# PROGRAM OF STUDIES

## 2022-2023

# Bristol Public Schools

# Program of Studies

# 2022-2023

**Contents**

# BRISTOL PUBLIC SCHOOL'S MISSION STATEMENT
*To teach and learn with passion and purpose.*

## BRISTOL PUBLIC SCHOOL'S VISION OF THE GRADUATE
All Bristol Public School students will graduate with the essential academic knowledge, skills and dispositions that empower them to be self-sufficient and make meaningful contributions in a rapidly changing global society.

**Meaningfully Contribute to a Global Society**
- Social and Cross-Cultural Skills
- Empath
- Global Awareness
- Collaboration

**Effectively Communicate in a Global Society**
- Communications and Technology Literacy
- Communication
- Information Literacy
- Media Literacy

**Successfully Employ Skills for Self-Sufficiency**
- Goal Directed
- Financial Literacy
- Health Literacy
- Civic Literacy

**Demonstrate Academic Knowledge and Skills**
- Content Mastery
- Critical Thinking and Problem Solving

### *Shared Vision for Bristol Eastern High School*

At Bristol Eastern High School we believe that fostering an environment that promotes celebration of diversity, high expectations for academic achievement, and citizenship in the local and global communities will develop the foundation for students to build upon as they set goals and continue their journey as lifelong learners.

### *Bristol Eastern High School Mission Statement(s)*
In order to achieve  Bristol Eastern High School's Vision, in "Our House" **all** members of the school community (BEHS staff members, students, parents) will commit to an understanding of and a demonstration of the following:

***Celebration of Diversity:*** All members of the school community contribute to a positive school climate where individual differences are valued and celebrated.
***High Expectations for Academic Achievement:*** All members strive to meet high expectations while working independently and collaboratively.  We Teach and Learn with Passion and Purpose.
***Local and Global Citizenship:*** All members of the BE community engage in authentic, equitable partnerships through collaboration with local and global communities.

### School Motto:
BE Safe, BE Responsible, BE Respectful, BE Kind

## *Planning for a Successful High School Experience*

One of the many goals of the Bristol Public Schools is to prepare all students for post-secondary education.  The program of study at the high school is so structured as to enable students to achieve a secondary education opportunity. Careful program planning by parents, students and counselors is of critical importance.

The high school course of study allows students to select those courses they need in order to meet the graduation requirement, explore courses that broaden students' awareness of future opportunities and inform post-secondary schooling and career pathways.

This Program of Studies should be used to have discussions related to planning for a successful four year experience and for exploring the many opportunities that will ultimately lead you to graduation as you prepare for life after high school.

**Graduation Requirements**

| Minimum Graduation Requirements | | |
|---|---|---|
| **Required Subject Areas** | **Credits** | **Required Courses** |
| *Humanities (ELA and Social Studies) - minimum of 9 credits* | | |
| English | 4 | English 1, 2, 3, 4 <br> *All students are required to meet a performance standard for Evidence-Based Reading and Writing.* |
| Social Studies | 3 | Modern American History, 1Cr. <br> Civics, .5Cr. |
| World Languages | 1 | Spanish, French, Italian, Latin, Language & Culture A/B |
| Fine Arts Elective | 1 | Courses in Art or Music |
| *STEM (Science, Technology, Engineering and Mathematics) - minimum of 9 credits* | | |
| Mathematics | 4 | Algebra I, Geometry, and Algebra II, and a math elective <br> *All students are required to meet a performance standard for Mathematics.* |
| Science | 3 | Physical Science, Biology, and Chemistry* |
| Career and Technical Education | 1 | Courses in Engineering and Technology, Business and Finance, Family Consumer Science |
| STEM Elective | 1 | Courses in Math, Science, CTE, Business and Finance, Family Consumer Science |
| *Physical Education and Health* | | |
| Physical Education | 2 | .5 Cr each year |
| Health | 1 | .5 Cr Grade. 9 Health and .5 Cr Grade 11 Health |
| *Additional Credit Requirements* | | |
| Elective credits beyond Required Subject Areas | 3.25 | |
| Credit in Mastery-Based Diploma Assessment | 1 | |
| *Required Total Credits* | 25.25 | |

- All juniors are required to take Chemistry to prepare for the NGSS assessment. The third credit can come from other electives if a student has a final grade below a 65.

## Mastery Experience Credit

Students in the class of 2023 and beyond will be required to earn one credit through a demonstration of the knowledge, skills, and dispositions that form our Bristol Vision of the Graduate. During the 2017 session, the Connecticut General Assembly passed Public Act 17-20 amending the High School Graduation Requirements and included the requirement of "one credit mastery-based diploma assessment."  This mastery credit will empower students to take ownership of their learning as they work through flexible routes toward a culminating experience in which students will demonstrate their ability to be self-sufficient and contribute meaningfully to our global society. Students will earn this credit byu following one of four pathways. Greater detail can be found here: Mastery Experience Credit Information. (link when completed)

|  | **Mastery Experience Annual Timeline** |
|---|---|
| Freshmen Year | Exploratory year, review ME courses and options to obtain credit. Share the Bristol Public School's Vision of a graduate, as an expectation for their impending project.<br><br>_ME Courses are designated in **BLUE** on pages 27 - 35._ |
| Sophomore Year | Students can choose to enroll in a ME designated class, complete a student directed ME project, or continue to explore options |
| Junior Year | Aim to enroll in a ME designated class OR complete Student Directed ME by the end of the year. |
| Senior Year | If a student has not earned Mastery Experience credit a Defined Career or Mastery Seminar class must be completed. |

## Graduation Performance Standards for ELA and Math

**In addition to credit and course requirements, students will be expected to meet two performance standards in literacy and mathematics.**

**Literacy and Mathematics Performance Standards (SAT School Day performance - Spring of Junior year)**
- **Literacy:**  Within the content of the course in which the student is enrolled, he/she will satisfactorily demonstrate college and career readiness in the following domains:  Words in Context, Command of Evidence, Expression of Ideas, and Standard English conventions.
- **Mathematics:**  Within the content of the course in which the student is enrolled, he/she will satisfactorily demonstrate college and career readiness in the following domains:  Heart of Algebra, Problem Solving and Data Analysis, Passport to Advanced Math, and Additional Topics in Mathematics.

Students will be exempt from the district performance standard if they:

- *Transfers:*  If a student transfers into the Bristol Public Schools after completing at least three years in a high school in another district, he/she may be exempted from Bristol's performance standards requirement for graduation.
- *Special Needs:*  Students with special needs may be exempt from district  performance standards for graduation as described in Board of Education's graduation policy if so indicated in their Individual Education Plan.

**GRADE ADVANCEMENT REQUIREMENTS**

| Grade Placement | Credit Load | Minimum total  credit obtained to advance |
| --- | --- | --- |
| **Grade 9 to 10** | Students will be required to take a minimum of six credits and .5 credit in Physical Education plus .5 credit in Health and Wellness. | 5.75 Credits |
| **Grade 10 to 11** | | 11.75 Credits |
| **Grade 11 to 12** | | 17.25 Credits |
| **In order to graduate** | Students must pass all required classes**.** | 25.25 Credits |

## *RECOMMENDED COURSE SEQUENCE*

| GRADE 9 | Credits | GRADE 10 | Credits |
|---|---|---|---|
| English I | 1 | English II | 1 |
| World History | 1 | Modern American History | 1 |
| Algebra I or Geometry | 1 | Geometry or Algebra II | 1 |
| World Language | 1 | World Language | 1 |
| Physical Science | 1 | Biology | 1 |
| Elective | 1 | Elective | 1 |
| Physical Education | .5 | Physical Ed | .5 |
| Health 9 | .5 | | |
| | | | |
| **GRADE 11** | **Credits** | **GRADE 12** | **Credits** |
| English III | 1 | English IV | 1 |
| Social Studies Elective(s) | 1 | Social Studies Elective(s) | 1 |
| Algebra II/Math Elective | 1 | Math Elective | 1 |
| Chemistry | 1 | Science/Engineering Elective | 1 |
| Language | 1 | Elective | 1 |
| Elective | 1 | Physical Ed | .5 |
| Civics | .5 | Fourth Year of a Language or Elective | |
| Physical Ed | .5 | | |
| Health 11 | .5 | | |

**\***World language courses are taken sequentially. Students electing to take a world language should continue in the language of the previous year. Two to three years of one world language are expected for admission to most colleges. Students may wait until sophomore year to take this credit.

# PREPARING SCHEDULES

All Students receive teacher recommendations in PowerSchool. Parents and students are asked to discuss course recommendations together. If Parents feel that there needs to be an adjustment for a course recommendation, an override form must be submitted. Course Override Forms must be submitted for review *before* the first day of school. Students are required to enter their course selections in PowerSchool. The School Counselor will review student selections individually with each student to evaluate the academic program as it relates to their personal and career goals.

# COLLEGE INFORMATION

Admission requirements for colleges vary greatly, but general guidelines like those below can be very helpful for students planning their program at Bristol Eastern High School. Be sure to consult with counselors on a regular basis and to read the college, university, and trade school catalogs to be sure that you are taking the number and types of courses that will meet their specific requirements for admission.

| Most Selective Colleges | Highly Competitive Colleges |
|---|---|
| ● English—4 credits | ● English—4 credits |
| ● Mathematics—4 credits | ● Mathematics—3 or 4 credits |
| ● Science—3 credits | ● Science—3 credits |
| ● Social Studies—3 credits | ● Social Studies—3 credits |
| ● World Language—3 to 4 years of the same language | ● World Language—3 years of the same language |
| ● Fine Arts—Recommended | ● Fine Arts—Recommended |
| ● Extracurricular activities that indicate leadership and initiative | ● Extracurricular activities that indicate leadership and initiative |
| ● Top 10-20% of the class | ● Top 20-35% of the class |
| ● SAT I scores in the 655 to 800 range on each test (verbal/math/writing) | ● SAT I scores in the 620 to 654 range on each test (verbal/math/writing) |
| ● ACT minimum score of 29 | ● ACT minimum score of 27 to 28 |
| ● GPA A to B+ | ● GPA B+ to B |
| ● Computer Competency | ● Computer Competency |

| Very Competitive Colleges | Competitive Colleges |
|---|---|
| ● English—4 credits | ● English—4 credits |
| ● Mathematics—3 credits | ● Mathematics—3 credits |
| ● Science—2 credits | ● Science—2 credits |
| ● Social Studies—2 credits | ● Social Studies—2 credits |
| ● World Language—3 years of the same language | ● World Language—2 years of the same language |
| ● Fine Arts—Recommended | ● Fine Arts—Recommended |
| ● Extracurricular activities that indicate leadership and initiative | ● Extracurricular activities that indicate leadership and initiative |
| ● Top 35-50% of the class | ● Top 50-65% of the class |
| ● SAT I scores in the 573 to 619 range on each test (verbal/math/writing) | ● SAT I scores in the 500 to 572 range on each test (verbal/math/writing) |
| ● ACT minimum score of 24 to 26 | ● ACT minimum score of 21 to 23 |
| ● GPA B to B- | ● GPA B- to C+ |
| ● Computer Competency | ● Computer Competency |

# *COLLEGE CREDIT OPPORTUNITIES*

## *ADVANCED PLACEMENT (AP) / UCONN EARLY COLLEGE EXPERIENCE-ECE*

Students may receive college credit by passing specific assessment requirements for Advanced Placement courses or from the University of Connecticut. These are separate programs with different requirements that must be met. There are fees for these courses. These courses are identified in the handbook. These courses are college-level courses that require summer reading and added responsibilities. If a student would like to be eligible for an **AP Seminar and Research Certificate,** they must earn a score of 3 on AP Research and AP Seminar Exams. In addition, students are eligible for an **AP Capstone Diploma** by earning a score of 3 on the AP Research and AP Seminar Exams, but also earning a 3 or higher on **4** additional AP exams. Students can access and print their AP Seminar and Research Certificate and/or AP Capstone Diploma in July after their graduation year.

All students are encouraged to strive to take these collegiate level courses, but students and their parents must understand and accept the added responsibilities that accompany the opportunity to earn college credits. Students taking these courses must:
- Take the AP test in order to receive AP weighting in their GPA and the potential to earn college credit;
- Understand that summer assignments must be completed prior to the start of the school year;
- ***Stay enrolled in the course until the midway point of the first marking period. No students will be withdrawn from an AP/UCONN course prior to this date unless circumstances warrant after Administrative review.***

- Financial Considerations:
  - Dropping an AP course after November 1st will result in the student being responsible for testing fees.
  - The University of Connecticut reserves the right to set different conditions for refunds.
- Students taking an AP/UCONN dual credit courses:
  - The student agrees to pay the University of Connecticut for UCONN credit and also agrees to take the AP test.  The Board of Education will pay the AP testing fee for all students who have paid the UCONN course fees.
- If a student qualifies for free or reduced lunch as defined by federal guidelines  the State of CTwill  pay the AP testing fee for all Free or Reduced lunch students.
  - *The University of Connecticut provides similar fee reductions for which students may qualify.*
  - Students of families experiencing financial difficulties may make special payment arrangements with the school's AP Coordinator.
  - **Acceptance into the college credit program is determined by the University of Connecticut guidelines.  Accelerated/AP criteria also must be met for admission into these programs for high school credit.  Students will be charged per course credit by UCONN.**

## *COLLEGE CAREER PATHWAYS (CCP)*

College Career Pathways is a national program that attempts to better connect high school students with college.  Students who apply to the Tunxis Community College (CCP) program may earn college credits by successfully completing courses in the dual-enrollment program.  College credits earned may be applied to certificate or degree programs at Tunxis Community College, or transferred to other colleges and universities.  Please click the link to see all CTE CCP Pathways.

## *HIGH SCHOOL PARTNERSHIP*

The program is open to high school juniors and seniors who have an overall "B" average, are recommended by their school counselor, and have appropriate placement scores. Recommended students will be eligible to take one course per semester free of charge (General Fund tuition and fees).  Students taking on campus classes will be responsible for their transportation to campus and book expenses.  Students taking online classes will be responsible for their book expenses.

Admission to individual classes is dependent upon space availability, budgetary funding and students having met any prerequisite requirements.  Students will be notified by the Director of Admissions as to whether they are accepted into the class.  This program is affiliated with Tunxis Community College.

## *PROJECT LEAD THE WAY (PLTW)*

*Project Lead the Way - a pathway to careers in engineering and technology*

In partnership with the University of New Haven and Rochester Institute of Technology (RIT), the Engineering & Technology Department has implemented a nationally recognized pre-engineering program known as Project Lead the Way (PLTW). This pathway to engineering and technology careers provides a flexible four-year sequence of classes that will fit into any student schedule and provide practical opportunities for students to apply and practice what they learn as part of their mathematics classes. The chart below identifies a recommended sequence of PLTW classes along with the concurrent math requirement for the classes highlighted in grey:

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---------|----------|----------|----------|
| Introduction to Engineering Design | Principles of Engineering | Digital Electronics | Civil Engineering & Architecture* |
| Algebra 1 | Geometry | Algebra 2 | |

Although the full sequence of courses is recommended, students may elect individual classes as long as they meet the mathematics requirements for that class. Project Lead the Way prepares students to be innovators and to make meaningful, pioneering contributions to our world.

## *Project Lead the Way - College Credit Options*

Students who successfully complete the end of course exam in each PLTW course may earn 3 college credits from the **Tagliatela College of Engineering** at the University of New Haven or other university. The college does require a fee for processing the college credit. *College credit for Civil Engineering & Architecture is through Rochester Institute of Technology.

The PLTW experience develops motivated, well-rounded students by instilling confidence, stressing the importance of self-discovery, encouraging innovative problem solving and critical thinking, teaching team building, and rewarding creativity. The program is fun and students gain a critical opportunity to put their math skills to work in almost every class.

# CAREER AND TECHNICAL EDUCATION PATHWAYS

Bristol Schools are dedicated to providing students rich opportunities in career exploration and skill development through a wide variety of career and technical education (CTE) clusters and pathways. The district provides students various career and technical courses that support a broad goal of college and career readiness for all students within the student's pathway of choice.   Each linked career cluster pathway describes (1)-career pathways and required training/certification, (2)-course selection to support entrance into the career field, (3)-careers related to the pathway. Students, parents, and counselors should consider the suggestions in these pathway maps as courses are selected for the upcoming school year. Students are

encouraged, but not required, to complete all of their CTE credits from the same pathway ([BPS pathways maps](#))

| Architecture and Construction Cluster |
| --- |
| [Design and Pre Construction Pathway](#) |
| **Business Management Cluster** |
| [General Management Pathway](#) |
| **Education and Training Cluster** |
| [Teaching and Training Pathway](#) |
| **Finance Career Cluster** |
| [Business and Finance Pathway](#) |
| [Accounting Pathway](#) |
| **Health Science Cluster** |
| [Therapeutic Services Pathway](#) |
| **Hospitality and Tourism Cluster** |
| [Restaurant and Food Services Pathway](#) |
| **Information Technology Cluster** |
| [Web and Digital Communications Pathway](#) |
| [Programming and Software Development Pathway](#) |
| **Manufacturing Cluster** |
| [Manufacturing Production Pathway](#) |
| **Marketing Cluster** |
| [Marketing Communications](#) |
| **Transportation, Distribution and Logistics Cluster** |
| [Facility and Mobile Equipment Maintenance Pathway](#) |
| **STEM Cluster** |
| [Engineering and Technology Pathway](#) |
| **Cooperative Work Experience** |
| Cooperative work experience can be added to any of the above pathways as a means of providing a second course to support the completion of a complete CTE program. This course is a YEAR long course where students can select a second semester option of 50 or 100 hours of pathway specific work experience. |

## AWARD OF HIGH SCHOOL DIPLOMAS

Students who complete all graduation requirements shall receive a diploma at the June commencement.  Individuals who have not satisfied the June graduation requirements may be granted a diploma upon the satisfactory completion of those requirements at a later date, by the school principal, provided that the student has successfully earned appropriate credit in a summer course or summer courses comparable (as determined by the principal) to the subject (s) in which the student was deficient.

## CREDITS

A credit is given for successfully completing a year's work in a subject that meets 90 sessions per year.  One-half credit is given for courses that meet 45 sessions per year and ends after one semester.  While in the process of selecting courses, students and parents are urged to consider those subjects and levels which will challenge individual academic talents.

## CATEGORIES

Most courses in the areas of English, Social Studies, Mathematics, Science and World Languages are classified by groupings.  The criterion for such placement is determined by a combination of the following factors.

1.  Recommendation by previous teachers and/or departmental criteria.
2.  Grade achieved in previous courses.
3.  Consultation with the student's counselor.

Accelerated and/or Advanced Placement (AP) courses are open only to students who perform at an exceptional level in a given subject area.

Students must maintain at least a minimum average of "83" in their current accelerated level course to be placed in an Accelerated/Advanced Placement level offering.

Students in academic level courses who desire to advance to the Accelerated/Advanced Placement level must maintain a minimum average of "93" in their current academic level courses.

## *GRADE WEIGHTING*

The purpose of grade weighting is to arrive at a meaningful class rank and determine eligibility for the National Honor Society.    All courses are weighted according to the following four categories:

- ***CATEGORY AP:*** Advanced Placement courses and University of Connecticut Early College Experience (ECE) courses that are highly related to the academic demands of most four-year colleges.  These courses may have stringent prerequisites for enrollment.  Generally, one of the expectations for courses in this category is that students will spend approximately three hours preparing for and reviewing coursework at home for each meeting of the class.   In addition, they will require in-depth study, summer reading, independent reading and research, and/or preparation of comprehensive papers and reports.
- ***CATEGORY 1:*** Category 1 consists of Accelerated (Acc.).  Classes with a category one weighting are rigorous courses that reflect the academic demands of any four year college.  Rigorous prerequisites must be completed and instructors must recommend students for coursework at this level.   The courses require effort that exceeds the academic category and approaches the level of AP at times.
- ***CATEGORY 2:***  Academic (Acad.) consists of courses that are related to the academic demands of most four-year colleges, OR, courses that are performance-oriented.  That is, a high degree of proficiency is required as evidenced by successful completion prerequisites and enrollment which is dependent upon instructor approval.   These

courses will require reading and writing and/or project assignments with homework time expectation averaging which is at least equal to the assigned class time.

- **CATEGORY 3:** Instructional support courses designed to assist students in meeting graduation/district requirements. Normal scale 4.0 to 0.
- **UNWEIGHTED:** Courses that are unweighted provide students with an opportunity to participate in a diverse learning environment that reflects the global society in which we live. Students will be challenged to their own unique abilities and levels.

**The category for each subject is included with course descriptions of all courses found in the Program of Studies.**

| Numeric Grade | Category AP | Category 1 Accelerated | Category 2 Academic/ College prep | Category 3 Instructional Support |
|---|---|---|---|---|
| 97-100 | 5.4 | 4.8 | 4.3 | 4.0 |
| 93-96 | 5.1 | 4.5 | 4.0 | 3.7 |
| 90-92 | 4.7 | 4.2 | 3.7 | 3.3 |
| 87-89 | 4.2 | 3.7 | 3.3 | 3.0 |
| 83-86 | 3.8 | 3.4 | 3.0 | 2.7 |
| 80-82 | 3.4 | 3.0 | 2.7 | 2.3 |
| 77-79 | 2.9 | 2.6 | 2.3 | 2.0 |
| 73-76 | 2.5 | 2.25 | 2.0 | 1.7 |
| 70-72 | 2.1 | 1.9 | 1.7 | 1.3 |
| 67-69 | 1.7 | 1.5 | 1.3 | 1.0 |
| 65-66 | 1.2 | 1.1 | 1.0 | .5 |
| less than 65 | 0 | 0 | 0 | 0 |

## *INDEPENDENT STUDY PROGRAM*

An Independent Study program is available after the freshman year. The purpose is to extend and enrich the curriculum by permitting able and interested students to pursue a topic or field

of study not offered in the school's curriculum.  Enrollment is open to any student with a history of success (grade B or better) in a related field.  Details are available from your school counselor.

## *PREREQUISITE COURSES*

Prerequisite courses are those courses that must be passed before electing a sequential course.  There may be a minimum grade requirement, or teacher/department head approval.  The requirements will be indicated in the course description.

## *SCHOOL COUNSELING SERVICES*

The school counseling  department is the place where students go to talk about themselves, their future educational/career goals, or personal concerns.  With counselor assistance, students may analyze test results, discuss their strengths and weaknesses and choose courses that best fit their needs, abilities, interests and future plans.

Students are encouraged to initiate meetings with their counselors as the need arises.  All students are urged to pre-schedule appointments with the counselor through the secretary for an appropriate time (i.e., study hall or before or after school).  The secretary is available from 7:30 a.m. to 3:30 p.m.

Students are assigned to teams in the 9th grade at both high schools and a counselor is assigned to that team.  In most cases, the counselor remains with the student throughout the four years of high school.  Counselors encourage a cooperative approach—student, parent, teacher, counselor working together to help assure optimum student success and achievement during the high school years.

***SCHOOL COUNSELING LIBRARY MATERIALS*** – In addition to the extensive library of higher education catalogues, the school counseling library contains supplementary aids to facilitate vocational and higher education planning.  These include files of vocational briefs, brochures,

books on many institutions, career reference books, college planning guides, and computer systems for interest surveys, aptitude tests, or college and vocational searches.

**CAREER COUNSELING** – Career Counseling is offered through the School Counseling Department. It is designed to help students investigate career paths, learn about further educational opportunities, and make final decisions and plans for their future. All students have the following activities available to them in making these critical decisions:

- Career Assessment – Use of computer assessment, and books to determine possible career paths.
- Job Shadow – Visit a job site that allows for a one-on-one dialogue with a worker in the student's field of interest.
- Internships – A semester long investigation of an occupational field designed for students who have expressed interest in gaining experience in a field they plan to enter.
- Career Portfolio Development – Students build an electronic career portfolio by progressing through a series of career planning and pre-employment activities.
- College Searches – Use of several sources for researching technical schools and two or four year colleges.
- Scholarship Searches – Use of computer software to research national scholarships based on a variety of qualifications.
- Work Experience – Work/career exploration and experience based on part-time work in the community.
- Service Learning – Career exploration based on community service in the local area.
- Individual Career Counseling – In cooperation with your child's Guidance Counselor.
- Career Exploration Workshops – In school and after school workshops lead by individuals working in the field. There is a seminar component to this experience.

**COMPUTERIZED SCHOOL COUNSELING SERVICES** – Naviance is an online resource that will be used to assist students with career development and college planning options by connecting students to information occupations, the armed services, two and four year colleges and financial aid.

**SCHOLARSHIP INFORMATION** – Federal, state and local financial information is distributed annually to seniors. Additionally, reference material on merit or need based aid is available in the school counseling office.

**COLLEGE ADMISSIONS TESTING** – There are two national college admissions testing programs:
1. The College Entrance Examination Board (CEEB) which sponsors the Scholastic Aptitude Test (SAT I) and subject area tests (SAT II) or
2. The American College Testing (ACT) program. The CEEB program is more prevalent in this area of the country. The Bristol high schools are testing sites for the CEEB. Students should check college catalogues to see which program is preferred by the college in which they are interested.

## REPORT CARDS

**All report cards are mailed home each marking period.**

**Progress reports are viewable in PowerSchool midway through each marking period.**

## *HOMEBOUND INSTRUCTION*

Any pupil is eligible for instruction at home or in the hospital if an absence due to illness is to extend ten (10) consecutive school days, or when it is known in advance that the absence will exceed that time.  To obtain this service, the student's parents should call the counselor.  A form obtained from the counselor must be completed and signed by a physician.  The Department of Special Education assigns tutors and initiates a program when the form is returned to the counselor and the student qualified.

## *SUMMER SCHOOL AND MAKEUP*

The Bristol Summer School is an excellent method for making up lost credit or for taking courses for enrichment.  Admission to a remedial summer school course for credit will be permitted to students previously enrolled in the same course, but who (1) have not received credit for that course or (2) have passed with a grade of 65 or higher either semester 1 or semester 2 of the full year course during the school year.  If a student fails one semester of the full year course in summer school, the student must take the full year course again during the school year or the full course again in summer school.

To meet proficiency standards in the summer school course and therefore will receive credit for the course, students shall:
    a.   Meet the attendance policy as specified in the summer school rules and regulations.
    b.   Receive a passing grade of 65 or higher for the summer school class.

The grade for credit awarded through the summer school program consists of 20% assessment and 80% coursework.  When a student participates in the summer school course for either semester 1 or semester 2 of a full year course and passes the semester half of the course in summer school, the student shall receive ½ credit for the summer school course and ½ credit for the semester passed during the school year.  The ½ credit awarded for the summer school course and the ½ credit awarded for the semester passed during the school year is only applicable to the remedial summer school courses. The summer school grade is not averaged with the final course grade for the full year course.

To receive credit for a failed required course, if the summer school course is taken in other area summer schools, the student must receive a grade of 65 or higher on the mid-year and final assessments administered during the school year for the Bristol course.

## *SCHOOL CHOICE OPTIONS*

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

## *ONLINE COURSEWORK*

Courses available online may be accepted for high school credit.  Students interested in pursuing this option should consult with their school counselor and the administrator overseeing independent studies for information and approval status before enrolling in these courses.

