreciation of language, culture, media, and the arts

### COURSE OFFERINGS

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
651	CONCERT/MARCHING BAND	9, 10, 11, 12	1	2 or 3*
652	JAZZ ENSEMBLE	9, 10, 11, 12	1	2 or 3*
653	STRING ORCHESTRA	9, 10, 11, 12	1	2 or 3*
655	CHORUS/CHOIR	9, 10, 11, 12	1	2 or 3*
667	TREBLE CHORUS	9, 10, 11, 12	1	2 or 3*
668	MUSIC AND YOU 1	9, 10, 11, 12	.5	3
669	MUSIC AND YOU 2	9, 10, 11, 12	.5	3
670	FOUNDATIONS OF MUSIC & COMPOSITION	9, 10, 11, 12	.5	3
675	PIANO CLASS	9, 10, 11, 12	.5	3

\*To receive Level 2 credit, a student must receive permission from the teacher, and complete additional assignments.

## COURSE DESCRIPTIONS

### **CONCERT/ MARCHING BAND**

Grades 9, 10, 11, 12  
1 credit  
(651)  
Level 2 or 3

#### **Prerequisite(s): None**

Eligibility for participation is determined by previous instrumental music experience, musical ability, and dedication to the band program. The Concert/Marching Band rehearses daily with additional rehearsals out of the school day. The Concert/Marching Band performs at football games, parades, concerts, and other public functions. Attendance at all performances and rehearsals both in and out of school is mandatory. Students develop musicianship and technical proficiency on their instruments. The repertoire consists of a variety of quality works for concert and marching band. **This course may be repeated for credit.**

### **JAZZ ENSEMBLE**

Grades 9, 10, 11, 12  
1 Credit  
(652)  
Level 2 or 3

#### **Prerequisite(s): Teacher recommendation**

Jazz Ensemble promotes musical growth through the study and performance of jazz and related styles of music. The Jazz Ensemble performs at school concerts, competitive festivals, and numerous public and civic functions. Attendance at all performances and rehearsals both in and out of school is mandatory. **This course may be repeated for credit.**

### **STRING ORCHESTRA**

Grades 9, 10, 11, 12  
1 credit  
(653)  
Level 2 or 3

#### **Prerequisite(s): None**

This is a performing ensemble open to all students who presently play or have an interest in learning an orchestral stringed instrument (violin, viola, cello, and string bass). Students develop musicianship and technical proficiency on their instruments. String and orchestral literature of various genres is performed. The ensemble performs at school concerts and numerous public and civic functions. The String Ensemble rehearses daily as a course. Attendance at all performances and rehearsals both in and out of the school day is mandatory. **This course may be repeated for credit.**

### **CHORUS/CHOIR**

Grades 9, 10, 11, 12  
1 Credit  
(655)  
Level 2 or 3

#### **Prerequisite(s): None**

This course is designed for any male or female student who wishes to learn how to sing and perform vocal music. Through the development of basic musicianship skills, members of the chorus become musically literate and perform varied high quality music selections at concert performances. Beginners and experienced musicians are welcome. Attendance at rehearsals and performances both in and out of the school day is mandatory. Opportunities for more specialized vocal groups outside of school may be available. **This course may be repeated for credit.**

**TREBLE  
CHORUS**  
Grades 9, 10, 11, 12  
1 credit  
(667)  
Level 2 or 3

**Prerequisite(s): None**  
Primarily for treble voices, this course is also open to any student who wishes to explore the specialized area of treble vocal literature and choral artistry. Music from all periods and styles is studied and performed at regularly scheduled concerts. Special emphasis is given to understanding the voice as an instrument and learning basic music reading. Beginners and experienced musicians are welcome to join. Attendance at all rehearsals and concerts both in and out of the school day is mandatory. Opportunities for more specialized vocal groups outside of school may be available. **This course may be repeated for credit.**

**MUSIC AND YOU  
1**  
Grades 9, 10, 11, 12  
.5 Credit  
(668)  
Level 3

**Prerequisite(s): None**  
Through extensive listening, reading and videos students study and discuss various elements and types of music from around the world. Students read and perform rhythmic and melodic patterns, compose using computer software, and learn basic piano techniques. Students listen perceptively and relate music of other cultures to their own culture. Elements of rhythm, harmony, melody, texture, and dynamics are introduced, contrasted, and compared.

**MUSIC AND YOU  
2**  
Grades 9, 10, 11, 12  
.5 Credit  
(669)  
Level 3

**Prerequisite(s): Basic piano skills or teacher recommendation**  
Music and You 2 is an exploration of music technology. Discussions, activities, and research include tracing the development of MIDI, CAM (computer assisted music) and practical applications in the music industry. Students receive hands-on experience in sequencing, composition, mixing, editing, and arranging both original and pre-existing music examples.

**FOUNDATIONS  
OF MUSIC AND  
COMPOSITION**  
Grades 9, 10, 11, 12  
.5 Credit  
(670)  
Level 3

**Prerequisite(s): None**  
This course provides students with an introduction to music styles, theory, and composition. The curriculum incorporates reading, notating, composing, arranging, and analyzing music. Technology and software are utilized to create music and train the ear to identify chords, scales, rhythms, and intervals.

**PIANO CLASS**  
Grades 9, 10, 11, 12  
.5 credit  
(675)  
Level 3

**Prerequisite(s): None**  
This class is designed for the student with little or no piano experience. Students learn basic piano techniques and music reading skills in group lab settings and individualized study. A variety of piano literature, written at appropriate performance grade level, is studied. Students develop the ability to understand, perceive, create, and respond to music. Instruction includes studying works from historical, aesthetic, and critical perspectives. Music theory, terminology, and history pertaining to piano repertoire are taught. Students provide their own headphones.



# PHYSICAL EDUCATION/HEALTH DEPARTMENT

The curriculum of the Physical Education/Health Department supports the mission of Enfield High School and Enrico Fermi High School. Our department provides instruction that focuses on the development of responsible individuals who strive to become life long learners. Embedded in our Physical Education/Health curricula are lessons that teach students to:

- Utilize critical thinking skills
- Express ideas in both verbal and written modes
- Use technology
- Understand roles and responsibilities as citizens
- Recognize multiple perspectives while acknowledging individual's rights to opinion
- Make appropriate academic, social, and personal choices

## COURSE OFFERINGS

COURSE NUMBER	COURSE	GRADES	CREDIT	GRADE WEIGHT
991	PHYSICAL EDUCATION/HEALTH	9	.5	3
992	PHYSICAL EDUCATION/HEALTH	10	.5	3
993	PHYSICAL EDUCATION/HEALTH	11	.5	3
994	PHYSICAL EDUCATION/HEALTH	12	.5	3

## COURSE DESCRIPTIONS

**PHYSICAL EDUCATION/HEALTH**

Grade 9  
.5 credit  
(991)  
Level 3

**Prerequisite(s): None**

This class is based on the philosophy that every student should participate in a variety of physical education activities and pursue an active and healthy lifestyle. Emphasis is placed on lifetime sports, an appreciation for lifetime physical fitness, personal wellness as well as team sports. Physical Education units include cooperative games, tennis, fitness and volleyball. Health units include substance use prevention, self-esteem, and nutrition.

