



REGULAR BOARD OF EDUCATION MEETING

Monday, November 27, 2023 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. Mike Rosenbush, Parent and Community Volunteer
4. Student Representatives' Report
 - A. Jachimma Anaedo, Class of 2024
 - B. Hayley Lemieux, Class of 2025
5. Information Session for Public Comment
6. Business Requiring Action
 - A. Approval of Plans for Strength and Conditioning Facility at Glastonbury High School
 - B. Acceptance for First Reading Glastonbury High School Program of Studies 2024-2025
 - C. Acceptance for First Reading Smith Middle School Program of Studies 2024-2025
 - D. Approval of Capital Improvement Plan 2025-2029
 - E. Acceptance for First Reading Board of Education Meeting Dates for January 2025 - January 2026
 - F. Approval of Board of Education Policy/Regulation #5111 - Admission to School and Placement
 - G. Approval of New Board of Education Policy #4113.12 - Minimum Duty Free Lunch Period for Teachers
 - H. Approval of Board of Education Policy/Appendix #5142.4 - School Resource Officer
 - I. Approval of Student Trip to Boston, Massachusetts
 - J. Approval of GHS Student Trip to Indianapolis, Indiana
 - K. Approval of the November 13, 2023 Regular Board of Education Meeting Minutes
 - L. Approval of the November 14, 2023 Special Board of Education Meeting Minutes
 - M. Approval of the November 20, 2023 Special Board of Education Meeting Minutes
7. Reports and Discussion
 - A. Program Reports
 1. Art Program Report

2. History and Social Sciences Program Report
 3. Music Curriculum Review Report
 4. Music Program Report
- B. Open Choice Update
- C. Glastonbury Education Foundation
8. Committee Reports
9. Chairman's Reports
 - A. 2023-2025 Committee Assignments
10. Superintendent's Report
 - A. Student Suspension Report, October 2023
 - B. Dates to Remember
11. 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](#)

Public Comments for BOE Meeting (Responses) 2023

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.	
11/16/2023 19:44:39	Chris Goff	255 Dayton rd	Please remove the muffin bundle from elementary school cold lunch options. It contains 47 grams of sugar which is over twice the recommended daily allowance for sugar	



PROJECT TITLE:

Glastonbury High School:

Strength and Conditioning Facility

330 Hubbard Street
Glastonbury, CT 06033

ARCHITECT
SILVER PETRUCELLI & ASSOC.
3190 WHITNEY AVENUE, HAMDEN CT 06518
311 STATE STREET NEW LONDON, CT 06320
PHONE 203 230 9007 silverpetrucelli.com



DRAWING LIST

COVER SHEET

CIVIL/ SURVEY/ LANDSCAPE:

- C-1.0 EROSION & SEDIMENT CONTROL PLAN
- C-1.1 EROSION & SEDIMENT DETAILS
- C-2.0 SITE PLAN
- C-3.0 DETAILS
- C-3.1 SITE DETAILS

ARCHITECTURAL:

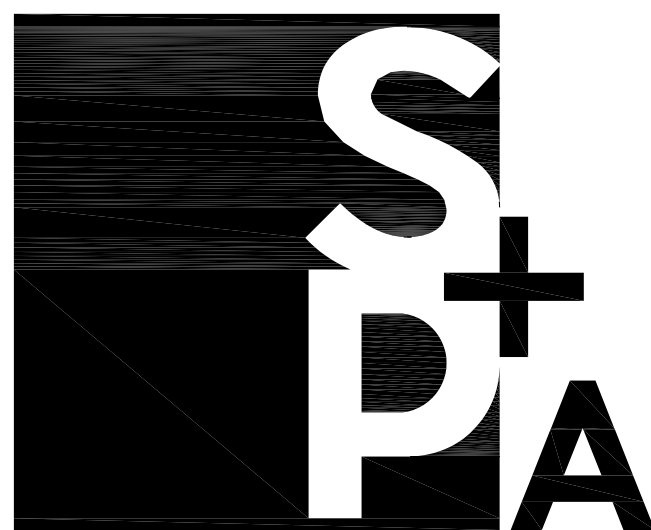
- A110 FIRST FLOOR AND ATTIC FLOOR PLANS
- A300 EXTERIOR ELEVATIONS
- A301 EXTERIOR ELEVATIONS

ELECTRICAL:

- E1.0 ELECTRICAL SITE PLAN

M/E/P/FP

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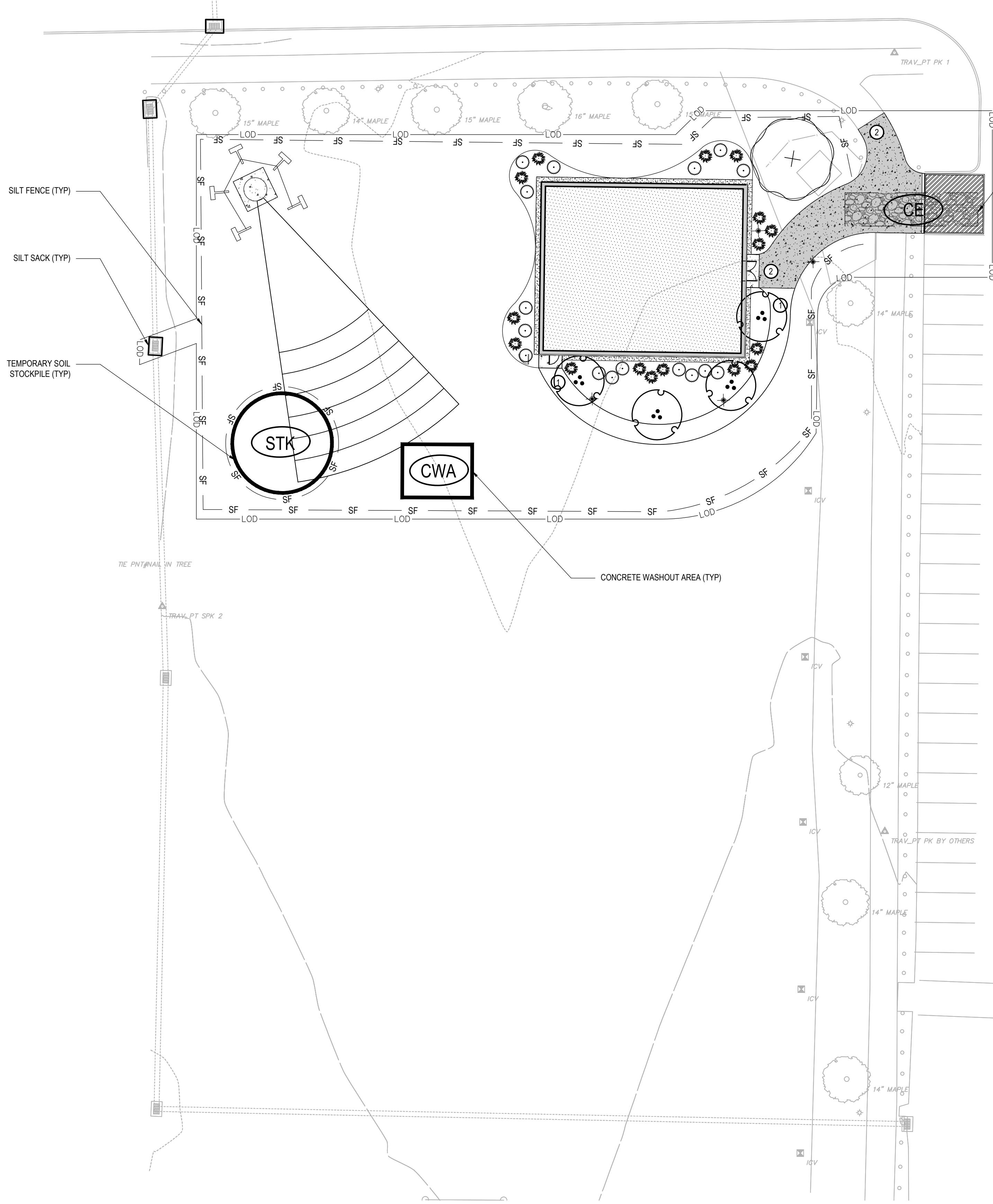