## *CHANGE OF SCHEDULE*

**Changes to schedules should be completed before the last day of school.  Any additional changes *can* be made during the summer but must be done prior to the first day of school. Any schedule changes after the first day of school may ONLY be done with administrative approval.\*\*\*** Students wishing to change a course after schedules are finalized must file a "Schedule Change Form" form with their counselor which will then be either approved or denied by administration.  Since counselors are minimally available during the summer, students must complete the change of schedule form and leave it in the administrative office so that counselors can make the changes upon their return.  No change in schedule will be made to allow for early release from school.  Once school starts, students are expected to remain in a course until Progress 1.  Any drops thereafter will result in completing the "Schedule Change Form" and meeting with the teacher, counselor and administrator.

\*\*\* For AP drop policy, see the AP course section above.

Students who fail a course or fail to meet sequential requirements to continue in the course or area, and who do not plan to attend summer school or follow another approved summer

program **MUST REQUEST CHANGES IN ELECTIVES BEFORE THE ABOVE DEADLINE.** Otherwise, they will be assigned to alternate courses if indicated on the election card or at the discretion of the counselor.

## *COURSE WITHDRAWAL/DROP*

Any student who drops or withdraws from a class during the school year will be given a "WP" if he/she has at least a "65" at the time of withdrawal and a "WF" if the grade is below a "65" at the time of withdrawal. If a student drops a course before the midpoint of the first marking the course will not appear on the transcript.

## *SPECIAL EDUCATION SERVICES*

The Special Services Department provides a full range of support and related services to students requiring special education assistance during the school day. The Planning and Placement Team (PPT) of which the student's parent is a member, determines whether a student is eligible to receive special education and related services. At the PPT meeting an Individual Education Program (IEP) will be developed if the student is eligible to address the individual educational needs of the student. A description of programs is available upon request through the Special Services Department. Please feel free to contact the Special Services Department at (860) 584-7050.

# *ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)*

### *AVID Philosophy*

AVID is a college readiness system designed to increase school wide performance and open access to the most rigorous curricula, such as accelerated and advanced placement courses, to more students.

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID aims to improve the performance of all students, especially those who have not traditionally succeeded in completing college entrance requirements: students who are underrepresented in four-year colleges and universities, students in the academic middle, and students who are the first in their family to go to college.

**The AVID Elective**
AVID elective is a full year academic course that prepares students for the rigors of college and provides them with academic skills, content knowledge, and social adaptability needed for college success. Students enrolled in the AVID elective learn organizational and study skills, incorporate critical thinking strategies and ask probing questions, work collaboratively with peers and college tutors for academic support, and participate in enrichment and motivational activities that foster a college-going culture. AVID students often become academically successful leaders and role models for other students. AVID-trained teachers use research based methods of effective instruction including writing, inquiry, collaboration, and reading strategies (WICR).

AVID elective is a voluntary, selective program. Students must meet specific criteria for acceptance into the program. Recruitment is a collaborative process by the AVID site team and includes a review of student records, teacher and student input, socio-economic and demographic considerations, parental support, and willingness by potential students to enroll in rigorous courses, follow the AVID curriculum, and commit to at least one year in AVID elective.



Students who remain in the program for at least three years are most likely to demonstrate academic improvement and will be most likely to meet the goal of four-year college enrollment if the student remains in the AVID program in his or her senior year of high school.

| **Grades:** 9-12 | **Credit:** 1.0 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** Students must meet specific criteria for acceptance into the program. | | |

| School(s) | Course | Credits | Category | | | Grade Level | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 9 | 10 | 11 | 12 |
| BC-BE | AVID Elective 1 | 1 | | X | | X | | | |
| BC-BE | AVID Elective 2 | 1 | | X | | | X | | |
| BE-BC | AVID Elective 3 | 1 | | X | | | | X | |
| BE-BC | AVID Elective 4 | 1 | | X | | | | | X |

## BRISTOL ARTS AND INNOVATION MAGNET SCHOOL (BAIMS)

Bristol Arts and Innovation Magnet School is a school for students in grades six through twelve tailored to coursework that leads to college and career opportunities in the creative arts industries.  Courses at BAIMS are categorized into pathways: Visual Arts, Musical Arts, Theater Arts, and Creative Construction.

**Schedule.**  High school students who request and are enrolled in courses at BAIMS will take their classes at Bristol Arts and Innovation Magnet School on Memorial Boulevard for their first two blocks of the day on "A days." Students will have the opportunity to take two courses in the afternoons on A days and up to four courses on B days.  Students electing to enroll in courses at BAIMS may not be able to fit in a study hall in order to meet the graduation requirements. Health, a graduation requirement that must be taken when students are freshmen, will be one of the courses taken at BAIMS for all freshmen students.

**Course Request:** Students must choose 4-6 courses that will occur at BAIMS. You will be scheduled for 2-4 of the courses selected. **If you do not choose at least 4 courses, you will not be eligible to attend BAIMS.**

**Transportation to BAIMS.**  High school students will have transportation from their home area bus-stop to BAIMS for the beginning of the school day on A days.  They will be transported from BAIMS to their home high school after the first two blocks of the high school day.  Transportation will be provided from their home high school to home at the end of the school day.

**Extracurricular activities.** There will be extracurricular activities that occur at BAIMS. Transportation from home high schools to BAIMS will not occur at the end of the school day. BAIMS students will also have the opportunity to participate in extracurricular activities at their home high school.

## *BRISTOL TECHNICAL EDUCATION CENTER PROGRAMS*

The Bristol Technical Education Center offers a variety of training programs for high school students in Bristol.  The programs and entry requirements are described in the Career and Vocational Education section of the booklet.

**Course-Planning/Course Sequence for Bristol Technical Education Center**

Students who attend Bristol Tech (BTEC) will earn 5 credits for successful completion of their coursework. 1 of these credits will count towards a student's math requirement, 1 towards science, and the other 3 towards Vocational/Career elective credits. In most cases, juniors who attend BTEC should be taking English 3 (1.0 credit), Health (.5 credit), and Civics (.5 credit) at Bristol Central/Bristol Eastern. Students will also be expected to enroll in BTEC/PE (.5 credit) which can be taken as an independent study outside of the school day in order to meet their PE requirement.

Seniors who attend BTEC should be taking English 4 (1.0 credit), their Social Science requirement, if still needed (.5 credit), PE or BTEC/PE, and/or any other graduation requirements they have left to meet.

Please note: Students considering enrolling at Bristol Tech for junior and/or senior year are encouraged to talk to their school counselor as early in their high school career as possible. A student's enrollment at Bristol Tech is dependent on him or her being able to, concurrently, successfully meet the district's graduation requirement.

# PROGRAM OF STUDIES

## *2022 - 2023*

Students will select courses from the following list, keeping in mind the material sequence, prerequisites, plus their abilities and interests.  Students should develop with the counselor an individual program that will best serve their future plans.  Course descriptions and explanations follow this list.  All courses are weighted according to three categories.  The category is listed in this column next to each subject.

## *ART*
### *HUMANITIES (Fine Arts)  ELECTIVES*

| Course | Course Number | Credits | Category | | | Grade Level | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | AP | 9 | 10 | 11 | 12 |
| AP Studio Art | 061411 | 1 | | | X | | | X | X |
| Design 1 | 061371 | .5 | X | | | X | X | X | X |
| Design 2 | 061831 | .5 | X | | | | | X | X |
| Draw & Paint 1 | 061012 | .5 | | X | | X | X | X | X |
| Draw & Paint 2 | 061022 | .5 | | X | | X | X | X | X |
| Draw & Paint 3 | 061032 | .5 | | X | | | X | X | X |
| Draw & Paint 4 | 061042 | .5 | | X | | | X | X | X |
| Fiber | 061392 | .5 | | X | | X | X | X | X |
| Photography As Art | 061402 | .5 | | X | | | | X | X |
| Portfolio | 061352 | .5 | | X | | | | X | X |
| Pottery 1 | 061112 | .5 | | X | | X | X | X | X |
| Pottery 2 | 061122 | .5 | | X | | X | X | X | X |
| Printmaking 1 | 061312 | .5 | | X | | X | X | X | X |
| Printmaking 2 | 061322 | .5 | | X | | X | X | X | X |
| Sculpture 1 | 061212 | .5 | | X | | X | X | X | X |
| Sculpture 2 | 061222 | .5 | | X | | X | X | X | X |
| 2-D Art * | B800009 | .5 | | X | | X | X | X | X |
| Cartooning & Sequential * | B800006 | .5 | | X | | X | X | X | X |
| Murals * | B800010 | .5 | | X | | X | X | X | X |
| Interior Design * | B800008 | .5 | | X | | X | X | X | X |
| Dramatic Theater | B800003 | .5 | | X | | X | X | X | X |
| Intermediate Acting | B800001 | .5 | | X | | X | X | X | X |
| Musical Theater | B800002 | .5 | | X | | X | X | X | X |
| Physical Theater & Movement | B800004 | .5 | | X | | X | X | X | X |

***  = only offered at the Bristol Arts and Innovative Magnet School***

## BUSINESS & FINANCE
### CAREER AND TECHNICAL EDUCATION (CTE) AND STEM ELECTIVES

| Course | | Credits | Category | | | Grade Level | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | AP | 9 | 10 | 11 | 12 |
| Accounting 1 | 091101 | 1 | X | | | | X | X | X |
| Accounting 2 | 091111 | 1 | X | | | | | X | X |
| Introduction to Marketing | 091512 | .5 | | X | | X | X | X | X |
| Sports and Entertainment Marketing | 091522 | .5 | | X | | x | X | X | X |
| Business Management | 091412 | .5 | | X | | | X | X | X |
| Information Processing | 091422 | .5 | | X | | X | X | X | X |
| Information Processing 2 | 091431 | .5 | | x | | X | X | X | X |
| Personal Finance & Investment | 091462 | .5 | | X | | X | X | X | X |
| Personal Finance 2 | 091461 | .5 | X | | | X | X | X | X |
| Computer Program/Video Game | 091321 | .5 | | X | | | X | X | X |
| Small Business Ownership | 091472 | .5 | | X | | X | X | X | X |
| Website Design | 091482 | .5 | | X | | | X | X | X |

## ENGINEERING AND TECHNOLOGY
### CAREER AND TECHNICAL EDUCATION (CTE) AND STEM ELECTIVES

| Course | Course Number | Credits | Category | | | Grade Level | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | AP | 9 | 10 | 11 | 12 |
| Advanced Digital Media Production | 081952 | .5 | | X | | | X | X | X |
| Architectural Concepts | 081822 | .5 | | X | | X | X | X | X |
| Architectural Design | 081832 | .5 | | X | | X | X | X | X |
| Automation & Robotics | 081442 | .5 | | X | | X | X | X | X |
| CAD & Solid Modeling | 081331 | .5 | X | | | X | X | X | X |
| Civil Engineering and Architecture - PLTW | 081821 | 1 | X | | | | X | X | X |
| Communication Technology | 081082 | .5 | | X | | X | X | X | X |
| Construction  Applications | 081922 | .5 | | X | | X | X | X | X |
| Construction Technology | 081922 | .5 | | X | | X | X | X | X |
| Intro to Computer Assisted Design | 081321 | .5 | X | | | X | X | X | X |
| Energy & Power Technologies | 081942 | .5 | | X | | X | X | X | X |
| Introduction To Engineering Design - PLTW | 081551 | 1 | X | | | X | X | X | X |
| Manufacturing Design | 081912 | .5 | | X | | | X | X | X |
| Principles of Engineering - PLTW | 081801 | 1 | X | | | X | X | X | X |
| Tools and Materials | 081862 | .5 | | X | | X | X | X | X |
| Transportation Technology | 081932 | .5 | | X | | X | X | X | X |
| Introduction to Digital Media Production | 081792 | .5 | | X | | X | X | X | X |
| Scenic Design & Construction I * | B800017 | .5 | | X | | X | X | X | X |
| Scenic Design & Construction II * | B800018 | .5 | | X | | X | X | X | X |
| Web Video * | B800019 | .5 | | X | | | X | X | X |
| Music Video Production * | B800020 | .5 | | X | | | X | X | X |

* = only offered at the Bristol Arts and Innovative Magnet School

## FAMILY & CONSUMER SCIENCES

*CAREER AND TECHNICAL EDUCATION (CTE) AND STEM ELECTIVES*

| Course | Course Number | Credits | Category | | | Grade Level | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | AP | 9 | 10 | 11 | 12 |
| Introduction to Foods & Nutrition | 101042 | .5 | | X | | X | X | X | X |
| Advanced Foods & Nutrition | 101052 | .5 | | X | | X | X | X | X |
| Applied Food Science | 101062 | .5 | | X | | | | X | X |
| Baking & Patisserie | 101072 | .5 | | X | | | X | X | X |
| Child, Family and Community | 102202 | .5 | | X | | X | X | X | X |
| Early Childhood Education 1 | 102211 | .5 | X | | | | | X | X |
| Early Childhood Education 2 | 102221 | .5 | X | | | | | X | X |
| Individual & Family Development/UCONN | 101215 | 1 | | | X | | | X | X |
| Rising Educators 1 | 101212 | .5 | | X | | | X | X | X |
| Rising Educators 2 | 101222 | .5 | | X | | | | X | X |
| If you Love It, Teach It/UCONN | 101225 | 1 | | | X | | | | X |

## HEALTH OCCUPATIONS

*CAREER AND TECHNICAL EDUCATION (CTE) AND STEM ELECTIVES*

| Course | Course Number | Credits | Category | | | Grade Level | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | AP | 9 | 10 | 11 | 12 |
| ECE Medical Terminology | 082122 | 1.0 | | | X | | | X | X |
| ECE Introduction to Allied Health Professions | 082112 | 0.5 | | | X | | | X | X |
| Foundations in Health Science and Technology | 082132 | .05 | | X | | X | X | | |

## COOPERATIVE WORK EXPERIENCE (CTE)

*CAREER AND TECHNICAL EDUCATION (CTE) AND STEM ELECTIVES*

| Course | Course Number | Credits | Category | | | Grade Level | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | AP | 9 | 10 | 11 | 12 |
| Introduction to Cooperative Work Experience (CWE) | 091332 | 0.5 | | X | | | | X | X |
| Cooperative Work Experience-50 Hours | 091352 | 0.5 | | X | | | | | X |
| Cooperative Work Experience -100 Hours | 091362 | 1.0 | | X | | | | | X |

## ENGLISH

*= HUMANITIES ELECTIVES*

| Course | Course Number | Credits | Category | | | | Grade Level | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | AP | 9 | 10 | 11 | 12 |
| Contemporary Literature * | 011122 | .5 | | X | | | | | X | X |
| Creative Writing * | 011152 | .5 | | X | | | | X | X | X |
| Drama 1 * | 011182 | .5 | | X | | | X | X | X | X |
| Drama 2 * | 011192 | .5 | | X | | | X | X | X | X |
| ELL English | 011440 | 1 | | | X | | X | X | X | X |
| English 1 Academic | 011012 | 1 | | X | | | X | | | |
| English 2 Academic | 011022 | 1 | | X | | | | X | | |
| English 1 Accelerated | 011011 | 1 | X | | | | X | | | |
| English 2 Accelerated | 011021 | 1 | X | | | | | X | | |
| English 3 Academic | 011052 | 1 | | X | | | | | X | |
| English 3 Accelerated | 011051 | 1 | X | | | | | | X | |
| English 4 Academic | 011042 | 1 | | X | | | | | | X |
| English 4 Accelerated | 011041 | 1 | X | | | | | | | X |
| English Language AP | 011055 | 1 | | | | X | | | X | X |
| English Literature AP/UCONN | 011454 | 1 | | | | X | | | X | X |
| Journalism * | 011242 | .5 | | X | | | | X | X | X |
| Skills for Success – English | 011138 | .5 | | | X | | X | | | |
| Media Literacy * | 011082 | .5 | | X | | | | X | X | X |
| Mythology * | 011252 | .5 | | X | | | | X | X | X |
| SAT Literacy Prep | 015122 | .25 | | X | | | | X | X | X |
| Seminar AP | 110005 | 1.0 | | | | X | | X | | |

## MATHEMATICS

*= STEM ELECTIVES*

| Course | Course Number | Credits | Category | | | | Grade Level | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | AP | 9 | 10 | 11 | 12 |
| Advanced Mathematical Decision Making* | 021172 | 1 | | X | | | | | | X |
| Algebra 1 Academic | 021012 | 1 | | X | | | X | | | |
| Algebra 1 Accelerated | 021011 | 1 | X | | | | X | | | |
| Algebra 2 Academic | 021032 | 1 | | X | | | | X | X | X |
| Algebra 2 Accelerated | 021031 | 1 | X | | | | | X | X | |
| Calculus Accelerated* | 021051 | 1 | X | | | | | | | X |
| Calculus  AB/AP/UCONN* | 021165 | 1 - 1.5 | | | | X | | | | X |
| Calculus  BC/AP/UCONN* | 021175 | .5 - 1 | | | | X | | | | X |
| Geometry Academic | 021022 | 1 | | X | | | | X | | |
| Geometry Accelerated | 021021 | 1 | X | | | | X | X | | |
| Algebra 1 Foundations (Double Block) | 021012E | 1 | | | x | | x | | | |

| Course | Course Number | Credits | 1 | 2 | AP | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|
| Algebra 2 Foundations (Double Block) | 021112E | 1 | | x | | | | x | |
| Pre-Calculus Academic* | 021042 | 1 | | X | | | | X | X |
| Pre-Calculus Accelerated* | 021041 | 1 | X | | | | | X | X |
| Statistics Academic* | 021272 | 1 | | X | | | | X | X |
| Statistic AP* | 021075 | 1 | | | X | | | X | X |
| SAT Mathematics Prep | 021162 | .25 | | X | X | | X | X | X |

## *MUSIC*

### *HUMANITIES (Fine Arts)  ELECTIVES*

| Course | Course Number | Credits | Category | | | Grade Level | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | AP | 9 | 10 | 11 | 12 |
| American Music Studies | 071432 | .5 | | X | | X | X | X | X |
| Band | 071302 | 1 | | X | | X | X | X | X |
| Chorus I | 071200 | 1 | | X | | X | | | |
| Concert Choir | 071202 | 1 | | X | | | X | X | X |
| Guitar | 071422 | .5 | | X | | X | X | X | X |
| Music History/Classical | 071072 | .5 | | X | | X | X | X | X |
| Music Theory AP | 071031 | 1 | | | X | | X | X | X |
| Music Theory 1 | 071012 | .5 | | X | | X | X | X | X |
| Music Theory 2 | 071022 | .5 | | X | | X | X | X | X |
| Piano/Keyboard | 071412 | .5 | | X | | X | X | X | X |
| Music Technology | 071442 | .5 | | X | | X | X | X | X |
| A Cappella | B800015 | .5 | | X | | X | X | X | X |
| Digital Music | B800016 | .5 | | X | | X | X | X | X |
| Instrumental Ensemble | B800013 | .5 | | X | | X | X | X | X |
| Jazz Band | B800014 | .5 | | X | | X | X | X | X |
| Modern Band | B800051 | .5 | | X | | X | X | X | X |
| Vocal Ensemble | B800012 | .5 | | X | | X | X | X | X |

*  = only offered at the Bristol Arts and Innovative Magnet School*

## *PHYSICAL EDUCATION*

| Course | Course Number | Credits | Category | | | Grade Level | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | AP | 9 | 10 | 11 | 12 |
| Health & Wellness GR. 9 | 151302 | .5 | | X | | X | | | |
| Health & Wellness GR. 11 | 151402 | .5 | | | | | | X | |
| Phys Ed 9 | 151002 | .5 | | X | | X | | | |
| Phys Ed 10/11/12 | 151032 | .5 | | X | | | X | X | X |

## SCIENCE

*= STEM ELECTIVES

| Course | Course Number | Credits | Category | | | | Grade Level | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | AP | 9 | 10 | 11 | 12 |
| Anat. & Physiology* | 031132 | 1 | | X | | | | | X | X |
| Astronomy* | 031232 | .5 | | X | | | | X | X | X |
| Biology Academic | 031042 | 1 | | X | | | | X | | |
| Biology Accelerated | 031041 | 1 | X | | | | X | X | | |
| Biology AP | 031045 | 1 | | | | X | | | X | X |
| Biotechnology and Forensics | 039902 | 1 | X | | | | | | X | X |
| Botany * | 031142 | .5 | | X | | | | X | X | X |
| Chemistry, Principles of | 031072 | 1 | | X | | | | | X | X |
| Chemistry Accelerated | 031071 | 1 | X | | | | | | X | X |
| Chemistry AP | 031055 | 1 | | | | X | | X | X | X |
| ELL Science | 031453 | 1 | | | X | | | | | |
| Environmental Issues and Sustainability | 031172 | 1 | | X | | | | | X | X |
| Environmental Science AP* | 031195 | 1 | | | | X | | | X | X |
| Meteorology* | 031242 | .5 | | X | | | | X | X | X |
| Oceanography * | 031152 | .5 | | X | | | | X | X | X |
| Physical Science Academic | 031212 | 1 | | X | | | X | | | |
| Physical Science Accelerated | 031211 | 1 | X | | | | X | | | |
| Physics Academic* | 031102 | 1 | | X | | | | | X | X |
| Physics 1201 /Uconn* | 031395 | 1 | | | | X | | | X | X |
| Physics 1202 /Uconn* | 031405 | 1 | | | | X | | | | X |
| Physics 1401 UCONN* w/Calc | 031375 | 1 | | | | X | | | | X |
| Physics 1402 UCONN* w/Calc | 031385 | 1 | | | | X | | | | X |

## SOCIAL STUDIES

* = HUMANITIES ELECTIVES

| Course | Course Number | Credits | Category | | | | Grade Level | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | AP | 9 | 10 | 11 | 12 |
| Black and Latino Studies | 041092 | .5 | | X | | | | | X | X |
| Civics | 041042 | .5 | | X | | | | X | X | X |
| Economics * | 041122 | .5 | | X | | | | X | X | X |
| ELL Social Studies | 041440 | 1 | | | X | | | | | |
| Geog. & Cult. of Latin America & Africa* | 041182 | .5 | | X | | | | X | X | X |
| Geog. & Cult. of Asia & the Middle East* | 041192 | .5 | | X | | | | X | X | X |
| Global Issues* | 041152 | .5 | | X | | | | X | X | X |
| Law & Justice* | 041172 | .5 | | X | | | | X | X | X |
| Modern Am. History  Accelerated | 041061 | 1 | X | | | | | X | | |

| Course | Course Number | Credits | 1 | 2 | AP | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|
| Modern Am. History  Academic | 041062 | 1 | | X | | | X | | |
| Contemporary Psychology* | 041252 | .5 | | X | | | X | X | X |
| Developmental Psychology * | 041262 | .5 | | X | | | X | X | X |
| Psychology AP* | 041205 | 1 | | | X | | X | X | X |
| Sociology* | 041242 | .5 | | X | | | X | X | X |
| U.S. History  AP* | 041115 | 1 | | | X | | X | X | X |
| U.S. Gov. & Politics AP* | 041125 | 1 | | | X | | X | X | X |
| Microeconomics AP* | 041165 | 1 | | | X | | X | X | X |
| World History Accelerated* | 041011 | 1 | X | | | X | | | |
| World History Academic* | 041012 | 1 | | X | | X | | | |
| Human Geography AP* | 041155 | 1 | | | X | X | X | X | X |
| World History AP* | 041135 | 1 | | | X | | X | X | X |

## *WORLD LANGUAGES*

*First credit meets the graduation requirement, any additional credits count as Humanities electives.*

| Course | Course Number | Credits | Category | | | Grade Level | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | AP | 9 | 10 | 11 | 12 |
| French 1 Academic | 051012 | 1 | | X | | X | X | X | X |
| French 1 Accelerated | 051011 | 1 | X | | | X | X | X | X |
| French 2 Academic | 051022 | 1 | | X | | | X | X | X |
| French 2 Accelerated | 051021 | 1 | X | | | | X | X | X |
| French 3 Academic | 051032 | 1 | | X | | | | X | X |
| French 3 Accelerated | 051031 | 1 | X | | | | | X | X |
| French 4 Academic | 051042 | 1 | | X | | | | | X |
| French 4 Accelerated | 051041 | 1 | X | | | | | | X |
| Italian 1 Academic | 051112 | 1 | | X | | X | X | X | X |
| Italian 1 Accelerated | 051111 | 1 | X | | | X | X | X | X |
| Italian 2 Academic | 051122 | 1 | | X | | | X | X | X |
| Italian 2 Accelerated | 051121 | 1 | X | | | | X | X | X |
| Italian 3 Academic | 051132 | 1 | | X | | | | X | X |
| Italian 3 Accelerated | 051131 | 1 | X | | | | | X | X |
| Italian 4 Academic | 051142 | 1 | | X | | | | | X |
| Italian 4 Accelerated | 051141 | 1 | X | | | | | | X |
| Italian ECE/UCONN (BC Only) | | 1 | | | X | | | | X |
| Latin 1 Accelerated | 051511 | 1 | X | | | X | X | X | X |
| Latin 2 Accelerated | 051521 | 1 | X | | | | X | X | X |
| Latin 3 Accelerated | 051551 | 1 | X | | | | | X | X |
| Latin 4 Accelerated | 051561 | 1 | X | | | | | | X |
| Spanish 1 Academic | 051212 | 1 | | X | | X | X | X | X |

| Course | Course Number | Credits | 1 | 2 | AP | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|
| Spanish 1 Accelerated | 051211 | 1 | X | | | X | X | X | X |
| Spanish 2 Academic | 051222 | 1 | | X | | | X | X | X |
| Spanish 2 Accelerated | 051221 | 1 | X | | | | X | X | X |
| Spanish 3 Academic | 051232 | 1 | | X | | | | X | X |
| Spanish 3 Accelerated | 051231 | 1 | X | | | | | X | X |
| Spanish 4 Academic | 051242 | 1 | | X | | | | | X |
| Spanish 4 Accelerated | 051241 | 1 | X | | | | | | X |
| Spanish 5 AP | 051255 | 1 | | | X | | X | X | X |
| Spanish for Native Speakers | 051272 | 1 | | X | | X | X | X | X |
| Language and Culture A | 052032 | .5 | X | | | X | X | X | X |
| Language and Culture B | 052042 | .5 | X | | | X | X | X | X |

## *AP CAPSTONE*

* = HUMANITIES ELECTIVES

| Course | Course Number | Credits | Category | | | Grade Level | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | AP | 9 | 10 | 11 | 12 |
| Seminar AP | 110005 | 1 | | | x | | X | X | |
| Research AP* | 110015 | 1 | | | X | | | x | x |

*AP Seminar can meet English 2 Credit Requirement

## *ADDITIONAL AP ELECTIVES*

| Course | Course Number | Credits | Category | | | Grade Level | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | AP | 9 | 10 | 11 | 12 |
| Computer Science Principles AP | 032235 | 1 | | | X | | X | X | X |
| Computer Science A AP | 032225 | 1 | | | X | | | X | X |

## *CAREER RESOURCE CENTER*

| | Course | Credits | Category | | | Grade Level | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | AP | 9 | 10 | 11 | 12 |
| | Bristol Hospital Internship | 1 | | X | | | | | |
| | Career Internship Program | 1 | | X | | | | | |
| | Service Learning | 1 | | X | | | | | |
| | Work Experience | 1 | | X | | | | | |

## BRISTOL TECHNICAL EDUCATION CENTER

- Students need to be accepted Junior and Senior year and enroll in the following programs.