**PHYSICAL EDUCATION/HEALTH**

Grade 10

**Prerequisite(s): None**

This class is based on the philosophy that every student should participate in a variety of physical education activities and pursue an active and healthy lifestyle. Emphasis is placed on lifetime

.5 Credit  
(992)  
Level 3

sports, an appreciation for lifetime physical fitness, personal wellness as well as team sports. Physical Education units include golf, soccer, and badminton. Health units include human growth and development.

**PHYSICAL  
EDUCATION/  
HEALTH**  
Grade 11  
.5 Credit  
(993)  
Level 3

**Prerequisite(s): None**

This class is based on the philosophy that every student should participate in a variety of physical education activities and pursue an active and healthy lifestyle. Emphasis is placed on lifetime sports, an appreciation for lifetime physical fitness, personal wellness as well as team sports. Physical Education units include wellness, strength training, and water aerobics. Health units include mental health and disease prevention.

**PHYSICAL  
EDUCATION/  
HEALTH**  
Grade 12  
.5 Credit  
(994)  
Level 3

**Prerequisite(s): None**

This class is based on the philosophy that every student should participate in a variety of physical education activities and pursue an active and healthy lifestyle. Emphasis is placed on lifetime sports, an appreciation for lifetime physical fitness, personal wellness as well as team sports. Physical Education units include ultimate frisbee, basketball, and softball. Health units include community first aid and CPR.

## READING DEPARTMENT

The curriculum of the Reading Department supports the mission of Enfield High School and Enrico Fermi High School. Our department offers a multi-level, diagnostic-based reading program for students whose reading levels are deficient and below grade-level expectancy. Students are placed into the program through teacher recommendation and diagnostic testing. Embedded in our Reading curricula are lessons that teach students to:

- Utilize critical thinking skills to read and/or interpret a variety of materials across the curriculum
- Express ideas, including taking a critical stance on issues, in both verbal and written modes, for various purposes and audiences
- Use multiple resources including technology
- Understand roles and responsibilities
- Recognize multiple perspectives and acknowledge the right to individual opinions

### COURSE OFFERINGS

COURSE NUMBER	COURSE	GRADES	CREDIT	GRADE WEIGHT
091	FUNDAMENTAL READING 9	9	1	3
092	FUNDAMENTAL READING 10	10	1	3
093	FUNDAMENTAL READING 11	11	1	3
094	FUNDAMENTAL READING 12	12	1	3

### COURSE DESCRIPTIONS

**READING**  
Grade 9, 10, 11, 12  
1 credit

**Prerequisite(s): Teacher recommendation and diagnostic testing**

These courses are offered to students in Grades 9, 10, 11, and 12 who need concentrated instruction in basic reading skills. Teaching materials are adjusted to individual learning styles and instructional reading levels.

(091)  
Level 3

**Fundamental Reading 9**

This course helps students develop reading skills and concepts assessed on the CAPT.

- (092)  
Level 3                    **Fundamental Reading 10**  
In this course students continue reading skill development in preparation for the CAPT.
- (093)  
Level 3                    **Fundamental Reading 11**  
In this course students develop reading skills and concepts assessed on the Literacy District Performance Task. Reading skills required of adults and in employment are also stressed.
- (094)  
Level 3                    **Fundamental Reading 12**  
This course continues the development of reading skills and concepts assessed on the Literacy District Performance Task. It continues to stress reading skills required of adults and in employment.

## SCIENCE DEPARTMENT

The curriculum of the Science Department supports the mission of both Enfield High School and Enrico Fermi High School. Our department provides instruction that focuses on challenging students to think, question, hypothesize, accumulate and interpret data, and draw conclusions. Embedded in our science curricula are lessons that teach students to:

- Use critical thinking skills
- Express ideas in verbal and written modes
- Solve problems using a variety of skills and reasoning strategies
- Use multiple resources and technologies to access, organize, create, evaluate, and present information and/or products
- Understand their roles and exercise their responsibilities as citizens
- Demonstrate the knowledge necessary to make appropriate academic, social, and personal choices

### COURSE OFFERINGS

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
200,201	INTEGRATED PHYSICAL SCIENCE	9	1	3
204	EARTH SCIENCE	9, 10, 11, 12	1	3
211	BIOLOGY	9	1	3
212,213	BIOLOGY	10, 11, 12	1	3
221	CHEMISTRY	10, 11, 12	1	2
231	PHYSICS	11, 12	1	2
262	ANATOMY AND PHYSIOLOGY	11, 12	1	2
296	[AP BIOLOGY] UCONN BIOLOGY	11, 12	1	1
297	[AP CHEMISTRY] UCONN CHEMISTRY	11, 12	1	1
298	[AP PHYSICS B] UCONN PHYSICS	11, 12	1	1

## COURSE DESCRIPTIONS

### **INTEGRATED PHYSICAL SCIENCE**

Grade 9

1 credit

#### **Prerequisite(s): None**

Students explore the basic principles of physical science, including the study of matter and energy, changes in matter and energy, and their impact on global interdependence.

(200)

Level 3

Integrated Physical Science 200 is designed for students in need of basic science skill development. These skills include reading and following directions, making accurate measurements and observations, collecting and graphing data, and conducting scientific investigations.

(201)

Level 3

Integrated Physical Science 201 is appropriate for most students entering ninth grade. An emphasis is placed on how to use the scientific method to solve problems that scientists face.

### **EARTH SCIENCE**

Grades 9, 10, 11, 12

1 Credit

(204)

Level 3

#### **Prerequisite(s): C or better in Grade 8 mathematics**

Topics include astronomy, earth chemistry, geology, oceanography, meteorology, paleontology, and environmental issues. Lab experiments, mineral and rock identification, computer simulations and hands-on activities are included in this course.

### **BIOLOGY**

Grades 9, 10, 11, 12

1 Credit

#### **Prerequisite(s): See Below**

Biology provides an understanding of basic biological principles. Emphasis is placed on cell structure and function, evolution, genetics, classification, comparative studies, ecology, and human anatomy and physiology. Laboratory investigation and experimentation are conducted.

(211)

Level 3

#### **Prerequisite(s): Algebra 1 (112) may be taken concurrently**

This course offers motivate and interested students additional enrichment opportunities that are designed to explore the topics above in depth.

(212)

Level 3

#### **Prerequisite(s): Previous high school science course**

This is a college preparatory course designed to explore the topics above.

(213)

Level 3

#### **Prerequisite(s): Previous high school science course**

Biology 213 is designed for students in need of basic science skill development.

**CHEMISTRY**  
Grades 10, 11, 12  
1 Credit  
(221)  
Level 2

**Prerequisite(s): C or better in Algebra 1 (112) and all previous high school science courses**

Through extensive use of lab activities, demonstrations, and computer simulations, students gain an understanding of the properties of matter and the nature of chemical change. Inquiry and problem solving are stressed.