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TOWN PERMIT SET

ISSUED: 11/22/2023



EROSION AND SEDIMENT CONTROL NOTES:

- THIS PLAN IS FOR SITE PREPARATION & EROSION AND SEDIMENTATION CONTROL ONLY. SEE OTHER PLANS FOR THE SCOPE OF CONSTRUCTION WORK.
- IT IS ANTICIPATED THAT CONSTRUCTION WILL OCCUR BETWEEN SPRING 2024 AND FALL 2024 AND FINAL STABILIZATION WILL BE COMPLETE BY NOVEMBER 2024.
- THE MEASURES SPECIFIED HEREON ARE THE MINIMUM REQUIREMENTS FOR E&S CONTROL AND ARE SHOWN IN GENERAL SIZE AND LOCATION ONLY. THE CONTRACTOR SHALL BE RESPONSIBLE FOR ENSURING THAT ALL E&S CONTROL MEASURES ARE CONFIGURED AND CONSTRUCTED IN A MANNER THAT WILL MINIMIZE EROSION OF SOILS AND PREVENT THE TRANSPORT OF SEDIMENTS AND OTHER POLLUTANTS TO ANY RESOURCE AREAS. PROVIDE ADDITIONAL E&S MEASURES AS REQUIRED TO CONTROL EROSION AND SILTATION THROUGHOUT THE DURATION OF THE CONSTRUCTION AS CONDITIONS DICTATE AND/OR AS DIRECTED BY THE OWNER OR THE ENGINEER.
- MONITOR AND INSPECT ALL E&S MEASURES IN AN ONGOING MANNER THROUGHOUT THE WORK AND TAKE CORRECTIVE MEASURES, AS REQUIRED, TO MINIMIZE EROSION OF SOILS AND PREVENT THE TRANSPORT OF SEDIMENTS AND OTHER POLLUTANTS TO ANY RESOURCE AREAS.
- ANY EROSION AND SEDIMENTATION MEASURE IMPLEMENTED BEYOND THAT SHOWN HEREON SHALL CONFORM TO APPLICABLE SECTIONS OF THE STATE OF CONNECTICUT'S 2002 "CONNECTICUT GUIDELINES FOR SOIL EROSION AND SEDIMENT CONTROL."
- ANY STOCKPILED MATERIAL SHALL BE SUBJECT TO EROSION CONTROL MEASURES THAT INCLUDE A MINIMUM OF SILT FENCE OR HAY BALE BARRIER COVER STOCKPILES IF SIGNIFICANT RAINFALL IS PREDICTED.
- PROVIDE TEMPORARY SEEDING WITH MULCH ON ALL EXPOSED SOIL AREAS WHERE WORK WILL BE SUSPENDED FOR LONGER THAN 30 DAYS. APPLY SEED AND MULCH WITHIN THE FIRST 7 DAYS OF SUSPENDING WORK. WHEN SEEDING IS NOT POSSIBLE DUE TO SEASONAL WEATHER CONDITIONS OR OTHER FACTORS, PROVIDE TEMPORARY STRUCTURAL SOIL PROTECTION SUCH AS MULCH, WOODCHIPS, EROSION CONTROL MATTING, OR COMPOST.
- NO RUNOFF SHALL BE ALLOWED TO EXIT THE SITE PRIOR TO TREATMENT FOR SEDIMENT REMOVAL.
- THE CONTRACTOR SHALL MAINTAIN A CLEAN CONSTRUCTION SITE AND SHALL NOT ALLOW THE ACCUMULATION OF RUBBISH OR CONSTRUCTION DEBRIS. ALL TRASH SHALL BE CLEANED ON A DAILY BASIS AND THE SITE SHALL BE LEFT IN A NEAT CONDITION AT THE END OF EACH WORK DAY.
- TAKE ALL NECESSARY PRECAUTIONS TO AVOID THE SPILLAGE OF FUEL OR OTHER POLLUTANTS AND ADHERE TO ALL APPLICABLE POLICIES AND REGULATIONS RELATED TO SPILL PREVENTION, CONTROL, AND RESPONSE.
- FOR DUST CONTROL, PERIODICALLY MOISTEN EXPOSED SOIL SURFACES WITH WATER AND MAINTAIN ADEQUATE MOISTURE LEVELS.
- SWEEP ADJACENT ROADWAYS IF MUD OR SOIL IS TRACKED ON TO THEM, OR AS DIRECTED BY THE ENGINEER.

SITE PREPARATION NOTES:

- CONTRACTOR SHALL NOTIFY "CALL BEFORE YOU DIG" (1-800-922-4455) AND VERIFY UTILITY MARK-OUT WITH THE OWNER PRIOR TO THE INITIATION OF ANY SITE DISTURBANCE.
- THE CONTRACTOR IS SOLELY RESPONSIBLE FOR VERIFICATION OF THE LOCATION AND NATURE OF ALL SUBSURFACE UTILITIES AT THE PROJECT WHICH MAY BE AFFECTED BY THE WORK. COORDINATE WITH RESPECTIVE UTILITY OWNERS AND PERFORM VERIFICATION OF TYPE, LOCATION, AND INVERTS AS REQUIRED.
- PROTECT ALL IMPROVEMENTS NOT INCLUDED WITHIN THE LIMITS OF WORK. ANY IMPROVEMENT WHICH IS DAMAGED SHALL BE REPAIRED OR REPLACED IN-KIND TO THE OWNER'S SATISFACTION.
- DURING DEMOLITION, PROTECT ALL ADJACENT PAVEMENT, ABOVE-GRADE AND BELOW-GRADE UTILITIES, DRAINAGE STRUCTURES, LIGHT BASES, AND OTHER IMPROVEMENTS POTENTIALLY AFFECTED BY THE WORK. CLEARLY DELINEATE THE LIMITS OF WORK AND MARK BARRICADE, OR OTHERWISE IDENTIFY THOSE IMPROVEMENTS THAT ARE TO BE PROTECTED AND/OR AVOIDED. ANY IMPROVEMENT WHICH IS DAMAGED SHALL BE REPAIRED OR REPLACED IN-KIND TO THE OWNER'S SATISFACTION.
- THE LOCATIONS OF EXISTING SITE FEATURES AS SHOWN HAVE BEEN OBTAINED FROM MAPS, SURVEYS, FIELD INSPECTIONS, AND OTHER AVAILABLE INFORMATION. THEY MUST BE CONSIDERED APPROXIMATE BOTH TO LOCATION, SIZE, AND AS-BUILT CONDITION AND ARE PROVIDED FOR INFORMATIONAL PURPOSES ONLY. THE CONTRACTOR IS SOLELY RESPONSIBLE FOR DETERMINING ACTUAL FIELD CONDITIONS.
- THE DIMENSIONS SHOWN ON THE PLANS, INCLUDING THE INTENDED DIMENSIONS OF THE WORK, MAY VARY FROM ACTUAL EXISTING CONDITIONS IN THE FIELD. THE CONTRACTOR SHALL TAKE APPROPRIATE MEASUREMENTS TO VERIFY ALL DIMENSIONS SHOWN ON THE DRAWINGS AS WELL AS OTHER DIMENSIONS HE MAY DEEM APPROPRIATE TO FACILITATE THE COMPLETION OF THE WORK. NOTIFY THE ENGINEER OF ANY DISCREPANCIES BETWEEN EXISTING CONDITIONS AND THE CONTRACT DOCUMENTS BEFORE PROCEEDING WITH THAT PORTION OF THE WORK.
- IMPLEMENTING WORKER SAFETY AND/OR HEALTH PROTOCOLS THAT ADDRESS COMPLIANCE WITH RULES, LAWS, AND REGULATIONS PERTAINING TO CONSTRUCTION SAFETY AND/OR THE POTENTIAL AND/OR ACTUAL RISK OF EXPOSURE TO SITE-SPECIFIC PHYSICAL OR CHEMICAL HAZARDS IS SOLELY THE RESPONSIBILITY OF THE CONTRACTOR.
- PROVIDE PAVEMENT SAWCUT AT THE EDGE OF EACH PAVEMENT REMOVAL AREA TO ESTABLISH A CLEAN EDGE WHERE NEW WORK WILL MEET EXISTING PAVEMENT. SAWCUT SHALL BE A MINIMUM OF 12 INCHES FROM EDGE OF PAVEMENT REMOVAL.
- UNLESS OTHERWISE INDICATED, ALL DISTURBED AREAS SHALL BE RESTORED WITH FOUR (4) INCHES OF LOAM, SEED, FERTILIZED, AND MULCHED. PROVIDE ADDITIONAL EROSION CONTROLS AS REQUIRED.
- PORTABLE TOILETS AND DUMPSTER BOXES SHALL BE LOCATED AT LEAST 10 FEET FROM ANY STRUCTURE, TRAILER OR MATERIAL STOCKPILE.
- THERE SHALL BE NO OPEN BURNING OF CONSTRUCTION DEBRIS, WASTE, OR VEGETATION.
- ALL CONSTRUCTION ACTIVITIES SHALL BE COORDINATED WITH THE POLICE DEPARTMENT.