*STEM ELECTIVES*

| | Course | Credits | Category | | | Grade Level | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | AP | 9 | 10 | 11 | 12 |
| | Air Conditioning/Refrigeration/Heating | 1 | | X | | | | | |
| | Auto Mechanics | 1 | | X | | | | | |
| | Machine Tool/Computer Numerical Control | 1 | | X | | | | | |
| | Digital Electronics | 1 | | X | | | | | |
| | Welding | 1 | | X | | | | | |
| | Food Trade/Bakery | 1 | | X | | | | | |

Includes 1 credit math and English, 5 credits shop/theory, 1 credit U.S. History (American Humanities) for students who have not completed this course previously.

# ART

## DEPARTMENT PHILOSOPHY

Education in visual art is essential for all students. As one of the last disciplines where students use their hearts, hands, and minds together, art education bridges the gap between thought and production. Art provides fun experiences that build self-esteem, and requires higher order thinking skills while stimulating the creative process.

Art is a universal language, through which students express their ideas, emotions, and opinions visually. While learning about other cultures through art, students become more open and aware of human experiences and universal themes. This enables students to function as responsible citizens in a visually stimulating 21st century, and fosters a life-long love of art.

Art students who learn to think critically and make aesthetic judgments while training their eyes to see beauty begin to understand that art is, in every way, a part of their everyday lives.

**Connection to the Vision of the Graduate:**

- Demonstrate Academic Knowledge and Skills

*What career options might I have with a background in the Arts?*

| Advertising Design | Broadcast Design/Motion Graphics | Business of Art & Design |
|---|---|---|
| Graphics Designer | 3D Animator | Gallery Owner/Director |
| Layout Artist | AV Production Specialist | Marketing Analyst |
| Production Artist | Creative Director | Media Supervisor |
| | Special Effects Designer | Art Appraiser |
| | Creative Services Coordinator | Consumer Insights Manager |
| **Computer Animation** | **Digital Film** | **Photography & Digital Imaging** |
| 3D Character Sculptor | Assistant Editor | Aerial Videographer |
| 3D Lighting Director | Assistant Producer | Broadcast Photojournalist |
| Live-Action Animator | Boom Operator | Continuity Photographer/TV |
| Production Rendering | Dialogue Editor | Darkroom Technician |
| Technical Director | Film Editor | Digital Imaging Technician |
| Concept Artist | Screenwriter | Director of Photography/Film |
| Dynamics Scripter | Production Coordinator | Portrait Photographer Interior Lighting Designer |
| | | Trade Show Designer |
| **Game Art & Design** | **Graphic & Interactive Communication** | **Illustration** |
| 2D Pixel Artist/Games | Acrobat Specialist | Advertising Comp/Layout Artist |
| 3D Artist/Mobile Games | Art Book Designer | Costume Designer |
| Cinematic Animator | Billboards and Signage Artist | Creative/Fashion Director |
| Game Systems Designer | Digital Production Artist | Editorial Cartoonist |
| Morphing Artist | Flash Developer | Biomedical Illustrator |
| | Corporate Marketing Designer | PhotoShop Artist |
| | | Set Designer/TV/Film |
| | | Marketing Artist |
| **Interior Design** | **Fine Arts (painting, printmaking, sculpture, ceramics)** | |
| 3D Rendering Specialist | Exhibiting/ Studio Artist | |
| Design & Merchandising | Printmaker | |
| Exhibition Designer | Sculptor/Muralist | |
| Fabric Designer | | |

# *Art Courses*

## ART

The art program consists of visually oriented activities, which incorporate craftsmanship and beauty in personal expression.  Art courses provide students with opportunities to become skilled in expressing ideas visually, and to gain an understanding of the tradition of image making, and of the power of visual language.  In applying principles involving line, shape, form, color, value and texture, new awareness and expression evolves.  Students learn that personality, feelings and emotions are as important as knowledge and ideas to produce effective artwork.

**Click the link below to go to the Bristol Public School Visual Art Google Site for grades K-12. Click on the tab for your school to view student work for each course. Click on the tab labeled, *A little about the staff*:  to meet the teachers.**
**https://sites.google.com/a/bristolk12.org/bristol-public-schools-elementary-art**

## *DRAWING AND PAINTING 1*

| **Grades:** 9-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Focus:** Illusions of Depth | | |
| **Prerequisite:** None | | |

Drawing will be studied as an important means of expression.  Students will experience various kinds of drawing materials and techniques, including pencil, pen and ink, and pastel, in completing assignments in drawing from life and imagination.  Various aspects of line and composition will be explored.  Work outside of the class will be necessary.

## *DRAWING AND PAINTING 2*

| **Grades:** 9-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Focus:** Color and Proportion | | |
| **Prerequisite:** Drawing & Painting 1 | | |

Students will have experience with various kinds of paint, surface texture and color media.    References to the history of painting will be made as they apply to skills and techniques of painting, composition, proportion and color harmony.  Students will create a self-portrait.  Homework drawings will be assigned and critiqued. Students will be expected to properly present completed work.

## *DRAWING AND PAINTING 3*

| **Grades:** 10-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Focus:** Observation/Imagination | | |
| **Prerequisite:** Drawing & Painting 2 | | |

Emphasis will be on lengthier studies of subject matter (landscape, still-life and figure).  Mastering drawing and painting tools will be further developed.  Students will express ideas with clarity and feeling utilizing observation and incorporating imagination.

## *DRAWING AND PAINTING 4*

| **Grades:** 10-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Focus:** Interpreting Our World | | |
| **Prerequisite:** Drawing & Painting 3 | | |

Emphasis will be on individualized student goals.  The primary goal will be the development of the student's own imagery and personal expression through selected media.  Continued study will be made of significant painters in art history.

## PRINTMAKING 1
*Humanities Elective

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Focus: Reproduced Images | | |
| Prerequisite: None | | |

Emphasis will be made on relief (raised), intaglio (incised) and planographic (flat surface printing) methods of printmaking. In-depth study will be made of the relief and intaglio methods of printmaking. These methods could include linoleum cut, collagraph, embossing, drypoint, and monoprints. Students will complete assignments geared to improving drawing and design skills, and increasing the student's ability to solve problems with originality. Selected work will be properly presented.

## PRINTMAKING 2
*Humanities Elective

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Focus: Excessive Images | | |
| Prerequisite: Printmaking 1 | | |

In-depth study will be made to the relief, intaglio and planographic methods of printmaking. These methods could include linoleum cut reduction, woodcut, collagraph, embossing, drypoint, masking and monoprints. Students will complete drawing and designing assignments in preparation for each print, with an emphasis on creative problem solving. Selected work will be properly presented.

## PORTFOLIO COURSE
*Humanities Elective

| Grades: 11/12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: 1 credit in visual arts and/or permission of art instructor | | |

This course is expressly for students who wish to prepare a portfolio in visual art. Students will complete a portfolio and applications necessary to attend schools of higher learning. Students will create assigned and self-motivated artwork, and prepare artwork for presentation. Cameras will be provided; students will supply their own digital storage.

## AP STUDIO ART
*Humanities Elective

| Grades: 11/12 | Credit: 1 | Category: AP |
|---|---|---|
| Prerequisite: Prerequisites-2 credits in visual art and/or permission of art instructor | | |

This course is for highly motivated art students who wish to prepare a portfolio in visual art, have completed two full credits in visual art, and/or have the recommendation of the art instructor. Students will complete two portfolios. The first portfolio will be a body of artwork that demonstrates the student's range of artistic experiences. The second portfolio will be a body of artwork that demonstrates artistic growth based on a personal theme. Students will prepare work for presentation. Cameras will be provided; students will supply their own digital storage. In addition to serving as an admission requirement for those students who wish to attend art school, the portfolio that results from the full year AP Studio Art course will be submitted to the College Board for a performance based assessment. Students may obtain college credit for this work. ***Please see page 19 for specific requirements regarding AP/UCONN courses.***

## *DESIGN 1*

| **Grades:** 9-12 | **Credit:** .5 | **Category:** 1 |
|---|---|---|
| **Focus:** Elements of Art and Principles of Design | | |
| **Prerequisite:** None | | |

Students will be confronted with problems in selection and arrangement of design elements. Two and three-dimensional design will be studied as the interpretive organization of form, color, and space, and as the production of visual images to inform, describe and motivate. A variety of materials and techniques will be used to create functional and decorative objects. Assignments could include: creating a package or container; illustrating an idea; designing a poster, advertising layout, logo, business card or fabric design. Digital media may also be explored. Assignments will have an emphasis on the elements of art and principles of design.

## *DESIGN 2*

| **Grades:** 11-12 | **Credit:** .5 | **Category:** 1 |
|---|---|---|
| **Focus:** Digital Information Design | | |
| **Prerequisite:** Design I | | |

Students will be presented with design challenges that utilize typography, images, and illustrations to communicate visually and inform an audience through print publications. Projects explore creative problem solving that requires students to research their market, identify trends, consider their target market and develop their client's visual identity. They will also have an opportunity to critique professional graphics as well as those created by their peers to analyze the effectiveness of design solutions. Projects will focus on the design process to include client research, planning through thumbnails, and the use of graphic programs such as Adobe Photoshop and Adobe Illustrator to finalize their designs.

## *SCULPTURE 1*

| **Grades:** 9-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Focus:** Three-Dimensional Art | | |
| **Prerequisite:** None | | |

Principles and concepts of drawing will be extended into the third dimension (3-D). Additive methods (modeling), subtractive methods (carving and chiseling), and constructive methods (assemblage, found materials, soft sculpture), will be introduced.

## *SCULPTURE 2*

| **Grades:** 9-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Focus:** Excessive 3-D | | |
| **Prerequisite:** Sculpture 1 | | |

In-depth study will be made of some of the sculptural methods introduced in Sculpture 1. Modeled clay work will be cast in plaster. Materials may include clay, wood, plaster, cloth, stone, and other materials, which can be carved, modeled or cast. Significant sculptors in art history will be critiqued.

## *POTTERY 1*

| **Grades:** 9-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Focus:** Hand-building Methods | | |
| **Prerequisite:** none | | |

Students will learn basic techniques in hand building clay forms and vessels (pinch, slab, coil).  Students will deal with fundamental techniques of surface decoration and glaze application, drying and firing procedures, and display of finished work.

## *POTTERY 2*

| **Grades:** 9-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Focus:** Wheel Thrown | | |
| **Prerequisite:** Pottery 1 | | |

Students will develop skills in producing wheel-thrown forms and vessels and will be introduced to various methods to create handles and covers.  Students will combine two or more methods to create functional clay forms and vessels.  Emphasis will be on the care and use of equipment.  Extended procedures in glaze decoration will be learned.

## *FIBER*

| **Grades:** 9-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Focus:** Textural Design | | |
| **Prerequisite:** None | | |

Students will use fibers as an artistic medium to create decorative and functional objects.  Areas of study could include: Batik, weaving, basketry, felting, paper casting, and marbled, stenciled and painted textiles.  Emphasis will be placed on effective use of the principles of design. Students will demonstrate the ability to see projects through from conception to completion.  Assignments may require work outside of class.
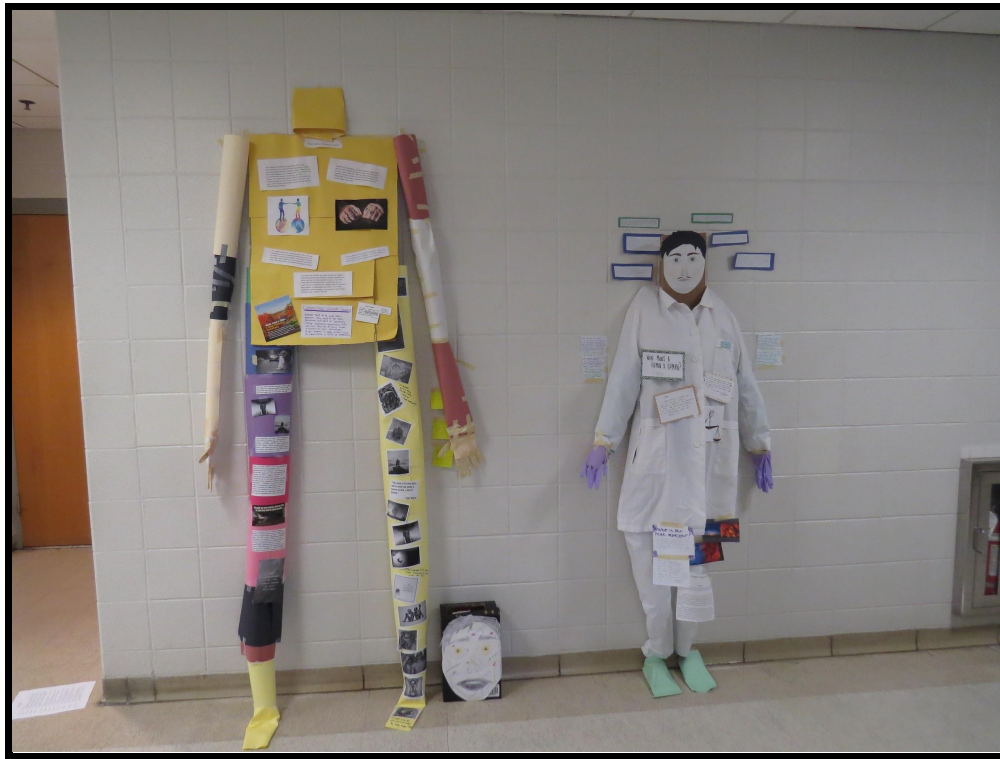
## PHOTOGRAPHY AS ART
*Humanities Elective

| Grades: 11/12 | Credit: .5 | Category: 2 |
|---|---|---|
| Focus: Film/Digital | | |
| Prerequisite: See description below | | |

Traditional photography (35mm camera), digital photography and use of the Adobe Photoshop program will be explored. Photography will be used as an expressive art medium. Emphasis will be on picture-taking as a new way of seeing and understanding the environment.

Experimental darkroom processes and innovative photographic techniques will be encouraged. All picture-taking will be done outside of class time. Students will be responsible for purchasing their film and paper. Students are encouraged to bring their own device (BYOD).
*Additional studio fees apply.*

## 2D Art  BRISTOL ARTS AND INNOVATION MAGNET SCHOOL ONLY
*Humanities Elective/FA

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Focus: Perspective, Proportion & Color | | |
| Prerequisite: None | | |

Students will have experience with drawing and painting. This will include pencil, ink, pastel, oil, and watercolor to create compositions. All of the elements and principles of art will be applied to creating original work as well as from observation to include but not be limited to portraits, landscapes, and still-lifes.

### *Cartooning & Sequential Art* *BRISTOL ARTS AND INNOVATION MAGNET SCHOOL ONLY*

*Humanities Elective/FA

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Focus: Storytelling through cartooning | | |
| Prerequisite: None | | |

Students will create their own story through character design, world design, and story sequencing. This will allow for various projects such as comics, graphic novels, posters, book illustrations etc. This will happen through a variety of media sources from pencil and paper to digital design.

### *Murals* *BRISTOL ARTS AND INNOVATION MAGNET SCHOOL ONLY*

*Humanities Elective/FA

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Focus: Community based art | | |
| Prerequisite: None | | |

Students will learn technical skills through accuracy in drawing from small scale images to murals. Projects will be inspired by self expression, building and beautifying our community and engaging citizens. Murals will be designed on different mediums such as buildings, walls, and large scale openings. Materials used will include paint, stencils, and projectors.

### *Interior Design* *BRISTOL ARTS AND INNOVATION MAGNET SCHOOL ONLY*

*Humanities Elective/FA

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Focus: Design theory in space | | |
| Prerequisite: None | | |

Students will design floor plans and interior space with a focus on color theory, fabric, texture, and furniture styles. This will include project proposals, client needs, and final product presentations. This course will predominantly take place in the digital art lab.

# Theater Elective

### *Dramatic Theater* *BRISTOL ARTS AND INNOVATION MAGNET SCHOOL ONLY*

*Humanities Elective/FA

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |
| Fall Offering Only** | | |

Students will study contemporary and classic plays, while learning performance skills and basic theater elements. Class will culminate in a performance of either a play, or scenes from various plays.

### *Intermediate Acting* *BRISTOL ARTS AND INNOVATION MAGNET SCHOOL ONLY*

*Humanities Elective/FA

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |

Students will learn the fundamentals of acting through improvisation, scene work, monologues, and large group performances.

### *Musical Theater* *BRISTOL ARTS AND INNOVATION MAGNET SCHOOL ONLY*

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |
| Spring Offering Only** | | |

Students will learn the basics of musical theater while creating and performing a showcase featuring production numbers from musicals focused on a common theme.

### *Physical Theater & Movement* *BRISTOL ARTS AND INNOVATION MAGNET SCHOOL ONLY*

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |

Through movement, students will learn how their bodies can be used to express meaning, emotion and character. Students will learn fundamentals of stage combat, and about stock characters through the study of commedia dell'arte.

# Business & Finance Courses

## BUSINESS & FINANCE PHILOSOPHY

The Business Department curriculum enables students to acquire and strengthen literacy, numeracy, decision-making and computer skills through a series of three coordinated course pathways:  Accounting, Computer Information Systems and Business Management.  Students will actively use technology as a tool to gather, analyze and communicate information, solve problems and make responsible, ethical decisions. Our focus will be to assist and encourage each student to use education to develop leadership, interpersonal and technological skills necessary for post-secondary, professional and personal success in a competitive global marketplace. *State mandated graduation requirements necessitate that students take at least one credit in business and finance, family and consumer sciences, or engineering and technology education in order to graduate.*

**Connection to the Vision of the Graduate:**
- Meaningfully Contribute to a Global Society
- Effectively Communicate in a Global Society
- Successfully Employ Skills For Self-Sufficiency
- Demonstrate Academic Knowledge and Skills

***What career options might I have with a background in Business and Finance?***

| **Business Analysis** | **Business Management** | **Financial Management** |
|---|---|---|
| Business Consultant | Chief Executive | Auditor |
| Computer Systems Analyst | Entrepreneur | Accountant |
| E-Commerce Analyst | Financial Manager | Administrative Assistants |
| General Manager | Hospital Manager | Bookkeeper |
| Market Research Analyst | Human Resource Manager | Actuaries |
| Product Manager | Receptionist | Loan Officer |
| Operations Manager | Stock Broker | Financial Analyst |
| | Sports & Entertainment Manager | Insurance Underwriter |
| | Public Relations Specialist | Tax Technicians |
| **Marketing & Communications** | **Information Support** | **Human Resources** |
| Advertising Manager | Electronic Publication Specialist | Compensation Manager |
| Assistant Store Manager | Database Analyst | Corporate Trainer |
| Department Manager | Database Developer | Conciliator/Mediator |
| Sales Representative | Help Desk Technician | Human Resource Manager |
| Marketing Manager | Technical Support Engineer | Industrial Relations Manager |
| Market Researcher | Systems Integrator | Occupational Analyst |
| International Marketing Manager | Multimedia Developer | Organizational Psychologist |
| | Web Designer | OSHA Compliance Officer |
| Retail  and Wholesale Buyer | Stenographer | Personnel Recruiters |

# Business & Finance Courses

## GENERAL DESCRIPTION

The Business & Finance department offers courses that teach students how to navigate the future with confidence. Courses in this department challenge students to develop their critical thinking skills and to become independent learners. They help students become ethical decision-makers in their roles as employees, business managers/owners, consumers, and global citizens. Students have the opportunity to explore content in the areas of Finance, Business Management, Marketing, and Information Technology.  Taking business courses in high-school can give students a competitive advantage in college.

## COLLEGE CAREER PATHWAY PROGRAM

## Accounting

Students have the opportunity to earn college credit for Accounting 1 and 2.  Please see your business teacher or school counselor for more information.

## ACCOUNTING 1

*CTE / *STEM elective

| Grades: 10-12 | Credit:  1 | Category:1 |
|---|---|---|
| Prerequisite:  Algebra 1 | | |

This course is highly recommended for all students who wish to pursue a degree in any area of business in college. Students receive an introduction to basic accounting concepts and principles, with an emphasis on their practical application - recording, classifying, and summarizing financial information that flows within a business enterprise. The accounting cycle is examined within the areas of sales, purchases, cash, receivables, and payroll.

*Students may earn three college credits through the Tunxis Community College's College Career Pathways (CCP) program.*

## ACCOUNTING 2

*CTE / *STEM elective

| Grades:  11/12 | Credit:  1 | Category:  1 |
|---|---|---|
| Prerequisite:  Accounting 1 with "75" average or higher | | |

Students in this class may get a head start on their college classmates while still in high school. Accounting 2 reinforces the concepts and procedures learned in Accounting 1 and takes a more in-depth look at advanced theory and practice.  Topics include the financial statement preparation process for balance sheets; income statements; accounting for cash; receivables; inventories; plant and intangible assets, liabilities and stockholders' equity.

*Students may earn three college credits through the Tunxis Community College's College Career Pathways (CCP) program.*

## INTRODUCTION TO MARKETING

*CTE / *STEM elective

| Grades:  9-12 | Credit:  .5 | Category:  2 |
|---|---|---|
| Prerequisite:  None | | |

This course provides an introduction to the fundamental concepts of marketing.   An on-line simulation will be used to examine the  four  "P's" of marketing:  product development, price structure, place (distribution channels), and promotion through advertising.

## SPORTS AND ENTERTAINMENT MARKETING

*CTE / *STEM elective

| Grades: 10-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: Introduction to Marketing | | |

This course is designed to study marketing principles and concepts in the sports and entertainment industry.  In this second phase of the marketing program, instructional topics will include an orientation to the sports and entertainment industry, economics, event execution, career opportunities, decision making, event marketing, advertising and promotion, and legal aspects/contracts.  Students will use technology to complete class assignments, simulations, and projects.

## BUSINESS MANAGEMENT

*CTE / *STEM elective

| Grades: 10-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |

Are you a people person?  A leader?  Can you work with others to solve problems and get things done?  Then business management may be for you.  Managers are needed in a wide cross-section of businesses, from large industrial companies, government and non-profit organizations to small service-oriented franchises and the self-employed.  You will learn how to plan, organize, lead, coordinate and control all or part of a business operation:  human resources, production, strategic planning, marketing, finance, and information technology (MIS).  Communication, presentation and computer skills will be emphasized.

**All students are strongly encouraged to take Information Processing.**

## INFORMATION PROCESSING 1

*CTE / *STEM elective

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |

Computer literacy and competence is an essential skill set in today's world. This course gives students a strong foundation in technology skills that are crucial to all students in pursuit of academic and career success. Students will learn how to use computer technology to access and organize information, and how to effectively use the Microsoft Office Suite programs such as Word, Excel, and PowerPoint. Students will also learn how to use the Microsoft Windows operating system to help them in their work, as well as basic computer graphics, selected utilities and online collaborative applications such as Google Docs.  It is highly recommended that all students take this course.

## INFORMATION PROCESSING 2

*CTE / *STEM elective

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: Information Processing 1 with a grade of 75 or better, or teacher's permission | | |

The ability to use Microsoft Office is a vital skill in today's world for both college and careers. Through this course, students will build upon the foundational skills developed in Information Processing 1. Students will learn advanced features in Microsoft Word, Excel, and PowerPoint. Microsoft Word topics include: columns, templates, wizards, merging, advanced tables and charts. Microsoft Excel topics will include: creating spreadsheets, analyzing worksheet data, goal seeking, and what/if analysis. Microsoft PowerPoint topics will include advanced graphics and media techniques, tables and charts, and creating professional presentations by adding audio, video, and sound to slideshows.

## COMPUTER PROGRAMING & VIDEO GAME DESIGN

*CTE / *STEM elective

| Grades: 10-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |

Do you like to play video games? Do you have ideas for an awesome video game? Then start developing your skills so you can unleash your creative genius on the video game universe. In this fast paced course students will learn the basics of video game programming and will start making video games that you and your friends can play on any PC. Course work will involve work in Javascript and computer graphics. Strong computer skills are a must. Students who are not already "very proficient" in the use of computers should consider taking Information Processing 1 first.

## PERSONAL FINANCE AND INVESTMENT

*CTE / *STEM elective

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |

Paper or plastic?  Cash or credit?  You're the BOSS!  Learn to take charge of your personal finances instead of letting your money control you.  Students will learn to set goals, perform mathematical calculations, and make responsible decisions regarding money management and investment strategies to achieve financial independence.  Topics will include budgeting, banking, consumer spending, credit and installment loans, payroll and taxes, purchasing/leasing cars, real estate ownership, insurance, investing in stocks, bonds and mutual funds, and portfolio management.

## Personal Finance II
*CTE/*STEM Elective

| Grades: 10-12 | Credit: 0.5 | Category: 1 |
|---|---|---|
| Prerequisite: Personal Finance I | | |

Provides an overview of the financial planning and investing process. It examines personal incomes and budgets, home and consumer financing, insurance of personal assets, personal investing and retirement planning. Topics covered will include the time value of money, investments, loans and credit, cash management, taxes, life and health insurance, and estate planning.

*Students may earn three college credits through the Tunxis Community College's College Career Pathways (CCP) program.*

## SMALL BUSINESS OWNERSHIP

*CTE / *STEM elective

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |

Do you dream about owning and running a small business?  Will your business become the next new latte or iPod and make you a millionaire?  Experience the excitement of starting a small business.  Learn how ownership has been the key to success for some of the world's wealthiest people.  You will design a business plan, market your product, learn operational techniques, maintain financial records, understand risk management, develop investment strategies, and make decisions based on ethical and legal practices.

## WEBSITE DESIGN

| Grades: 10-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |

If you enjoy spending hours surfing the Internet, then why not find out how the web sites you click on are designed in this advanced computer course.  Create and publish your own web site using special web site design software, web page and text editors, and graphic arts software.  Understand and apply graphics, design, layout and navigation techniques.  Evaluate the layout and design of selected sites on the Internet.  Explore career opportunities as a web site designer or web master for a large corporation.  Previous experience with HTML and/or web site development software is advantageous, but not required.

# Engineering & Technology

## ENGINEERING AND TECHNOLOGY PHILOSOPHY

Engineering and Technology Education is a program of classroom and laboratory experiences that prepare students to be technologically literate.  Engineering and Technology Education classes allow students to experiment, design, construct and evaluate.  Students use tools, machines, materials and processes, which, in addition to developing an understanding of technology, assist students in making informed and meaningful career choices.  Students can also prepare for entry into associate degree and baccalaureate programs in technology.  Engineering and Technology Education courses are available to any interested student regardless of curriculum path.

