REGULAR BOARD OF EDUCATION MEETING

Monday, December 12, 2022 7:00 PM
Town Council Chambers
Glastonbury Town Hall
2155 Main Street
Glastonbury, CT 06033

1. Call to Order
2. Pledge of Allegiance
3. Awards and Recognition
   A. Glastonbury Public Schools Music Department
4. Student Representatives' Report
   A. Jade Wong, Class of 2023
   B. Jachimma Anaedo, Class of 2024
5. Information Session for Public Comment
6. Business Requiring Action
   A. Approval of Glastonbury High School Program of Studies 2023-2024
   B. Approval of Smith Middle School Program of Studies 2023-2024
   C. Approval of Board of Education Meeting Dates January 2024-January 2025
   D. Approval to Go Out for School Bus Bids
7. Reports and Discussion
   A. Program Reports
      1. Operations & Maintenance Program Report
      2. Transportation Program Report
   B. Glastonbury Education Foundation
8. Approval of Minutes
   A. Meeting Minutes of November 28, 2022
9. Committee Reports
10. Chairman's Reports
11. Superintendent's Report
   A. Staff Appointments
      1. Daniel Baccaro - Gideon Welles School, School Counselor
   B. Self Insurance Reserve Update, November 2022
   C. School Enrollment Report, December 2022
   D. Student Suspension Report, November 2022
   E. Dates to Remember

12. Adjournment
    A. Please note: It is possible that the Board of Education may go into Executive Session

How to Participate in Board of Education Meeting Public Comments

At this time, there are two options for participating in public comment during Board of Education meetings.:

1) In-Person Comment.

The Board sets aside thirty (30) minutes for public comments. Comments are limited to 3 minutes per speaker and a person may speak only once. Each speaker must start by stating their name and address. There will be a sign-up sheet in the back of the room. In-person meetings are held in the Town Hall Town Council Chambers, 2155 Main Street, Glastonbury, unless otherwise noted on the Board of Education Meeting webpage and the Board Meeting agenda.

2) Written Comment.

Use the form below to submit a written comment before 12 noon on the meeting day. Written comments are attached to the BOE Meeting Agenda.

Public Comments for Glastonbury Board of Education Meeting

Timestamp	Your Full Name	Your STREET Address	Your Comment to be attached to the agenda of the next Glastonbury Board of Education meeting. NOTE: This field accepts up to 2500 characters. Please submit a second response to this form if you require additional text.
12/12/2022 8:54:27	Nicholas Korns	73 Shagbark Road	To:Glastonbury Board of Education From:Nicholas Korns, 73 Shagbark Road Re:GHS Sophomore Assembly 12/12/2022 Date:December 12, 2022 (Note: Part 1/2, due to character count limitation) I am submitting written public comment, as I am unable to attend this evening's BoE meeting in person due to a schedule conflict with Town Manager candidates "Meet & Greet". My comments concern today's mandatory assembly for GHS sophomores, featuring speaker Derek Hall. This appears to be the same program that was presented a year ago as "Voices of GHS". I am quite disappointed that despite public complaints about the nature of last year's program, GPS administration decided to go ahead and repeat the same program. I would like to know who is responsible for this decision – Dr. Bookman, Cheri Burke, Tonya Claiborne, Nancy Bean? To restate my concerns about the program presented last December 2021, Derek Hall of Ramiz Hall Consulting, LLC delivers a message that consists of racialist ideology, informed by Critical Race Theory. It is divisive, and has no educational value. The made-up terms that he and his ilk throw around as if they are empirically true include institutional racism, white privilege, intersectionality, anti-racism, social justice, oppression, gender fluidity, and on and on. While the umbrella marketing term for this ideology is Equity, Diversity and Inclusion, the end result of this instruction is anything but. It actually divides people, asserting that one's primary identity is connected to such characteristics as skin color and so-called gender identity. Those of white skin color and heterosexual are demonized as oppressors. Those of any other skin color or "gender fluid" are portrayed as oppressed victims. What kind of a message is that to convey to aspiring young students? I consider that message to be poisonous and of no educational value. I can't understand how the cost of this speaker (I've heard $5000) brings any value. Surely these funds could be deployed more effectively. (To be continued)
12/12/2022 8:56:00	Nicholas Korns	73 Shagbark Road	(Note: Part 2/2, by Nicholas Korns) The presentation of ideas and opinions as established facts, without a countervailing point of view is the definition of indoctrination. As far as I know, there is no presentation of a different point of view. Therefore, GPS is engaging in indoctrination of our students with a divisive and racist ideology. The program also includes an attempt to normalize so-called "gender fluidity", adding fuel to the fire of the social contagion of the transgender "movement". I am also aware that parents need not be informed if GPS identifies a student with gender dysphoria, a mental disorder, often accompanied by psychiatric co-morbidities, such as depression, anxiety, eating disorders and autism spectrum disorders. It is irresponsible for GPS to keep such information from parents. In summary, the presentation by Derek Hall is without educational value (in fact takes time away from regular coursework), a complete waste of money, an effort to indoctrinate our students with a racist ideology which is extremely divisive and a slap in the face to all the parents and citizens who expressed this concern about last year's program. I suggest that you make amends by bringing in another speaker with a countervailing perspective for a similar mandatory assembly. Our students should be taught how to think, not what to think.

Timestamp	Your Full Name	Your STREET Address	Your Comment to be attached to the agenda of the next Glastonbury Board of Education meeting. NOTE: This field accepts up to 2500 characters. Please submit a second response to this form if you require additional text.
12/12/2022 9:11:50	Audrey Yellen Quinlan	90 Candleight Dr	A thank you to the Glastonbury school system for hosting the statewide Logo tournament Saturday. 48 teams participated and many teams represented Glastonbury. The students were delightfully happy as they articulately described their projects. A wonderful day for participants, parents, and volunteers. Earlier this year, Dr. Claiborne and I had a Zoom discussion primarily about neurodiversity and I advocated for students, parents, and community members who are on the autism spectrum to be included as part of the EDI council. After following up with several emails regarding the inclusion of the autistic population as part of the EDI council, Dr. Claiborne's spring response was "stay tuned." Several times during this academic year, I followed up via email. Having had no response, I was hoping there would be some reference to broadening the diversity of the council in the EDI minutes dated October 26, 2022, yet there was no mention of reaching out to autistic population. [Thank you to Cheri Burke for locating the October 26 the EDI minutes for me.] I am hoping in the near future, the EDI council will be reaching out to expand its diversity by including not only the neurodiverse population but also to various cultures and religions within the Glastonbury community. To quote Jesse Jackson, "When everyone is included, everyone wins."

2023-2024 GHS Program of Studies

Inspires Curiosity, Cultivates Learning, and Empowers Students To Shape Their Lives and Our World

Board of Education

Douglas C. Foyle, Ph.D., Chair
Julie Thompson, Vice Chair
Ray McFall, Secretary
Alison Couture
Thomas Gorman
Jenn Jennings
David Peniston, Jr.
Matthew Saunig

Student Representatives
Jade Wong '23
Jachimma Anaedo '24

Central Office Administration

Alan B. Bookman, Ph.D., Superintendent
Matthew H. Dunbar, Assistant Superintendent
Cheri Burke, Assistant Superintendent
Karen Bonfiglio, Business Manager

High School Administration

Nancy E. Bean, Ed.D., Principal
Rebecca M. Comenale, Assistant Principal
Thomas H. Neagle, Ed.D., Assistant Principal
Frank Quinn, Assistant Principal
Bobby Skarvelas, Ed.D., Assistant Principal

Curriculum Directors

Art, Holly Constantine
Athletics, Trish Witkin
Career & Technical Education, Elizabeth Cole
Secondary English/Library Media (6-12), Kate Lund
Health & Physical Education, Jennifer Spring
History & Social Sciences, Ilene Viner
Mathematics, Brenda Gregorski
Music, Leslie Lopez
School Counseling, Edward D. Gregorski
Science, Christine Tedisky
Special Education, Jolene Piscetello
World Languages & ML, Amanda Robustelli-Price

MESSAGE FROM THE PRINCIPAL

Dear Students,

I am proud of the curriculum offered at GHS and the extensive opportunities available to all of you. We continually review the curriculum to align our programs with district and school goals, Connecticut core standards, high school initiatives, as well as our learning expectations and core values and beliefs. This year we have an array of new courses in various subject areas, including courses created and designed around our new STEAM lab.

Please work closely with your parents and/or guardians, teachers, and school counselors to select your courses for next year which support your post-secondary plan. It is important to choose your courses carefully because while it may be possible to make changes later, they will only be made as spaces in classes allow.

Graduation requirements include both course credits and mastery of the GHS Learning Expectations. Our Learning Expectations capture essential skills needed for success at GHS and in the future. Your classes offer multiple opportunities to demonstrate your mastery of these expectations.

Best wishes for a challenging and fulfilling school year ahead.

Sincerely,

Nancy E. Bean, Ed. D.
Principal

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Core Values and Beliefs

Glastonbury High School inspires curiosity, cultivates learning,
and empowers students to shape their lives and our world.

Expectations For Student Learning

The learning expectations represents a shift that focuses on interdisciplinary connections and learning in the 21st century. In this way, all students are expected to meet all academic, civic and social expectations. All teachers will evaluate students each year in a holistic manner that ensures academic, social, and civic growth to prepare them for college and careers in a changing world. All courses will provide opportunities for students to demonstrate the learning expectations, as measured by the school-wide rubrics. Testing mandated by the State of Connecticut will also be used to assess student progress towards expectation set #2. Students are required to meet all three expectation sets with an overall score of mastery or proficiency for each set in order to graduate from Glastonbury High School.

EXPECTATION SET #1

Glastonbury High School inspires curiosity and action

- Explore and honor individual intellectual interests and engage in inquiry
- Source reliable information in order to broaden and challenge understandings, perspectives, and beliefs
- Pursue life-long learning through discovery, inquiry, and practice

EXPECTATION SET #2

Glastonbury High School cultivates learning

- Use multiple methods to communicate effectively with diverse audiences
- Apply logic and critical thinking skills to make sense of authentic problems and persevere in solving them
- Use instructional technology for innovation and with intentionality
- Create and perform through innovation and collaboration across lines of difference

EXPECTATION SET #3

Glastonbury High School empowers students to shape their lives and our world

- Contribute to a safe, supportive, and inclusive learning environment where equity and diversity, and the sense of belonging are intentionally messaged and prioritized
- Promote social justice and demonstrate citizenship, integrity, respect, and value for others
- Exhibit academic responsibility through perseverance and ownership of learning

GENERAL INFORMATION

EVERY EFFORT WILL BE MADE TO MEET ALL STUDENT COURSE REQUESTS. HOWEVER, INSUFFICIENT ENROLLMENT OR BUDGET CONSIDERATIONS CAN CAUSE COURSE CANCELLATION.

INSTRUCTIONAL RESOURCES REVIEW PROCESS

In accordance with Board of Education Policy #6121, adopted October, 1981, the Glastonbury Public School System pledges to avoid discriminatory actions and seeks to foster good human and educational relations which will help to attain:

- equal opportunity for all students to participate in the total program of the school
- continual study and development of curricula towards improving human relations and understanding and appreciating cultural differences

In keeping with this policy, textbooks and other instructional materials resources are reviewed for bias prior to purchase. This process is coordinated by the director of the specific discipline and is done both during the formal Curriculum Review and at other points when new instructional material is being considered. The review committee forwards the textbook request and the textbook to the Superintendent for approval. Both the request and the text are then presented to the Board of Education for review. If you have questions about instructional materials, please consult the appropriate curriculum director.

GRIEVANCE PROCEDURE AND COMPLIANCE OFFICERS FOR VIOLATIONS AND COMPLAINTS

The Glastonbury Public Schools as a matter of policy provides educational opportunities without regard to race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, disability, or age. In addition, the Glastonbury Board of Education does not permit or condone discrimination based on race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age or disability in employment matters or assignment in programs or services provided. The Civil Rights compliance officers for the Glastonbury Public Schools have the responsibility to monitor compliance with this policy.

Glastonbury Compliance Officers are:

Title VI (Civil Rights Act of 1964) & Title IX (Equal Opportunity) – Karen Bonfiglio, Business Manager 628 Hebron Ave., P.O. Box 191, Glastonbury, CT 06033Tel 860-652-7944241 Email:BonfiglioK@glastonburyus.org

Section 504 (Rehabilitation Act),Kimberly Brown Administrator for Pupil Services Address: Eastbury School, 1389 Neipsic Rd., Glastonbury, CT 06033, Telephone: 860-652-7971 Email: BrownK@glastonburyus.org

ADA (Americans with Disabilities Act) Karen Bonfiglio, Business Manager, 628 Hebron Ave., P.O. Box 91, Glastonbury, CT 06033, Telephone: 860-652-7941, Email: Bonfigliok@glastonburyus.org

Safety/OSH Kenneth Roy, **Ph.D.,** Director of Environmental Health and Safety, Glastonbury High School, 330 Hubbard St., Glastonbury, CT 06033, Telephone: 860-652-7200 ext. 12002, Email: royk@glastonburyus.org

If you wish to discuss the regulations governing these policies, or wish to discuss a concern or file a grievance, please contact the appropriate compliance officer. Forms can be obtained directly compliance officers. The purpose of the grievance procedure is to secure, at the lowest possible administrative level, equitable solutions to problems that may arise concerning claims of discrimination. If you have additional questions, please feel free to contact any of the compliance officers. Safety question or concerns should be directed to the building supervisor and the Safety Director.

GRIEVANCE PROCEDURE:

Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against on the basis of race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age or disability may discuss and/or file a grievance with the appropriate compliance officer (Title VI, Title IX, ADA, and Section 504) of the Glastonbury Public Schools. Reporting should take place, in writing, within forty (40) calendar days of the alleged discrimination.

A student or parent/guardian of a student who has a question or concerns may choose to seek the help of the building administrator or another adult with whom they trust, such as a teacher, counselor, nurse, psychologist. If satisfaction cannot be achieved through this discussion, the adult sought by the student should assist the student in reporting the incident, in writing, to the appropriate compliance officer. The goal is to resolve the problem at the lowest possible administrative level with an equitable solution.

The compliance officer will commence an effective, thorough, objective and complete investigation of the complaint within ten (10) working days after receipt of the complaint. The compliance officer will consult with all individuals reasonably believed to have relevant information, including the complainant and the alleged violator, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigation process, due process rights will be upheld. No reprisals will be taken or permitted for truthfully asserting a

complaint. The compliance officer shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged violator, and, as appropriate, to all others directly concerned within fifteen (15) working days after receiving the complaint.

If the complainant is not satisfied with the decision of the compliance officer, an appeal in writing may be made to the Glastonbury Board of Education within ten (10) days of receipt of the decision. The Glastonbury Board of Education, within thirty (30) working days, will investigate the complaint and may conduct a hearing to gather additional information. The Glastonbury Board of Education will give a written response within ten (10) working days following completion of the hearing.

PLANNING FOR COURSE SELECTION

REQUIREMENTS FOR A DIPLOMA

Class of 2023 and Beyond

1a. Public Act No. 17-42

Commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five credits, including not fewer than: (1) Nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education, as described in section 10-16b; (5) one credit in world languages, subject to the provisions of subsection (g) of this section; and (6) a one credit mastery-based diploma assessment.

A student must earn a minimum of 25 credits in the following areas as set by state legislature.

Humanities: 9 credits (Including Civics and Art)	
English	4 credits
History/Social Science	3 credits*
Fine Arts	1 credit
Elective	1 credit
Science, Technology, Engineering & Mathematics: 9 credits	
Math	3 credits
Science	3 credits**
STEM Elective	3 credits***
Wellness: 2 credits	
Physical Education	1 credit
Health/Physical Education	1 credit
World Languages:	1 credit
Mastery Experience:	1 credit
Electives:	3 credits

TOTAL: 25 credits

*All students must earn ½ credit in Modern World History I and ½ credit in Modern World History II. They must also earn 1 credit in a U.S. History or an American Studies Course and 1 credit in Civics/Current Issues.

**All students must successfully complete 1 credit in a life science and 1 credit in a physical science.

***STEM electives could include additional math, science, ag-science, business education, family consumer science, technology education, career and technical education classes.

****Mastery Experience will be fulfilled upon the successful achievement of the GHS Learning Expectations by the end of the students' senior year.

1. Courses taken at the middle school may not be used to meet the minimum requirements for a diploma or any minimum credit requirement necessary to advance from one grade to the next.

2. Algebra and world language taken in middle school will be recorded on the student's transcript with the year-end grade, but no high school credit will be granted. Although middle school credit for Algebra may not be counted in the total twenty-one (21) high school credits needed for graduation, it can count as one of three math credits needed.

1b. As set by the Board of Education, to graduate from Glastonbury High School, all students are required to meet all three expectation sets with an overall score of mastery or proficiency for each set. Students will have the opportunity to meet expectation sets in each course, as measured by the school wide rubrics. By the end of the second semester of junior year, if a student meets 60 percent mastery and/or proficiency in each expectation set, they will have met the requirements for graduation. Students who have not met the requirements by the end of junior year will have the opportunity to meet the learning expectations in their senior year. More information can be found at our website at www.glastonburyus.org.

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- Exhibit academic responsibility through perseverance and ownership of learning

- In addition, as juniors, each student will have a formal opportunity in their English 11 class to demonstrate "mastery" or "proficiency" of all ten Learning Expectations through class activities. Every junior will create a portfolio to showcase their work.

For more information on learning expectations and assessment rubrics, please go to www. glastonburyus.org

3. Every student is required to carry a minimum number of six credits a semester, unless special permission is granted by a principal or through the Planning and Placement Team for students with special needs.

4. Students who wish to complete the requirements of a diploma in fewer than four years of high school may do so by making special provisions with the principal to meet all the requirements for the diploma as listed above. Arrangements must be made prior to the end of June of the student's sophomore year.

PLANNING FOR GRADES 9-12

A most important task is selecting courses at the high school. From February through March, high school counselors meet with every student individually to discuss course selections, including visiting the middle school to meet with all eighth graders. Counselors at both schools are available to confer with parents about a proposed program and to answer any questions. In making choices throughout high school, think about questions such as these:

1. What aspects of your education do you find most interesting? What subjects do you enjoy most?

2. Do you feel you work to your potential? Are you satisfied with your grades?

3. Do you plan to go on to college? If so, in what colleges are you interested? What are some subject areas in which you might consider majoring?

4. Do you have any possible career goals in mind at this time?

5. What extra-curricular activities interest you? What out-of-school commitments do you have?

In trying to arrive at answers to these and other questions, make it a point to talk with your parents, your teachers, and with the representatives from the colleges and vocational fields in which you are interested. Be sure, however, to confer with your counselor, who is in the best position to help plan your high school program.

MAKING COURSE SELECTIONS

Course selection is an important time of year for the high school student since the courses selected affect the next entire school year. For sequential courses, the teacher will recommend which course to take next. Some courses have required course prerequisites. During that student's individual appointment at scheduling time, the school counselor will discuss the recommended courses and how they fit the overall program for that student. The final responsibility for course selection, however, belongs to the student and his or her parents.

It is possible that during the early years in high school students may be uncertain about plans after graduation. This frequently happens. By the junior year, however, it is important to have some plans. (This is necessary in order to select the subjects most appropriate to any special abilities and to meet the requirements for graduation).

Finally, you should understand that the program is designed to do two things: (1) to give you the general education everyone needs, and (2) to provide the special subjects you need in order to attain your personal objectives. Your abilities and interests should guide your choices. You should confer with your school counselor about your specific program, for it should be a program suited to your individual needs and abilities.

Your future plans should dictate some of your course selections, particularly for the junior and senior years. However, high school is a time for well-rounded, thorough preparation and students should not over-emphasize a certain area of interest. Plans often change, sometimes during the high school years and even after a student has graduated. The following general guidelines may help you in planning for the future:

1. COLLEGE - Most colleges indicate that the most important factors in their admissions' decisions are the quality and rigor of the student's high school program and the student's performance in that program. Every student should attempt to take as challenging a program as possible. A student planning to go to college should concentrate in grades nine and ten on taking credits in the courses required for graduation, as well as a world language and a course in an area of personal interest. For grades eleven and twelve, the student should consult the catalogs of the colleges under consideration for their specific requirements and recommendations.

Students planning to attend college should realize that requirements for college admission vary greatly and depend on the selectivity of the school and the specific program to which the student is applying. Knowing and meeting the entrance requirements of the colleges under consideration are crucial, but meeting all requirements does not guarantee admission. For this reason, it is in the student's best interest to exceed the high school requirements.

Requirements in the area of world language deserve special mention. First, many of the colleges often chosen by Glastonbury High students have a world language requirement for two to three years in grades nine through twelve. Second, some colleges that do not require a world language for admission do require students to reach a certain level of proficiency in world language in order to graduate from that college.

Although world language taken at the middle school does not receive high school credit, some colleges consider those courses equal to those taken in high school. World language taken at the middle school appears on the student's transcript with a grade but without credit. Both the different number of years required and the fact that some colleges have their own "exit" requirements make it advisable for students to continue their study of world language beyond grade ten. Some colleges may waive the world language requirements for students with special needs. This depends on the nature and documentation of the student's disability and the policies of each college.

There are, of course, many different types of colleges. At the risk of oversimplification, the following is offered as a general guideline. Again, each student should confer at course selection time with parents, teachers, and his or her school counselor.

College websites should also be consulted, especially for planning the last two high school years.

a. For liberal arts, a student should exceed the high school requirements in his or her area of interest as well as take three years of one world language in grades nine through twelve.

b. For engineering or some other technical field, a student should take four years of mathematics, one year of chemistry, one year of physics, technology and a drafting course.

c. For a business college, a student should take four years of mathematics, computer science courses, world language, and courses offered through Business Education.

d. For nursing or allied health fields, a student should take at least two years of algebra, geometry, biology, and chemistry.

2. BUSINESS-High School is the time for students to explore many different career opportunities and to begin choosing their own career path. Business Education courses at Glastonbury High School directly link graduating seniors to post-secondary programs at many four-year colleges, two-year colleges, and technical schools. Today's occupations demand transferable skills such as problem-solving, communication, computer literacy, and teamwork. The Business Education courses are consistently updated to reflect the business environment students will experience after high school and while in the real world. College Career Pathways courses with credit from Manchester Community College are available in Keyboarding and Computer Application 1A and Business Computer Application.

3. TECHNOLOGY - Students planning to enter fields of engineering, technology, computer science or trades should plan to take technology education for four years. In addition, they should elect mathematics, science, social science, and courses offered through Technology Education. Those interested in architecture and engineering would benefit from these courses.

4. FAMILY AND CONSUMER SCIENCES - Students interested in family and consumer sciences (FCS), related careers in the fields of child care, food service, interior decoration, and nutrition should take several FCS courses. In addition, they should elect courses in mathematics, science, and social science. The Professional Cooking and Professional Baking courses are also College Career Pathways classes with credits from Manchester Community College. Introduction to Individual and Family Development is an ECE course through UCONN and students may enroll through UCONN for credit.

5. AGRISCIENCE AND TECHNOLOGY - Students interested in the broad field of agriscience/agribusiness should consider the course offerings of the Agriscience and Technology Department at an early date and begin planning a program to meet personal objectives. The program is designed to prepare students for enrollment in colleges of agriculture or two-year agricultural schools or for employment in agriscience occupations.

a. Students planning to attend a college of agriculture or a two year agricultural school should plan to take at least three years of Agriscience and Technology to develop a good foundation in agriscience/agribusiness and receive specialized training in plant science, animal science, agricultural mechanics, or natural resources/forestry. In addition, a student should select courses in mathematics, science, and social science suitable for entering college.

b. Students planning for employment in agriscience or agribusiness should plan to take three or four years of Agriscience and Technology to develop a good foundation in agriscience/agribusiness along with obtaining specialized training in the area of his or her major interest. Students will develop the skills needed to enter the work force while meeting graduation requirements.

SCHOOL COUNSELING

Each student is assigned a high school counselor, and, as staffing allows, keeps that counselor throughout the four years of high school.

The School Counseling Department encourages parents to be involved with their child's education, and we invite you to call or e-mail your child's counselor any time there is a concern

or question. Individual student/counselor meetings occur throughout the year and either the counselor or student may initiate an appointment. Additionally, the counselor may see a student at the request of a parent, teacher, administrator, or agency.

Specifically for scheduling, each student is seen individually during the third marking period to select courses for the subsequent school year. Most contacts with counselors are individual, but small and large group meetings are also held to share information. For example, counselors meet jointly with students and college admissions representatives, and individually with parents and students for post-secondary planning. There are also school counseling assembly programs and evening meetings for students and/or parents.

COURSE CANCELLATION

A course may be canceled or enrollment restricted for any of the following reasons:

a. Lack of enrollment
b. Available facilities
c. Staffing
d. Budget considerations

NCAA INITIAL-ELIGIBILITY FOR COLLEGE ATHLETES

Students planning to enroll as college freshmen who want to participate DIVISION I or DIVISION II athletics must be certified by the NCAA Initial-Eligibility Center. DIVISION III schools do not require students to be certified.

It is each student's responsibility as a "prospective student-athlete" to make sure the NCAA Eligibility Center has the materials needed for certification. This is an important process and lack of planning could result in not being approved to play at the college level. Students should start to track their progress beginning in their freshman year by going to the NCAA Eligibility Center website (ncaa.org) to access information needed to understand the Division I and Division II eligibility requirements, register with the NCAA Eligibility Center, and access individual records.

We recommend students begin the registration process no later than the spring of their junior year. To start the registration process, a student must go to the NCAA Eligibility Center website (ncaa.org) create an account, register and file a student release form. This form, as well as the required fee, must be submitted to the Eligibility Center. Students are also required to submit their high school transcript. Once requested, an official student transcript will be electronically submitted from the School Counseling Office.

In addition, when registering for the SAT or ACT, the student must request that scores be sent to the NCAA Eligibility Center.

POTENTIAL COLLEGE CREDIT

ADVANCED PLACEMENT PROGRAM

Glastonbury High School offers the following AP courses: AP Studio Art, AP English Literature, AP English Language and Composition, AP Environmental Science, AP French Language 6, AP Spanish Language 6, AP Latin Literature V, AP Russian Language 6, AP Calculus AB and BC, AP Statistics, AP Biology, AP Chemistry, AP Physics 1+2, AP Physics C, AP Psychology, AP Computer Science A, AP Computer Science Principles, AP Music Theory, AP European History, AP Chinese and AP U.S. History. Some courses have prerequisites, so be sure to check each course. AP courses are listed in this booklet and on the student transcript with the AP designation. AP exams will be given during the first and second weeks in May. There is a fee for each examination taken, payable to the Advanced Placement Program.

Recognition of different grades for credit, advanced placement, or both will vary with different colleges. It is suggested that a student interested in a particular college write for information concerning the college's policy regarding advanced placement. Students are encouraged to take AP exams in all courses taken.

UNIVERSITY OF CONNECTICUT EARLY COLLEGE EXPERIENCE PROGRAM

The Early College Experience (ECE) program through the University of Connecticut provides students taking designated courses the opportunity to enroll in the program and earn college credit in addition to GHS credit. Students who meet the prerequisites, complete the ECE application process, pay ECE tuition/fees, and earn a C or better in the course, will receive credit posted to a University of Connecticut transcript.

GHS Course	Sem.	UConn Course	Credit
Advanced Studies in Classical Mythology	Full Year	CAMS 1103 – Three credits, origin, nature and function of myth in the literature and art of Greece and Rome and the reinterpretation of classical myth in modern art forms.	3
Advanced Drawing	Fall or Spring	ART 1030 - Drawing I Fundamental principles of drawing based on observation.	3
Advanced Floral Design	Spring	SPSS2520 Floral Art	3
AP Calculus BC	Fall	Math 1131Q	3
	Spring	Math 1132Q	3
Discrete Math	Fall or Spring	MATH 1030 Q – Elementary Discrete Math Problem solving strategies, solutions of simultaneous linear equations, sequences, counting and probability, graph theory,	3

		deductive reasoning, the axiomatic method and finite geometries, number systems.	
English 11, L1	Full Year	ENGL 1007 - College composition through multiple forms of literacy, including rhetorical, digital, and information literacies necessary for twenty-first-century contexts. The development of creatively intellectual inquiries through sustained engagement with texts, ideas, and problems. Emphasis on transfer of writing and rhetorical skills to academic and daily life. Students design a digital portfolio that curates creations and skills-based micro-credentials they earn in coursework.	
AP Environmental Science	Full Year	NRE 1000 – Environmental Science An introduction to basic concepts and areas of environmental concern and how these problems can be effectively addressed.	3
AP French	Fall	French 3250 - Global Culture and Conversation Intense study of oral French. Learning of oral techniques of communication in conjunction with topics of conversation associated with various francophone cultures. Rigorous and active oral practice through dialogues, interviews, round-tables, and oral reports.	3
	Spring	FREN 3268 – Writing in French Advanced study of French texts and extensive written practice in a variety of forms ranging from compositions, essays, summaries, and film review.	3
AP Introduction to Companion Animals	Fall	ANSC 1676-Introduction to Companion Animals-Basic concepts of the nutrition, physiology, health, and management of companion animals.	3
Behavior & Training of Domestic Animals	Spring	ANSC 1602 – This upper-level course is designed to give students opportunities to apply theories of behavior regarding animals.	3
AP Music Theory	Fall	MUSI 1011 Fundamental/Ear Training	3
	Spring	MUSI 1012 Fundamentals/Ear Training II	3
AP Physics	Fall	PHYS 1201Q – General Physics I	4
	Spring	PHYS – 1202Q – General Physics II	4
AP Spanish	Fall	SPAN 3178- Composition & Reading for Spanish Speakers Grammar, written composition, and readings for speakers of Spanish.	3
	Spring	SPAN 3179 – Intermediate Spanish Composition Thorough review of grammar and methodical practice in composition leading to command of practical idioms & vocabulary.	3
Introduction to Individual & Family Development	Full Year	HDFS 1070 – Individual Family Development Human development throughout the life span, with emphasis upon family as a primary context.	3
AP Chinese	Full Year	1114 Intermediate Chinese	3
AP Latin Lit V	Full Year	CAMS3102 Topics in Advanced Latin	3

For more information about the UConn Early College Experience, including course descriptions, tuitions/fees, and enrollment policies, visit: www.ece.uconn.edu.

All fees are non-refundable after the add/drop period.

COLLEGE CAREER PATHWAYS

The College Career Pathways program is designed to benefit every high school student regardless of his or her career goals. Manchester Community College (MCC) has identified GHS courses in Business Education and Foods as having curriculum equivalent to courses taught at the college level. College Career Pathways provides students with a program of study that coordinates secondary and post-secondary education, thus eliminating repetition of course work. After completing the courses and graduation from high school, College Career Pathways students may be eligible for college credit. Students may continue their education at MCC or they may request these credits be transferred to other post-secondary institutions.

OTHER CREDIT OPTIONS

ACADEMY OF AEROSPACE & ENGINEERING AT THE GREATER HARTFORD ACADEMY OF MATHEMATICS AND SCIENCE

The Academy of Aerospace & Engineering at the Greater Hartford Academy of Mathematics & Science provides students in grades 9-12 from 35 school districts in the Capital Region Education Council (CREC), exciting supplementary scientific

experiences through unique teaching methods and the use of state-of-the-art technology. These activities are designed to motivate students toward higher levels of achievement in the natural sciences, connect students to real world applications of science and technology, and integrate concepts of math into the basic principles of scientific exploration. The ability to make connections between mathematics and science empowers students with knowledge, confidence, and motivation that extend beyond the classroom. You can apply to the Academy of Aerospace & Engineering at the Greater Hartford Academy of Mathematics & Science online at www.crec.org

GREATER HARTFORD ACADEMY OF THE ARTS AT THE LEARNING CORRIDOR AND TRINITY COLLEGE

The Greater Hartford Academy of the Arts is an interdistrict magnet high school focused on the arts that serves students each year in grades 9-12 from the 35 school districts in the Capital Region Education Council (CREC). The program is designed to prepare gifted and talented students to pursue post-secondary studies and professional careers in creative writing, dance, instrumental music, vocal music, theater, musical theater, technical theater, visual arts, or interarts study. You can apply to the Greater Hartford Academy of the Arts online at www.crec.org

MIDDLE COLLEGE HIGH SCHOOL AT MANCHESTER COMMUNITY COLLEGE (GREAT PATH ACADEMY)

Students in grades 10-12 who may have had academic challenges at Glastonbury High School and who have strengths and abilities that can be nurtured in a smaller, more individualized setting may have the opportunity to attend Great Path Academy. The focus at Great Path is on Graphic Arts, Communication, and Technology. The program is hands-on and includes work experience and the opportunity to take courses at MCC for college credit. Participating schools include Bolton, Coventry, East Hartford, Manchester, Tolland and Glastonbury. The school is located on the MCC campus. More information about Great Path can be obtained in the School Counseling Office.

STATE TECHNICAL HIGH SCHOOLS

It is not practical for industrial courses in a comprehensive high school to be presented with the intensity and the amount of practical application that can be offered in regional technical high schools such as Vinal Technical High School in Middletown and Howell Cheney in Manchester. For this reason, boards of education throughout the state reimburse transportation costs for any of their students who attend these technical schools. Students may apply for admission if they have successfully completed either the eighth or the ninth grade. If accepted, they will receive alternating weeks of general education courses and classes in shop theory and practice. A diploma is awarded at the close of successful completion of the three or four year program. The students will also have accumulated a specified number of hours toward licensing in their chosen trade.

Technical School Offerings:

Howell Cheney

Automotive Mechanics	Diesel Mechanics
Machine Tool	Carpentry
Electrical	Sheet Metal
Drafting, Machine	Electronics
Welding	Environmental Systems

Vinal Tech

Auto Body Repair	Carpentry
Automotive Mechanics	Culinary arts
Electrical	Electro Mechanical

Machine Drafting
Hairdressing, Cosmetology & Barbering
Heating, Ventilation & Air Conditioning
Manufacturing Technology
Microcomputer Software Technology

INDEPENDENT STUDY

This program is designed for the student who is broadly and deeply curious about a particular subject and who can benefit from the experience of developing, organizing, and completing a project that he or she finds stimulating. The work done must be over and above what is being offered in the curriculum. The independent study project may be taken in the place of an elective. The following conditions must be met to receive credit:

1. The project must receive the approval of a sponsoring teacher, the director of the department, the student's parents, and the high school administration.
2. Each student will be required to meet with the sponsoring teacher once a week to review his or her progress.
3. Credit will be given for the project. However, it is required that a student will spend at least sixty hours per one-half credit.
4. Grades for the study will be given on a regular or pass/fail basis. An administrator, the director, and the sponsoring teacher will determine the level of the course.

PASS/FAIL OPTION

This option is for seniors whose reasons for taking a course are based on its content rather than on achievement of a grade and for students who would like to take difficult or exploratory courses without risk to their G.P.A. (provided the course is passed). The following conditions must be met in order to participate:

1. A student must be a senior.

2. No course that is to be used as a "Requirement for a Diploma" may be chosen on a pass/fail option.

3. Seniors may elect one full year or two semester courses (one each semester) on a pass/fail basis.

4. The decision to participate in a selected course on a pass/fail basis must be made prior to the first quarter grade in any course. Students who are taking the pass/fail option are not exempted from the final exam. The principal and the appropriate director may make exceptions to these deadlines in rare instances.

REQUEST FOR CREDIT FOR COURSES TAKEN OUTSIDE GLASTONBURY HIGH SCHOOL

In order to receive credit for a course offered outside the Glastonbury School System, a student must complete the Request for Course Credit form at least five days prior to the start of the course. The student will be responsible for obtaining a course outline, documentation of the hours of instruction, and a final grade. In addition, the Director or Principal from the Glastonbury Public School System may require that a final examination for the course be taken outside the school system.

If the course is being taken for the first time, the hours of instruction must meet the state requirements. If the course is a make-up for one failed, the hours of instruction can vary proportionately, to be determined by the Director and Principal. Credit for a course required for graduation will be granted only under special circumstances. The Director and Principal must approve these requests.

SUMMER SCHOOL

Students who fail courses or lose credit due to attendance have the opportunity to make them up by attending the summer school programs sponsored by the East Hartford or West Hartford Boards of Education. These programs differ.

East Hartford offers a remedial summer school open to students who have failed a course during the regular school year, have lost credit due to attendance, or want to improve a passing grade in a course already taken. (Note: If a student has failed all four marking periods of a full-year course, that course may not be made up in a remedial summer school). The grade the student earns for each three-week session is <u>averaged</u> with one original quarter grade and the final grade is then recalculated.

West Hartford Summer School offers courses that meet the minimum time requirements for credit (60 hours for 0.50 credit; 120 hours for 1.00 credit). The credit courses are designed to allow a student to earn a passing grade for course work previously failed, improve a passing grade, or earn credit for a course not previously taken.

The grade earned in one summer session in a course taken either to earn or improve a passing grade is <u>averaged</u> with two original quarter grades and the final grade is then recalculated. Grades for courses not previously taken are posted on the student's transcript with the notation S.S. (Summer School) and either 0.50 or 1.00 credit is given depending on the number of summer sessions attended.

Students who wish to make up a course or take a new course in summer programs other than East Hartford or West Hartford and who want to receive credit at Glastonbury High School must obtain permission from the Principal and Director on the Request for Course Credit form prior to the beginning of the course. The form is available in the School Counseling office.

TRANSFER OF SCHOOL RECORDS

When a student enrolls in the high school from another school district, we will notify the previous district of the enrollment and request the student's educational and medical records. The previous school district is required by law to transfer the records with or without written parent authorization. Similarly, when the School Counseling Department receives notification of a student's enrollment in another district, we are required to transfer the records. We will notify the parent or guardian of the transfer at the time they are sent to a new school if no written parent authorization is on file.

School Counseling Best Practice Transfer Student Guidelines

PROCESS:

1. Transfer students new to GHS will have those courses from the previous school listed on the Glastonbury transcript. Transfer credits will be determined and awarded for those courses that align with our credit system. Grade point average (GPA) will be computed based on the student's course work and grade from previous school(s) and Glastonbury High.

2. When a student enrolls at GHS after a quarter has begun, that student's grade earned in the sending school/program will be given to the current GHS teacher if the student is placed in a corresponding class. That grade will be factored in with the student's work in his or her classes at GHS.

3. When a student enters from a school that requires them to participate in an after school sport, that required participation will be transferred in as .50 credit and denoted on a GHS transcript as a "P". This .50 credit will be counted as a Physical Education credit toward GHS graduation requirements.

4. A transfer student's GHS transcript is noted with the name of the previous school that the student attended.

SPECIAL SUPPORT PROGRAMS

SECONDARY SPECIAL EDUCATION PROGRAM

Programming for students with special needs at Glastonbury High School is provided in the least restrictive environment. Least restrictive environment means an educational environment which meets the needs of a child requiring special education services, and at the same time ensures that to the maximum extent appropriate, students with disabilities are educated with children who are not disabled. It is the

responsibility of each Planning and Placement Team to ensure that no child is placed in a highly restrictive environment (such as full time special education classes) until all less restrictive programs have been tried. Programming options along the continuum of services are as follows:

1. Regular class with program adaptations
2. Regular class with supportive services in the general education (i.e. consultation/collaboration)
3. Regular class with resource services provided in a separate setting
4. Team taught classes in selected general education content areas
5. Special education class with instruction in general education to the maximum extent possible

In addition to the academic courses, the secondary special education program provides a variety of vocational options. A transition coordinator is available to assist all students with special needs in planning for a successful transition from school to post-secondary opportunities.

Another important vocational option is the Special Education Supported Work Experience Program, a cooperative program between the Special Education Department and employers in the community. The purpose of the program is to provide vocational training and experience to enable students to develop marketable skills.

MENTOR PROGRAM Grade 9

The Mentor Program is designed to serve those ninth graders in need of transitional academic and organizational support. Students who have been identified by eighth and ninth grade teachers and counselors as needing this program are assigned to a small group during a scheduled study hall with a teacher. The group meets each day. The Mentor Program provides students with the opportunity to develop academic and social skills. In addition, school counselors and support people from the community make visits to the mentored classrooms.

READING SKILLS Grades 9-12

(Half Year- 0.50 Credit)
1760 - Level 2

This course will be required for those students who need additional help with their reading skills in a small group setting. Placement in this course is based on classroom performance as well as the recommendation of the middle school supportive reading teachers. This course is open to all students who wish to improve their reading skills.

READING & WRITING ACROSS THE DISCIPLINES – Grades 9-12

(Half Year– 0.50 Credit)
0700 - Level 2

This course is designed to help those students in need of strategies specific to reading and writing across the disciplines. While the course does include help with study skills, it is intended for those students who need more attention in reading and writing in the content areas. Classes will be limited in size so those students needing additional teacher interaction will find it here. Students may retake this course with the permission of the Director of Language Arts.

SCIENTIFIC RESEARCH BASED INTERVENTIONS (SRBI)

SRBI is an approach which provides services and interventions to all students based on their academic and /or behavioral needs. The State of Connecticut mandates that all school districts in Connecticut use this process. When a need is identified using assessment data, interventions are developed. School personnel monitor student progress closely to be sure the interventions are appropriate and successful. For more information, visit the GPS website Parent Link to SRBI.

ACADEMIC PRACTICES

GROUPING

Classes in certain subjects have been grouped according to achievement levels to provide for students who have demonstrated special abilities or needs. Class groups are set as follows:

(1) Level 1 for students who have demonstrated high achievement in a particular subject area. Students taking Level 1 and/or AP courses should be aware of the demanding work and grading expectations of these courses.

(2) Level 2 for students who have demonstrated the academic knowledge and background to meet the requirements of their grade level.

All special education courses are Level 2 achievement. Special notation of enrollment in a Level 1 or AP class is made on the student's transcript. Some Level 1 courses offer the student the opportunity to participate in the University of Connecticut's Early College Experience Program or prepare students to take the College Entrance Examination Board Advanced Placement Tests.

A student's placement in a given level is reviewed periodically and students are placed in more appropriate classes as the need arises.

Note: As a rule, Level 1 courses are those with course numbers 0, 1, or 2 as the second digit.

As a rule, the first digit in each course number denotes the department as follows: Health, Physical Ed (0), English (1), History/Social Sciences (2), World Language (3), Mathematics (4), Science (5), Business Education and Agriscience & Technology (6), Family and Consumer Sciences and Music (7), Technology Education (8), Art (9).

Examples:

1101 English 9	English, Level 1
2430 European History 1	Social Science, Level 2

HONOR ROLL

The following criteria have been established for determining honor roll and high honor roll status for Glastonbury High School.

1. A 3.000 Grade Point Average (GPA) or better entitles a student to honor roll status provided that no grade received is an incomplete (I) or is lower than a C- in any one course, including physical education. Physical education grades are included in the GPA.

2. A 3.750 Grade Point Average (GPA) or better entitles a student to high honor roll status provided that no grade received is an incomplete (I) or is lower than a C- in any one course, including physical education. Physical education grades are included in the GPA.

3. High Honor Roll and Honor Roll listings will be published at the end of each quarter.

4. In computing honor roll, an A=4, A-=3.670, B+=3.340, B=3, B-=2.670, C+=2.340, C=2, C-=1.670, D+=1.340, D=1,D-=.670 and F=0. Level 1 courses are given one additional point.

Please note that, as it relates to the honor roll, physical education is half-weighted if it does not meet every day. Therefore, an A in physical education will not average with a C in another course for a B average.

PROMOTION TO THE NEXT GRADE Class of 2023 and Beyond

1. To become a sophomore, a student must have earned a minimum of **four** units of credit.
2. To become a junior, a student must have earned a minimum of **eleven** units of credit.
3. To become a senior, a student must be **scheduled to meet** all requirements for graduation.

REPORTING TO PARENTS: REPORT CARDS AND GRADING PORTAL

Parents and students can view information regarding student progress, grades, learning expectations and attendance via the PowerSchool Grading Portal. Parents that do not have access to this confidential, web-based system should contact the GHS School Counseling office for more information.

SUMMER READING PROGRAM

In an effort to promote a love of reading among students, Glastonbury High School students are encouraged to read independently, particularly during the summer months. This school-wide initiative is supported by Library Media Specialists, who monitor independent reading trends and provide students with recommendations and access to popular reads from various genres throughout the year. Since the goal is to encourage reading as the enjoyable pastime it is intended to be, students may read any book or text that matches their interests. Summer reading experiences are shared and celebrated at the start of the year through school-wide discussions which provide students and staff the opportunity to talk about what they have read. This celebratory approach to summer reading intends to promote a school culture that values reading beyond the classroom.