EROSION CONTROL NARRATIVE

THE PROJECT PROPOSES TO CONSTRUCT A WEIGHT ROOM ON HIGH SCHOOL PROPERTY. PUBLIC WATER AND SEWER ARE AVAILABLE. SITE TOPOGRAPHY IS FLAT. THIS PROJECT WILL INCLUDE IMPROVEMENTS SUCH AS SIDEWALKS, LANDSCAPING, EARTHWORK, DRAINAGE AND UTILITY CONNECTIONS.

THE SPECIFIC EROSION CONCERNS, AND ASSOCIATED SOLUTIONS, ARE AS FOLLOWS:

- AIRBORNE DUST MIGRATION - IT IS CRITICAL THAT DUST MIGRATION BE MITIGATED BY PERIODICALLY DAMPENING EXPOSED SOILS WITH WATER TO PREVENT DUST FROM MIGRATING TO NEIGHBORING PROPERTIES. ADDITIONALLY, STOCKPILES NOT IN USE FOR 30 DAYS OR LONGER SHOULD BE COVERED WITH TARP OR TEMPORARILY SEEDED TO PREVENT RUNOFF TO THE MUNICIPAL SYSTEM.
- SEDIMENT-LADEN WATER - ALL EXISTING CATCH BASINS SUBJECT TO SITE FLOW ON THE SITE, SHALL BE FITTED WITH INLET PROTECTION. AS NEW CATCH BASINS ARE CONSTRUCTED ON THE SITE, THEY SHALL BE FITTED WITH INLET PROTECTION. ADDITIONALLY, SEDIMENT BARRIER PROTECTION, EITHER IN THE FORM OF HAY BALES, OR FILTER SOCKS, SHALL BE MAINTAINED ON THE SOUTH SIDE OF THE SITE. ALL SEDIMENT PROTECTION ITEMS SHALL BE CHECKED ON A WEEKLY BASIS, AND AFTER A STORM GENERATING A RUNOFF, TO ENSURE THEY ARE IN GOOD, WORKING CONDITION, AND FUNCTIONING AS DESIGNED.

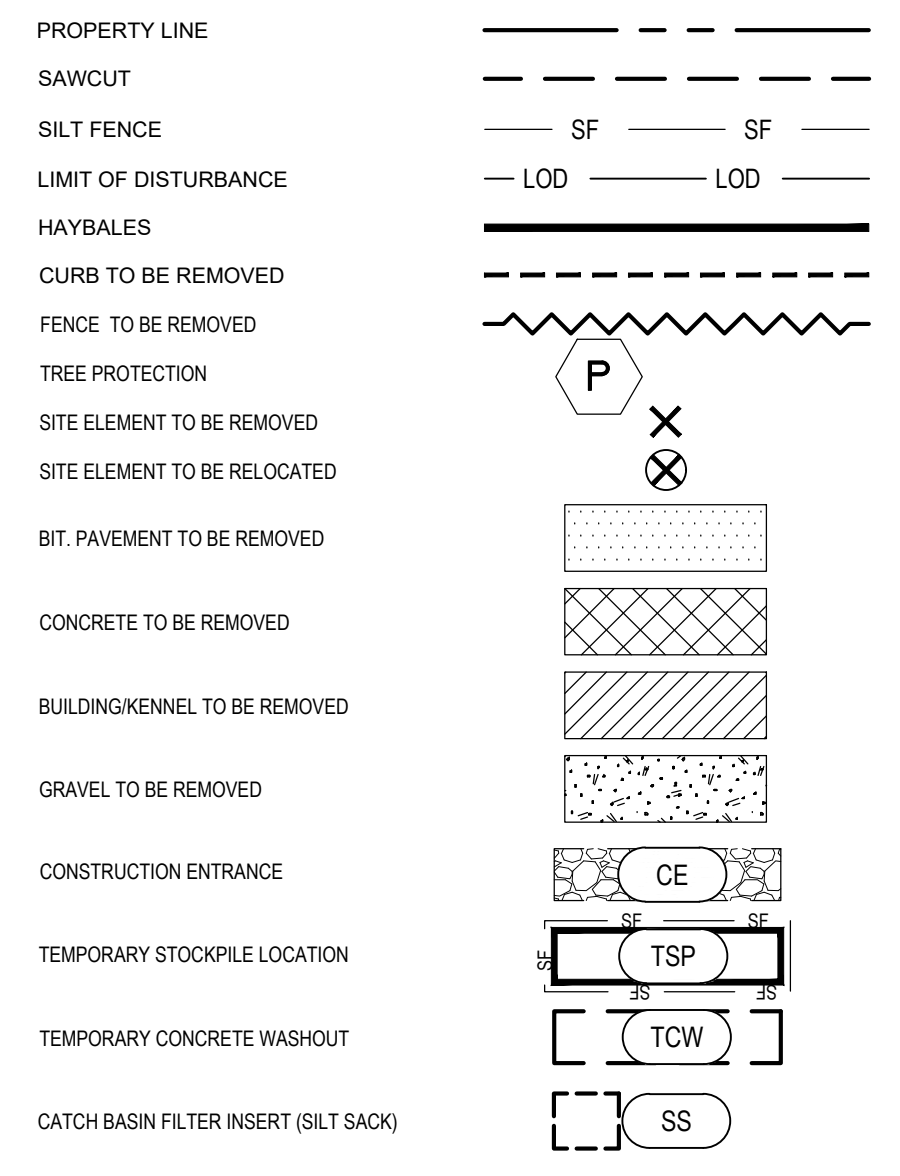
THE GENERAL CONTRACTOR WILL BE RESPONSIBLE FOR THE PLACEMENT AND UPKEEP OF THE EROSION CONTROL MEASURES, AS WELL AS ENSURING SEDIMENT-LADEN WATER DOES NOT ENTER THE RESOURCE AREAS AND AIRBORNE DUST DOES NOT AFFECT NEIGHBORING PROPERTIES.