**PHYSICS**  
Grades 10, 11, 12  
1 credit  
(231)  
Level 2

**Prerequisite(s): C or better in all previous high school science courses, Algebra 1 (112) and Geometry (121 or 122)**

This course provides explanations of the phenomena observed in the physical world through the use of lectures, demonstrations, and laboratory investigations. Topics include mechanics, states of matter, waves, sound, light, optics, heat, electricity, and electrical circuits.

**ANATOMY AND PHYSIOLOGY**  
Grades 11, 12  
1 Credit  
(262)  
Level 2

**Prerequisite(s): B or better in Biology (211 or 212) and Chemistry (221); Chemistry (221) may be taken concurrently**

This course is specifically designed for college-bound students seriously considering a career in the medical field. The course covers the structure and function of the human body. Extensive dissection is required in this course.

**[AP BIOLOGY]**  
Grades 11, 12  
1 Credit  
(296)  
Level 1

**Prerequisite(s): Teacher recommendation, B or better in Biology (211, 212, or 213), Chemistry (221), and Physics (231); Physics may be taken concurrently.**

This is a college level introductory biology class. Topics include in depth study of cell structure and function, evolution, genetics, classification, ecology, and human anatomy and physiology. Dissection is required in this course. Two double laboratory periods per week are required. College credit may be available for qualified students through the UCONN Early College Experience. Students taking this course are encouraged to take the Advanced Placement Exam.

**[AP CHEMISTRY]**  
**UCONN CHEMISTRY**  
Grades 11, 12  
1 Credit  
(297)  
Level 1

**Prerequisite(s): Teacher recommendation, B or better in Algebra 2 (131, 132, or 133), Biology (211, 212, or 213), Chemistry (221), and Physics (231); Physics may be taken concurrently.**

This is a college level introductory chemistry course. Topics include in-depth study of kinetics, equilibrium, electrochemistry, chemical bonding, stoichiometry, and qualitative analysis. Two double laboratory periods per week are required. College credit may be available for qualified students through the UCONN Early College Experience. Students taking this course are encouraged to take the Advanced Placement Exam.

**[AP PHYSICS B]**  
**UCONN PHYSICS**  
Grades 11, 12  
1 Credit  
(298)  
Level 1

**Prerequisite(s): Teacher recommendation, B or better in Physics (231), Precalculus (154 or 155), and Chemistry (221); Chemistry may be taken concurrently.**

This is a college level introductory physics course. Emphasis is placed on the fundamentals of physics. Topics included are mechanics, vibration and wave motion, wave optics, electricity and magnetism, thermodynamics, atomic and nuclear physics, theory of relativity, and the quantum theory. Two double laboratory periods per week are required. College credit may be available for qualified students through the UCONN Early College Experience. Students taking this course are encouraged to take the Advanced Placement Exam.

# SOCIAL STUDIES DEPARTMENT

The curriculum of the Social Studies Department supports the mission of Enfield High School and Enrico Fermi High School. Our department provides instruction that focuses on the development of responsible individuals who strive to become life long learners. Embedded in our Social Studies curricula are lessons that teach students to:

- Utilize critical thinking skills
- Express ideas in both verbal and written modes
- Use technology
- Understand roles and responsibilities as citizens
- Recognize multiple perspectives while acknowledging individual's rights to opinion
- Make appropriate academic, social, and personal choices

## COURSE OFFERINGS

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
404,405	WORLD HISTORY	9	1	3
407	MODERN WORLD HISTORY	10	.5	3
413	WORLD CIVILIZATION (EHS)	9, 10	1	3
415,417	U.S. HISTORY	11	1	3
416	AP UNITED STATES HISTORY	11	1	1
438	INTRODUCTION TO PSYCHOLOGY	12	.5	3
440	PSYCHOLOGY	12	.5	1
439	SOCIOLOGY	12	.5	2
454	FILM STUDY & POLITICAL CARTOONS	12	.5	3
455	PHILOSOPHY	12	.5	1

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
465	CONNECTICUT/ ENFIELD HISTORY	12	.5	3
467	GENOCIDE	12	.5	2
469	LAW, CRIME AND SOCIETY	12	.5	3
470, 471	CIVICS	10, 11, 12	.5	3

### **COURSE DESCRIPTIONS**

**WORLD HISTORY**  
Grade 9  
1 credit

**Prerequisite(s): None**

This course is a survey of world history. While a significant amount of time is spent on western civilization, emphasis is placed on interactions among the major civilizations of both east and west. In addition to learning historical content, students are exposed to social studies skill development, in particular, reading for content knowledge and writing with purpose. Sample topics include ancient civilizations, the middle ages, the Renaissance, and the modern period.

(404)  
Level 3

World History 404 is college preparatory and appropriate for most students entering ninth grade.

(405)  
Level 3

This course offers the same content as course 404 but is designed for students in need of writing and literacy skill development.

**MODERN WORLD HISTORY**  
Grade 10  
.5 Credit  
(407)  
Level 3

**Prerequisite(s): None**

Modern World History is a survey and problem-solving course that examines modern histories and current events associated with regions of conflict throughout the world. Students study the historical backgrounds of numerous current conflicts and use their acquired knowledge to propose resolutions to those conflicts. Sample topics include the world wars, decolonization and the third world, and current events.

**WORLD CIVILIZATION**  
Grades 9, 10  
1 Credit  
(413) (EHS)  
Level 3

**Prerequisite(s): None**

Topics include primitive cultures, rites of passage, and masculine/feminine relationships. The political and social beliefs in revolutionary societies, and religion of several cultures. Students pursue specific subjects of their own choosing. Time is provided to clarify personal beliefs.

**US HISTORY**

Grade 11  
1 Credit

**Prerequisite(s): None**

Students study American History and culture from the period of settlement to contemporary America. Emphasis is on relationships between important historical events in a chronological perspective.

(415)  
Level 3

US History 415 is college preparatory and appropriate for most students entering eleventh grade.

(417)  
Level 3

This course offers the same content as course 415 but is designed for students in need of writing and literacy skill development.

**AP UNITED STATES HISTORY**

Grades 11, 12  
1 credit  
(416)  
Level 1

**Prerequisite(s): B or better average in previous high school social studies courses and teacher recommendation**

Advanced Placement US History follows the rigorous college level curriculum established by the College Board. Students are expected to show a high degree of initiative and self-directed learning. Sample topics range from pre-Columbian North America to contemporary historical events. In addition to US History content, students develop skills that they will need in college with emphasis placed on advanced reading, writing, and verbal communication. This course has a summer reading and writing component that must be completed. Students taking this course are encouraged to take the Advanced Placement Exam.

**INTRODUCTION TO PSYCHOLOGY**

Grade 12  
.5 Credit  
(438)  
Level 3

**Prerequisite(s): None**

Topics include brain structure and function, sensation, perception learning, memory, intelligence, personality, and abnormal psychology.