COURSES OFFERED

Elective Credit Fulfillment: FA=Fine Arts, H=Humanities, S = STEM, G = General

AGRISCIENCE & TECHNOLOGY

Agriscience Leadership 1,2,3,4 (G)
Foundations of Agriscience & Technology(S,G)
Animal Science
- Introduction to Animal Science (S,G)
- Livestock Management(S,G)
- Veterinary Anatomy and Physiology(S,G)
- Veterinary Science(S,G)
- Kennel Management (S,G)
- Introduction to Companion Animals(S,G)
- Behavior and Training of Domestic Animals (S,G)
- Animal Reproduction and Genetics(S,G)

Natural Resources & Forestry
- Environmental and Natural Resources Studies(S,G)
- Fish and Marine Life Management (S,G)
- Wildlife Management(S,G)
- Forestry(S,G)

Plant Sciences
- Horticulture(S,G)
- Floral Art and Design (FA,H,G)
- Advanced Floral Design(FA,H,G)
- Green Infrastructure and Sustainable Design(FA,H,G)
- Landscape Construction and Maintenance(S,G)

Agricultural Mechanic & Engineering
- Outdoor Power Equipment(S,G)
- Equipment Systems and Repair(S,G)

ART

Art Foundations(FA,H,G)
Advanced Drawing(FA,H,G)
AP Studio Art(FA,H,G)
Ceramics(FA,H,G)
Contemporary Crafts Design(FA,H,G)
Drawing and Painting(FA,H,G)
Sculpture(FA,H,G)
Animation(FA,H,G)
Design Careers in STEAM (FA, S, G)
Digital Art & Media(FA,H,S,G)
Film & Video Production(FA,H,S,G)

BUSINESS EDUCATION

Keyboarding and Computer Applications 1A(G)
Business Computer Applications (S,G)
International Business(G)
Personal Finance (S,G)
Personal Finance On-Line(S,G)
Financial Decision-Making(G)
Banking and Investments(G)
Accounting (S,G)
Advanced Accounting(S,G)
Criminal Law (H,G)
Civil Law(H,G)
Criminology(H,G)
Marketing (G)
Entrepreneurship(G)

ENGLISH

English 9
English 10
English 11
AP English Language and Composition (juniors only)
AP English Literature (seniors only)
British Literature 1, 2
Introduction to Poetry
American Literature 1, 2
Studies in American Literature
Modern Literature
Global Literature
Contemporary Literature
Literature for Young Adults
Reading About Life in Fiction and Nonfiction Texts
Shakespeare
Journalism
World Literature
Creative Writing(H,G)
SAT Preparation(H, S, G)
Film Study(H,G)

FAMILY & CONSUMER SCIENCES

Culinary Arts and Nutrition(G)
Foods and Cultures (H,G)
Professional Cooking(G)
Professional Baking(G)
Fashion Design(FA,H,G)
Early Childhood Development(H,G)
Early Childhood Education (H,G)
Introduction to Individual and Family Development(H,G)

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education GRADE 9 (HPE9)
Health and Physical Education GRADE 10 (HPE 10)
Upper-class Health and Physical Education (11-12 HPE)
Dance & Fitness
Lifetime Activities
Group Games
Alternative Environment Activities
Sports Issues
No Boundaries for Wellness
Personal Wellness; Strength & Performance
First Aid Careers in Athletics and Recreation(G)

HISTORY/SOCIAL SCIENCES

Civics/Current Issues
United States History I
United States History II
Themes of United States History I
Themes of United States History II
AP United States History
Modern World History I
Modern World History II
AP European History(H,G)
Introduction to Economics (H, S, G)
Introduction to Political Science(H,G)
Introduction to Psychology(H,G)

African American/Black and Puerto Rican/ Latino Studies(H,G)
Criminology(H,G)
AP Psychology(H,G)
Sociology(H,G)

MATHEMATICS

Essentials for Algebra
Integrated Algebra and Geometry 1
Integrated Algebra and Geometry 2
Contemporary Math
Algebra 1A, 1B-1, 1B-2
Geometry A, 1-2
Geometry B
Algebra 2A, 1-2
Algebra 2B
Trigonometry(S,G)
Discrete Mathematics ECE(S,G)
AP Pre-Calculus, Level I(S,G)
Pre-Calculus, Level II(S,G)
AP Calculus AB(S,G)
AP Calculus BC ECE(S,G)
Multivariable Calculus w/ Linear Algebra(S,G)
SAT Preparation(H, S, G)
AP Statistics
Introduction to Data Science (S,G)
Coding, Data Science, and Society (S,G)
AP Computer Science Principles(S,G)
Introduction to Computer Programming (S,G)
Computer Programming in C++ 1, 2(S,G)
AP Computer Science A(S,G)
Data Structures and Algorithms(S, G)
Cybersecurity
AP Statistics
Introduction to Data Science (S,G)
Coding, Data Science, and Society (S,G)
Personal Finance (S,G)
Personal Finance On-Line(S,G)
Financial Decision Making(S,G)
Accounting (S,G)
Advanced Accounting(S,G)

MUSIC

Concert Band(FA,H,G)
Symphonic Band(FA,H,G)
Chamber String Ensemble(FA,H,G)
String Orchestra(FA,H,G)
Concert Choir(FA,H,G)
Chorus(FA,H,G)
Treble Choir(FA,H,G)
Piano/Keyboard(FA,H,G)
Fundamentals of Music Theory*(FA,H,G)
AP Music Theory*(FA,H,G)
Music Studio Production(FA,H,S,G)
Beginning Guitar(FA,H,G)
Intermediate Guitar(FA,H,G)
Worlds of Music(FA,H,G)

SCIENCE

Integrated Science
Chemistry
AP Chemistry
Biology
AP Biology
Introductory Physics
Physics
AP Physics 1 & 2
AP Physics C(S,G)
AP Environmental Science(S,G)
Advanced Research Mentorships in the Natural Sciences(S,G)
Astronomy(S,G)
Forensic Science(S,G)
Human Anatomy and Physiology(S,G)
Principles of Applied Robotics and Engineering (S,G)
Coding, Data Science, & Society (S, G)

TECHNOLOGY EDUCATION

Advanced Photography(FA, H, S, G)
Applied Engineering (S,G)
Architectural Design (FA,H,G)
Computer Assisted Design (CAD) (FA, H, S, G)
Digital Electronics (FA, H, S, G)
Engineering Design (FA, H, S, G)
Computer Modeling for Animation and Game Design(FA, H, S, G)
Graphic Communication Technology (FA, H, S, G)
Photography (FA, H, S, G)
Production Systems(S,G)
Transportation Systems (S,G)
Web Design and Mobile Application Development(S,G)

Principles of Applied Robotics and Engineering(S,G)

TELEVISION AND THEATRE ARTS

Drama 1(FA, H, G)
Lighting and Sound for Theater(FA, H, S, G)
TV Broadcasting (FA, H, S, G)

WORLD LANGUAGES

French 1-2(H,G)
French 3, 4, 5, 6(H,G)
AP French Language 6/ECE (H,G)
French I, II, III, IV,V (H,G)
Advanced Studies in Classical Mythology(H,G)
Word Power Through Latin(H,G)
Ancient Greek I, II (H,G)
Latin I-II, III, IV Level 1 (H,G)
AP Latin Literature V(H,G)
Latin I, II, III, IV(H,G)
Chinese 1, 2, 3, 4, 5(H,G)
AP Chinese Language 6/ECE(H,G)
Russian 1-2(H,G)
Russian 3, 4, 5(H,G)
AP Russian Language 6 (H,G)
Spanish 1-2 (H,G)
Spanish 3, 4, 5, 6(H,G)
AP Spanish Language 6/ECE (H,G)
Spanish I, II, III, IV, V (H,G)
English for Multilingual Learners 1, 2, 3 (H,G)
Multilingual Learner Tutorial (H,G)

OTHER CAREER AND TECHNICAL EDUCATION PROGRAMS

State Vocational Technical High Schools

* Represents courses offered on alternating year cycles. See individual course descriptions for dates. Availability of courses is subject to change due to changes of the budget and economic conditions.

GLASTONBURY PUBLIC SCHOOLS

GHS Students

Spark your Passions and Prepare for your Future!
Explore the STEAM Pathways Available to You.

PATHWAY	SPECIALIZATION
Engineering & Robotics	Environmental Engineering & Agricultural Sciences
	Civil Engineering
	Production & Manufacturing Engineering
Applied Arts & Design	Architecture & Applied Arts
	New Multimedia
	Commercial Design & Design Careers
Computer Science & Technology	Programming & Software Development
	Web & Digital Communications
	Data Science

STEAM Elective Courses

Look for the wide variety of GHS STEAM Elective Courses in the following curriculum sections of this Program of Studies:

- Agricultural Science
- Art
- Mathematics
- Science
- Technology Education

Ask your school teacher/ counselor about the electives in each area.

Core Course Requirements

Please note that the STEAM Elective Courses do ***not*** satisfy GHS Core Course requirements in Science or Mathematics.

Look for the "S"

See an "S" after a course description? That means the course will count towards the 3 State STEM elective credits you need for graduation.

COURSE DESCRIPTIONS

Elective Credit Fulfillment: FA=Fine Arts, H=Humanities, S=STEM, G=General

AGRISCIENCE AND TECHNOLOGY

The AgriScience and Technology program offerings are open to ALL students. Courses may be elected on the same basis as any other course in the program of studies, however preference will be given to program students first. AgriScience and Technology courses enable students to survey areas in which they have interests, aptitudes, and/or college and career aspirations. The department has the goal of providing education about and for AgriScience/AgriBusiness. Courses are designed to meet the college and career needs of students.

The major areas of study are grouped under Animal Sciences, Natural Resources and Forestry, Plant Sciences, and Agricultural Mechanics & Engineering. Students may sample courses from each area or specialize in one or two, depending upon their interests.

AgriScience and Technology program students are required to:

- Enroll in the appropriate AgriScience Leadership course
- Incoming Freshman are required to enroll in Foundations of AgriScience & Technology in addition to AgriScience Leadership 1
- Successfully complete a given number of classes as outlined by state legislation and regulations
- Participate in leadership activities (the primary vehicle to accomplish this is the FFA Organization)
- Develop and implement a Supervised Agricultural Experience (SAE) program under the supervision of an AgriScience staff member (grades 9-12).

Students who complete three or more years (minimum of six semester courses) in AgriScience and Technology may, with the consent of the Director of Science and Director of Career Technical Education, receive one science credit.

All courses provide opportunities for students to demonstrate all learning expectations.

AGRISCIENCE LEADERSHIP COURSES:

There are two components to these courses:

1. The Supervised Agricultural Experience (SAE) may include entrepreneurship, placement, or research external experiences. Various combinations of these may make up the work experience component. Students will be required to keep records of their activities and will be supervised by an AgriScience and Technology teacher. This phase is completed year-round and outside of the scheduled leadership course (1.0 credits). Students must complete at least 125 hours each year and maintain an active SAE all four years.

2. The classroom component will meet for one semester (0.5 credits). This phase will include developing skills, interviewing for jobs and writing resumes as well as discussion of employee benefits and other related topics. Students will also be required to meet the minimum expectations of the FFA degrees associated with each year, to develop career and leadership skills via Career Development Events (CDE's) and Leadership Development Events (LDE's) which may occur as co-curricular field experiences.

AGRISCIENCE LEADERSHIP 1

(Half Year– 1.5 Credit)
(Freshman Only)
6671 -Level 1

This is a required course for all ninth graders entering Glastonbury High School as AgriScience program students. Students will be introduced to the AgriScience center and gain an understanding of the GHS community. Students will be given an overview of the scope of AgriScience program requirements and experiences. Students will learn about the FFA, develop their Supervised Agricultural Experience Program (SAE), and work with their advisor to meet minimum expectations for Greenhand Degree and prepare for various CDE's and LDE's. (G)

AGRISCIENCE LEADERSHIP 2

(Half Year -1.5 Credit)
(Sophomores Only)
6672 - Level 1

This is a required course for all AgriScience students in grade 10. The course builds on the concepts introduced in the AgriScience Leadership 1 course. Students will expand their knowledge related to the FFA and parliamentary procedure while completing an agriculturally related research paper including an oral presentation. Students will work as a group to organize an FFA sales project and develop leadership skills. They will continue their comprehensive SAE portfolio, meet minimum expectations for Chapter Degree and prepare for various CDE's and LDE's. (G)

AGRISCIENCE LEADERSHIP 3

(Juniors Only 1.5 Credit)
6691 - Level 1

This is a required course for all AgriScience students in grade 11. The course builds on the concepts introduced in the previous AgriScience Leadership courses. Students will expand their knowledge related to the FFA and parliamentary procedure while completing an agriculturally related research paper including an oral presentation. Students will work as a group to organize an FFA sales project and develop leadership skills. They will continue their comprehensive SAE portfolio, meet

minimum expectations for State Degree and prepare for various CDE's and LDE's. (G)

AGRISCIENCE LEADERSHIP 4

(Seniors Only 1.5 Credit)
6701 - Level 1

This course is for all AgriScience students in grade 12. Students prepare for FFA Proficiency Awards, Scholarship opportunities, CDE's, LDE's and college/career life after high school. Students are expected to have completed a minimum of 500 SAE hours by the end of the course to complete their program requirement. (G)

FOUNDATIONS OF AGRISCIENCE & TECHNOLOGY

(Half Year- 0.50 Credit)
6655- Level 2

Foundations of AgriScience and Technology introduces students to the four main concentrations within the AgriScience and Technology program (Animal Science, Plant Science, Natural Resources and Agricultural Mechanics & Engineering) as well as current industry standard practices. STEAM disciplines are woven through the context of Agriculture and students learn, apply and master standards and skills across content areas. While surveying Animal Science, Plant Science, Natural Resources and Agricultural Mechanics & Engineering students investigate, experiment, analyze data, problem solve and communicate their solutions and conclusions publicly. Students explore career and post-secondary opportunities in each AgriScience concentration. Completion of this required AgriScience course will prepare students for their SAE and to select an AgriScience Concentration for their advanced studies. This is a required course for freshman enrolled in the AgriScience program. (S,G)

ANIMAL SCIENCE

INTRODUCTION TO ANIMAL SCIENCE

(Half Year– 0.50 Credit)
6570 - Level 2

This course will serve as an introduction to all animal science courses. It will include terminology associated with companion animals and livestock. Students will discover the relationship between people and animals as they study animals used as companions, food and fiber, and in research. The course will cover basic animal nutrition, reproduction and behavior and serve as the basis for advanced animal science courses. (S, G)

LIVESTOCK MANAGEMENT

(Half Year – 0.50 Credit)
6415- Level 2
Prerequisite: Introduction to Animal Science

This course will focus on several areas of Livestock Management (ie. horses, cattle, poultry, swine, goat, sheep, etc.). Students will learn about the history and use of livestock, the development of breeds and their characteristics, and the functions of breed associations. Students will also learn how to select livestock based on conformation as it relates to performance, pedigree and personal preferences. Basic livestock behavior and training, basic nutrition and balancing of rations, restraint, and grooming will be studied. Career opportunities will be explored and students may have the opportunity to work with live animals. (S, G)

VETERINARY ANATOMY AND PHYSIOLOGY

(Half Year – 0.50 Credit)
6431 - Level 2
Prerequisite: Introduction to Animal Science

This course will look at the anatomy and physiology of animals as it relates to the understanding of veterinary medicine. The course will also focus on veterinary terminology, animal restraint, physicals, and the signs of health and disease in animals. Students will learn how to take vital signs and other skills needed during the routine examination of animals. Students will have the opportunity to work with live animals. (S, G)

VETERINARY SCIENCE

(Half Year – 0.50 Credit)
6441 - Level 2
Prerequisite: Introduction to Animal Science

This course will focus on the causes, prevention and treatment of animal disease. The course will cover vaccination protocols, pharmacology, radiology, veterinary instruments, euthanasia and the pet people bond. Students will have the opportunity to explore the various types of disease on a species of their choice. The course will explore opportunities in veterinary medicine and related fields. (S, G)

KENNEL MANAGEMENT

(Half Year – 0.50 Credit)
6490 - Level 2

This course is designed to give students a background in the care and management of the many breeds of dogs. There will be opportunities for students to dialogue with guest speakers, interview individuals, and participate in various activities. The course will cover breeds, selection, reproductive management, health care and disease prevention, grooming, and training of dogs. Students will have the opportunity to perform several kennel related activities with dogs. Career opportunities will be explored. Field trips may be included. (S, G)

INTRODUCTION TO COMPANION ANIMALS

(Half Year – 0.50 Credit).
6501 - Level 1
Prerequisites: Biology & Introduction to Animal Science

This upper-level course is designed to give juniors and seniors a background in the care and management of the many breeds of cats and to explore other animals as companions. Students will have the opportunity to work with cats and other small companion animals. The course will explore the animal-people bond, animal care, selection of breeds, nutrition, reproduction, health and management of: cats, birds, rabbits, ferrets and other small animals. Students will also examine career opportunities with small animals. Students must have successfully completed Biology and Introduction to Animal Science prior to registering for the course. Students taking this course may enroll in the UConn ECE program (see page 11). (S, G)

BEHAVIOR AND TRAINING OF DOMESTIC ANIMALS

(Half Year- 0.50 Credit).
6445- Level 1
Prerequisites: Biology & Introduction to Animal Science

This upper-level course is designed to give juniors and seniors opportunities to apply theories of behavior regarding cattle, horses, sheep, goats, swine, poultry, cats and dogs to their management, training and welfare. Basic principles of genetics and physiology of behavior, perception, training, learning, motivation, and stress with consideration of integrated behavioral management will be covered. Students will train an animal as a part of the class. Students must have successfully completed Biology and Introduction to Animal Science prior to registering for the course. It is recommended that students first take Introduction to Companion Animals, but is not required. Students taking this course may enroll in the UConn ECE program (see page 11). (S, G)

ANIMAL REPRODUCTION AND GENETICS

(Half Year – 0.50 Credit)
6450 - Level 2
Prerequisite: Biology & Introduction to Animal Science

This course will explore the reproductive physiology and anatomy of livestock, pets, and wildlife. It will look at the hormonal regulation of the reproductive process and explore the use of biotechnology in regulating reproduction in animal populations including its use in saving endangered species. Students will explore genetic principles and apply them to the selection, breeding, and development of animal populations. Students will have the opportunity to explore particular areas of interest as they apply to reproduction and genetics through research and class activities. Career opportunities will be examined. (S, G)

NATURAL RESOURCES AND FORESTRY

ENVIRONMENTAL AND NATURAL RESOURCES STUDIES

(Half Year – 0.50 Credit)
6520 - Level 2

This course will examine our natural resources from the viewpoint of our need to conserve them and the roles that humans play as long-term residents of the world. Discussions will center around soil formation and soil erosion, water use and improvement, wildlife and fish concerns, conservation farming, land use planning, along with energy resources use. Mineral uses and recycling will be included in the discussions. Students will be given the opportunity to examine areas of special interest to them through research and presentations. This course

meets the requirement of a basic Agriscience course**.** (S, G)

FISH AND MARINE LIFE MANAGEMENT
(Half Year – 0.50 Credit)
6470 - Level 2

This course will survey fresh and marine species of fish and mammals, especially those in our local area. It will present current methods of identifying and managing freshwater species and the problems of water quality and pollution. The marine section will deal with the management of marine animals, fish and shellfish, and the problems associated with aquaculture. Students will perform on-site and off-site experiments related to fish and marine life management. Guest speakers may be a part of this course. Career opportunities will be explored. (S, G)

WILDLIFE MANAGEMENT
(Half Year – 0.50 Credit)
6480 - Level 2

This course will survey the history of wildlife conservation in the United States and the world. It will cover habitats, wildlife population capacities, current methods of preserving endangered species, population genetics, factors influencing wildlife populations, and management practices. The course will focus on mammal and bird populations, especially those indigenous to Connecticut and New England. Students will have the opportunity to construct articles that will help foster wildlife and/or bird populations. They will be involved in developing habitat plans, determining populations and carrying capacities of land areas, and surveying land for wildlife improvements. Class work may be supplemented by field trips, guest speakers, and exploration of related careers. (S, G)

FORESTRY
(Half Year – 0.50 Credit)
6510 - Level 2

This course will provide the student with an introduction to forest science, policy and management. Students will learn Timber Stand Improvement, tools, harvesting procedures, management plans, and conservation strategies. Time will also be set aside to examine tree production, maple syrup production, and the use of trees in urban and suburban planning. There will be several on-site and off-site experimental forestry related activities. Field trips and guest speakers may be utilized to demonstrate accepted forestry procedures. (S, G)

PLANT SCIENCES

HORTICULTURE
(Half Year – 0.50 Credit)
6640 - Level 2

This course will explore plant science through plant propagation. Students will grow and utilize plants in gardens, landscape and greenhouse. They will study the role plants play in a healthy environment and in food production particularly in high tunnels. The Agriscience gardens, greenhouses, and labs will provide student with many opportunities for hands-on experiences. This course meets the requirement of a basic Agriscience course. (S, G)

FLORAL ART AND DESIGN
(Half Year – 0.50 Credit)
6541 -Level 1

This course seeks to introduce the student to flower arranging as an art form. The student will gain practical experience in the making of arrangements, corsages, and the arranging of cut flowers while stressing the principles of design. The course will also emphasize the merchandising and business areas of the floral industry. Students taking this course may enroll in the UConn ECE program (see page 10). (FA, H, G)

ADVANCED FLORAL DESIGN
(Half Year – 0.50 Credit)
6550 - Level 1
Prerequisite: Floral Art and Design

This course allows full-time Agriscience students and students considering floral design as a career to have advanced experiences. Students will create more

specialized and difficult arrangements including sympathy and wedding arrangements. Students will learn principles of design, costing, and marketing strategies as well as the planning and ordering of flowers. Students taking this course may enroll in the UConn ECE program (see page 10). (FA, H, G)

GREEN INFRASTRUCTURE AND SUSTAINABLE DESIGN

(Half Year – 0.50 Credit)
6615 - Level 2

This course will study sustainable landscapes and their aesthetic functionality. Students will use the elements and principles of design to draw landscapes for both commercial and residential settings. They will also explore biodiversity, aspects of color, interior landscaping, and xeriscaping and rain gardens. Career opportunities in landscape architecture and design may be explored through field trips and guest speakers. (FA, H, G)

LANDSCAPE CONSTRUCTION AND MAINTENANCE

(Half Year – 0.50 Credit)
6620 - Level 2
Prerequisite: Green Infrastructure and Sustainable Design

This course will cover the preparation of planting beds and planting of trees, shrubs, and flowers. Construction of landscape features such as patios, walks, walls, and fences as well as the installation of irrigation systems and outdoor lighting will be included. The course will include turf care, pruning trees and shrubs, fertilizing landscape plants, flower bed management, and integrated plant health management.

Additionally, students will explore the landscape uniqueness of recreational and sports complexes including golf courses and athletic fields. Picnic, camping, and park areas will also be studied. Career opportunities may be discussed through the use of field trips and guest speakers. (S, G)

AGRICULTURAL MECHANICS & ENGINEERING

OUTDOOR POWER EQUIPMENT

(Half Year – 0.50 Credit)
6670 - Level 2

This course will cover the safe operation, maintenance, and care of small power equipment. Students will operate and perform maintenance on lawn and garden tractors, lawn mowers, edgers, leaf blowers, rototillers, snow blowers, etc. Additionally, practices and procedures for managing a small outdoor power equipment business will be discussed. Field trips to local businesses may be utilized to enhance the students' understanding of job opportunities as well as guest speakers. (S, G)

EQUIPMENT SYSTEMS AND REPAIR

(Half Year – 0.50 Credit)
6660 - Level 2
Prerequisite: Outdoor Power Equipment

Students enrolled in this course will study engine theory, comparison of different types of engines, hydraulics, and welding applications specifically as they relate to agriculture. Students will develop a basic understanding and application of hydraulics by using hydraulics kits. Also included will be theories and applications of oxyacetylene, electric arc, MIG and TIG welding. The course will also cover safety procedures associated with all the applications and emphasize hands on laboratory activities in each of the areas to be explored. Related career opportunities will be discussed. (S, G)

ART

" …artmaking is essentially a learning process that spans the entire continuum between learning and creativity."
Julia Marshall in *Connecting Art, Learning, and Creativity: a case for curriculum integration.* (Studies in Art Education, Vol. 46 3, 2005)

The GHS Art Program provides meaningful learning experiences for students who wish to work in visual arts for personal satisfaction, as well as for those considering careers in the visual and applied arts. The major goals of the Art Program at GHS relate to the development of knowledge, skills, and attributes in the areas of: (1) creative thinking, (2) personal expression, (3) visual literacy and discrimination, (4) qualitative aesthetic judgment, (5) cultural understanding and appreciation, (5) critical and analytical thinking skills, and (6) 21st Century Skills, attributes, and literacies. Specifically, students, across all Art courses, will learn, develop, and apply the "habits of mind" associated with visual artists and designers in the areas of creating, reflecting, refining, responding, communicating and demonstrating artistic literacy.

Technology is an ever-present part of our lives and, therefore, plays a key role in the visual and applied arts as a tool for artistic expression, communication, research, and creative production. Whenever and wherever possible, computer software and hardware applications and multimedia techniques will be included as relevant real-world experiences.

Design continues to emerge as an important area of study in the visual and applied arts. The strategies, approaches, and skills designers develop and apply across a wide range of design-related fields will be explored in learning experiences in all Art courses.

Enrollment in all Art courses is open to all students with the exception of Advanced Drawing and AP Studio Art, which require prerequisite courses taken and/or consent of the instructor. To enroll in more than two art courses per semester, a student must receive permission from the department director.

All courses will provide opportunities for students to demonstrate all learning expectations.

ART ELECTIVES

ART FOUNDATIONS
(Half Year – 0.50 Credit)
9321 - Level 2

This introductory course provides students with experiences to explore artistic skill development, personal expression and creative thinking. Art Foundations represents an overview of the visual arts program at GHS. Students have the opportunity to explore 2-D and 3-D media and processes, including drawing, graphic design, painting, illustration, sculpture, and crafts, while learning about art-related careers. Students will create original artwork while exploring a variety of multimedia and technology-based visual arts with an emphasis on collaboration, problem-solving skills, craftsmanship, and artistic literacy. (FA, H, G)

ADVANCED DRAWING
(Half Year – 0.50 Credit)
9110 - Level 1
9310 - Level 2
(Offered for grades 10, 11 & 12)
Prerequisite: Successful completion of Drawing & Painting and recommendation of the Instructor.

This course provides a continuation of drawing skill development, emphasizes increased individual exploration of art mediums, and encompasses the development of a focused body of work. Students will be responsible to complete weekly sketchbook assignments and participate in individual and class critiques. Students will work with a variety of professional media and explore innovative and traditional techniques. Students may enroll in this course at level 1 and the UCONN ECE credit. This course may be taken for four semesters with 0.50 credit given for each semester. This course should be taken as a prerequisite for AP Studio Art. (FA, H, G)

AP STUDIO ART
(2-D, 3-D, or Drawing Portfolio)
(Full Year – 1.00 Credit)
9150 - Level 1
(Offered for grades 11 and 12)
Prerequisite: 1 1/2 credits in art, including Advanced Drawing and recommendation of the Instructor.

Students in Advanced Placement Studio Art will choose to create a 2-D Art and Design Portfolio, a 3-D Art and Design Portfolio, or a Drawing Portfolio. Students enrolled in the class explore and build upon the techniques, skills, theories, and principles learned in prior art courses. Students will expand and master their skills in drawing, painting, design, and/or 3-D media, grow artistically and creatively while developing a personal style, and engage their critical thinking and problem solving skills. This course will address three major concerns that are constants in high

school art: (1) measurable quality in a student's work as demonstrated through exceptional technical skill and conceptual merit (2) the student's commitment to concentration on a particular visual interest or problem, and (3) the student's need for experience in the formal, technical, and expressive means of the artist in the context of specific lineage, historical models, and contemporary theories and practices. Students have the opportunity to earn AP credit by going through the portfolio application and submission process. Students will be required to complete summer art assignments prior to entering this course in the fall. (FA, H, G)

CERAMICS
(Half Year– 0.50 Credit)
9330 - Level 2

This course introduces students to the techniques and processes of working with clay. Students will develop skills in problem solving and how to work three-dimensionally, while practicing a variety of hand building techniques including coil building, slab construction, pinch, press mold, sculpture, as well as throwing on the wheel. Students will learn surface treatment methods and various glazing techniques and applications for the production of functional, decorative, and artistic forms. Through these ceramic processes, students learn innovations and adaptability as well as how to articulate and communicate thoughts and ideas clearly and effectively. This course may be taken for four semesters with 0.50 credit given for each semester. This course can be taken as a prerequisite for AP 3-D Design. (FA, H, G)

CONTEMPORARY CRAFT DESIGN
(Half Year– 0.50 Credit)
9351 - Level 2

Students are introduced to new forms of art making through exploration of traditional and nontraditional media and materials, in the fields of crafts, fine art, and design. Students learn processes and techniques that may include glass, weaving, jewelry making, textiles, fiber arts, and woodworking, and experiment with repurposing, recycling, and up-cycling found objects and materials. With a strong emphasis on alternative media and materials exploration, students plan and develop original artwork using creative thinking and the process of problem-solving. Students will discuss and consider aesthetics, functionality, decoration, and utility through the planning, creating and critiquing processes. This course may be taken for four semesters with 0.50 credit given for each semester. This course can be taken as a prerequisite for AP 3-D Design. (FA, H, G)

DRAWING AND PAINTING
(Half Year– 0.50 Credit)
9370 - Level 2

A variety of drawing and painting techniques are introduced with traditional and experimental media and subject matter. Observational drawing methods are practiced to create depth on a 2-dimensional surface, and color theory is explored through painting and color media. As students' progress, risk-taking and personal choices are encouraged as they build a repertoire of more advanced skills and become more self-expressive in their work. This course may be taken for four semesters with 0.50 credit given for each semester. This course can be taken as a prerequisite for Advanced Drawing. (FA, H, G)

SCULPTURE
(Half Year– 0.50 Credit)
9380 - Level 2

This course in multimedia construction encourages exploration of materials and processes as students develop three-dimensional problem-solving skills, sculptural techniques and artistic expression. Working with materials such as soapstone, clay, wood, wire, plaster and found objects, students plan, design and construct uniquely expressive forms and participate in class critiques. Additive, subtractive, modular, and relief sculptural processes are explored. This course may be taken for four semesters with 0.50 credit given for each semester. This course can be taken as a prerequisite for AP 3-D Design. (FA, H, G)

ART ELECTIVES (STEAM)

ANIMATION
(Half Year-0.50 Credit)
9410 - Level 2

Through traditional and contemporary processes, students in Animation learn to make original images appear to move and come alive! Students use Adobe Animate, IPad apps and other technology to render animations for story-telling and personal expression. Emphasis is placed on creative problem-solving, storyboarding, and the principles of Animation. This hands-on course provides a foundation for future work with animation and digital art while exploring sophisticated software used by professional animators. Previous animation and drawing experience not required. This course may be taken for four semesters with 0.50 credit given for each semester. This course can be taken as a prerequisite for AP 2-D Design. (FA, H, S, G)

Design Careers in STEAM

(Half Year– 0.50 Credit)
9200 - Level 1
9210 - Level 2

Design Careers in STEAM is a new course offering that will focus on creative and artistic solutions to real-world applications. Students will use the creative process and design thinking to explore applied design opportunities including but not limited to Architecture/Interior, Product, Industrial, and Interface Design. Students will also learn about social innovation design and how to bring about real change in the world. Design Careers in STEAM will use the professional collaborative design team model (Project Manager, Art Director, Designer role) to develop, manage, and produce projects. Students will have opportunities to schedule "freelancers" with members of the GHS and greater community including professional Designers (Architects, Product Designers, Interface Designers, etc.), and GHS teachers and peers in the other STEAM disciplines, to gain the knowledge needed to bring their concept through to prototype.

Students choosing level 1 utilize the Adobe Education Exchange to gain greater proficiency in an Adobe Creative Cloud program(s), and work towards certification. This would be a STEAM pathway and applied design pathway course for students on or interested in a career or college path. This course may be taken for four semesters with .50 credit given for each semester. (FA, S, G)

DIGITAL ART & MEDIA

(Half Year– 0.50 Credit)
9401 - Level 2

Students will use computer design technology as a creative tool and incorporate digital media in the production of visual art and design. Emphasis is on the creation, manipulation, and display of the digital image. Collaboration is encouraged to expand ideas and build computer skills. Experiences may include collaborative group advertising, textile design, fine art creation, graphic communication page layout, photographic manipulation, presentation, and class critique. Students learn professional application of art and design software, including Adobe Suite programs such as Photoshop and Fresco to create original images. Previous computer experience or art experience is not required. This course may be taken for four semesters with 0.50 credit given for each semester. This course can be taken as a prerequisite for AP 2-D Design. (FA, H**,** S, G)

FILM & VIDEO PRODUCTION

(Half Year – 0.50 Credit)
9392 - Level 2

Students will explore video arts and film-making as an art form. Video art, experimental film, and historical film genres will be discussed, analyzed, and used to inspire the creative process. Students will plan and develop ideas for original story-telling using digital video media, learning to use cameras, lighting and sound equipment. Students learn professional processes of script-writing, videography, storyboarding and digital editing to create independent and collaborative films and video. Students will use professional video software, including Adobe Premiere Pro and Adobe Rush to create original videos. This course may be taken for four semesters with .50 credit given for each semester. (FA, H, S, G)

BUSINESS EDUCATION

The Business Department curriculum provides opportunities for students to develop knowledge, attitudes and skills to live and work as productive citizens. Students apply technology, legal principles, communication skills, and computational skills to meet the challenges of a fast-changing multicultural society. Students enrolled in Business Education courses build an educational foundation that also promotes responsibility and ethical behavior.

All courses will provide opportunities for students to demonstrate all learning expectations.

KEYBOARDING AND COMPUTER APPLICATIONS 1A

(Half Year – 0.50 Credit)
6320 - Level 2

Students will develop and improve their keyboarding skills by creating various business documents (letters, memos, reports, etc.). Instruction will be provided in the touch-typing method and be supported through various computer software programs. Use of the Internet will enhance coursework. To expand his/her knowledge of additional business software applications, students are encouraged to enroll in Business Computer Applications. Students in grades 10-12 may be eligible for college credit through Manchester Community College. (G)

BUSINESS COMPUTER APPLICATIONS

(Half Year – 0.50)
6340 – Level 2
Prerequisite: None

Students will acquire essential computer software skills that will benefit them throughout their high school and post-secondary course work. Students will gain experience from hands-on application of Microsoft Office software, including word processing, spreadsheets, presentation graphics, database management, and desktop publishing. Students in grades 10-12 may be eligible for college credit through Manchester Community College. (S, G)

INTERNATIONAL BUSINESS

(Half Year -0.50 Credit)
6290 - Level 2
(Offered for grades 10-12)

Students will explore and learn about the various elements of running a business from a global perspective. The course will cover topics such as economics, management, finance, operations, employment, and marketing. Special emphasis will be placed on how different cultures, governments and people around the world interact to make up the global economy as it exists today. (G)

PERSONAL FINANCE

(Half Year – 0.50 Credit)
4651 – Level 2
(Math credit)

Students will learn about important financial literacy issues that face today's teens. This course will help students develop an understanding of behavioral finance, credit, taxes, budgeting, and checking accounts. Instruction may be supported through computer software simulations, field-trips, and guest speakers. By the end of the course, students will have a thorough understanding of personal finance topics and be prepared to handle the financial responsibilities that exist after high school. (This course may serve as a mathematics graduation credit). (S, G)

PERSONAL FINANCE - ONLINE

(Half Year – 0.50 Credit)
4652 - Level 2
(Math credit)

Online Personal Finance is open to students in Grades 11-12. Students will learn about important financial literacy issues facing teens including credit, money management, payroll deductions, taxes, and checking accounts. Students will also be introduced to career planning, including obtaining employment and will create documents such as cover letters and resumes. Course instruction and interaction will take place online through Google classroom, teacher website and email. Students must be highly motivated and understand that an online course requires a commitment to self-directed learning. Students must be prepared to independently read, research, and communicate with the teacher and peers through a variety of online formats including video, audio and text. The teacher will have discretion to require periodic meetings and make office hours available to students as needed. (This course may serve as a mathematics graduation credit). (S, G)

FINANCIAL DECISION-MAKING

(Half Year – 0.50 Credit)
4661 - Level 2
(Math credit)

Students will acquire essential skills to make sound financial decisions. They will practice core financial literacy skills and experience the real-world impact of their financial decisions. Students will participate in a virtual stock-market challenge, complete activities/projects that involve making financial decisions (leasing vs. buying a car; renting an apartment vs. buying a house etc.), and will compete in a personal finance simulation to apply knowledge gained throughout the semester. (This course may serve as a mathematics graduation credit). (G)

BANKING AND INVESTMENTS

(Half Year – 0.50 Credit)
6110 – Level 1
6310 – Level 2

Banking and Investments is open to students in Grades 11-12. Students will learn about the world of finance, financial institutions as businesses and their role in the world economy. Through hands-on activities, case studies and guest speakers, students will explore the Federal Reserve System, employment in financial services, and real-world banking and investment practices. Any business course may serve as a prerequisite. ***This course may be taken for Level 1 or Level 2 credit.*** This selection will be agreed upon during the first week of class, noting the additional L1 requirements. (G)

ACCOUNTING

(Full Year – 1.00 Credit)
6300 - Level 2
(Math credit)

Accounting is a skill-level course providing a strong background for those entering business. Students will develop and demonstrate manual and computerized skills to create and maintain financial records. Students will learn basic fundamentals and terminology of Accounting, gain an understanding of financial reports, and explore career opportunities in the accounting field. Practical accounting problems, with business papers, will emphasize actual business records management. (This course may serve as a mathematics graduation credit). (S, G)

ADVANCED ACCOUNTING

(Full Year – 1.00 Credit)
6101 - Level 1
(Offered for grades 11 and 12)
(Math credit)
(Offered for grade 10 with recommendation of teacher and counselor)

Advanced Accounting uses an integrated approach to teach accounting. Students first learn how businesses plan for and evaluate their operating, financing, and investing decisions and how accounting systems gather and provide data to internal and external decision makers. This year-long course includes all of the learning objectives of a traditional college level financial accounting course, as well as those from a managerial accounting course. Topics include an introduction to accounting, accounting information systems, time value of money, and accounting for merchandising firms, sales and receivables, fixed assets, debt and equity. Other topics include statement of cash flows, financial ratios, cost-volume profit analysis and variance analysis (This course may serve as a mathematics graduation credit). (S, G)

CRIMINAL LAW

(Half Year – 0.50 Credit)
6381 - Level 2
(Offered for grades 10, 11 and 12)

Students obtain a basic understanding of individual legal rights and responsibilities under the U.S. justice system. The acquisition of knowledge about law is approached as a means for expanding capacity for responsible citizenship. Topics include an introduction to law and the structure of the court system, the criminal justice process, and crime and punishment. Guest speakers, videos, field-trips, and simulations enhance the curriculum. Students participate in a mock trial as a culminating activity. (H,G)

CIVIL LAW

(Half Year – 0.50 Credit)
6391 - Level 2
(Offered for grades 10, 11 and 12)

Students will explore and learn about the basic legal principles that apply to different areas of their everyday lives. The course includes topics such as consumer laws, contractual agreements, housing laws, employment laws and laws dealing with your credit. Student learning will be enhanced through class discussions of case studies and current events, as well as videos on relevant legal topics. (H,G)

CRIMINOLOGY

(Half Year – 0.50 Credit)
2570- Level 2
(Offered for grades 11 and 12)
Prerequisite: One of the following courses: Introduction to Psychology, Sociology, or Criminal Law ~~A~~.

This interdisciplinary course is designed for students seeking advanced study in law and psychology. The course will stress theories of criminal behavior, the measurement and impact of crime, rehabilitation, treatment, and correctional facilities, and forensic science. A mock crime scene investigation will reinforce classroom instruction. This course is offered as a business or history/social sciences elective. This course is open only to juniors and seniors. (H,G)

MARKETING

(Half Year – 0.50 Credit)
6360 - Level 2

Students will explore the components of marketing as it relates to businesses and consumers. Areas of study include principles of marketing, product development and planning, distribution and pricing, marketing research, and advertising/promotion. Throughout the semester, students will work on activities and projects to reinforce concepts. (G)

ENTREPRENEURSHIP

(Half Year – 0.50 Credit)
6111 – Level 1
6311 – Level 2

Entrepreneurship is open to all students who are ready to pursue business ownership in any field of study. Students will learn the business knowledge and skills necessary to become an entrepreneur and enter the dynamic world of the 21st Century. Students will learn introductory concepts of economics, finance, marketing, and management in order to design and create an original business plan for their own company. This course will combine business theory with authentic experiences inside and outside of the classroom. This course may be taken for Level 1 or Level 2 credit. Level 1 will require students to engage in advanced work beyond the Level 2 core content and skills such as learning and running the operations of the GHS School store and Shark Tank.

ENGLISH

The English program in grades 9-12 has as its objectives the continued development of independent readers, competent writers, discriminating viewers, active listeners, articulate speakers, and critical thinkers. Students will have multiple experiences in literary analysis, argument writing, informational writing, and narrative/creative writing. In addition, students learn to value diversity from the voices of the authors they read, as well as from the voices of their peers. Students are actively engaged in reading and reflecting on a wide range of texts, including novels, short stories, essays, poetry, drama, articles, and memoirs, in print, non-print, and digital formats.

Through whole class, small group, and independent reading and reflection, students in high school English classes develop an understanding of the power of language, and how writers use genre and literary devices to convey meaning and provide insight into the human condition.

English courses are offered at either level 1 or level 2. Some level 2 courses, however, are designed to meet the needs of those students who would benefit from a more individualized approach and may need extra time developing language arts skills. Usually at least one section of this course is taught by an English and Special Education team.

The Connecticut State Seal of Biliteracy was established to recognize high school graduates who have attained a level of proficiency in English and one or more languages. The Seal of Biliteracy recognizes the value of students' academic efforts, the tangible benefits of being bilingual and biliterate and prepares students to be 21st-century global citizens in a multicultural, multilingual world. In order to meet the requirements for the seal, students must meet Glastonbury High School's English language graduation requirements and a minimum rating of an Intermediate-Mid on both the Oral Proficiency Interview by computer (OPIc) and Writing Proficiency Test (WPT) for modern languages, or the ACTFL Latin Interpretive Reading Assessment (ALIRA). These external assessments, the OPIc and WPT are administered to all seniors enrolled in Chinese, French, Latin, Russian and Spanish.

The following courses require teacher recommendation:
AP Literature & Composition
AP Language & Composition
English 1701
English 1711
Reading about Life in Fiction and Nonfiction Texts
Studies in American Literature
Contemporary Literature
Literature for Young Adults

Level 1 English Courses: It is strongly recommended that students taking level 1 English classes have received at least a final grade of B+ in a previous level 1 English class or at least an A- in a level 2 English class. Other predictors of success in a level 1 class are high scores on state tests. Level 1 students should have a habit of voluntary reading, of completing all homework on time, and a willingness to accept the challenge of level 1 work, which expects a high degree of independence and responsibility.

All courses will provide opportunities for students to demonstrate all learning expectations.

ENGLISH 9, 10 & 11

ENGLISH 9

1101 –Level 1
(Full Year – 1.00 Credit)
1301– Level 2
1701– Level 2

The English 9 curriculum provides students with the opportunity to explore the relationship of the individual within the larger society. Through their reading experiences, students explore the concepts of Personal Journey, Family and Relationship, Heroes and the Better Self, and The Individual vs. Mass Mentality. Students study literature in a variety of genres (novel, short story, poetry, drama, non-fiction), literary periods (classic and contemporary texts) and cultures, and they practice research as a scaffolded process, learning critical skills for finding information and discerning fact from fiction. Additionally, students study media literacy exposing them to the profound role media plays in contemporary society, fostering the essential skills of inquiry and self-expression.

Students read to interpret author's purpose. Students continue to use reading strategies such as prediction, visualization, and questioning to analyze theme, character, and setting. The study of text includes how an author crafts meaning with textual elements and stylistic devices. By the end of the course, students should be able to effectively respond to text by interpreting, making personal connections, critically judging the quality of various works, and supporting their positions with relevant evidence and elaborate explanations.

The English 9 writing curriculum continues to emphasize clear and fluent writing with an awareness of audience and purpose. Assignments require students to practice writing skills within three writing modes: narrative, informative/explanatory and argument/opinion. The grammar concepts taught at the secondary level are mapped across grades and aligned with both

CCS and SAT; concepts are also taught in response to students' weaknesses observed in the context of writing. Students study vocabulary words related to unit concepts.

Skill acquisition and development might focus on employing figurative devices, description, and imagery in narrative pieces using facts, reasons, examples, and quotations to support a clear position in literary analysis and applying sound research skills while completing the Freshman Research Experience.

Note: All students must pass English 9 before taking English 10.

ENGLISH 10

(Full Year – 1.00 Credit)
1111 – Level 1
1311 - Level 2
1711 - Level 2
Prerequisite: English 9

The English 10 curriculum builds upon the concepts studied in English 9, requiring and supporting more sophisticated and independent application of reading and writing skills. The study of literature in English 10 develops a sense of being a responsible and empathetic member of society. Through their reading experiences, students study concepts of Love and Sacrifice, Innocence and Experience, Power and Persuasion, and Personal Philosophy and a Sense of Self. Students study literature in a variety of genres (novel, short story, poetry, drama, non-fiction), literary periods (classic and contemporary texts), and cultures.

The literature study further emphasizes the development of the important skills of making inferences and interpreting an author's purpose. Students continue to use reading strategies such as prediction, visualization, and questioning to analyze theme, character, and setting. The study of text includes how an author crafts meaning with textual elements and stylistic devices. By the end of the course, students should be able to effectively respond to text by interpreting, making personal connections, critically judging the quality of various works, and supporting their positions with relevant evidence and elaborate explanations with increasing sophistication.