IT IS HEREBY CERTIFIED THAT THIS SOIL EROSION AND SEDIMENT CONTROL PLAN IS IN COMPLIANCE WITH SECTION 19 OF THE GLASTONBURY BUILDING-ZONE REGULATIONS OR SECTION 5.7.b (13) OF THE GLASTONBURY SUBDIVISION AND RESUBDIVISION REGULATIONS, AS APPLICABLE, AND THAT IT SATISFIES THE MINIMUM STANDARDS ESTABLISHED IN CONNECTICUT GUIDELINES FOR SOIL EROSION AND SEDIMENT CONTROL (1985), AS AMENDED.

THE PERMITTEE UNDER THIS PLAN IS RESPONSIBLE FOR ENSURING COMPLIANCE WITH THIS PLAN. THE TOWN OF GLASTONBURY SHALL NOT BE HELD LIABLE FOR IMPROPER INSTALLATION, LACK OF MAINTENANCE OR OTHER NEGLECT ON BEHALF OF THE PERMITTEE.

DATE: _____
 CHAIRMAN OF SECRETARY OF THE TOWN
 PLAN AND ZONING COMMISSION

SITE PREPARATION LEGEND

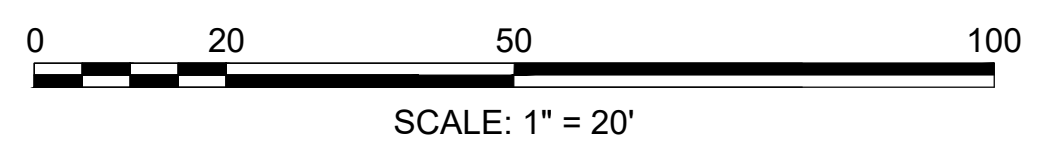


TEMPORARY E&S MEASURES MAINTENANCE SCHEDULE

E&S MEASURE	MAINTENANCE MEASURES	SCHEDULE
FILTER INSERTS IN DRAINAGE SYSTEM	CLEAN CATCH BASIN GRATE, REMOVE SEDIMENT/DEBRIS FROM FILTER INSERTS	WEEKLY & WITHIN 24 HOURS AFTER STORM GENERATING A DISCHARGE
HAY BALES/ SILT FENCE BARRIER	REPAIR/REPLACE WHEN FAILURE OBSERVED, REMOVE SILT WHEN ACCUMULATION REACHES APPROX. HALF HEIGHT OF BARRIER	WEEKLY & WITHIN 24 HOURS AFTER STORM GENERATING A DISCHARGE
TARP TEMPORARY STOCKPILES	ENSURE TARP IS SECURED OVER STOCKPILE AT THE END OF EACH DAY	DAILY
CONSTRUCTION ENTRANCE	SWEEP PAVED ROADWAY ADJACENT TO SITE ENTRANCE AS NECESSARY, REFRESH STONE AS NECESSARY, REMOVE SILTED GRAVEL	WEEKLY
MOISTEN EXPOSED SOILS	PERIODICALLY MOISTEN EXPOSED SOIL SURFACES WITH WATER ON UNPAVED TRAVELWAYS AND KEEP TRAVELWAYS DAMP	DAILY

SUGGESTED CONSTRUCTION SEQUENCE:

- CONDUCT A PRE-CONSTRUCTION MEETING WITH THE OWNER AND PRIOR TO ANY CONSTRUCTION ACTIVITY.
- INSTALL CONSTRUCTION ENTRANCE.
- INSTALL PERIMETER E&S CONTROLS.
- PERFORM BULK EARTHWORK OPERATIONS.
- BEGIN CONSTRUCTION OF BUILDING FOUNDATION.
- CONSTRUCT UTILITIES.
- CONSTRUCT LANDSCAPE AREAS.
- CONSTRUCT LANDSCAPING AND OTHER SITE AMENITIES.
- AT THE CONCLUSION OF CONSTRUCTION, COMPLETE THE INSTALLATION OF POST-CONSTRUCTION SITE STABILIZATION MEASURES AS SHOWN ON THE DRAWINGS.



Project Title:
**Glastonbury High School:
 Strength and Conditioning Facility**
 330 Hubbard Street
 Glastonbury, CT 06033



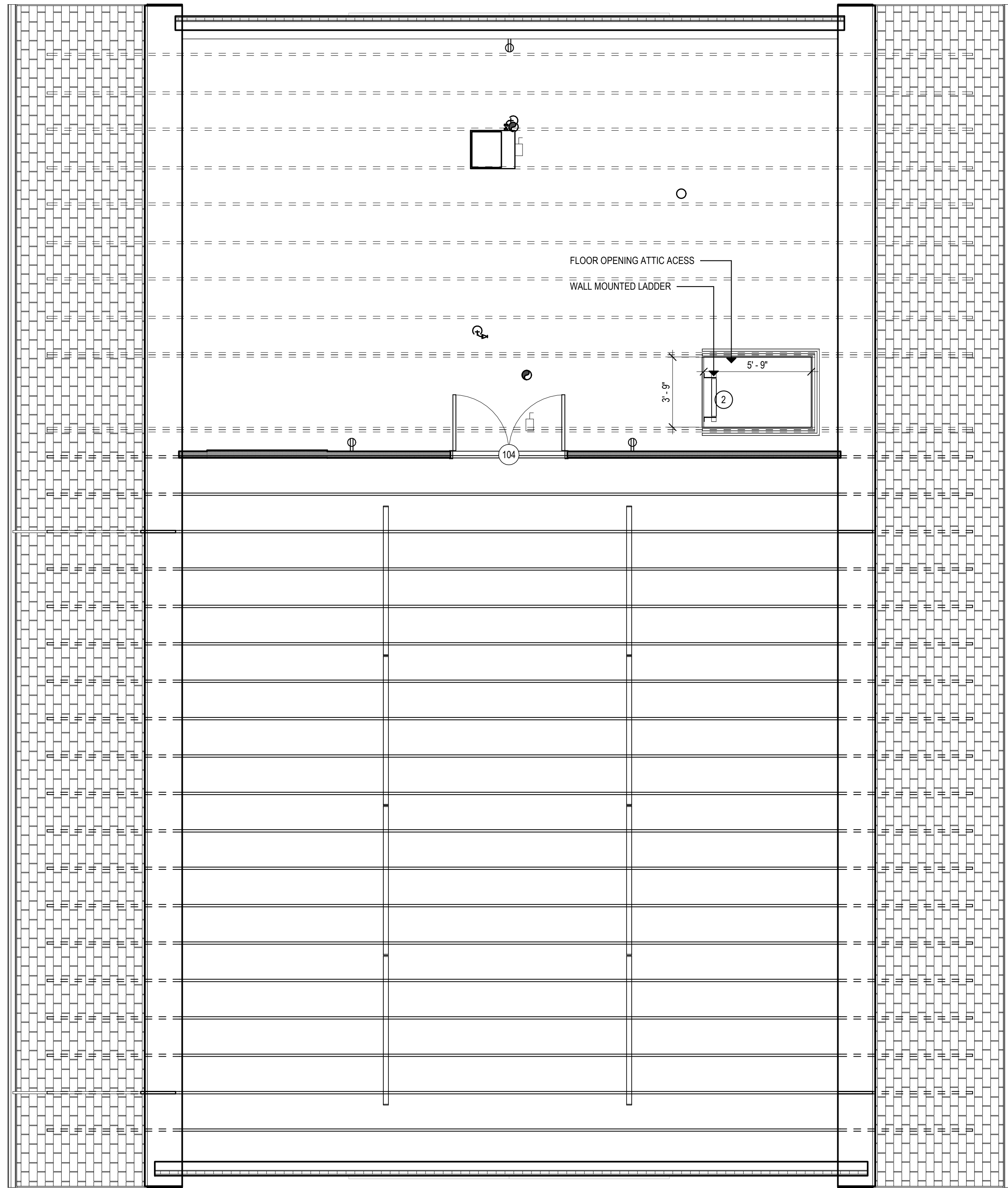
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Revision:	Description:	Date:	Revised By:

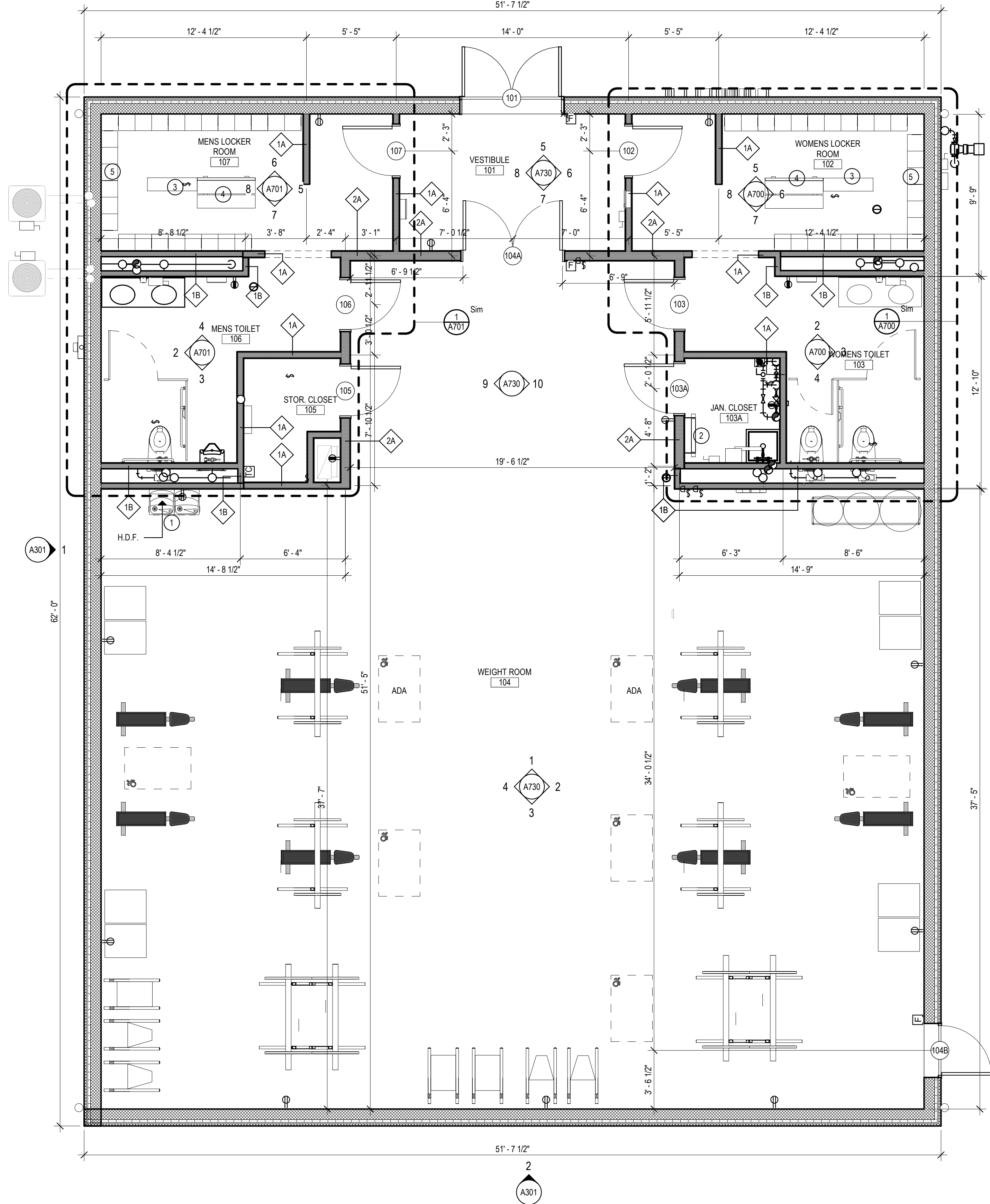


Drawing Title:
**EROSION & SEDIMENT
 CONTROL PLAN**

Date: 11/22/2023
 Scale: AS SHOWN
 Project Number: 23.105
 Drawing Number: **C-1.0**



2 ATTIC LEVEL FLOOR PLAN
1/4" = 1'-0"



1 MAIN LEVEL FLOOR PLAN
1/4" = 1'-0"

SYMBOL LEGEND

- NEW METAL STUD PARTITIONS
- NEW MASONRY WALL
- NEW CMU WALL
- DOOR NUMBER
- WINDOW TYPE
- ROOM NAME
- ROOM NUMBER
- PARTITION TYPE
- CONSTRUCTION NOTE
- EXTERIOR ELEVATION NUMBER
- SHEET NUMBER
- INTERIOR ELEVATION NUMBER
- SHEET NUMBER
- BUILDING SECTION NUMBER
- SHEET NUMBER
- WALL SECTION NUMBER
- SHEET NUMBER
- FIRE EXTINGUISHER CABINET
- FLOOR DRAIN - SLOPE TO DRAIN
- HANDICAPPED DRINKING FOUNTAIN

GENERAL NOTES

1. READ ALL GENERAL NOTES ON DRAWING A001.
2. CONTRACTORS SHALL FIELD VERIFY ALL CONDITIONS AND DIMENSIONS.
3. ALL DIMENSIONS ARE TO OUTSIDE FACE OF BRICK, CONCRETE MASONRY UNITS AND METAL FRAMING UNLESS OTHERWISE NOTED.
4. ALL NEW WALL AND PARTITION ASSEMBLIES SHALL EXTEND TO UNDERSIDE OF DECK UNLESS OTHERWISE NOTED.
5. PROVIDE CMU WITH PRE-MANUFACTURED BULLNOSE AT ALL EXPOSED CORNERS.
6. WHERE THE WORD "ALIGN" IS INDICATED IT SHALL MEAN TO ALIGN BOTH SIDES OF WALL.

CONSTRUCTION NOTES (#)

1. PROVIDE HANDICAP DRINKING FOUNTAIN.
2. PROVIDE WALL MOUNTED LADDER TO ACCESS ATTIC LEVEL.
3. PROVIDE 10" DEEP BENCH WITH LEGS BOLTED TO FLOOR LENGTH OF BENCH INDICATED IN FT ON PLAN.
4. PROVIDE 20" ACCESSIBLE BENCH WITH LEGS BOLTED TO FLOOR.
5. PROVIDE 27 QTY LOCKERS. SEE OTHER DRAWINGS AND PROJECT MANUAL FOR LOCKER TYPE AND DESIGN.