**Connection to the Vision of the Graduate:**
- Meaningfully Contribute to a Global Society
- Effectively Communicate in a Global Society
- Successfully Employ Skills For Self-Sufficiency
- Demonstrate Academic Knowledge and Skills

*What career options might I have with a background in Engineering and Technology Education?*

| Architecture & Construction | Engineering | Film & Television |
|---|---|---|
| Architect | Aerospace Engineer | Audio/Video Engineer |
| Building Inspector | Agricultural Engineer | Advertising Copywriter |
| CAD Technician | Architectural Engineer | AV Production Specialist |
| Carpenter | Automotive Engineer | Broadcast Photojournalist |
| City Planner | Biomedical Engineer | Broadcast Technician |
| Construction Manager | Chemical Engineer | Camera Person |
| Electrical Inspector | Civil Engineer | Control Room Technician |
| Environmental Designer | Computer Engineer | Creative Director |
| Estimator | Electrical/Electronics Engineer | Digital Imaging Technician |
| General Contractor | Industrial Engineer | Director of Photography |
| Interior Designer | Landfill Engineer | Film Editor |
| Safety Director | Mechanical Engineer | Film Animator |
| Surveyor | Mining Engineer | Radio/TV Program Writer |
| Urban Planner | Nuclear Engineer | Special Effects Designer |
| Landscape Architect | Petroleum Engineer | TV Production Director |
| Restoration Technician | Photographic Engineer | TV Artist |
| Roofer | Safety Engineer | Lighting Designer |
| Property & Real Estate Manager | Solar Energy Engineer | Set Designer |
| HVAC Technician | Test Engineer | Title Designer |

| Manufacturing | Transportation | Technology |
|---|---|---|
| Automation Technician | Air Traffic Controller | Acoustics Engineer |
| CAD Technician | Avionics Technician | Computer Network Specialist |
| Drafter | Airplane Pilot | Electrical/Electronics Technician |
| Industrial Designer | Civil Engineer | Energy Transmission Engineer |
| Robot Technician | Airport Manager | Fire Safety Engineer |
| Robotics Programming | Dispatcher | Hazardous Waste Technician |
| Tool Designer | Freight Inspector | Industrial Safety Engineer |
| Tool & Die Maker | Locomotive Engineer | Systems Analyst |
| Machinists | Logistics Manager | Software Engineer |
| Materials Engineer | Urban and Regional Planner | Laser Systems Technician |
| Metallurgist | Marine Cargo Inspector | Nuclear Reactor Operator |
| Process Control Technician | Motor Vehicle Inspector | Product Design Engineer |
| Production Manager | Ship and Boat Captain | Photonics Engineer |
| Quality Control Technician | Warehouse Manager | Polymer Engineer |

# Engineering & Technology Courses

## GENERAL DESCRIPTION

The Engineering and Technology Department offers courses in the areas of Information and Communications, Construction, Energy, Power and Transportation, and Design and Engineering. *State mandated graduation requirements necessitate that students take at least one credit in business and finance, family and consumer sciences, or engineering and technology education in order to graduate.* The Engineering and Technology Education Department offers courses in any of the areas mentioned above as a way to fulfill that requirement.

## DESIGN & ENGINEERING: Project Lead the Way

The Engineering and Technology Department is working with the University of New Haven and the Rochester Institute of Technology (RTI) to implement a pre-engineering program that prepares students for a rigorous college curriculum in Engineering and Engineering Technology. **Project Lead the Way** seeks to connect high school math instruction with preliminary experiences in engineering design, electronic circuit logic, engineering principles, and modern manufacturing methods. Students who successfully complete this program and an additional examination are eligible to receive college credit from partner colleges including University of New Haven and Rochester Institute of Technology. Additional information about this program can be obtained at http://www.pltw.org.

## PRINCIPLES OF ENGINEERING

*CTE / *STEM elective

| Grades: 9-12 | Credit: 1 | Category: 1 |
|---|---|---|
| Corequisite: Concurrent enrollment in grade appropriate mathematics class. | | |

A Project-Lead-the-Way course, this helps students understand the field of engineering/engineering technology. Students will explore various technology systems and manufacturing processes to learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course "Principles of Engineering" also includes concerns about social and political consequences of technological change.

## INTRODUCTION TO ENGINEERING DESIGN

*CTE / *STEM elective

| Grades: 9-12 | Credit: 1 | Category: 1 |
|---|---|---|
| Corequisite: Concurrent enrollment in grade appropriate mathematics class. | | |

A Project-Lead-the-Way course, this teaches problem-solving skills using a design development process. Models of production solutions are created, analyzed and communicated using solid modeling computer design software.

## CIVIL ENGINEERING & ARCHITECTURE

*CTE / *STEM elective

| Grades: 10-12 | Credit: 1 | Category: 1 |
|---|---|---|
| Corequisite: Concurrent enrolment in grade appropriate mathematics class. | | |

A Project-Lead-the-Way course, this involves the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, stormwater management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry.

The major focus of this class is to expose students to the design and construction of residential and commercial building projects, design teams and teamwork, communication methods, engineering standards, and technical documentation. Students who successfully complete the end of course exam may obtain college credit for this course from Rochester Institute of Technology.

## DIGITAL ELECTRONICS

*CTE / *STEM elective

| Grades: 10-12 | Credit: 1 | Category: 1 |
|---|---|---|
| Corequisite: Concurrent enrolment in grade appropriate mathematics class. | | |

A Project-Lead-the-Way course, this provides the foundation of all modern electronic devices such as mobile phones, MP3 players, laptop computers, digital cameras and high-definition televisions. Students are introduced to the process of combinational and sequential logic design, engineering standards and technical documentation. This course is designed for students in grades 10, 11 and 12.

## INTRO TO COMPUTER ASSISTED DESIGN (CAD)

*CTE / *STEM elective

| Grades: 9-12 | Credit: .5 | Category: 1 |
|---|---|---|
| Prerequisite: None. | | |

If you enjoy sketching, drawing, and using computers this course is for you. This introductory course will give you the theory and skills needed to create technical drawings on both paper and computers. Drafting standards will be used to communicate engineering designs through orthographic views. In this course you will be introduced to drafting and computer aided design concepts and skills that are used in the engineering and technical professions. Drawing techniques will be explored and applied to develop quality sketches and drawings. The use of basic manual drafting tools will be applied to create geometric shapes, as well as to make mechanical parts. As the course progresses, the focus will shift to computer aided design software. You will learn how to navigate and utilize the software tools available to create both 2 and 3 dimensional drawings. The technical drawings that you produce will be based on drafting standards that are used throughout the manufacturing and engineering industries.

## CAD & SOLID MODELING

| Grades: 9-12 | Credit: .5 | Category: 1 |
|---|---|---|
| **Prerequisite:** Intro to Computer Assisted Design | | |

In this course, the student will be guided through the transformation of an idea into a physical product using computer-aided design (CAD). Topics will include the creation of lines, arcs, points, symbols, text; methods of grouping, reusing, and manipulating these objects; and the development, modification, storage and presentation of complex drawings.
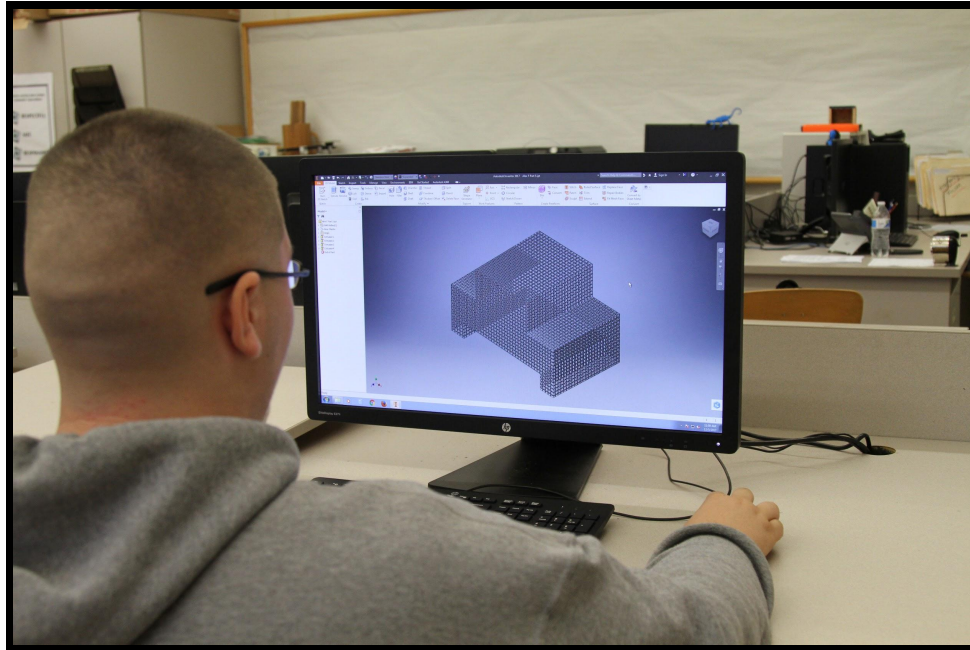


## ARCHITECTURAL DESIGN

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| **Prerequisite:** Architectural Concepts | | |

Students in this course will use computer aided drafting (CAD) and model-making techniques to further study architectural design. A set of residential addition plans and a scale model will be prepared and evaluated. Students will use CAD to produce drawings that apply their knowledge of building codes, residential design and construction techniques.

# Informational & Communication Technology

## COMMUNICATION TECHNOLOGY

*CTE / *STEM elective

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: None. | | |

This course will expose students to a wide variety of communications technologies, including graphic, electronic, audio and video communications. The outcome will be an introduction to the terminology, systems and processes used in these fields supported by hands-on activities. Students will also explore careers and social impacts in the rapidly growing communications technology field.

## Introduction to Digital Media Production

*CTE/*STEM Elective

| Grades: 9-12 | Credit: 0.5 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |

This course will cover the concepts, tools and activities essential to getting started in video production without prior knowledge of the field. Various software programs will be explored and incorporated into video segments. Students will become familiar with the use of video cameras, video shooting techniques, editing equipment, three point lighting, and studio production. Cameras and supplies are supplied by the department.



## Advanced Digital Media Production

*CTE/*STEM Elective

| Grades: 10-12 | Credit: 0.5 | Category: 2 |
|---|---|---|
| Prerequisite: Introduction to Digital Media production | | |

The television production course stresses the importance of teamwork. Through a variety of production projects, students will experience the duties of key positions within a television studio. From pre-production to post production, students will participate in a variety of production roles including: scriptwriter, storyboard designer, performer, anchor, camera operator, floor manager, audio director, teleprompter, technical director, assistant technical director, graphic designer, editor, director, and producer.

This advanced course will focus on both studio and field production techniques.  Students will have an opportunity to develop TV production skills and post-production techniques.  Students will be expected to assist with the TV production of community and school events.  Field assignments may require providing your own transportation.

# Construction Technology

### ARCHITECTURAL CONCEPTS

*CTE / *STEM elective

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |

Students in this course will use manual and computer aided drafting (CAD) techniques to study architectural design. A set of residential house plans will be drawn and evaluated. Major topics will include residential design, floor planning, foundation planning, section drawing and elevations.

### CONSTRUCTION TECHNOLOGY

*CTE / *STEM elective

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: None. | | |

This course introduces students to modern construction techniques and organization.  Students will apply their knowledge by constructing scale models of both residential and commercial structures such as homes and bridges. Other topics include non structural elements such as plumbing, heating and electrical wiring, and business considerations, including building codes, zoning, and permits.

### CONSTRUCTION APPLICATIONS

*CTE / *STEM elective

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: Construction Technology | | |

In this course, students build upon their prior work, constructing a full- size residential structure, as well as scale models of civil or commercial structures.  Additional emphasis is placed on construction management and careers; the structure and organization of the construction industry, and the development of documentation such as bills of materials and cost estimates.

# Manufacturing and Other Technologies

### ENERGY AND POWER

*CTE / *STEM elective

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: None. | | |

This course is an introduction to modern energy and power systems. Students will identify and select energy and power sources and apply application theories using hands-on projects. The culminating activity for this course requires the student to design and construct a working system that uses several power sources. Instructional topics will include power grids, fuel cells, with additional explorations of the relationships between environmental, health and safety issues and energy/power systems.*TRANSPORTATION TECHNOLOGY*

| **Grades:** 9-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** None. | | |

Through their work on hands-on activities, students will demonstrate an ability to select, use, and evaluate land, air, space, and marine transportation systems. Students will design, construct, and test working models of vehicles in each mode of transportation, and will investigate the history and development of transportation systems. Other topics include transportation infrastructure; safety and security, and the future of personal and mass transit.

## *TOOLS & MATERIALS*

| **Grades:** 9-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** None. | | |

This laboratory-based exploratory course introduces students to a variety of materials and to the tools and machines used to process them. Materials utilized may include woods, metals, and plastics. A variety of manufacturing processes will be surveyed, including separating, forming, combining, joining, conditioning, and finishing. The hands-on instructional aspects of this course focuses on proper operating procedures and safe operation of tools and machines.

## *AUTOMATION AND ROBOTICS*

| **Grades:** 9-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** Successful completion with a minimum of a C in Tools and Materials or Introduction to CAD or Introduction to Engineering Design or Principles of Engineering | | |

Students will examine the history, development, and applications of machine control in automation and robotics. Hands-on activities are designed to develop introductory skills necessary for students to design, create, and test robots and machines. Students will also learn the basics of programming for robotic behaviors and Computerized Numerical machine Control (CNC) while developing an understanding of electrical principles and logic.

This course is the second level in a 3 part sequence designed to prepare students for an industry Certification as well as prepare them for post secondary training, education, and careers. Careers in industries such as manufacturing, medical, aeronautical & space, and maritime.

## *MANUFACTURING DESIGN*

| **Grades:** 10-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Prerequisites:** Successful completion with a minimum of a C in Automation & Robotics AND CAD & Solid Modeling or Introduction to Engineering or Tools & Materials or Principles of Engineering | | |

Students will learn the skills used in cutting edge manufacturing and other related fields to transform CAD drawings and diagrams into tangible products through programming. Materials, processes, tolerances, dimensions, and machine application will be used to generate toolpaths utilizing MasterCam for various CNC applications. Students will follow the application-based training of Mastercam University and may earn certification recognized nationally and internationally in the industry.

This is the last course in a 3 part sequence designed to prepare students for industry with the option to earn a Certification as well as prepare them for post secondary training, education, and careers. Careers in industries such as manufacturing, medical, aeronautical & space, and maritime.

# Creative Construction Elective

### Scenic Design & Construction I *BRISTOL ARTS AND INNOVATION MAGNET SCHOOL ONLY*
*CTE/*STEM Elective

| Grades: 9-12 | Credit: | Category: 2 |
|---|---|---|
| Prerequisite: None | | |

This course offers students the ability to learn the design elements and construction components necessary for theater set production. In this introductory course, students learn the basic elements of the design and construction process. Students work with students in Scenic Design and Construction II to support and develop their skills.

### Scenic Design & Construction II *BRISTOL ARTS AND INNOVATION MAGNET SCHOOL ONLY*
*CTE/*STEM Elective

| Grades: 9-12 | Credit: | Category: 2 |
|---|---|---|
| Prerequisite: Scenic Design & Construction II | | |

This course offers students a more advanced access to design principles and construction application of the sets for theatrical productions. Students in Scenic Design and Construction II are leaders in the course.

### Web Video *BRISTOL ARTS AND INNOVATION MAGNET SCHOOL ONLY*
*CTE/*STEM Elective

| Grades: 10-12 | Credit: 0.5 | Category: 2 |
|---|---|---|
| Prerequisite: none | | |

This course will cover the concepts, tools and activities essential to web-based video production. Various software programs will be explored and incorporated into video segments. Students will become familiar with the modes of capturing digital video, shooting techniques, and web-based editing.

### Music Video Production *BRISTOL ARTS AND INNOVATION MAGNET SCHOOL ONLY*
*CTE/*STEM Elective

| Grades: 10-12 | Credit: 0.5 | Category: 2 |
|---|---|---|
| Prerequisite: Web Video Production | | |

The skills acquired from web video production are increased to incorporate elements of music and staged productions. Students learn about the ways in which sound can be manipulated and visual effects adapted to meet the vision of the music video storyboard.

# Family & Consumer Sciences

Family & Consumer Sciences courses offer necessary skills and knowledge to promote wellness. Foods classes offer nutrition information, food preparation techniques, and a foundation for careers in food services. Child Development classes include information for understanding family relationships, the growth and education of children, and well as careers involving children. The University of Connecticut Course, (Individual and Family Development HDFS190) is offered to juniors and seniors with a strong interest in human development and the impact of the family system on a person's development. *State mandated graduation requirements necessitate that students take at least one credit in business and finance, family and consumer sciences, or engineering and technology education in order to graduate.*

## FAMILY AND CONSUMER SCIENCES PHILOSOPHY

The vision of the Bristol Family and Consumer Sciences Program is to enable students to develop skills to manage their own personal, family and career lives. Family and Consumer Sciences Teachers will integrate academic learning with hands-on applications of content material to benefit and enhance the education of all students.

**Connection to the Vision of the Graduate:**
- Meaningfully Contribute to a Global Society
- Effectively Communicate in a Global Society
- Successfully Employ Skills For Self-Sufficiency
- Demonstrate Academic Knowledge and Skills

*What career options might I have with a background in Family and Consumer Sciences?*

| Education & Training | Human Services | Hospitality & Foods |
|---|---|---|
| Child Care Worker | Correction Officer | Baker |
| Elementary Teacher | Counselor | Catering & Banquet Manager |
| Educational Researcher | Community Youth Worker | Chef |
| Librarian | Employment Counselor | Clinical Dietician |
| Preschool Teacher | Family Center Manager | Director of Visitor Services |
| Preschool Worker | Funeral Director | Events Manager |
| Principal | Grief Counselor | Hotel Manager |
| Secondary Teacher | Social Worker | Concierge |
| School Psychologist | Rehabilitation Counselor | Tour & Travel Coordinator |
| School Administrator | Recreation Worker | Tourism Developer |
| Speech-Language Pathologist | Nutritional Counselor | Nutritionist |
| Special Education Teacher | Psychologist | Restaurant Manager |
| Teacher Assistants | Parks and Recreation Manager | Reservation Agent |

# Family & Consumer Sciences Courses

Family & Consumer Sciences courses offer necessary skills and knowledge to promote wellness across the lifespan. Child Development classes include information for understanding family relationships, the growth and education of children, and well as careers involving children.  The University of Connecticut Course, (Individual and Family Development HDFS190) is offered to juniors and seniors with a strong interest in human development and the impact of the family system on a person's development.

## INTRODUCTORY FOODS & NUTRITION *\*\*Bristol Central Only\*\**

| **Grades:** 9-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** None | | |

Explore the various fields of food and nutrition.  Knowledge of health, nutrition practices, shopping and meal planning, cost analysis, special diets, as well as career exploration in the various culinary fields are include.  Labs concentrate on preparing foods.

## ADVANCED FOODS & NUTRITION *\*\*Bristol Central Only\*\**

| **Grades:** 9-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** Intro. Foods & Nutrition | | |

This course is a continuation of Introductory Foods and Nutrition. Students will apply nutrition and wellness concepts to promote a healthy lifestyle for individuals and families across the lifespan.  Completion of this class will impart students with knowledge, skills and confidence to succeed in higher education.

## APPLIED FOOD SCIENCE *\*\*Bristol Central Only\*\**

| **Grades:** 11/12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** Advanced Foods & Nutrition | | |

Applied Food Sciences is for students with a career interest in food science, dietetics, food production services, and/or hospitality. This course will engage career-bound students in a variety of commercial and professional experiences that include menu planning, food marketing, food costing, and food preparation associated with mass production.  Students who successfully complete this course may be eligible for Connecticut Food Handlers Certificate.

## Baking & Patisserie *\*\*Bristol Central Only\*\**

*CTE/*STEM Elective

| **Grades: 10-12** | **Credit: 0.5** | **Category:** |
|---|---|---|
| **Prerequisite:** Introduction to Foods and Nutrition | | |

The culinary course is an introduction to baking and pastry with intensive hands-on laboratory training.  Laboratory classes emphasize basic ingredients and production techniques for breads, rolls, folded doughs, batters, basic cakes, cake decorating, pies, and cookies. Students also build culinary and career skills through the three themes of the course: (1) safety and sanitation, (2) careers and employability skills, (3) planning, preparation and production.

## CHILD, FAMILY AND COMMUNITY

*CTE / *STEM elective

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |

**Children, Family and Community** is a course that focuses on the stages of erly childhood development. Additionally students will explore careers working with children, such as education, child development specialist, social services, psychology, speech –language pathologist, pediatric nursing, and child law advocate. While providing an orientation to early childhood development, emphasis will be on current issues related to families, community, and cultural diversity.

## EARLY CHILDHOOD EDUCATION 1

*CTE / *STEM elective

| Grades: 11/12 | Credit: .5 | Category: 1 |
|---|---|---|
| Prerequisite: None | | |

Early Childhood Education 1 is a course designed to introduce students to the essential elements of early childhood education.  Understanding how children develop, the importance of play, guidance techniques, creating supportive family and community relationships, and respecting diversity are all topics explored in the class.
*Note: This class is part 1 of a CCP opportunity to earn college credit with Tunxis Community College.*

### EARLY CHILDHOOD EDUCATION 2

*CTE / *STEM elective

| Grades: 11/12 | Credit: .5 | Category: 1 |
|---|---|---|
| Prerequisite: Early Childhood Education 1 | | |

Early Childhood Education 2 is a course that familiarizes students with the content areas and domains they will need to understand and integrate when creating enjoyable, playful, educational experiences for young learners. This class includes a lab component where students are responsible for creating lessons and teaching preschool students.

*Note:  This course is part of the College Career Pathway (CCP) program which may provide college credit from Tunxis Community College.*

## INDIVIDUAL AND FAMILY DEVELOPMENT/UCONN

*CTE / *STEM elective

| Grades: 11/12 | Credit: 1 | Category: AP |
|---|---|---|
| Prerequisite: Application process | | |

Individual and Family Development will provide students with an understanding of individual and family development over the lifespan.  The course will focus on the developing individual in the context of the family system and the changes that occur in family systems over time.  The course will include an internship component. Students may be eligible for three (3) UCONN credits provided the students achieve a minimum of C for the course work and they complete forty (40) internship hours.  Students who seek college credit will be charged a fee per credit by the university.  Students entering this program will be interviewed prior to acceptance and must carry school accident insurance as well as provide their own transportation to internship sites.
*Please see page 19 for specific requirements regarding AP/UCONN courses.*

## Rising Educators I

*STEM Elective

| Grades: 10-12 | Credit: 0.5 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |

Bristol's rising educators learn about the profession to explore career opportunities, develop skills they need, and make informed decisions about pathways to accomplished teaching. Students also learn about themselves and their students for the purpose of building relationships and supporting student development.

### *Rising Educators II*
*STEM Elective

| Grades: 11-12 | Credit: 0.5 | Category: 2 |
|---|---|---|
| **Prerequisite:  Rising Educators I** | | |

Bristol's rising educators learn how to build content knowledge for the purpose of creating relevant learning opportunities for their students. Students also learn how to respond to students' needs through thoughtful planning. Throughout their lesson development, students define  effective instructional strategies to engage students and promote learning. Students complete a clinical component by observing  a local classroom teacher and implementing a lesson plan.

### *ECE If you Love it, Teach it (UConn)*
*STEM Elective

| Grades: 12 | Credit: 1.0 | Category: AP |
|---|---|---|
| **Prerequisite:  Successful completion of three years of high school English** | | |

Studies of  K-12 teaching, learning, and schooling in the United States; historical, philosophical, and social foundations of education as well as self-study to reimagine educational futures.

*Students may earn three college credits through the University of Connecticut's Early College Experience (ECE) program.*

# *Health Occupations*

The  Bristol Schools Health Occupations pathway is designed to  help students understand the various career opportunities in healthcare, as  well as to build practices and skills required for a career in Healthcare. The pathway focuses on  building skills that support careers in the five health fields: (1) direct patient care, (2) imaging and diagnosis, (3) health care facility support, (4)  informatics and (5)  business, or research and development. Courses offered in  this pathway are highly engaging and offer rich learning experiences through simulations and lab investigations.

### *ECE Introduction to Allied Health Professions (UConn)*
*STEM Elective

| Grades: 11, 12 | Credit: 0.5 | Category: AP |
|---|---|---|
| **Prerequisite:  Passed Biology** | | |

This is a half year exploratory course in which students who are interested in pursuing college and career in allied health professions will gain knowledge of  the five allied health fields in terms of college requirements, licensing requirements, projected job opportunities, salaries and job description. Students will explore each of the five allied health pathways; Diagnostic, therapeutic, research and development, informatics and support services.

Students will complete occupational simulations in the class room as well as interacting with guest speakers from each pathway.

*Students may earn two college credits through the University of Connecticut's Early College Experience (ECE) program.*

### ECE Medical Terminology (UConn)
*STEM Elective

| Grades: | Credit: 1.0 | Category: AP |
|---|---|---|
| Prerequisite: Passed Biology | | |

Medical terminology is a full year course designed to develop language that will support students as they pursue a career or major in the health sciences. This course showcases medical language through the lens of each body system. As students navigate each body system, they build an understanding of the prefix, suffix and combine forms related to the system, as well as the terms associated with common pathologies and diagnostics for that system. This course embeds multiple hands-on and virtual lab experiences to enhance their knowledge and class experience. Students will be expected to research and share their findings through case studies, projects, models, written and/or oral reports and presentations. Students who successfully complete this course will be awarded UCONN credit..

*Students may earn three college credits through the University of Connecticut's Early College Experience (ECE) program.*

### FOUNDATIONS IN HEALTH SCIENCE AND TECHNOLOGY

| Grades: 9/10 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |

This is a half year course designed as a foundational course for students interested in pursuing college and career in allied health. Students will learn the basic expectations of allied health professionals including basic human anatomy, infection control, communication, legal aspects of health care, ethics, basic medical skills, and safety in health care settings.

# Cooperative Work Experience

Cooperative Work Experience (CWE) courses combine in class learning with on-the-job training. Semester 1 of the CWE sequence is an introductory course where students are introduced to career readiness and employability skills and build their understanding on job safety and employment laws. Upon successful completion of the introductory course students can earn credit for 50 to 100 hours of work experience through paid and/or unpaid positions in the second semester course. During these work experiences students will apply their learning from the introductory course while exploring a career of interest.

### INTRODUCTION TO COOPERATIVE WORK EXPERIENCE (CWE)

| Grades: 11/12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: Application process | | |

In Introduction to Cooperative Work Experience (CWE) students will gain essential skills and knowledge necessary to be successful in future employment. Topics include career readiness, career acquisition, employability skills, employment laws, and job safety. The course will meet during the last period every other day. Students who successfully complete the course with a minimum of 75 to earn the opportunity to take CWE-50 or CWE-100.

## *COOPERATIVE WORK EXPERIENCE - 50 HOURS*

| **Grades:** 12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** Application process | | |

Students who successfully complete Cooperative Work Education the Introduction to CWE with a grade of 75 and receive teacher recommendation will earn the opportunity to participate in an internship within the student's chosen career pathway. Placements for the internships will be in positions that are high-skill, high-wage, and high-demand positions.

The course will meet during the last period every other day where students will be released from school to attend the internship and earn credited hours on the job. Students must have their own transportation. Students must complete 50 hours to earn 1/2 credit. Students will also complete approximately 18 hours in the classroom during the semester for discussion and reflection. Maximum credit for this course is 0.5 credit.

## *COOPERATIVE WORK EXPERIENCE - 100 HOURS*

| **Grades:** 12 | **Credit:** 1 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** Application process | | |

Students who successfully complete Cooperative Work Education the Introduction to CWE with a grade of 75 and receive teacher recommendation will earn the opportunity to participate in an internship within the student's chosen career pathway. Placements for the internships will be in positions that are high-skill, high-wage, and high-demand positions.