The English 10 writing curriculum continues to emphasize clear and fluent writing with an awareness of audience and purpose. More emphasis is placed on rhetoric and writing techniques as students continue to practice skills within three writing modes: narrative, informative and argument. Skill development focuses on applying more complex and sophisticated style devices and techniques appropriate to each writing mode. Assignments require students to employ figurative devices, description, and imagery in narrative pieces; use facts, reasons, examples, and quotations to support a clear position in literary analyses; and research a current issue and take a stance to complete the Sophomore Research Paper. The grammar concepts taught at the secondary level are mapped across grades and aligned with both CCS and SAT; concepts are also taught in response to students' weaknesses observed in the context of writing. Students study vocabulary words related to unit concepts.

Note: All students must pass English 10 before taking English 11.

ENGLISH 11

(Full Year – 1.00 Credit)
1112 –Level 1
1312– Level 2
1712– Level 2

In English 11, students will research, adopt, and adapt the habits, attitudes, and methods of authentic writers in order to discover and declare who they are as writers. In no other English class is such an autonomous experience of self-discovery offered to students! While carrying out the work of writers, students will identify areas of personal interest and inquiry and deeply consider and synthesize their understandings about broad, complex topics. Moving recursively through writing process stages, requires that students engage in the self-driven work of the writer who must make purposeful choices and richly reflect on their own product, progress, and learning.

For each mode of writing studied and crafted, students will examine mentor texts as models, practice offering and applying feedback within a community of peer writers, and ultimately assess the effectiveness of their own moves and choices as writers of their own pieces. Writers will create and self-evaluate a comprehensive portfolio of persuasive, informative, and narrative pieces and then select a showcase piece to contribute to a community publication as a final course product.

Ongoing engagement in the writing process offers all English 11 students opportunities to develop and practice the ten GHS Learning Expectations. Each student writer will also demonstrate their achieved level of mastery by writing 6-8 of the following pieces to showcase their learning: *Profile, Commentary, Rhetorical Analysis, Speech, Podcast, Review, Compare/Contrast Essay, College Essay/Personal Statement Essay, Epistolary Fiction, Narrative Poem, "Obscure Sorrows" Word Invention Piece.* Students will also participate in an independent reading strand called *Writers Read* and study and master vocabulary and grammar concepts designed to offer them SAT-style preparation.

Instructional Units and Strands of the Course Include:

Unit 1 *I Am A Writer in a Community of Writers*
Unit 2 *Writing to Persuade*
Unit 3 *Writing to Inform*
Unit 4 *Writing to Delight & Capture the Self*
Independent Reading Strand: *Writers Read*
Vocabulary Strand: SAT-Prep
Grammar Strand: SAT-Prep

Upon successful completion of this course, students will fulfill the writing requirement for graduation. Students enrolled

in English 11, L1 may also choose to enroll in the UConn ECE program (see page 11). To be eligible, students must indicate their preference for an ECE section of English 11, L1 during the course registration process; the deadline is March 15th.

Note: All students must pass English 11 before taking courses in grade 12

AP ENGLISH LANGUAGE AND COMPOSITION (JUNIORS ONLY)

(Full Year – 1.00 Credit)

1131- Level 1

This junior-year seminar course is designed for readers and writers who have clearly demonstrated superior language arts ability. Students who select this class must be able to employ accurate grammatical conventions, logical organization and a sophisticated vocabulary in their writing for both impromptu and revised writing assignments. With this foundation, students will develop a mature stylistic prose and an individual voice. The primary aim of the course is to help students write effectively in different forms (narrative, descriptive, expository, analytical, and argumentative), for different purposes and audiences. Students will not only learn the rhetorical devices and strategies writers employ for effectiveness and persuasion, but also incorporate these rhetorical strategies into their own writing. A special emphasis on argumentation will require students to evaluate academic sources, synthesize information, and properly cite these sources using MLA standards. This course prepares students for the AP Language and Composition Exam (which they are encouraged to take in May) by focusing on non-fiction texts written by memoirists, essayists, literary critics, speechwriters, and journalists. Open only to juniors, this course can be taken independently of senior AP English.

ENGLISH 12

The fourth credit in English is earned by selecting two semester–courses from the offerings listed below. Additional credits may also be selected. In making a selection, the student is cautioned that all courses are not taught at the same level. Students recommended for a particular level of any course may change this recommendation only with their parents' written approval.

Prerequisite for all English 12 Courses: English 11 OR AP Language and Composition

All students must take two of the following courses during senior year:

AP Literature & Composition (full year)
American Literature 1 (L1 or L2)
American Literature 2 (L1 or L2)
Studies in American Literature (L2)
British Literature 1 (L1)
British Literature 2 (L1)
World Literature (L2)
Modern Literature (L2)
Global Literature (L2)
Introduction to Poetry (L2)
Journalism (L1 or L2)
Shakespeare (L2)
Literature for Young Adults (L2)
Reading about Life in Fiction and Nonfiction Texts (L2)
Contemporary Literature (L2)

AP ENGLISH LITERATURE (SENIORS ONLY)

(Full Year – 1.00 Credit)

1132-Level 1

This senior seminar course is designed for readers and writers who have clearly demonstrated superior language arts ability. Students who select this course must be able to employ accurate grammatical conventions, a mature stylistic prose, a logical organization, and a sophisticated vocabulary in their writing for both impromptu and revised writing assignments. Students taking this course are encouraged to take the Composition and Advanced Placement Literature Exam in May. The composition portion of the course provides a college-level reader, which includes models from professional and student writers. Students practice a variety of strategies used by professional writers. The major emphasis of the course is for students to learn the many rhetorical strategies
and stylistic techniques that writers use as the foundation of meaning and to employ these techniques in their own writing. The literature of this course focuses on in-depth analysis of selections from fiction and non-fiction. Students read a wide variety of thematically grouped literature from many different periods. They develop their own papers, which analyze or interpret writers' style and meaning.

BRITISH LITERATURE 1

(Half Year – 0.50 Credit)

1170 - Level 1

This course is designed to develop the student's ability to interpret and appreciate some of the significant works of British writers. The course covers periods from Old English to the Renaissance and includes a rich literature full of dragons, monsters, knights and heroes, all of which reflect the culture and beliefs of their respective time periods. Through a study of *Beowulf*, *the Canterbury Tales*, King Arthur and the Knights of the Round Table, and Shakespeare, students examine the interplay between literature and history and the role of culture in developing the British literary identity.

BRITISH LITERATURE 2

(Half Year – 0.50 Credit)

1180 - Level 1

This course is designed to develop the student's ability to interpret and appreciate some of the significant works of British writers. It is a chronological study from the eighteenth century to the present day. Major authors are Pope, Swift, the Romantic poets, Austen, Orwell, and modern short story writers and poets.

INTRODUCTION TO POETRY

(Half Year – 0.50 Credit)
1560 - Level 2

This course involves reading poetry and writing critical analyses and interpretations of individual poems. Some secondary attention is devoted to the student's own writing of poetry. Imagery, metaphor, form, metrics, and speaking voice will be emphasized. Students are not expected to have extensive experience in reading poetry; they are expected, however, to have an interest in learning more about poetry.

AMERICAN LITERATURE 1

(Half Year – 0.50 Credit)
1150 - Level 1
1450 - Level 2

This course focuses on how American literature originated and how unique voices and cultural themes emerged and evolved through the end of the 19th century. Students will explore how historical and cultural forces shaped literary movements including Puritanism, Romanticism, and Realism. By engaging in the same cultural conversation as early American writers, students will develop an understanding of the American identity as a rich, complex paradox of idealistic values and realistic truths. Ultimately, students will use their literary investigation as a means to evaluate traditional American values and their roles in current society. Books include, but are not limited to, *The Adventures of Huckleberry Finn, The Crucible, and The Legend of Sleepy Hollow.*

Note: Students successfully completing this course may NOT take Studies in American Literature.

AMERICAN LTERATURE 2

(Half Year – 0.50 Credit)
1160 - Level 1
1460 - Level 2

This course focuses on the evolution of the American identity and the redefining of the American Dream after the turn of the twentieth century. Students will review the foundational tenets and touchstones of early American values and ideals and explore how and why writers became increasingly disillusioned with them during this turbulent, paradoxical time in history. Students will gain an appreciation for the developing uniqueness and diversity of our nation's literature and explore literary movements including Modernism, Postmodernism, and Twenty-First Century trends. Ultimately, students will consider how changing American values inform a current understanding of their roles in American society. Books include, but are not limited to, *The Great Gatsby, The Things They Carried, and A Streetcar Named Desire.* Note: Students successfully completing this course may NOT take Studies in American Literature.

STUDIES IN AMERICAN LITERATURE

(Half Year – 0.50 Credit)
1750- Level 2
Prerequisite: Teacher Recommendation.

This course introduces writers of the seventeenth through the twentieth centuries, enabling the student to see American literature as a reflection of American life and ideals. This course covers the skills and objectives taught in American Literature 1 & 2, but with additional modifications for those students who would benefit from a more individualized approach and who may need extra time developing language arts skills. The emphasis is on mastering those strategies in reading and writing necessary for success with text in today's world. Texts are selected from American Literature 1 & 2 with special attention to those titles with higher interest reading.

NOTE: Students completing this course successfully may NOT take American Literature 1 or American Literature 2.

MODERN LITERATURE

(Half Year – 0.50 Credit)
1491- Level 2

This course focuses on writers who break from tradition in narrative structure as well as in their portrayal of cultural norms and identity. Students will examine the intense reaction of modern writers to the perceived contradictions and restrictions of traditional thinking and writing. Students will analyze the experimental nature of form and the writers' pessimistic view of reality. Ultimately, students will develop empathy for isolated individuals and understand them as products of their circumstances. Books include, but are not limited to, *Catcher in the Rye*, *Lord of the Flies* and *One Flew over the Cuckoo's Nest.*

Note: Students successfully completing this course may NOT take Contemporary Literature.

GLOBAL LITERATURE

(Half Year – 0.50 Credit)
1501- Level 2

This course focuses on understanding individual stories, struggles, identities and cultures through the exploration of multicultural contemporary texts. Students will examine and explore how individuals can maintain a sense of optimism and hope despite struggle, even in direst of circumstances at times. Using these diverse texts, students will navigate and appreciate a dynamic global society that can feel isolating yet simultaneously interconnected. Students will learn how empathy and understanding of others' stories leads to a better understanding of the self and one's place in the modern world. Books include, but are not limited to *A Long Way Gone, Sold, Krik?Krak!* and *Persepolis.*
Note: Students successfully completing this course may NOT take Reading About Life in Fiction and Nonfiction Texts.

CONTEMPORARY LITERATURE

(Half Year – 0.50 Credit)
1770 - Level 2
Prerequisite: Teacher Recommendation.

This course is designed to increase the understanding and appreciation of Twentieth Century drama, novels, poetry, short stories, and non-fiction. Opportunities for expressing one's understanding will be provided through both discussion and writing. This course covers the skills and objectives of Modern Literature 1, but with additional modifications for those students who would benefit from a more individualized approach and who may need extra time developing language arts skills. The emphasis is on mastering those strategies in reading and writing necessary for success with text in today's world. Texts are selected from Modern Literature with special attention to those titles with higher interest reading. Usually there is at least one section of this course taught by an English and Special Education team.

Note: Students successfully completing this course may NOT take Modern Literature.

LITERATURE FOR YOUNG ADULTS

(Half Year – 0.50 Credit)
1720 - Level 2
Prerequisite: Teacher Recommendation.

This course is designed to engage the reluctant reader in contemporary books, stories, and articles of high interest, including fiction, nonfiction, and informational prose. Some of the people and characters that students will read about in this course face familiar pressures, while others are from different backgrounds, and face different obstacles. All of them share one thing: the difficulty of confronting life while trying to grow into adulthood at the same time. Some stories will explore the effect of modern pressures on young people; others will celebrate achievements and victories. Teen readers should find it easy to empathize with and relate to the people and characters in these pieces. This course will emphasize essential reading and writing strategies, including comprehension and clarity and effectiveness of expression. While reading stories of high interest, students will also develop their ability to understand, interpret, and assess literature.

READING ABOUT LIFE IN FICTION AND NONFICTION TEXTS

(Half year – 0.50 Credit)
1741 - Level 2
Prerequisite: Teacher recommendation & English 10

This course provides students with concentrated work on improving their reading comprehension of fiction and nonfiction texts. The emphasis is on studying and mastering reading strategies such as inferencing, synthesizing information, monitoring understanding, accessing and building background knowledge, and making connections. Students will use texts that address current teen issues to promote more interest in reading and further develop the application of reading strategies. Students will also have the opportunity to explore issues of their own interest through a literature circle unit that will require them to incorporate research of current issues in today's world. The course is especially designed for students desiring additional work on comprehension of text and for those who would benefit from a more individualized approach.

Note: Students successfully completing this course may NOT take Global Literature.

SHAKESPEARE

(Half Year – 0.50 Credit)
1570 - Level 2

This course provides students with the opportunity to examine Shakespeare's language. Students will place themselves in the circumstances of Shakespeare's characters and attempt to feel their emotions. By the end of the course, students will acquire the ability to read Shakespearean text with a much higher degree of understanding than they would have had before the course and understand why these works have remained both universal and eternal.

JOURNALISM

(Half Year – 0.50 Credit)
1190 - Level 1
1540 - Level 2

This course instructs students in all steps of the writing process (prewriting, drafting, editing, revising, copy editing, and publishing) with activities emphasizing aspects of the creative process. Students learn to write for publication and publish a wide variety of materials, including the school newspaper.

News, editorials, features, sports, and specialty columns related to publishing the school newspaper are emphasized along with layout and design of the printed page. Students develop skills in problem solving, teamwork, cooperative learning, leadership, and interviewing techniques. Although this course focuses intensively on writing, students also develop their reading comprehension through nonfiction titles that may include *Into the Wild* and *Friday Night Lights.*

WORLD LITERATURE

(Half Year – 0.50 Credit)
1510 - Level 2

This course introduces students to the important literature of foreign countries, especially classics of Western Civilization. World Literature explores selections from ancient Greece and Rome including mythology, the Bible, and Medieval Europe. Several literary types and strands are analyzed through selected readings in such areas as epics, drama, and lyric poetry as they developed historically.

ELECTIVES

Note: Credits for the following electives may not be counted as English credits toward graduation.

CREATIVE WRITING

(Half Year – 0.50 Credit)
1200- Level 1
1600- Level 2
(Offered for grades 11 and 12)

This course teaches students to develop those thinking and writing skills that are especially helpful in writing creative pieces. During the semester, students write in a variety of genres within a workshop approach. Students taking this course share their writing in draft forms with the class and lead the discussion concerning significant revision. By the end of the course, students are expected to produce a portfolio of writings from several different genres. This course may be taken for level 1 credit with the permission of the teacher and the Supervisor of Secondary English. An outline detailing additional requirements must be filed with the Supervisor of Secondary English prior to the beginning of the course. (H, G)

SAT PREPARATION

(Half Year – 0.50 Credit) Juniors
1650 - Level 2
Prerequisite: Completion of at least one full semester of Geometry.

This course provides students an extensive review of math concepts and problem-solving techniques as well as test-taking strategies and ways to build vocabulary and reading comprehension. This course will be taught by an English and a mathematics teacher. Students planning to continue their education beyond high school should plan to take the PSAT in the fall of their sophomore and/or junior year. SATs and Achievement Tests should be scheduled by students in the spring of the junior year and/or fall of the senior year. Credit for this elective may not be counted as math or English credit toward graduation. (H, S, G)

FILM STUDY

(Half Year – 0.50 Credit)
1290 - Level 1
1590 - Level 2
(Offered for grades 11 and 12)

This course introduces students to the analysis and interpretation of classic American and foreign films. Students will view films from the early days of film making to the present. Students will discuss key elements such as editing, story boarding, sound and special effects, composition, and directing. This course concentrates on the critical viewing of film rather than criticism or making films. This course may be taken for level 1 credit with the permission of the teacher and the Supervisor of Secondary English. An outline detailing additional requirements must be filed with the Supervisor of Secondary English prior to the beginning of the course.(H,G)

FAMILY AND CONSUMER SCIENCES

Family and Consumer Sciences curriculum prepares students to enhance the quality of personal and work life in a diverse global society. Courses stress critical thinking, managing resources, consumer awareness and hands-on skill development. Students are exposed to a variety of skills and careers related to healthy food preparation and nutrition, professional food service, early childhood education and sewing and fashion design.

The department also offers a Level One, Early College Experience course called Introduction to Individual and Family Development. This course gives students an insight into the psychological and behavioral nature of people as both individuals and as members of a family over the span of a typical human life.

All courses will provide opportunities for students to demonstrate all learning expectations.

CULINARY ARTS AND NUTRITION

(Half Year – 0.50 Credit)
7511 - Level 2

This course concentrates on the study of food and nutrition as it relates to young adults. An introduction to the major nutrients and the nutritional content of food is included as well as a study of a variety of diets for special needs. Students also practice the fundamentals of preparing various types of foods. (G)

FOODS AND CULTURES

(Half Year – 0.50 Credit)
7520 - Level 2

This course is an exploration of food and its impact on cultures across time. An introduction to the study of culture sets the tone for the semester. The course takes a culinary tour of the United States investigating each region's culture and its significant contribution to American food ways. Within each regional "stop" students explore a cultural topic, such as social class, technology, and legends, through food customs. The tour takes a global turn with the study of several national cuisines. Course topics are implemented through select readings, video presentations, lecture/discussion and cooking in the kitchen classroom. (H, G)

PROFESSIONAL COOKING

(Half Year – 0.50 Credit)
7531 - Level 2
(Offered for grades 10,11,12)
Prerequisite: Culinary Arts and Nutrition

This is a course open to students interested in the many phases of food service. Emphasis is placed on the techniques and skills related to the various work stations necessary to the organization of the professional kitchen. These skills are put to use in planning, preparing, and serving for small groups. Occupations and careers in the food service industry are explored. Guest speakers and school catering projects are an integral part of the program. Students may be eligible for college credit through Manchester Community College. (G)

PROFESSIONAL BAKING

(Half Year – 0.50 Credit)
7541 - Level 2
(Offered for grades 10,11,12)
Prerequisite: Culinary Arts and Nutrition

This is a course in professional food preparation with emphasis on baking and breads. The purpose of the course is to teach the fundamental principles and procedures for preparing baked goods, pastries, and desserts.

This training is a practical endeavor; students will learn a set of marketable skills by following step-by-step procedures and production techniques similar to those used in a small bakeshop or part of a large restaurant. Students may be eligible for college credit through Manchester Community College. (G)

FASHION DESIGN

(Half Year – 0.50 Credit)
7595 - Level 2

This is an introductory course for students interested in working individually and in small teams to learn about careers within the fashion/apparel industry, fibers and fabrics, clothing construction, as well as fashion trends and styles. Students will work with commercial patterns while learning basic cutting and sewing techniques. Conventional straight stitch and serger sewing machines will be used to create personal clothing and accessories. (FA, H, G)

EARLY CHILDHOOD DEVELOPMENT

(Half Year – 0.50 Credit)
7561 - Level 2
(Offered for grades 10, 11 and 12)
(Grade 10 by recommendation only.)

This course explores the roles and responsibilities of the caregiver for children. It provides information on the importance of good prenatal care and its effect on development through positive guidance techniques used to help with the developing child. Students will learn what a vital role the caregiver plays in the physical, social, intellectual, and emotional development of the child from birth to age six. Students will participate in an authentic learning environment with observation of children in this age group at the Eastbury Early Learning Center. The course is recommended for future

parents, caregivers and/or those who are pursuing a career within a human development field. Examples of careers are those interested in nursing/medical field, teaching, social working, and childcare programs. Students will take part in the Reality Care Baby program and take the baby home for a weekend. (H, G)

EARLY CHILDHOOD EDUCATION

(Half Year – 0.50 Credit)
7571 - Level 2
(Offered for grades 10, 11 and 12)
(Grade 10 by recommendation only.)

This course enables students to investigate the development and growth of children within the educational environment. The education of children with an emphasis on the pre-kindergartner, (ages 3 – 5). Intellectual, physical, social, and emotional growth and development patterns are studied. Other topics include children with special needs, children's literature, children's art and early childhood education. Childcare design, developmental centers, and teaching strategies and techniques are also covered. This course is recommended for future parents, caregivers, and those interested in careers in nursing, teaching, childcare or any field related to human development. Students plan activities and lessons for preschool age children and will work with the children at the Eastbury Learning Center.(H, G)

INTRODUCTION TO INDIVIDUAL AND FAMILY DEVELOPMENT

(Full Year – 1.0 Credit)
7200 - Level 1
7202 - Level 2
(Offered for grades 10, 11 and 12)

This course is designed as an introduction to the field of Human Development and Family Science. The course will provide students with an understanding of individual and family development over the lifespan. In particular, the course will focus on the developing individual within the context of the family system and the changes that occur in family systems over time. The course will also include an internship component. Students taking this course may enroll in the UConn ECE program (see page 11). (H, G)

HEALTH EDUCATION/PHYSICAL EDUCATION

In order to meet graduation requirements, all students are required to pass Health and Physical Education 9 (HPE 9), Health and Physical Education 10 (HPE 10), and two grade 11/12 Physical Education courses.

All course provide opportunities for students to demonstrate all learning expectations.

HEALTH AND PHYSICAL EDUCATION GRADE 9 (HPE 9)

(Full Year–Alternate Day Cycle–0.50 HPE Credit)
(Required for grade 9)
0440– Level 2

The focus of HPE 9 is to develop student's health and physical literacy skills and knowledge to achieve optimal levels of total wellness. Students are scheduled the first semester in Health Education and second semester in Physical Education. Students will learn how to advocate for themselves and others to keep themselves safe and free from high risk, negative behaviors. Students learn about societal norms and drug use prevention, teen sexuality and healthy relationships, the seriousness of mental health issues, and the importance of nutrition and physical activity to one's well-being. Students utilize skills and knowledge learned in elementary and middle school to participate in activities that are of interest and will motivate them to continue to be active and healthy for life. In Physical Education, students participate in many team, individual, lifetime and recreational activities.

HEALTH AND PHYSICAL EDUCATION GRADE 10 (HPE 10)

(Full Year, Alternate Day Cycle - 0.50 HPE Credit)
0480- Level 2
(Required for grade 10)
Prerequisite: Health and Physical Education 9

Students enrolled in HPE 10 explore and build upon skills and knowledge learned in prior Health and Physical Education courses. Decision making and goal setting are critical skills developed in this course. Students are scheduled in Physical Education during the first semester and are required to take the

Connecticut Physical Fitness Assessment. Students will participate in activities that utilize skills and knowledge in an assortment of traditional and non-traditional team games, individual, lifetime and recreational activities. During the second semester, students identify their own strengths and interests by continued development of the Student Success Plan. An in depth analysis of topics include drinking, driving and drug use, sexual harassment, stress management, food production and healthy eating, and Adult/Child CPR/AED training.

UPPERCLASS HEALTH & PHYSICAL EDUCATION

Prerequisites:
Health and Physical Education 9 and 10 (HPE 9 and HPE 10)

Health and Physical Education 9 and 10 (HPE9 and HPE10) are prerequisite courses for upper class Physical Education. Upper-class Physical Education classes meet on an alternate day cycle for the entire year. Class instruction is designed to assist students in the development of health and physical literacy skills to develop positive attitudes toward physical activity and build confidence to enjoy a lifetime of healthy living. Students that require independent study need prior approval from the Director of Health & Physical Education.

Students may pre-select one of seven courses: (Dance and Fitness, Lifetime Activities, Group Games, Alternative Environment Activities, No Boundaries for Wellness, Personal Wellness; Strength and Performance and Sport Issues).

DANCE AND FITNESS

(Full Year – Alternate Day Cycle –PE 0.50 Credit)
(Offered for grades 11 and 12)
0581 – Level 2

In this course, fitness concepts and dance exploration are combined. Students learn basic steps to a wide variety of dance, such as merengue, salsa, hip hop, swing, folk dances, reggaeton, ballet, and others. This course will change year to year based on student interests and presentation topics. Emphasis in this class is placed on a shared enjoyment of dance as a lifetime activity, increasing physical activity, improving personal fitness, and building leadership and presentation skills.

LIFETIME ACTIVITIES

(Full Year - Alternate Day Cycle - PE 0.50 Credit)
(Offered for grades 11 and 12)
0531 - Level 2

In this course, students will engage in a variety of lifelong physical activities associated with practicing healthy lifestyle choices. Activities may include but are not limited to yoga, fitness/power walking, interval training, tennis, tai chi, golf, relaxation techniques, pickleball, disc golf, water safety, and self-defense. Emphasis in this class is placed on increasing physical activity, improving personal fitness, and building leadership and presentation skills.

GROUP GAMES

(Full Year – Alternate Day Cycle –PE 0.50 Credit)
(Offered for grades 11 and 12)
0521- Level 2

This high intensity course is designed for students who enjoy team-based activities to further develop an understanding of

strategies related to a variety of group games. Students apply safe practices, rules, procedures, etiquette and good sportsmanship in all physical activity settings and take initiative to encourage others to do the same. Students demonstrate leadership and cooperation in order to accomplish the goals. This course also focuses on developing knowledge and skills in group games that contribute to the improvement of lifetime fitness and overall health.

ALTERNATIVE ENVIRONMENT ACTIVITIES

(Full Year, Alternate Day Cycle –PE 0.50 Credit)
(Physical Education 0.50 Credit)
(Offered for grades 11 and 12)
0591 - Level 2
Prerequisite: Recommended by instructor and Director's approval required if student requests to take this course a second time.

The purpose of this course is to expose students to a wide range of possibilities for being active with the objective of individuals finding an activity they may pursue throughout life. In this course, students participate in, plan, and implement a variety of alternative environment indoor/outdoor, land and aquatic activities.

Examples of activities may include: kayaking/canoeing, snorkeling, hiking, climbing, snowshoeing, geocaching, leaf identification, archery, fly fishing, sustainable living concepts; foraging and tree tapping, and recreational games. Students develop knowledge and skills that place an emphasis on the importance of experiential education, risk management, wellness, and the value of personal choice in lifetime activities for health and enjoyment.

SPORTS ISSUES

(Full Year - Alternate Day Cycle – Physical Education 0.50 Credit)
(Offered for grades 11 and 12)
0450 - Level 2
(Full Year - Alternate Day Cycle – Physical Education 0.50 Credit) (Offered for grades 11 and 12) 0450 - Level 2

Students will investigate, analyze, and discuss sports related topics and issues. Students will analyze the historical and modern significance of sport in society, identify and discuss issues in youth sports, study the relationship between academics and sports, investigate discrimination and equality in sports, and explore the issues surrounding attitudes in sports.

NO BOUNDARIES FOR WELLNESS

(Full Year – Alternate Day Cycle – PE 0.50 Credit)
Offered for grades 11 and 12) 0512 – Level 2
Prerequisite: Recommended by instructor and Director's approval required

In this course student coaches will be provided unique opportunities to develop leadership skills by facilitating and that help their peers to develop cognitive, social/emotional, and behavioral skills. Students participate in a wide variety of activities of dance, team games, individual and lifetime activities, and adventure-based experiential events. Lead up and modified games will be used to help students develop relationships and foster an appreciation and understanding of individual differences and strengths. Curriculum is designed to make the course meaningful, motivating and fun for all participants.

PERSONAL WELLNESS; STRENGTH AND PERFORMANCE

(Full Year-Alternate Day Cycle – PE 0.50 Credit)
(Offered for grades 11 and 12)
0540-Level 2

In this activity-based course, students of all abilities will be provided opportunities to learn and develop habits and attitudes that contribute to living a healthy lifestyle. Basic and advanced exercise and conditioning programs will be designed specific to individual needs to improve strength, speed, endurance, flexibility, agility and power. The wide variety of class activities will all align in improving personal wellness for any individual.

HEALTH EDUCATION ELECTIVE

Prerequisites: Health and Physical Education 9 and 10 (HPE 9 and HPE 10)

In addition to the courses offered for graduation requirements, students have the opportunity to take elective courses in Health Education. Classes meet on an alternate day cycle for the entire year.

FIRST AID AND CAREERS IN ATHLETICS AND RECREATION:

(Full Year -Alternate Day Cycle - 0.50 Credit)
(Offered for grades 11 and 12)
0470- Level 2

In this course students will develop skills and knowledge in CPR/AED/First Aid and Safety. Students will also learn about career opportunities in Athletics and Recreation. This includes, but will not be limited to Athletic Training, Sports Management, Coaching, Exercise Physiology and Kinesiology. (G)

HISTORY/SOCIAL SCIENCES

All courses provide opportunities for students to demonstrate all learning expectations.

REQUIRED COURSES

CIVICS/CURRENT ISSUES

(Full Year – 1.00 Credit)
2310 - Level 2
(Full Year & Tutorial Seminar -1.50 Credits)
2320 - Level 2

Civics/Current Issues is designed to give students a better understanding of some of the chief issues facing American citizens today and, at the same time, to consider possible ways of dealing with such issues intelligently. Students who are recommended for a tutorial seminar in Civics/Current Issues may earn a total of 1.5 Level 2 credits. The tutorial seminar meets every other day. All Civic/Current Issues students must complete both a research paper or a community services paper/project and an economic budget simulation project.

UNITED STATES HISTORY I

(First Semester)
(Half Year – 0.50 Credit)
2330 - Level 2

All students must earn one credit in United States History, usually in the junior year, by completing the two semester chronological survey courses or by taking the two semester Themes of United States History course or by taking the yearlong level 1 AP United States History course. The first semester course will review the legacies of Early America and examine the development of our country from the emergence of Modern America to World War II with an emphasis on the emergence of the United States on the world stage.

UNITED STATES HISTORY II

(Second Semester)
(Half Year – 0.50 Credit)
2340 - Level 2

All students must earn one credit in United States History, usually in the junior year, by completing the two semester chronological survey courses or by taking the two semester Themes of United States History courses or by taking the yearlong level 1 AP United States History course. The second semester course will examine United States foreign and domestic developments from the Cold War to September 11th, 2001 and it's aftermath, with an emphasis on the role of the United States in the world. All students must complete a formal historical research paper in United States History II.

THEMES OF UNITED STATES HISTORY I

(First Semester)
(Half Year – 0.50 Credit)
2351 - Level 2

All students must earn one credit in United States History, usually in the junior year, by completing the two semester chronological survey courses or by taking the two semester Themes of United States History courses or by taking the yearlong level 1 AP United States History course.

The Thematic U.S. History course organizes content around themes that have shaped the development of the United States. This course addresses historical developments from Industrialization through the 21th century through the examination of select case studies. Thematic U.S. History I will focus on the themes of American character and identity, the changing roles and responsibilities of government and citizens, and rights and reform movements. The course will also provide students an opportunity to develop disciplinary reading and writing skills by critically analyzing primary and secondary sources, drawing conclusions from evidence, and engaging in the writing process. Students electing to satisfy their one credit graduation requirement in U.S. history by taking Thematic U.S. History must sign up for both semesters of Thematic U.S. History in the junior year.

THEMES OF UNITED STATES HISTORY II

(Second Semester)
(Half Year – 0.50 Credit)
2361 - Level 2

All students must earn one credit in United States History, usually in the junior year, by completing the two semester chronological survey courses or by taking the two semester Themes of United States History course or by taking the yearlong level 1 AP United States History course.

The Thematic U.S. History course organizes content around themes that have shaped the development of the United States. This course addresses historical developments from Industrialization through the 21th century through the examination of select case studies. Thematic U.S. History II will focus on the themes of globalization including: exploring America's foreign policy goals and tools, the social, political, and economic impacts of foreign policy, and the nation's role in a global and interdependent world. In semester 2, students will continue to develop and apply disciplinary reading and writing skills in their study of history. Also, all students must complete a formal historical research paper in Thematic U.S. History II. To this end, a unit of study in this course is dedicated to the development of research and writing skills. Students electing to satisfy their one credit graduation requirement in U.S. history by taking Thematic U.S. History

must sign up for both semesters of Thematic U.S. History in the junior year.

AP UNITED STATES HISTORY

(Full Year -1.00)
2150 -Level 1
(Offered for grade 11 only)

This year long course provides students with the opportunity to learn United States History at the college level while still in high school. AP United States History will provide a survey of United States History from the colonial period until the late 20th century, while focusing specifically on those areas of study highlighted for the AP Examination. This course is intended to provide a college level exposure to American history while assisting those students who wish to take the AP Examination in their preparation for that test. Students taking this course should be able to: (1) work independently at a college level, (2) become familiar with both primary and secondary sources, (3) analyze historical documents, and (4) prepare a minimum of one historical research paper. As a college level course, students taking AP United States History should be aware of the demanding work and grading expectations of this course. Students are required to complete a summer reading and writing assignment prior to entering this course in the fall**.**

MODERN WORLD HISTORY I

(First Semester)
(Half Year -0.50 Credit)
2421-Level 2

All students must take Modern World History in their freshman year and by the conclusion of their sophomore year, have completed both of the two semesters of this course

The Modern World History course organizes content around themes that are essential to understanding historical patterns and connections critical to the development of the modern world. Students will explore selected case studies from around the world, chosen to illustrate the course themes. Students will apply historical and social science thinking and literacy skills in their study of history throughout the year. First semester units include historical developments from 19th century Age of Imperialism through the Second World War.

MODERN WORLD HISTORY II

(Second Semester)
(Half Year – 0.50 Credit)
2422 Level 2

All students must take Modern World History in their freshman year and by the conclusion of their sophomore year, have completed both of the two semesters of this course

The Modern World History course organizes content around themes that are essential to understanding historical patterns and connections critical to the development of the modern world. Students will explore selected case studies from around the world, chosen to illustrate the course themes. Students will apply historical and social science thinking and literacy skills in their study of history throughout the year. Second semester units include historical developments beginning with the Holocaust and the Cold War and continuing through the early 21st century to include the study of modern human rights issues.

HISTORY/SOCIAL SCIENCES ELECTIVES

AP EUROPEAN HISTORY

(Full Year – 1.00 credits)
2130-Level 1
(Offered for Grades 10, 11, & 12 only)

This year long course provides students with the opportunity to learn European History at the college level while still in high school. AP European History will provide a survey of European history from the 15th century to the present, while focusing specifically on those areas of study and historical thinking skills highlighted by the AP examination. This course is intended to provide a college level exposure to European history while assisting those students who wish to take the AP examination in preparation for the test. Students taking this course should be able to: 1. Work independently at a college level. 2. Become familiar with both primary and secondary historical sources. 3. Become proficient with a number of historical thinking skills. 4. Prepare historical arguments and research papers. As a college level course, students should be aware of the demanding workload and grading expectations for the course. Students are required to complete a summer reading and writing assignment prior to entering the course in the fall. (H, G)

INTRODUCTION TO ECONOMICS

(Half Year – 0.50 Credit)
2470 – Level 2

This course examines the basic principles of capitalism. Its primary objective is the development of economic literacy. Topics include the operation of markets, the consumer, business and market structure, money and banking, growth and instability, and the role of government and international trade and finance. (H, S, G)

INTRODUCTION TO POLITICAL SCIENCE

(Half Year – 0.50 Credit)
2480 – Level 2

This course gives students a better understanding of the philosophy and structure of United States government at the local, state, and national levels. Topics included are the nature of American democracy, information and the role of public opinion, political parties and elections, and decision-making. Introduction to Political Science will also introduce the basic elements of other political philosophies and institutions. (H, G)

INTRODUCTION TO PSYCHOLOGY

(Half Year – 0.50 Credit)
(Offered for Grades 10, 11, & 12 only)
2400 – Level 2

This course offers an opportunity for students to become familiar with the various subdivisions, concepts, experiments, and theories in the field of psychology. Among the topics considered will be motivation and learning, child and personality development, the brain and behavior, stress and conflict, altered states, and abnormal and social psychology. Throughout the course, emphasis will be on helping the individual to gain self-awareness. Students will actively participate in simulations, demonstrations, and experiments as part of the course. This course is open only to sophomores, juniors, and seniors. (H, G)

AFRICAN AMERICAN/BLACK AND PUERTO RICAN/LATINO STUDIES

(Full Year – 1.0 Credit)
(Offered for Grades 10, 11, & 12 only)
Level 2

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. This course is open only to sophomores, juniors and seniors.(H, G)

THE FOLLOWING COURSES ARE OPEN ONLY TO JUNIORS AND SENIORS:

CRIMINOLOGY

(Half Year – 0.50 Credit)
2570- Level 2
Prerequisite: One of the following courses: Introduction to Psychology, Sociology, or Criminal Law.

This interdisciplinary course is designed for students seeking advanced study in law and psychology. The course will stress theories of criminal behavior; the measurement and impact of crime; rehabilitation, treatment, and correctional facilities; and forensic science. A mock scene investigation will reinforce classroom instruction. This course is offered as a business or history/social sciences elective. This course is open only to juniors and seniors. (H, G)

AP PSYCHOLOGY

(Full Year – 1.00 Credit)
2141 - Level 1

Advanced Placement Psychology introduces students to the systematic and scientific study of the behavioral and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use to explore the processes involved in normal and abnormal perceptions, thoughts, feelings and actions. Students will actively participate in simulations, demonstrations and experiments as part of the course. This course is restricted to juniors and seniors. As a college level course, students taking AP Psychology should be aware of the demanding work and grading expectations of this course. (H, G)

SOCIOLOGY

(Half Year – 0.50 Credit)
2410 – Level 2

Sociology studies human society and social behavior. The course examines cultural and social structure and then focuses on social issues and problems. Some of the topics considered are minority groups, discrimination and prejudice, race relations, the elderly, gay rights, crime and punishment, juvenile delinquency, poverty and social class, and issues revolving around the American family, including teenage sexuality, child care, divorce, and family violence. This course is open only to juniors and seniors. (H, G)

MATHEMATICS

Recommended Mathematics Course Selection Plan Grades 9 - 12

*The chart below captures the **most common course sequences**. A student's course sequence, however, may change over time depending on interests, skill development, and achievement levels. Students should consult with their school counselor before choosing their courses. An Algebra 1-Geometry-Algebra 2 sequence will meet the entrance requirements of most four-year colleges, although additional courses are recommended for students considering college majors in mathematics, science, engineering and other related fields.*

Grade	Level 1	Level 2		
8	Algebra 1	Transitions to Algebra		Mathematics 8
9	Geometry A, L-1 (**4120**)	Algebra 1A (**4310**)	Algebra 1B – 1 (**4351**)	Essentials for Algebra (**4680**)
10	Algebra 2A, L-1 (**4130**)	Geometry A (**4320**)	Algebra 1B – 2 (**4361**)	Integrated Algebra & Geometry 1 (**4540**)
11	Pre-Calculus, L-1 (**4140**) and/or Math Electives	Algebra 2A (**4330**)	Geometry B (**4380**)	Integrated Algebra & Geometry 2 (**4541**)
12	AP Calculus AB (**4190**), AP Calculus BC (**4200**), and/or Math Electives	Pre-Calculus (**4340**) and/or Math Electives	Algebra 2B (**4390**) and/or Math Electives	Math Electives

SEQUENCES AND OPTIONS IN MATHEMATICS

The goal of the mathematics curriculum is to develop students' ability to learn and use mathematics as lifelong problem solvers. Through their course of studies in mathematics, students will develop and use a range of numerical, algebraic, geometrical and statistical concepts and skills to formulate and solve authentic problems. Critical thinking and reasoning skills are developed throughout the study of mathematics as students investigate, explore, and apply their learning.

The GHS mathematics curriculum provides a variety of courses designed to meet the needs of mathematical competency for various post-secondary pursuits. Every effort is made to guide individual students through a sequence of courses which bests suits them as indicated by their goals, aptitude and past performance. **Students and parents are urged to give careful consideration to the teacher recommendation for course placement.** Algebra is offered in grade 9 only at Level 2. Anyone who does not meet a course prerequisite should enroll in a summer school program or arrange for special help with a private tutor. Consult with a math teacher and guidance counselor for details.

Students who are not yet ready for a formal algebra course are advised to begin with Essentials for Algebra. They may then elect an algebra course or take the two-year sequence of Integrated Algebra and Geometry. Other math course options will include Contemporary Math.

Calculators are used extensively in the math courses at Glastonbury High School. For some courses the scientific calculator is sufficient. In all courses, beginning with Algebra 1 and above, a graphing calculator is needed. Class instruction is based on the **TI-83 or TI-84 series** of graphing calculators. (Please note that the TI-89 and TI-Nspire calculators are not permitted). A limited number of classroom calculators will be available for student use.

Although students are allowed to use a graphing calculator on the SAT or AP exams in mathematics, iPads or other tablet devices are **not** permitted at this time.

All courses will provide opportunities for students to demonstrate all learning expectations.

ESSENTIALS FOR ALGEBRA

(Full Year – 1.0 Credits)
4680 - Level 2

This course will use problem solving and technology to develop skills that will be critical for students as they prepare for further high school math study including the study of algebra. Our number system is examined through a study of number theory, focusing on rational numbers and the contextual situations that use them. Algebraic topics will include variables and expressions as well as a study of equations and formulas. The course may include an exploration of the coordinate plane and its role in algebra.
A scientific calculator is required for the course.
Limited to freshman and sophomores who have not completed Algebra 1.

INTEGRATED ALGEBRA & GEOMETRY 1
(One year – 1.00 Credit)
4540 - Level 2

INTEGRATED ALGEBRA & GEOMETRY 2
(One year – 1.00 Credit)
4541 - Level 2

Prerequisite: Students must have completed Integrated Algebra & Geometry 1.

Algebraic and geometrical concepts are integrated over the two years from an applied, hands-on problem-solving approach. This spiraling instructional approach builds on the connections and relationships between introductory algebra and geometry for students who need more support. A scientific calculator is required for the course.

*Limited to students who have **not** completed an Algebra or Geometry course.*

CONTEMPORARY MATH
(Half Year – 0.50 Credit)
4510 - Level 2

This one-semester course will stress the use of mathematics as a tool for solving real world problems, the value of collaboration and will encourage the development of problem solving and higher order thinking skills. Students will work alone and in groups to find solutions to contemporary problems and to complete projects using number sense, probability and statistics, logic, algebra and geometry. Current news items will be examined through a mathematical lens. A scientific calculator is required for the course.
Limited to seniors who have the approval of the Directors of Mathematics.

ALGEBRA 1

Algebra is offered as both a one-year course (Algebra 1A) and a two-year course (Algebra 1B-1 & 1B-2) Both courses cover the key concepts of algebraic thinking, however, the Algebra 1A course moves at a faster pace in order to cover the material in one year. Algebra 1B-1 and 1B-2 teaches the same topics but over a two year period. Students and parents should work with the guidance and math departments to determine which pace is more appropriate.

ALGEBRA 1A
(Full Year – 1.00 Credit)
4310 - Level 2

ALGEBRA 1B-1
(Year 1- 1.0 Credit)
4351 - Level 2

ALGEBRA 1B-2
(Year 2- 1.0 Credit)
4361 - Level 2
Prerequisite: Algebra 1B-1

Algebra 1 is the foundational course for the study of higher mathematics. Students will formalize many algebraic concepts originally introduced in earlier math courses. Linear, quadratic, and exponential functions and their behaviors are studied in depth. Algebraic reasoning and skills are also formalized so that they can be used to solve a variety of problems. Over the course of the year students develop a deep understanding that families of functions behave in predictable ways. Students will learn to use the symbolic language of algebra to investigate, represent and solve problems. A graphing calculator (TI-83 or TI-84 series) is required for these courses.

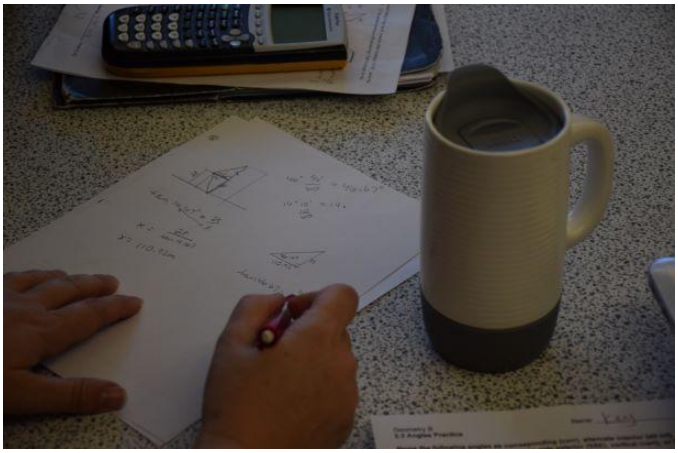
GEOMETRY

GEOMETRY A, Level 1
(Full Year – 1.00 Credit)
4120 - Level 1
Prerequisite: Algebra 1

GEOMETRY A, Level 2
(One Year – 1.0 Credit)
4320 - Level 2
Prerequisite: Algebra 1

This course is a study of the properties and relationships of figures. Students begin with assumptions, definitions, and theorems and build on them through deductive reasoning and logical proofs. Geometric properties are developed through investigations and practical applications. Numerous skills in algebra are used throughout the course.

In addition to a more rigorous and in-depth approach to the above-mentioned topics, the Level 1 course may include formal proof writing and geometric extensions.



GEOMETRY B
(Full Year – 1.00 Credit)
4380 - Level 2
Prerequisite: Algebra 1

Geometry B is a full-year course that is a natural follow-up to Algebra 1B. This course will be quite similar to Geometry A with a less rigorous approach. The course will stress geometric properties through investigations. Practical applications are emphasized and algebra skills are used throughout this course.