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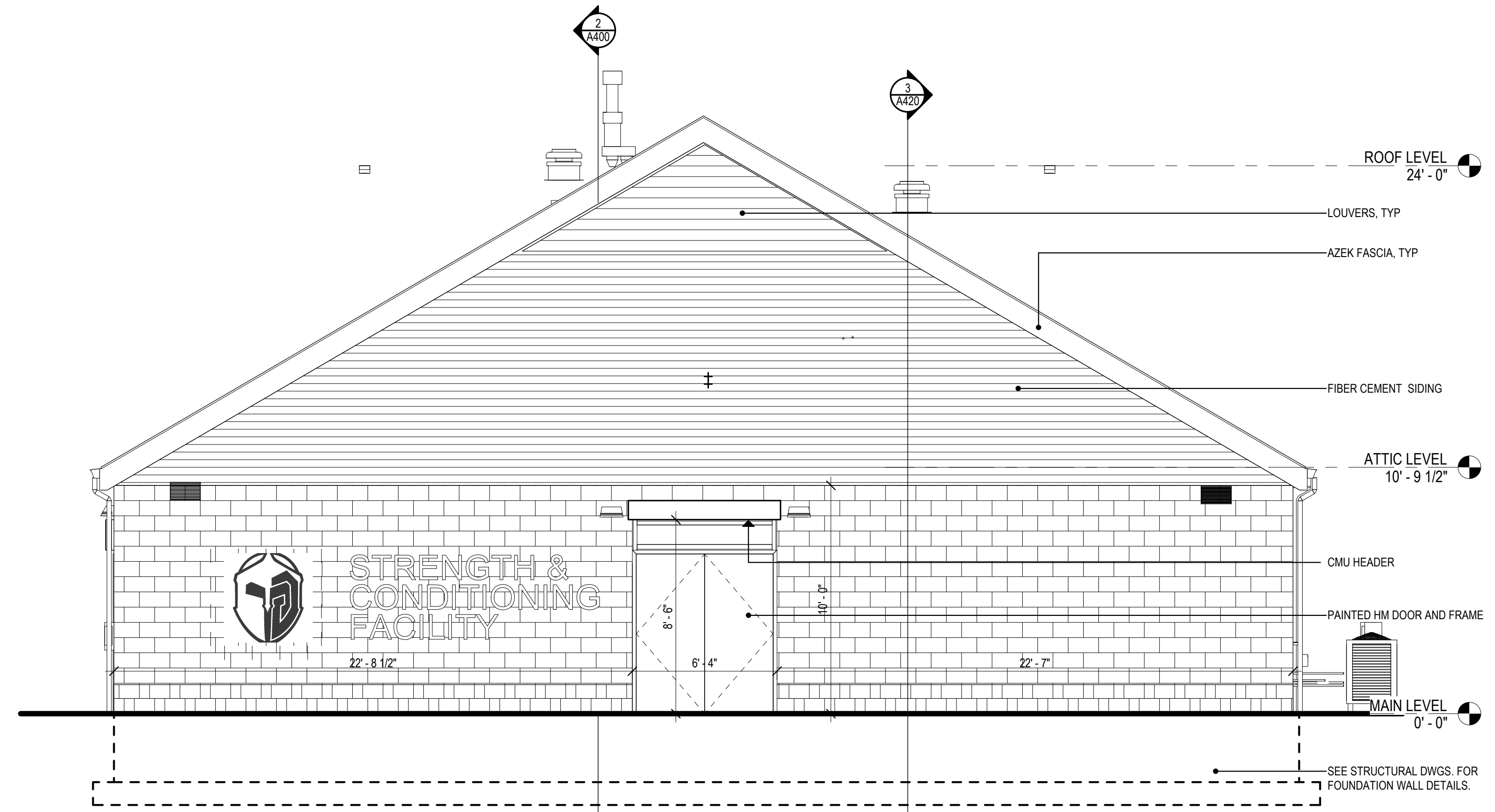


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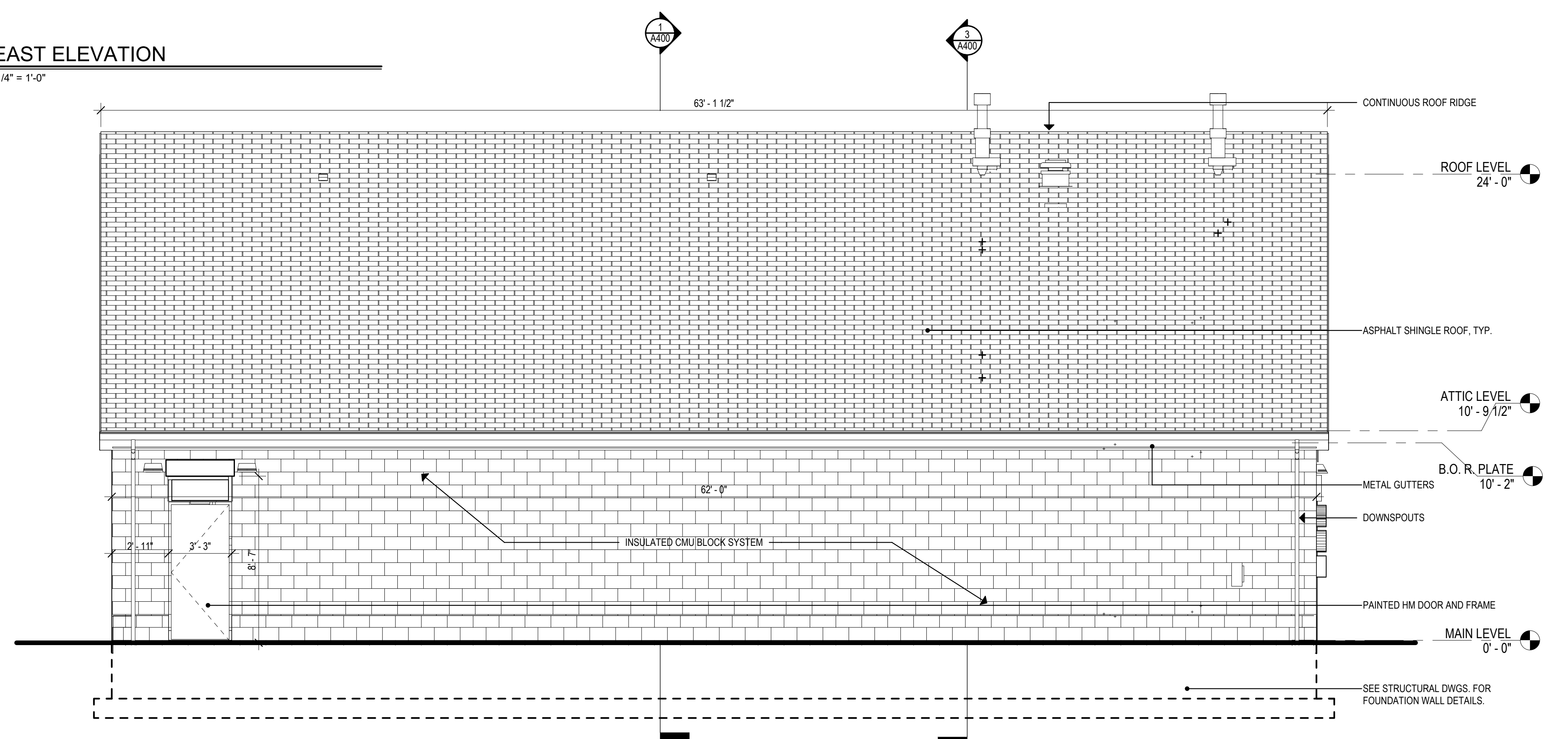
Revision:	Description:	Date:	Revised By:

Drawing Title:
**FIRST FLOOR AND ATTIC FLOOR
 PLANS**

Date: ISSUED: 11/22/2023
 Scale:
 As indicated
 Drawn By: DKB
 Project Number: 23.105
 Drawing Number: **A110**