**PSYCHOLOGY**

Grade 12  
.5 Credit  
(440)  
Level 1

**Prerequisite(s): None**

There is a high expectation of student performance with rigorous work requirements in this course. The topics include brain structure and function, sensation, perception learning, memory, intelligence, personality, and abnormal psychology. Students are expected to complete academic style research papers in the appropriate APA style.

**INTRODUCTION TO SOCIOLOGY**

Grade 12  
.5 Credit  
(439)  
Level 2

**Prerequisite(s): None**

This course is an introduction to the field of sociology and its role in today's world. Focusing on concepts such as culture and cultural values, changes in society, group relationships, and social institutions. This course is designed as an introductory college seminar. Students are expected to complete academic style research papers in the appropriate APA style.

**FILM STUDY/  
POLITICAL  
CARTOONS**

Grade 12

.5 Credit

(454)

Level 3

**Prerequisite(s): None**

The emphasis of Film Study/Political Cartoons is on evaluating the presentation of ideas through visual means. Activities include selected readings, critics and criticism, and film viewing. Political Cartoons places a large number of differing cartoon viewpoints in the hands of students. All major aspects of cartooning (animation, strips, panels, caricatures, and editorial) are placed in an historic perspective to show the changing use of the medium.

**PHILOSOPHY**

Grade 12

.5 Credit

(455)

Level 1

**Prerequisite(s): None**

What is good? What is real? How do we know? These are the questions of philosophy which everyone asks, but few answer clearly. Using the writings of several great philosophers, students come to understand various viewpoints on the large questions of life, truth, beauty, and reality, and on the question of self. This course is designed as an introductory college seminar in philosophy.

**CONNECTICUT/  
ENFIELD  
HISTORY**

Grade 12

.5 Credit

(465)

Level 3

**Prerequisite(s): None**

This course examines various topics of Connecticut history including the influence of the Connecticut River, politics, government, the Puritan religion, housing, employment, transportation, and state and local personalities. State and local current events are integrated into the course.

**GENOCIDE IN  
THE 20<sup>TH</sup>  
CENTURY**

Grade 12

.5 Credit

(467)

Level 2

**Prerequisite(s): None**

Emphasis in this course is on Hitler's rise to power in Nazi Germany. Students study the development, use, and conditions of the concentration camps where millions of civilians were sent to die. Students gain an understanding of the people and events of the Holocaust and other acts of genocide. These genocides include Armenia, Bosnia, Cambodia, Rwanda, and Darfur. There is an emphasis on racism, intolerance and stereotyping.

**LAW, CRIME  
AND SOCIETY**

Grade 12

.5 Credit

(469)

Level 3

**Prerequisite(s): None**

This course examines the American legal system. Topics include history of United States law, courts, property law, criminal law, contracts, family and juvenile law, and civil liberties. Students gain insights into rights and responsibilities according to our American legal system. Lawyers and law enforcement officials are invited to speak. Major emphasis is placed on understanding student and citizen rights.

**CIVICS**

Grades 10, 11,12  
.5 Credit

**Prerequisite(s): None**

This course examines the rights and responsibilities of citizenship. Students study systems of government, the Constitution and Bill of Rights, the political process, local, state, and national governments, the legal system, the economy, and the U.S. role in world affairs.

(470)  
Level 3

Civics 470 is college preparatory and appropriate for most students.

(471)  
Level 3

This course offers the same content as course 470 but is designed for students in need of writing and literacy skill development.

## **SPECIAL EDUCATION DEPARTMENT**

Students who have been evaluated and determined eligible for special education services, as defined by state and federal statutes, may receive services through the Special Education Department. Within this department academic, social/emotional, and vocational needs are met on an individual basis as determined by the Planning and Placement Team. Members of this team meet annually to develop Individual Educational Plans for identified students. Individual Transition Plans are developed for these students following their fifteenth birthday. A continuum of services and programs, including co-teaching, is available to ensure that students requiring Special Education services are educated in the least restrictive environment. These services are provided while supporting the Mission Statement and Student Learning Outcomes at both high schools.

## TECHNOLOGY EDUCATION DEPARTMENT

The curriculum of the Technology Education Department supports the mission of Enfield High School and Enrico Fermi High School. Technology is using knowledge, tools, and skills to increase potential, solve practical problems, and modify the world. Our program is open to all students and is developed around the major areas of communication, manufacturing, construction, and transportation. Technology Education prepares students for work and for additional studies after high school. A combination of theory and practical application develops technical and consumer competency skills. Embedded in our Technology Education Departments curricula are lessons that teach students to:

- Solve problems using a variety of skills and reasoning strategies across all disciplines
- Use multiple resources and technologies to access, organize, create, evaluate, and present information

### COURSE OFFERINGS

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
701	GRAPHIC ARTS I	9, 10, 11, 12	1	3
702	GRAPHIC ARTS 2	10, 11, 12	1	3
703	GRAPHIC ARTS 3	11, 12	1	3
708	PHOTOGRAPHY	10, 11, 12	.5	3
709, 719, 729, 739, 749	RESEARCH AND DEVELOPMENT	11, 12	To be determined	2 or 3
711	DRAFTING TECHNOLOGY	10, 11, 12	1	3
712	COMPUTER DRAFTING-ARCHITECTURAL	10, 11, 12	1	2
713	COMPUTER DRAFTING-MECHANICAL	10, 11, 12	1	2
721	METAL TECHNOLOGY 1	9, 10, 11, 12	1	3
731	WOOD TECHNOLOGY 1	9, 10, 11, 12	1	3

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
732	WOOD TECHNOLOGY 2	10, 11, 12	1	3
741	BASIC ELECTRICITY/ ELECTRONICS	9, 10,11, 12	1	3
746	ROBOTICS TECHNOLOGY	10, 11, 12	1	3
751	HOME REPAIR	9, 10, 11, 12	.5	3
761	MATERIAL PROCESSING SCIENCE AND TECHNOLOGY (FHS)	9, 10, 11, 12	1	3
772	AUTOMOTIVE MECHANICS 1	10, 11	2	3
774	AUTOMOTIVE MECHANICS 2	11, 12	2	3

### **COURSE DESCRIPTIONS**

**GRAPHIC ARTS 1**  
Grades 9, 10, 11, 12  
1 credit  
(701)  
Level 3

**Prerequisite(s): None**  
This course is designed to acquaint students with the operation and organization of the graphic arts industry. Students explore offset printing press operation, design of printed material, process photography, bookbinding, and screen-printing.

**GRAPHIC ARTS 2**  
Grades 10, 11, 12  
1 Credit  
(702)  
Level 3

**Prerequisite(s): Graphic Arts 1 (701)**  
This course extends graphic arts exploration in advanced computer typography and desktop publishing. Students will participate in advanced techniques of offset press operation.

**GRAPHIC ARTS 3**  
Grades 11, 12  
1 Credit  
(703)  
Level 3

**Prerequisite(s): Graphic Arts 1 and 2 (701 and 702)**  
Graphic Arts 3 enables students to develop their interests and skills further. The course simulates a small graphic arts business environment where students are responsible for the completion of school-related publications.