ALGEBRA 2

ALGEBRA 2A, Level 1
(Full Year – 1.00 Credit)
4130 - Level 1
Prerequisite: Algebra 1 & (Geometry may be taken concurrently)

ALGEBRA 2A, Level 2
(Full Year- 1.0 Credit)
4330 - Level 2
Prerequisite: Algebra 1 & (Geometry may be taken concurrently)

*List of Computer Science STEAM Courses: Principles of Applied Robotics and Engineering, Web Design Development, Engineering Design, Applied Engineering, Digital Electronics, Computer Modeling in Animation and Game Design, Introduction to Computer Programing, Programming in C++, AP Computer Science Principles

Algebra 2A is an extension of topics of Algebra 1A with a more thorough treatment of solving equations, problem solving, and graphing. New topics include logarithms, complex numbers, polynomials, and rational expressions.
In addition to a more rigorous approach to the above-mentioned topics, the Level 1 course will include recursion, conic sections and rational functions. A graphing calculator (TI-83 or TI-84 series) is required for these courses.
*Students planning to elect Pre-Calculus **must** take this course.*

ALGEBRA 2B
(Full Year – 1.00 Credit)
4390 - Level 2
Prerequisite: Algebra 1 & (Geometry may be taken concurrently)

Algebra 2B uses a graphical approach and understanding to the content of Algebra 2. Following successful completions of Algebra 2B, students may select Trigonometry (4440), Discrete Mathematics (4445), or Introduction to Data Science (4430). A graphing calculator (TI-83 or TI-84) series is required for this course.
*Students planning to select Pre- Calculus should **not** elect this course, but should elect Algebra 2A instead.*

MATHEMATICS ELECTIVES

Please note the prerequisite for each course.
Students may elect to take these courses if they are currently in or have completed the Algebra 1-Geometry-Algebra 2 course sequence.

TRIGONOMETRY
(Half Year - 0.50 Credit)
4440 - Level 2
Prerequisite: Algebra 2

This course is a study of the basic trigonometric functions, their graphs and their applications. The use of technology will be emphasized. Students may not earn credit for both Trigonometry and Pre-Calculus. (S, G)

DISCRETE MATHEMATICS ECE
(Half Year - 0.50 Credit)
4445 - Level 2
4446 - Level 1

Discrete mathematics stresses the problem solving and reasoning skills used by decision makers in fields such as business, government, health, manufacturing, information transmission and social choices. Topics chosen from may include counting and probability, graph theory, deductive reasoning, the axiomatic method and finite geometries, and number systems, voting methods, apportionment methods, mathematics of finance, and number theory. A scientific calculator is required for this course.

Students taking this course may enroll in The University of Connecticut Early College Experience Program (ECE). As a University of Connecticut Early College Experience course, students should be aware of the demanding work and grading expectations of this course. Please refer to information about the ECE program on page 10 in the Program of Studies.
Limited to juniors and seniors only. (S, G)

AP PRE-CALCULUS, Level 1
(Full Year – 1.00 Credit)
4140 - Level 1
Prerequisite: Algebra 2

PRE-CALCULUS, Level 2
(Full Year- 1.0 Credit)
4340 - Level 2
Prerequisite: Algebra 2

In this course, connections between previous algebra and geometry courses are made and used to model real life situations. This includes a rigorous study of polynomial, exponential, logarithmic and trigonometric functions. The Level 1 course may include the study of vectors, mathematical induction, the binomial expansion theorem, series, and limits. A graphing calculator (TI-83 or TI-84) series is required for this course. Students may not earn credit for both Trigonometry and Pre-Calculus. Students will be given the option to take the AP PreCalculus exam in May. Please see your teacher for more details. (S, G)

AP CALCULUS AB
(Full Year – 1.00 Credit)
4190 - Level 1
Prerequisite: Pre-Calculus Level 1

This course covers differential and integral calculus as well as analytic geometry and limits. Applications include curve sketching, maximum and minimum problems, related rate problems, finding area, volume, L'Hopital's Rule, surface area, and arc length of geometric figures, as well as other related topics. A graphing calculator (TI-83 or TI- 84) series is required for this class. College credit or advance placement may be earned through the Advance Placement Exam given in May. (S, G)

AP CALCULUS BC ECE
(Full Year – 1.00 Credit)
4201- Level 1
Prerequisite: Pre-Calculus Level 1

This course covers all of the topics of the AP Calculus AB course as well as parametric, polar and vector functions and their derivatives, applications of integrals, solving logistical differential equations and using them in modeling, the concept of series, series of constants, and Taylor series. A graphing calculator (TI-83 or TI- 84) series is required for this course.

Students taking this course may enroll in The University of Connecticut Early College Experience Program (ECE). As a University of Connecticut Early College Experience course, students should be aware of the demanding work and grading expectations of this course. Please refer to information about the ECE program on page 10 in the Program of Studies. (S, G)

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MULTIVARIABLE CALCULUS w/ LINEAR ALGEBRA

(FULL YEAR – 1.00 Credit)
4210- Level 1
Prerequisite: Calculus

This course is the continued study of Calculus, extending to several variables with a primary focus on vector calculus. The topics covered in this course include applications of integration, vectors in space and their applications, equations of surfaces, differentiation/integration and applications of vector-valued functions, functions of several variables, partial derivatives, multiple integration, some vector analysis, including an introduction to vector fields, and line integrals. Students will also student linear maps and their representations in vector spaces and through matrices as well as set theory..
(S, G)

SAT PREPARATION

(Half Year – 0.50 Credit)
Juniors
1650 - Level 2
Prerequisite: Completion of at least one full semester of Geometry

This course provides students an extensive review of math concepts and problem-solving techniques as well as test-taking strategies and ways to build vocabulary and reading comprehension. This course will be taught by an English and a mathematics teacher. *Credit for this elective may not be counted as math or English credit toward graduation*.

Students planning to continue their education beyond high school should plan to take the PSAT in the fall of their sophomore and/or junior year. SATs and ACTs should be scheduled by students in the spring of the junior year and/or fall of the senior year. (H, S, G)

AP STATISTICS

(Full Year – 1.00 Credit)
4230 - Level 1
Prerequisite: Algebra 2A

This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes: exploring data; sampling and experimentation; anticipating patterns; and statistical inference.
A graphing calculator (TI-83 or TI- 84) series is required for this course. (S, G)

INTRODUCTION TO DATA SCIENCE

(Half Year – 0.50 Credit)
4420 - Level 2
4425 – Level 1
Prerequisite: Algebra 1

This course is designed to provide the background necessary to interpret statistical data. Each unit concludes with a performance task using EXCEL software so that students build their skills in this very useful software. Each unit will also have students analyze data, apply what they learned and communicate their findings through various case-studies. It will include elementary probability and the fundamental statistical method needed to interpret and prepare research materials. Such a study should benefit any student interested in a career in science, business, social science, education, or mathematics. Students may take this course as an introduction to AP Statistics. (S, G)

CODING, DATA SCIENCE, AND SOCIETY

(Full Year- 1.0 Credit)
4427 - Level 1
4428 - Level 2
Prerequisites: Any Computer Science STEAM course*

This course is a true interdisciplinary STEAM course in the computer science and technology pathway. In a world surrounded by information, data literacy is now a crucial life skill that opens up countless opportunities in fast-growing STEAM careers. Students will develop code through Python to interpret real-time data and explore the issues and problems they care about. By integrating content and skills from a variety of disciplines, students will explore data from social media, sports, healthcare, and the environment to better understand the world around us. The level one option for this course includes the components of the level two and additional independent work advanced criteria. (S,G)

MATH ELECTIVES (STEAM)/ COMPUTER SCIENCE

Please note the prerequisite for each course.
Students may elect to take these courses if they are currently in or have completed the Algebra 1-Geometry-Algebra 2 course sequence.

AP COMPUTER SCIENCE PRINCIPLES

(Full Year - 1.0 Credit)
4182 - Level 1
Prerequisites: Algebra I

This 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 solution could have on their community, society, and the world. (From the Advanced Placement Program Handbook)

*List of Computer Science STEAM Courses: Principles of Applied Robotics and Engineering, Web Design Development, Engineering Design, Applied Engineering, Digital Electronics, Computer Modeling in Animation and Game Design, Introduction to Computer Programing, Programming in C++, AP Computer Science Principles

Students who wish to optimize the flow of their computer science courses at Glastonbury High School should take this course before AP Computer Science A. (S, G)

INTRODUCTION TO COMPUTER PROGRAMMING

(Half Year– 0.50 Credit)
4450 - Level 2

This course is designed to introduce students to the basics of computer programming. Students will be introduced to object oriented programming in languages such as Microsoft Small Basic or Java Script, which is specifically designed to be accessible to beginners. The class will cover the topics of variables, conditionals, loops, arrays, string manipulation and others. Special emphasis will be placed on graphical interface. Each student will be responsible for creating a culminating project of his or her own design.

Although not a prerequisite, students who wish to optimize their computer science learning at Glastonbury High School should take this course before both the AP Computer Science Principles and AP Computer Science A. This course cannot be taken concurrently with AP Computer Science A.(S, G)

COMPUTER PROGRAMMING IN C++

(Half Year– 0.50 Credit)
4160 - Level 1
4460 - Level 2
Prerequisite: Algebra 1 and Introduction to Computer Programming or AP Computer Science Principles

Students will be learning one of the most popular industry languages of C++. The students will learn advanced concepts while working on long term projects that have multiples specifications. Topics covered will include functions, pointers, two-dimensional arrays, processing text files, classes, inheritance and modeling. Each student will be responsible for creating a culminating project of his or her own design. This course may be taken for level 1 credit by permission of the instructor. (S, G)

AP COMPUTER SCIENCE A

(Full Year - 1.0 Credit)
4180 - Level 1
Prerequisites: Previously or concurrently taking Algebra 2A

The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of linear data, 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. (From the Advanced Placement Program Handbook)

Students who wish to get a more complete view of computer science at Glastonbury High School should take this course after AP Computer Science Principles.(S, G)

DATA STRUCTURES AND ALGORITHMS

(Full Year - 1.0 Credit)
4185 - Level 1
Prerequisites: AP Computer Science A

The Data Algorithms course is an introduction to fundamental data structures and algorithms. The emphasis is on understanding how to efficiently implement different data structures, communicate clearly about design decisions, and understand the relationships among implementations, design decisions, and the four pillars of object-oriented programming: abstraction, encapsulation, inheritance, and polymorphism.

Students who wish to get a more complete view of computer science at Glastonbury High School should take this course after AP Computer Science A.(S, G)

CYBERSECURITY

(Full Year – 1.0 Credit)
4188 - Level 2
4187 - Level 1
Prerequisites: Any Computer Science STEAM course*

With the increase in students' interest in Computer Science and the increase of jobs in this field, this course offers students the opportunity to explore this field further, rounding out their Computer Science experience. Cybersecurity is the practice of protecting computer systems, computer networks, and digital information. These concepts are important to all digital users, and will be explored throughout this course. Students enrolled in this course will also have the opportunity to apply to compete in Cyber Patriot as part of a club. (S,G)

*List of Computer Science STEAM Courses: Principles of Applied Robotics and Engineering, Web Design Development, Engineering Design, Applied Engineering, Digital Electronics, Computer Modeling in Animation and Game Design, Introduction to Computer Programing, Programming in C++, AP Computer Science Principles

CTE/STEAM and Computer Science companion courses:

Computer Science Courses	CTE/STEAM Electives
Introduction to Computer Programming	Computer Modeling & Game Design Web Design & Development Principles of Applied Robotics & Engineering
AP Computer Science Principles	Digital Electronics Web Design & Development Computer Modeling & Game Design
Programming in C++	Web Design & Development Digital Electronics Principles of Applied Robotics & Engineering Computer Modeling & Game Design Engineering Design Applied Engineering
Cybersecurity	Web Design & Development
AP Computer Science A	Digital Electronics Engineering Design

MATH ELECTIVES (STEAM)/ DATA SCIENCE

Please note the prerequisite for each course.
Students may elect to take these courses if they are currently in or have completed the Algebra 1-Geometry-Algebra 2 course sequence.

AP STATISTICS

(Full Year – 1.00 Credit)
4230 - Level 1
Prerequisite: Algebra 2A

This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes: exploring data; sampling and experimentation; anticipating patterns; and statistical inference.
A graphing calculator (TI-83 or TI- 84) series is required for this course. (S, G)

INTRODUCTION TO DATA SCIENCE

(Half Year – 0.50 Credit)
4420 - Level 2
4425 – Level 1
Prerequisite: Algebra 1

This course is designed to provide the background necessary to interpret statistical data. Each unit concludes with a performance task using EXCEL software so that students build their skills in this very useful software. Each unit will also have students analyze data, apply what they learned and communicate their findings through various case-studies. It will include elementary probability and the fundamental statistical method needed to interpret and prepare research materials. Such a study should benefit any student interested in a career in science, business, social science, education, or mathematics. Students may take this course as an introduction to AP Statistics. (S, G)

CODING, DATA SCIENCE, AND SOCIETY

(Full Year- 1.0 Credit)
4427 - Level 1
4428 - Level 2
Prerequisites: Any Computer Science STEAM course*

This course is a true interdisciplinary STEAM course in the computer science and technology pathway. In a world surrounded by information, data literacy is now a crucial life skill that opens up countless opportunities in fast-growing STEAM careers. Students will develop code through Python to interpret real-time data and explore the issues and problems they care about. By integrating content and skills from a variety of disciplines, students will explore data from social media, sports, healthcare, and the environment to better understand the world around us. The level one option for this course includes the components of level two and additional independent work. (S,G)

*List of Computer Science STEAM Courses: Principles of Applied Robotics and Engineering, Web Design Development, Engineering Design, Applied Engineering, Digital Electronics, Computer Modeling in Animation and Game Design, Introduction to Computer Programing, Programming in C++, AP Computer Science Principles

COURSES OFFERED FOR MATH CREDIT WITHIN THE BUSINESS DEPARTMENT

PERSONAL FINANCE
(Half Year – 0.50 Credit)
4651 - Level 2

Students will learn about important financial literacy issues that face today's teens. This course will help students develop an understanding of behavioral finance, credit, taxes, budgeting, and checking accounts. Instruction may be supported through computer software simulations, field-trips, and guest speakers. By the end of the course, students will have a thorough understanding of personal finance topics and be prepared to handle the financial responsibilities that exist after high school. (This course may serve as a mathematics graduation credit). (S, G)

PERSONAL FINANCE - ONLINE
(Half Year – 0.50 Credit)
4652 - Level 2
(Math credit)

Online Personal Finance is open to students in Grades 11-12. Students will learn about important financial literacy issues facing teens including credit, money management, payroll deductions, taxes, and checking accounts. Students will also be introduced to career planning, including obtaining employment and will create documents such as cover letters and resumes. Course instruction and interaction will take place online through Google classroom, teacher website and email. Students must be highly motivated and understand that an online course requires a commitment to self-directed learning. Students must be prepared to independently read, research, and communicate with the teacher and peers through a variety of online formats including video, audio and text. The teacher will have discretion to require periodic meetings and make office hours available to students as needed. (This course may serve as a mathematics graduation credit). (S, G)

FINANCIAL DECISION-MAKING
(Half Year – 0.50 Credit)
4661 - Level 2

Students will acquire essential skills to make sound financial decisions. They will practice core financial literacy skills and experience the real-world impact of their financial decisions. Students will participate in a virtual stock-market challenge, complete activities/projects that involve making financial decisions (leasing vs. buying a car; renting an apt vs. buying a house etc.), and will compete in a personal finance simulation to apply knowledge gained throughout the semester. (This course may serve as a mathematics graduation credit). (S, G)

ACCOUNTING
(Full Year – 1.00 Credit)
6300 – Level 2
(Offered for grades 9-12)

Accounting is a skill-level course providing a strong background for those entering business, marketing, and management. Students will develop and demonstrate manual and computerized skills to create and maintain financial records. Students will learn basic fundamentals and terminology of Accounting, will gain an understanding of financial reports, and explore career opportunities in the accounting field. Practical accounting problems, with business papers, will emphasize actual business records management. (This course may serve as a mathematics graduation credit).(S, G)

ADVANCED ACCOUNTING
(Full Year – 1.00 Credit)
6101 – Level 1
(Offered for grades 11 and 12)
(Offered for grade 10 with recommendation of teacher and counselor)
(May be taken for MCC credit)

This full-year course is designed to enable the highly motivated student to build a strong foundation in accounting theory, which can be used in a business career or as a basis for a business major in a post-secondary institution. The course will enable students to use the terminology relating to the accounting process; to maintain a complete set of accounting records for a sole proprietorship and a partnership; to prepare and interpret financial statements; and to utilize accounting data for managerial decisions. In addition to receiving 1.00 credit from Glastonbury High School, students will have the option to apply for three semester hours of college credit through Manchester Community College. (This course may serve as a mathematics graduation credit) (S,G)

*List of Computer Science STEAM Courses: Principles of Applied Robotics and Engineering, Web Design Development, Engineering Design, Applied Engineering, Digital Electronics, Computer Modeling in Animation and Game Design, Introduction to Computer Programing, Programming in C++, AP Computer Science Principles

MUSIC

Students electing a performing group are expected to attend all performances. Performing groups include all bands, orchestras and choruses. These performances are an important outgrowth of the curriculum and most often are scheduled outside of the regular school day. When enrolling in a performing group, students are committing themselves to all performances of that group. Members of music performance ensembles also become eligible to audition for a variety of state and regional festivals.

All courses provide opportunities for students to demonstrate all learning expectations.

PERFORMANCE ENSEMBLES

CONCERT BAND

(Full Year – 1.00 Credit)
7300 - Level 2
(Offered for grade 9, 10, 11, & 12)
(Prerequisite: Prior Band Experience)

This ensemble is open to students who can demonstrate the ability to perform level 3 literature. Instruction will focus on group skills, aesthetic awareness, musical literacy and technique through the study of a variety of works. Members are required to participate in concerts, local parades, and three home football games. Students are encouraged to participate in the Football Pep Band on a voluntary basis at the remaining football games. This course may be taken for Level 1 credit through a separate audition process and the completion of additional requirements through independent study. (FA, H, G)

SYMPHONIC BAND

(Full Year – 1.00 Credit)
7310 - Level 2
(Offered for grades 10, 11 & 12)
Prerequisite: Audition.

This ensemble is open, by audition, to all students in grades 10 through 12 who can demonstrate the ability to perform level 4 literature. Selection is based on ability and instrumentation. Instruction will focus on aesthetic awareness, musical literacy, and advanced skills through the study of a variety of musical styles including Broadway, jazz, and popular as well as traditional band works. Members are required to participate in school concerts, local parades and three home football games. Students are encouraged to participate in the Football Pep Band on a voluntary basis at the remaining football games. This course may be taken for level 1 credit through a separate audition process and completion of additional requirements through an independent study. (FA, H, G)

CHAMBER STRING ENSEMBLE

(Full Year – 1.00 Credit)
7360 -Level 2
(Offered for Grades 10, 11 & 12)
Prerequisite: Audition

The Chamber String Ensemble is open by audition to high school students entering grades 10 through 12. Students who play violin, viola, cello, or string bass may audition for the course in January of the preceding school year. Students will study and perform challenging level five and six literature for small chamber string ensemble as well as string trios and quartets. Students will participate in an in-depth study of literature for interpretation, musicality, style, and aesthetic quality. Students will study appropriate composers in relation to the era, society, and culture in which they created their works. Students will perform at school concerts and various community events. Class size may be limited to twenty-four students for balanced instrumentation. This course may be taken for level 1 credit through a separate audition process and completion of additional requirements through an independent study. (FA, H, G)

STRING ORCHESTRA

(Full Year – 1.00 Credit) 7350 – Level 2
(Offered for grades 9, 10, 11 & 12)
Prerequisite: Prior Orchestral Experience

The String Orchestra course is a performing ensemble open to any high school students who play an orchestral string instrument: violin, viola, cello, or double bass. Appropriate string orchestra literature is studied. Emphasis is placed upon skill development as well as interpretation and ensemble skills. Students will study a variety of musical styles appropriate to the genre. The String Orchestra will perform at school concerts as well as community events. This course may be taken for level 1 credit by audition and completion of additional requirements through an independent study. (FA, H, G)

CONCERT CHOIR

(Full Year – 1.00 Credit)
7340 - Level 2
(Offered for grades 10, 11 &12)
Prerequisite: Audition

The Concert Choir is a select performance ensemble open to qualified sophomores, juniors and seniors by audition. Prior membership in Chorus, Treble Choir or the equivalent is expected. Advanced literature from all historical periods including small major works with instrumental accompaniment is studied. Emphasis is placed on development of vocal skills in the areas of tone quality and tone production, breath control, reading accuracy and interpretation. The choir performs at

school concerts as well as selected community events. This course may be taken for level 1 credit by audition and by completing additional requirements through independent study. (FA, H, G)

CHORUS
(Full Year – 1.00 Credit)
7330 - Level 2
(Offered for grades 9, 10, 11 & 12)

This is a performing choral ensemble open to any high school student without audition. Students will perform choral repertoire in a wide variety of musical styles. Major emphasis is on developing vocal skills and music literacy. The Chorus performs at school concerts as a vocal ensemble as well as in combination with the Concert Choir and Treble Choir. This course may be taken for level 1 credit by audition by completing additional requirements through independent study. (FA, H, G)

TREBLE CHOIR
(Full Year – 1.00 Credit
7345 – Level 2
Offered for Grades 10, 11 & 12)
Prerequisite: Audition

The Treble Choir is an auditioned group for soprano and alto singers that performs music at an advanced level with a focus on a cappella music. This includes music from the standard choral repertoire as well as music in a popular style, specifically suited for soprano and alto voices. Emphasis will be placed on singing with good vocal technique and development of music literacy. Auditions for this group take place in January and are opened to all treble singers in grades 10-12, regardless of whether or not they have taken
Chorus before. This course may be taken for level 1 credit by audition and by completing additional requirements through independent study. (FA, H, G)

CLASSROOM MUSIC COURSES

PIANO/KEYBOARD
(Half Year – 0.50 Credit)
7450 - Level 2

This course is for students who have little or no previous keyboard experience. Students will learn basic piano technique - fingering, reading, chord progressions and a variety of songs. Students use individual stations and software to work at their own pace. (FA, H, G)

FUNDAMENTALS OF MUSIC THEORY
(Half Year – 0.50 Credit)
7169 -Level 1
(Not Offered 2023-2024, Offered 2024-2025)

This is a one semester course in music theory components explored through the study of melody, rhythm, harmonic dictation, sight-singing, part-writing, musical terminology and form. Fundamentals of Music Theory is taught in the music technology lab. This Level 1 course is recommended as a preparation to AP Theory and recommended for all ensemble students. It may also be taken by any student, as an introductory exploration of theory. (FA, H, G)

AP MUSIC THEORY
(Full Year – 1.00 Credit)
7170 - Level 1
(Offered 2023-2024, Not Offered in 2024-2025)
(Offered for Grades 10, 11, & 12)

This course emphasizes aural and visual identification of musical elements including chords, cadences, compositional processes and skills, rhythm and meters, phrase structures, form and modulation. College credit or advance placement may be earned through the Advanced Placement Examination given in May. Prerequisite for this course is Fundamentals of Music Theory or by consent of the instructor. (FA, H, G)

MUSIC STUDIO PRODUCTION
(Half Year - 0.50 Credit)
7441-Level 2

This course is designed to teach students how to create and produce music using a variety of technologies. Students will learn audio engineering skills and work with
sequencing /notation software to create a number of projects including a commercial, movie soundtrack, and live recording. Students may focus on their area of interest using other available software programs. No musical experience is necessary. This hands-on course will serve the abilities and interests of all students. (FA, H, S, G)

BEGINNING GUITAR
(Half Year - 0.50 Credit)
7370 - Level 2

This course is designed for students with little or no guitar experience. Students will learn basic chords, scales, note and rhythm reading, tab reading and beginning barre chords. Students will also learn to play songs using notes, tab and chords. Students who have proficiency in most of these skills, especially basic chords, should consider taking Intermediate Guitar. If a student is unsure which course to take, he/she should check with a guitar instructor. This course may be taken a second time only with teacher permission. (FA, H, G)

INTERMEDIATE GUITAR
(Half Year - 0.50 Credit)
7380 - Level 2

This course is designed for students who have completed the GHS Beginning Guitar course and/or for students who have basic rudimentary guitar skills (see requirements from Beginning Guitar description). Students will study advanced barre chords, note and rhythm reading, scales and modes, guitar theory, composition, song writing, improvisation and ensemble performance. If a student is unsure which course to take he/she should check with a guitar instructor. This class may be taken a second time only with teacher permission. (FA, H, G)

WORLDS OF MUSIC

(Half Year - 0.50 Credit)

7420- Level 2

In this classroom course, students will study and experience music from diverse cultures to gain an understanding of the development of music in society. Some styles of music from the following countries which may be studied include: South India, West Africa, Japan, Indonesia. (FA, H, G)

SCIENCE

Recommended Science Course Selection Plan for Grades 8-12

The chart below captures the ***most common course sequences****. However, a student's course sequence may change over time depending on interests, skill development, and achievement levels. Students should consult with their school counselor before choosing their courses.* ***The entrance requirements for most four-year colleges include successful completion of full year courses in Chemistry, Biology, and Physics****.*

Grade	Level 1	Level 2	
8	Concepts of Physics, L-1 (Concurrent Algebra 1 recommended)	Concepts of Physics	
9	Chemistry L-1 (5130)	Chemistry (5440)	Integrated Science (5462)
10	AP Biology (5100)	Biology (5410)	Biology (5420)
11	AP Physics 1&2 (5171)	Physics (5470 or 5480)	Introductory Physics (5465)
12	AP Chemistry (5140), AP Environmental Science (5160), AP Physics 1&2(5171), AP Physics C (5175), and/or Advanced Research Mentorship (5150)	Science electives,	Science electives

The scope and sequence of the GPS science curriculum endeavors to help students develop an understanding of fundamental science principles, their applications, and their implications. The GHS science course offerings attempt to meet the needs of all our students - be it to establish a minimal scientific literacy in a technological world or to establish the cornerstone of a scientific career. In light of these needs, students should plan their program of study to maximize their exposure to concepts and skills in a variety of science areas.

Students must successfully pass Biology (or AP Biology) and at least one credit of a physical science or earth/space science courses to satisfy the science graduation credit requirement. Students may, upon the approval of the directors of Science and Vocational Education, apply for one science credit with the successful completion of a three year planned program of Agriscience and Technology.

All Advanced Placement science courses at GHS are Level 1. It is strongly recommended that students taking Level 1 science classes have received at least a final grade of B in the previous Level 1 science course or at least an A- in an appropriate Level 2 science course. Other predictors of success in a Level 1 course are high grades (A or B) in language arts courses or mathematics courses.

The Science Department has initiated collaborative programs with the University of Connecticut, to provide an opportunity for GHS students to earn college credit for some GHS science courses. Once accepted, students meeting college criteria will be provided the respective college's credit. Credit from UConn may be transferable to other colleges and universities. Students are notified if the college credit option is available in their science courses every fall.

All courses provide opportunities for students to demonstrate all learning expectations.

CHEMISTRY

Chemistry is an extremely important branch of science. Chemistry affects our daily lives in many ways, and a solid foundation in the study of chemistry is important for understanding the concepts and topics presented in future science courses.

The GHS science program begins during the 9th grade year with a one year introductory course in Chemistry or a course closely associated with chemistry (Integrated Science). These courses explore the basic content areas of chemistry. Advanced Placement (AP) Chemistry is a second year chemistry course for potential college credit. All of these courses satisfy the physical science graduation requirement.

INTEGRATED SCIENCE
(Full Year – 1.50 Credits)
5462 – Level 2
Offered for grade 9 only
Prerequisite: Teacher recommendation

Students in Integrated Science conduct investigations of energy, the structure of matter, the interactions of chemicals, the impacts of chemicals on our society and environment, and the chemical nature of life. This is a laboratory course with an emphasis on chemistry that is designed for 9th grade students to utilize concepts of physics, chemistry, and biology to help students understand Earth's systems and develop an appreciation of global interdependence. The course is aligned with expectations of the and the *Next Generation Science Standards*, and includes themes of engineering design, modeling, patterns, change, and constancy.

CHEMISTRY
(Full Year - 1.50 Credits)
5130 - Level 1 (Grade 9 only)
5440 - Level 2 (Grade 9 only)

Chemistry 5130 and 5440 are investigations into the structure and composition of substances and the physical mechanisms by which chemical, physical, and nuclear changes occur. The role of energy in these changes is examined. Extensive laboratory experiences enable students to expand upon the various concepts of chemistry. This course is aligned with the expectations of the *Next Generation Science Standards*, and includes themes of engineering design, earth's systems, modeling, patterns, change and constancy.

Guidelines:

For entrance into Chemistry 5130 (Level 1) it is recommended that the student earn a B or higher in Grade 8 Level 1 science (Concepts of Physics) and Algebra. Chemistry 5130 is a first-year chemistry course designed for 9th graders which includes abstract concepts, expanded topics, and numerous applications of mathematics.

For entrance into Chemistry 5440 it is recommended that the student be concurrently enrolled in Algebra or completed Algebra. This is a first-year chemistry course designed for 9th graders who desire introductory chemistry with fewer mathematical challenges than Chemistry 5130.

AP CHEMISTRY
(Full Year - 1.50 Credits)
5140 - Level 1
Prerequisite: Algebra 1 & 2 and Chemistry
(Offered in grades 11 and 12)

Advanced Placement (AP) Chemistry is a second year chemistry course that is equivalent to a two-semester introductory college level chemistry course. The curriculum is based on the College Board's AP Chemistry syllabus and provides investigations into quantitative aspects of topics such as kinetic theory, equilibrium, gas laws, thermochemistry, and thermodynamics. Formal laboratory investigations are conducted to apply concepts of chemistry and to develop inquiry learning skills.

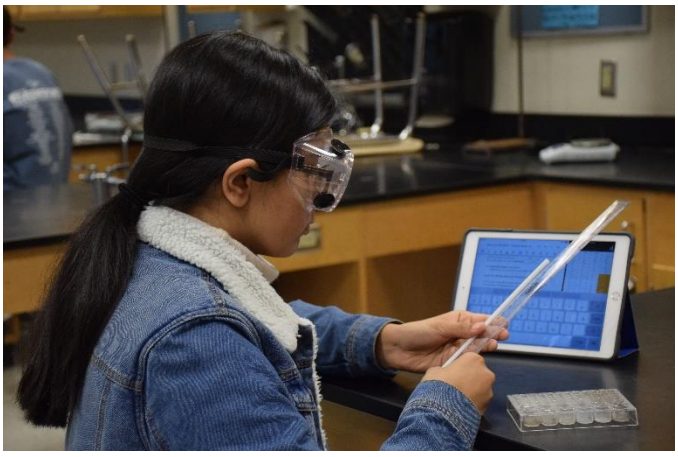
This course is designed to prepare students for the College Board's Advanced Placement Chemistry Examination in May of each year. It is a rigorous course intended for students who may be interested in pursuing careers in pure or applied sciences such as engineering and nursing. Credit may be awarded by some colleges for achievement on the AP Examination. A registration fee is associated with the AP Examination.

BIOLOGY

Biology is an extremely important branch of science. It is about the nature and characteristics of life and, therefore, is essential for all students and citizens. Successful completion of a full year of biology is required for graduation.

The biology program begins in Grade 10 with a one-year biology course. Students may enroll in either Level 2 biology course (Biology 5410 or 5420) which cover the basic topic areas of biology, or they may enroll in Advanced Placement Biology 5100 (Level 1) if they have met the prerequisites. Biology courses are aligned with expectations of *Next Generation Science Standards.*

There are second year elective options (i.e. Human Anatomy & Physiology) which increase students' general knowledge and understanding in the subject area and which may help students prepare for specific career goals



BIOLOGY
(Full Year - 1.50 Credits)
Grade 10 5410-Level 2
Grade 10 5420-Level 2

Biology is the study of life. Students explore the fundamental properties of living things and the relationships of organisms to their environment. Topics include ecosystem

interactions and energy, photosynthesis and cellular respiration, evolution, inheritance of traits, structure, function, and growth of living things, and ecosystem stability and response to climate change. Students engage in hands-on application and experimentation throughout the topics of study, and further develop skills in the areas of data analysis and scientific communication.

AP BIOLOGY
(Full Year - 1.50 Credits)
5100- Level 1
Prerequisite: Chemistry

AP Biology 5100 is designed to enable students to develop advanced inquiry and reasoning skills, including designing experiments, collecting and analyzing data, and effectively communicating the results of experiments. AP Biology 5100 is equivalent to a two-semester introductory college biology course.

The key concepts and related content of AP Biology are organized around a few underlying principles which encompass core scientific ideas, theories, and processes governing living organisms and biological systems. The key concepts are:

-Evolution
-Cellular Process: Energy and Communication
-Genetics and Information Transfer
-Interactions

This course prepares students for the College Board's Advance Placement Examination administered in May of each year. Some colleges award credits based on achievement level on this examination.

PHYSICS

Physics is an extremely important branch of science that pervades our daily lives. A working knowledge of physics is important for all students and citizens. It is particularly important for those who may be interested in the pure or applied science careers, including engineering and nursing.

Physics also serves as a rigorous and highly regarded academic science course. In all physics courses, computer-based laboratories are utilized to collect, analyze, and process laboratory data.

Physics 5470, 5480, and Introductory Physics 5465 (all Level 2) are first year courses covering traditional topical areas of physics. Advanced Placement Physics 1 & 2 5171 (Level 1) can be taken as a first year or second year physics course. Physics courses are aligned with expectations of *Next Generation Science Standards.*

INTRODUCTORY PHYSICS
(Full Year - 1.00 Credit)
5465 – Level 2
(Offered for grades 11 and 12)
Prerequisite: None

Students will experience the concepts of physics and how they apply to our world in this single-period class. The basic concepts of measurement, motion, force, light, sound, energy, matter, electricity and nuclear physics are developed and explored. Numerous laboratory activities and projects will enhance student understanding and application of the concepts. This course can serve as a GHS physical science graduation credit, but may not meet the preparatory laboratory science requirement of some colleges.

PHYSICS
(Full Year - 1.50 Credits)
5470 - Level 2
5480 - Level 2
Prerequisites:
Physics 5470 - Algebra 2A (Algebra 2A may be taken concurrently)
Physics 5480 - Algebra 2B (Algebra 2B may be taken concurrently)

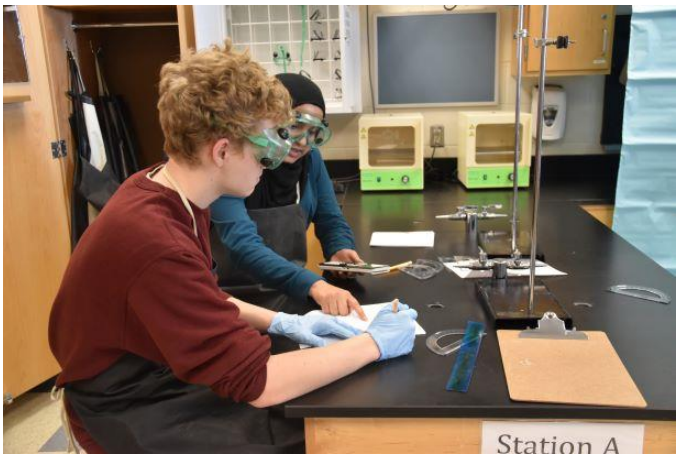
Physics is an investigation into the behavior and interrelationships of matter and energy. Basic concepts of measurement, motion, force, momentum, energy, waves, sound, light, electricity, and magnetism are developed and applied. Laboratory investigations enable students to expand upon the various concepts of physics. Computer-based experimentation enables students to collect, process, and analyze laboratory data. Physics 5470 expects students to apply trigonometry to the solutions of physics problems.

AP PHYSICS 1 & 2
(Full Year– 2.00 Credits)
5171- Level 1
Prerequisite: Chemistry (Level 1), A.P. Biology, Physics 5470, or Physics 5480; Concurrent enrollment in Algebra 2A.

AP Physics 1 & 2 (5171) is equivalent to a two-semester, algebra-based college level introductory physics course and is designed to align with the Advanced Placement Physics 1 and Advanced Placement Physics 2 curriculum. The course content includes concepts related to motion, forces, work, energy, power, rotation, fluid mechanics, waves, sound, light, electricity, magnetism, and nuclear/particle physics.

AP Physics 1 & 2 is a 2.00 credit course which meets for a one block every day. Students who take AP Physics 1 & 2 must meet their Physical Education/Health requirement in a manner that does not involve the physics lab periods.

Students may earn college credits for their achievement in this course. The credit may be awarded by some colleges for achievement on the College Board's AP Physics 1 & 2 Examinations or through the University of Connecticut's Early College Experience Program (see page 11). Registration fees are associated with the AP Examination and the UConn ECE Program. (Note: Because of the compacted nature of this course, students interested in taking the AP Physics 2 Examination should expect to learn some of the content independently prior to the examination.)



AP PHYSICS C
(Full Year – 1.50 Credits)
5175 - Level 1
Prerequisite: Physics or AP Physics; Concurrent enrollment in Calculus BC or Calculus AB

AP Physics C is a calculus-based, college level course in physics designed to prepare students for both of the College Board's AP Physics C Examinations, 'Mechanics' and 'Electricity and Magnetism. Both are administered in May. This course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to challenging physical problems. While concurrent enrollment in Calculus AB is accepted for entrance in this course, concurrent enrollment in Calculus BC is preferred because of its stronger alignment. (S,G)

OTHER SCIENCE ELECTIVES

AP ENVIRONMENTAL SCIENCE
(Full Year – 1.50 Credits)
5160 - Level 1
(Offered for grades 11 and 12)
Prerequisite: Biology and Chemistry

AP Environmental Science is equivalent to an introductory college level course and is designed to align with the College Board's Advanced Placement curriculum. It provides students with principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

A summer review assignment may be expected.
Students may earn college credits for their achievement in this course. The credit may be awarded by some colleges for achievement on the College Board's AP Examination and/or through the University of Connecticut's Early College Experience. Registration fees are associated with the AP Exam and the ECE Program (see page 11). (S, G)

ADVANCED RESEARCH MENTORSHIPS IN THE NATURAL SCIENCES
(Full Year - 1.50 Credits)
5150 - Level 1
(Offered for grades 11 and 12)
Prerequisite: Biology and a physical science.

Advanced Research Mentorship is a non-traditional-science elective that allows students to complete authentic research under the guidance of a practicing scientist, doctor, or engineer. Students will gain valuable skills and experiences in designing, conducting, and reporting scientific research results. They also demonstrate their ability to interact responsibly with scientific professionals, to manage a large scale project, to meet deadlines, and to access, read, and evaluate relevant information from a variety of sources.

In-class instruction includes scientific literacy skills, effective written and oral communication skills, the ethics of scientific research, and exploration of career options. Students are granted some early dismissal time from school and must document at least 100 hours of work on their research projects. Participation in authentic research competitions or conferences is required. Students are encouraged to connect with a mentor prior to the beginning of the school year. (S, G)

ASTRONOMY
(Half Year - 0.50 Credit)
5500 - Level 2
(Offered for Grades 11 and 12)
Prerequisite: Biology and a physical science

Astronomy involves the study of the Solar System, the Milky Way, and the known universe. The focus of this half year, single period course is to expose the student to the role of science and technology in helping us to better understand outer space. Although laboratory experiences will be provided in this course, Astronomy may not meet the preparatory laboratory science requirement of many colleges. (S, G)

FORENSIC SCIENCE
(Full Year – 1.00 Credit)
5565 - Level 2
Prerequisites: Chemistry, Biology, and Physics or Introductory Physics
(Offered for Grade 12)

Forensic Science is a full year single period course designed to integrate branches of science (biology, chemistry, and physics) and apply science to analyze forensic scenarios. Major topics explored will be fingerprinting, DNA analysis, blood typing and ballistics. Investigations of simulated crime scenes will require students to apply their knowledge and skills in science. Students will use scientific tools to gather analyze, and interpret data. Additionally, students will learn about career opportunities related to forensic science. Forensic Science may not meet the preparatory laboratory science requirement of many colleges. (S, G)

HUMAN ANATOMY AND PHYSIOLOGY
(Full Year - 1.50 Credit)
5561 - Level 2
(Offered for grades 11 and 12)
Prerequisite: Biology and a physical science

Human Anatomy and Physiology is a Level 2 laboratory science course focusing on the scientific principles, concepts,

and methodologies required to understand the complex structure and interrelationships within the human body. Focuses of the course include the interdependence of structure and function, the hierarchical organization of living things, and the interdependence of organ systems. Topics include body organization, homeostasis, cytology, and histology. Laboratory work includes microscopic studies, physiologic experiments, and dissections. (S, G)

PRINCIPLES OF APPLIED ROBOTICS AND ENGINEERING

(Full Year - 1.00 Credit)
5600-Level 1
5602-Level 2
Grades 9-12
STEM Elective Level 1 / 2
No prerequisites

This STEAM-integrated course is an innovative approach to interdisciplinary applications of robotics, engineering design, computational thinking, and programming. Students will engage in the exploration of multiple robotics systems and engineering fields across manufacturing, environmental and agricultural sciences, and information technology. Principles of Applied Robotics and Engineering blends the mind of a scientist, technologist, and designer; providing multiple opportunities for students to engage in disciplinary specific work while integrating creativity, collaboration, problem solving, and communication. Students will design a culminating project to fully develop their interests, knowledge, and skills, launching their future career pathways and programs of study at the collegiate level. The level one option for this course will include the components of the level two and additional independent field work and advanced criteria.
(S, G)

CODING, DATA SCIENCE, AND SOCIETY

(Full Year- 1.0 Credit)
4427 - Level 1
4428 - Level 2
Prerequisites: Any Computer Science STEAM course*

This course is a true interdisciplinary STEAM course in the computer science and technology pathway. In a world surrounded by information, data literacy is now a crucial life skill that opens up countless opportunities in fast-growing STEAM careers. Students will develop code through Python to interpret real-time data and explore the issues and problems they care about. By integrating content and skills from a variety of disciplines, students will explore data from social media, sports, healthcare, and the environment to better understand the world around us. The level one option for this course includes the components of level two and additional independent work advanced criteria. (S, G)

*List of Computer Science STEAM Courses: Principles of Applied Robotics and Engineering, Web Design and App Development, Engineering Design, Applied Engineering, Digital Electronics, Computer Modeling in Animati8on and Game Design, Introduction to Computer Programing, Programming in C++, AP Computer Science Principles

TECHNOLOGY EDUCATION

Technology Education courses enable students to survey areas in which they have an interest, aptitude, or career aspiration. They provide an excellent opportunity to develop skills and learn about industry and technology. All courses emphasize learning through hands-on activities coupled with the rigor of other academic areas. As today's technology continues to evolve, we recognize that technology education subject areas are cross-disciplinary in the areas of Science, Technology Engineering, Art and Math. To that end, please see the chart below to assist in planning courses of study that integrate Computer Science and Technology Education. Detailed course descriptions for the Computer Science courses can be found under the Math Department STEAM electives section of the Program of studies.

Juniors and seniors, based upon their experience and the consent of the instructor, may take an advanced course without taking the prerequisite course. Students may also take designated advanced courses twice or work with teachers through the independent study program with instructor's approval and plans for the study.

All courses provide opportunities for students to demonstrate all learning expectations.

CTE/STEAM & Computer Science companion courses

Computer Science Courses	**CTE/STEAM Electives**
Introduction to Computer Programming	Computer Modeling & Game Design Web Design & Development Principles of Applied Robotics & Engineering
AP Computer Science Principles	Digital Electronics Web Design & Development Computer Modeling & Game Design
Programming in C++	Web Design & Development Digital Electronics Principles of Applied Robotics & Engineering Computer Modeling & Game Design Engineering Design Applied Engineering
Cybersecurity	Web Design & Development
AP Computer Science A	Digital Electronics Engineering Design

ADVANCED PHOTOGRAPHY

(Half Year - 0.50 Credit) 8360 - Level 2
(Offered for grades 10, 11, and 12)
Prerequisite: Photography or consent of Instructor

This course extends the students ²knowledge of both the technical and artistic aspects of photography. Students will work extensively with digital SLR cameras, specialty lenses, flashes and other camera accessories. Mobile devices can be used at home if needed to complete projects. During the course students will choose several topics of interest within the photography field, and then research and create picture projects to demonstrate their deeper understanding of the topic. Professional software will be used to preprocess all digital work to ensure technically correct and well composed photographs. Students will then learn how to create several different types of portfolios to display work ranging from the traditional to multimedia slideshows and web pages. In addition, students will have access to large format archival quality photo printers to produce show quality prints. (FA, H, S, G)

APPLIED ENGINEERING

(Full Year - 1.00 Credit)
8311 - Level 2

This course engages students in the process of inventing engineering challenges, then designing and building solutions to meet those challenges. Through this process students will acquire technical literacy and academic proficiencies in math, science and technology. Classroom projects will incorporate mechanical, pneumatic and electronic components to solve these engineering challenges. The curriculum combines robotics and automation while modeling the engineering project cycle of developing strategies, system design and prototype testing. (S, G)

ARCHITECTURAL DESIGN

(Full Year - 1.00 Credit)
8210 - Level 1
8410 - Level 2

Architectural Design is for those students who are interested in residential design, commercial design, and building construction techniques. Students will develop professional drawings required in the design and construction of a residential home. Students will also develop skills in Architecture design including structure prototypes and scale model construction, including the use of 3D printing to mock up architectural elements. This course may be elected twice.