2 EAST ELEVATION
1/4" = 1'-0"



1 SOUTH ELEVATION
1/4" = 1'-0"

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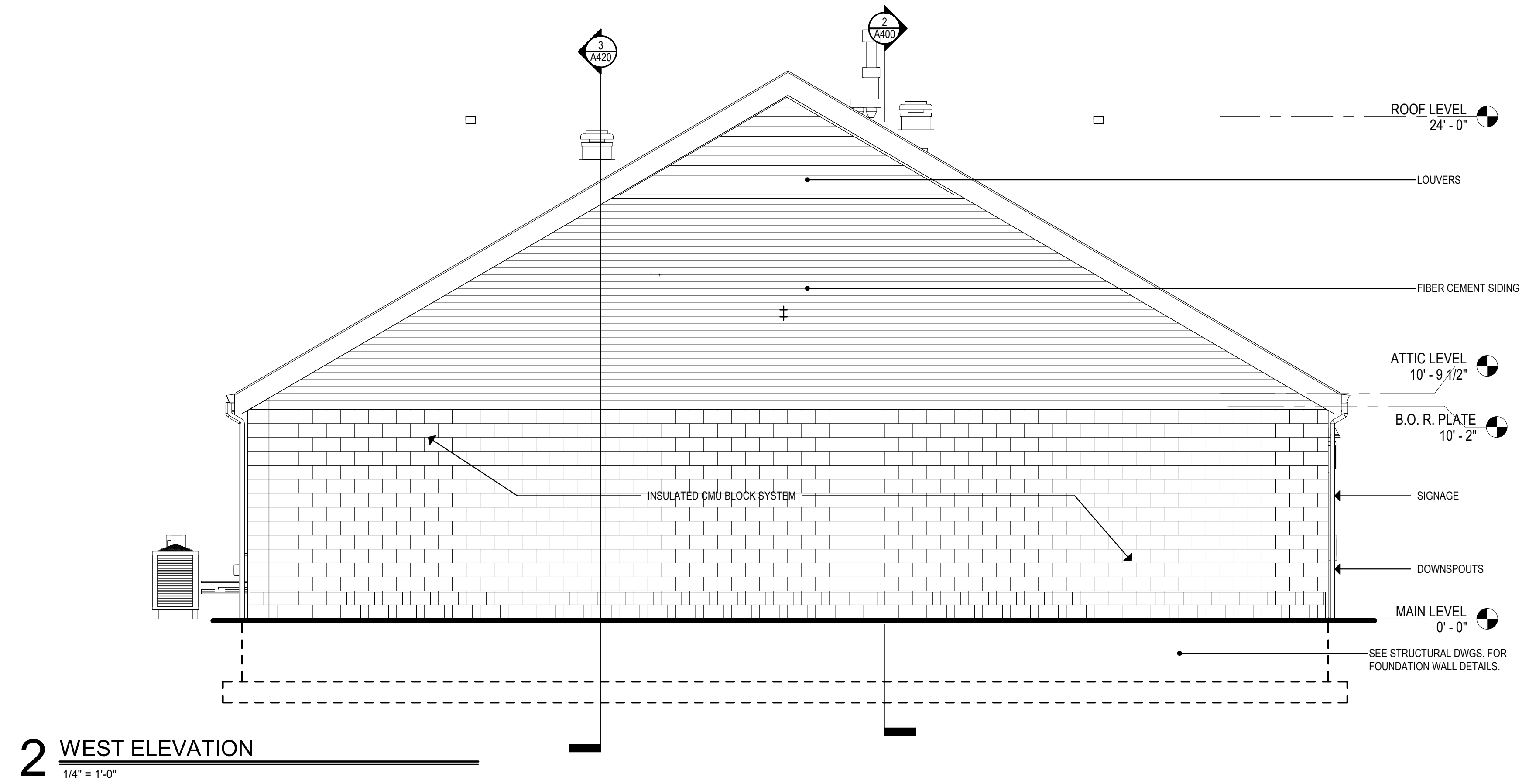


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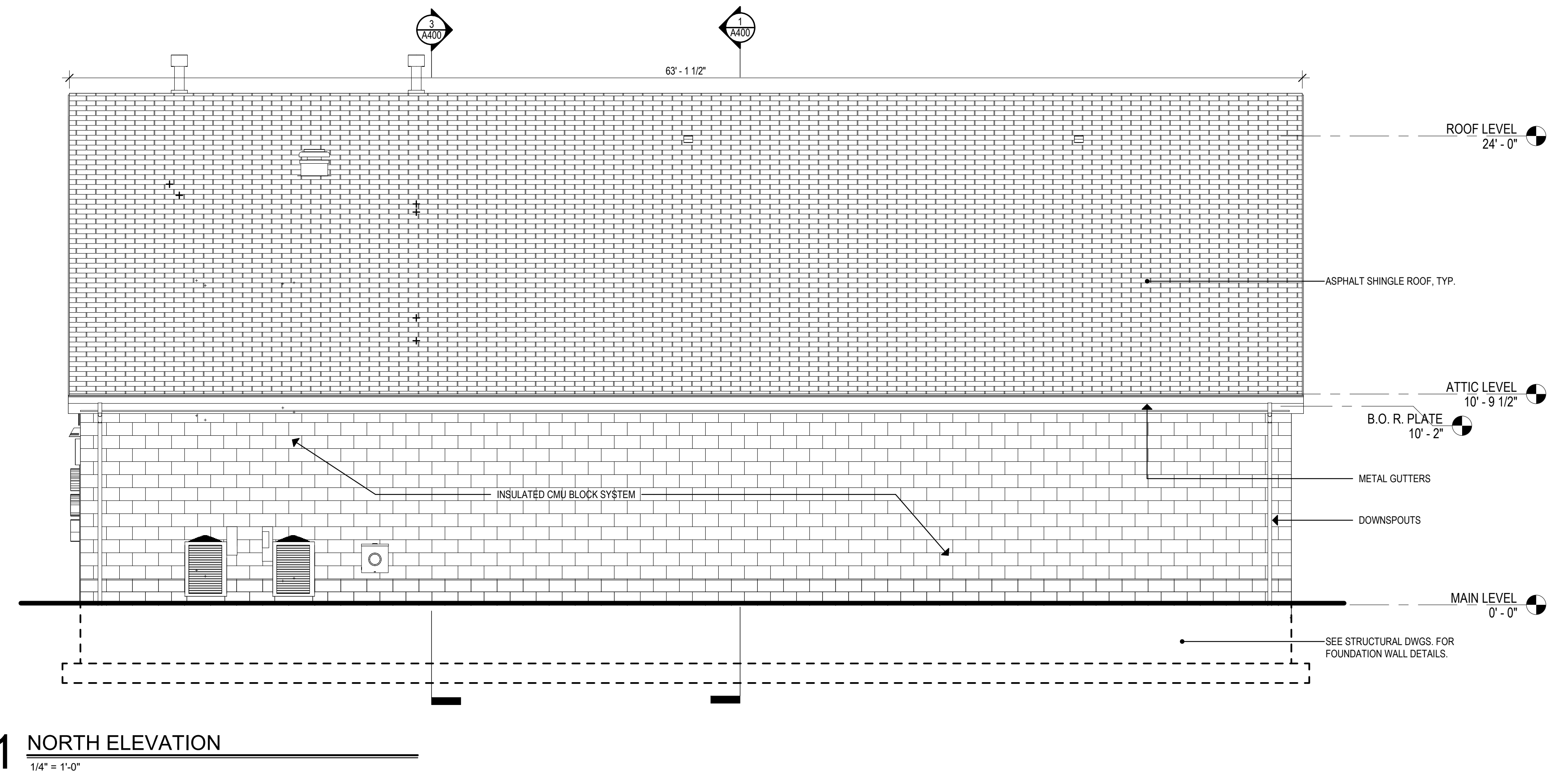
Revision:	Description:	Date:	Revised By:

Drawing Title:
EXTERIOR ELEVATIONS

Date: ISSUED: 11/22/2023
 Scale: 1/4" = 1'-0"
 Drawn By: DKB
 Project Number: 23.105
 Drawing Number: A300



2 WEST ELEVATION
1/4" = 1'-0"



1 NORTH ELEVATION
1/4" = 1'-0"

Project Title:
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Revision:	Description:	Date:	Revised By:

Drawing Title:
EXTERIOR ELEVATION

Date: ISSUED: 11/22/2023
 Scale: 1/4" = 1'-0"
 Drawn By: DKB
 Project Number: 23.105
 Drawing Number: **A301**

GLASTONBURY HIGH SCHOOL

SIGNIFICANT CHANGES IN THE PROGRAM OF STUDIES 2024-2025

Recommendations for additions are in **red print**. Recommendations for deletions are crossed-out. Spacing within the booklet and page numbers in the table of contents will be adjusted after Board of Education approval. Also, appropriate pictures will be added throughout.