**PHOTOGRAPHY**

Grades 10, 11, 12

.5 Credit

(708)

Level 3

**Prerequisite(s): None**

This course explores conventional cameras, digital cameras, film composition, lighting, darkroom development, computer printing and scanning, enlarging, and dry mounting. Students take and develop photographs.

**DRAFTING  
TECHNOLOGY**

Grades 9, 10, 11, 12

1 credit

(711)

Level 3

**Prerequisite(s): None**

Students learn the basic principles of technical drafting. Students develop drafting skills and techniques similar to those used in industry. Students create drawings using CAD (Computer Aided Drafting) hardware and software. Areas covered include freehand sketching, two-dimensional drawing, orthographic projections, sectioning, auxiliary views, and techniques of dimensioning.

**COMPUTER  
DRAFTING  
ARCHITECTURAL**

Grades 10, 11, 12

1 Credit or .5 Voc-Ed

&amp; .5 Math Cross-over

Credit

(712)

Level 3

**Prerequisite(s): Drafting Technology (711)**

This course is an introduction to the building design industry. Students study and apply the principles of architectural design to the development of related drawings. Students are required to create drawings with pencil and CAD (Computer Aided Drafting) software. Emphasis is on residential planning and design, methods for calculating data, writing specifications, and drawing plans.

**COMPUTER  
DRAFTING  
MECHANICAL**

Grades 10, 11, 12

1 Credit

(713)

Level 2

**Prerequisite(s): Drafting Technology (711)**

This course expands on those areas studied in drafting technology. Students develop advanced skills related to the world of manufacturing. Emphasis will be on advanced computer applications of two and three-dimensional drawing.

**METAL  
TECHNOLOGY 1**

Grades 9, 10, 11, 12

1 Credit

(721) (EHS)

Level 3

**Prerequisite(s): None**

This course familiarizes students with the common types of materials and methods of fabrication used in metal technology. Students learn how materials are taken from their natural state and processed into a useable product. Students are required to complete projects in a variety of metals.

**WOOD  
TECHNOLOGY 1**

Grades 9, 10, 11, 12

1 Credit

(731)

Level 3

**Prerequisite(s): None**

This course familiarizes students with the common types of materials and methods of fabrication utilized in wood technologies. Basic skill development in hand tool and machine operation is stressed. Students are required to complete a variety of projects.

**WOOD  
TECHNOLOGY 2**  
Grades 10, 11, 12  
1 Credit  
(732) (EHS)  
Level 3

**Prerequisite(s): Wood Technology 1 (731)**  
This course expands those areas studied in Wood Technology 1. Emphasis is placed on cabinet construction, carpentry, furniture refinishing, and machine work. Students are required to complete advanced level projects and maintain a weekly journal.

**BASIC  
ELECTRICITY/  
ELECTRONICS**  
Grades 9, 10, 11, 12  
1 Credit  
(741)  
Level 3

**Prerequisite(s): None**  
In this course students investigate the phenomena of electricity and its role in the development of electronics. Circuit theory and the transition from analog to digital technology are studied. Students study the progression of electronics from tubes and transistors to integrated circuits. Activities include building circuits and using electronic components.

**ROBOTICS  
TECHNOLOGY**  
Grades 10, 11, 12  
1 Credit  
(746)  
Level 3

**Prerequisite(s): None**  
Students explore the application of industrial based robotics systems and how they interface with current mass production. Topics include defining, programming and controlling robots. The course is extremely helpful to those students interested in participating on the FIRST Robotics Team.

**RESEARCH AND  
DEVELOPMENT**  
Grades 11, 12  
Credits to be  
determined  
(709) (719) (729)  
(738) (749)  
Level 2 or 3

**Prerequisite(s): Prior study in the area of intended independent study.**  
Research and development courses are designed to expand an area of individual interest beyond the basic course offerings. Refer to the independent study section of this *Program of Studies* for specific details.

**HOME REPAIR**  
Grades 9, 10, 11, 12  
.5 Credit  
(751)  
Level 3

**Prerequisite(s): None**  
This course introduces students to basic residential electrical circuits, plumbing, masonry, and wood frame construction. Emphasis is placed on safety practices, tool and material identification, project calculations, and proper hand and power tool operation.

**MATERIAL  
PROCESSING  
SCIENCE AND  
TECHNOLOGY**  
**Grades 9, 10, 11, 12**  
1 Credit  
(761) (FHS)  
Level 3

**Prerequisite(s): None**

In material Processing Science and Technology, students classify, alter, finish, and enhance materials and manipulate their basic properties. Engineering lessons include magnetic levitation, structural limit testing, aerodynamics and flight, and other challenging engineering exercises. Students investigate ways to improve the properties of substances. Students operate power machines commonly used in industrial applications. Computer assisted manufacturing and design are covered.

**AUTOMOTIVE  
MECHANICS 1**  
**Grades 10, 11**  
2 Credits  
(772)  
Level 3

**Prerequisite(s): None**

Students learn the basic skills of automotive service. Topics include brake, suspension, ignition and fuel systems, and wheel mounting and balancing. Students use equipment found in modern service centers.

**AUTOMOTIVE  
MECHANICS 2**  
**Grades 11, 12**  
2 Credits  
(774)  
Level 3

**Prerequisite(s): C or better in Auto Mechanics 1 (772)**

This course is a continuation of Automotive Mechanics 1. Upon completion, students have job entry skills in automotives.

# TEEN LEADERSHIP

The curriculum of the Teen Leadership course supports the mission of Enfield High School and Enrico Fermi High School. The course provides instruction that focuses on the development of responsible individuals who strive to become life long learners. Embedded in the Teen Leadership curricula are lessons that teach students to:

- Express ideas in both verbal and written modes
- Use technology
- Understand roles and responsibilities as citizens
- Recognize multiple perspectives while acknowledging individual's rights to opinion
- Make appropriate academic, social, and personal choices

## COURSE OFFERINGS

COURSE NUMBER	COURSE	GRADES	CREDIT	GRADE WEIGHT
890	TEEN LEADERSHIP	9, 10, 11, 12	.5	3

## COURSE DESCRIPTION

### TEEN LEADERSHIP

Grades 9, 10, 11, 12  
.5 credit  
(890)  
Level 3

### Prerequisite(s): None

Students in Teen Leadership take part in a program of study designed to develop leadership, professional, and business skills. They develop healthy self-concepts and healthy relationships and learn to understand the concept of personal responsibility. Students develop an understanding of emotional intelligence including self-awareness, self-control, self-motivation, and social skills. Students develop skills in public speaking and communication and an understanding of personal image.