Level 1 will include the level 2 criteria with additional research into the analysis of building materials and their use in selected design problems. Participation in practical design opportunities, including state and national design contests, will also be available. (FA, H, G)

COMPUTER ASSISTED DESIGN (CAD)

(Half Year - 0.50 Credit)
8400 - Level 2

CAD is an introductory course for students interested in careers related to design including Architecture and/or Engineering. This course is structured to allow students the opportunity to practice the basic CAD skills necessary to develop professional drawings and designs of personal interest concluding with 3D-printed objects. Students will develop individualized architectural plans associated with residential construction and engineering problems. Students will use current industry standard software packages to design and edit drawings. Students will utilize 3D printers to create prototypes of Engineering and Architectural objects. Completed designs will be included in a digital portfolio.
(FA, H, S, G)

DIGITAL ELECTRONICS

(Half Year- 0.50 Credit)
8390- Level 1
8395- Level 2
Prerequisite: Introduction to Computer Programming or AP CSP or AP CSA or instructor permission

This interdisciplinary STEAM course provides students the opportunity to develop programs to control devices in the physical world. Topics of study from science (electricity fundamentals, Ohm's Law, electronic components, and circuits), technology (computer programming) and engineering (design, application, systems) combine through the study of digital electronics. Additionally, students will study the Internet of Things, looking at what makes up the IoT, how devices are interconnected, programmed, and utilized. Cybersecurity and privacy issues will also be considered. The level one option for this course will include the components of the level two and additional independent field work and advanced criteria. (FA,H,S,G)

ENGINEERING DESIGN

(Half Year - 0.50 Credit)
8220 - Level 1
8420 - Level 2
Prerequisite: Introduction to Computer Assisted Design or Consent of Instructor.

This course is designed for students considering a career in the field of engineering or related technologies. Students will work to solve product design problems and complete detail and pictorial drawings using CAD drawing techniques. Students will create prototypes utilizing 3D printers and CNC machines. Students will design a product, either individually or as part of a small group, and make the drawings necessary for production. Robotics, and robot coding, is introduced in this course to expose students to real-world technologies and problem solving. This course may be elected twice. (FA, H, S, G)

Level 1 will require the level 2 criteria with additional research and technical reports related to product design, feasibility, materials, and processes.

COMPUTER MODELING FOR ANIMATION AND GAME DESIGN

(Half Year- 0.50 Credit)
8430- Level 1 8435- Level 2

This interdisciplinary STEAM course will engage students in an overview of techniques in computer generated animation and video games. Students will create detailed storyboards, stop-motion videos, computer programmed animations and mathematical simulations. Additionally, video games will be designed and developed enabling students to build applications that focus on rules, strategy, and interactivity. Ethical issues in game design will also be considered. The level one option for this course will include the components of the level two and additional independent field work and advanced criteria. (FA,H,S,G)

GRAPHIC COMMUNICATION & PRODUCTION

(Half Year - 0.50 Credit)
8370 - Level 2

Students will develop the foundational design and production skills to design and create graphic products using the computer and professional software packages such as Adobe Illustrator and Adobe Photoshop.—Students will concentrate on essential design concepts as well as color theory, typography, and layout. They will be challenged to design and produce products for the community, school organizations, events, as well as products for themselves, family, or friends. Students will have access to a wide range of industrial equipment such as laser engravers/cutters, CNC Routers, Water Jets vinyl plotter/cutters, heat presses, embroidery machines, and printers that include large format vinyl printer/cutter, dye-sublimation, Chromablast, and heat transfer laser printers. These machines will allow students to put their designs on

custom shirts, hats, mugs, and other substrates that accept heat transfers. In addition, designs can be made for vehicles, windows/glass, posters/signage, and custom artwork for school and home decoration. This is an excellent course for students interested in design, printing, advertising, manufacturing/production and visual-communication arts and careers. Students may pursue advanced topics by taking this course a second time. See a video of some of our great machines and tools here! (FA, H, S, G)

PHOTOGRAPHY

(Half Year - 0.50 Credit)
8350 - Level 2

This is a beginning to intermediate level course dealing primarily with camera controls as they relate to digital photography, and how to make the best out of every digital image. The basics of shooting successful pictures with a digital camera will reference tips from traditional photography and highlight how traditional photography applies to the digital shoot. Students will then learn how to improve, repair, and manipulate digital images within professional software to achieve the best possible digital image. Students will learn composition through the practice and completion of various types of pictures and will learn how to prepare them for print, computer slideshows, and the web. Digital SLR cameras are available for student use during class time, so students do not need to bring one from home. (FA, H, S, G)

PRODUCTION SYSTEMS

(Half Year - 0.50 Credit)
8501 - Level 2

This is an introductory course in which students will work with many of the basic materials associated with manufacturing including wood, metal, plastic and ceramic materials. Students will construct projects using custom building and mass production techniques. CAD along with CNC Machining will be introduced allowing the creation of intricate products using multiple manufacturing materials. (S, G)

TRANSPORTATION SYSTEMS

(Half Year- 0.50 Credit)
8301-Level 2

Students will study the technology related to four modes of transportation: air, land, sea and space. Working models will be constructed in all units of study and will include monorails, rockets, airplanes, helicopters, submarines, boats, and hovercrafts. (S, G)

WEB DESIGN AND DEVELOPMENT

(Half Year - 0.50 Credit)
8380 - Level 2

This is an introductory level course that will explore the overall production process surrounding web design with a particular emphasis on design elements, layout, navigation, and interactivity. Students will design and prototype applications for apple and android devices. To complete these projects students will utilize industry-standard programming languages including HTML, CSS, and JAVASCRIPT. These technologies offer students the opportunity to learn computational thinking skills that will prepare them for a wide variety of technology careers, as well as other computer science courses. Students may pursue advanced topics by taking this course a second time. (S,G)

PRINCIPLES OF APPLIED ROBOTICS AND ENGINEERING

(Full Year - 1.00 Credit)
5600-Level 1
Grades 9-12
5602-Level 2
STEM Elective Level 1 / 2
No prerequisites

This STEAM-integrated course is an innovative approach to interdisciplinary applications of robotics, engineering design, computational thinking, and programming. Students will engage in the exploration of multiple robotics systems and engineering fields across manufacturing, environmental and agricultural sciences, and information technology. Principles of Applied Robotics and Engineering blends the mind of a scientist, technologist, and designer; providing multiple opportunities for students to engage in disciplinary specific work while integrating creativity, collaboration, problem solving, and communication. Students will design a culminating project to fully develop their interests, knowledge, and skills, launching their future career pathways and programs of study at the collegiate level. The level one option for this course will include the components of the level two and additional independent field work and advanced criteria. (S, G)

All courses will provide opportunities for students to demonstrate all learning expectations.

DRAMA 1

(Half Year – 0.50 Credit)
1210 - Level 1
1610- Level 2

This course is primarily devoted to the craft of acting and to the reading and discussion of modern plays. In this class, students become more intimately involved in literature by placing themselves in the situations and circumstances of characters. This course allows beginning and experienced actors to develop specific acting skills including focus, body movement, voice, emotional recall, memorization, and improvisation in order to bring life to dramatic scenes. Students work individually and collaboratively to write and perform creatively. Students read 20th century plays and view some video clips in order to understand characterization and dramatic structure. They also develop a critical eye for both writing and performance; a component of this course includes script analysis. The course may include a field trip to view a professional production. This course may be taken for level 1 credit with the permission of the teacher. An outline detailing additional requirements must be filed with the Supervisor of Secondary English prior to the beginning of the course. This course may be taken more than once with the permission of the teacher and administrator/school counselor. (FA, H, G)

LIGHTING AND SOUND FOR THEATER

1240- Level 1
1630- Level 2
(Half Year – 0.50 Credit)

This survey course introduces students to the technology and design concepts of lighting and sound for live performance applications. Some of the work is conceptual and is grounded in a theoretical framework, involving design as influenced by scripts and directorial concepts, but a great deal of the coursework will involve hands-on use of equipment. Students will learn to hang and focus lighting instruments, to use a computer dimmer board, to create cues, to use a sound mixer, and to create special effects. Students completing this course may opt to participate in the theatre program of the school and see some of their designs implemented in GHS productions. This course may be taken more than once with the permission of the teacher and an administrator. (FA, H, S, G)

This course may be taken for level 1 credit with the permission of the teacher. An outline detailing additional requirements must be filed with the Supervisor of Secondary English prior to the beginning of the course.

TV BROADCASTING

9420 - Level 2
(Half Year – 0.50 Credit)

In TV Broadcasting, students will understand the essential economic, political, and social institutional structures behind TV broadcast journalism; explore and interpret a range of related informative, persuasive, and narrative formats; analyze how they are developed and function within the media landscape; and acquire the essential skills for creating their own TV broadcast journalism content in the GHS TV Studio. In essence, TV Broadcasting is designed to increase students' media literacy by helping them better understand the role of television news in American society and the ways in which citizens can effectively participate in its consumption and creation of media.

This course provides students with the knowledge and skill to produce programs that can be aired on closed circuit and/or public access. Students are introduced to the principles, procedures, and techniques of television production. Students build teamwork and collaboration skills as they learn scripting, shooting, editing and audio production techniques, using the technical equipment in the GHS Studio to effectively collaborate as a production team to produce and record a range of broadcast journalism programs. This course may be taken more than once with the permission of the teacher and an administrator. (FA, H, S, G)

WORLD LANGUAGE

All students are encouraged to continue the study of the language they began in the elementary and/or middle school. A long sequence of study is necessary to build proficiency in a language. In addition to the long sequence of study, a student may elect to begin Chinese, French, Russian, or Spanish at Glastonbury High School. In addition to modern languages, students may begin the study of Latin or Ancient Greek at the high school. Latin provides students with a linguistic foundation for both English and other Romance languages. Students may consider a semester course of Word Power Through Latin or a yearlong course in Advanced Studies in Classical Mythology. Although only one credit of world language is required for graduation, beginning with the graduating class of 2023, all students are encouraged to pursue language studies as an opportunity to meet the world language requirement to earn the Seal of Biliteracy upon graduation. World languages prepare students for college and career readiness. Students and parents are encouraged to consult with the Director of World Languages and the language staff regarding employment opportunities for students with language training.

College-bound students are advised to consult admissions offices for language entrance and graduation requirements.

Level 1 language courses are designed for language students who display a habit of independent language study; a willingness to participate in class discussions on a daily basis; a commitment to complete all work and projects on time; and a willingness to accept the pace and challenge of Level 1 work, which expects a high degree of independence and responsibility. Teachers will recommend students for placement in Level 1 courses, based on demonstration of appropriate skills and knowledge. Students taking Level 1 classes should have received at least a B in a previous Level 1 language class or an A in a previous Level 2 course taken at the middle or high school.

In the case of Latin I-II or Ancient Greek I, Level 1, students will be recommended by the previous year's modern language teachers. Students who are new to Glastonbury should present evidence of outstanding work in prior language classes to the Director of World Languages.

All courses will provide opportunities for students to demonstrate evidence of meeting the revised learning expectations.

The Connecticut State Seal of Biliteracy was established to recognize high school graduates who have attained a level of proficiency in English and one or more languages. The Seal of Biliteracy recognizes the value of students' academic efforts, the tangible benefits of being bilingual and biliterate, and prepares students to be global citizens in a multicultural, multilingual world. In order to meet the requirements for the Seal, students must meet Glastonbury High School's English language graduation requirements and a minimum rating of an Intermediate-Mid on both the Oral Proficiency Interview by computer (OPIc) and Writing Proficiency Test (WPT) for modern languages, or the ACTFL Latin Interpretive Reading Assessment (ALIRA). These external assessments, the OPIc and WPT are administered to all seniors enrolled in Chinese, French, Latin, Russian and Spanish.

Students will use the modes of communication (Interpersonal, Interpretive, Presentational) to engage in performance tasks that build proficiency.

FRENCH 1 2
Novice
(Full Year 1.0 Credit)
3009 – Level 1

Students will work towards answering the questions "What is culture? What is French culture? What does foreign mean?" This course is intended for students who would like to study French in an accelerated fashion in order to advance to French 3 after two semesters of study. Students who might be eligible include those who have previously studied French, have studied another world language or speak another language at home. This course will be offered at Level 1 and registration requires the signature of the department director. Upon successful completion students will be recommended to French 3 or III. With Director approval, a student may be recommended to French 3 Level 1.(H, G)

FRENCH 3
Intermediate
(Full Year – 1.00 Credit)
3010 - Level 1
3310 - Level 2

As part of answering the essential question, "Who are the French?", students will be able to participate in conversations. Students in this course will also be able to communicate about familiar topics, as well as researching and presenting information on varied cultural themes. This course follows French 2 taken in grade 8. (H, G)

FRENCH 4
Intermediate
(Full Year – 1.00 Credit)
3020 - Level 1
3320 -Level 2

As part of answering the essential question, "What happens when cultures meet?", students will be able to participate with ease and confidence in conversations about familiar topics. Students in this course will also be able to discuss events and experiences, as well as handling social interactions. Students will also be able to research and present information on varied, cultural themes. (H, G)

FRENCH 5
Intermediate
(Full Year – 1.00 Credit)
3030 - Level 1
3330 - Level 2

As part of answering the essential questions "Who am I?", "What is self-identity?" and "How and why does our identity change?", students will be able to communicate about familiar topics, even when there is an unexpected complication. They will be able to construct presentations in various time frames that illustrate and defend particular viewpoints about cultural themes. (H, G)

FRENCH 6
Intermediate-Advanced
(Full Year 1.00 Credit)
3340 - Level 2

As part of answering the essential question, "How am I transformed by the study of languages and cultures?" students will explore current print, audio and visual media in the French world. Students will be able to understand and produce paragraph-length discourse in all major time-frames with ease and confidence within personal and general contexts. (H, G)

AP FRENCH LANGUAGE 6/ECE
Intermediate-Advanced
(Full Year – 1.00 Credit)
3040 - Level 1

As part of answering the essential question "How am I transformed by the study of languages and cultures?", students will explore current print, audio and visual media in the French world. Students will be able to understand and produce paragraph-length discourse in all major time frames with ease and confidence within personal, general and some abstract contexts. The AP French Language and Culture course is structured around six themes: Beauty and Aesthetics, Contemporary life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. Students taking this course may enroll in the UConn ECE program (see page 11). All students will be encouraged to prepare for the College Board's Advanced Placement Examination in French. (H, G)

FRENCH I
Novice
(Full Year – 1.00 Credit)
3350 - Level 2

As part of answering the essential questions "What is culture? What is French culture?", students will be able to communicate on a limited number of familiar topics using single words and phrases that have been practiced and memorized. Students will also be able to present information about themselves and limited cultural themes. (H, G)

FRENCH II
Novice
(Full Year – 1.00 Credit)
3360 - Level 2

As part of answering the essential question "How are we connected?", students will be able to communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized. Students will also be able to present information about themselves, cultural themes, and other familiar themes using memorized language. (H, G)

FRENCH III
Novice-Intermediate
(Full Year – 1.00 Credit)
3370 - Level 2

As part of answering the essential question "Who are the French?", students will be able to participate in short social interactions and everyday situations, as well as be able to present basic information on cultural themes and familiar topics. (H, G)

FRENCH IV
Intermediate
(Full Year – 1.00 Credit)
3380 - Level 2

As part of answering the essential question "What happens when cultures meet?", students will be able to participate in simple conversations and answer questions on familiar topics. Students will be able to participate in short social interactions that include asking and answering questions, as well as presenting information on cultural themes and familiar topics. (H, G)

FRENCH V
Intermediate
(Full Year – 1.00 Credit)
3390 - Level 2

As part of answering the essential questions "Who am I? What are the concepts of 'self' in French cultures and in diverse societies? How does self-identity change?", students will be able to participate in conversations about familiar topics, ask and answer a variety of questions, as well as describe themselves and their everyday lives. Students will be also be able to share information on a wide variety of thematic topics.
(H,G)

ADVANCED STUDIES IN CLASSICAL MYTHOLOGY
(Full Year - 1.00)
3055-Level 1
(Offered to grades 11,12)

As part of answering the essential question, "What are cultural truths and how are they communicated?", students will

learn the origin, nature, and function of myth in the literature and art of Greece and Rome. Students will understand how and to what effect those myths have been applied over time, and recognize and analyze their influence in our modern society. Students should enroll in this course as an elective, not as a primary world language. The course is taught in English with Latin and Greek supplement. Students may also be eligible to earn up to 3 college credits if enrolled in the University of Connecticut's Early College Experience (see page 10). (H, G)

WORD POWER THROUGH LATIN

(Half Year – 0.50 Credit)
3430 - Level 2

This course is particularly helpful in preparing for PSAT²s and SAT²s. Students learn significant elements of Latin and Greek with an emphasis on vocabulary building as a base for strengthening word power. Knowing these roots, prefixes, and suffixes will help students to improve their word attack skills for whatever text they read. Students should experience an increased ability to read difficult texts without a dictionary at their side. Instruction in language control in this class should help them in English as well. This course is open to students in Grades 9 – 12. Students should enroll in Word Power as an elective, not as a primary world language. (H, G)

ANCIENT GREEK I

Novice
(Full Year – 1.00 Credit)
3050 - Level 1
3425 - Level 2

As part of answering the essential question "Who were the Greeks?", the aim of this course is to enable students to read ancient Greek within the context of studying classical Greek culture. Daily life, political events, mythology, religion, philosophy, literature, art and architecture are among the areas explored. One of the goals of studying ancient Greek is to achieve a better understanding of English. Greek roots, prefixes and suffixes that appear in English are highlighted as well as the influence of Greek on the language of politics, philosophy, literature, science and medicine. Students should take Ancient Greek as an additional language, not as a primary world language. (H, G)

ANCIENT GREEK II

Intermediate
(Full Year – 1.00 Credit)
3051 - Level 1
3426 – Level 2

As part of the essential question, "What happens when two cultures meet?", the second-year course in Ancient Greek continues the development of skills and comprehension begun in Greek I. Language control will be further explored in the context of readings based on Greek history, culture, philosophy and mythology. Primary sources such as Herodotus, Thucydides, Plato, and Aristophanes will supplement the Greek texts. Contributions and influences of Greek on the development of English will continue to be a major focus. Students should be taking Ancient Greek as an additional language, not as the primary world language. (H, G)

LATIN I-II Level 1

Intermediate
(Full Year – 1.00 Credit)
3060 - Level 1

This course is an accelerated Latin I and Latin II course**.** As part of answering the essential question "Who were the Romans?", this course provides extensive practice in reading skills by introducing students to a Pompeiian family and following events in their lives. These stories provide opportunities for studying Roman culture as well as analyzing text. There is emphasis on Latin language control and vocabulary particularly as they relate to English. Students learn to pronounce Latin correctly and sharpen listening and spelling skills through oral reading. Students who might be eligible are those who have successfully studied another language. The course is offered at high achievement level and registration requires the recommendation of a previous language teacher.
(H, G)

LATIN III Level 1 Intermediate

(Full Year – 1.00 Credit)
3070 - Level 1

As part of answering the essential question, "How does power affect people?**"** students continue an in-depth survey of Roman history and culture. Through various readings in Latin, students explore Roman religion, government, military, social class, philosophy, etc. Study of language control becomes more complex. Students continue to develop skills in interpretive reading, textual analysis, and intercultural competence. (H, G)

LATIN IV Level 1

Intermediate-Advanced
(Full Year – 1.00 Credit)
3080 - Level 1

As part of answering the essential question "What was identity in Rome?", students consolidate their study of Latin language control and engage in a survey of literature from various Roman authors. Students begin to read Latin poetry and become familiar with Latin poetics. Through the study of different types of Latin literature, students explore Roman identity as expressed by the authors and make connections to their own lives and experiences. (H, G)

AP LATIN LITERATURE V Advanced

(Full Year – 1.00 Credit)
3090 - Level 1

As part of answering the essential question "How are we transformed by our study of Latin?", students in AP Latin will study literature. As an AP course, readings focus on Caesar's DeBello Gallico and Vergil's Aeneid. The student does any

language control review needed and begins to sight read authentic Latin literature. There is emphasis on reading Latin literature critically, analyzing both prose and poetry and comparing themes, language and modes of expression with those found in modern literature. (H, G)

LATIN I
Novice
(Full Year – 1.00 Credit)
3390 - Level 2

As part of answering the essential question "Who were the Romans?", the first year course provides extensive practice in reading skills by introducing students to a Pompeiian family and following events in the lives of these characters. These narratives provide opportunities for studying Roman culture as well as lively, relevant reading passages. There is emphasis on Latin language control and vocabulary particularly as they relate to English. Students learn to pronounce Latin correctly and sharpen listening and spelling skills through oral reading.
(H, G)

LATIN II
Novice-Intermediate
(Full Year – 1.00 Credit)
3400 - Level 2

As part of answering the essential question "What happens when two cultures meet?", the second-year course in Latin continues development of skills in reading and comprehension begun in Latin I. The readings are a continuation of the Latin I narratives and take place in Roman Britain and Roman Alexandria. Students explore life in the Roman provinces and how Roman occupation influenced it. Vocabulary and derivative acquisition continues. (H, G)

LATIN III
Intermediate
(Full Year – 1.00 Credit)
3410 - Level 2

As part of answering the essential question "How does power affect people?", in Latin III students continue their exploration of Roman culture through readings. Cultural topics include the study of Roman religion and the Roman government and army. Language control usage becomes increasingly complex so that by the end of the year, the student is nearly ready to read original Latin texts. There is continued work on vocabulary with particular emphasis on English derivatives.
(H, G)

LATIN IV
Intermediate-Advanced
(Full Year – 1.00 Credit)
3420 - Level 2

As part of answering the essential question "How am I transformed by the study of Roman languages and culture? , the fourth year course consolidates the students' reading ability and understanding of Latin. Work on language control is finished and consolidated. Then the student begins to read original Latin authors and discuss rhetorical devices. This part of the course includes units on Pliny the Younger's letters about government and daily life, sections from Catullus's poetry, a section from the Aeneid, and poems from Ovid's *Metamorphoses.*
(H, G)

CHINESE 1
Novice
(Full Year – 1.00 Credit)
3183 - Level 1

As part of answering the essential questions "Who are the Chinese? What is Chinese culture?", students in this course will be able to express themselves in conversations on familiar topics such as family, daily activities, and sports using words, phrases, and simple sentences. Conversational Chinese and culture topics will be introduced to students through thematic language and culture units. (H, G)

CHINESE 2
Novice-Intermediate
(Full Year – 1.00 Credit)
3184 - Level 1

As part of answering the essential question "What does foreign mean?", students will be able to communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. They can usually handle short social interactions in everyday situations by asking and answering simple questions. The inflectional nature of the language and the acquisition of the Chinese characters will continue to be developed. (H, G)

CHINESE 3
Intermediate
(Full Year – 1.00 Credit)
3185 - Level 1

As part of answering the essential question "How do we unlock the mystery of China?", students will be able to participate in conversations on a number of familiar topics using simple sentences. They will be able to handle short social interactions in everyday situations by asking and answering questions. Conversational Chinese and cultural topics including the tea ceremony, arts, and celebrations will be introduced to students through thematic language and culture units. (H, G)

CHINESE 4
Intermediate
(Full Year – 1.00 Credit)
3186 - Level 1

As part of answering the essential question "How do we unlock the mystery of travel?", students will be able to participate

in conversations on familiar topics using sentences and series of sentences. They will be able to handle short social interactions in everyday situations. The course will explore a variety of topics such as geography and travel that will serve as a basis for oral discussion and analysis. Various technologies and multimedia will be used to refine students reading and writing skills. (H, G)

CHINESE 5 -Intermediate
(Full Year – 1.00 Credit)
3187 – Level 1

As part of answering the essential question "What is Chinese self-identity and how is it formed?", students will continue to build on their language skills previously developed in the lower levels demonstrating increased confidence and language proficiency in listening, speaking, reading, and writing. This course expands the students' knowledge base with new and more complex language structures. Students will be able to participate in conversations on familiar topics using sentences and series of sentences. They can handle short social interactions in everyday situations by asking and answering a variety of questions. Various technologies and multimedia will be used to refine students' reading and writing skills. (H, G)

AP CHINESE LANGUAGE 6/ECE
Intermediate-Advanced
(Full Year – 1.00 Credit)
3188- Level 1

As part of answering the question "How am I transformed by the study of languages and culture?" students will be able to participate with ease and confidence in conversations on familiar topics. Students will be able to talk about events and experiences in various time frames with more details. They are expected to handle social interactions in everyday situations, even with occasional unexpected complications. Authentic materials from the Chinese speaking community in the world will be used to further develop language proficiency and critical thinking skills. An understanding of contemporary and historical Chinese culture is an important aspect of this course. Students taking this course may enroll in the UCONN ECE Program (see page 11). All students will be encouraged to prepare for the College Board's Advanced Placement Examination in Chinese. (H, G)

RUSSIAN 1-2
Novice-Intermediate
(Full Year – 1.00 Credit)
3100 - Level 1

As part of answering the essential questions "What is culture? What does foreign mean?" students will be able to communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized. Students will also be able to present information about themselves and other familiar themes using memorized language. Students in this course study Russian in an accelerated fashion in order to advance to Russian 3 after two semesters of study. Students who might be eligible include those who have previously studied Russian, have studied another world language or speak another language at home. The course will be offered at high achievement level. (H, G)

RUSSIAN 3
Intermediate
(Full Year 1.00 Credit)
3110 - Level 1

Students will explore the theme "What happens when two cultures meet?" speaking and writing about topics such as sports and hobbies, describing people, exchange programs, tourist sites, and weather and nature. Poetry, readings and listening will be included. Cultural topics will include climate in Russia, Siberia and its people, Alaska and its Russian history, and Russian foods. (H, G)

RUSSIAN 4
Intermediate
(Full Year – 1.00 Credit)
3120 - Level 1

As part of answering the essential question "Who are the Russians?", students will be able to communicate in language necessary for survival in the target culture. They will be able to create with the language to express their own meaning, and ask and answer a wide variety of questions. They will be able to participate in a variety of social situations. Cultural topics include animals, Russian art, transportation, metro, and World War II. (H, G)

RUSSIAN 5
Intermediate
(Full Year – 1.00 Credit)
3130 - Level 1

As part of answering the essential questions "Who am I? and What is self-identity, in diverse societies?", Students will be able to participate in conversations necessary for survival in the target culture. They will be able to create with the language to express their own meaning. They will be able to ask and answer questions about a variety of topics, including those beyond themselves and their immediate surroundings. They will be able to describe and narrate simply on familiar topics. Cultural topics include the Cold War, commercials, immigration and housing. (H, G)

AP RUSSIAN LANGUAGE 6
Intermediate-Advanced
(Full Year – 1.00 Credit)
3140 - Level 1

As part of answering the essential question. "How am I transformed by the study of Russian language and culture?", students will be able to participate with ease in conversations on a variety of topics beyond themselves. They will be able to describe and narrate with more detail on a variety of topics. They will be able to handle situations without complications and some

situations with a complication. All students will be encouraged to prepare for ACTR's NEWL AP exam in Russian. Cultural topics include the Russian education system, important documents, university life, technology, Pushkin and other poets, and family history. (H, G)

SPANISH 1-2
Novice
(Full Year - 1.00 Credit)
3200 - Level 1
Students will work towards answering the questions "What is culture? What is Spanish culture?" This course is intended for students who would like to study Spanish in an accelerated fashion in order to advance to Spanish 3 after two semesters of study. Students who might be eligible include those who have previously studied Spanish, have studied another world language or speak another language at home. The course will be offered at high achievement level. Upon successful completion students will be recommended to Spanish 3 or III. With Director approval, a student may be recommended to Spanish 3 Level 1. (H, G)

SPANISH 3
Intermediate
(Full Year – 1.00 Credit)
3210 - Level 1
3510 - Level 2
As part of answering the essential question "What happens when cultures meet?", students will be able to investigate and uncover the impact of the encounter between the pre-Columbian civilizations and the Europeans. Students in this course will also be able to communicate with others about familiar topics, as well as researching and presenting information on a wide variety of themes. (H, G)

SPANISH 4
Intermediate
(Full Year – 1.00 Credit)
3220 - Level 1
3520 - Level 2
As part of answering the essential question "Who are the Spanish?", students will be able to participate with ease and confidence in conversations about familiar topics. Students in this course will also be able to discuss events and experiences in various time frames, as well as handling social interactions. Students will also be able to research and present information on familiar topics. (H, G)

SPANISH 5
Intermediate
(Full Year – 1.00 Credit)
3230 - Level 1
3530 - Level 2
As part of answering the essential questions "Who am I? and what are the concepts of 'self' in Hispanic cultures and in diverse societies? students will investigate and uncover the concept of "identity" in relationship to themselves and the Hispanic immigrant community through an exploration of various perspectives and the impact/contributions to U.S. society. They will be able to participate in conversations and debates about familiar topics, even when there is an unexpected complication. They will be able to construct presentations in various time frames that illustrate particular viewpoints. (H, G)

SPANISH 6
Intermediate-Advanced
(Full Year – 1.00 Credit)
3540- Level 2
As part of answering the essential question "How am I transformed by the study of language and culture?", students will explore current print, audio and visual media in the Hispanic world. Students will be able to understand and communicate in all major time-frames with ease and confidence within personal, general and some abstract contexts. (H, G)

AP SPANISH LANGUAGE 6/ECE
Intermediate-Advanced
(Full Year – 1.00 Credit)
3240 - Level 1
As part of answering the essential question "How am I transformed by the study of language and culture?", students will explore current print, audio and visual media in the Hispanic world. Students will be able to understand and produce paragraph-length discourse in all major time-frames with ease and confidence within personal, general and some abstract contexts. The AP Spanish Language and Culture course is structured around six themes: Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. Students taking this course may enroll in the UConn ECE program (see page 11). All students are encouraged to prepare for the College Board's Advanced Placement Examination in Spanish. (H, G)

SPANISH I
Novice
(Full Year – 1.00 Credit)
3550 - Level 2
As part of answering the essential questions, "What is culture? What is Spanish culture?", students will be able to communicate on a limited number of familiar topics using single words and phrases that have been practiced and memorized. Students will also be able to use information to present about themselves. (H, G)

SPANISH II
Novice
(Full Year – 1.00 Credit)
3560 - Level 2

As part of answering the essential question "How are we connected?", students will be able to communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized. Students will also be able to present the essential question, "How do we connect?", students will be able to present information about themselves and other familiar themes using memorized language. (H, G)

SPANISH III
Novice-Intermediate
(Full Year – 1.00 Credit)
3570 - Level 2
3571 – Level 2 (grade 9 only)

As part of answering the essential question "What happens when cultures meet?", students will learn about the impact of the encounter between the pre-Columbian civilizations and the Europeans. Students will be able to participate in short social interactions and everyday situations, as well as be able to present basic information on familiar themes. (H, G)

SPANISH IV
Intermediate
(Full Year – 1.00 Credit)
3580 - Level 2

As part of answering the essential question "Who are the Spanish?", students will be able to participate in simple conversations and answer questions on familiar topics. Students will be able to participate in short social interactions that include asking and answering questions, as well as presenting information on familiar themes. (H, G)

SPANISH V
Intermediate
(Full Year – 1.00 Credit)
3590 - Level 2

As part of, answering the essential questions "Who am I? What are the concepts of 'self' in Hispanic cultures and in diverse societies? How does self-identity change?", students will be able to participate in conversations about familiar topics, ask and answer a variety of questions, as well as describe themselves and their everyday lives. Students will be also be able to share information on a wide variety of thematic topics. (H, G)

ENGLISH FOR MULTILINGUAL LEARNERS 1
Novice
(Full Year – 1.00 Credit)
3930 - Level 2

As part of answering the essential question "How can I improve my skills in English to reach my personal and academic goals?", students will participate in oral and written exchanges of information and ideas on a variety of topics. They will also construct meaning from oral presentations and text, and conduct research.
This course offers an introduction to the English language and to American culture. (H, G)

ENGLISH FOR MULTILINGUAL LEARNERS 2
Novice-Intermediate
(Full Year – 1.00 Credit)
3940 - Level 2

As part of answering the essential question "How can I improve my skills in English to reach my personal and academic goals?" , students will participate in oral and written exchanges of information and ideas on a variety of topics. They will also construct meaning from oral presentations and text, and conduct research. Students will focus on intermediate coursework in English including listening, speaking, reading, writing, vocabulary and conventions of English, as well as American culture. (H, G)

ENGLISH FOR MULTILINGUAL LEARNERS 3
Intermediate
(Full Year – 1.00 Credit)
3950 - Level 2

As part of answering the essential question "How can I improve my skills in English to reach my personal and academic goals?", students will participate in oral and written exchanges of information and ideas on a variety of topics. They will also construct meaning from oral presentations and text, and conduct research. Students will engage in intermediate coursework in English with a greater emphasis on reading, writing, conventions of English, and vocabulary development. Students will also continue to learn about American culture. (H, G)

MULTILINGUAL LEARNER TUTORIAL
Novice-Intermediate
3990- (Half Year-0.50 Credit)
3991- (Full Year-1.00 Credit)

Students will complete work in content area classes and develop study skills with the support of Multilingual Learner staff, in collaboration with content instructors. Students will effectively prioritize tutorial time to study and complete assignments and assessments. Students will complete objectives for the day, and self-evaluate their effective use of time, responsibility, and initiative in achieving their objective by using the "Daily Multilingual Learner Support Rubric". Students must earn an average of "proficiency" in order to receive credit. Participation in Multilingual Learner Tutorial (every day/every other day/whole year/half year) will be determined by the Multilingual Learner Department. (H, G)

CAREER AND TECHNICAL EDUCATION PROGRAM

All courses provide opportunities for students to demonstrate all learning expectations.

COLLEGE CAREER PATHWAYS

Keyboarding and Computer Applications 1A
(Grades 10, 11, 12)
6320 – Level 2
Semester – 0.50 Credit)

Business Computer Applications
6340 – Level 2
(Grades 10, 11, 12)
(Half Year – 0.50 Credit)
Prerequisite: Grade of B or better in English 9

Professional Cooking
(Grades 10, 11, 12)
7531 – Level 2
(Half Year – 0.50 Credit)
Prerequisite: Grade of C or better in Algebra I

Professional Baking
(Grades 10, 11, 12)
(Half Year – 0.50 Credit)
7541-Level 2
Prerequisite: Grade of C or better in Algebra I

Students enrolled in these courses may apply for three semester hours of college credit for each course through Manchester Community College (MCC). Upon entering MCC, students will have elective credit that may also be transferred to other colleges. Prerequisites listed in this section are only for MCC credit, not to enroll in the course.

SPORTS

Glastonbury High School supports the concept that, along with a strong academic education, a student needs an equally strong social education. To encourage this goal, we provide a number of non-class time activities and events. School-wide and volunteer assemblies that deal with personal growth, health, drama, music, and career opportunities are presented throughout the school year.

Once the school day has ended, many opportunities exist for students to get involved in some sort of activity. The sports program offers numerous varsity sports for both boys and girls. In addition, many of these sports have J.V. and freshmen teams. An intramural sports program is available for those students who do not have the time for a varsity sport. Glastonbury also provides students with clubs and organizations that range from academic to community volunteer programs.

It is Glastonbury High School's hope that students will participate in these co-curricular activities so that the students will have a better understanding of themselves and those around them

BOYS' SPORTS			GIRLS' SPORTS		
Fall	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**
Cross Country	**Basketball** Varsity, J.V., F	**Baseball** Varsity, J.V., F	**Cheerleading** Varsity, J.V.	**Cheerleading** Varsity, J.V.	**Golf** V, J.V.
Football Varsity, J.V., F	**Ice Hockey**	**Golf** V, J.V.	**Cross Country**	**Basketball** Varsity, J.V., F	**Lacrosse** Varsity, J.V., F
Soccer Varsity, J.V., F	**Indoor Track**	**Lacrosse** Varsity, J.V., F	**Field Hockey** Varsity, J.V., F	**Gymnastics** Varsity	**Softball** Varsity, J.V., F
Crew V, JV, Novice	**Ski Racing**	**Tennis**	**Soccer** Varsity, J.V., F	**Indoor Track**	**Tennis**
	Swimming	**Outdoor Track**	**Swimming**	**Ski Racing**	**Outdoor Track**
	Wrestling Varsity, J.V.	**Volleyball** Varsity, J.V.	**Volleyball** Varsity, J.V., F	**Ice Hockey** Varsity (co-op)	
		CrewV,J.V., Novice	**Crew**V,J.V., Novice		**Crew** V,JV, Novice

INTERSCHOLASTIC ATHLETICS

All students are encouraged to participate in the interscholastic program. Thirty-three varsity sports are offered with numerous opportunities for sub-varsity experiences. Both boys' and girls' teams compete in the Central Connecticut Conference. Students should note that participation in sports is not a replacement for the regularly scheduled physical education program.

ATHLETIC TEAMS ELIGIBILITY

Student eligibility for Glastonbury High School athletic teams is controlled by the rules of eligibility adopted by the Connecticut Interscholastic Athletic Conference.

You are NOT eligible:

1. If you are not taking at least four (4) units of work

2. If you have not passed at least four (4) units at the end of the last marking period as of the official day grades are issued (four credits required in June to be eligible in September)

3. If you will reach the age of 20 during a given season.

4. If you have changed schools without a change of residence (for a period of 365 days in sport)

Exceptions may be made via waiver form.*

5. If you play or practice with an outside team in the same sport while a member of the school team

6. If you play under an assumed name on an outside team

7. If you receive payment for participation in any athletic activity

* Consult your Principal or Athletic Director for other rules affecting athletic eligibility.

INTRAMURAL SPORTS

Many after school sports and activities are offered to all students on a seasonal basis. Some of the activities include weight training, badminton and ultimate Frisbee.

CLUBS

ACT

A.C.T is a group of students and adults whose aim is to promote **Acceptance, Community, and Tolerance** in our community. We work as a team to sponsor various activities to motivate and empower students to actively promote positive change and to foster the GHS Mission to "empower students to shape their lives and our world".

ADVISORY

Advisory facilitators lead the GHS Advisory program alongside an assistant principal. An Advisory facilitator assists with all facets of the program including curriculum, advisor selection, lesson content, and leading committee meetings. Facilitators should be passionate about building a positive school climate and empowering students.

ART CLUB

Art Club members enjoy discussing art, looking at art and creating personal and club specific art pieces. Art related community service activities at GHS and in the Glastonbury community are also developed and carried out by club members. Activities and events change from year to year according to the interest of members. Art lovers of all levels of interest and ability are invited to join this club**.**

ASIAN CULTURE CLUB

Asian Culture Club is a place where students explore, share and appreciate the diversity and beauty of Asian cultures. It is a great place to meet new friends and enjoy fun and culturally enriching activities. Students will make Asian food, learn about different Asian cultures, discuss their current issues and find possible solutions, watch Asian culture movies, explore works of literature from Asian authors, and more!

ASTRONOMY CLUB

The astronomy club brings together students who want to know more about the universe they live in. We have a monthly meeting in which we plan a monthly event (planetarium visit, Observation night, etc.) and discuss a topic in Astronomy. All students are welcome to attend meetings and membership is required to attend the events.

AUTO CLUB

The Auto Club is a group of students and faculty interested in discussing, reviewing, working with, and exploring cars, trucks, and other automotive vehicles. Club members look at classic, contemporary, and concept cars, discuss maintenance and performance, and bring up their own ideas. Monthly meetings have guest speakers that work in the automotive industry, guest cars that are on display, and the club takes trips to area auto shows and local dealerships to see different brands and models. No driver's license is needed, just a love for all things automotive.

BADMINTON CLUB

GHS Badminton club members enjoy the sport of Badminton. Members participate in recreational matches with their peers as well as school-wide tournaments. Select members also compete in interscholastic matches vs. area schools. All participants interested in the sport of Badminton are welcome to join.

BE THE KEY

In the Fall of 2014, Glastonbury High School was awarded one of five $100,000 grants, with the support of the entire Glastonbury Community. Today, Be the Key is a club that works to promote safe teen driving for our students and community members. Events include sponsoring Distractology 101 and school and community educational events and programs. All interested students are invited to join this club. Our Mission and Vision are simple: *Working to keep teen drivers safe through education.*

BEST BUDDIES CLUB

The purpose of this club is to unite special needs students with their non-disabled peers through social activities in an informal setting. Students participate in monthly meetings, and have the opportunity to partner one-to-one with a buddy to develop an independent peer relationship. Best Buddies also offers students a unique opportunity to develop leadership skills. With the support of school faculty and Best Buddies staff, students lead and direct the chapter. All students are welcome!

BIG SIBLINGS

Big Siblings are volunteers from the junior and senior classes who do all they can to make ninth graders feel welcome at Glastonbury High School. Each spring juniors and seniors volunteer to spend time in the summer and fall acclimating freshmen to a larger facility, to a different schedule, and to new procedures. During the summer they write notes, make telephone calls, and sometimes treat little brothers and sisters to lunch. Many come in during Open House in August to function as guides to entire families. In short, the Big Siblings are a group of young people committed to making the transition to GHS a successful one for our freshmen.

CARE CLUB

Care Club is a group of students giving up some of their time to make books for children at CCMC, to brighten up their day. These books range from coloring books to picture books to holiday books, recipe books, and more! We hold meetings 1-2 times a month right after school, meeting at GHS and virtually. We supply most of the supplies and ask each member to commit to making 2-5 books throughout the school year. During meetings, we play music, collaborate on the books, and get to know each other. Any student is welcome to join!

CHESS CLUB

The Chess Club is a casual club that solves interesting puzzles, analyzes famous games and of course plays games. It meets weekly for open play. There is no formal membership structure and students can casually join us on any meeting to play some games against their classmates. The club is open to all ability levels.

CLASSICS CLUB

The Classics Club is for Latin and Greek students and anyone interested in ancient ~~Rome~~ Roman and Greek history, culture, and language. The agenda depends on the interests of the members. "Olympic Games," a "Roman Banquet," and films may be included. Highlights of the year will be the celebration of Roman Saturnalia in winter and participation in State Latin and Greek Day in the spring.

CODING CLUB

The GHS Coding Club meets twice a month to prepare for coding competitions throughout the year. We compete on the local, national and international level but are open to coders of all skill levels. We also work on interesting projects throughout the year in a variety of different languages. Join us to improve your coding and problem solving skills.

COMPUTER CLUB

The Computer Club provides opportunities for students to share their computer expertise and to explore many different aspects of technology. Activities may include field trips, speakers, workshops, and discussions on current issues related to computers. All students, including those with little to no computer experience, are invited to join this club.

CULTURAL DIVERSITY CLUB

Participation in the Cultural Diversity Club allows students from all cultural backgrounds the opportunity to meet with their peers to discuss issues such as race relations, gender equity, and religious tolerance. The club is responsible for planning workshops and activities throughout Black History Month as well as Cultural Diversity Day and our International Food Festival in April. Club members have the opportunity to participate in Connecticut Forum Student Board meetings. The club is open to anyone who would like to celebrate the different cultures of Glastonbury High School students.

CYBERPATRIOT CLUB

The Cyberpatriot Club is an organization of students, working to understand the principles of cybersecuity with the main objective of competing in the national Cyberpatriot competition. The goal of the competition is to secure a computer (Linux, Ubuntu, and Windows) from outside attacks. We meet once a week during the 1st semester only and participate in 3 competitions.

DEBATE CLUB

The Debate Club is affiliated with the Connecticut Debate Association (CDA). Club members participate in a number of CDA exempt tournaments throughout the year which are hosted by various high schools. The club is open to all students. The agenda and timing of meetings focuses around upcoming tournaments and learning the proper debate structure. Debate topics in the past have included human rights, health care, privacy /technology, environment, and justice.

DECA

DECA is a student organization with the goals of developing future leaders in Marketing, Management and Entrepreneurship & Hospitality. As a DECA member, students are able to "Make Their Mark" in a variety of exciting ways: develop leadership and business skills beyond what the classroom can provide; explore a variety of career fields, such as marketing, finance, entrepreneurship, hospitality & tourism, and sports & entertainment; network with businesspeople who can influence future career possibilities; be recognized locally and nationally in competitive events; expand your resume and build a college application that will put you at the top of anyone's list. DECA meets monthly and a second optional meeting for those participating or planning to participate in DECA competitions and events. DECA is open to all students at GHS.

DRAMA CLUB

The Glastonbury High School Drama Club is an organization that welcomes all students to contribute in various ways to the staging of two full productions per year (a fall play and spring musical). This club is student-driven, encouraging members to explore their creative passions and assume leadership positions with the guidance of faculty members. Our work encompasses all aspects of live theater production, including acting, singing, dancing, costume design, set design, building, set decor, props management, lighting/sound design, front of house management, hair/make-up design, set movement, stage management, special effects design, publicity, directing, and much more. The Drama Club also offers additional opportunities and stages other events that students can take part in, including theater workshops, club bonding events, a talent show, and a One-Act Festival. By being involved, students develop valuable life skills and share experiences that often define their high school careers. That development and shared experience is the primary purpose of drama club; however, as a reputable drama club in our community, we hold ourselves to high standards. We work tirelessly as one team to produce shows that are high-quality, engaging, thought-provoking, and entertaining.

DUNGEONS AND DRAGONS

Be a part of the greatest role-playing game of all time! In Dungeons and Dragons Club, students create a hero and role play in a fantasy world of their design. Students participate in student-led groups to tackle scenarios that pit them against monsters and mages, trolls and traps, with only their wits and

their hard-earned skills to save them. Since players are put in mixed groupings, students meet new friends across classes and grade levels. This club fosters creativity, character-building, story-telling, ingenuity, camaraderie, and collaboration. The club meets once a week. The possibilities are limited only by your imagination.