The course will meet during the last period every other day where students will be released from school to attend the internship and earn credited hours on the job. Students must have their own transportation. Students must 100 hours to earn 1 credit. Students will complete approximately 18 hours in the classroom during the semester for discussion and reflection. Maximum credit for this course is 1 credit.

# *ENGLISH*

## *DEPARTMENT PHILOSOPHY*

The English curriculum should help students to discover, through the acquisition of writing, reading and oral communication skills, an understanding and appreciation of how literature and literary nonfiction reflect and influence the world in which they live. Critical thinking and writing skills, demonstrated by various tasks ranging from research papers and essays to creative writing and multimedia projects, support students in reaching the departmental goals of becoming fluent writers, speakers and critical thinkers, able to recognize the context in which literature and writing is situated. Students examine multiple genres of literature in order to deepen their understanding of themselves and their world.

**Connection to the Vision of the Graduate:**
- Meaningfully Contribute to a Global Society
- Effectively Communicate in a Global Society
- Successfully Employ Skills For Self-Sufficiency
- Demonstrate Academic Knowledge and Skills

**The prescribed four-year sequence is as follows:**

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|

| Required Courses | English I | English II | English III or AP English Language & Composition | English IV or English IV ECE, AP English Literature/ Composition |
|---|---|---|---|---|
| Electives | Drama I<br>Drama II<br>English Foundations I | Creative Writing<br>Journalism<br>Mythology<br>Media Literacy<br>Drama I<br>Drama II<br>English Foundations II | Creative Writing<br>Contemporary Lit<br>Journalism<br>Mythology<br>Media Literacy<br>Drama I<br>Drama II<br>SAT Literacy | Creative Writing<br>Contemporary Lit.<br>Journalism<br>Mythology<br>Media Literacy<br>Drama I<br>Drama II |

***What career options might I have with a background in English?***

| Business | Government | Education |
|---|---|---|
| Sales and Marketing Manager<br>Public Relations Office<br>E-commerce Coordinator Technical Writer<br>Training and Development<br>Consultant | Attorney<br>Paralegal Assistant<br>Public Administrator<br>Grant Writer<br>Speech Writer<br>Communications Director | English Teacher<br>Theater Arts Teacher<br>Journalism Teacher<br>College Professor<br>College Recruiter |
| **Print/Web Media and Publishing**<br>Editor<br>Journalist<br>News Writer<br>Press Secretary<br>Webmaster | **Theater, Television & Film**<br>Actor<br>Author<br>Screenwriter<br>Producer<br>Events Manager<br>Creative Consultant | |

# *English Courses*

The aim of the English curriculum is to graduate students who have mastered the following competencies: (1) to communicate in an articulate, effective, and organized manner through speaking and writing, (2) to read, research, listen, and view actively and critically, (3) to read, evaluate, and respond to literature and literary nonfiction. Each student must select a minimum of one credit each year. A total of four credits are required for graduation.

## *ENGLISH 1*

| **Grades:** 9 | **Credit:** 1 |
|---|---|
| Accelerated Category 1<br>Academic Category 2 | |
| **Prerequisite:** None | |

English 1 is a full-year course for all freshmen focused on the interrelationship of reading, researching, writing, speaking, listening and thinking skills. Students study a variety of literary genres (i.e., novel, short story, drama, poetry, non-fiction, epic) and respond to this literature through a variety of writing experiences. Topics also include study of the structure of the English language, vocabulary development and enrichment.

## ENGLISH 2

| Grades: 10 | Credit: 1 |
|---|---|
| Accelerated Category 1 Academic Category 2 | |
| Prerequisite: English 1 | |

English 2 is a full-year course for all sophomores that introduces students to the relationship between American literature and American history. In addition, study is continued in the development of reading, researching, writing, listening, speaking, and thinking skills. Students read a variety of literary genres – both fiction and nonfiction -- and respond to the literature in a variety of writing modes. Work is also continued in the structure of the English language, vocabulary development and enrichment. Students are placed in a class according to their ability and performance.



## ENGLISH 3

| Grades: 10 | Credit: 1 |
|---|---|
| Accelerated Category 1 Academic Category 2 | |
| Prerequisite: English 2 | |

American Humanities continues the relationship between American literature and the historical context from which it has emanated. A variety of literary forms including novels, drama, poetry, short story, and non-fiction reflects the diversity of American society. Students explore thematic issues through research and discussion of readings in areas of society, culture, religion, race, politics, materialism, individualism, nature and the American Dream. Students consider these themes and significant literary movements like romanticism, realism, and transcendentalism in the context of contemporary life. The English component also includes a review of language essentials, vocabulary and composition.

## ENGLISH LANGUAGE AP

| Grades: 11/12 | Credit: 1 | Category: AP |
|---|---|---|

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. ***Please see page 19 for specific requirements regarding AP/UCONN courses.***

## *ENGLISH 4*

English 4 is a full-year course for all seniors that continues to explore the relationship between literature and culture. Students read British and world literature to explore a wide range of topics. Students read and research a variety of genres and respond to the literature in various writing modes. Work is also continued in the structure of the English language, vocabulary development and enrichment. Students are placed in the class according to their ability and performance.

## *ENGLISH LITERATURE/AP/UCONN*

| **Grades:** 12 | **Credit:** 1 | **Category:** AP |
|---|---|---|
| **Prerequisite:** Eng. Lang. AP, "83" or better in English 3 Acc. or "93" or better in English 3 Acad. or dept. recommendation. | | |

Designed for the capable student who enjoys reading and has mastered the mechanics of communication skills, this course also puts considerable emphasis upon expository writing and the preparation and writing of the research paper. Some students selected for this course are recognized by the University of Connecticut and may receive four semester hours from the University of Connecticut in addition to high school credit. ***Please see page 19 for specific requirements regarding AP/UCONN courses.***

## *ENGLISH 4 ACCELERATED*

| **Grades:** 12 | **Credit:** 1 | **Category:** 1 |
|---|---|---|
| **Prerequisite:** : "83" or better in English 3 Acc. or "93" or better in English 3 Acad.; or Dept. recommendation. | | |

English 4 Accelerated is a full-year course designed for students who have been in accelerated classes during their high school career and wish to continue in a program with rigorous reading and writing requirements, but without the emphasis on Advanced Placement testing. The course is both thematic and chronological, providing a survey of British literature while matching classic and modern works through themes.

## *ENGLISH 4 ACADEMIC*

| **Grades:** 12 | **Credit:** 1 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** English 3 | | |

English 4 Academic is a full-year course which includes a survey of British literature, a review of grammar fundamentals, work in vocabulary building, reading skills, expository writing skills, and development of interpretive abilities. This course is designed to prepare students for college.

# *ENGLISH ELECTIVES*

Each course is one-semester, meeting weekly and offering .5 credits in English. All electives include composition and vocabulary in relation to the materials studied. **Those electives indicated by asterisks (\*\*) are strongly recommended for the college-bound student although they are not necessarily limited to such students.**

## *CONTEMPORARY LITERATURE\*\**

*Humanities Elective

| **Grades:** 11/12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** None | | |

This course aims to acquaint students with current trends in contemporary literature and to generate interest in the art of reading for pleasure. Designed for the above-average student who likes to read, the course examines recurrent themes in modern fiction through careful analysis of such literary techniques as symbolism and imagery. The class completes a unit (novel, play, groups of essays, book of poetry, or anthology of short stories) approximately every two weeks. The class revolves around discussion of the ideas contained in each work of literature rather than plot. Other requirements are short quizzes, a few short essays, a test on each unit, and final exam.

## *CREATIVE WRITING \*\**

*Humanities Elective

| **Grades:** 10-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** None | | |

This course is designed for the above-average writer. Individuals taking the course should have a serious interest in writing and should be open to experimenting with all forms of written expression such as short stories, dramatic scripts, poetry, informal vignettes commenting on any subject of interest to the writer, and reflective of his/her own personal viewpoint and style. Discussion, criticism, and sharing of ideas are prime objectives toward the student's development of talent, style, and constructive self-criticism. Strong emphasis will be made on the use of technology as a tool for writing.

## *DRAMA 1*

*Humanities Elective

| **Grades:** 9-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** None | | |

The purpose of this course is to introduce students to the world of theater: play reading, interpretation, acting, and technical theater. The emphasis is on staging and acting techniques, including the use of dramatic voice and body language. A wide assortment of activities including the creation of skits, interpretation of plays and team-building exercises will be offered. Students are required to memorize monologues and dialogues and to perform them in front of an audience of peers.

## *DRAMA 2*

**Humanities Elective**

| **Grades:** 9-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** None | | |

This course is an intense study of play production and performance.  After a review of basic theater techniques and scene study, students read and analyze a play to be produced.  Students are responsible for all aspects of production:  performance, set design, costumes, props and makeup.  The scenes and plays selected vary depending upon the class size, experience and ability of each group.  The program is designed for a student with special interest in play production.  The course culminates in a final production.

## *MEDIA LITERACY*

*Humanities Elective

| **Grades:** 10-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** None | | |

This course is intended for any student interested in exploring the dynamics of films.  Media can now be considered some of the most powerful cultural forces on the planet.  Media products entertain us, inform us, and help us stay connected to our community and the world.  The goal of this course is to inform students about the role of media, its various forms, purposes, and techniques.  Emphasis is placed on critical thinking skills, responding to various forms of media and writing.

## *JOURNALISM: WRITING & PUBLISHING*

*Humanities Elective

| **Grades:** 10-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** None | | |

This course acquaints students with a variety of journalistic activities, using the computer as a tool for writing and publishing. Though news writing and editing is the primary focus, other areas explored  include photography and illustrations, advertising and sales, layout and design, publishing and distribution.   No previous computer experience is required, but students taking this course should be recommended by an English teacher.

## *MYTHOLOGY\*\**

| **Grades:** 10-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** None | | |

This course is a study of myths and legends of Greek, Roman, Norse, and Celtic origin.  It seeks to develop an historical perspective of the early European continent.  An effort is made to point out the contribution of these myths and legends to the present day Anglo-American culture with a view toward understanding allusions in literature.

## *SAT LITERACY PREP\*\**

| **Grades:** 10-12 | **Credit:** .25 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** English I and English 2 | | |

This course is modeled after the redesigned SAT and focuses on "Evidence Based Reading and Writing" which includes three sections: reading, writing and language, and the SAT essay. Students will study a variety of genres in literature and in informational texts.  Students will read closely, analyze texts, revise and edit a range of texts to improve the expression of ideas, and correct the use of standard English conventions.  In addition, students will write a clear analysis of the effectiveness of an argumentative essay.

# MATHEMATICS

## *DEPARTMENT PHILOSOPHY*

The philosophy of the mathematics department is to develop mathematically literate and productive students who can effectively and efficiently apply mathematics in their lives to make informed decisions about the world around them. To be mathematically literate, one must understand major mathematics concepts, possess computational facility and have the ability to apply these understandings to situations in daily life. The opportunity to think critically and creatively to solve problems is important to deepen mathematical knowledge and foster innovation. A rich mathematical experience is essential to provide the foundational knowledge and skills that prepare students to be mathematically literate, productive citizens. Through their experience, students should be able to demonstrate an understanding of the skills and content knowledge in each of the following conceptual categories:

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability

**Connection to the Vision of the Graduate:**
- Successfully Employ Skills For Self-Sufficiency
- Demonstrate Academic Knowledge and Skills

**Suggested course sequencing:**

|  | 0 | 1 | 2 |
|---|---|---|---|
| ELL Math<br>ELL Algebra<br>Algebra 1<br>Alg 1 w/ Algebra 1 Foundations<br>Math Foundations 1 | ELL Algebra<br>ELL Geometry<br>Geometry<br>Math Foundations 2 | ELL Geometry<br>Algebra 2<br>Alg 2w/ Algebra 2 Foundations<br>Math Foundations 3<br>Statistics<br>SAT Math Prep | Pre-Calculus<br>Advanced Mathematical Decision Making<br>Statistics |
| Geometry | Algebra 2 | Pre-Calculus<br>AP Statistics<br>SAT Math Prep | Calculus<br>AP Calculus AB/BC<br>AP Statistics |

## *What career options might I have with a background in Mathematics?*

| Computer Industry | Engineering | Retail | Financial and Insurance Institutions |
|---|---|---|---|
| Database Development<br>Computer Applications Engineer<br>Software Designer<br>Programmer<br>Computer Technician | Aerospace Engineer<br>Electrical Engineer<br>Mechanical Engineer<br>Photonics Engineering - (Fiber-optics, telecommunications) | Technical Sales<br>Business Development<br>Buyer<br>Sales and Marketing Manager | Systems Analyst<br>Financial Planner Accountant<br>Actuary<br>Underwriter |
| **Government**<br>Auditor<br>Researcher<br>Public Relations | **Healthcare**<br>Physical Therapist<br>Biostatistician<br>Health Policy Consultant | **Education**<br>Elementary Teacher<br>Secondary Teacher<br>College Professor | |

# *Mathematics Courses*

The mathematics curriculum has been developed to prepare all students to be ready for college and careers with an emphasis on algebra, functions and modeling. The goals of the mathematics department are to develop mathematically proficient students by providing experiences that develop students' ability to:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure and regularity in repeated reasoning; and
- Work collaboratively to investigate ideas and solve problems.

Most mathematics courses are offered in accelerated and academic levels. Students are required to take three years of mathematics at either level and are highly encouraged to take a fourth year to meet the admission requirements of many colleges and universities.

The accelerated mathematics program is offered to capable and interested students who have displayed superior ability and achievement in previous mathematics courses. The purpose of this program is to provide an opportunity for acceleration and enrichment.

To select a sequential accelerated mathematics course, a student should have a grade of "83" or better in his/her previous mathematics course and/or received the recommendation of the mathematics department. If a student has completed Algebra I in eighth grade, he/she may be able to select Calculus in their senior year after successfully completing the first three years of the sequence. Students who successfully complete the study of Calculus should obtain a mathematical experience equivalent to, at best, one year beyond the standard college preparatory mathematics sequence and may be able to obtain advanced placement credit upon matriculating at a college or university.

All mathematics courses will make extensive use of graphing calculator technology. **It is strongly recommended that all students enrolled in mathematics courses own a TI-84 graphing calculator**.

## *ALGEBRA 1 ACADEMIC*

| Grade: 9 | Credit: 1 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |

Students should have a solid foundation in operations with real numbers and an understanding of linearity. Emphasis is on the development of linear and exponential functions and statistics. Students will explore functions using multiple approaches and representations including tables, graphs, equations and verbal descriptions. Exploration of real world applications in modeling problems involving the use of equations, inequalities, and systems will be completed. The Mathematical Practice Standards apply throughout this course. Topics studied will involve non-calculator and TI-84+ graphing calculator activities as well as content related computer programs.

## *ALGEBRA 1 ACADEMIC WITH ALGEBRA I FOUNDATIONS (2 Credits)*

| Grade: 9 | Algebra 1 Academic | Credit: 1 | Category: 2 |
|---|---|---|---|
| | Algebra I Foundations | Credit: 1 | Category: 3 |
| Prerequisite: Placement by recommendation of math department and guidance | | | |

This mathematics foundations course, taken in conjunction with Algebra I academic, will meet on consecutive days. This course will simultaneously focus on building prerequisite skills and algebraic concepts for successful completion of Algebra I.  This course is intended to provide support for students who require help bringing their math skills up to a level which will allow them to succeed in Algebra I.  Students will be placed in this class based on past performance on mastery tests and previous mathematics courses.  Only the Algebra I credit will be used toward the eligibility requirement and will be applied toward the mathematics requirement for graduation.

## *ALGEBRA 1 ACCELERATED*

| Grade: 9 | Credit: 1 | Category: 1 |
|---|---|---|
| Prerequisite: Grade of 93 or better in Grade 8 math/ Department recommendation | | |

Students should have a solid foundation in operations with real numbers and an understanding of linearity. Emphasis is on the development of linear, exponential, quadratic, absolute value, and piecewise functions. Students will explore functions using multiple approaches and representations including tables, graphs, equations and verbal descriptions. Students will also explore real world applications in modeling problems involving the use of equations, inequalities, and systems. The Mathematical Practice Standards apply throughout this course.  Topics studied will involve non-calculator and TI-84+ graphing calculator activities as well as content related computer programs. The accelerated section proceeds at a faster pace with the requirement that students work more independently.

## *GEOMETRY ACADEMIC*

| Grade: 10 | Credit: 1 | Category: 2 |
|---|---|---|
| Prerequisite: Algebra 1.  Department recommendation for level. | | |

This course helps to extend students' understanding of geometry from middle school to complex situations, analyzing geometric relationships, constructing geometric figures, and the development of formal mathematical arguments.  Students study the properties of geometry from a modern approach analyzing transformations of figures such as triangles, circles and quadrilaterals and making connections between algebraic and geometric representations.   The Mathematical Practice Standards apply throughout this course. Some  topics studied will involve the use of content related computer software programs.

## *GEOMETRY ACCELERATED*

| Grades: 9-10 | Credit: 1 | Category: 1 |
|---|---|---|
| Prerequisite: Grade of 83 or better in Alg. 1 Acc or Department recommendation | | |

This course helps to extend students' understanding of geometry from middle school to complex situations, analyzing geometric relationships, constructing geometric figures, and the development of formal mathematical arguments.  Students study the properties of geometry from a modern approach analyzing transformations of figures such as triangles, circles and quadrilaterals and making connections between algebraic and geometric representations.   The Mathematical Practice Standards apply throughout this course. The accelerated section proceeds at a faster pace with the requirement that students work more independently. Some topics studied will involve the use of content related computer software programs.

## *ALGEBRA 2 ACADEMIC*

| **Grades:** 10-11 | **Credit:** 1 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** Algebra 1 and Geometry | | |

This course supports the further development of functions including polynomial, rational and radical functions. Students will also solve complex equations, extend their understanding of real numbers to complex numbers and polynomials  through problem solving and modeling scenario.  Students will be prepared for a fourth year mathematics course as a result.  The Mathematical Practice Standards apply throughout this course. Topics studied will involve non-calculator and TI-84+ graphing calculator activities as well as content related computer programs.

## *ALGEBRA 2 ACADEMIC WITH ALGEBRA 2 FOUNDATIONS (2 Credits)*

| **Grade:** 11 | Algebra 2 Academic | **Credit:** 1 | **Category:** 2 |
|---|---|---|---|
| | Algebra 2 Foundations | **Credit:** 1 | **Category:** 3 |
| **Prerequisite:** Placement by recommendation of math department and school counselor | | | |

This mathematics foundations course, taken in conjunction with Algebra 2 academic, will meet on consecutive days.  This course will simultaneously focus on building prerequisite skills and algebraic concepts for successful completion of Algebra I.  This course is intended to provide support for students who require help bringing their math skills up to a level which will allow them to succeed in Algebra I.  Students will be placed in this class based on past performance on mastery tests and previous mathematics courses.  Only the Algebra 2 credit will be used toward the eligibility requirement and will be applied toward the mathematics requirement for graduation.

## *ALGEBRA 2 ACCELERATED*

| **Grades:** 10-11 | **Credit:** 1 | **Category:** 1 |
|---|---|---|
| **Prerequisite:** Grade of "83" or better in Alg. 1 Acc. and Geometry Acc. This course may be taken concurrently with Geometry Acc with Dept. Recommendation | | |

This course supports the further development of functions including polynomial, rational and radical functions. Students will also solve complex equations, extend their understanding of real numbers to complex numbers and polynomials through problem solving and modeling scenario.  Students are held to higher standards of competence and logic and are prepared for Pre-calculus as a result.  The Mathematical Practice Standards apply throughout this course. Topics studied will involve non-calculator and TI-84+ graphing calculator activities as well as content related computer programs.  The accelerated section proceeds at a faster pace with the requirement that students work more independently.

## *ADVANCED MATHEMATICAL DECISION MAKING*

*STEM elective

| **Grade:** 12 | **Credit:** 1 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** Grade of "75" or better in Algebra 2 | | |

This course is designed to challenge students to develop critical skills for success in college and careers.  Students will be asked to investigate, do research, collaborate with other classmates and write about their findings and present solutions to problems in applied situations.  They will work through mathematical topics including statistics in the media, using functions to make decisions, managing data, network graphs and understanding credit, debt and investments.  Emphasis will be placed on modeling real world scenarios with mathematics so that students can become critical consumers of every day data, knowledgeable decision makers and mathematical thinkers who can solve problems related to a wide range of situations. **This course is an alternative to pre-calculus intended for college bound students.**

## STATISTICS ACADEMIC

*STEM elective

| Grades: 11-12 | Credit: 1 | Category: 2 |
|---|---|---|
| Prerequisite: Algebra 2. This course may be taken concurrently with Algebra 2 with teacher recommendation. | | |

This is a high school level statistics course. The purpose of the course in statistics is to introduce students to statistical thinking, data gathering and interpretation. Students are engaged in learning how statisticians contribute to our understanding of the world and helps students to become more discerning customers of the statistics they encounter in the real world. Activities, applications, and data explorations give students an opportunity to investigate, discuss, and make use of statistical ideas and methods. Topic include four major areas: analyzing data, producing data, chance, and inference.

## SAT MATH PREP

| Grade: 10-12 | Credit: .25 | Category: 2 |
|---|---|---|
| Prerequisite: Algebra I and Geometry | | |

This course will provide students with a review of the mathematics used on college preparatory tests such as the SAT and ACT. The course will provide students with the opportunity to take practice tests as well as to assess and review areas of weakness in preparation for taking college placement tests. The course may not be used toward the mathematics requirement for graduation.

## PRE-CALCULUS ACADEMIC

*STEM elective

| Grades: 11-12 | Credit: 1 | Category: 2 |
|---|---|---|
| Prerequisite: Grade of "75" or better in Algebra 2 Acad. or Dept. recommendation | | |

This course is the fourth course in the college preparatory mathematics sequence. It is a prerequisite for analytic geometry and calculus course offered by colleges. Topics studied are algebraic functions, logarithms and exponential functions, trigonometric functions, as well as statistics and probability. Topics studied will involve non-calculator and TI-84+ graphing calculator activities as well as content related computer programs.

## PRE-CALCULUS ACCELERATED

*STEM elective

| Grades: 11-12 | Credit: 1 | Category: 1 |
|---|---|---|
| Prerequisite: Grade of "83" or better in Algebra 2 Accelerated or Dept. recommendation | | |

This course is the prerequisite for analytic geometry and calculus course offered by colleges as a freshman mathematics course. Topics studied are polynomial, exponential, logarithmic, circular and trigonometric functions, and polar coordinates. Topics studied will involve non-calculator and TI-84+ graphing calculator activities as well as content related computer programs.

## STATISTICS AP

| Grades: 11-12 | Credit: 1 | Category: AP |
|---|---|---|
| **Prerequisite:** <br> Grade 11 students may take AP Statistics if they are concurrently enrolled in Precalculus accelerated with a grade of "83" or better in Algebra 2 Accelerated and teacher recommendation. <br> Grade 12 students may enroll in AP Statistics with a grade of "83" or better in Algebra 2 Accelerated and teacher recommendation. | | |

This course is equivalent to a one-semester, introductory, non-calculus based, and college course in statistics. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes, including exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course. ***Please see page 19 for specific requirements regarding AP/UCONN courses.***

## CALCULUS ACCELERATED

| Grade: 12 | Credit: 1 | Category: 1 |
|---|---|---|
| **Prerequisite:** Grade of "75" or better in Pre-Calculus or Dept. recommendation. | | |

This course will give an introduction and overview of the topics generally covered in a first semester college course in calculus. The course will cover continuity and limits of functions and applications of differential and integral calculus of one variable. There will be emphasis on the use of the graphing calculator in problem solving. This course is not intended as a replacement for college calculus, but will provide the mathematical background needed by individuals planning on a college major in business, humanities or social sciences which generally require a course in introductory calculus or statistics.

***Pending class enrollment, the following variations of Calculus AP/Uconn-AB and Calculus AP/Uconn-BC may be offered for the following credits and may differ by school.***

## CALCULUS AP/UCONN-AB

| Grade: 12 | Credit Options: | Category: AP |
|---|---|---|
| | • **1 Credit -** Semester 1 and 2: Every other day. <br> • **1 Credit -** Semester 1: Every day. <br> • **1.5 Credits -** Semester 1: Every day. Semester 2: Every other day. | |
| **Prerequisite:** Grade of "83" or better in Pre-Calc. Acc. or Dept. recommendation | | |

An excellent knowledge of algebra, geometry, and trigonometry is necessary for this study. This course is equivalent to analytic geometry and calculus course offered by colleges as a freshman course. Upon completing this course, students may apply for advanced placement. Topics covered are analytic geometry, functions, derivatives of algebraic, trigonometric, transcendental, hyperbolic functions, and various methods of integration. Applications of the derivative and integral are also covered leading to the fundamental theorem of Integral Calculus. ***Please see page 19 for specific requirements regarding AP/UCONN courses.***

## CALCULUS AP/UCONN-BC
*STEM elective

| Grade: 12 | Credit Options: | Category: AP |
|---|---|---|
| | ● **.5 Credit -** Semester 2:  Every other day. | |
| | ● **1 Credit -** Semester 2: Every day. | |
| **Prerequisite:**  Grade of "83" or better in Pre-Calc. Acc. and Dept. recommendation | | |

An excellent knowledge of algebra, geometry, and trigonometry is necessary for this study.  Calculus BC is a full-year course in the calculus of functions of a single variable.  It includes all topics taught in Calculus AB plus additional topics.   The additional topics include parametric, polar, and vector functions, applications of derivatives including L'Hospital's Rule, applications of integrals, anti-differentiation of improper integrals, polynomial approximations and series. The content of Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus AB.  A Calculus AB subscore will be reported based on performance on the portion of the Calculus BC Exam devoted to Calculus AB topics.

***Please see page 19 for specific requirements regarding AP/UCONN courses.***

# MUSIC

## DEPARTMENT PHILOSOPHY

Music is a vital component in developing the whole child.  Music education offers a unique learning opportunity to explore individual creativity, artistic expression and in-depth understanding of past and present cultures in our diverse world.
A comprehensive music education will enable students to develop their musical abilities through self-discipline and focus, leading to increased confidence in learning across the entire curriculum.

We believe that all students should have a comprehensive, balanced, and sequential curriculum of in-school instruction in music education in accordance with national, state and local standards, and that an education in music will develop the life-long learning abilities and aesthetic skills necessary to contribute to a more cultured, educated society.

**Connection to the Vision of the Graduate:**
- Demonstrate Academic Knowledge and Skills

## DEPARTMENT GOALS

Through a planned, sequential curriculum, Bristol Public Schools will educate each student in conjunction with the National Standards for music education enabling students to create, perform, and respond to music. Students should be able to demonstrate skills and knowledge in each of the following standards:
- Singing, alone and with others, a varied repertoire of music
- Performing on instruments, alone and with others, a varied repertoire of music
- Improvising melodies, variations, and accompaniments
- Composing and arranging music within specific guidelines
- Reading and notating music
- Listening to, analyzing, and describing music
- Evaluating music and music performances
- Understanding relationships between music, the other arts, and disciplines outside the arts

- Understanding music in relation to history and culture.

It is the goal of the Bristol Music Department to produce independent, disciplined, literate and informed life-long consumers and producers of music.