## VISUAL ARTS DEPARTMENT

The curriculum of the Visual Arts Department supports the mission of Enfield High School and Enrico Fermi High School. Visual Arts education is a vital part of the total education experience. The Visual Arts Department provides individuals with instructional learning activities that focus on creativity and the development of responsible life long learners. Integrated in our Visual Arts curricula are lessons that teach students to:

- Use critical thinking skills to read and respond to texts across all disciplines
- Solve problems using a variety of skills and reasoning strategies across all disciplines
- Use multiple resources, including technology, to access, organize, evaluate and present information and/or products
- Demonstrate the knowledge necessary to make appropriate academic, social, and personal choices
- Recognize multiple perspectives and acknowledge an individual's right to opinion

### COURSE OFFERINGS

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
601	VISUAL ART SKILLS 1	9, 10, 11, 12	.5	3
602	VISUAL ART SKILLS 2	9, 10, 11, 12	.5	3
603	CERAMICS FOUNDATION 1	9, 10, 11, 12	.5	3
604	CERAMICS FOUNDATION 2	10, 11, 12	.5	2
605	DRAWING 1	9, 10, 11, 12	.5	3
606	DRAWING 2	10, 11, 12	.5	2
607	PAINTING 1	10, 11, 12	.5	3
609	PAINTING 2	10, 11, 12	.5	2
610	SCULPTURE	10, 11, 12	.5	2
611	PORTFOLIO PREPARATION	12	1	1
613	COMMERCIAL ART/ILLUSTRATION	10, 11, 12	1	2

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
614	CONTEMPORARY PHOTOGRAPHIC IMAGING	10, 11, 12	.5	2

### **COURSE DESCRIPTIONS**

**VISUAL ART SKILLS 1**

Grade 9, 10, 11, 12  
.5 credit  
(601)  
Level 3

**Prerequisite(s): None**

This course provides a studio environment in which students conceive and create original two and three-dimensional works of art. Students will apply skills that incorporate the principles of art and the elements of design to generate multiple solutions to a variety of art problems with emphasis on historical and cultural diversity.

**VISUAL ART SKILLS 2**

Grade 9, 10, 11, 12  
.5 Credit  
(602)  
Level 3

**Prerequisite(s): C or better in Visual Art Skills 1 (601)**

Visual Art Skills 2 engages students in a variety of creative instructional activities with emphasis on the development of three—dimensional concepts and techniques. This course develops and facilitates a sequence of visual art skills previously applied in Visual Arts Skills 1. Students conceive and create original works of art that demonstrate a connection between personal expression and the use of art materials, techniques, and processes. Students generate multiple solutions to solve a variety of visual art problems.

**CERAMICS FOUNDATION 1**

Grade 9, 10, 11, 12  
.5 Credit  
(603)  
Level 3

**Prerequisite(s): None**

Ceramics Foundation 1 develops basic skills and techniques of coil, slab, and wheel throwing with an emphasis on craftsmanship. Students gain experience with materials, surface treatment, and firing. Students demonstrate knowledge of the principles of art and elements of design to solve functional sculptural design problems. Students maintain a journal.

**CERAMICS FOUNDATION 2**

Grade 10, 11, 12  
.5 Credit  
(604)  
Level 2

**Prerequisite(s): B- or better in Ceramics Foundation 1 (603)**

This is an advanced studio course designed to reinforce clay methods of construction and surface design. Long-term projects use both contemporary and historical concepts and techniques. Students create a three-dimensional portfolio of work incorporating personal concept development, alternative techniques, and a practical knowledge of ceramics.

**DRAWING 1**

Grade 9, 10, 11, 12  
.5 credit  
(605)  
Level 3

**Prerequisite(s): C or better in Visual Art Skills 1 (601)**

This course develops and improves students' basic drawing skills. Drawing assignments range from simple to complex in subject matter including the human figure. Emphasis is on descriptive and expressive drawing techniques that develop

students' ability to represent a three-dimensional world on a two-dimensional surface. Traditional and inventive drawing tools and media are explored.

**DRAWING 2**  
Grade 10, 11, 12  
.5 Credit  
(606)  
Level 2

**Prerequisite(s): B- or better in Drawing 1 (605)**

This course emphasizes drawing quality in order to develop students' abilities, evaluate their strengths, and refine their drawing portfolios. Through a variety of mixed media approaches, students develop a personal drawing style. Students initiate, define, and solve challenging visual art problems independently and collaboratively.

**PAINTING 1**  
Grade 10, 11, 12  
.5 Credit  
(607)  
Level 3

**Prerequisite(s): C or better in Visual Art Skills 1 (601)**

In this course students use a variety of painting media procedures and techniques. Students create paintings emphasizing the use of spatial strategies, color mixing, qualities of light, and principles of composition. Students study the relationship between form and content.

**PAINTING 2**  
Grade 10, 11, 12  
.5 Credit  
(609)  
Level 2

**Prerequisite(s): B- or better in Drawing 1 (605), and B- or better in Painting 1 (607)**

This is a course for student painters in search of a personal style. Students achieve increasingly sophisticated levels of mastery through individual and group critiques. Students are expected to explore the relationship between sketchbook idea development and painting as a means of self-expression.

**SCULPTURE**  
Grade 10, 11, 12  
.5 Credit  
(610)  
Level 2

**Prerequisite(s): B- or better in Ceramics Foundation 1 (603)**

The sculpture studio prepares students to think independently and critically, to gain a command of the technical process inherent to three-dimensional design, and to develop an understanding of sculptural issues. Students study form, plan, and line in three dimensions. Sculptural problems allow students to determine the visual content of their work.

**PORTFOLIO  
PREPARATION**

Grade 12  
1 Credit  
(611)  
Level 1

**Prerequisite(s): Teacher recommendation**

In this course students begin the process of assembling samples for a viable professional quality collection of work. Students' portfolios are developed, critiqued, and evaluated for submission to colleges.

**COMMERCIAL  
ART/  
ILLUSTRATION**

Grade 10, 11, 12  
1 Credit  
(613)  
Level 2

**Prerequisite(s): B- or better in Drawing 1 (605)**

This course introduces students to graphic and illustration techniques in both the studio and computer lab. Students are engaged in a variety of design projects. Topics include logo and publication design with an emphasis on typography, illustration, and creative page layout. Students scan, import, generate, process, and combine images and text in color and black and white. The differences between computers and traditional techniques are introduced and discussed in critiquing students' final work.

**CONTEMPORARY  
PHOTOGRAPHIC  
IMAGING**

Grade 10, 11, 12  
.5 Credit  
(614)  
Level 2

**Prerequisite(s): C or better in Visual Art Skills 1 (601), C+ or better in Photography (708)**

Students are introduced to contemporary photography through a series of design projects to increase their aesthetic perception of the world around them. This mixed media course stresses the transformational nature of photography through collage, assemblage, and digital imaging. Students are exposed to historical and contemporary concepts in the field of photography in order to develop a framework of reference for their own work.