E-SPORTS

E-sports offers students the opportunity to use their video game skills in competition. We participate in single player and multiplayer video games against teams from over 3000 schools. Students can participate in Fall, Winter, and Spring seasons.

FASHION CLUB

The Fashion is in association with the FCCLA - Family, Career and Community Leaders of America. This club is for those students who are interested in fashion, the fashion industry, the latest trends, and/or to learn how to sew and construct clothing and accessories. All levels are welcome. Advanced members can participate in the FCCLA Fashion Competitions.

FUTURE EDUCATORS OF DIVERSITY

FEOD seeks to encourage all students to consider public school education as a career, especially students from diverse backgrounds. It also strives to provide students with leadership development in social justice activism. According to studies, most public school teachers are non-Hispanic white, while their students are increasingly racially and ethnically diverse. Research further shows that student academic performance improves when there is a demographic match between teachers and students. For these reasons, FEOD seeks to create a student-to-teacher "pipeline" where FEOD members will someday return to Glastonbury Public Schools and become our educators of the future. Club activities include: "Read Alongs" at local elementary schools, hosting guest speakers, attending UConn & CCSU conferences, sponsoring inspirational movie nights, producing Teacher Feature interviews, and much more. New members are always welcome.

FCCLA/FAMILY, CAREER AND COMMUNITY LEADERS OF AMERICA

The FCCLA Club is a club for students who are interested in cooking and increasing their knife, baking and cooking skills. The agenda depends on the interests of the members. The first meeting members brainstorm activities for the year. Examples of past and upcoming events are Mexican Feast, Farmers Market Senior Send Off, Cinnamon Swirl Bread, Classic Pho, Paella, Cream Puff Swans, Chocolate Cake with Ganache and Whipped Cream, Empty Bowls Fundraiser, King Arthur Bake Off Fundraiser, Chicken Fingers and French Fries.

FFA

The Glastonbury FFA is a co-curricular part of the Glastonbury Regional Agriscience and Technology program and is open to all students enrolled in these courses. The local chapter is associated with the Connecticut FFA Association and the National FFA Organization. The FFA strives to promote premier leadership, personal growth and career success among members. The Glastonbury FFA chapter holds monthly meetings as well as field trips to local agricultural events and businesses. Students have the opportunity to develop leadership skills by serving as officers, on committees, and attending leadership conferences. Additionally, members may participate in a variety of contests such as floriculture, floral design, landscaping, horse judging, safe tractor operation, public speaking, job interview, ag technology and mechanical systems, ag marketing, and veterinary science. Members conduct money making projects which fund students who participate in State and National activities. At the end of each year, the FFA sponsors an awards banquet to recognize the accomplishments of the chapter. All students taking Agriscience and Technology courses are strongly encouraged to become active members. All full time Agriscience students are required to be active FFA members.

FIRST ROBOTICS

FIRST (For Inspiration and Recognition of Science and Technology) is a national organization dedicated to inspiring students to create, design, and exhibit leadership as they prepare for and participate in fast-paced competitions.

The GHS FIRST Robotics team (consisting of students, teachers, engineer mentors, and parents) meets year round to organize, fund-raise, and learn engineering skills. The team focuses its intensity and effort during a six-week period beginning in January when the team's robot is designed, constructed, and tested in preparation for the New England Regional FIRST Robotics Competition.

FRENCH CLUB

"Le club de français" is open to all students who have an interest in French language and culture. At our monthly meetings, members enjoy celebrating French holidays with French food and music, interacting with other language clubs, watching a French movie, or planning future activities. These activities vary from year to year according to what the officers and members decide. Popular excursions include our trips to New York City along with visits to French restaurants, museums, and theaters. The club plays an integral part in welcoming our exchange students from Dinard, France.

GENDER AND SEXUALITY ALLIANCE(GSA)

GSA is a support group of students and faculty working to educate and promote awareness of different sexualities and gender identities. The objectives are to provide a safe, secure, and open environment for all people; to make available educational resources and materials for all students; to discuss experiences and support each other; and to educate the

Glastonbury community about homophobia and transphobia and work toward eliminating it.

GHS MORNING SHOW

The GHS Morning Show is a student run club which meets every morning to broadcast the daily activities and events of interest. We use professional level technology to produce our show and create our content. A wide variety of student talent is needed to make a successful show and our members work hard both behind and in front of the camera to create a great show for GHS. This is a unique opportunity to learn about how a real TV studio operates.

GLASTONBURY YOUTH SYMPHONY

Glastonbury Youth Symphony is a music club open to students who play any of the band or orchestra instruments, and who want to experience playing with a Symphony Orchestra. We work on various styles of music and perform often in Glastonbury and the surrounding communities. We rehearse weekly and are open to suggestions and arrangements from students within the group. Come and discover some new friends who love to play music as much as you do!

GUARDIAN GAZETTE

The Guardian Gazette is a student-run club dedicated to and responsible for all aspects of producing the school newspaper. From conceptualizing, writing, and photographing to planning, designing, and creating the final pages, students experience the joy of seeing their names in print while learning the skills and responsibilities of a journalist. Come to an editorial staff meeting to learn more about the club, help plan, and enjoy our club's activities.

GUARDIAN STUDIOS

Guardian Studios is a student-run media club. We produce film, video, television, podcasts, and web media content. Students have the opportunity to use professional production equipment including the TV Broadcasting studio. We support students in all phases of pre-production, production, and post production. Our members have interests in screenwriting, acting, directing, videography, editing, storyboarding, and more.

HELPING HANDS

The Helping Hands of Glastonbury works to support and advocate for different initiatives and research tied to healthcare and wellness that are critical to our community. This club also focuses on helping all students improve their leadership and community skills. The club meets once a month. All students are welcome to join!

HOST CLUB

Each year approximately 20 freshman students are selected by staff to serve as HOST Club members throughout their high school career. HOSTs serve as leaders in the high school and assist at many GHS events. These events include; Freshman Orientation, Open House, College Fair, Career Fair and Graduation. In addition, HOST Club members serve as guides to new students entering the high school throughout the year. They may also be called upon by staff members to assist visitors at any time

HUMAN ANATOMY CLUB

The Human Anatomy Club is looking for enthusiastic anatomy loving students! This club is all about the study of the human body in a fun and relaxing environment. We will learn about topics ranging from neurology to cardiology to endocrinology. We are going to be playing many games such as Kahoots, Quizlet Live while also competing against one another in a quiz bowl style tournament. Lastly, we will introduce a regional competition which we may participate in this year!

INTERACT

Interact is a service club for high school students interested in using their talents, ideas, energy, and enthusiasm to improve their school and community and to promote international understanding and goodwill. Interact at Glastonbury High School will be sponsored by the Glastonbury Rotary Club. The GHS Interact Club will be run by the students with assistance and guidance from two faculty advisors and the Glastonbury Rotary Club.

JAZZ BAND

Jazz Band is an extracurricular ensemble which studies and performs music in a variety of jazz styles. Rehearsals are typically Mondays from 6:00 - 8:00 PM. Preference for selection will be given to members of the GHS Band program, although pianists, guitarists and bass players not in band are encouraged to audition in September.

KEY CLUB

The Key Club is Glastonbury High School's largest student organization, comprising over 250 members who volunteer their free time to community service events. On average, the Key Club members volunteer over 1,000 service hours of each year to local events and organizations, as well as raise several thousand dollars for local charities.

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LITERARY MAGAZINE

The magazine, "Thought's Dominion", affords students an outlet for their creative expression, particularly in writing. Poetry, short stories, and essays are most prominently featured, but photographs, drawings, and paintings are also solicited. Those working for the magazine gain experience with various aspects of the publication process.

MADRIGALS

GHS Madrigal-Chamber Choir is a vocal ensemble which performs madrigals and small choral works chosen mostly from the 16th and 17th centuries. The group's 16-20 members are selected by audition from the music department's choral classes. The ensemble rehearses two hours a week and performs at most major school concerts as well as extensively in the

community. This choir has received several honors for performances at festivals and competitions.

MARINE AND ENVIRONMENTAL CLUB

The GHS Marine and Environmental Club is committed to exploring, enjoying and protecting nature. Members of this club promote the responsible use of the Earth's resources. We strive to educate others to protect and restore the quality of nature. Activities may include hikes and nature walks, campus clean-ups, environmental activism, fundraising for environmental causes and promotion of greener living. Join us!

MATH TEAM

The GHS Math Team is affiliated with the Capitol Area Mathematics League. Monthly competitions involving thirty schools throughout Connecticut include both individual and team events. The team is open to all students with categories ranging from arithmetic to trigonometry.

MEDICAL LEADERS OF TOMORROW

Medical Leaders of Tomorrow is a club for any student who is interested in the medical field. MLT provides students with the opportunity to speak to members of the community who work in the medical field – not just doctors and nurses but EMTs, lab tech specialists etc. The club meets approximately once per month and has a variety of guest speakers.

MEN'S CHOIR

The GHS Men's Choir meets one day a week after school for 45 minutes. The group primarily sings music in a popular style and performs two or three times a year as part of the major choir concerts. No audition is required. Any men who like to sing are welcome.

MODEL UN CLUB

Model UN is a club where students take on the role of a delegate representing a country and debate pressing global issues, write resolutions to solve problems, and meet many amazing people. Students participate in a wide variety of simulations from local conferences such as CTWAC and ChoateMUN, to multiple prestigious ones such as Princeton Model UN, Dartmouth Model UN, and Harvard Model UN. Students develop skills enabling them to compete amongst others on local, national, and international levels, frequently receiving awards and commendations such as Best Delegation.

If you're interested in global affairs, public speaking, and meeting people from across the world, Model UN is the place for you!

MU ALPHA THETA – MATH HONORS SOCIETY

Mu Alpha Theta is the National High School and Two-Year College Mathematics Honor Society with chapters at more than 1,500 schools. The society is dedicated to inspiring keen interest in mathematics, developing strong scholarship in the subject, and promoting the enjoyment of mathematics among all students. Membership is available to students that have completed Algebra 2 and maintain a minimum grade while enrolled in an upper level math course. Members provide tutoring service in the GHS Math Lab, compete in international mathematics competitions, and participate in field trips and other events to stimulate growth in mathematics.

NATIONAL ART HONOR SOCIETY

The National Art Honors Society is an international program, dedicated to the recognition of exceptional art students who exhibit outstanding character, leadership, scholarship, and service in the visual arts. The Society offers artists a shared space for appreciation and growth as an artist through shared art experiences, camaraderie, and opportunities for leadership in the visual arts. Students must meet and maintain the academic requirements to join and will engage in art-based service-learning opportunities in the GHS and greater Glastonbury community.

NATIONAL BUSINESS HONOR SOCIETY

The Glastonbury Chapter of the National Business Honor Society (NBHS), recognizes individuals who have demonstrated outstanding character, leadership skills, and academic achievement in business education courses.
Members explore and develop their interest in business while attaining ethical and social growth.
The NBHS's main objectives are to promote and recognize achievement in business education, recognize student leadership skills, and continue to develop character.
Website: https://sites.google.com/glastonburyus.org/ghs-national-business-honor/home

NATIONAL HONOR SOCIETY

Seniors and juniors are selected by the faculty because of their outstanding character, leadership, scholarship, and service. Members of the National Honor Society provide service to the school by such activities as tutoring other students.

PEER EDUCATION

The Peer Education group consists of 10th, 11th, and 12th graders who have a desire to help support their peers. They are trained in communication skills, relationships, and other important teen issues. Peer educators are not counselors, however they are trained to help students see better ways of coping with problems themselves. Peer Educators sponsors a variety of programs to help promote overall health, wellness and sense of community at GHS. Applications for Freshman and Sophomores are available in January.

PEER MEDIATION

Students in grades 9 through 12 serve as our mediation team. Peer Mediation is a process available to students at GHS as option for conflict resolution. The program provides an opportunity for students to resolve their own conflicts by participating in confidential mediation sessions conducted by trained students and monitored by the advisor.

PEER TUTORING CLUB

The Peer Tutoring Club gives students the opportunity to help fellow students with their studies on a one-to-one basis. Students can join the Peer Tutoring Club in Grades 10-12. Peer tutors enjoy working with other students to assist them in improving academic performance while becoming independent learners. Peer tutoring is a great way to give back to the Glastonbury school community!

QUILL AND SCROLL NHS

Quill & Scroll is a national honor society for students involved in school publications and/or productions. At GHS we acknowledge the efforts of our upperclassmen who have contributed to our school newspaper, literary magazine, yearbook, or TV morning show. To be eligible, students must be juniors or seniors who have been identified and recommended by the advisers of the publications, who have at least a B average or are in the top third of their class, and who have been consistently and/or significantly involved in their publications or production. This unique honor society celebrates students not just for their academic standing but also for their creative efforts here at GHS.

RHO KAPPA: National Social Studies Honor Society

Rho Kappa Social Studies Honor Society is the only national organization for high school that recognizes excellence in the field of Social Studies. The society is dedicated to the promotion of historical scholarship and opportunities for exploration of history and the social sciences in our school and community. The society encourages interest in, the understanding of, and an appreciation for, the disciplines that comprise the Social Studies. Membership is reserved for those juniors and seniors who meet the established criteria for academic excellence. Members of the honor society commit to civic participation to support their school and community, and participate in a historical field study or other events that promote historical and social science learning.

ROCKETRY CLUB

The GHS Rocketry Club meets regularly to talk about rocket design and flight as well as techniques for building medium powered rockets. The club's main focus is to compete in the TARC Rocketry competition each year in the spring, with the goal of qualifying for the national competition in Washington, DC!

RUSSIAN CLUB

The Russian club is open to all students who have an interest in Russian language and culture. At our monthly meetings, members enjoy celebrating Russian holidays with Russian food and music, watching a Russian movie, or planning future activities. These activities vary from year to year according to what the officers and members decide. For example, club members have participated in Pumpkins for Patriots and International Night, while spearheading the GHS Ukrainian Humanitarian Aid Drive. The Russian club stands firmly with Ukraine and its people.

SAFE SCHOOL CLIMATE COMMITTEE

Students that are involved in the Safe School Climate Committee work together with faculty, staff, and administration to support the implementation of the school climate initiatives. Throughout the school year the SSCC coordinates the implementation of the SSCC activities and helps to educate the school community regarding the school climate initiatives.

SCIENCE BOWL

Science Bowl is a competitive Jeopardy-style quiz bowl competition where students compete to solve technical problems and answer questions in all branches of science, math and engineering. The team competes against other schools from New England and Eastern New York at a regional competition held at the University of Connecticut. Regional championship teams compete in a national event held annually in Washington D.C. In addition to the quiz bowl competition, the GHS Science Bowl Team enters a competition where students are required to build and race a model fuel-cell powered car. If you are interested in science and like to solve problems or build machines, the Science Bowl Team may be for you.

SCIENCE NATIONAL HONOR SOCIETY.

The Science National Honor Society encourages and recognizes scientific and intellectual thought, advances students' knowledge of classical and modern science, communicates with the scientific community, aids the civic community with its comprehension of science, and encourages students to participate in community service and encourages a dedication to the pursuit of scientific knowledge that benefits all humankind.

SCIENCE OLYMPIAD

The Science Olympiad team enters the CT Science Olympiad competition, typically held at the University of Connecticut at the end of March. Fifteen students form pairs or trios to contest 23 events representing a diverse range of science topics. Events vary from building and engineering challenges to written tests and laboratory practicals. The team will also enter practice competitions held at nearby universities or high schools.

SKI AND SNOWBOARD CLUB

The GHS Ski and Snowboard club will allow interested high school students to experience the thrill of learning to ski or snowboard, advance their existing skills, or simply enjoy an evening on the slopes with friends. The club sponsors day trips to local mountains and also to popular destinations in Vermont. You do not have to know how to ski or snowboard nor do you need to have your own equipment. Any student enrolled at GHS is welcome and all abilities from beginner to expert are encouraged to join.

SPANISH CLUB

The Spanish Club meets monthly and holds many activities throughout the year to allow GHS students to broaden their awareness of the Spanish-speaking world. We seek to increase our appreciation of all aspects of Hispanic cultures, including their art, music, food, dance, poetry, and film. Club members initiate and organize the activities each year, so the activities may be as diverse as celebrating a Hispanic holiday, holding a film festival, or cooking a traditional Peruvian meal.

STUDENT COUNCIL

Student Council offers students the opportunity to participate in social and service activities and to work with the school administration to promote school spirit and a supportive environment. Members plan community and school events such as dances, food drives and spirit days. The student council meets bi-monthly on Wednesday evenings. Students interested in joining the Council must submit an application.

TEAMSTEAM

TeamSTEAM is a club that empowers students to explore and pursue their interests in STEAM fields. Members learn how to promote gender equality within STEAM industries, attend interviews with current female STEAM professionals, explore current developments within STEAM, and gain clarity on their own STEAM passions to pursue in college and beyond.

TRIG-STAR

Trig-Star is affiliated with the state and national Trig-Star organization, which promotes the use of mathematics in careers such as surveying and civil engineering. Students have the opportunity to learn from a professional surveyor during club meetings and engage in an annual competition related to trigonometry. The goal of the program is to bring a greater awareness to, and interest in, the practical uses of mathematics. The club is open to students of all levels and backgrounds, particularly those who wonder when they will get to use the math they've learned in school.

ULTIMATE FRISBEE CLUB

The ultimate frisbee club is a gathering of students who are interested in the sport of ultimate frisbee. The club meets once a week to engage in drills and gameplay to improve their ultimate frisbee skills. This club is open to anyone looking for a place to make friends, throw some discs, and get some exercise all at the same time.

UNIFIED BASKETBALL

Unified Sports is a registered program of Special Olympics that combines approximately equal numbers of athletes with and without intellectual disability on sports teams for training and competition. All Unified Sports players, both athletes and special partners, are of similar age and matched sport skill ability. Unified Sports teams are placed in competitive divisions based on their skill abilities, and range from training divisions (with a skill-learning focus) to high level competition.

UNIFIED THEATER

Unified Theater is a student-led program that brings students together to write, rehearse and perform an original theater piece. The goal for this club is to have students facilitate inclusion through the arts and to give all students the opportunity to learn from one another. The group includes students of all abilities, interests, and backgrounds and is flexible to different students' needs. All students are welcome to participate as actors, singers, dancers, writers, and technicians.

US BIOLOGY OLYMPIAD

The USA Biolympiad (USABO) is a four-tiered competition that demands the very best of students in grades 9-12 in their biological concepts knowledge and laboratory research skills. The USABO stimulates students' intellectual curiosity and develops their critical thinking in laboratory skills and biological reasoning to propel them to excellence and leadership in science and technology. After a series of exams, the top four students nationwide will represent the USA at the International Biology Olympiad (IBO) as Team USA. The GHS USABO club welcomes any student who wishes to prepare for and participate in the qualifying exams.

US CHEMISTRY OLYMPIAD

The U.S. National Chemistry Olympiad (USNCO) program is a chemistry competition for high school students. The purpose of the competition is to stimulate young people to achieve excellence in chemistry. The American Chemical Society (ACS) has sponsored the program since 1984.

WORLD LANGUAGE HONOR SOCIETIES

Glastonbury High School sponsors honor societies in Ancient Greek, Chinese, French, Latin, Russian, and Spanish. Eligibility is limited to sophomores, juniors, and seniors who have demonstrated academic excellence and are presently enrolled in levels 4, 5, 6, III, IV or V. Members of the Honor Society commit to provide a minimum of five (5) hours of community service, some of which may be providing language tutoring to other students. Full requirements for eligibility are located on the WLHS website.

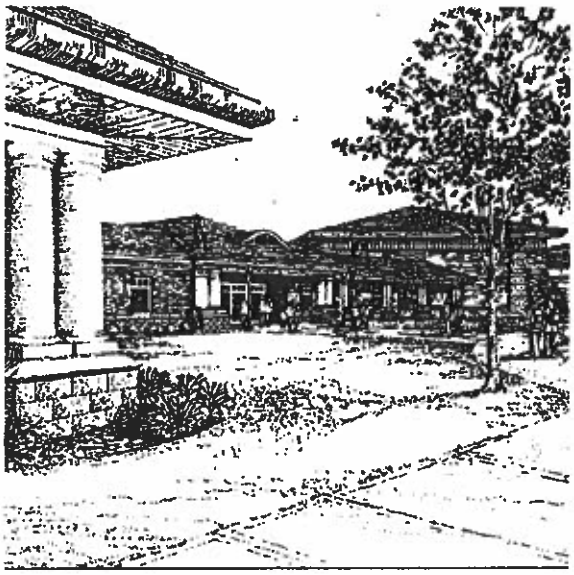
YEARBOOK

Students participating in the yearbook club are responsible for producing the yearly Glastonbury High School Yearbook which is one of the area's largest and best-selling high school yearbooks. Students have the opportunity to take on varying roles and levels of responsibility including layout design, artwork, graphic design, copy editing, photography, reporting on features, business/sales, and even being a section editor or book editor. Producing the yearbook is one of the most rewarding experiences you will have in high school knowing that you had a role in something that students will treasure for the rest of their lives.

2023-2024
SMITH MIDDLE SCHOOL
PROGRAM OF STUDIES

Principal: Mr. James J. Gregorski
Assistant Principal: Mr. Jemal Graham
Assistant Principal: Dr. Laura Norbut

Smith Middle School Mission Statement



Smith Middle School encourages inquiry that fosters learning, embraces a culture of tolerance and kindness and inspires students to reach out to others and make a difference in our world.

SMITH MIDDLE SCHOOL
PROGRAM OF STUDIES
2023-2024

Smith Middle School Administration

James J. Gregorski, Principal
Jemal Graham, Assistant Principal
Laura Norbut, Ed.D., Assistant Principal

Central Office Administration

Alan B. Bookman, Ph.D., Superintendent
Matthew H. Dunbar, Assistant Superintendent
Cheri Burke, Assistant Superintendent

Board of Education

Douglas C. Foyle, Ph.D., Chair
Julie Thompson, Vice Chair
Ray McFall, Secretary
Alison Couture
Thomas Gorman
Jennifer Jennings
David Peniston, Jr.
Matthew Saunig

The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its education programs or activities because of race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age, or disability, subject to the conditions and limitations established by law.

Compliance Officers for the Glastonbury Board of Education have the responsibility to monitor the compliance of these policies. The names and locations are provided to staff annually and also included in the school calendar.

Curriculum Directors

Art, Holly Constantine
Career and Technical Education, Elizabeth Cole
World Language/Multilingual Learner, Amanda Robustelli-Price
Health and Physical Education, Jennifer Spring
History/Social Sciences, Ilene Viner
English/Language Arts/Library Media K-5, Mary Poisson
Supervisor of Secondary English/Language Arts/Library Media 6-12, Kate Lund
Mathematics, Brenda Gregorski
Music, Leslie Lopez
School Counseling, Edward Gregorski
Science, Christine Tedisky
Special Education Pre K-12, Jolene Piscetello

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GENERAL INFORMATION

INTRODUCTION

The Smith Middle School program offers students an opportunity to extend their learning horizons through varied experiences, both required and elective. Smith Middle School teachers help students to acquire information, skills and values, necessary for developing the "credibility, reputation, and character" that will ensure future successes. The Smith Middle School program strives to create opportunities for its students to share in the responsibility for their growth and learning.

The Smith Middle School Program of Studies consists of a group of required courses which are supplemented and enriched by a group of elective courses. In this way, students are taught basic and advanced skills and also have the opportunity to sample and explore a wide variety of topics in the practical, fine, and performing arts.

This Program of Studies is designed to help parents and students work together to plan an educational program ideally suited to each individual. The teaching staff, guidance department, and school administration are ready to assist you as you undertake this important task.

SCHOOL ORGANIZATION

Smith Middle School is organized as a seventh and eighth grade middle school incorporating the team format. The middle school model is an excellent means of organization for teaching early adolescents and meeting their special developmental needs. This organizational model encourages and supports interdisciplinary initiatives as well as active parent involvement.

SMS has four Grade 7 teams and four Grade 8 teams. Each Grade 7 and Grade 8 team consists of approximately 120 students. All teams include an English, world language, history, math, and science teacher. Teams are supported by a school counselor, special education teacher and reading teacher.

The instructional day at Smith Middle School consists of eight periods; five are reserved for required academic courses (English, world language, history, math and science), two may be used for electives or supportive services, and one for lunch/homeroom. Physical Education and Health are required courses for both Grade 7 and Grade 8 students. These courses are offered during the elective time slots.

SCHOOL COUNSELING DEPARTMENT

The school counseling department is founded on the belief that each individual is unique and capable of self-direction and personal growth. School counseling services are an integral part of a student's educational experience in Grade 7 and Grade 8. These services consist of an ongoing, proactive and planned program, which recognizes the developmental needs of all students. The program is delivered in a systematic way through curriculum lessons, systems supports, and responsive services that are provided individually or in groups.

Through the school counseling program, students are assisted in matters related to academics and personal/social issues. In addition, school counseling services assist in the process of helping students develop into knowledgeable, responsible, ethical, and caring members of a diverse society within a complex and technological world.

The counselor-counselee relationship is unique because it is based on the unconditional acceptance of students. It is this non-threatening aspect of the counseling experience that allows students to better understand themselves and their environment, and to recognize that relationship between the two. Each student at Smith will be assigned a school counselor who will work with them during their Grade 7 and Grade 8 years.

FORMAT OF COURSE OFFERINGS

All required academic courses (English, world language, history, math and science) are taught five times per week for the year.

Elective courses meet every other day for one or both semesters (twice one week and three times the next).

Physical Education is a required course both semesters and is offered every other day. Health is required in both grades and is taught every other day for one semester.

Special Education IEP or Resource classes are offered either daily (5x per week) or every other day (2/3x per week).

Every attempt is made to schedule students into their elective choices; however, this is not always possible. When student choices are not available, the administration may assign students to alternative elective courses. When there are no elective options available that match the students' schedule, students may be assigned to a study hall.

ACADEMIC LEVELS

Smith Middle School offers both heterogeneous and homogenous groupings. English, math and science classes are grouped according to specific achievement levels.

Level 1 courses are for students who have demonstrated superior achievement.
Level 2 courses are for students who have demonstrated academic knowledge at grade level.
IEP courses are for students identified through special education to be in need of specialized assistance.

A student's recommendation is determined collaboratively with input from parents and teachers and based on all available data including student needs, past performance, and standardized test results. Recommendation for a given level is reviewed periodically during the school year, and if the need arises, students are placed in a more appropriate level.

REPORTING STUDENT PROGRESS

Teachers, counselors, and administrators are committed to making timely and regular contact with parents regarding student progress. In addition to teacher phone calls and team meetings with parents and students, grades are posted regularly on the PowerSchool portal and also updated mid quarter to keep parents informed about student performance. A report card is mailed home only at year's end.

Student grades are reported as: A+, A, A- B+, B, B- C+, C, C- D+, D, D-, F
Student "Effort" and "Conduct" are reported as:
1 Excellent 2 Good 3 Fair 4 Unsatisfactory

HONOR ROLL
Students who have achieved a B- or better in all courses (required and elective) will earn honor roll status. Any grade below a B- in any subject will disqualify a student from the honor roll.

RETENTION POLICY
Specific procedures go into effect for students who are in danger of failing two or more academic subjects. Parents are contacted and involved in designing and implementing a plan to avoid retention. Retention is a last resort and used only after other options have been exhausted.

MIDDLE SCHOOL COURSES RECOGNIZED ON GHS TRANSCRIPTS

Smith Middle School students who successfully complete the course requirements in Spanish 1 and 2, French 1 and 2, Russian 1 and 2, Chinese and Algebra will have these grades recorded on their high school transcripts. However, high school credit for the purpose of meeting graduation requirements CANNOT be given to courses completed before grade nine.

For example, Algebra I does not count toward the twenty-five credits needed for graduation when taken at Smith Middle School, but it is recorded on the GHS transcript since it is identical to the Algebra I course offered in Grade 9 at Glastonbury High School. Algebra I is a prerequisite course for other mathematics courses at Glastonbury High School.

MODIFICATION OF A COURSE OFFERING

In very rare cases, a course offered at Smith Middle School may be withdrawn or enrollment may be restricted for any of the following reasons:

1. Interest and enrollment is too small
2. Limited facilities
3. Unavailability of certified staff
4. Reduction of budget

INSTRUCTIONAL MATERIALS REVIEW PROCESS

In accordance with Board of Education Policy #6121, October 1981, the Glastonbury Public School System pledges to avoid discriminatory actions and seeks to foster good human and educational relations which are to attain:

- Equal opportunity for all students to participate in the total program of the school.
- Continual study and development of curricula towards improving human relations and understanding and appreciating cultural differences.

In keeping with this policy, instructional materials are reviewed for bias prior to purchase. This process is coordinated by the curriculum area director and is done both during the formal curriculum review and at other points when new instructional materials are being considered. The review committee forwards the requests to the superintendent for approval. Both the requests and the instructional materials are then presented to the Board of Education for review.

If you have any questions or concerns about instructional materials, please consult the appropriate curriculum director.

SCIENTIFIC RESEARCH BASED INTERVENTIONS (SRBI)

SRBI is an approach which provides services and interventions to all students based on their academic and /or behavioral needs. The State of Connecticut mandates that all school districts in Connecticut use this process. When a need is identified using assessment data, interventions are developed. School personnel monitor student progress closely to be sure the interventions are appropriate and successful. For more information, visit the GPS website Parent Link to SRBI.

REQUIRED ACADEMIC COURSES

ENGLISH DEPARTMENT

The English/Language Arts curriculum for Grade 7 and Grade 8 is organized into units of study.

English/Language Arts Grade 7: *The Power of Word Choice*	
Fictional Narrative: A Study of Short Story	Realistic Fiction: Literary Analysis & Discussion
Science Fiction: Argument Writing & Speaking	Traditional Literature & Historical Fiction: Performance & Expository Writing
English/Language Arts Grade 8: *The Power of Perspective*	
Elements of Fictional Narrative & Literary Analysis	The Hero's Journey & Origins of Storytelling
Social Change Through Informational Text & Argument Writing	Shakespeare's Form & Narrative Writing

Woven throughout these units are areas of direct instruction that include opportunities for students to strategically apply their reading and writing strategies, to respond to texts both orally and in writing, and to study and apply grammar conventions.

Within our flexible structure of instruction:

- Reading and writing are valued as complex and highly social activities.
- Time is provided for students to read and write.
- The close study of genre enables students to become more skillful readers and writers.
- Independent reading helps students discover their interests and appreciate reading for pleasure.
- Students are provided with opportunities to communicate clearly and listen respectfully to the ideas of others.
- Technology is authentically used as a means to enhance student learning.

Student preferences begin to take shape during the middle school years, thus leveled classes are offered in order to enable students to pursue learning opportunities that are responsive to their interests and abilities. Students are grouped into two levels for English/Language Arts instruction: Level 1 and Level 2. In reading, both levels provide students with opportunities to analyze text, make inferences, and develop their understanding. In writing, students in Level 1 and Level 2 are required to write in a variety of genres and are encouraged to develop their elaboration, organization, and fluency skills. Both levels provide students with rigorous academic opportunities. Level 1 classes differ from Level 2 classes in that they require students to work at an accelerated pace, to operate with a high degree of independence, to read text of greater length and complexity, and to strategically apply their writing skills.

The ultimate goal of the English/Language Arts program is to prepare our students for the challenges and opportunities of the 21st Century. Thus, the curriculum is in alignment with the Common Core State Standards (CCSS) and is delivered in ways that provide our students with opportunities to apply their reading, writing, speaking, listening and language skills for authentic purposes.

Reading Strategies 7 & Advanced Reading Strategies 8
Teacher Recommendation Only **Meets 2/3x for Year**

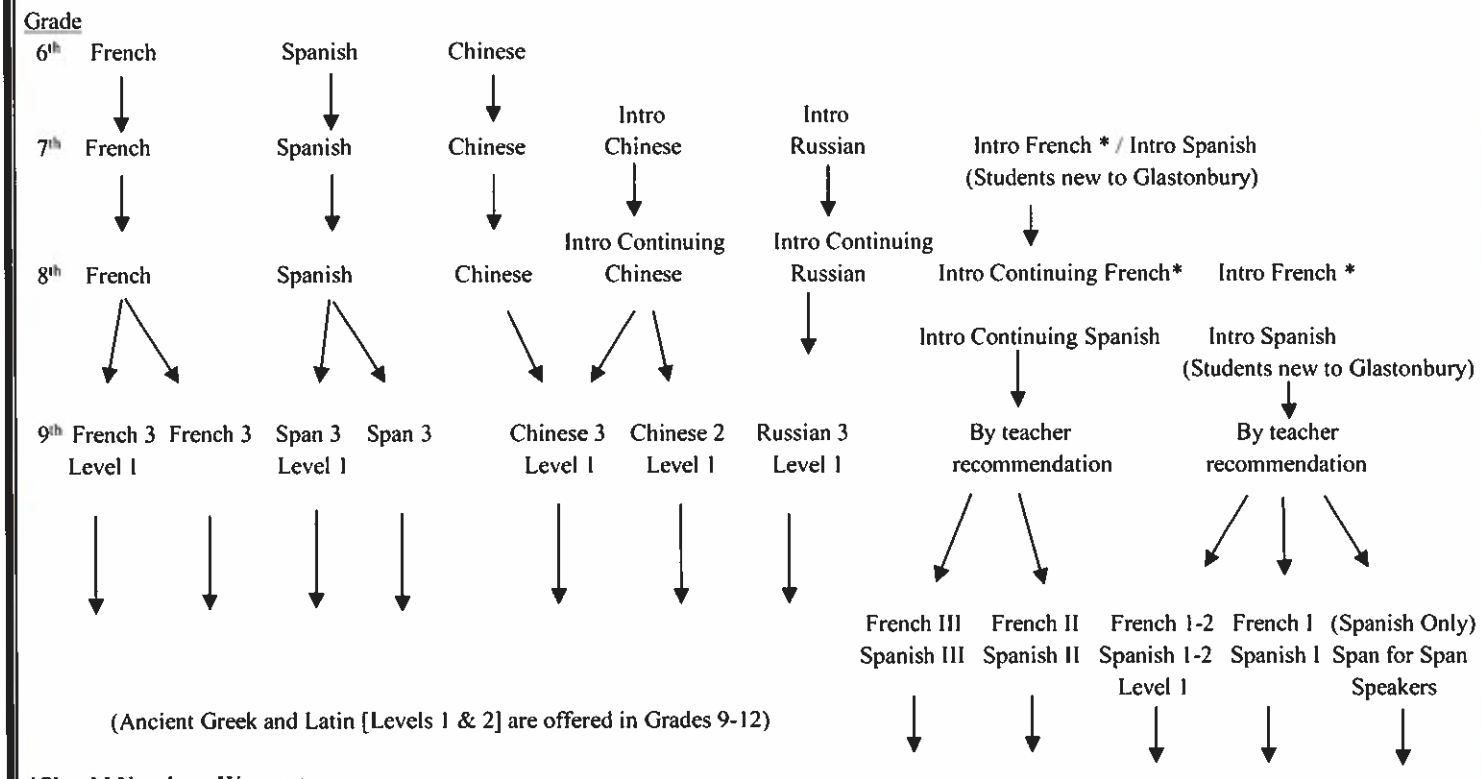
Reading Strategies classes are scheduled in addition to the regular English class and provide support to students in need of assistance in the small group setting. Students are recommended for Reading Strategies 7 & Advanced Reading Strategies 8 based on the reading teacher's evaluation, including performance on standardized tests. Due to the nature of the courses, enrollment is limited in size.

WORLD LANGUAGE/MULTILINGUAL LEARNER DEPARTMENT

Students entering the middle school will continue their study of world language which began in the elementary grades and expanded in Grade 6. Exceptions to this requirement will be made on a student by student basis. New students to Smith Middle School, who have never taken a world language, may enroll in Introductory French* or Spanish. In addition, Introductory and Introductory Continuing Russian and Introductory and Introductory Continuing Chinese may be studied as a **second** world language in the elective track.

The Connecticut Seal of Biliteracy recognizes the value of students' academic efforts, the tangible benefits of being bilingual and biliterate and prepares students to be 21st-century global citizens in a multicultural, multilingual world. The following courses help students to reach the necessary proficiency level in order to meet the world language requirement as part of earning this distinction on their high school diploma upon graduation.

Secondary Level Language Progression



(Ancient Greek and Latin [Levels 1 & 2] are offered in Grades 9-12)

***Should Numbers Warrant**

French Gr. 7 and French Gr. 8 **Novice-Intermediate**

As part of answering the essential questions "What is culture?", "What is French culture?" and "How do we connect?" students in Grade 7 and Grade 8 will continue the study of French, which began in Grade 6. Students at the end of Grade 7 can initiate, maintain and bring simple conversations to a close as well as write simple sentences on familiar topics. Students can recognize pieces of information of what is being said and understand simple readings. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of France and other regions where French is spoken.

Introductory French and Introductory Continuing French * **Novice**

These courses are designed for new students who have moved into Glastonbury and who have not previously taken the world language or have only had minimal contact with the world language. Students will be introduced to the vocabulary and structure of the language as well as the culture of the French speaking world. Grade 8 students who began French for the first time in Grade 7 will continue with Introductory Continuing French. This course will build on the introductory French skills students learned in Grade 7.

***Course(s) require(s) sufficient enrollment to run.**

Spanish Gr.7 and Spanish Gr. 8 **Intermediate**

As part of answering the essential questions "What is culture?", "What is Spanish culture?" and "How do we connect?" students in Grade 7 and Grade 8 will continue the study of Spanish, which began in elementary school. Students at the end of Grade 7 can initiate, maintain and bring simple conversations to a close as well as write simple sentences on familiar topics. Students can recognize pieces of information of what is being said and understand simple readings. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of Spain and other regions where Spanish is spoken.

Introductory Spanish and Introductory Continuing Spanish **Novice**

These courses are designed for new students who have moved into Glastonbury and who have not previously taken a world language or have only had minimal contact with a world language. Students will be introduced to the vocabulary and structure of the language as well as the culture of the Spanish speaking world. Grade 8 students who began Spanish for the first time in Grade 7 will continue with Introductory Continuing Spanish. This course will build on the introductory Spanish skills students learned in Grade 7.

Introductory Russian and Introductory Continuing Russian **Novice-Intermediate**

As part of answering the essential questions "What is culture?", "What is Russian culture?" and "How do we connect?" students in Grade 7 will begin and in Grade 8 will continue the study of Russian. Students in Grade 7 can communicate and exchange information about familiar topics using phrases and simple sentences and can usually handle short social interactions in everyday situations by asking and answering simple questions. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of Russia.

Chinese Gr. 7 and Chinese Gr. 8 **Novice-Intermediate**

As part of answering the essential questions "What is culture?", "What is Chinese culture?" and "How do we connect?" students in Grade 7 and Grade 8 will continue the study of Chinese, which began in Grade 6. Students at the end of Grade 7 can initiate, maintain, and bring simple conversations to a close, as well as write simple sentences on familiar topics. Students also can recognize pieces of information of what is being said and understand simple readings. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of China and the Chinese speaking world.

Introductory Chinese and Introductory Continuing Chinese **Novice**

As part of answering the essential questions "What is culture?", "What is Chinese culture?" and "How do we connect?" students in Grade 7 will begin and in Grade 8 will continue the study of Chinese. Students can communicate and exchange information about familiar topics using phrases and simple sentences and can usually handle short social interactions in

everyday situations by asking and answering simple questions. Students will expand their cultural awareness of China and other regions where Chinese is spoken.

Multilingual Learner Class **Director/Coordinator/Teacher Recommendation Only**
Meets 5x for Year
As a part of answering the essential question "How can I improve my skills in English to reach my personal and academic goals?" students at beginning to intermediate levels of English will participate in oral and written exchanges of information and ideas on a variety of topics. They will also construct meaning from oral presentations and text. Students will develop their skills in listening, speaking, reading, and writing in English and learn about American culture.

Multilingual Learner Tutorial **Director/Coordinator/Teacher Recommendation Only**
Meets 3/5x for Year
Students who speak a language other than English at home may be eligible for tutorial services. The Multilingual Learner tutor works with students in a small group setting to develop skills in English and to provide assistance for content area subjects.

HISTORY/SOCIAL SCIENCES DEPARTMENT

World History 7
World History is a course designed to take students on a journey of exploration through the world's civilizations. The course begins by providing students with a sense of history. Students will travel through the ancient civilizations of Egypt, Mesopotamia, China, India, and the Americas, and then on to the classical civilizations of Greece, Rome and Islam. The course concludes with the study of the ideas, inventions, and explorations of the Middle Ages and the Early modern period. Student exploration is viewed through the lens of common themes that connect and integrate the world's diverse history. Through their study, students will enrich their knowledge of major historical periods, issues, and patterns in world history, as well as acquire, develop and apply the skills and process of historical thinking and inquiry.

United States History 8
Students in U.S. History 8 will use a national lens to enrich their knowledge of the major historical periods, issues, concepts and patterns in United States History. Their journey through our country's history will begin with the meeting of the world's cultures in the pre-Columbian period and continue through to the transformation of our nation in the Civil War and Reconstruction Eras. Throughout their studies, students will enrich their understanding of the connecting themes and enduring understandings of American History and acquire, develop and apply the skills and processes of historical thinking.

MATHEMATICS DEPARTMENT

Recommended Mathematics Course Selection Plan for Grade 7 through Grade 12

The chart below captures the **most common course sequences**; however, a student's course sequence may change over time depending on interests, skill development and achievement levels. Students should consult with their school counselor before choosing their courses. An Algebra 1-Geometry-Algebra 2 sequence (beginning in Grade 8 or Grade 9) will meet the entrance requirements of most four-year colleges, although additional courses are recommended for students considering college majors in mathematics, science, engineering and other related fields.

Grade				
7	Mathematics 7, L-1	Mathematics 7		
8	Algebra 1, L-1	Transitions to Algebra	Mathematics 8	
	Level 1	**Level 2**		
9	Geometry A, L-1 (4120)	Algebra 1A (4310)	Algebra 1B – 1 (4351)	Essentials for Algebra (4680)
10	Algebra 2A, L-1 (4130)	Geometry A (4320)	Algebra 1B – 2 (4360)	Integrated Algebra & Geometry 1 (4540)
11	Pre-Calculus, L-1 (4140) and/or Math Electives	Algebra 2A (4330)	Geometry B (4380)	Integrated Algebra & Geometry 2 (4541)
12	AP Calculus AB (4190), AP Calculus BC (4200), and/or Math Electives	Pre-Calculus (4340) and/or Math Electives	Algebra 2B (4390) and/or Math Electives	Math Electives

Important Note: Algebra 1 in Grade 8 is more rigorous than the Algebra 1 at the high school. To be successful in algebra at this level, students should have consistently demonstrated mastery and deep understanding of the prerequisite mathematical concepts and skills. In addition, the ability to comprehend and perform abstract mathematical tasks, including high level reasoning and transfer of understanding to new problem solving situations is essential. Successful completion of Algebra in Grade 8 prepares a student to tackle the challenges of Advanced Placement Calculus by senior year.

The grade for Algebra 1 will appear on the student's high school transcript, but is not counted towards the three mathematics credits that a student must earn for graduation. Because Algebra 1 is a foundational course for all future study of mathematics, it is important that students are well-prepared and have mastered the skills of Algebra I before proceeding to the next course. Therefore, if a student's performance is a C or lower in Grade 8 Algebra I, it may be recommended that he/she *repeat Algebra 1* at the high school (Algebra 1A, Level 2).

The ability to understand and use problem solving strategies is the strong, unifying idea for all courses in mathematics at Smith Middle School. Showing solutions, writing explanations, and demonstrating mastery are vital components of the problem solving process.

Mathematics 7 **Levels 1, 2**

The units of study in Mathematics 7 are *Rational Numbers, Expressions, Equations and Inequalities, Proportional Relationships, Percent and Scaling, Statistics, and Probability.* Throughout the course, students uncover mathematical understanding through problem solving and learning experiences designed to make students think. Students develop a deep understanding of proportional reasoning as a way to understand mathematical relationships in our world. They continue to learn that mathematics makes sense.

The curriculum of Mathematics 7, Level 1 is compacted so that a significant number of the concepts of Grade 8 math are learned at appropriate times during the Grade 7 year.

Mathematics 8 **Level 2**

In Grade 8, students' model relationships between two sets of data using linear equations, solve linear equations and systems of equations. Building the understanding of the meaning of a solution to a system is a focus. Students begin to understand the concept of a function and use functions to describe quantitative relationships. Also, students analyze two- and three-dimensional space and figures using distance, angle, similarity and congruence, and understand and apply the Pythagorean Theorem. Conceptual understanding and skills are interwoven through instructional activities that prepare students for formal Algebra in Grade 9.

Transitions to Algebra Gr. 8 **Level 2**

Transitions to Algebra has the same topic outline as Mathematics 8. Students enrolled in this course have strong computational skills and have maintained at least a B average in Mathematics 7 level 2.

Algebra 1 Gr. 8 **Level 1**

Algebra is the study of mathematical relationships which can be represented and analyzed through tables, graphs, equations and inequalities. The symbolic language of algebra is used to represent, investigate and solve problems. Students will work with variables; write, solve, graph and interpret linear and quadratic equations; perform operations with polynomials; and work with radical and rational expressions and equations. Students continue the study of function families to include exponential, piecewise and absolute value functions.