*Courses are available to all students as electives; frequently band and choral students plan to participate in the Music Program for all four years.*

***What career options might I have with a background in music?***
Careers in Arts and Media, Government, Education and Human Services, or Retail, Tourism, Recreation, and Entrepreneurial Clusters.

| | | |
|---|---|---|
| Agent<br>Accompanist<br>Audio Engineer/Mixer<br>Band/ Symphony/ Orchestra<br>Business Manager<br>Conductor<br>Choral Director | Critic<br>Dancer<br>Entertainer<br>Event Planner<br>Music Teacher<br>Musician<br>Music Store Manager<br>Music Therapist | Performer<br>Promoter<br>Public Relations and Advertising<br>Singer<br>Studio Engineer<br>Talent Scout<br>Theater Director |

# *Music Courses*

## *MUSIC HISTORY*

### *AMERICAN MUSIC STUDIES (The History of Popular Music)*
*Humanities Elective*

| **Grades:** 9-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** None | | |

This course is an overview of popular music. Students will listen to, respond to, and explore representative styles of music including folk, jazz, blues, rock and roll, Broadway, and today's styles.

### *MUSIC HISTORY (The History of Classical Music)*
*Humanities Elective*

| **Grades:** 9-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** None | | |

This course is an overview of the history of music from the Middle Ages to the early 20th century. Course material will include composers such as Bach, Mozart, and Beethoven. Students will listen to, respond to, and explore representational works of each time period. This course is especially recommended for students interested in pursuing a post-high school music degree.

# MUSIC THEORY

## MUSIC THEORY 1

*Humanities Elective*

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |

This course provides a basic understanding of the elements of music including: clefs, scales, intervals, melody, rhythm, and chords. Ear training, notation, and music literacy are integral components of the class.

## MUSIC THEORY 2

*Humanities Elective*

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: Music Theory 1 or permission of instructor | | |

This course is a continuation of Music Theory 1. It will expand a student's vocabulary and understanding of music through the analysis of harmonic and melodic structure as well as more advanced melodic and rhythmic techniques. The last part of the semester will deal with instrumentation, orchestration, and arranging skills. At the conclusion of this course, students will have a strong background in the general theoretical principles of music. This course will prepare students for AP Theory and college entrance exams for music majors.

## MUSIC THEORY AP

*Humanities Elective*

| Grades: 10-12 | Credit: 1 | Category: AP |
|---|---|---|
| Prerequisite: Successful completion of Music Theory II or Teacher Recommendation | | |

This is an aggressive course geared to the serious music student who values music as a significant part of their education. This course will focus on the student's ability to acquire strong skills in ear-training, dictation, and analysis of music. This is the culminating class of the music theory track. **Please see page 19 for specific requirements regarding AP/UCONN courses.**

# MUSIC ENSEMBLE GROUPS

## CONCERT CHOIR

*Humanities Elective*

| Grades: 10-12 | Credit: 1 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |

This course is an ensemble of mixed voices that enjoy singing and want to learn more about the art of choral literature and vocal techniques. The choir performs throughout the year and may include a concert tour. Students are required to attend all performances as part of the choral curriculum. Student participation in Concert Choir or Chorus 1 is required to participate in extra-curricular vocal performing groups.

## CHORUS 1

<span style="color:red">*Humanities Elective</span>

| Grades: 9 | Credit: 1 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |

This chorus is limited in size to allow greater individual attention to grade nine students. Students will develop vocal techniques to improve their voice. They will learn how to read musical notation and follow their part in open score. The choir will perform in concerts throughout the year and join with Concert Choir in an extended work in the second semester. Students are required to attend all performances as part of the choral curriculum. Student participation in Concert Choir or Chorus 1 is required to participate in extra-curricular vocal performing groups.

## BAND

<span style="color:red">*Humanities Elective</span>

| Grades: 9-12 | Credit: 1 | Category: 2 |
|---|---|---|
| Prerequisite: Students must be proficient on a traditional band instrument. | | |

Band is an instrumental ensemble that performs music of varied styles in concert halls, parades and football games. The band performs throughout the year and may include a concert tour. Students are required to attend all performances as part of the band, however, marching band is not required. Students can choose to participate in marching band as an extracurricular after school music offering.

# OTHER MUSIC COURSE OFFERINGS

## PIANO/KEYBOARD

<span style="color:red">*Humanities Elective</span>

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |

The development of piano/keyboard skills will be explored using a varied repertoire of piano literature with progressive levels of difficulty. Students will have an opportunity to perform individually and in keyboard ensembles. Four areas of study that will be explored through the use of the piano/keyboard are: sound exploration, development of piano technique, basic music theory, and composition. Individual projects relating to history, culture and style will also be required.

## GUITAR (ACOUSTIC)

<span style="color:red">*Humanities Elective</span>

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |

Students will have an opportunity to perform a varied repertoire of guitar literature and will use various guitar techniques: strumming, picking, and chording. Students will read tablature and standard notation for guitar. Individual performance a well as ensemble performance will be utilized. Understanding of basic music theory, the guitar's importance in music history, and proper maintenance and care will also be covered. Students do not need to have their own guitar.

## MUSIC TECHNOLOGY

| **Grades:** 9-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** None | | |

This course is an introductory course in music technology. Course content builds a knowledge base in several areas: basic audio systems operations, digital audio, MIDI, music sequencing, and music notation. Students will discover and explore introductory concepts used in music sequencing, notation and recording. Students will use technology to produce MIDI sequences, film scores, loop-based arrangements and compositions, and digital multi-track audio recordings. No prior musical experience is needed, however, having training on an instrument or voice is helpful.

In this course students will master the creative tools and techniques required to compose, record, remix, improvise, produce and edit musical ideas, as well as learn about basic musical forms.



## A Cappella BRISTOL ARTS AND INNOVATION MAGNET SCHOOL ONLY

*Humanities Elective/FA

| **Grades:** 9-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** None | | |

This is a semester based course where students will learn how to sing in a small group. Students will learn vocal techniques used in contemporary college A Cappella style (Glee, Pitch Perfect, or Pentatonix). This will include learning vocal percussion (beatboxing), microphone technique, arranging and writing. Student's will also have the opportunity to sing solos and enhance their ability to connect with their peers and audience.

## Digital Music BRISTOL ARTS AND INNOVATION MAGNET SCHOOL ONLY

*Humanities Elective/FA

| **Grades:** 9-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** None | | |

This course introduces students to digital music using computers, synthesizers and digital audio workstations to create original music.  Students will collaborate with others to create works across other subjects such as art, theater, film, dance, english.

### Instrumental Ensemble  *BRISTOL ARTS AND INNOVATION MAGNET SCHOOL ONLY*

*Humanities Elective/FA

| Grades: 9-12 | Credit: 1 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |

Instrumental ensemble is similar to band in that students perform music of varied styles in concert halls and different venues. This is a full year course and can range in size from being a small band to a large concert band. Students will be required to participate in performances throughout the school year.

### Jazz Band  *BRISTOL ARTS AND INNOVATION MAGNET SCHOOL ONLY*

*Humanities Elective/FA

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: Band, Choir, Instrumental or Vocal Ensemble at the MS or HS level | | |

This is a semester based course where students will learn how to perform jazz music together in a small group. Students will learn styles of Salsa, Latin, and Swing to name a few. They will also learn how to perform in modes common to jazz music. This will allow students the opportunity to learn how to improvise and perform solos.

### Modern Band  *BRISTOL ARTS AND INNOVATION MAGNET SCHOOL ONLY*

*Humanities Elective/FA

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |

Modern Band teaches students to perform music they know and love and to compose and improvise. Styles that are studied include rock, pop, reggae, hip-hop, rhythm & blues, electronic dance music, and other contemporary styles as they emerge. Modern Band also utilizes (but is not limited to) the musical instruments that are common to these genres: guitar, bass, drums, piano, voice and technology. Prior instrument experience is not necessary to take this course.

### Vocal Ensemble  *BRISTOL ARTS AND INNOVATION MAGNET SCHOOL ONLY*

*Humanities Elective/FA

| Grades: 9-12 | Credit: 1 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |

In this course, students will learn how to sing in an ensemble where they blend their voices with others. Students will learn through varied repertoire (song selection) techniques that will lead to successful group performances.

**INDEPENDENT STUDIES:** Independent studies are available to students. Students wishing to work independently on specific topics in music should seek instructor and school counseling to establish specific goals, objectives, guidelines and work to be completed.

# PHYSICAL EDUCATION/HEALTH

## DEPARTMENT PHILOSOPHY

The primary goal of physical education is to increase individual growth patterns through a sequential development program. Through the medium of physical activity we seek to promote kinesthetic awareness, cooperation, understanding of individual differences, improved self-esteem and interest in lifelong activities.

## *HEALTH AND WELLNESS GRADE 9*

| Grades: 9 | Credit: .5 | Category: 2 |
|-----------|-----------|-------------|
| Prerequisite: None | | |

The health curriculum is based on the Connecticut Health and Balanced Living Curriculum Framework.  This course utilizes a proactive approach that serves as a catalyst for young people to analyze and evaluate their own lifestyle habits and then synthesize and apply strategies towards achieving an optimal level of physical, social, mental and emotional health.

Students receive instruction in mental and emotional health, nutrition, alcohol and other drug prevention, human sexuality and disease prevention as part of a Health Education program at the high school level.  Two components of the health curriculum are the content strands of Human Growth and Development and HIV/AIDS education.  In these lessons, the teacher helps students develop an understanding of the human body and positive health decision making.  An outline of the objectives to be covered in ninth grade is printed below.  We encourage you to discuss the topics with your child while the unit is being taught.

**Grade 9 students will learn about:**
1. Choice and its effect on the ensuing responsibilities and consequences regarding behaviors relating to sexuality
2. How to distinguish between reliable and unreliable sources pertaining to human sexuality
3. Effects of abstinence, birth control and abortion as it relates to the functioning of the reproductive system
4. High risk behaviors/consequences and health lifestyles
5. Identifying, locating, assessing and evaluating medically appropriate resources for information and/or treatment of sexually transmitted diseases including HIV/AIDS

In accordance with the Connecticut General Statutes, parents may choose to exempt their children from family life and AIDS education.  If you are interested in pursuing this option, please contact your child's building administrator **in writing.**

*Students who attend GHAA or  BTEC may have to enroll in an on-line health course provided by the district to satisfy the district graduation requirement.*

## *HEALTH AND WELLNESS II GRADE 11*

| Grades: 11 | Credit: .5 | Category: 2 |
|-----------|-----------|-------------|
| Prerequisite: Health and Wellness I, Gr. 9 | | |

The health curriculum is based on the Connecticut Health and Balanced Living Curriculum Framework. This course utilizes a proactive approach that serves as a catalyst for young people to analyze and evaluate their own lifestyle habits and then synthesize and apply strategies towards achieving an optimal level of physical, social, mental and emotional health.

Students receive instruction in mental and emotional health, nutrition, alcohol and other drug prevention, human sexuality and disease prevention as part of a Health Education program at the high school level. Two components of the health curriculum are the content strands of Human Growth and Development and HIV/AIDS education. In these lessons, the teacher helps students develop an understanding of the human body and positive health decision making. We encourage you to discuss the topics with your child while the unit is being taught. For every unit within Health II, students will explore different outcomes of a unit scenario based on the dimensions of health.

## PHYSICAL EDUCATION GRADE 9

| **Grades:** 9 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** None | | |

Students will participate in activities that will work on improving physical fitness, self-esteem and team building skills. They will be given a solid foundation about the importance of exercise and health relative to physical fitness in the prevention of future health problems. They will assess personal needs, interests, abilities and opportunities related to physical fitness. Improving individual skills in small game activities will also be emphasized. All students must participate in state-mandated physical fitness assessments.

## PHYSICAL EDUCATION GRADE 10-12

| **Grades:** 10-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** Grade 9 Physical Education | | |

A selective curriculum within the required program, offering an opportunity to develop intermediate and advanced skills in activities personally selected. The curriculum is designed to allow students to select from a variety of activities:

1. Team sports, e.g., basketball, soccer, volleyball
2. Individual and health related activities, e.g., weight training, weight control, walk/jog, aerobic conditioning activities
3. Lifetime, leisure activities, e.g., badminton, golf, and tennis

The year will be divided into time units. The students will select pre-determined activities based on interest. These activities will be available according to season, available space, staff and facilities. All students must participate in state-mandated physical fitness assessments.

# SCIENCE

## DEPARTMENT PHILOSOPHY

The overarching goal of our science curriculum is to ensure by the end of 12th grade, all students have some appreciation of the beauty and wonder of science; possess sufficient knowledge of science and engineering to engage in public discussions on related issues; are careful consumers of scientific and technological information

related to their everyday lives; are able to continue to learn about science outside school; and have the skills to enter careers of their choice, including (but not limited to) careers in science, engineering, and technology.

Advanced Placement courses are offered in biology, chemistry, physics, and environmental science. These courses require an in-depth study with either independent reading and research and/or the preparation of papers and reports.

**Connection to the Vision of the Graduate:**
- Meaningfully Contribute to a Global Society
- Demonstrate Academic Knowledge and Skills

- All Bristol students
  - **Physical Science:** The current NGSS course will be continually revised for improvement at the academic level and the development of an accelerated level of this course will begin in Summer 2019.
  - **Biology:** The current NGSS course will be continually revised for improvement at the academic level and the development of an accelerated level of this course will begin in Summer 2019.
  - **Chemistry:** The current NGSS course will be continually revised for improvement at the academic level and the development of an accelerated level of this course will begin in Summer 2019. (1)
  - Academic: Principles of Chemistry, (2) Accelerated: Chemistry.

**Typical Progressions in Science Beginning in 2019-2020:**

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|
| **Academic Pathway** | Physical Science | Biology | Principles of Chemistry | Anatomy & Physiology<br>Biology /(AP)<br>Chemistry/ (AP/ECE)<br>Environmental Science /(AP)<br>UCONN Physics<br>Biotechnology and Forensics<br>Astronomy<br>Botany<br>Meteorology<br>Oceanography |
| **Accelerated  Pathway** | Physical Science<br>Biology | Acc Biology ACC | Acc/AP/ECE Chemistry | Anatomy & Physiology<br>Biology AP<br>Environmental Sci AP<br>UCONN Physics<br>Accelerated Physics<br>Biotechnology and Forensics<br>Astronomy<br>Botany<br>Meteorology |

| | | | | Oceanography |
|---|---|---|---|---|
| **Accelerated Physical Science and Biology** | Physical Science Biology | AP/ECE Chemistry | Biology AP Environmental Sci AP | UCONN Physics Accelerated Physics |

**\*Colored boxes denote required courses within the pathway.  This will ensure ALL students gain access to science content required by the NGSS.**

*What career options might I have with a background in Science?*

| Other | Government Agencies & Law | Manufacturing/Engineering | Scientist |
|---|---|---|---|
| Agriculture Specialist | Lawyer | Engineer: | Biologist |
| Technical Sales Person | Forensics Specialist | (Mechanical, Electrical, Civil, | Chemist |
| Water Quality Inspector | Conservation Scientist | Aerospace) | Physicist |
| Soil Scientist | Public Health Director | Photonics Specialist | Geologist |
| Landscape Designer | City Planner | Fiber Optics Specialist | Genetic Engineer |
| Architect | Defense System Specialist | Telecommunications | Astronomer |
| Website Designer | NASA Employee | Specialist | Biomedical |
| **Health Care** | Police Officer | Computer Scientist | Engineer |
| Physical Therapist | Detective | Programmer | Biochemist |
| Physician | Patent Attorney | Recycling Specialist | Astrophysicist |
| Physician's Assistant | Astronaut | Hazard Evaluator | Genetic |
| Surgeon | | Safety Officer | Researcher |
| Nurse | | Metallurgist | Inventor |
| Emergency Medical Technician | | Pharmaceutical Engineer | Meteorologist |
| | | Materials Engineer | Space Scientist |
| | | | Teacher |
| | | | College Professor |
| Media and Publishing | **Animal Care** | | |
| Science Writer or Editor | Veterinarian | | |
| Medical/ Health/Science Reporter | Kennel Care | | |
| Technical Writer | Marine Biologist | | |

# *Science Courses*

The science curriculum is built around three dimensions.  These dimensions are (1) science and engineering practices, (2) cross-cutting concepts that unify the study of science and engineering through their common application across fields, and (3) core ideas in four disciplinary areas: physical science; life sciences; earth and space sciences; and engineering, technology, and application of science. All science courses are laboratory-oriented.

The goals of the Science Department are to engage students in the practices of science by:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineerings)
- Engaging in argument for evidence
- Obtaining, evaluating, and communicating information.

**Every student must earn (3) credits in science to complete graduation requirements. Departmental recommendation is required for all accelerated courses.**

## *PHYSICAL SCIENCE*

| **Grades:** 9 | **Credit:** 1 |
|---|---|
| Accelerated Category 1 Academic Category 2 | |
| **Prerequisite:** None | |

This course is the first in a sequence designed to prepare students for the Next Generation Science Standards Assessment in Grade 11. Topics will include: Geology, Astronomy, Physics, Energy Transformation, and Transmission of Data. Intriguing laboratory experiments will allow students to analyze real-world problems and to better understand how science is relevant to their lives.



## *BIOLOGY*

| **Grades:** 9 ACC/10 | **Credit:** 1 |
|---|---|
| Accelerated Category 1 Academic Category 2 | |

| Prerequisite: | Pass Physical Science |
|---|---|

This course is the second in a sequence designed to prepare students for the Next Generation Science Standards Assessment in Grade 11. Biology is the branch of science in which students will consider the characteristics common to all living things and how they maintain the living condition. They will develop an understanding of the relationship between structure and function. Students will explore the interplay between energy and matter through processes such as photosynthesis and respiration and interactions within a community of organisms. They will explain the structure of DNA and all the roles it plays in controlling cells. DNA contributes to the variety among organisms and provides an explanation of species evolution. Students will also investigate the human organism and its relatedness to other living things. Laboratory activities are incorporated to support the idea and concepts explored in the classroom.

## ECE Biology (UConn) ==> Bristol Central ONLY

*STEM Elective

| Grades: 11, 12 | Credit: 1.0 | Category: |
|---|---|---|
| Prerequisite: Academic Biology (90 or better) or Accelerated Biology (85 or better); have taken high school chemistry (Acad >90 or Acl >85) or taking concurrently Accelerated or UConn Chemistry. Permission from Instructor if prerequisites are in question | | |

ECE UCONN Biology 1107 is equivalent to the course that is offered on campus during the Fall semester. It is designed for students that have a strong interest in, or desire to pursue a career in the sciences, and will provide a foundation for more advanced college courses in Biology and related sciences. Topics covered include biochemistry, cell biology (energetics, structure, transport, communication, genomics, protein synthesis), and animal form and function. The course will consist of 50% lecture and 50% laboratory. Students must be willing to participate in all laboratory exercises in BIOL 1107, including the dissection of preserved animals. This is a course is designed to 1) present a rigorous, comprehensive College-Level Study of the Biological Sciences; 2) encourage learners to apply biological principles to real-world problems; 3) help students develop college-level critical thinking skills, writing skills, and study habits; and 4) develop a love of Biology and its complexity and a curiosity for the natural world. A course exit exam created by the University of Connecticut Professors will be cumulative for the content from the entire course (year). The student's UConn grade will be determined as follows: 85% BC grade and 15% Exit Exam grade. A final grade of "C" (73) or better is required to receive UConn credit.

*Students may earn three college credits through the University of Connecticut's Early College Experience (ECE) program.*

## BIOLOGY AP ==> Bristol Eastern ONLY

*STEM Elective

| Grades: 11-12 | Credit: 1 | Category: AP |
|---|---|---|
| Prerequisite: Acc. Bio, Grade of "83" or a grade of "93" Acad. Bio **and** are concurrently taking or have completed AP/Acc. Chemistry. | | |

The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. AP Biology will include those topics regularly covered in a college biology

course for majors.  The college course in biology differs significantly from the usual first high school course in biology with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required of students.  The textbook and labs will be the equivalent of those used by college students.  The topics covered include Molecules and Cells (25%), Heredity and Evolution (25%), and Organisms and Populations (50%).  Students will be required to take the Advanced Placement Examination in May.  *Please see page 19 for specific requirements regarding AP/UCONN courses.*



## *CHEMISTRY*

| **Grades:** 10-12 | **Credit:** 1 |
|---|---|
| **Accelerated Chemistry** - Academic Category 1 ||
| **Principles of Chemistry** - Academic Category 2 ||
| **Prerequisite:** Passed Physical Science and Biology. ||

This course is the third in a sequence designed to prepare students for the Next Generation Science Standards Assessment in Grade 11. Atomic structure and quantitative relationships between atoms and molecules are stressed to explain chemical reactions.  Understanding the concepts of chemistry is developed through correlation of classroom and laboratory activities.

## *CHEMISTRY AP*

| **Grades:** 10-12 | **Credit:** 2 | **Category:** AP |
|---|---|---|
| **Prerequisite:**  Must be enrolled in or have taken Accel. Alg. 2 and  have an"83" average in Accel. Bio. or a "93" in Acad. Bio. |||
| Grade 10 students may take concurrently with Biology ACC with teacher recommendation and "83" average in Physical Science ACC. |||

Advanced Placement Chemistry is designed to be the equivalent of a two-semester college introductory chemistry course.   This course enables students to undertake, in their first year, second-year work in the chemistry sequence at their institution or to register in courses in other fields where chemistry is a prerequisite.  Students will attain a depth of understanding of fundamentals and competence in dealing with chemical problems.  This course will contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing,  with clarity and logic.  Understanding the concepts of chemistry is developed through the correlation of

classroom and laboratory activities.  Students will be required to take the Advanced Placement Examination in May. *Please see page 19 for specific requirements regarding AP/UCONN courses.*

## *PHYSICS*

*STEM elective

| **Grades:** 12 | **Credit:** 1 |
| --- | --- |
| Academic Category 2 | |
| **Prerequisite:** Successful completion of Acad. Alg. I and Geometry | |

This course is designed for students interested in a career in mathematics, science or engineering as well as those interested in a more extensive physical science background.  Laboratory activities are correlated with classroom work.

## *PHYSICS/UCONN*

*STEM elective

| **Grades:** 11/12 | **Credit:** 1 | **Category:** ECE - AP |
| --- | --- | --- |
| **Prerequisite:**  Must have an "83" average in Acc.  Alg. 2 and must have previously taken or concurrently taking Acc. Pre-calculus, or  have permission of  instructor | | |

Physics/ Uconn is equivalent to the first semester of an algebra-based college introductory physics course.  This course covers Newtonian mechanics, thermodynamics, waves, and electric circuits.  This course emphasizes laboratory investigations and focuses on experimental techniques, data analysis and drawing inferences from observations and data.  Quantitative problem solving is also stressed. This course may qualify for UCONN credit. *Please see page 19 for specific requirements regarding AP/UCONN courses.*

## *Mechanics and  Electricity & Magnetism UCONN*

*STEM elective

| **Grades:** 12 | **Credit:** 2 | **Category:** ECE - AP |
| --- | --- | --- |
| **Prerequisite:**  Completed or enrolled in AP Calculus, completed accelerated Calculus as a junior, or permission of instructor. | | |

This class is the equivalent of a two-semester, calculus-based college introductory physics course. This course covers Newtonian mechanics and electricity and magnetism. This course places heavy emphasis on quantitative problem solving and demands the student be comfortable applying the concepts of algebra, geometry, and trigonometry. This course will also deepen the student's understanding of calculus through real world applications. Students will be required to take both the AP Physics C Mechanics and AP Physics C Electricity and Magnetism examinations in May. This course may also qualify for UCONN credit. *Please see page 19 for specific requirements regarding AP/UCONN courses.*

## *ANATOMY & PHYSIOLOGY*

*STEM elective

| **Grades:** 11/12 | **Credit:** 1 | **Category:** 2 |
| --- | --- | --- |
| **Prerequisite:**  Biology with a "75" average. | | |

This course is designed for students who plan to enter a health-related career or have an interest in a more extensive exploration of human anatomy.  The relationship between structures and their functions is emphasized and examined through the use of models, preserved animals or their organs.

### Astronomy

| Grades: 10-12 | Credit: 0.5 | Category: 2 |
|---|---|---|
| Prerequisite: Must have passed Physical Science | | |

Students in the Astronomy course continue to develop knowledge in the core disciplinary ideas in the Earth and Space Sciences described in the Next Generation Science Standards (NGSS) including: Earth's Place in the Universe. In Earth's Place in the Universe students answer the question, "What is the universe, and what is Earth's place in it?" The sub-ideas students investigate include: the universe and its stars.

### ENVIRONMENTAL ISSUES AND SUSTAINABILITY

| Grades: 11/12 | Credit: 1 | Category: 2 |
|---|---|---|
| Prerequisite: Must have passed physical science and biology. | | |

This course is designed to prepare students to understand the impact of humans on Earth's systems. This course is a lab-centered approach to developing a solid knowledge base to environmental issues of the community and globe. The course will involve studies of the earth and the environment. The course involves studies of the earth and the environment, ecological interactions, biomes, energy resources, land and water resources, and managing the environment. Field trips and local environmental work will be an integral part of the course.

### ECE Environmental Science (UConn)  ==> Bristol Eastern ONLY

| Grades: 11,12 | Credit: 1.0 | Category: AP |
|---|---|---|
| Prerequisite: Successful completion of two years of high school science | | |

An introduction to basic concepts and areas of environmental concern and how these problems can be effectively addressed. Topics include human population; ecological principles; conservation of biological resources; biodiversity; croplands, rangelands, forestlands; soil and water conservation; pollution and water management; and wildlife and fisheries conservation.

*Students may earn three college credits through the University of Connecticut's Early College Experience (ECE) program.*

### ENVIRONMENTAL SCIENCE AP  ==> Bristol Central ONLY

| Grades: 11/12 | Credit: 1 | Category: AP |
|---|---|---|
| Prerequisite: "93" or above in Acad. Alg. 1, or "83" or above in Accel. Alg. 1; 93" or above in Acad. Biology or"83" or above in Accel. Biology. Must have taken Chemistry or taking concurrently. | | |

This course is designed to provide students with the interdisciplinary connections of the natural world, to identify and analyze environmental issues resulting from both human and non-human induced causes. Students will then

identify the threats linked with these issues and investigate possible solutions and preventative measures. This course will include a demanding laboratory and field component designed to give students an authentic perspective on the scope of numerous environmental issues. **It is essential that students attend the three mandatory field investigation activities that will be offered once per quarter.** Students will be required to take the AP Environmental Science exam in the spring. Due to the high rigor level associated with this course, students will be expected to complete outside class activities, including the summer assignment. ***Please see page 19 for specific requirements regarding AP/UCONN courses.***

## *Biotechnology and Forensics*

*STEM Elective

| Grades: 11,12 | Credit: 1.0 | Category: 1 |
|---|---|---|
| **Prerequisite:** Must have a "70" average in ACC Biology and a "90" in ACA Biology. | | |

Biotechnical Engineering will expose students to the diverse fields of biotechnology including biomedical engineering, bio-molecular genetics, bioprocess engineering, agricultural and environmental engineering. lessons engage students in engineering design problems that can be accomplished in a high school setting related to biomechanics, cardiovascular engineering, biomedical devices, human interface, bioprocesses, forensics and bioethics.