## WORLD LANGUAGES DEPARTMENT

The curriculum of the World Languages Department supports the mission of Enfield High School and Enrico Fermi High School. Our department recognizes that the ability to communicate in a second language is a desirable, if not essential, goal for all students. Guided by a proficiency-based approach to instruction, the department supports the acquisition of a second language as a life skill for all students. Embedded in our World Language curricula are lessons that teach students to:

- Express ideas in both verbal and written modes
- Demonstrate an awareness and appreciation of language, culture, media, and the arts
- Use multiple resources and technologies
- Recognize multiple perspectives while acknowledging individual's rights to opinion

### COURSE OFFERINGS

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
302	LATIN 1	9, 10, 11, 12	1	3
303, 307	LATIN 2	10, 11, 12	1	2
304, 308	LATIN 3	11, 12	1	2
305	LATIN 4	12	1	1
310	FRENCH 1	9, 10, 11, 12	1	3
311, 312	FRENCH 2	9, 10, 11, 12	1	3
321, 322	FRENCH 3	9, 10, 11, 12	1	3
331, 332	FRENCH 4	10, 11, 12	1	2
341	FRENCH 5	11, 12	1	1
343	AP FRENCH LANGUAGE (EHS)	11, 12	1	1
345	UCONN FRENCH (FHS)	12	1	1
350	SPANISH 1	9, 10, 11, 12	1	3

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
351, 352	SPANISH 2	9, 10, 11, 12	1	3
361, 362	SPANISH 3	9, 10, 11, 12	1	3
371, 372	SPANISH 4	10, 11, 12	1	2
381, 382	SPANISH 5	11, 12	1	1
391	AP SPANISH LANGUAGE (EHS)	12	1	1
395	UCONN SPANISH (FHS)	12	1	1

### **COURSE DESCRIPTIONS**

**LATIN 1**

Grades 9, 10, 11, 12  
1 credit  
(302)  
Level 3

**Prerequisite(s): None**

The major emphasis of this course is the study of the Latin language. Students study the history, culture, and mythology of the Mediterranean world and our ancient heritage. Latin 1 provides the opportunity for students to become more proficient in English grammar and vocabulary and in critical thinking. Students develop oral and auditory skills through listening and speaking.

**LATIN 2**

Grades 10, 11, 12  
1 Credit

**Prerequisite(s): See Below**

Latin 2 students deepen their understanding of Latin and English through study of more complex syntax and vocabulary. Cultural topics for the year include cities, travel, history of the Roman Republic, and mythology. Development of proficiency in reading Latin is a primary goal, while students continue to develop oral and auditory skills through listening and speaking.

(307)  
Level 2

**Prerequisite(s): B+ in Latin 1 (302) or better or teacher recommendation**

Students who select this course should be self-motivated and self-directed. There is a high expectation of student performance and rigorous work requirements. The target language is used regularly, supplemental readings are provided, and material is covered in more depth, at a faster pace.

(303)  
Level 2

**Prerequisite(s): C or better in Latin 1 (302) or teacher recommendation**

This course is designed to develop language study and organizational skills with guided practice.

**LATIN 3**  
Grades 11, 12  
1 Credit

**Prerequisite(s): See Below**

This advanced level of Latin study continues the work from Latin 2. Students develop reading proficiency in Latin through translations, vocabulary study, grammar development, and understanding syntax. There is emphasis on understanding and appreciating Roman culture and history. Students read works by important Roman writers of the late Republic and the early Empire. Students develop translation and reading proficiency as they read Latin passages and discuss the historical context of the text. Students acquire an understanding of ancient culture and society and make comparisons with contemporary life. Students continue to develop oral and auditory skills.

(308)  
Level 2

**Prerequisite(s): B+ in Latin 2 (303 or 307) or better or teacher recommendation**

There is a high expectation of student performance and rigorous work requirements. The target language is used regularly, supplemental readings are provided, and material is covered in more depth at a faster pace.

(304)  
Level 2

**Prerequisite(s): C or better in Latin 2 (303 or 307) or teacher recommendation**

This course is designed to develop language study and organizational skills with guided practice.

**LATIN 4**  
Grade 12  
1 Credit  
(305)  
Level 1

**Prerequisite(s): C+ or better in Latin 3 (304 or 308) or teacher recommendation**

Students continue the study of Latin through advanced readings, translations and discussions of Latin passages, which present aspects of Roman life and culture. Students continue their study of mythology and ancient history. Students read works by important Roman writers of the Republic, the Empire, and medieval Europe. Students improve translation and reading proficiency as they read Latin passages and discuss the historical context of the text. Students acquire an understanding of ancient culture and society and make comparisons with contemporary life.

**FRENCH 1**  
Grades 9, 10, 11, 12  
1 credit  
(310)  
Level 3

**Prerequisite(s): None**

This course is an introduction to French language and culture. The four skill areas of reading, writing, speaking, and listening are practiced and developed. Students strengthen their language skills and cultural understanding through the use of technology.

**FRENCH 2**  
Grades 9, 10, 11, 12  
1 Credit

**Prerequisite(s): See Below**

This course provides the continuation of the study of French. Students continue the development of reading, writing, speaking, and listening. Language skills and cultural understanding are

strengthened through the use of technology.

(311)  
Level 3

**Prerequisite(s): B+ in French 1 (310) or better or teacher recommendation**

Students who select this course should be self-motivated and self-directed. There is a high expectation of student performance and rigorous work requirements. The target language is used regularly, supplemental readings are provided and material is covered in more depth, at a faster pace.

(312)  
Level 3

**Prerequisite(s): C or better in French 1 (310) or teacher recommendation**

This course is designed to develop language study and organizational skills with guided practice.

**FRENCH 3**  
Grades 9, 10, 11, 12  
1 Credit

**Prerequisite(s): See Below**

Students continue to learn about life in French speaking countries around the world including France, Canada, and Africa. Students increase active vocabulary and develop reading, writing, listening, and comprehension skills. Students are expected to speak in French as much as possible in class. Instruction is delivered regularly in French. Language skills and cultural understanding are enhanced through the use of technology.

(321)  
Level 3

**Prerequisite(s): B+ in French 2 (311 or 312) or better or teacher recommendation**

Students who select this course should be self-motivated and self-directed. There is a high expectation of student performance and rigorous work requirements. The target language is used regularly, supplemental readings will be provided and material is covered in more depth at a faster pace.

(322)  
Level 3

**Prerequisite(s): C or better in French 2 (311 or 312) or teacher recommendation**

This course is designed to develop language study and organizational skills with guided practice.

**FRENCH 4**  
Grades 10, 11, 12  
1 Credit

**Prerequisite(s): See Below**

Students expand their ability to communicate topics in French. Thematic units such as French holidays, the metric system, or a French wedding are used. Combined presentation of grammar, vocabulary, and culture offer students the opportunity to develop language proficiency as they increase cultural understanding. Class is taught primarily in French. Students expand their language skills and understanding through the use of technology.

(331)  
Level 2

**Prerequisite(s): B+ in French 3 (321 or 322) or better or teacher recommendation**

Students who select this course should be self-motivated and self-directed. There is a high expectation of student performance and rigorous work requirements. The target language is used regularly, supplemental readings are provided and material is covered in more depth at a faster pace.

(332)  
Level 2

**Prerequisite(s): C or better in French 3 (321 or 322) or teacher recommendation**

This course is designed to develop language study and organizational skills with guided practice.