In order to be recommended for this course, a student must have a B+ or higher average in Grade 7, Level 1, or an A average in Mathematics 7, Level 2. Since Algebra is a high school course, students who have not been highly successful in Mathematics 7 should take this course in Grade 9.

SCIENCE DEPARTMENT

A student's courses in the middle school can have an impact on science course opportunities at the high school level. The inextricable link between mathematics and science makes it advisable for a student to have gained solid mathematical skills before tackling the challenges of Level 1 science in Grade 8 and Grade 9.

RECOMMENDED SCIENCE COURSE SELECTION PLAN FOR GRADES 7-12

The chart below captures the most common course sequences. However, a student's course sequence may change over time depending on interests, skill development and achievement levels. A student should consult with his/her school counselor before choosing courses. The entrance requirements for most four-year colleges include successful completion of full year courses in Chemistry, Biology and Physics.

Grade		
7	Planet Earth 7, L-1	Planet Earth 7
8	Concepts of Physics, L-1 (Concurrent Algebra 1 recommended)	Concepts of Physics

Grade	Level 1	Level 2	
9	Chemistry (5130) (L-1)	Chemistry (5440)	Integrated Science (5462)
10	AP Biology (5100)	Biology (5410)	Biology (5420)
11	AP Physics 1 & 2 (5171) (Or other AP science)	Physics (5470 or 5480) and/or science electives	Introductory Physics (5465) and/or science electives
12	AP Chemistry (5140) AP Environmental Science (5160) AP Biology (5100) AP Physics 1 & 2 (5171) AP Physics C (5175) and/or Advanced Research Mentorship (5150)	Physics (5470 or 5480) and/or science electives	

Planet Earth 7 **Levels 1, 2**

This course focuses on investigations of Earth, its atmosphere, its changing surface, its water resources, and its place in the solar family. Students will explore those systems and phenomena of planet Earth which require knowledge and skills of the earth and space sciences, as well as interactions and properties of matter. Connections to life sciences and physical sciences are also emphasized. The course provides for a variety of practical laboratory experiences and engineering tasks that help students gain a better grasp of the fundamental concepts of our world and the Universe. Throughout the course, students will apply inquiry skills and the engineering design process when exploring science concepts. The curriculum for this course is aligned to the Next Generation Science Standards.

Concepts of Physics **Levels 1, 2**

This course is designed to introduce students to some of the fundamental principles and laws that govern phenomena that we experience in our everyday lives and that determine the interactions of matter and energy throughout the Universe. Content areas that are explored include motion, forces, energy, electricity, magnetism and waves. The course provides opportunities for inquiry and for a wide variety of practical laboratory investigations, as well as for application of the engineering design process. Students can explore concepts and develop scientific skills that lay the foundation for further studies of science at the high school level.

HEALTH and PHYSICAL EDUCATION DEPARTMENT

Students in Grade 7 and Grade 8 are required to take physical education every other day for a full year. The Physical Education curriculum is aligned with state and national standards. Curriculum expectations and outcomes include the students' ability to demonstrate various motor skills and movement patterns, explain strategies and principals as they apply to movement, identify and incorporate fitness concepts in a personal fitness plan, demonstrate responsible and respectful behavior and articulate the benefits of being physically active.

Physical Education Gr. 7 and Gr. 8 **Meets 2/3x for Year**

All Grade 7 and Grade 8 students are required to actively participate in all activities. Students are expected to bring a change of clothing and footwear that is appropriate to engage in physical activity. All students participate in the Connecticut Physical Fitness Assessment and the Grade 8 scores are included in the district strategic profile report.

Curriculum units include, but are not limited to, these activities:

PHYSICAL EDUCATION UNITS GRADE 7 AND GRADE 8

Aerobics	Football	Recreational Games and Activities
Adventure Challenges	Frisbee (Touch/Ultimate)	Soccer
Badminton	Golf (SNAG)	Softball
Basketball	Handball	Tennis
Bowling	Lacrosse	Track & Field
Fitness Testing	Physical Fitness Activities	Variety of Lifetime Fitness Activities
Floor Hockey (Touch/Ultimate)	Project Adventure Climbing	Volleyball

Health Education Gr. 7 and Gr. 8 **Meets 2/3x for Semester**

Students in Grade 7 and Grade 8 are required to take Health Education every other day for a half a year. The Health Education curriculum is aligned with state and national standards. Health Education curriculum expectations and outcomes include the students' ability to comprehend core concepts related to health promotion and disease. Students are expected to be able to access appropriate health information, practice health-enhancing behaviors, analyze internal and external influences, demonstrate interpersonal communication skills, use decision making and goal setting skills and advocate for personal, family and community health. In each grade level, there are five core concepts or unit themes that address the topics listed in the table below. As a result of participation in this course, students will have skills and knowledge to make a successful transition into a contemporary high school setting.

HEALTH EDUCATION CORE CONCEPTS Gr. 7 and Gr. 8

Health Education - Grade 7	Health Education - Grade 8
Mental and Emotional Health Brain Function and Mental Illness Depression and SOS	Mental and Emotional Health Stress and Self-Management Analyzing Internal and External Influences
Injury and Disease Prevention Diseases and Disorders	Injury and Disease Prevention First Aid and Hands on CPR
Alcohol, Nicotine and Other Drugs Influences, Peer Pressure, Refusal Skills	Sexuality and Adolescent Health Abstinence, STI's, and Identity
Puberty and Adolescence Physical, Social and Emotional Changes	Alcohol, Nicotine and Other Drugs Addiction Decision Making and Goal Setting
Friends and Relationships	Relationships and Health Decisions
Skill Focus: Accessing Information and Interpersonal Communication Skills	Skill Focus: Analyzing Influences, Decision Making and Goal Setting

RECOMMENDATION ONLY

Special Education **Small Group IEP Classes or Resource**
PPT Recommendation Only **Meets 2/3x for Year or 5x for Year**
The resource rooms and special education classes at Smith Middle are non-categorical and designated to assist the students who are identified by a Planning and Placement Team as requiring special education. Teachers work with individuals in small groups on a remedial and/or tutorial basis. The resource room teachers are also available to other Smith Middle School teachers on a consultative basis regarding individual students.

ELECTIVE COURSES

ART

The Smith Middle School Art Department offers art instruction in a variety of media and processes, including animation, clay, crafts, design, digital art, and fine arts. Students enrolled in Grade 7 art, are introduced to new materials and techniques, and apply studio behaviors of idea development, planning, problem-solving, evaluation and revising, to create original works of art. In Grade 8, students learn to be self-expressive through their use of materials, processes, and choice of subject matter, and begin to develop a personal voice in their work. Grade 7 art electives are not prerequisites for taking Grade 8 art electives. Both grades cultivate a passion for art and introduce the students to future career and college paths including fine, applied, commercial, and STEAM-based careers.

Gr. 7 Art Offerings

The Art of Animation
#E227 **Gr. 7** **Meets 2/3x for Semester**
Explore the techniques of traditional and digital-based animation, while taking the first look into how art, design, and STEAM come together! In this class, students learn to create flip books, zoetropes, stop-motion, and digitally-animated films using animation software. Students work both independently and collaboratively to develop ideas, storyboards, and characters, and bring them to life using pencil, paint, paper, cameras and technology!

Crafts
#E237 **Gr. 7** **Meets 2/3x for Semester**
Use a variety of traditional and non-traditional materials and techniques to create artistic forms with a contemporary flair. Learn how to design and create boxes, fiber art, books, jewelry, textiles and other functional objects. Sign up, and watch your ideas take form!

3-D Art
#E247 **Gr. 7** **Meets 2/3x for Semester**
Shape, sculpt, carve, and build 3-dimensional forms that are self-expressive and original. Plan, design and create 3-dimensional works with a variety of materials such as clay, wood, plaster, paper mache, paper, recycled, repurposed and found items. Roll up your sleeves and let creativity be your guide!

Art Zone
#E217 **Gr. 7** **Meets 2/3x for Semester**
Whether you consider yourself an artist or not, you will have fun learning and growing as an artist. Develop

observational drawing skills, and learn painting and printmaking processes and techniques while expanding media skills using pastels, paints, charcoal, oil pastels, pen & ink and MORE! Don't hesitate. Sign up today! Get in the ART ZONE!

Gr. 8 Art Offerings

Sculpture
#E248 **Gr. 8** **Meets 2/3x for Semester**
Plan and build 3-dimensional art, sculptures, and more. Students learn to problem-solve concepts such as balance, unity, and structure, and make artistic choices to create works that demonstrate their personal ideas and meaning. Use new-age materials as well as clay, wood, paper, natural fibers, glass, wire, plastic, plaster and everyday objects.

Modern Design
#E238 **Gr. 8** **Meets 2/3x for Semester**
Everything is designed by someone. Learn the design processes used by professionals in design and STEAM fields such as fashion, advertising, product, package, and graphic design. Explore the role that design plays in our culture and the idea of form vs. function. Students learn both traditional and technology-based processes of commercial and applied design, and explore industry careers. If you'd like to learn to use technology-based software and traditional processes to create original artwork, and learn about careers in the fields of Design, Applied Arts, and STEAM, then this hands-on course is for you!

Studio Art and Media E218 **Gr. 8** **Meets 2/3x for Semester**
Enjoy exploring the world of art, bringing your creative ideas to your work. Students learn to use a variety of media and processes used by traditional and contemporary artists, including, painting, drawing, printmaking, and other 2-D media. Learn observational drawing skills and other artistic strategies to develop realistic and expressive works of art. This course will teach you how to creatively and skillfully express yourself through art. All skill levels are welcome.

Digital Art and Media #E228 **Gr. 8** **Meets 2/3x for Semester**
Learn to use digital software and media to create original art and design. In this technology-based class, students are introduced to Adobe Photoshop© and IPad tools and apps, while learning to create unique and dynamic works of art. See how professional STEAM, commercial, applied design, and fine artists can use technology to develop, enhance and manipulate digital photos and drawings to express their personal ideas.

FAMILY AND CONSUMER SCIENCE

Courses are aligned with college and career readiness as well as the development of leisure skills.

Design Your Space
#E337 & #E338 **Gr. 7 & 8** **Meets 2/3x for Semester**
Students will explore the basics of creative home interiors for both personal and functional spaces. Units include transforming space using color, the elements and principles of design, time and budget management, and career exploration. Projects may include space and floor planning and designing a room make-over.

Foods and Nutrition
#E317 & #E318 **Gr. 7 & 8** **Meets 2/3x for Semester**
Students will learn the basics of food preparation and will develop skills in the safe use and care of kitchen equipment and appliances. Students will have an opportunity to prepare simple snacks, baked goods, and quick and easy meals during cooperative food lab experiences. Included in the curriculum is a nutrition unit where students will learn about the six major nutrients, food groups, and the relationship of food choices to health and wellness during their lifespan.

Money Matters
#E378 **Gr. 8** **Meets 2/3x for Semester**
Find out how to survive money, consumer, and career challenges. See the relevance of school subjects to everyday life and work roles. Explore how to use the services of financial institutions. Learn more about the world of work, sharpen job skills, identify your unique talents and abilities and participate in career exploration activities.

Specialty Foods
#E328 **Gr. 8** **Meets 2/3x for Semester**
Specialty Foods is a course developed for grade eight students who have previously taken our introductory Foods and Nutrition class. In Specialty Foods, students will develop skills in the area of baking including quick breads and yeast breads. Principles of meal planning and preparation will be explored with an emphasis on herbs and their use in world cuisines. The course culminates in the planning, preparation, plating and serving of a buffet-style meal, built off the foundations learned in Foods and Nutrition, as well as the content in Specialty Foods.

Understanding Young Children
#E357 and #E358 **Gr. 7 & 8** **Meets 2/3x for Semester**
Explore development of children and related issues from conception to age five. Observe young children in a preschool setting or through classroom visitations and look at current issues surrounding childcare and parenting. Plan age appropriate activities and prepare nutritious snacks for young children. Smith Middle School babysitting certification is included.

MUSIC AND PERFORMING ARTS

Band
#E117 & #E118 **Gr. 7 & 8** **Meets 2/3x for Year**
Band is a performing ensemble open to students who play woodwind, brass and percussion instruments. Instruction includes balance, blend, coordination of musical effort and performance of band literature that represents a variety of musical styles and cultures. Students will have a minimum of two evening band performances. For new band students, a minimum of one year of instrumental lessons and one year of ensemble experience, within the prior year, on the same instrument and consent of the band director is required before enrolling.

Chorus
#E127 & #E128 **Gr. 7 & 8** **Meets 2/3x for Year**
The chorus is a performing ensemble open to all students. Instruction centers around tone, diction, expression, ear training, reading accuracy and performance of choral literature that represents a variety of musical styles and cultures. Students will have a minimum of two evening chorus performances. For chorus students, there is no minimum of prior ensemble experience or consent required to enroll.

Orchestra
#E137 & #E138 **Gr. 7 & 8** **Meets 2/3x for Year**
String orchestra is open to students who play violin, viola, cello and bass violin (string bass). Emphasis is placed on tonal balance, blend, coordination of musical effort, and offerings of solo, ensemble, and string and orchestral literature. Students will have a minimum of two evening orchestra performances. For new orchestra students, a minimum of one year of instrumental lessons and one year of ensemble experience, within the prior year, on the same instrument and consent of the orchestra director is needed before enrolling.

Creating and Recording Music 1

#E157 **Gr. 7** **Meets 2/3x for Semester**

You will be creating and arranging your own music in the Smith Middle School music lab using iMAC computers, Korg Piano Synthesizers, Logic Pro Software and Apple Loops. Basic piano skills will be introduced. No previous experience necessary.

Creating and Recording Music 2

#E158 **Gr. 8** **Meets 2/3x for Semester**

You will be creating and arranging your own music in the Smith Middle School music lab using iMAC computers, Korg Piano Synthesizers Logic Pro Software and Apple Loops. You will be exploring in depth music writing techniques. Basic piano skills will also be introduced. No previous experience required..

Lights Up! Theater I

#E147 **Gr. 7** **Meets 2/3x for Semester**

In this introduction to theater class, Grade 7 students will have the opportunity to participate in improvisational games, stage combat, scene study, monologue performance, lip sync battles, and audition preparation. Students will learn the foundations of acting including staging, blocking, and movement. No prior experience in theater is necessary.

Lights Up! Theater II

#E148 **Gr. 8** **Meets 2/3x for Semester**

In this overview of theater class, Grade 8 students will have the opportunity to participate in improvisational games, stage combat, lip sync battles, scene and monologue, performance, audition preparation, scene writing, and directing. Students will practice the foundations of acting culminating in small group performances. No prior experience is necessary. Students do not have to have taken Lights Up! Theater I in order to register for this class.

Piano and Guitar Sampler **Gr. 7** **Meets 2/3x for Semester**

#E167

Learn to play the piano and guitar in this one beginning course. You will learn the basics of each instrument and will play songs and short pieces on them. You will also learn to accompany yourself and others on both instruments.

Make Your Own Video

#E168 **Gr. 8** **Meets 2/3x for Semester**

This course offers an exciting opportunity to create your own videos, including music videos, using your iPad and the SMS Music lab. This is a hands-on course where you will be using iMovie, iPhoto and Garage Band. No previous experience required.

TECHNOLOGY EDUCATION

Computer Graphics

#E457 **Gr. 7** **Meets 2/3x for Semester**

You use icons all the time, why not make them? Students will learn techniques and tips for creating digital graphics and make all kinds of images for logos, presentations, greeting cards, and text messages. No previous graphics experience is necessary.

Pre-Engineering Lab

#E407 **Gr. 7** **Meets 2/3x for Semester**

Students learn to utilize the engineering design process to complete STEAM challenges. Working individually and in collaborative groups, students will explore electrical, mechanical, and architectural engineering. Projects include the design, construction, testing and sharing of wind-powered vehicles, geared vehicles for power and speed, bridge trusses, catapults, wind turbines and more.

New Media

#E438 **Gr. 8** **Meets 2/3x for Semester**

Students will jump into learning the basic principles of video game design using Gamemaker. This interdisciplinary STEAM offering incorporates drag and drop and line coding, developing story lines, game balance and logic challenges, and visual design of new media through introductory video game development. Students will have the opportunity to learn these basic principles and apply them by creating their own components and games.

Young Inventors

#E447 **Gr. 7** **Meets 2/3x for Semester**

Students enrolled in this course will have the opportunity to apply their problem analysis and problem solving skills as they create new inventions to serve our society. Students will explore the process of inventing a product from its first moment as an idea to the final stage of a completed product. Students will also create marketing tools to advertise and promote their new inventions incorporating visual arts and writing skills.

Robo Code

#E468 **Gr. 8** **Meets 2/3x for Semester**

Students will have the opportunity to work in teams to build their own robots using the engineering design process. They will engage in hands-on solution-based strategies to construct robots, and then learn to code and program these robots for collaborative scenarios.

Manufacturing Lab

#E418 **Gr. 8** **Meets 2/3x for Semester**

Students will be introduced to the skill of creating a company and work from an "idea" to completion. The team problem solving approach will focus on the designing, manufacturing, and marketing of a product. Skills used in engineering, manufacturing and marketing will be explored. Students will also design, build and test CO_2 powered dragsters. A variety of tools and machinery will be used throughout the course.

Aero-Lab

#E437 **Gr. 7** **Meets 2/3x for Semester**

Students enrolled in this course will apply concepts of science, math and technology as they design and build projects related to air and space transportation. Principles of flight are explored as students design, build, and understand the parts of gliders, airplanes, helicopters and rockets. Students will become familiar with careers in aerospace fields and understand their impact on society.

World of Motion

#E428 **Gr. 8** **Meets 2/3x for Semester**

Students explore energy sources and the transfer of energy by designing and building solar, wind, spring and mag-lev vehicles. Students gain a global perspective on alternative energy sources by comparing economics, efficiency, and environmental impacts of using different energy sources. Students explore magnetism, the differences between AC and DC electricity and construct their own motor.

GRIEVANCE PROCEDURE AND COMPLIANCE OFFICERS FOR VIOLATIONS OF OR COMPLAINTS REGARDING:

Glastonbury Public Schools

Non Discrimination and Equal Opportunity Policy and Procedures

Glastonbury Compliance Officers are:

Title VI (Civil Rights Act of 1964) and Title IX (Equal Educational Opportunity, 1972)
Jennifer Spring, Director of Health & Physical Education
Glastonbury Public Schools, 628 Hebron Avenue, Glastonbury, CT 06033
Telephone: (860) 652-7958 Fax: (860) 652-7979 Email: springj@glastonburyus.org

Section 504 (of the Rehabilitation Act of 1973)
Kim Brown, Administrator for Pupil Services
Eastbury School, 1389 Neipsic Road, Glastonbury, CT 06033
Telephone: 860-652-7971 Email: brownk@glastonburyus.org

ADA (American Disabilities Act, 1990)
Karen Bonfiglio, Human Resources Manager
628 Hebron Avenue, Glastonbury, CT 06033
Telephone: 860-652-7941 Fax: (860) 652-7952 Email: bonfigliok@glastonburyus.org

Safety Director/Chemical Hygiene Officer

Dr. Kenneth Roy, Safety Compliance Officer/Chemical Hygiene Officer
Glastonbury High School, 330 Hubbard Street, Glastonbury, CT 06033
Telephone: 652-7200 ext. 2002 Email: royk@glastonburyus.org

Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against on the basis of race, color, age, national origin, religion, gender, sexual orientation or handicap may discuss and/or file a grievance with the appropriate compliance officer (Title VI, Title IX, ADA, and Section 504) of the Glastonbury Public Schools. Reporting should take place, in writing, within forty (40) calendar days of the alleged discrimination.

The compliance officer will commence an effective, thorough, objective and complete investigation of the complaint within ten (10) working days after receipt of the complaint. The compliance officer will consult with all individuals reasonably believed to have relevant information, including the complainant and the alleged violator, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigation process, due process rights will be upheld. No reprisals will be taken or permitted for truthfully asserting a complaint.

The compliance officer shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged violator, and, as appropriate, to all others directly concerned within fifteen (15) working days after receiving the complaint.

If the complainant is not satisfied with the decision of the compliance officer, an appeal in writing may be made to the Glastonbury Board of Education within ten (10) days of receipt of the decision.

The Glastonbury Board of Education, within thirty (30) working days, will investigate the complaint and may conduct a hearing to gather additional information. The Glastonbury Board of Education will give a written response within ten (10) working days following completion of the hearing.

2022~~2~~3-2023~~3~~4
SMITH MIDDLE SCHOOL
PROGRAM OF STUDIES

Principal: Mr. James J. Gregorski
Assistant Principal: Mr. Jemal Graham
Assistant Principal: ~~Ms~~Dr. Laura Norbut

Smith Middle School Mission Statement

Smith Middle School encourages inquiry that fosters learning, embraces a culture of tolerance and kindness and inspires students to reach out to others and make a difference in our world.

SMITH MIDDLE SCHOOL
PROGRAM OF STUDIES
2022~~2~~3-2023~~3~~4

Smith Middle School Administration

~~Mr.~~ James J. Gregorski, Principal
~~Mr.~~ Jemal Graham, Assistant Principal
~~Ms.~~ Laura Norbut, Ed.D., Assistant Principal

Central Office Administration

Alan B. Bookman, Ph.D., Superintendent
Matthew H. Dunbar, Assistant Superintendent
Cheri Burke, Assistant Superintendent

Board of Education

Douglas C. Foyle, Ph.D., Chair
Julie Thompson, Vice Chair
Ray McFall, Secretary
Alison Couture
Thomas Gorman
Jennifer Jennings
David Peniston, Jr.
Matthew Saunig
~~Evan Seretan~~

The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its education programs or activities because of race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age, or disability, subject to the conditions and limitations established by law.

Compliance Officers for the Glastonbury Board of Education have the responsibility to monitor the compliance of these policies. The names and locations are provided to staff annually and also included in the school calendar.

Curriculum Directors

Art, Holly Constantine
Career and Technical Education, Elizabeth Cole
World Language/Multilingual Learner, ~~Rita Oleksak~~Amanda Robustelli-Price
Health and Physical Education, Jennifer Spring
History/Social Sciences, Ilene Viner
English/Language Arts/Library Media K-5, Mary Poisson
Supervisor of Secondary English/Language Arts/Library Media 6-12, Kate Lund
Mathematics, Brenda Gregorski
Music, Leslie Lopez
School Counseling, Edward Gregorski
Science, Christine Tedisky
Special Education Pre K-12, Jolene Piscetello

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GENERAL INFORMATION

INTRODUCTION

The Smith Middle School program offers students an opportunity to extend their learning horizons through varied experiences, both required and elective. Smith Middle School teachers help students to acquire information, skills and values, necessary for developing the "credibility, reputation, and character" that will ensure future successes. The Smith Middle School program strives to create opportunities for its students to share in the responsibility for their growth and learning.

The Smith Middle School Program of Studies consists of a group of required courses which are supplemented and enriched by a group of elective courses. In this way, students are taught basic and advanced skills and also have the opportunity to sample and explore a wide variety of topics in the practical, fine, and performing arts.

This Program of Studies is designed to help parents and students work together to plan an educational program ideally suited to each individual. The teaching staff, guidance department, and school administration are ready to assist you as you undertake this important task.

SCHOOL ORGANIZATION

Smith Middle School is organized as a seventh and eighth grade middle school incorporating the team format. The middle school model is an excellent means of organization for teaching early adolescents and meeting their special developmental needs. This organizational model encourages and supports interdisciplinary initiatives as well as active parent involvement.

SMS has four Grade 7 teams and four Grade 8 teams. Each Grade 7 and Grade 8 team consists of approximately 120 students. All teams include an English, world language, history, math, and science teacher. Teams are supported by a school counselor, special education teacher and reading teacher.

The instructional day at Smith Middle School consists of eight periods; five are reserved for required academic courses (English, world language, history, math and science), two may be used for electives or supportive services, and one for lunch/homeroom. Physical Education and Health are required courses for both Grade 7 and Grade 8 students. These courses are offered during the elective time slots.

SCHOOL COUNSELING DEPARTMENT

The school counseling department is founded on the belief that each individual is unique and capable of self-direction and personal growth. School counseling services are an integral part of a student's educational experience in Grade 7 and Grade 8. These services consist of an ongoing, proactive and planned program, which recognizes the developmental needs of all students. The program is delivered in a systematic way through curriculum lessons, systems supports, and responsive services that are provided individually or in groups.

Through the school counseling program, students are assisted in matters related to academics and personal/social issues. In addition, school counseling services assist in the process of helping students develop into knowledgeable, responsible, ethical, and caring members of a diverse society within a complex and technological world.

The counselor-counselee relationship is unique because it is based on the unconditional acceptance of students. It is this non-threatening aspect of the counseling experience that allows students to better understand themselves and their environment, and to recognize that relationship between the two. Each student at Smith will be assigned a school counselor who will work with them during their Grade 7 and Grade 8 years.

FORMAT OF COURSE OFFERINGS

All required academic courses (English, world language, history, math and science) are taught five times per week for the year.

Elective courses meet every other day for one or both semesters (twice one week and three times the next).

Physical Education is a required course both semesters and is offered every other day. Health is required in both grades and is taught every other day for one semester.

Special Education IEP or Resource classes are offered either daily (5x per week) or every other day (2/3x per week).

Every attempt is made to schedule students into their elective choices; however, this is not always possible. When student choices are not available, the administration may assign students to alternative elective courses. When there are no elective options available that match the students' schedule, students may be assigned to a study hall.

ACADEMIC LEVELS

Smith Middle School offers both heterogeneous and homogenous groupings. English, math and science classes are grouped according to specific achievement levels.

Level 1 courses are for students who have demonstrated superior achievement.
Level 2 courses are for students who have demonstrated academic knowledge at grade level.
IEP courses are for students identified through special education to be in need of specialized assistance.

A student's recommendation is determined collaboratively with input from parents and teachers and based on all available data including student needs, past performance, and standardized test results. Recommendation for a given level is reviewed periodically during the school year, and if the need arises, students are placed in a more appropriate level.

REPORTING STUDENT PROGRESS

Teachers, counselors, and administrators are committed to making timely and regular contact with parents regarding student progress. In addition to teacher phone calls and team meetings with parents and students, grades are posted regularly on the PowerSchool portal and also updated mid quarter to keep parents informed about student performance. A report card is mailed home only at year's end.

Student grades are reported as: A+, A, A- B+, B, B- C+, C, C- D+, D, D-, F
Student "Effort" and "Conduct" are reported as:
1 Excellent 2 Good 3 Fair 4 Unsatisfactory

HONOR ROLL
Students who have achieved a B- or better in all courses (required and elective) will earn honor roll status. Any grade below a B- in any subject will disqualify a student from the honor roll.

RETENTION POLICY
Specific procedures go into effect for students who are in danger of failing two or more academic subjects. Parents are contacted and involved in designing and implementing a plan to avoid retention. Retention is a last resort and used only after other options have been exhausted.

MIDDLE SCHOOL COURSES RECOGNIZED ON GHS TRANSCRIPTS

Smith Middle School students who successfully complete the course requirements in Spanish 1 and 2, French 1 and 2, Russian 1 and 2, Chinese and Algebra will have these grades recorded on their high school transcripts. However, high school credit for the purpose of meeting graduation requirements CANNOT be given to courses completed before grade nine.

For example, Algebra I does not count toward the twenty–five credits needed for graduation when taken at Smith Middle School, but it is recorded on the GHS transcript since it is identical to the Algebra I course offered in Grade 9 at Glastonbury High School. Algebra I is a prerequisite course for other mathematics courses at Glastonbury High School.

MODIFICATION OF A COURSE OFFERING

In very rare cases, a course offered at Smith Middle School may be withdrawn or enrollment may be restricted for any of the following reasons:

1. Interest and enrollment is too small
2. Limited facilities
3. Unavailability of certified staff
4. Reduction of budget

INSTRUCTIONAL MATERIALS REVIEW PROCESS

In accordance with Board of Education Policy #6121, October 1981, the Glastonbury Public School System pledges to avoid discriminatory actions and seeks to foster good human and educational relations which are to attain:

- Equal opportunity for all students to participate in the total program of the school.
- Continual study and development of curricula towards improving human relations and understanding and appreciating cultural differences.

In keeping with this policy, instructional materials are reviewed for bias prior to purchase. This process is coordinated by the curriculum area director and is done both during the formal curriculum review and at other points when new instructional materials are being considered. The review committee forwards the requests to the superintendent for approval. Both the requests and the instructional materials are then presented to the Board of Education for review.

If you have any questions or concerns about instructional materials, please consult the appropriate curriculum director.

SCIENTIFIC RESEARCH BASED INTERVENTIONS (SRBI)

SRBI is an approach which provides services and interventions to all students based on their academic and /or behavioral needs. The State of Connecticut mandates that all school districts in Connecticut use this process. When a need is identified using assessment data, interventions are developed. School personnel monitor student progress closely to be sure the interventions are appropriate and successful. For more information, visit the GPS website Parent Link to SRBI.

REQUIRED ACADEMIC COURSES

ENGLISH DEPARTMENT

The English/Language Arts curriculum for Grade 7 and Grade 8 is organized into units of study.

English/Language Arts Grade 7: *The Power of Word Choice*	
Fictional Narrative: A Study of Short Story	Realistic Fiction: Literary Analysis & Discussion
Science Fiction: Argument Writing & Speaking	Traditional Literature & Historical Fiction: Performance & Expository Writing
English/Language Arts Grade 8: *The Power of Perspective*	
~~Narrative Writing &~~ Elements of Fictional Narrative & Literary Analysis	~~Editorial (Argument) Writing &~~ ~~Social Change~~ The Hero's Journey & Origins of Storytelling
~~Informational Writing &~~ ~~The Origins of Story Structure~~ Social Change Through Informational Text & Argument Writing	~~Literary Analysis (Argument) Writing &~~ ~~Shakespeare / Poetic Form~~ Shakespeare's Form & Narrative Writing

Woven throughout these units are areas of direct instruction that include opportunities for students to strategically apply their reading and writing strategies, to respond to texts both orally and in writing, and to study and apply grammar conventions.

Within our flexible structure of instruction:

- Reading and writing are valued as complex and highly social activities.
- Time is provided for students to read and write.
- The close study of genre enables students to become more skillful readers and writers.
- Independent reading helps students discover their interests and appreciate reading for pleasure.
- Students are provided with opportunities to communicate clearly and listen respectfully to the ideas of others.
- Technology is authentically used as a means to enhance student learning.

Student preferences begin to take shape during the middle school years, thus leveled classes are offered in order to enable students to pursue learning opportunities that are responsive to their interests and abilities. Students are grouped into two levels for English/Language Arts instruction: Level 1 and Level 2. In reading, both levels provide students with opportunities to analyze text, make inferences, and develop their understanding. In writing, students in Level 1 and Level 2 are required to write in a variety of genres and are encouraged to develop their elaboration, organization, and fluency skills. Both levels provide students with rigorous academic opportunities. Level 1 classes differ from Level 2 classes in that they require students to work at an accelerated pace, to operate with a high degree of independence, to read text of greater length and complexity, and to strategically apply their writing skills.

The ultimate goal of the English/Language Arts program is to prepare our students for the challenges and opportunities of the 21st Century. Thus, the curriculum is in alignment with the Common Core State Standards

(CCSS) and is delivered in ways that provide our students with opportunities to apply their reading, writing, speaking, listening and language skills for authentic purposes.

Reading Strategies 7 & Advanced Reading Strategies 8
Teacher Recommendation Only **Meets 2/3x for Year**

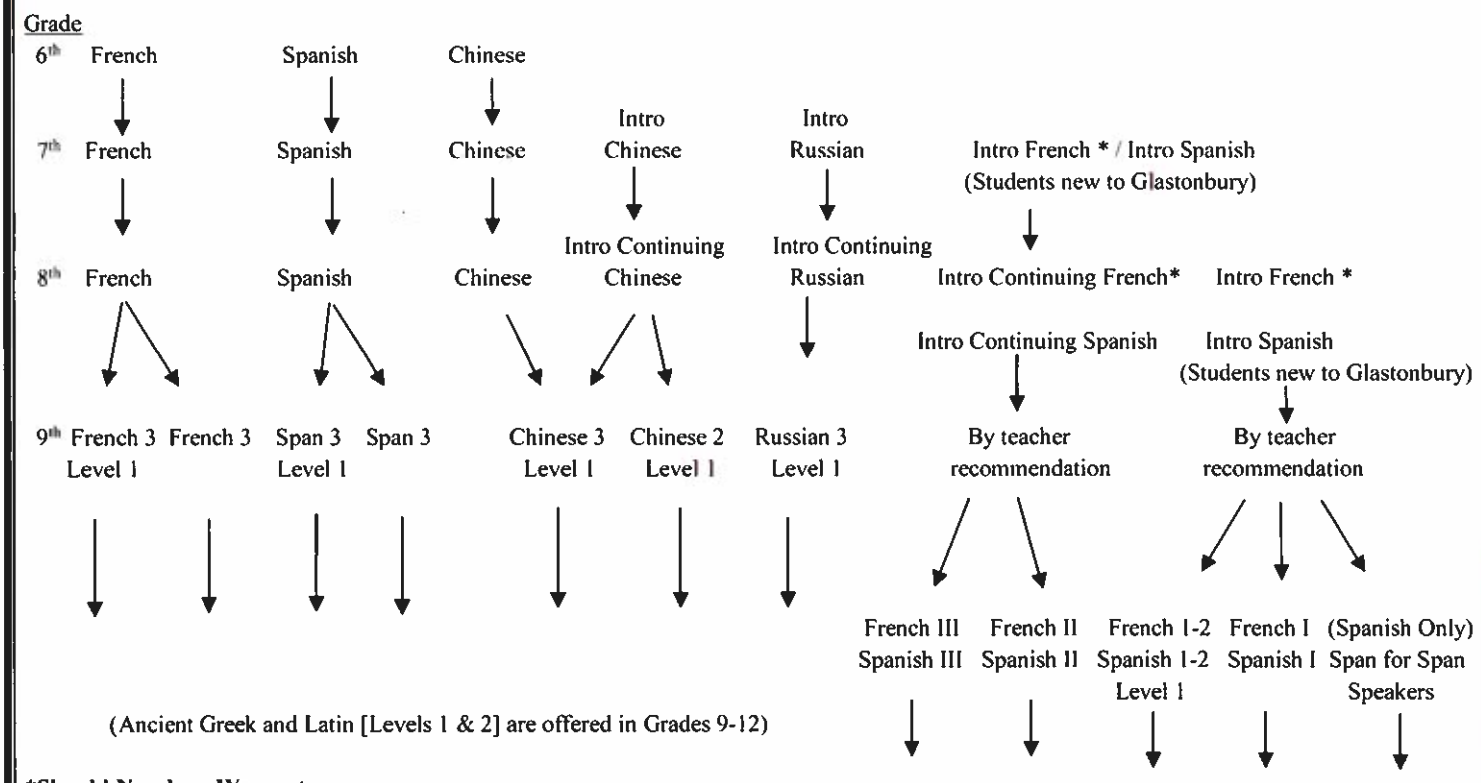
Reading Strategies classes are scheduled in addition to the regular English class and provide support to students in need of assistance in the small group setting. Students are recommended for Reading Strategies 7 & Advanced Reading Strategies 8 based on the reading teacher's evaluation, including performance on standardized tests. Due to the nature of the courses, enrollment is limited in size.

WORLD LANGUAGE/MULTILINGUAL LEARNER DEPARTMENT

Students entering the middle school will continue their study of world language which began in the elementary grades and expanded in Grade 6. Exceptions to this requirement will be made on a student by student basis. New students to Smith Middle School, who have never taken a world language, may enroll in Introductory French* or Spanish. In addition, Introductory and Introductory Continuing Russian and Introductory and Introductory Continuing Chinese may be studied as a **second** world language in the elective track.

The Connecticut Seal of Biliteracy recognizes the value of students' academic efforts, the tangible benefits of being bilingual and biliterate and prepares students to be 21st-century global citizens in a multicultural, multilingual world. The following courses help students to reach the necessary proficiency level in order to meet the world language requirements ~~to earn~~as part of earning this distinction on their high school diploma upon graduation.

Secondary Level Language Progression



French Gr. 7 and French Gr. 8 **Novice-Intermediate**

As part of answering the essential questions "What is culture?", "What is French culture?" and "How do we connect?" students in Grade 7 and Grade 8 will continue the study of French, which began in Grade 6. Students at the end of Grade 7 can initiate, maintain and bring simple conversations to a close as well as write simple sentences on familiar topics. Students can recognize pieces of information of what is being said and understand simple readings. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of France and other regions where French is spoken.

Introductory French and Introductory Continuing French * **Novice**

These courses are designed for new students who have moved into Glastonbury and who have not previously taken the world language or have only had minimal contact with the world language. Students will be introduced to the vocabulary and structure of the language as well as the culture of the French speaking world. Grade 8 students who began French for the first time in Grade 7 will continue with Introductory Continuing French. This course will build on the introductory French skills students learned in Grade 7.

***Course(s) require(s) sufficient enrollment to run.**

Spanish Gr.7 and Spanish Gr. 8 **Intermediate**

As part of answering the essential questions "What is culture?", "What is Spanish culture?" and "How do we connect?" students in Grade 7 and Grade 8 will continue the study of Spanish, which began in elementary school. Students at the end of Grade 7 can initiate, maintain and bring simple conversations to a close as well as write simple sentences on familiar topics. Students can recognize pieces of information of what is being said and understand simple readings. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of Spain and other regions where Spanish is spoken.

Introductory Spanish and Introductory Continuing Spanish **Novice**

These courses are designed for new students who have moved into Glastonbury and who have not previously taken a world language or have only had minimal contact with a world language. Students will be introduced to the vocabulary and structure of the language as well as the culture of the Spanish speaking world. Grade 8 students who began Spanish for the first time in Grade 7 will continue with Introductory Continuing Spanish. This course will build on the introductory Spanish skills students learned in Grade 7.

Introductory Russian and Introductory Continuing Russian **Novice-Intermediate**

As part of answering the essential questions "What is culture?", "What is Russian culture?" and "How do we connect?" students in Grade 7 will begin and in Grade 8 will continue the study of Russian. Students in Grade 7 can communicate and exchange information about familiar topics using phrases and simple sentences and can usually handle short social interactions in everyday situations by asking and answering simple questions. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of Russia.

Chinese Gr. 7 and Chinese Gr. 8 **Novice-Intermediate**

As part of answering the essential questions "What is culture?", "What is Chinese culture?" and "How do we connect?" students in Grade 7 and Grade 8 will continue the study of Chinese, which began in Grade 6. Students at the end of Grade 7 can initiate, maintain, and bring simple conversations to a close, as well as write simple sentences on familiar topics. Students also can recognize pieces of information of what is being said and understand simple readings. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of China and the Chinese speaking world.

Introductory Chinese and Introductory Continuing Chinese **Novice**

As part of answering the essential questions "What is culture?", "What is Chinese culture?" and "How do we connect?" students in Grade 7 will begin and in Grade 8 will continue the study of Chinese. Students can communicate and exchange

information about familiar topics using phrases and simple sentences and can usually handle short social interactions in everyday situations by asking and answering simple questions. Students will expand their cultural awareness of China and other regions where Chinese is spoken.

Multilingual Learner Class **Director/Coordinator/Teacher Recommendation Only**
Meets 5x for Year
As a part of answering the essential question "How can I improve my skills in English to reach my personal and academic goals?" students at beginning to intermediate levels of English will participate in oral and written exchanges of information and ideas on a variety of topics. They will also construct meaning from oral presentations and text. Students will develop their skills in listening, speaking, reading, and writing in English and learn about American culture.

Multilingual Learner Tutorial **Director/Coordinator/Teacher Recommendation Only**
Meets 3/5x for Year
Students who speak a language other than English at home may be eligible for tutorial services. The Multilingual Learner tutor works with students in a small group setting to develop skills in English and to provide assistance for content area subjects.

HISTORY/SOCIAL SCIENCES DEPARTMENT

World History 7
World History is a course designed to take students on a journey of exploration through the world's civilizations. The course begins by providing students with a sense of history. Students will travel through the ancient civilizations of Egypt, Mesopotamia, China, India, and the Americas, and then on to the classical civilizations of Greece, Rome and Islam. The course concludes with the study of the ideas, inventions, and explorations of the Middle Ages and the Early modern period. Student exploration is viewed through the lens of common themes that connect and integrate the world's diverse history. Through their study, students will enrich their knowledge of major historical periods, issues, and patterns in world history, as well as acquire, develop and apply the skills and process of historical thinking and inquiry.

United States History 8
Students in U.S. History 8 will use a national lens to enrich their knowledge of the major historical periods, issues, concepts and patterns in United States History. Their journey through our country's history will begin with the meeting of the world's cultures in the pre-Columbian period and continue through to the transformation of our nation in the Civil War and Reconstruction Eras. Throughout their studies, students will enrich their understanding of the connecting themes and enduring understandings of American History and acquire, develop and apply the skills and processes of historical thinking.

MATHEMATICS DEPARTMENT

Recommended Mathematics Course Selection Plan for Grade 7 through Grade 12

The chart below captures the **most common course sequences**; however, a student's course sequence may change over time depending on interests, skill development and achievement levels. Students should consult with their school counselor before choosing their courses. An Algebra 1-Geometry-Algebra 2 sequence (beginning in Grade 8 or Grade

9) will meet the entrance requirements of most four-year colleges, although additional courses are recommended for students considering college majors in mathematics, science, engineering and other related fields.

Grade				
7	Mathematics 7, L-1	Mathematics 7		
8	Algebra 1, L-1	Transitions to Algebra	Mathematics 8	
	Level 1	**Level 2**		
9	Geometry A, L-1 (4120)	Algebra 1A (4310)	Algebra 1B – 1 (4351)	Essentials for Algebra (4680)
10	Algebra 2A, L-1 (4130)	Geometry A (4320)	Algebra 1B – 2 (4360)	Integrated Algebra & Geometry 1 (4540)
11	Pre-Calculus, L-1 (4140) and/or Math Electives	Algebra 2A (4330)	Geometry B (4380)	Integrated Algebra & Geometry 2 (4541)
12	AP Calculus AB (4190), AP Calculus BC (4200), and/or Math Electives	Pre-Calculus (4340) and/or Math Electives	Algebra 2B (4390) and/or Math Electives	Math Electives

Important Note: Algebra 1 in Grade 8 is more rigorous than the Algebra 1 at the high school. To be successful in algebra at this level, students should have consistently demonstrated mastery and deep understanding of the prerequisite mathematical concepts and skills. In addition, the ability to comprehend and perform abstract mathematical tasks, including high level reasoning and transfer of understanding to new problem solving situations is essential. Successful completion of Algebra in Grade 8 prepares a student to tackle the challenges of Advanced Placement Calculus by senior year.

The grade for Algebra 1 will appear on the student's high school transcript, but is not counted towards the three mathematics credits that a student must earn for graduation. Because Algebra 1 is a foundational course for all future study of mathematics, it is important that students are well-prepared and have mastered the skills of Algebra I before proceeding to the next course. Therefore, if a student's performance is a C or lower in Grade 8 Algebra I, it may be recommended that he/she *repeat Algebra 1* at the high school (Algebra 1A, Level 2).

The ability to understand and use problem solving strategies is the strong, unifying idea for all courses in mathematics at Smith Middle School. Showing solutions, writing explanations, and demonstrating mastery are vital components of the problem solving process.

Mathematics 7 **Levels 1, 2**

The units of study in Mathematics 7 are *Rational Numbers, Expressions, Equations and Inequalities, Proportional Relationships, Percent and Scaling, Statistics, and Probability.* Throughout the course, students uncover mathematical understanding through problem solving and learning experiences designed to make students think. Students develop a deep understanding of proportional reasoning as a way to understand mathematical relationships in our world. They continue to learn that mathematics makes sense.

The curriculum of Mathematics 7, Level 1 is compacted so that a significant number of the concepts of Grade 8 math are learned at appropriate times during the Grade 7 year.

Mathematics 8 **Level 2**

In Grade 8, students' model relationships between two sets of data using linear equations, solve linear equations and systems of equations. Building the understanding of the meaning of a solution to a system is a focus. Students begin to understand the concept of a function and use functions to describe quantitative relationships. Also, students analyze two- and three-dimensional space and figures using distance, angle, similarity and congruence, and understand and apply the Pythagorean Theorem. Conceptual understanding and skills are interwoven through instructional activities that prepare students for formal Algebra in Grade 9.

Transitions to Algebra Gr. 8 **Level 2**

Transitions to Algebra has the same topic outline as Mathematics 8. Students enrolled in this course have strong computational skills and have maintained at least a B average in Mathematics 7 level 2.

Algebra 1 Gr. 8 **Level 1**

Algebra is the study of mathematical relationships which can be represented and analyzed through tables, graphs, equations and inequalities. The symbolic language of algebra is used to represent, investigate and solve problems. Students will work with variables; write, solve, graph and interpret linear and quadratic equations; perform operations with polynomials; and work with radical and rational expressions and equations. Students continue the study of function families to include exponential, piecewise and absolute value functions.

In order to be recommended for this course, a student must have a B+ or higher average in Grade 7, Level 1, or an A average in Mathematics 7, Level 2. Since Algebra is a high school course, students who have not been highly successful in Mathematics 7 should take this course in Grade 9.

SCIENCE DEPARTMENT

A student's courses in the middle school can have an impact on science course opportunities at the high school level. The inextricable link between mathematics and science makes it advisable for a student to have gained solid mathematical skills before tackling the challenges of Level 1 science in Grade 8 and Grade 9.