## *BOTANY*

*STEM elective

| Grades: 10/ 11/12 | Credit: .5 | Category: 2 |
|---|---|---|
| **Prerequisite:** Must have passed physical science. | | |

Botany is the scientific study of all plant life and development. This introductory course covers a wide range of the plant kingdom including lower plants such as algae and higher plants, such as conifers and flowering plants. A comparative study of structure, growth, reproduction, metabolism, development, diseases, and chemical properties and evolutionary relationships between the different groups will be conducted. Students will also be exposed to plant identification and taxonomy.

## *METEOROLOGY*

*STEM elective

| Grades: 10/11/12 | Credit: .5 | Category: 2 |
|---|---|---|
| **Prerequisite:** Must have passed physical science. | | |

Students in the Meteorology course continue to develop knowledge in the core disciplinary ideas in the Earth and Space Sciences described in the Next Generation Science Standards (NGSS) including: Earth and Human Activity, where students analyze weather models and make an evidence-based forecast of the current rate of climate change. and Earth's System, where students study the factors that change weather and climate.

## *OCEANOGRAPHY*

*STEM elective

| Grades:10/ 11/12 | Credit: .5 | Category: 2 |
|---|---|---|
| **Prerequisite:** Must have passed physical science. | | |

The planet's oceans cover about 72% of Earth's surface, and yet there is much to learn about what lies beneath its surface. This introductory course to the study of the oceans will cover formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; and marine resources.

# SOCIAL STUDIES

## DEPARTMENT PHILOSOPHY

The primary objective of the social studies program is to prepare students to become thoughtful individuals whose academic background and skills will enable them to function successfully in an increasingly complex, multicultural, and changing world.  The social studies program must provide students with an intellectual framework of knowledge, the skills necessary to process information, and the capacity to understand and appreciate people from backgrounds and cultures different from their own.  Further, the program is intended to develop an informed, discriminating citizenship essential to effective participation in the democratic processes of governance and the fulfillment of the nation's democratic ideals.

While history forms the foundation for social studies, it is understood that concepts from other social sciences, including geography, economics, psychology, and sociology must be integrated through the department's course offerings to provide students with a firm understanding of the principles and methodologies in the social studies discipline.

**Connection to the Vision of the Graduate:**
- Meaningfully Contribute to a Global Society
- Effectively Communicate in a Global Society
- Successfully Employ Skills For Self-Sufficiency
- Demonstrate Academic Knowledge and Skills

## Typical Progression

| 1 credit in World History | 1 Credit in Modern American History | .5 Credit in Civics | .5 Credit in a Social Studies Elective |
|---|---|---|---|
| | | | |

## What career options might I have with a background in History and Social Studies?

| Business | Government | Arts/Media | Education |
|---|---|---|---|
| Attorney | Attorney | Historian | Social Studies, History and |
| Government Relations | Paralegal Assistant | Archivist | Humanities |
| Lobbyist | Public Administrator | Museum | College Professor |
| Human Resources | Police Officer | Curator | Grant Writer |
| Consulting | Social Worker | Editor | Teachers |
| Corporate | Political Advisor | Journalist | |
| Communication | Foreign Service, Peace Corps | Press | |
| | Advocacy | Secretary | |
| | Elected Official | | |

# Social Studies Courses

Listed below are the course offerings in the social studies department.  The previous social studies teacher will recommend a student's future assignment to a social studies course level based on the student's ability and performance.   All students selecting courses in the social studies department should expect to complete assignments to develop skills in reading, writing, research, speaking and listening beyond the work indicated in the course description.

## WORLD HISTORY

*Humanities Elective

| **Grades:** 9 | **Credit:** 1 |
|---|---|
| Accelerated Category 1 Academic Category 2 | |
| **Prerequisite:** None. | |

Students study the history of the world's people in the modern era.  The origins of different societies are examined, including the rise and growth of democracy and other forms of government.  Through this course, students use a variety of techniques to develop a better understanding of people, events and trends. Courses taken at the accelerated level in social studies are designed to prepare students to take Advanced Placement social studies courses by the time students graduate.



## MODERN AMERICAN HISTORY

| **Grades:** 10 | **Credit:** 1 |
|---|---|
| Accelerated Category 1 Academic Category 2 | |

**Prerequisite:** Acc: "93" average in World Hist. Accel. and/or Dept. Recommendation

This class, which is required for graduation, examines the democratic principles and ideals of our past society as a basis for understanding present issues and problems confronting citizens of a changing nation. Students study the political, social, economic, and cultural development of the United States from 1898 to the present. Emphasis is placed on twentieth century life and events that have shaped our nation. Courses taken at the accelerated level in social studies are designed to prepare students to take Advanced Placement social studies courses by the time students graduate.

## *CIVICS*

| Grades: 10-12 | Credit: .5 | Category: 2 |
|---|---|---|
| **Prerequisite:** Modern American History; Grade 10 with departmental permission | | |

Civics is required for high school graduation. Students learn about the form and function of the American democratic system as well as the commitment and obligations of being a citizen. Having studied various political systems in earlier history courses, students analyze how the American republic has been designed to meet the evolving needs of a diverse society. As they learn about political concepts, students develop the literacy skills of political scientists and active citizens. To apply lessons of citizenship, students conduct a semester-long research project in which they create and execute an action plan to improve a self-selected issue of concern.

# SOCIAL STUDIES ELECTIVES

## U.S. HISTORY AP

*Humanities Elective

| **Grades:** 10-12 | **Credit:** 1 | **Category:** AP |
|---|---|---|
| **Prerequisite:** Course average of "93" in Modern American History Acad., or "83" average in Accel. Grade 10 with departmental permission. | | |

U.S. History classes examine the democratic principles and ideals of our past society as a basis for understanding present issues and problems confronting citizens of a changing nation. Students study the political, social, economic and cultural development of the United States from the time of early exploration through the modern era. Emphasis is placed on the major themes and events that have shaped our nation. Students enrolled in this course must take the common midterm and final assessment for Advanced Placement U.S. History. ***Please see page 19 for specific requirements regarding AP/UCONN courses.***

## U.S. GOVERNMENT AND POLITICS AP

*Humanities Elective

| **Grades:** 10-12 | **Credit:** 1 | **Category:** AP |
|---|---|---|
| **Prerequisite:** Course average of "93" in World History, Civics or Modern American History Acad., or "83" in Accel., or course average of "83" in another AP course. Grade 10 with departmental permission. | | |

AP U.S. Government and Politics is a college-level introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will read and analyze U.S. foundational documents, supreme court decisions, and other texts and visuals to gain an understanding of the relationships and interactions between political institutions and behavior. They will read and interpret data, develop evidence-based arguments, and engage in an applied civics or politics research based project. Successful completion of this course will satisfy the Civics graduation requirement. Students will be required to take the American Government and Politics Advanced Placement examination in May. ***Please see page 19 for specific requirements regarding AP/UCONN courses.***

## HUMAN GEOGRAPHY AP

*Humanities Elective

| **Grades:** 9-12 | **Credit:** 1 | **Category:** AP |
|---|---|---|
| **Prerequisite:** For freshmen: course average of "90" in grades 8 and 7 accelerated SS; standardized test scores; and teacher recommendation. For grades 10-12: course average of "93" in World History, Civics or Modern American History Acad.; or "83" in Accel.; or course average of "83" in another AP course; and departmental permission. | | |

The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Students enrolled in this

course must take the common midterm and final examination for Human Geography Advanced Placement. ***Please see page 19 for specific requirements regarding AP/UCONN courses.***

## *WORLD HISTORY AP*

*Humanities Elective

| Grades: 10-12 | Credit: 1 | Category: AP |
|---|---|---|
| **Prerequisite:** Course average of "93" in      World History or     Mod. Amer. Hist. Acad. or "83" in Accel., or course average of "83" in another AP course, or Dept. Recommendation, or Standardized Test Scores (SBA or DRP). | | |

Advanced Placement World History is the study of major world civilizations from 8000 B.C.E. to the present day. AP World History will examine the societies and cultures of Asia, the Middle East, Latin America, Africa, Europe and the Americas. This course requires extensive reading and writing as well as strict attendance at all classes. Students are required to examine the dynamics of continuity and change over all historical periods covered in the course. Students develop skills to be used in further historical studies and in the final AP World History Exam. ***Please see page 19 for specific requirements regarding AP/UCONN courses.***

## *MICROECONOMICS AP*

*Humanities Elective

| Grades: 10-12 | Credit: 1 | Category: AP |
|---|---|---|
| **Prerequisite:** Algebra 1 and recommendations from Math, Social Studies, or Business teacher | | |

AP Microeconomics, a full-year course, is designed to give students an understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system.  Students examine concepts such as supply and demand, factors of production, roles of labor and management, and the government's impact on individual decision-making processes.  This course is recommended for college-bound students who want the opportunity to do advanced written analysis. Participation in the Advanced Placement examination is a requirement of this course. ***Please see page 19 for specific requirements regarding AP/UCONN courses.***

## *Black and Latino Studies ⇒ NEW COURSE*

Humanities Elective

| Grades: 11-12 | Credit: 1.0 | Category: 2 |
|---|---|---|
| **Prerequisite: World History/AP Human Geography/AP World History and Modern American History** | | |

The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.

## ECONOMICS

| Grades: 10-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: Mod. Amer. History; Grade 10 with departmental permission | | |

This course addresses the theory of economics and some practical applications of this knowledge.  It is intended for college-bound students or those students seeking additional training for the area of business, with average or above reading abilities.  Both macro and micro economics theories are  studied. The following major areas are included in this study:  (1) production and use of wealth, (2) money supply, (3) roles of industry, labor, and the consumer, (4) organization of business, (5) national productivity and economic measurements, and (6) credit, banking and the stock market.

## GEOGRAPHY AND CULTURE OF LATIN AMERICA AND AFRICA *Humanities Elective

| Grades: 10-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite:  Mod. Amer. History or concurrent registration in Mod. Amer. History | | |

This course provides students with an in-depth look at Sub-Saharan Africa and Latin/South America.  Students in this course will study each region historically, politically, culturally, and geographically in order to better understand how other people live.

## GEOGRAPHY AND CULTURE OF ASIA AND THE MIDDLE EAST *Humanities Elective

| Grades: 10-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite:  Mod. Amer. History or concurrent registration in Mod. Amer. History | | |

This course provides students with an in-depth look at the Middle East and Asia.  Students in this course study each region historically, politically, culturally, and geographically in order to better understand how other people live.

## GLOBAL ISSUES

| Grades: 10-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite:  Mod. Amer. History or concurrent registration in Mod. Amer. History | | |

This course allows students to study various issues that affect our global community.  Topics include pandemics, globalization, and international conflicts. This course is designed for students with interests in current events and social studies and who wish to participate in a program with rigorous reading, writing, and research requirements. Students conduct several research projects.

## LAW AND JUSTICE

| Grades: 10-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite:  Mod. Amer. History or concurrent registration in Mod. Amer. History | | |

This course is designed for the college-bound student who has above-average reading skills.  Topics include the nature of crime, the nature of law in society, the personality of the criminal, the victims of crime, the problems of juvenile crime and the juvenile justice system, and the criminal justice system.  Civil law is studied regarding torts, consumerism, housing and family law.

## CONTEMPORARY PSYCHOLOGY

*Humanities Elective

| Grades: 10-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: Mod. Amer. History or concurrent enrollment in Mod. Amer. History | | |

This course uses a discussion format and deals with psychological theories as well as in-depth studies of personality, mental health, relationships, and character development.  Topics that could be covered in the course include: learning; motivation; memory; emotional development; altered states of consciousness; interpersonal relationships and aggression.

## DEVELOPMENTAL PSYCHOLOGY

*Humanities Elective

| Grades: 10-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: Mod. Amer. History or concurrent registration in Mod. Amer. History | | |

This course uses a discussion format and deals with psychological theories as well as in-depth studies of personality, mental health, relationships, and character development.  Topics that could be covered in the course include: personality theories; disturbances – breakdown and recovery in regards to personality and psychological disorders; adolescence to adulthood; lifespan and dying and death and grief.

## PSYCHOLOGY AP

*Humanities Elective

| Grades: 10-12 | Credit: 1 | Category: AP |
|---|---|---|
| Prerequisite:  Course average of "93" in World Hist. or Mod. Amer. Hist. Acad. or "83" in Accel. or course average of "83" in another AP course, or Dept. Recommendation, or Standardized Test Scores (SBA or DRP ). | | |

AP Psychology is designed to expose students to the systematic and scientific study of behavior and mental processes of human beings and other animals.  This full-year course is the equivalent of a college-level general psychology course and is designed to prepare students for the AP examination.  The curriculum is intensive and sophisticated, requiring a strong level of commitment.  This course is designed to expose students to an array of subjects of interest that has one common thread: the student.  AP Psychology will be an academic odyssey as students traverse through such areas as:  psychological disorders, memory, brain function, psychological testing and experimentation, lifespan, states of consciousness, motivation and emotion, and major personality theories. **Please see page 19 for specific requirements regarding AP/UCONN courses.**

## SOCIOLOGY

*Humanities Elective

| Grades: 10-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: Mod. Amer. History or concurrent registration in Mod. Amer. History | | |

This course is designed primarily for the student who plans to go to college and/or is preparing for a career in social work, counseling, or a similar field.  Sociology is the study of humans in groups and the ways in which people relate to each other in society.  Topics covered are human learning about society's way of life and its rules; social institutions like the family; and social problems.  The methods used by sociologists will also be covered.

# *WORLD LANGUAGES*

## *DEPARTMENT PHILOSOPHY*

Our primary goal is to help all students develop linguistic proficiency and cultural sensitivity in a second language of their choice.  We believe that all students can benefit from second language instruction.  We recognize that not everyone learns at the same rate or in the same way; nevertheless, we believe that all students should have the opportunity to develop language proficiency to a degree commensurate with their individual abilities.  In the 21$^{st}$ century, the ability to communicate effectively in a language other than English is increasingly important in today's global society.  Also, we believe all students should have an awareness of other cultures as well as sensitivity and appreciation for the diversity around them.  We believe that the study of a second language and culture  will give them the tools to be successful in an ever increasing global market.

**Connection to the Vision of the Graduate:**
- Meaningfully Contribute to a Global Society
- Effectively Communicate in a Global Society
- Demonstrate Academic Knowledge and Skills

*What career options might I have with a background in World Language?*

| Business | Education | Government |
|---|---|---|
| E-Commerce Developer | Elementary School Teacher | Foreign Service Officer |
| International Sales & | Middle School Teacher | Intelligence Agent |
| Marketing Officer | High School Teacher | Customs Official |
| International Investment | School Administrator | Court Interpreter |
| International Banking Officer | College Professor | |
| | Social Worker | |
| **Healthcare** | **Manufacturing** | **Retail** |
| Interpreter | Biotechnology Researcher | Import/Export Agent |
| Healthcare worker | Software Programmer | Sales & Marketing Manager |
| **Media** | **Museums & Galleries** | **Tourism** |
| Journalist | Art Conservator | Travel Agent |
| Public Relations Specialist | Docent | Hotel Management |
| Telecommunications | Museum Director | Tour Guide |
| Translator | | |
| Reporter | | |
| News Commentator | | |

# World Language Courses

<span style="color:red">First credit meets the graduation requirement, any additional credits count towards Humanities electives.</span>

- These elective courses are available to all students.
- Universities require two or three years of a world language for the 21st Century student.  It is strongly recommended that students take at least three years of a world language.
- Students with prior knowledge of a second language may request a placement test to determine their proficiency and proper entry level into a language course.  A grade of "85" or higher will be required for a student to move to the next level of a language.
- In order to continue to the next level, it is recommended that a student obtain at least a final grade of "C" and pass the final exam in any language course.
- Department recommendation is required for all accelerated courses.
- Seniors may sign up for level 1 language courses as space permits.

## CLASSICAL LANGUAGE

Latin is one of the oldest subjects still taught in high school.  We are the heirs of the Romans.  Our language is 60% Latin derived.  The way we govern and judge ourselves comes from the Romans.  In contrast to the modern languages, Latin emphasizes reading comprehension. Students will demonstrate **reading** comprehension of Latin by translating and answering questions.

## MODERN LANGUAGES

The world language program is available to those students who must meet college requirements or who are interested in developing all four skills of language:  listening comprehension, speaking, reading, and writing.  A four-year sequence is offered in French, Italian, and Spanish.  The first two years of language study focuses on the vocabulary and grammatical structures needed for daily communication.  At the advanced levels, the courses focus on creating longer discourse in writing and speaking and more advanced interactions.  At all levels, the study is enriched by materials that help to give the students a rich understanding of the countries and cultures studied in class.

## FRENCH 1

| Grades: 9-12 | Credit: 1 |
|---|---|
| Accelerated Category 1 Academic Category 2 | |
| Prerequisite: None | |

French 1 introduces the beginning student to the sound system and intonation patterns of French with special emphasis on listening comprehension and speaking skills.  It acquaints students with the basic structures and trains them to use these structures in simple conversation.  It also helps to develop their ability to read and write within reasonable limits.  At the same time, it acquaints them with different aspects of French culture.

## FRENCH 2

| Grades: 10-12 | Credit: 1 |
|---|---|
| Accelerated Category 1 | |
| Academic Category 2 | |
| Prerequisite: French 1 | |

French 2 continues the development of the basic skills begun in the first year.  Comprehension and speaking skills are stressed, but with more attention being given to reading and writing.  The study of geography, history and culture of the Francophone world is continued.

## FRENCH 3

| Grades: 11-12 | Credit: 1 |
|---|---|
| Accelerated Category 1 | |
| Academic Category 2 | |
| Prerequisite: French 2 | |

French 3 continues the content of the spoken language for listening comprehension and speaking, but the vocabulary and style of the written language are introduced to develop the reading and writing skills.  Students receive training in guided literary analysis and composition such as summaries, character sketches, and original dialogues.



## FRENCH 4

| Grades: 12 | Credit: 1 |
|---|---|
| Accelerated Category 1 | |
| Academic Category 2 | |
| Prerequisite: French 4 | |

French 4 is an extension of the work in French 3 except that now students devote more time to reading, writing and speaking than in any previous level.  Using excerpts from French literature along with other selected cultural and historical readings, students are expected to write original compositions using vocabulary appropriate to the materials.  Oral activities are also a part of the program to increase the students' proficiency in the use of the language.

## ITALIAN 1

| Grades: 9-12 | Credit: 1 |
|---|---|
| Accelerated Category 1 | |
| Academic Category 2 | |
| Prerequisite: None | |

Italian 1 introduces the beginning student to the sound system and intonation patterns of Italian with special emphasis on the listening comprehension and speaking skills. It acquaints students with the basic grammatical structures and trains them to use these in simple conversation. It also helps to develop their ability to read and write simple texts. At the same time, it acquaints them with different aspects of Italian culture.

## ITALIAN 2

| Grades: 10-12 | Credit: 1 |
|---|---|
| Accelerated Category 1 | |
| Academic Category 2 | |
| Prerequisite: Italian 1 | |

Italian 2 continues the development of the basic skills begun in the first year. The comprehension and speaking skills are stressed but with more attention being given to reading and writing. The study of the geography and history of Italy, its people and customs is continued.

## ITALIAN 3

| Grades: 11-12 | Credit: 1 |
|---|---|
| Accelerated Category 1 | |
| Academic Category 2 | |
| Prerequisite: Italian 2 | |

Italian 3 is designed to improve reading and writing proficiency through practice of these skills. It includes a review of grammar, an introduction to some of the great works in Italian literature and a more extensive study of the geography and history of Italy, its people and customs.

## ITALIAN 4

| Grades: 12 | Credit: 1 |
|---|---|
| Accelerated Category 1 | |
| Academic Category 2 | |
| Prerequisite: Italian 3 | |

Italian 4 is an extension of the work in Italian 3, except that now students devote more time to reading, writing, and speaking than in any previous level. Selections from various periods of Italian literature are read and studied. Oral activities are also part of the program to increase individual initiative and group planning.

## *SPANISH 1*

| **Grades:** 9-12 | **Credit:** 1 |
|---|---|
| Accelerated Category 1 | |
| Academic Category 2 | |
| **Prerequisite:** None | |

Spanish 1 introduces the beginning student to the sound system and intonation patterns of Spanish with special emphasis on the listening comprehension and speaking skills. It acquaints students with the basic grammatical structures and trains them to use these structures in simple conversation. It also helps to develop their ability to read and write within reasonable limits. At the same time, it acquaints them with different aspects of Spanish culture. Spanish 1 emphasizes the basic skills of language, teaches the students the essential elements of grammar, and introduces the student to the Spanish speaking world.

## *SPANISH 2*

| **Grades:** 10-12 | **Credit:** 1 |
|---|---|
| Accelerated Category 1 | |
| Academic Category 2 | |
| **Prerequisite:** Spanish 1 | |

Spanish 2 aims at strengthening and enriching the students' skills in speaking, listening, reading and writing, thereby facilitating and making more flexible all forms of expression. Moreover, the students become further acquainted with the countries of the Hispanic world and their civilization.

## *SPANISH 3*

| **Grades:** 11-12 | **Credit:** 1 |
|---|---|
| Accelerated Category 1 | |
| Academic Category 2 | |
| **Prerequisite:** Spanish 2 | |

Spanish 3 aims at integrating and solidifying grammar and proficiency in the language skills through the frequent use of audio tracks, videos of native speakers, and in the preparation of individual reports. The students improve their ability to express themselves in Spanish and at the same time acquire an appreciation of the Hispanic world.

## *SPANISH 4*

| **Grades:** 11-12 | **Credit:** 1 |
|---|---|
| Accelerated Category 1 | |
| Academic Category 2 | |
| **Prerequisite:** Spanish 3 | |

The fourth year seeks to expand and strengthen the development of the language skills through a concentrated study of selected readings and current topics. Continued emphasis is given to vocabulary building, grammar review, writing and oral expression through discussions, reports and dramatic role plays to increase the student's proficiency in the use of the language.

## Spanish for Native Speakers ⇒ NEW COURSE

Humanities Elective

| Grades: 9-12 | Credit: 1.0 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |

This course is designed to meet the needs of students who speak Spanish at home. By drawing on students' cultural experiences and existing linguistic skills, this course will further develop students' proficiency in the Spanish language, placing a particular emphasis on the development of presentational, written communication.

## SPANISH LANGUAGE AND CULTURE 5 AP

| Grades: 10-12 | Credit: 1 | Category: AP |
|---|---|---|
| Prerequisite: Spanish IV Accelerated Course average of "93" in Spanish IV Acad., or "83" average in Accel. Spanish IV | | |

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. *Please see page 19 for specific requirements regarding AP/UCONN courses.*

## LATIN 1 (Accelerated)

| Grades: 9-12 | Credit: 1 | Category: 1 |
|---|---|---|
| Prerequisite: None | | |

Latin I has two major objectives; the first is to comprehend the Latin language through the practice of reading while the second is to develop the students' understanding of the social and political history of the Romans, especially during the first century A.D. in Italy and Britain. The story line follows a historical Roman family in Pompeii through the son's adventures in Roman Britain. The course presents the language as the medium of the great culture and literature that molded it. Students follow the plot of the stories (often humorous), recognize and react to the characters, and distinguish significant details in the social and historical setting of the Roman World. Students demonstrate familiarity with the daily life of the Romans in the first century A.D.. Special attention is given to the multitude of English words which derive from Latin.

## LATIN 2 (Accelerated)

| Grades: 10-12 | Credit: 1 | Category: 1 |
|---|---|---|
| Prerequisite: Latin 1 | | |

Students demonstrate reading comprehension of Latin containing sentences with verbs in the subjunctive moods, participles, and nouns and adjectives in all five cases. Latin II continues to develop students' comprehension of Latin and knowledge of the Roman world. The story line continues with the son's adventures in Roman Britain and Egypt. More attention is given to derivatives and Roman history.

## LATIN 3:  INTRODUCTION TO LATIN LITERATURE (Accelerated)

| Grades: 11-12 | Credit: 1 | Category: 1 |
|---|---|---|
| Prerequisite: Latin 2 | | |

Latin III is a student's first contact with actual texts written by ancient Roman authors. Reading short excerpts of genuine Latin from a variety of authors is the emphasis. The storyline involves the Emperor Domitian in provincial politics and his influence in Rome in the first century A.D.. The second semester introduces Pliny, Martial, Cicero, Ovid, Catullus et al. Students demonstrate reading comprehension of Latin containing sentences with verbs in the

passive voice and future tenses.  Students also demonstrate familiarity with the politics, history and topography of Rome in the first century A.D.  There is a focus on vocabulary acquisition.  Special attention continues to be given to derivatives and Roman history.

## *LATIN 4:  LATIN LITERATURE (Accelerated)*

| **Grades:** 12 | **Credit:** 1 | **Category:** 1 |
|---|---|---|
| **Prerequisite:** Latin 3 | | |

In Latin IV, students read actual texts written by ancient Roman authors.  Students demonstrate reading comprehension by reading selected passages and excerpts from Vergil, Cicero, Pliny, Catullus, Martial et al.  There is a comparison of the political, social, and legal systems of ancient Rome with those of today as well as a study of Rhetorical Figures of Speech.  There is also a continued focus on vocabulary acquisition.  Special attention continues to be given to English derivatives.

## *LANGUAGE AND CULTURE A*

| **Grades:** 9-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** none | | |

This course is focused on the comparative study of language and culture, both ancient and modern. Students will learn about a variety of cultural traditions around the globe and throughout time, including how cultures developed and spread, how they celebrate myths and legends, how they define the family unit, and how they go about their daily lives. Students will also recognize how these languages draw from common origins by learning Latin roots and reinforce their existing knowledge of grammatical structures by studying similarities and differences between languages.

## *LANGUAGE AND CULTURE B*

| **Grades:** 9-12 | **Credit:** .5 | **Category:** 2 |
|---|---|---|
| **Prerequisite:** none | | |

This course is focused on the comparative study of language and culture, both ancient and modern. Students will learn about a variety of cultural traditions around the globe and throughout time, including traditional foods and taboos, music and dance, sporting venues and practices, and celebrations such as Christmas and Carnival. Students will also recognize how these languages draw from common origins by learning Latin roots and reinforce their existing knowledge of grammatical structures by studying similarities and differences between languages.

# *AP CAPSTONE*

**Connection to the Vision of the Graduate:**
- Meaningfully Contribute to a Global Society
- Effectively Communicate in a Global Society
- Successfully Employ Skills For Self-Sufficiency
- Demonstrate Academic Knowledge and Skills

## *Seminar AP*

| **Grades:** 10-11 | **Credit:** 1 | **Category:** AP |
|---|---|---|
| **Prerequisite:** Teacher Recommendation | | |

This English course provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a cross curricular lens, consider multiple points of view to develop a deep understanding of complex issues, and connect these issues to their own lives. Students will spend the majority of their time reading articles, listening to arguments, and exploring literary works to gain an appreciation and understanding of current issues. The goal of AP Seminar is to offer rigorous college-level skill-based (rather than content-based) instruction across interdisciplinary concepts in service to the development of students' research and argumentation skills. This Advanced Placement offering from College Board fits within a sequence of two courses. Within the second course, AP Research,, students further the skills acquired in the AP Seminar Course by understanding research methodology, employing ethical research practices, accessing, analyzing, and synthesizing information as they address a research question.