**FRENCH 5**  
Grades 11, 12  
1 Credit  
(341)  
Level 1

**Prerequisite(s): C average or better in French 4 (331 or 332) or teacher recommendation**

At this advanced level of study, students develop greater proficiency in all four-language skills. Selections from French literature are read and discussed in French. Development of self-expression, advanced grammatical structures, and expansion of vocabulary occurs. A variety of media and technological connections are used. Class is taught primarily in French. Students actively participate in French. Successful completion of French 5 prepares students for Advanced Placement French Language and/or UCONN French.

**AP FRENCH LANGUAGE**  
Grade 12  
1 Credit  
(343) (EHS)  
Level 1

**Prerequisite(s): C or better in French 5 (341) or teacher recommendation**

AP French Language offers an integrated thematic approach to the study of French language and culture. Students are expected to comprehend lectures and read excerpts from poetry, prose, and drama of moderate French difficulty. Cultural material is organized around relevant themes such as history, education, and family. Grammar study provides review of essential linguistic structures. Students speak and write French in formal and conversational situations with fluency and accuracy. Newspapers, magazine articles, and contemporary essays guide discussion, debate, and composition topics. Substantial preparation for the AP exam is provided. Class is taught in French. Students taking this course are encouraged to take the Advanced Placement Exam.

<p><b>UCONN FRENCH</b> Grade 12 1 Credit (345) (FHS) Level 1</p>	<p><b>Prerequisite(s): B or better in French 5 (341) or teacher recommendation</b> UCONN French offers students the opportunity to increase their ability to speak, read, write, and understand French with greater facility. French is spoken extensively. Literary reading selections provide a representative cross-section of French literature and culture. Grammar study provides review of essential linguistic structures. Students speak and write French in formal and conversational situations with fluency and accuracy. College credit may be available for qualified students through UCONN Early College Experience.</p>
<p><b>SPANISH 1</b> Grades 9, 10, 11, 12 1 Credit (350) Level 3</p>	<p><b>Prerequisite(s): None</b> This course is an introduction to Spanish language and culture. The four skill areas of reading, writing, speaking, and listening are practiced and developed within the framework of the units introduced. Students strengthen their language skills through the use of technology.</p>
<p><b>SPANISH 2</b> Grades 9, 10, 11, 12 1 Credit</p>	<p><b>Prerequisite(s): See Below</b> This course provides the continuation of the study of Spanish. Students continue the development of reading, writing, speaking, and listening. Language skills and cultural understanding are strengthened through the use of technology.</p>
<p>(351) Level 3</p>	<p><b>Prerequisite(s): B+ in Spanish 1 (350) or better or teacher recommendation</b> Students who select this course should be self-motivated and self-directed. There is a high expectation of student performance and rigorous work requirements. The target language will be used regularly, supplemental readings will be provided and material will be covered in more depth at a faster pace.</p>
<p>(352) Level 3</p>	<p><b>Prerequisite(s): C or better in Spanish 1 (350) or teacher recommendation</b> This course is designed to develop language study and organizational skills with guided practice.</p>

**SPANISH 3**

Grades 9, 10, 11, 12  
1 Credit

**Prerequisite(s): See Below**

Students continue to explore the similarities and differences of Spain and Latin America with the United States through the study of the Spanish language and culture. Students increase active vocabulary and continue to develop reading, writing, listening, and comprehension skills in familiar, thematic situations. Students are expected to speak Spanish as much as possible in class. Instruction is delivered regularly in Spanish. Language skills and cultural understanding are enhanced through the use of technology.

(361)  
Level 3

**Prerequisite(s): B+ in Spanish 2 (351 or 352) or better or teacher recommendation**

Students who select this course should be self-motivated and self-directed. There is a high expectation of student performance and rigorous work requirements. The target language is used regularly, supplemental readings are provided, and material is covered in more depth at a faster pace.

(362)  
Level 3

**Prerequisite(s): C or better in Spanish 2 (351 or 352) or teacher recommendation**

This course is designed to develop language study and organizational skills with guided practice.

**SPANISH 4**

Grades 10, 11, 12  
1 Credit

**Prerequisite(s): See Below**

Students expand their ability to communicate in Spanish. Thematic units include major Spanish artists. Combined presentation of grammar, vocabulary, and culture offer students the opportunity to develop language proficiency as they increase cultural understanding. Class is taught primarily in Spanish. Students expand their language skills and understanding through the use of technology.

(371)  
Level 2

**Prerequisite(s): B+ in Spanish 3 (361 or 362) or better or teacher recommendation**

Students who select this course should be self-motivated and self-directed. There is a high expectation of student performance and rigorous work requirements. The target language is used regularly, supplemental readings are provided, and material is covered in more depth at a faster pace.

(372)  
Level 2

**Prerequisite(s): C or better in Spanish 3 (361 or 362) or teacher recommendation**

This course is designed to develop language study and organizational skills with guided practice.

**SPANISH 5**  
Grades 11, 12  
1 credit

**Prerequisite(s): See Below**

At this advanced level of study, students develop greater proficiency in all four-language skills. Selections from Hispanic literature are read and discussed in Spanish. Development of self-expression, advanced grammatical structures, and expansion of vocabulary occurs. A variety of media and technological connections are used. Class is taught primarily in Spanish. Students actively participate in Spanish. Successful completion of Spanish 5 prepares students for AP Spanish Language and/or UCONN Spanish.

(381)  
Level 1

**Prerequisite(s): B- or better in Spanish 4 (371 or 372) or teacher recommendation**

Students who select this course should be self-motivated and self-directed. There is a high expectation of student performance and rigorous work requirements. The target language is used regularly, supplemental readings are provided, and material is covered in more depth at a faster pace.

(382)  
Level 2

**Prerequisite(s): B- or better in Spanish 4 (371 or 372) or teacher recommendation**

This course is designed to develop language study and organizational skills with guided practice.

**AP SPANISH  
LANGUAGE**

Grade 12

1 credit

(391) (EHS)

Level 1

**Prerequisite(s): C+ or better in Spanish 5 (381 or 382) or teacher recommendation**

AP Spanish Language offers an integrated thematic approach to the study of Spanish language and culture. Students are expected to comprehend lectures and read excerpts from poetry, prose, and drama of moderate Spanish difficulty. Cultural material is organized around relevant themes such as history, education and family. Grammar study provides review of essential linguistic structures. Students speak and write Spanish in formal and conversational situations with fluency and accuracy. Newspapers, magazine articles, and contemporary essays guide discussion, debate, and composition topics. Substantial preparation for the AP exam is provided. Class is taught in Spanish. Students taking this course are encouraged to take the Advanced Placement Exam.

**UCONN SPANISH**

Grade 12

1 credit

(395) (FHS)

Level 1

**Prerequisite(s): C or better in Spanish 5 (381 or 382) or teacher recommendation**

UCONN Spanish offers students the opportunity to increase their ability to speak, read, write, and understand Spanish with greater facility. Spanish is spoken extensively. Literary reading selections provide a representative cross-section of Spanish literature and culture. Grammar study provides review of essential linguistic structures. Students speak and write Spanish in formal and conversational situations with fluency and accuracy. College credit may be available for qualified students through UCONN Early College Experience.