RECOMMENDED SCIENCE COURSE SELECTION PLAN FOR GRADES 7-12

The chart below captures the most common course sequences. However, a student's course sequence may change over time depending on interests, skill development and achievement levels. A student should consult with his/her school counselor before choosing courses. The entrance requirements for most four-year colleges include successful completion of full year courses in Chemistry, Biology and Physics.

Grade			
7	Planet Earth 7, L-1	Planet Earth 7	
8	Concepts of Physics, L-1 (Concurrent Algebra 1 recommended)	Concepts of Physics	
Grade	**Level 1**	**Level 2**	
9	Chemistry (5130) (L-1)	Chemistry (5440)	Integrated Science (5462)
10	AP Biology (5100)	Biology (5410)	Biology (5420)
11	AP Physics 1 & 2 (5171) (Or other AP science)	Physics (5470 or 5480) and/or science electives	Introductory Physics (5465) and/or science electives
12	AP Chemistry (5140) AP Environmental Science (5160) AP Biology (5100) AP Physics 1 & 2 (5171) AP Physics C (5175) and/or Advanced Research Mentorship (5150)	Physics (5470 or 5480) and/or science electives	

Planet Earth 7 **Levels 1, 2**

This course focuses on investigations of Earth, its atmosphere, its changing surface, its water resources, and its place in the solar family. Students will explore those systems and phenomena of planet Earth which require knowledge and skills of the earth and space sciences, as well as interactions and properties of matter. Connections to life sciences and physical sciences are also emphasized. The course provides for a variety of practical laboratory experiences and engineering tasks that help students gain a better grasp of the fundamental concepts of our world and the Universe. Throughout the course, students will apply inquiry skills and the engineering design process when exploring science concepts. The curriculum for this course is aligned to the Next Generation Science Standards.

Concepts of Physics **Levels 1, 2**

This course is designed to introduce students to some of the fundamental principles and laws that govern phenomena that we experience in our everyday lives and that determine the interactions of matter and energy throughout the Universe. Content areas that are explored include motion, forces, energy, electricity, magnetism and waves. The course provides opportunities for inquiry and for a wide variety of practical laboratory investigations, as well as for application of the engineering design process. Students can explore concepts and develop scientific skills that lay the foundation for further studies of science at the high school level.

HEALTH and PHYSICAL EDUCATION DEPARTMENT

Students in Grade 7 and Grade 8 are required to take physical education every other day for a full year. The Physical Education curriculum is aligned with state and national standards. Curriculum expectations and outcomes include the students' ability to demonstrate various motor skills and movement patterns, explain strategies and principals as they

apply to movement, identify and incorporate fitness concepts in a personal fitness plan, demonstrate responsible and respectful behavior and articulate the benefits of being physically active.

Physical Education Gr. 7 and Gr. 8 **Meets 2/3x for Year**

All Grade 7 and Grade 8 students are required to actively participate in all activities. Students are expected to bring a change of clothing and footwear that is appropriate to engage in physical activity. All students participate in the Connecticut Physical Fitness Assessment and the Grade 8 scores are included in the district strategic profile report.

Curriculum units include, but are not limited to, these activities:

PHYSICAL EDUCATION UNITS GRADE 7 AND GRADE 8

Aerobics	Football	Recreational Games and Activities
Adventure Challenges	Frisbee (Touch/Ultimate)	Soccer
Badminton	Golf (SNAG)	Softball
Basketball	Handball	Tennis
Bowling	Lacrosse	Track & Field
Fitness Testing	Physical Fitness Activities	Variety of Lifetime Fitness Activities
Floor Hockey (Touch/Ultimate)	Project Adventure Climbing	Volleyball

Health Education Gr. 7 and Gr. 8 **Meets 2/3x for Semester**

Students in Grade 7 and Grade 8 are required to take Health Education every other day for a half a year. The Health Education curriculum is aligned with state and national standards. Health Education curriculum expectations and outcomes include the students' ability to comprehend core concepts related to health promotion and disease. Students are expected to be able to access appropriate health information, practice health-enhancing behaviors, analyze internal and external influences, demonstrate interpersonal communication skills, use decision making and goal setting skills and advocate for personal, family and community health. In each grade level, there are five core concepts or unit themes that address the topics listed in the table below. As a result of participation in this course, students will have skills and knowledge to make a successful transition into a contemporary high school setting.

HEALTH EDUCATION CORE CONCEPTS Gr. 7 and Gr. 8

~~Health Education - Grade 7~~	~~Health Education - Grade 8~~
~~Health 7 - Alcohol, Tobacco & Other Drugs~~ ~~Influences & Peer Pressure~~ ~~Alcohol, Marijuana, Vaping~~	~~Health 8 - Mental Health~~ ~~Self Management & Stress~~ ~~Mental Illness Causes & Treatments~~
~~Health 7 - Mental Health~~ ~~Brain Function and Mental Illness~~ ~~Depression & SOS~~	~~Health 8 - Injury Disease & Prevention~~ ~~First Aid~~
~~Health 7 - Second Step~~ ~~Values & Friendships~~	~~Health 8 - Sexuality & Adolescent Health~~ ~~Abstinence, STI's, & Identity~~
~~Health 7 - Puberty & Sexuality~~	~~Health 8 - Alcohol, Tobacco & Other Drugs~~

~~Relationships~~	~~Goal Setting, Decisions & Addiction~~ ~~Alcohol, Marijuana, Vaping~~
~~Health 7 - Injury & Disease Prevention~~ ~~Diseases & Disorders~~	~~Health 8 - Second Step~~ ~~Relationships & Emotional Decisions~~
~~Health 7 - Second Step~~ ~~Thoughts, Emotions, & Decisions~~	~~Health 8 - Nutrition~~ ~~Influences & Personal Food Choices~~

Health Education - Grade 7	Health Education - Grade 8
Mental and Emotional Health Brain Function and Mental Illness Depression and SOS	Mental and Emotional Health Stress and Self-Management Analyzing Internal and External Influences
Injury and Disease Prevention Diseases and Disorders	Injury and Disease Prevention First Aid and Hands on CPR
Alcohol, Nicotine and Other Drugs Influences, Peer Pressure, Refusal Skills	Sexuality and Adolescent Health Abstinence, STI's, and Identity
Puberty and Adolescence Physical, Social and Emotional Changes	Alcohol, Nicotine and Other Drugs Addiction Decision Making and Goal Setting
Friends and Relationships	Relationships and Health Decisions
Skill Focus: Accessing Information and Interpersonal Communication Skills	Skill Focus: Analyzing Influences, Decision Making and Goal Setting

RECOMMENDATION ONLY

Special Education **Small Group IEP Classes or Resource**
PPT Recommendation Only **Meets 2/3x for Year or 5x for Year**

The resource rooms and special education classes at Smith Middle are non-categorical and designated to assist the students who are identified by a Planning and Placement Team as requiring special education. Teachers work with individuals in small groups on a remedial and/or tutorial basis. The resource room teachers are also available to other Smith Middle School teachers on a consultative basis regarding individual students.

ELECTIVE COURSES

ART

The Smith Middle School Art Department offers art instruction in a variety of media and processes, including animation, clay, crafts, design, digital art, and fine arts. Students enrolled in Grade 7 art, are introduced to new materials and techniques, and apply studio behaviors of idea development, planning, problem-solving, evaluation and revising, to create original works of art. In Grade 8, students learn to be self-expressive through their use of materials, processes, and choice of subject matter, and begin to develop a personal voice in their work. Grade 7 art electives are not prerequisites for taking Grade 8 art electives. Both grades cultivate a passion for art and introduce the students to future career and college paths including fine, applied, commercial, and STEAM-based careers.

Gr. 7 Art Offerings

The Art of Animation
#E227 **Gr. 7** **Meets 2/3x for Semester**
Explore the techniques of traditional and digital-based animation, while taking the first look into how art, design, and STEAM come together! In this class, students learn to create flip books, zoetropes, stop-motion, and digitally-animated films using animation software. Students work both independently and collaboratively to develop ideas, storyboards, and characters, and bring them to life using pencil, paint, paper, cameras and technology!

Crafts
#E237 **Gr. 7** **Meets 2/3x for Semester**
Use a variety of traditional and non-traditional materials and techniques to create artistic forms with a contemporary flair. Learn how to design and create boxes, fiber art, books, jewelry, textiles and other functional objects. Sign up, and watch your ideas take form!

3-D Art
#E247 **Gr. 7** **Meets 2/3x for Semester**
Shape, sculpt, carve, and build 3-dimensional forms that are self-expressive and original. Plan, design and create 3-dimensional works with a variety of materials such as clay, wood, plaster, paper mache, paper, recycled, repurposed and found items. Roll up your sleeves and let creativity be your guide!

Art Zone
#E217 **Gr. 7** **Meets 2/3x for Semester**
Whether you consider yourself an artist or not, you will have fun learning and growing as an artist. Develop observational drawing skills, and learn painting and printmaking processes and techniques while expanding media skills using pastels, paints, charcoal, oil pastels, pen & ink and MORE! Don't hesitate. Sign up today! Get in the ART ZONE!

Gr. 8 Art Offerings

Sculpture
#E248 **Gr. 8** **Meets 2/3x for Semester**
Plan and build 3-dimensional art, sculptures, and more. Students learn to problem-solve concepts such as balance, unity, and structure, and make artistic choices to create works that demonstrate their personal ideas and meaning. Use new-age materials as well as clay, wood, paper, natural fibers, glass, wire, plastic, plaster and everyday objects.

Modern Design
#E238 **Gr. 8** **Meets 2/3x for Semester**
Everything is designed by someone. Learn the design processes used by professionals in design and STEAM fields such as fashion, advertising, product, package, and graphic design. Explore the role that design plays in our culture and the idea of form vs. function. Students learn both traditional and technology-based processes of commercial and

applied design, and explore industry careers. If you'd like to learn to use technology-based software and traditional processes to create original artwork, and learn about careers in the fields of Design, Applied Arts, and STEAM, then ~~of design,~~ this hands-on course is for you!

Studio Art and Media E218 **Gr. 8** **Meets 2/3x for Semester**
Enjoy exploring the world of art, bringing your creative ideas to your work. Students learn to use a variety of media and processes used by traditional and contemporary artists, including, painting, drawing, printmaking, and other 2-D media. Learn observational drawing skills and other artistic strategies to develop realistic and expressive works of art. This course will teach you how to creatively and skillfully express yourself through art. All skill levels are welcome.

Digital Art and Media #E228 **Gr. 8** **Meets 2/3x for Semester**
Learn to use digital software and media to create original art and design. In this technology-based class, students are introduced to Adobe Photoshop© and IPad tools and apps, while learning to create unique and dynamic works of art. See how professional STEAM, commercial, applied design, and fine artists can use technology to develop, enhance and manipulate digital photos and drawings to express their personal ideas.

FAMILY AND CONSUMER SCIENCE

Courses are aligned with college and career readiness as well as the development of leisure skills.

Design Your Space
#E337 & #E338 **Gr. 7 & 8** **Meets 2/3x for Semester**
Students will explore the basics of creative home interiors for both personal and functional spaces. Units include transforming space using color, the elements and principles of design, time and budget management, and career exploration. Projects may include space and floor planning and designing a room make-over.

Foods and Nutrition
#E317 & #E318 **Gr. 7 & 8** **Meets 2/3x for Semester**
Students will learn the basics of food preparation and will develop skills in the safe use and care of kitchen equipment and appliances. Students will have an opportunity to prepare simple snacks, baked goods, and quick and easy meals during cooperative food lab experiences. Included in the curriculum is a nutrition unit where students will learn about the six major nutrients, food groups, and the relationship of food choices to health and wellness during their lifespan.

Money Matters
#E378 **Gr. 8** **Meets 2/3x for Semester**
Find out how to survive money, consumer, and career challenges. See the relevance of school subjects to everyday life and work roles. Explore how to use the services of financial institutions. Learn more about the world of work, sharpen job skills, identify your unique talents and abilities and participate in career exploration activities.

Specialty Foods
#E328 **Gr. 8** **Meets 2/3x for Semester**

Specialty Foods is a course developed for grade eight students who have previously taken our introductory Foods and Nutrition class. In Specialty Foods, students will develop skills in the area of baking including quick breads and yeast breads. Principles of meal planning and preparation will be explored with an emphasis on herbs and their use in world cuisines. The course culminates in the planning, preparation, plating and serving of a buffet-style meal, built off the foundations learned in Foods and Nutrition, as well as the content in Specialty Foods.

Understanding Young Children
#E357 and #E358 **Gr. 7 & 8** **Meets 2/3x for Semester**
Explore development of children and related issues from conception to age five. Observe young children in a preschool setting or through classroom visitations and look at current issues surrounding childcare and parenting. Plan age appropriate activities and prepare nutritious snacks for young children. Smith Middle School babysitting certification is included.

MUSIC AND PERFORMING ARTS

Band
#E117 & #E118 **Gr. 7 & 8** **Meets 2/3x for Year**
Band is a performing ensemble open to students who play woodwind, brass and percussion instruments. Instruction includes balance, blend, coordination of musical effort and performance of band literature that represents a variety of musical styles and cultures. Students will have a minimum of two evening band performances. For new band students, a minimum of one year of instrumental lessons and one year of ensemble experience, within the prior year, on the same instrument and consent of the band director is required before enrolling.

Chorus
#E127 & #E128 **Gr. 7 & 8** **Meets 2/3x for Year**
The chorus is a performing ensemble open to all students. Instruction centers around tone, diction, expression, ear training, reading accuracy and performance of choral literature that represents a variety of musical styles and cultures. Students will have a minimum of two evening chorus performances. For chorus students, there is no minimum of prior ensemble experience or consent required to enroll.

Orchestra
#E137 & #E138 **Gr. 7 & 8** **Meets 2/3x for Year**
String orchestra is open to students who play violin, viola, cello and bass violin (string bass). Emphasis is placed on tonal balance, blend, coordination of musical effort, and offerings of solo, ensemble, and string and orchestral literature. Students will have a minimum of two evening orchestra performances. For new orchestra students, a minimum of one year of instrumental lessons and one year of ensemble experience, within the prior year, on the same instrument and consent of the orchestra director is needed before enrolling.

Creating and Recording Music 1
#E157 **Gr. 7** **Meets 2/3x for Semester**
You will be creating and arranging your own music in the Smith Middle School music lab using iMAC computers, Korg Piano Synthesizers, Logic Pro Software and Apple Loops. Basic piano skills will be introduced. No previous experience necessary.

Creating and Recording Music 2
#E158 **Gr. 8** **Meets 2/3x for Semester**

You will be creating and arranging your own music in the Smith Middle School music lab using iMAC computers, Korg Piano Synthesizers –Logic Pro Software and Apple Loops. You will be exploring in depth music writing techniques. Basic piano skills will also be introduced. No previous experience required..

Lights Up! Theater I
#E147 **Gr. 7** **Meets 2/3x for Semester**
In this introduction to theater class, Grade 7 students will have the opportunity to participate in improvisational games, stage combat, scene study, monologue performance, lip sync battles, and audition preparation. Students will learn the foundations of acting including staging, blocking, and movement. No prior experience in theater is necessary.

Lights Up! Theater II
#E148 **Gr. 8** **Meets 2/3x for Semester**
In this overview of theater class, Grade 8 students will have the opportunity to participate in improvisational games, stage combat, lip sync battles, scene and monologue, performance, audition preparation, scene writing, and directing. Students will practice the foundations of acting culminating in small group performances. No prior experience is necessary. Students do not have to have taken Lights Up! Theater I in order to register for this class.

Piano and Guitar Sampler **Gr. 7** **Meets 2/3x for Semester**
#E167
Learn to play the piano and guitar in this one beginning course. You will learn the basics of each instrument and will play songs and short pieces on them. You will also learn to accompany yourself and others on both instruments.

Make Your Own Video
#E168 **Gr. 8** **Meets 2/3x for Semester**
This course offers an exciting opportunity to create your own videos, including music videos, using your iPad and the SMS Music lab. This is a hands-on course where you will be using iMovie, iPhoto and Garage Band. No previous experience required.

TECHNOLOGY EDUCATION

Computer Graphics
#E457 **Gr. 7** **Meets 2/3x for Semester**
You use icons all the time, why not make them? Students will learn techniques and tips for creating digital graphics and make all kinds of images for logos, presentations, greeting cards, and text messages. No previous graphics experience is necessary.

Pre-Engineering Lab
#E407 **Gr. 7** **Meets 2/3x for Semester**
Students learn to utilize the engineering design process to complete STEAM challenges. Working individually and in collaborative groups, students will explore electrical, mechanical, and architectural engineering. Projects include the design, construction, testing and sharing of wind-powered vehicles, geared vehicles for power and speed, bridge trusses, catapults, wind turbines and more.

New Media
#E438 **Gr. 8** **Meets 2/3x for Semester**
Students will jump into learning the basic principles of video game design using Gamemaker. This interdisciplinary STEAM offering incorporates drag and drop and line coding, developing story lines, game balance and logic challenges, and visual design of new media through introductory video game development. Students will have the opportunity to learn these basic principles and apply them by creating their own components and games.

Young Inventors
#E447 **Gr. 7** **Meets 2/3x for Semester**

Students enrolled in this course will have the opportunity to apply their problem analysis and problem solving skills as they create new inventions to serve our society. Students will explore the process of inventing a product from its first moment as an idea to the final stage of a completed product. Students will also create marketing tools to advertise and promote their new inventions incorporating visual arts and writing skills.

Robo Code
#E468 **Gr. 8** **Meets 2/3x for Semester**
Students will have the opportunity to work in teams to build their own robots using the engineering design process. They will engage in hands-on solution-based strategies to construct robots, and then learn to code and program these robots for collaborative scenarios.

Manufacturing Lab
#E418 **Gr. 8** **Meets 2/3x for Semester**
Students will be introduced to the skill of creating a company and work from an "idea" to completion. The team problem solving approach will focus on the designing, manufacturing, and marketing of a product. Skills used in engineering, manufacturing and marketing will be explored. Students will also design, build and test CO_2 powered dragsters. A variety of tools and machinery will be used throughout the course.

Aero-Lab
#E437 **Gr. 7** **Meets 2/3x for Semester**
Students enrolled in this course will apply concepts of science, math and technology as they design and build projects related to air and space transportation. Principles of flight are explored as students design, build, and understand the parts of gliders, airplanes, helicopters and rockets. Students will become familiar with careers in aerospace fields and understand their impact on society.

World of Motion
#E428 **Gr. 8** **Meets 2/3x for Semester**
Students explore energy sources and the transfer of energy by designing and building solar, wind, spring and mag-lev vehicles. Students gain a global perspective on alternative energy sources by comparing economics, efficiency, and environmental impacts of using different energy sources. Students explore magnetism, the differences between AC and DC electricity and construct their own motor.

GRIEVANCE PROCEDURE AND COMPLIANCE OFFICERS FOR VIOLATIONS OF OR COMPLAINTS REGARDING:

Glastonbury Public Schools

Non Discrimination and Equal Opportunity Policy and Procedures

Glastonbury Compliance Officers are:

Title VI (Civil Rights Act of 1964) and Title IX (Equal Educational Opportunity, 1972)
Jennifer Spring, Director of Health & Physical Education
Glastonbury Public Schools, 628 Hebron Avenue, Glastonbury, CT 06033

Telephone: (860) 652-7958 Fax: (860) 652-7979 Email: springj@glastonburyus.org

Section 504 (of the Rehabilitation Act of 1973)
Kim Brown, Administrator for Pupil Services
Eastbury School, 1389 Neipsic Road, Glastonbury, CT 06033
Telephone: 860-652-7971 Email: brownk@glastonburyus.org

ADA (American Disabilities Act, 1990)
Karen Bonfiglio, Human Resources Manager
628 Hebron Avenue, Glastonbury, CT 06033
Telephone: 860-652-7941 Fax: (860) 652-7952 Email: bonfigliok@glastonburyus.org

Safety Director/Chemical Hygiene Officer

Dr. Kenneth Roy, Safety Compliance Officer/Chemical Hygiene Officer
Glastonbury High School, 330 Hubbard Street, Glastonbury, CT 06033
Telephone: 652-7200 ext. 2002 Email: royk@glastonburyus.org

Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against on the basis of race, color, age, national origin, religion, gender, sexual orientation or handicap may discuss and/or file a grievance with the appropriate compliance officer (Title VI, Title IX, ADA, and Section 504) of the Glastonbury Public Schools. Reporting should take place, in writing, within forty (40) calendar days of the alleged discrimination.

The compliance officer will commence an effective, thorough, objective and complete investigation of the complaint within ten (10) working days after receipt of the complaint. The compliance officer will consult with all individuals reasonably believed to have relevant information, including the complainant and the alleged violator, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigation process, due process rights will be upheld. No reprisals will be taken or permitted for truthfully asserting a complaint.

The compliance officer shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged violator, and, as appropriate, to all others directly concerned within fifteen (15) working days after receiving the complaint.

If the complainant is not satisfied with the decision of the compliance officer, an appeal in writing may be made to the Glastonbury Board of Education within ten (10) days of receipt of the decision.

The Glastonbury Board of Education, within thirty (30) working days, will investigate the complaint and may conduct a hearing to gather additional information. The Glastonbury Board of Education will give a written response within ten (10) working days following completion of the hearing.

CALENDAR OF BOARD OF EDUCATION MEETINGS
JANUARY 2024-JANUARY 2025

DAY/DATE	MEETING LOCATION
Monday, January 8, 2024	Town Council Chambers
Monday, January 22, 2024	Town Council Chambers
Monday, February 12, 2024	Town Council Chambers
Monday, February 26, 2024	Town Council Chambers
Monday, March 11, 2024	Town Council Chambers
Monday, March 25, 2024	Town Council Chambers
Monday, April 1, 2024	Town Council Chambers – 1st Monday
Monday, April 22, 2024	Town Council Chambers
Monday, May 6, 2024	Town Council Chambers - 1st Monday
Monday, May 20, 2024	Town Council Chambers - 3rd Monday
Monday, June 10, 2024	Town Council Chambers
Monday, June 24, 2024	Town Council Chambers
Monday, July 8, 2024	Town Council Chambers
Monday, August 12, 2024	Town Council Chambers
Monday, September 9, 2024	Town Council Chambers
Monday, September 23, 2024	Town Council Chambers
Monday, October 7, 2024	Town Council Chambers -1st Monday
Monday, October 28, 2024	Town Council Chambers
Monday, November 11, 2024	Town Council Chambers
Monday, November 25, 2024	Town Council Chambers
Monday, December 9, 2024	Town Council Chambers
Monday, January 13, 2025	Town Council Chambers
Monday, January 27, 2025	Town Council Chambers

PLEASE NOTE:

Regular meetings of the Board of Education are normally be held on the second and fourth Monday of each month except in instances when the second or fourth Monday is impacted by a school break or holiday. Meetings begin at 7:00 p.m. unless otherwise noted.

Approved:

Glastonbury Public Schools
Glastonbury, Connecticut

Transportation Department
Phone: 860-652-7295
Fax: 860-682-1402

Date: December 12, 2022

To: Matt Dunbar, Assistant Superintendent

From: Angelo Balesano, Transportation Coordinator

Subject: School Bus Bids for 2023-2024

I would like to request permission to go out to bid for four (4) school buses.

The following buses are scheduled to be replaced given current conditions:

Bus #	Year	Miles
18	2008	176,941
30	2009	177,065
39	2010	169,167
40	2009	157,235

I ask that the Board of Education give permission to bid the buses prior to the end of this fiscal year with the understanding that the buses will not be delivered, nor paid for until the 2023-2024 fiscal year, and pending the authorization of our 2023-2024 budget.

Manufacturing shortages and production issues are causing delivery delays. We are still waiting to receive the new buses that went out to bid last January and now expect delivery by the end of this month. If these conditions continue, we will likely come to the Board next September for permission to begin the bus bidding process even earlier.

Report to Glastonbury Board of Education

Program: 2100 Operation & Maintenance
Director: Albert Costa
Date: December 12, 2022 Board Meeting

1. What is the main function of your department?

Operations and Maintenance (O&M) is a critical program to ensure school buildings have infrastructure and an environment which are safe and conducive to teaching and learning. The objectives and management functions are vital to the individual areas of the program to ensure a cohesive entity. The overall program contains several very distinct areas which are listed below. These services are provided across 10 school buildings totaling over (1) million square feet of space.

Operations / Maintenance / Health and Safety:

- ✓ Ensure efficient, quality and reliable services to building occupants. On average, each Custodial staff member services approximately 25,000 square feet of building area, equivalent to approximately 13 residential homes per shift. Our school facilities are utilized by thousands of students, staff and the public on a daily basis.
- ✓ Reduce equipment operating and maintenance costs through comprehensive preventative maintenance program.
- ✓ Ensure all legal training of department employees is completed annually
- ✓ Promote an environment which prioritizes a safe working program for employees
- ✓ Maintain a perpetual inventory of Supplies and Equipment

- ✓ State / Federal Mandated Inspections, Testing and Repairs for school buildings:
  - Fire & Life Safety / Boilers / HVAC / Elevators / Water Systems
  - DPH - Indoor Pool Operation / Potable Water Systems & Septic
  - Asbestos Management Program / Indoor Air Quality
  - Hazardous Chemical Removal - Labs & Maintenance Dept.
  - Recycling & Refuse Removal
  - Energy Management and Conservation Program
  - Cellular and Landline Telephone Systems
  - Emergency Responses 24/7/365

- ✓ Budget / Special Projects / Capital Improvements / Events:
  - Fiscal Management, Construction & Grants Management
  - Renovation Projects by Maintenance
  - Annual Graduation Set-Up, Event Set-Ups, Moving Services
  - Community Use Office - Schedules use of school buildings by eligible groups. The department processes invoices for rental and labor fees in accordance with Board policy.

2. Staffing

The department services the school district with a dedicated staff across two work shifts.

a) Custodial Staff: 60
b) General Maintenance Staff:
    i. HVAC & Plumbing: 4
    ii. Electrician: 2
    iii. Carpentry/Locks/Flooring/Roofing/Other: 6
c) Support Staff: Coordinator of Plant Operations & Community Use Coordinator
d) Custodial Foreperson: 1
e) Supervisor of Facility Services: 1
f) Director: 1

3. What are the most important changes in your department and what plans have been made for the future?

- Maintaining and hiring of quality staff through a positive leadership model with an emphasis on good relations, understanding of expectations, efforts and results. This culture has a direct impact on the operational model which is designed to maintain a committed team that will also help reduce costs and extend the life cycle of buildings and property.
- Focus on training and communications for staff and leadership
- Each year the department conducts engineering level reviews of existing infrastructure and equipment to better forecast the life cycle of infrastructure and to control costs.

4. Successes

a) 2022 highlights:
    - STEAM Lab, Field House, Digital Lab renovations, Naubuc 1st floor Classroom Walls, GW Auditorium Seating and Energy Lighting improvements, AG Science Training Lab
    - Continued preventative maintenance work to roofs, boilers, concrete walks to extend life cycles.
b) Continued relations with our workforce with a unified objective to have open and collaborative communication between management and union leadership. Promoting and understanding our purpose, the benefits of good relationships, and the importance of high expectations has been our focus.
c) Continued evaluation of all operational procedures in place in order to determine the efficiencies and response time.

5. Short Term Challenges

a) Naubuc 2nd Floor Renovations, HVAC/IAQ Grant Project, Various CIP/Facilities Studies/Designs
b) Planning, Design, Bidding and Management of projects listed in CIP.

6. Long Term Plans

a) The continued process of transitioning paper documents to electronic formats.
b) Transitioning to a larger facility to address growth and storage needs at GHS and districtwide.

Report to Glastonbury Board of Education

Program: 2400
Transportation Coordinator: Angelo Balesano

Date: December 12, 2022

1. What is the main function of your department?

- To safely transport students to and from school on a daily basis.
- Provide transportation to and from athletic events and practices for the Athletic Department.
- Transport students and faculty on all field trips.
- Manage all crossing guards at each school and make sure all posts are covered daily.

2. Statistics related to Transportation

Number of Buses:

Regular Route Buses	Buses/Other Runs	Mini Buses	Total Buses
49	13	4	66

Number of Vans:

Leased Vans	Owned Vans	Total Vans
35	0	35

Number of Employees:

Bus Drivers	Van Drivers	Crossing Guards	Full Time	Monitors	Total
65	30	9	9	0	113

Miles per year: *(miles for field and athletic trips are included in the totals below)*

2019/2020	2020/2021	2021/2022
774,314	736,825	1,133,139

3. Successes

- Driver shortage continues to be an issue nationwide. During this continued shortage, we have been able to maintain our driver workforce by providing a competitive wage and benefits package, solid advertising, and recruiting.
- Parts shortage also continues to be a problem nationwide. Many parts and key mechanical components continue to be put on backorder which has extended the turnaround on many repairs. During this time we continue to complete our preventative maintenance services program on our buses and vans without any interruptions in service to bus and van routes.
- Added Entry Level Driver Training (ELDT) which is mandated by the Federal Motor Carrier Safety Administration (FMCSA) for any new bus drivers who need to obtain a CDL B license, and a School Bus and Passenger Endorsement. No new driver will be allowed to test for a CDL, or a school bus and passenger endorsement without completing this mandatory training of theory (knowledge), and behind the wheel training.
- Accommodated the many changes in transportation requests from parents in the first several weeks of school. Transportation change requests are still coming in on a daily basis.
- The Fleet Plow Scraper System is in place and ready to be used for removing snow off the tops of the buses.

4. Short-Term Challenges

- Continue with the four/five bus replacement program to shorten turnover time, reduce maintenance issues, and improve the safety of the fleet.
- Continue to monitor the national parts shortage and identify additional parts suppliers to make sure that buses and vans are maintained properly and preventative maintenance remains on schedule.
- Continue to work with our vendors on improving their turnaround times with vehicle repairs. We are seeing extended vehicle down time for a combination of reasons, from lack of parts availability, problems at the production level, and delays resulting from the shortage of over the road drivers, and mechanics.
- New bus deliveries are delayed due to supply chain, parts, semiconductor, and production issues. This has and continues to be an issue for all vehicle manufacturers.

5. Long-Term Plans

- Continue to recruit experienced bus and van drivers through effective advertising and make recommendations on any new incentives that may help recruit new drivers to help mitigate any driver shortages.
- Continue to research and apply for funding to replace some of our diesel buses with electric buses as part of our bus replacement program.
- Maintain a comprehensive safety training program for all transportation in conjunction with the Connecticut Department of Transportation and the DMV.

- Participate in the Mechanics Council through COSTA to discuss current and future industry trends in school bus and STV fleets and maintenance.
- Continue to recertify all transportation employees on defensive driver training through our insurance carrier and the National Transportation Safety Board.
- Continue to update and refine mandated training programs that provide CPR, AED and EpiPen training for all transportation employees for the health and safety of students on buses.

Regular Board of Education Meeting
Monday, November 28, 2022 7:00 PM
Glastonbury Town Hall, Town Council Chambers
Glastonbury Town Hall
2155 Main Street
Glastonbury, CT 06033

Mrs. Alison Couture:	Absent
Dr. Douglas Foyle:	Present
Mr. Thomas Gorman:	Present
Ms. Jenn Jennings:	Present
Mr. Ray McFall:	Present
Mr. David Peniston, Jr.:	Present
Mr. Matthew Saunig:	Present
Ms. Julie Thompson:	Present

Also Present: Alan B. Bookman, Superintendent
Matthew Dunbar, Assistant Superintendent
Cheri Burke, Assistant Superintendent
Citizens and Staff Members, representatives of the press

1. Call to Order
Dr. Foyle called the meeting to order at 7:00 pm, followed by the Pledge of Allegiance.

2. Pledge of Allegiance

3. Awards and Recognition

3.A. Manuela Valencia, Glastonbury High School, Class of 2024
Dr. Foyle recognized Manuela Valencia, GHS student, who was recently chosen to design and paint a mural at West Side Square in Hartford. Manuela thanked the Board for this recognition. A plaque was presented on behalf of the Board.

3.B. Christopher Del Coro, Smith Middle School Art Teacher, Connecticut Art Education Association (CAEA) Outstanding Middle Level Art Educator Award 2022
Dr. Foyle recognized Christopher Del Coro, Art Teacher at SMS, who was selected as the Connecticut Art Education Association Outstanding Middle Level Art Educator Award 2022. A plaque was presented on behalf of the Board. Mr. Del Coro thanked the Board for this recognition.

4. Student Representatives' Report
4.A. Jade Wong, Class of 2023
4.B. Jachimma Anaedo, Class of 2024
Student representative Jade Wong updated the Board on events at GHS.

5. Information Session for Public Comment

6. Business Requiring Action

6.A. Acceptance for First Reading Glastonbury High School Program of Studies 2023-2024

Dr. Nancy Bean provided an overview of the changes to the GHS Program of Studies for the Board.

Board accepts the Glastonbury High School Program of Studies for the 2023-2024 school year for first reading. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Dr. Douglas Foyle:	Yea
Mr. Thomas Gorman:	Yea
Ms. Jenn Jennings:	Yea
Mr. Ray McFall:	Yea
Mr. David Peniston, Jr.:	Yea
Mr. Matthew Saunig:	Yea
Ms. Julie Thompson:	Yea

6.B. Acceptance for First Reading Smith Middle School Program of Studies 2023-2024

Principal Jay Gregorski provided an overview of the changes to the Smith Middle School Program of Studies for the Board.

Board accepts the Smith Middle School Program of Studies for the 2023-2024 school year for first reading. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Dr. Douglas Foyle:	Yea
Mr. Thomas Gorman:	Yea
Ms. Jenn Jennings:	Yea
Mr. Ray McFall:	Yea
Mr. David Peniston, Jr.:	Yea
Mr. Matthew Saunig:	Yea
Ms. Julie Thompson:	Yea

6.C. Acceptance for First Reading Board of Education Meeting Dates for January 2024-January 2025

Board accepts the Board of Education Meeting dates for January 2024-January 2025 for first reading. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Dr. Douglas Foyle:	Yea
Mr. Thomas Gorman:	Yea

Ms. Jenn Jennings: Yea
Mr. Ray McFall: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

7. Reports and Discussion
7.A. Program Reports
7.A.1. Art Program Report
Holly Constantine, Director of Art, provided an overview of the Art Program Report for the Board.

7.A.2. History and Social Sciences Program Report

Ilene Viner, Director of History and Social Sciences, provided an overview of the History and Social Science Program Report for the Board.

7.A.3. Music Program Report

Leslie Lopez, Director of Music, provided an overview of the Music Program Report for the Board.

7.B. Glastonbury Education Foundation

Mrs. Thompson reported that the GEF Gala was held on November 18, 2022. A report on the fundraising will be given at the next meeting.

8. Approval of Minutes

8.A. Meeting Minutes of November 14, 2022
Motion to approve the minutes of the November 14, 2022 Board meeting. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.
Mr. Thomas Gorman: Abstain
Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. Ray McFall: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

9. Committee Reports

Mrs. Thompson reported that the Glastonbury Board of Education was awarded the Board of Distinction award from CAS.

10. Chairman's Reports
Dr. Foyle provided his chairman's report for the Board.

11. Superintendent's Report
11.A. Student Suspension Report, October 2022
Dr. Bookman provided his Superintendent's report for the Board.

12. Adjournment
The meeting adjourned at 8:38 pm.

Motion to adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, carried.

Dr. Douglas Foyle:	Yea
Mr. Thomas Gorman:	Yea
Ms. Jenn Jennings:	Yea
Mr. Ray McFall:	Yea
Mr. David Peniston, Jr.:	Yea
Mr. Matthew Saunig:	Yea
Ms. Julie Thompson:	Yea

12.A. Please note: It is possible that the Board of Education may go into Executive Session

Respectfully Submitted,

Ray McFall, Secretary
Approved:

TOWN OF GLASTONBURY **MEMORANDUM**

DEPARTMENT OF ADMINISTRATIVE SERVICES **FINANCIAL ADMINISTRATION**

TO: Board of Finance
Richard J. Johnson, Town Manager

FROM: KJR Keri Rowley, Director of Finance & Administrative Services
DATE: December 6, 2022
SUBJECT: Self Insurance Reserve Update November 2022

The attached report summarizes the Self Insurance Reserve fund through November 30, 2022. The total reserve is $15,433,650 allocated $4,978,763 and $10,454,887 between Town and Board of Education, respectively. As of November the fund is experiencing a $634,426 loss for the fiscal year.

There are 7 large loss claims which are defined as any claims that exceed $50,000. BOE has 5 while the Town has 2 large loss claims. There are 2, both for BOE, that have exceeded the individual Stop Loss limit. The Individual Stop Loss limit is $200,000 for BOE and $150,000 for the Town.

Enc.

cc: Dr. Alan Bookman, Superintendent
Karen Bonfiglio, Business Manager

SELF INSURANCE RESERVE FUND

YTD Balances As of: November 30, 2022

	Town	Education	Total
Contributions			
Employer	$2,139,697	$3,728,136	$5,867,833
Employee	549,290	1,101,024	1,650,314
Stop Loss Reimbursement	76,207	366,452	442,660
Total Revenues	**$2,765,194**	**$5,195,612**	**$7,960,806**
Expenditures			
Anthem			
ASO Fees	$50,969	$193,394	$244,363
Claims	1,390,061	5,875,930	7,265,991
	$1,441,030	$6,069,324	$7,510,354
Delta Dental			
ASO Fees	$5,619	-	$5,619
Claims	62,501	-	62,501
	$68,120	-	$68,120
Bank Fees/PCORI Fee	$1,146	$4,014	$5,160
CT Prime	256,637	709,960	$966,597
OneDigital Consultant Fees	9,000	36,000	45,000
	$266,784	$749,974	$1,016,758
Total Expenditures	**$1,775,934**	**$6,819,298**	**$8,595,232**
Current Year Revenues Less Expenses	$989,260	($1,623,686)	($634,426)
Reserve July 1, 2022	$3,989,503	$12,078,573	$16,068,076
Reserve at end of month	$4,978,763	$10,454,887	$15,433,650

	Town	BOE	Total
Reserve at end of month	$ 4,978,763	$ 10,454,887	$ 15,433,650
Recommended Minimum Reserve[A]	$ 1,195,859	$ 3,682,791	$ 4,878,650
Variance Over/(Under) Reserved	$ 3,782,904	$ 6,772,096	$ 10,555,000

A. As of November 2022.The next update will be provided in March 2023.

GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT

SCHOOL ENROLLMENT December 1, 2022

Elementary	PreK = 80	K	1	2	3	4	5	6	Total
Buttonball		85	63	72	61	85	81		447
Hebron Ave.		74	82	70	76	78	78		458
Hopewell		84	79	107	109	90			469
Naubuc		62	72	71	78	81	73		437
Nayaug		110	72	90	80	81	89		522
	Elementary Subtotal	415	368	410	404	415	321	0	2333
Gideon Welles							99	411	510
	K-6 Totals								2843
	Elementary Total	415	368	410	404	415	420	411	2843

Middle		7	8						Total
Smith Middle	Middle Subtotal	424	432						856
	Middle Total	424	432						856

Secondary		9	10	11	12				Total
Glastonbury High	Secondary Subtotal	431	463	446	467				1807
	Secondary Total	431	463	446	467				1807

TOTAL	5506
PRE-K	80
OUT OF DISTRICT (31 & GHS ALTERNATE PROGRAM 0)	31
GRAND TOTAL	5617

RECAPITULATION

GRADE	12/1/2021 Enrollment All Without M	12/1/2022 Enrollment All Without M	Change Over Previous Years Enrollment All
Pre-K	64	80	16
K	360	415	55
1	402	368	-34
2	393	410	17
3	401	404	3
4	421	415	-6
5	409	420	11
6	417	411	-6
Subtotal Elementary	2867	2923	56
7	430	424	-6
8	434	432	-2
9	464	431	-33
10	448	463	15
11	466	446	-20
12	480	467	-13
Subtotal Secondary	2722	2663	-59
TOTAL	5589	5586	-3
CT & GHS ALTERNATE	35	31	-4
GRAND TOTAL	5624	5617	-7

School Enrollment by Class
December 1, 2022

				GRADE K				**TOTAL**
Buttonball	17	17	17	17	17		=	85
Hebron	19	19	18	18			=	74
Hopewell	18	17	17	17	15		=	84
Naubuc	16	16	15	15			=	62
Nayaug	19	19	18	18	18	18	=	110
								415
				GRADE 1				
Buttonball	16	16	16	15			=	63
Hebron	21	21	20	20			=	82
Hopewell	21	20	19	19			=	79
Naubuc	18	18	18	18			=	72
Nayaug	19	19	18	16			=	72
								368
				GRADE 2				
Buttonball	18	18	18	18			=	72
Hebron	18	18	17	17			=	70
Hopewell	23	22	22	21	19		=	107
Naubuc	18	18	18	17			=	71
Nayaug	23	23	22	22			=	90
								410
				GRADE 3				
Buttonball	21	20	20				=	61
Hebron	20	19	19	18			=	76
Hopewell	22	22	22	22	21		=	109
Naubuc	20	20	19	19			=	78
Nayaug	20	20	20	20			=	80
								404
				GRADE 4				
Buttonball	22	22	21	20			=	85
Hebron	20	20	19	19			=	78
Hopewell	19	18	18	18	17		=	90
Naubuc	21	21	20	19			=	81
Nayaug	21	21	20	19			=	81
								415
				GRADE 5				
Buttonball	21	21	20	19			=	81
Gideon Welles	21	20	20	19	19		=	99
Hebron	20	20	19	19			=	78
Naubuc	19	18	18	18			=	73
Nayaug	23	22	22	22			=	89
								420

Glastonbury Public Schools
Cumulative Summary of Suspensions

School: Glastonbury High School **School Year**: 2022-2023

Reason	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
A. Alcohol Possession/Use/ Sale/Distribution/Manufacture			1								
B. Drugs Possession/Use/ Sale/Distribution/Manufacture		4	1	7							
C. Vandalism			1								
D. Fighting /Altercation		2		2							
E. Physical Attack on Student											
F. Physical Attack on Staff											
G. Threatening/Bullying			1								
H. Insubordination											
I. Cutting/Skipping Class			4	1							
J. Profanity											
K. Tardiness											
L. Harassment		3	2	6							
M. Weapon-Possession/Use											
N. Tobacco Possession/Use/ Sale/Distribution		2	4	2							
O. Theft											
P. Interference with school Safety/ Order/Discipline	1	1	3	2							
Q. Personal/Property Injury											
R. Motor Vehicle											
S. Failure to Attend Detention											

1. Total Number of Suspensions by Month	1	12	17	20								
In-School	1	12	17	20								
Out-of-School												
2. No. of 1 Day Suspensions	0	0	0	0								
3. No. of 2-4 Day Suspensions	1	7	10	11								
4. No. of 5-10 Day Suspensions	0	5	7	9								
5. * No. of Different Students Suspended for the Month	1	12	13	20								
6. * No. of Different Students Suspended this Year (Cumulative)	1	12	22	38								
7. * No. of Different Students Suspended More than Once this Month	0	0	4	0								
8. * No. of Students Suspended More than Once this Year (Cumulative)	0	0	4	6								

Revised 11.15.05 ***See Reverse Side**

The building administrator reviews suspension notices. Copies of all suspension notices detailing the problem and the consequences are sent to the Superintendent. This information is reviewed in compliance with special education legislation and may result in a student's program being modified by a school team when appropriate.

5. No student is counted more than once per month.

6 No student is counted more than once during the school year. This number is cumulative.

7. Only students who have been suspended on more than one occasion this month are included.

8. This is a cumulative number and represents the number of students suspended more than once during this school year.

Glastonbury Public Schools
Cumulative Summary of Suspensions

School: Smith Middle School **School Year**: 2022-2023

Reason	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
A. Alcohol Possession/Use/ Sale/Distribution/Manufacture											
B. Drugs Possession/Use/ Sale/Distribution/Manufacture			1								
C. Vandalism											
D. Fighting /Altercation		2		5							
E. Physical Attack on Student											
F. Physical Attack on Staff											
G. Threatening/Bullying											
H. Insubordination		1									
I. Cutting/Skipping Class											
J. Profanity											
K. Tardiness											
L. Harassment											
M. Weapon-Possession/Use											
N. Tobacco Possession/Use/ Sale/Distribution											
O. Theft			1								
P. Interference with school Safety/ Order/Discipline		1	6	5							
Q. Personal/Property Injury											
R. Motor Vehicle											
S. Failure to Attend Detention											

1. Total Number of Suspensions by Month	0	4	8	10								
In-School	0	2	6	8								
Out-of-School	0	2	2	2								
2. No. of 1 Day Suspensions	0	0	1	5								
3. No. of 2-4 Day Suspensions	0	4	6	5								
4. No. of 5-10 Day Suspensions	0	0	1	0								
5. * No. of Different Students Suspended for the Month	0	4	8	9								
6. * No. of Different Students Suspended this Year (Cumulative)	0	4	12	19								
7. * No. of Different Students Suspended More than Once this Month	0	0	0	1								
8. * No. of Students Suspended More than Once this Year (Cumulative)	0	0	0	3								

Revised 11.15.05 ***See Reverse Side**

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5. No student is counted more than once per month.

6 No student is counted more than once during the school year. This number is cumulative.

7. Only students who have been suspended on more than one occasion this month are included.

8. This is a cumulative number and represents the number of students suspended more than once during this school year.