## *Research AP*

*Humanities Elective

| **Grades:** 11-12 | **Credit:** 1 | **Category:** AP |
|---|---|---|
| **Prerequisite:** Teacher Recommendation | | |

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question.  In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

# ADDITIONAL AP OFFERINGS

## COMPUTER SCIENCE Principles  AP

| Grades: 10-12 | Credit: 1 | Category: AP |
|---|---|---|
| Prerequisite:  Students must have permission of instructor. | | |

The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

## COMPUTER SCIENCE  AP

| Grades: 10-12 | Credit: 1 | Category: AP |
|---|---|---|
| Prerequisite:  Students must have permission of instructor. | | |

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.  Students will be required to take the Advanced Placement Examination in May.

# CAREER RESOURCE CENTER

**Connection to the Vision of the Graduate:**
- Successfully Employ Skills For Self-Sufficiency

## WORK EXPERIENCE
*CTE elective

| Grades: 10-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite:  None | | |

This program is available to students who are employed in part-time jobs.  Students must apply and complete a contract that is signed by a parent, employer, and student.  Two hundred (200) hours of work must be completed. Employers will be required to submit an evaluation which will be used in determining the student's final grade.

## SENIOR INTERNSHIP PROGRAM

| Grades: 12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |

This intensive program is available to seniors who have made a career choice in one of the eight Connecticut Career Clusters. Students will be placed according to their career interest, site availability and sponsor interview. Student will complete a training plan based on 9 SCANS competencies, a weekly journal, and a final project. In addition, sponsor will grade students based on overall performance.

## SERVICE LEARNING

| Grades: 9-12 | Credit: .5 | Category: 2 |
|---|---|---|
| Prerequisite: None | | |

This program is available to any student who has a volunteer position in an approved agency. Students must apply and complete a contract that is signed by a parent, sponsor, and student. Fifty (50) hours of work will be completed. Volunteer supervisors will be required to submit an evaluation which will be used in determining the student's final grade.

## COLLEGE CAREER PATHWAY PROGRAM

Tunxis Community College offers high school students college credit for specific courses taken at Bristol High Schools. Students apply for credit using the Tunxis Community College Career Pathway application. It is the student's responsibility to obtain an application from their counselor or the career counselor. Completed applications must be turned in to the career counselor by the date provided. Students cannot apply for credit after their date of graduation.

## HIGH SCHOOL PARTNERSHIP

The program is open to high school juniors and seniors who have an overall "B" average, are recommended by their school counselor, and have appropriate placement scores. Recommended students will be eligible to take one course per semester free of charge (General Fund tuition and fees). Students taking on campus classes will be responsible for their transportation to campus and book expenses. Students taking online classes will be responsible for their book expenses.

Admission to individual classes is dependent upon space availability, budgetary funding and students having met any prerequisite requirements. Students will be notified by the director of Admissions as to whether they are accepted into the class. This program is affiliated with Tunxis Community College.

# ENGLISH LANGUAGE LEARNERS PROGRAM

# SHELTERED ENGLISH INSTRUCTION

Courses are designed for English Language Learners (ELLs) to develop grade-level content area knowledge and academic skills as they increase their English proficiency. All courses fulfill the graduation credit requirements in each of the CORE subject areas

## ELL ENGLISH

| Grades: All | Credit: 1 | Category: 3 |
|---|---|---|
| Prerequisite: None | | |

As students begin and/or continue to acquire the basics of listening and speaking the English language, ELL English focuses on introducing and refining the strategies of reading comprehension and basic writing skills.  The Read 180 program is used to differentiate for levels of literacy skills.  Students are introduced to various genres of literature in a smaller class setting.

## *ELL SOCIAL STUDIES*

| Grades: All | Credit: .5 | Category: 3 |
|---|---|---|
| Prerequisite: None | | |

ELL Social Studies operates on a three year cycle. Each year there are two courses offered: a) Law & Justice / Early American History; b) Citizenship / Modern American History; c) Civics / World History.

## *ELL PHYSICAL SCIENCE*

| Grades: All | Credit: 1 | Category: 3 |
|---|---|---|
| Prerequisite: None | | |

This course is designed to prepare students for the Next Generation Science Standards Assessment in Grade 11.  Topics will include:  Geology, Astronomy, Physics, Energy Transformation, and Transmission of Data.

## *ELL BIOLOGY*

| Grades: All | Credit: 1 | Category: 3 |
|---|---|---|
| Prerequisite: None | | |

This course is designed to prepare students for the Next Generation Science Standards Assessment in Grade 11.   In this course, students will consider the characteristics common to all living things and how they maintain the living condition.

## *ELL MATH*

| Grades: All | Credit: 1 | Category: 3 |
|---|---|---|
| Prerequisite: None | | |

This course introduces basic math concepts required for Algebra 1.  Students are placed in this class because their English language skills are at a  beginner or intermediate level on the LAS Links and they do not have the prerequisite skills for the next course, ELL Algebra.  Topics include tools for algebra, solving equations & inequalities, probability and statistics, graphs & functions & linear functions.

## *ELL ALGEBRA*

| Grades: All | Credit: 1 | Category: 3 |
|---|---|---|
| Prerequisite: None | | |

This course provides an in-depth study of Algebra I concepts.  This course includes a review of algebraic methods with a focus on on linear and exponential functions.

## *ELL GEOMETRY*

| Grades: 10,11 | Credit: 1 | Category: 3 |
|---|---|---|
| Prerequisite: None | | |

This course provides an in-depth study of Geometry concepts.  Topics covered include: a review of tools for geometry, perimeter, area and volume, properties of triangles and transformations.

## *ELL SUPPORT*

| **Grades:** All | **Credit:** 1 | **Category: 3** |
|---|---|---|
| **Prerequisite:** None | | |

This course introduces, and improves all aspects of listening, speaking, reading and writing skills in English. Any identified ELL students, who are not English proficient, scoring levels 1-4 on the LAS Links, and/or not achieving proficiency on CAPT Reading & Writing subtests, is eligible for this course. Students will listen and practice English skills in a risk free classroom, and improve the basics of reading and writing strategies to be a successful academic learner. Students will produce at least two pieces of persuasive or analytical writing per quarter per junior and senior years to be reviewed by the scoring committee and in consult with the TESOL staff.

## *Sheltered Content Area Instruction Courses*
## *English Language Learners*

Availability of CORE Courses for Graduation Requirements

| **2020-2021** | **2021-2022** | **2022-2023** | **2023-2024** |
|---|---|---|---|
| Strategic Reading D EL011466 | Strategic Reading A EL011460 | Strategic Reading B EL011462 | Strategic Reading C EL011464 |
| Algebra 1 EL021443 | Geometry EL021453 | Statistics EL021272 | TBD |
| Biology EL031453 | Physical Science EL031312 | Chemistry EL031372 | Biology EL031453 |
| .5 World History EL041463<br><br>.5 Civics EL041473 | .5 Early US History EL041563<br><br>.5 Law & Justice EL041573 | .5 Modern US History EL041563<br><br>.5 Citizenship EL041493 | TBD |
| English Support Skills EL011450 | English Support Skills EL011450 | English Support Skills EL011450 | English Support Skills EL011450 |

- Students placed in these courses are NOT English proficient and score below level 4 on the LAS Links.

- Students who improve their LAS Links English proficiency score to proficient may move into academic/accelerated courses at the appropriate time.

In 2018-19 ~ EL English changed to Strategic Reading A, B, C or D.  Will rotate each year.

# *BRISTOL TECHNICAL EDUCATION CENTER*

## *GENERAL INFORMATION*

The Bristol Technical Education Center offers juniors and seniors a full year Vocational-Technical program in which students receive credit towards high school graduation requirements.  If space is available, selected sophomores may participate.  Many high school students attend the Center after graduating.  Training at the Center is tuition-free for students whose class has not yet graduated.  Classes will begin at 8:15 a.m. and end at 1:45 p.m. and will be held Monday through Friday.  High school students attending the Center are eligible to participate in all the high school activities (e.g., varsity sports, class activities, etc.).

High school students receive six credits towards graduation requirements as follows:

| 5 Credits-Technology Education | 1 Credit-Applied Science |
|---|---|

Adults and high school students will receive a trade certificate upon completion of the course.  In an apprenticeship trade students may receive 960 hours of credit.

## *APPLICATIONS*

-High school students must fill out an application in the School Counseling Office at the high school.

-Adults may apply directly by calling the Center at **584-8433** or visit the school in person.

-Visitations to the Center are encouraged.  An evening Open House will be scheduled annually.

## *PLACEMENT*

The Center provides career training in technical and industrial fields.  The staff at the Center will assist you in obtaining jobs.  In many trade areas, the Center has more employment requests than can be filled.  Additionally, the school has continuous calls for students to work part-time in their trade areas while attending school.  Starting wages for these trade areas are excellent.  There is also ample opportunity for career advancement.

# *Bristol Technical Education Center Pathways*

Students enrolled in Bristol Technical Education Center pathways receive **5 credit hours in Technology Education** and **1 credit hour in applied science** over a two year enrollment period.

## *AIR-CONDITIONING/ REFRIGERATION & HEATING*

*5 credit hours-Technology Education (2-credit hours-Junior year, 3-credit hours-Senior year)*
*1 credit hour-Applied Science*
The students receive instruction in the basic knowledge of various heating, cooling, and refrigeration systems. This includes basic electricity, circuitry, troubleshooting, and the methods used for installation of various heating, cooling, and refrigeration systems. Emphasis is placed on commercial and industrial components.

## *AUTO MECHANICS*

*5 credit hours-Technology Education (2-credit hours-Junior year, 3-credit hours-Senior year)*
*1 credit hour-Applied Science*
The first semester consists of a laboratory program where theory instruction is combined with practical application on operational jobs and projects. The second semester consists of a theory program with actual service and repair on paying customers' automobiles. The students work in a "garage" atmosphere under the supervision of an instructor.

## *CAD/CAM/DRAFTING*

*5 credit hours-Technology Education (2-credit hours-Junior year, 3-credit hours-Senior year)*
*1 credit hour-Applied Science*
The CAD/CAM curriculum provides training at the entry level of a computer aided drafter. The curriculum is unique in that it embraces four very different and distinct disciplines—basic engineering mathematics through algebra, basic technical drawing, blueprint reading, and computer aided drafting. The blueprint reading and basic math portion of the course constitute the trade theory. The shop portion of the course, the basic units will be drawn manually, checked by the instructor, and then redrawn using the CADKEY computerized system. When the basic drafting skills have been acquired to the satisfaction of the instructor, sole use of the CAD system will be allowed.

## *FOOD TRADE/BAKERY*

*5 credit hours-Technology Education (2-credit hours-Junior year, 3-credit hours-Senior year)*
*1 credit hour-Applied Science*
Students train to enter the Culinary Arts Field as apprentice cooks, chefs or bakers in the hotel and restaurant industry. The course provides instruction in planning and preparation of menus, management and banquet and catering services. The total program is planned to raise the level of student proficiency in both mass production and individual dining experiences. A modern cafeteria/kitchen serves as a training area for this program.

## *MACHINE TOOL/COMPUTER NUMERICAL CONTROL*

*5 credit hours-Technology Education (2-credit hours-Junior year, 3-credit hours-Senior year)*
*1 credit hour-Applied Science*
The Machine Tool/CNC program provides instruction on millers, grinders, lathes, and computer numerically controlled machinery. Theory is taught each day and is directed toward all phases of information needed to use the various machine, machine accessories, as well as set up and operation procedures. The remainder of the day is project oriented and students make tools necessary for the trade.

### DIGITAL ELECTRONICS

*5 credit hours-Technology Education (2-credit hours-Junior year, 3-credit hours-Senior year)*
*1 credit hour-Applied Science*

A one-year program covers basic DC theory, AC theory, motor and motor controls, with emphasis on solid state devices, digital electronics theory, computer applications and theory, and practical troubleshooting and repair of electronic equipment.  All areas of instruction consist of basic theory and the use of associated test equipment pertaining to each area.  Students will become proficient in the practical; application of theory and test equipment procedures and will be able to follow a wiring diagram in the repair of all areas covered.

### WELDING

*5 credit hours-Technology Education (2-credit hours-Junior year, 3-credit hours-Senior year)*
*1 credit hour-Applied Science*

Students will receive training in the following welding areas:  oxyacetylene welding, cutting and brazing, shielded metal-arc welding, gas metal-arc welding, and gas tungsten-arc welding.  Students will also be exposed to fabrication and repair using various types of metals.  Emphasis will be placed on commercial and industrial techniques and standards.

# DRIVER EDUCATION

This course is given after regular school hours.  It consists of thirty (30) classroom hours, eight (8) hours of behind-the-wheel instruction and eight (8) hours observing another student driver.  The cost of the program is the student's responsibility.

The classroom instruction deals with the Connecticut Motor Vehicle Law, basic driving techniques, traffic safety, and licensing procedure.  The driving portion consists of learning basic driving skills with emphasis also on developing good driving attitudes.

Students **must be** sixteen (**16**) years old prior to starting the class, have a driver's permit issued by the Department of Motor Vehicles.

*NCAA Freshman Eligibility Standards*

**NCAA** Eligibility Center

# NCAA Division I Initial-Eligibility Requirements

## Core Courses: (16)

- **Initial full-time collegiate enrollment _before_ August 1, 2016:**
  - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
- **Initial full-time collegiate enrollment _on or after_ August 1, 2016:**
  - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
    - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
      - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
  - _Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below)._

## Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
  - **SAT:** critical reading and math sections.
    - Best subscore from each section is used to determine the SAT _combined_ score for initial eligibility.
  - **ACT:** English, math, reading and science sections.
    - Best subscore from each section is used to determine the ACT _sum_ score for initial eligibility.
- All ACT and SAT attempts _before_ initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. _Test scores on transcripts will not be used._**

## Core Grade-Point Average:

- Only _core courses_ that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment _before_ August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment _on or after_ August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

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**DIVISION I**
**Core-Course Requirement (16)**

| | |
|---|---|
| 4 | years of English |
| 3 | years of math (Algebra I or higher) |
| 2 | years of natural/physical science (1 year of lab if offered) |
| 1 | year of additional English, math or natural/physical science |
| 2 | years of social science |
| 4 | years of additional courses (any area above, foreign language or comparative religion/philosophy) |

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**DIVISION I – 2016**
**Qualifier Requirements**
*Athletics aid, practice, and competition*

- 16 core courses
  - Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.
    - "Locked in" for core-course GPA calculation.
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
- Graduate from high school.

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**DIVISION I – 2016**
**Academic Redshirt Requirements**
*Athletics aid and practice (no competition)*

- 16 core courses
  - No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).
- Graduate from high school.

## Sliding Scale A
### Use for Division I prior to August 1, 2016
### NCAA DIVISION I SLIDING SCALE

| Core GPA | SAT Verbal and Math ONLY | ACT Sum |
|---|---|---|
| 3.550 & above | 400 | 37 |
| 3.525 | 410 | 38 |
| 3.500 | 420 | 39 |
| 3.475 | 430 | 40 |
| 3.450 | 440 | 41 |
| 3.425 | 450 | 41 |
| 3.400 | 460 | 42 |
| 3.375 | 470 | 42 |
| 3.350 | 480 | 43 |
| 3.325 | 490 | 44 |
| 3.300 | 500 | 44 |
| 3.275 | 510 | 45 |
| 3.250 | 520 | 46 |
| 3.225 | 530 | 46 |
| 3.200 | 540 | 47 |
| 3.175 | 550 | 47 |
| 3.150 | 560 | 48 |
| 3.125 | 570 | 49 |
| 3.100 | 580 | 49 |
| 3.075 | 590 | 50 |
| 3.050 | 600 | 50 |
| 3.025 | 610 | 51 |
| 3.000 | 620 | 52 |
| 2.975 | 630 | 52 |
| 2.950 | 640 | 53 |
| 2.925 | 650 | 53 |
| 2.900 | 660 | 54 |
| 2.875 | 670 | 55 |
| 2.850 | 680 | 56 |
| 2.825 | 690 | 56 |
| 2.800 | 700 | 57 |
| 2.775 | 710 | 58 |
| 2.750 | 720 | 59 |
| 2.725 | 730 | 59 |
| 2.700 | 730 | 60 |
| 2.675 | 740-750 | 61 |
| 2.650 | 760 | 62 |
| 2.625 | 770 | 63 |
| 2.600 | 780 | 64 |
| 2.575 | 790 | 65 |
| 2.550 | 800 | 66 |
| 2.525 | 810 | 67 |
| 2.500 | 820 | 68 |
| 2.475 | 830 | 69 |
| 2.450 | 840-850 | 70 |
| 2.425 | 860 | 70 |
| 2.400 | 860 | 71 |
| 2.375 | 870 | 72 |
| 2.350 | 880 | 73 |
| 2.325 | 890 | 74 |
| 2.300 | 900 | 75 |
| 2.275 | 910 | 76 |
| 2.250 | 920 | 77 |
| 2.225 | 930 | 78 |
| 2.200 | 940 | 79 |
| 2.175 | 950 | 80 |
| 2.150 | 960 | 80 |
| 2.125 | 960 | 81 |
| 2.100 | 970 | 82 |
| 2.075 | 980 | 83 |
| 2.050 | 990 | 84 |
| 2.025 | 1000 | 85 |
| 2.000 | 1010 | 86 |

## Sliding Scale B
### Use for Division I beginning August 1, 2016
### NCAA DIVISION I SLIDING SCALE

| Core GPA | SAT Verbal and Math ONLY | ACT Sum |
|---|---|---|
| 3.550 | 400 | 37 |
| 3.525 | 410 | 38 |
| 3.500 | 420 | 39 |
| 3.475 | 430 | 40 |
| 3.450 | 440 | 41 |
| 3.425 | 450 | 41 |
| 3.400 | 460 | 42 |
| 3.375 | 470 | 42 |
| 3.350 | 480 | 43 |
| 3.325 | 490 | 44 |
| 3.300 | 500 | 44 |
| 3.275 | 510 | 45 |
| 3.250 | 520 | 46 |
| 3.225 | 530 | 46 |
| 3.200 | 540 | 47 |
| 3.175 | 550 | 47 |
| 3.150 | 560 | 48 |
| 3.125 | 570 | 49 |
| 3.100 | 580 | 49 |
| 3.075 | 590 | 50 |
| 3.050 | 600 | 50 |
| 3.025 | 610 | 51 |
| 3.000 | 620 | 52 |
| 2.975 | 630 | 52 |
| 2.950 | 640 | 53 |
| 2.925 | 650 | 53 |
| 2.900 | 660 | 54 |
| 2.875 | 670 | 55 |
| 2.850 | 680 | 56 |
| 2.825 | 690 | 56 |
| 2.800 | 700 | 57 |
| 2.775 | 710 | 58 |
| 2.750 | 720 | 59 |
| 2.725 | 730 | 60 |
| 2.700 | 740 | 61 |
| 2.675 | 750 | 61 |
| 2.650 | 760 | 62 |
| 2.625 | 770 | 63 |
| 2.600 | 780 | 64 |
| 2.575 | 790 | 65 |
| 2.550 | 800 | 66 |
| 2.525 | 810 | 67 |
| 2.500 | 820 | 68 |
| 2.475 | 830 | 69 |
| 2.450 | 840 | 70 |
| 2.425 | 850 | 70 |
| 2.400 | 860 | 71 |
| 2.375 | 870 | 72 |
| 2.350 | 880 | 73 |
| 2.325 | 890 | 74 |
| 2.300 | 900 | 75 |
| 2.299 | 910 | 76 |
| 2.275 | 910 | 76 |
| 2.250 | 920 | 77 |
| 2.225 | 930 | 78 |
| 2.200 | 940 | 79 |
| 2.175 | 950 | 80 |
| 2.150 | 960 | 81 |
| 2.125 | 970 | 82 |
| 2.100 | 980 | 83 |
| 2.075 | 990 | 84 |
| 2.050 | 1000 | 85 |
| 2.025 | 1010 | 86 |
| 2.000 | 1020 | 86 |

For more information, visit www.eligibilitycenter.org or www.2point3.org.

| DIVISION II COMPETITION SLIDING SCALE | | |
| --- | --- | --- |
| *Use for Division II beginning August 1, 2018* | | |
| **Core GPA** | **SAT** Verbal and Math ONLY | **ACT Sum** |
| 3.300 & above | 400 | 37 |
| 3.275 | 410 | 38 |
| 3.250 | 420 | 39 |
| 3.225 | 430 | 40 |
| 3.200 | 440 | 41 |
| 3.175 | 450 | 41 |
| 3.150 | 460 | 42 |
| 3.125 | 470 | 42 |
| 3.100 | 480 | 43 |
| 3.075 | 490 | 44 |
| 3.050 | 500 | 44 |
| 3.025 | 510 | 45 |
| 3.000 | 520 | 46 |
| 2.975 | 530 | 46 |
| 2.950 | 540 | 47 |
| 2.925 | 550 | 47 |
| 2.900 | 560 | 48 |
| 2.875 | 570 | 49 |
| 2.850 | 580 | 49 |
| 2.825 | 590 | 50 |
| 2.800 | 600 | 50 |
| 2.775 | 610 | 51 |
| 2.750 | 620 | 52 |
| 2.725 | 630 | 52 |
| 2.700 | 640 | 53 |
| 2.675 | 650 | 53 |
| 2.650 | 660 | 54 |
| 2.625 | 670 | 55 |
| 2.600 | 680 | 56 |
| 2.575 | 690 | 56 |
| 2.550 | 700 | 57 |
| 2.525 | 710 | 58 |
| 2.500 | 720 | 59 |
| 2.475 | 730 | 60 |
| 2.450 | 740 | 61 |
| 2.425 | 750 | 61 |
| 2.400 | 760 | 62 |
| 2.375 | 770 | 63 |
| 2.350 | 780 | 64 |
| 2.325 | 790 | 65 |
| 2.300 | 800 | 66 |
| 2.275 | 810 | 67 |
| 2.250 | 820 | 68 |
| 2.225 | 830 | 69 |
| 2.200 | 840 & above | 70 & above |

| DIVISION II PARTIAL QUALIFIER SLIDING SCALE | | |
| --- | --- | --- |
| *Use for Division II beginning August 1, 2018* | | |
| **Core GPA** | **SAT** Verbal and Math ONLY | **ACT Sum** |
| 3.050 & above | 400 | 37 |
| 3.025 | 410 | 38 |
| 3.000 | 420 | 39 |
| 2.975 | 430 | 40 |
| 2.950 | 440 | 41 |
| 2.925 | 450 | 41 |
| 2.900 | 460 | 42 |
| 2.875 | 470 | 42 |
| 2.850 | 480 | 43 |
| 2.825 | 490 | 44 |
| 2.800 | 500 | 44 |
| 2.775 | 510 | 45 |
| 2.750 | 520 | 46 |
| 2.725 | 530 | 46 |
| 2.700 | 540 | 47 |
| 2.675 | 550 | 47 |
| 2.650 | 560 | 48 |
| 2.625 | 570 | 49 |
| 2.600 | 580 | 49 |
| 2.575 | 590 | 50 |
| 2.550 | 600 | 50 |
| 2.525 | 610 | 51 |
| 2.500 | 620 | 52 |
| 2.475 | 630 | 52 |
| 2.450 | 640 | 53 |
| 2.425 | 650 | 53 |
| 2.400 | 660 | 54 |
| 2.375 | 670 | 55 |
| 2.350 | 680 | 56 |
| 2.325 | 690 | 56 |
| 2.300 | 700 | 57 |
| 2.275 | 710 | 58 |
| 2.250 | 720 | 59 |
| 2.225 | 730 | 60 |
| 2.200 | 740 | 61 |
| 2.175 | 750 | 61 |
| 2.150 | 760 | 62 |
| 2.125 | 770 | 63 |
| 2.100 | 780 | 64 |
| 2.075 | 790 | 65 |
| 2.050 | 800 | 66 |
| 2.025 | 810 | 67 |
| 2.000 | 820 & above | 68 & above |

For more information, visit the NCAA Eligibility Center website at www.eligibilitycenter.org.

# *INFORMATION CONCERNING TITLE IX OR EDUCATION AMENDMENTS OF 1972*

## 1. NOTIFICATION OF POLICY

At the January 7, 1976, meeting of the Board of Education the Statement of Compliance was formally adopted and released to the news media as follows:

In compliance with Federal Law, the Bristol public schools announce that they will fulfill the requirements of the "Title IX" regulation prohibiting sex discrimination in education, as passed by the Congress effective July 21, 1975. Concurrence with this regulation means that the Board of Education will not discriminate on the basis of sex in employing personnel and in carrying on its educational program and activities.

## 2. DESIGNATION OF RESPONSIBLE EMPLOYEE

Dr. Michael Dietter, Deputy Superintendent for the Bristol Public School, was officially designated Title IX Coordinator. His office is in the Board of Education, 129 Church Street, Bristol, CT 06010. Telephone: 584-7007.

## 3. GRIEVANCE PROCEDURES

The Bristol Board of Education has approved the following grievance procedures for students and employees.

A grievance shall mean a complaint by a student or employee indicating noncompliance with certain provisions of Title IX of the Education Amendment of 1972, Title VI and Section 504.

Concerns regarding Title IX should be addressed to Dr. Michael Dietter; Title II—Mr. Samuel Galloway, and Section 504—Dr. Michael Dietter. All are located at the Board of Education, 129 Church Street, Bristol, CT 060l0.

**Step One**
Discussion, informally, of the complaint with the immediate supervisor or principal.

**Step Two**
Submit in writing, to the immediate supervisor or principal, a detailed statement of the grievance. A copy of this statement must be sent, concurrently, to the Title IX Coordinator for the Bristol Public Schools. The supervisor or principal will make a decision and notify the aggrieved in writing of that decision within five school days.

**Step Three**
If the problem has not been resolved satisfactorily at Step Two, the aggrieved may present the matter in writing to the Superintendent of Schools within five school days of receipt of the Step Two decision.

A decision by the Superintendent or his/her designee will be made and the aggrieved notified in writing within five school days.

**Step Four**

If the matter has not been resolved satisfactorily at Step Three, it may, within five school days of receipt of the Step Three decision, be presented to the grievance committee of the Board of Education which shall discuss the matter at a special meeting. The grievance committee shall render its decision within ten school days following receipt of the grievance and shall notify the aggrieved of its decision.

**NOTE:** Exhaustion of these procedures is not a prerequisite for filing of complaints WITH the Office of Civil Rights.

1. **INSTITUTIONAL SELF-EVALUATION**

   Subcommittees of the Steering Committee of Title IX have prepared reports in the major areas of Employment Practices, Counseling, Access to Courses, Vocational Education, Marital Status and Pregnancy, Adult Education, Driver Education, Physical Education and Athletics. These reports are on file in the office of the Coordinator.

**FREEDOM OF INFORMATION**

Parents and students (18 years or older) have the right to inspect their permanent files including all pertinent test results. All individual school records are confidential. The Principal is the official custodian of these records. The custodian of Special Education records is Kim Hapken, Director of Pupil Personnel.

**EQUAL OPPORTUNITY/AFFIRMATIVE ACTION POLICY**

The Bristol Board of Education affirms a continuing policy of equal educational opportunities for students; as well as equal employment, promotional and training opportunities regardless of race, color, religion, marital status, sex, age, handicap, and/or national origin or any applicant or employee.

**ADOPTED:  July 6, 1994**