Page #	Change
	Some course titles have been revised or updated based on continuing curriculum work or recent curriculum reviews in departments. In addition, some course descriptions have been revised or updated based on continuing curriculum work or recent curriculum reviews in many departments.
41	New Course: Foundations of Education This is an educational foundations survey course for students who are interested in learning more about the landscape of K-12 education. Articulated with two UCONN ECE course. The fall semester, “If you Love It, Teach It” explores studies of K-12 teaching, learning and schooling in the United States; the spring semester “Introduction to Special Education” focuses on Special Education services in American education including various exceptionalities and the roles of professionals.
27	New Course: Collaborative Connections in Art This course offers a concrete opportunity to ensure our learners are guaranteed learning opportunities with multiple access points and to be advocates of their own learning and that of their peers. It will provide students with disabilities with a unique opportunity to apply art education skills and knowledge in partnership with student “collaborator” peer models, who will acquire leadership skills by facilitating and participating in the creative process.
31	New Course: Sports & Entertainment Marketing This course will offer students an opportunity to gain knowledge and develop skills related to the growing sports and entertainment industry. Content in our current Marketing course provides students with the foundational knowledge needed and by adding this course, we are providing them with a career pathway in the area of marketing along with the opportunity to pursue their educational interests.
35-38	Modification: Consolidation of 12th Grade English Courses The current number of semester English courses will be reduced from 14 to six. 12 th grade students will select two semester courses to ensure comprehensive acquisition of grade-level skills and concepts prior to graduation. Students who enroll in the full-year AP Language & Literature course will not enroll in semester courses. The following semester courses will be offered to seniors: American Literature World Literature Modern Literature Global Literature Journalism Introduction to Poetry American Literature I American Literature II Studies in American Literature British Literature I British Literature II Shakespeare Literature for Young Adults Reading About Life Through Fiction and Non-Fiction Contemporary Literature

2024-2025 GHS Program of Studies



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

Board of Education

Douglas C. Foyle, PhD., Chair
Julie M. Thompson, Vice Chair
~~Ray McFall, Secretary~~
Kali Cavanaugh, Secretary
Alison Couture

~~Thomas Gorman~~
Jennifer L. Faust
Jenn Jennings
David Peniston, Jr.
Matthew Saunig

Student Representatives

~~Jade Wong '23~~
Jachimma Anaedo '24
Hayley Lemieux, '25



Central Office Administration

Alan B. Bookman, Ph.D., Superintendent
Matthew H. Dunbar, Assistant Superintendent
~~Cheri Burke~~ Kate Lund, Assistant Superintendent
Kimberly Brown, Administrator for Pupil Services
Karen Bonfiglio, Business Manager

High School Administration

Nancy E. Bean, Ed.D., Principal
Rebecca M. Comenale, Assistant Principal
~~Frank Quinn~~ Jeremy D. Gervais, Assistant Principal
~~Bobby Skarvelas, Ed.D.~~ James J. Gregorski, Assistant Principal
Thomas H. Neagle, Ed.D, Assistant Principal

Curriculum Director

Art, Holly Constantine
Athletics, Trish Witkin
Career & Technical Education, Elizabeth Cole ~~Secondary~~
English/Language Arts & Library Media ~~Kate Lund~~
Tracey DeDonato
Health & Physical Education, Jennifer Spring
History & Social Sciences, ~~Hene Viner~~ Brendan Callahan

Mathematics, Brenda Gregorski
Music, Leslie Lopez
School Counseling, Edward D. Gregorski
Science, Christine Tedisky
Special Education, Jolene Piscetello
World Languages & ML, Amanda Robustelli-Price

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.

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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Making Course Selections.....	page 8
School Counseling.....	page 9
Course Cancellation.....	page 10
NCAA Initial Eligibility for College Athletes.....	page 10
Potential College Credit	
Advanced Placement Program.....	page 10
University of Connecticut Early College Experience Program.....	page 10
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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 06033 Tel 860-652-794241 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. Class of 2027 and Beyond~~

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. **Public Act No. 23-21 also requires public schools to build financial management and literacy into their curriculums. Commencing with the classes graduating in 2027, and for each graduating class thereafter students will be required to take a financial management and literacy course. The class can count as a humanities or elective credit.**

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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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
- 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 and Composition, 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 Pre-Calculus, AP Calculus AB and BC, AP Statistics, AP Adv Biology, AP Adv 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
Floral Art and Designs	Fall or Spring	SPSS 3530	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, deductive reasoning, the axiomatic method and finite geometries, number systems.	3
Digital Art & Media	Fall or Spring	DMD 1002 – Foundations in Digital Media II Introduction to the fundamentals of storytelling using a variety of practical digital media applications.	3
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.	
Film & Video Production	Fall or Spring	DMD 2210 – Film and Video Editing I Introduction to digital editing, project management, working with sound, and time-based storytelling.	3
Foundations of Teaching	Full Year (Fall)	EDCI 1100 – If You Love It, Teach It Studies of K-12 teaching, learning, and schooling in the United States; historical, philosophical, and social foundations of education as well as self-study to reimagine educational futures	3
	Spring	EPSY1100 – Introduction to Special Education Special education services in American education, including various exceptionalities and the roles of professionals.	3
Graphic Design Lab	Fall or Spring	DMD 1101 – Design Lab 1 Exploration of the creation, manipulation, and reception of digital images through project-based work using image-editing software. Through lectures, discussion, projects, and critique,	3

		students will develop, refine, and evaluate digital images and understand their artistic, social, and ethical ramifications.	
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 Lang 6	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 1 & 2	Fall	PHYS 1201Q – General Physics I	4
	Spring	PHYS – 1202Q – General Physics II	4
AP Spanish Lang 6	Fall	SPAN 3178- Composition & Reading for Spanish Speakers Grammar, written composition, and readings for speakers of Spanish.	3
Spanish 5	Spring	SPAN 3179 – Intermediate Spanish Composition Thorough review of grammar and methodical practice in composition leading to	3

		command of practical idioms & vocabulary.	
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
Video Game Design and Development	Fall or Spring	DMD 2500 – Introduction to the principles of game design and development. History of the industry, story, and game mechanics.	3
Horticulture L1	Fall or Spring	SPSS 1110 – Fundamentals of Horticulture – Science and practice of horticultural plant propagation and culture. Basic concepts of plant structure, growth and function. Integrated pest management. Impact of new technology. Horticulture and the environment.	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 averaged 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 averaged 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)
Collaborative Connections in Art
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)
Sports & Entertainment Marketing

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)
Foundations of Education

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)
Criminal Law

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

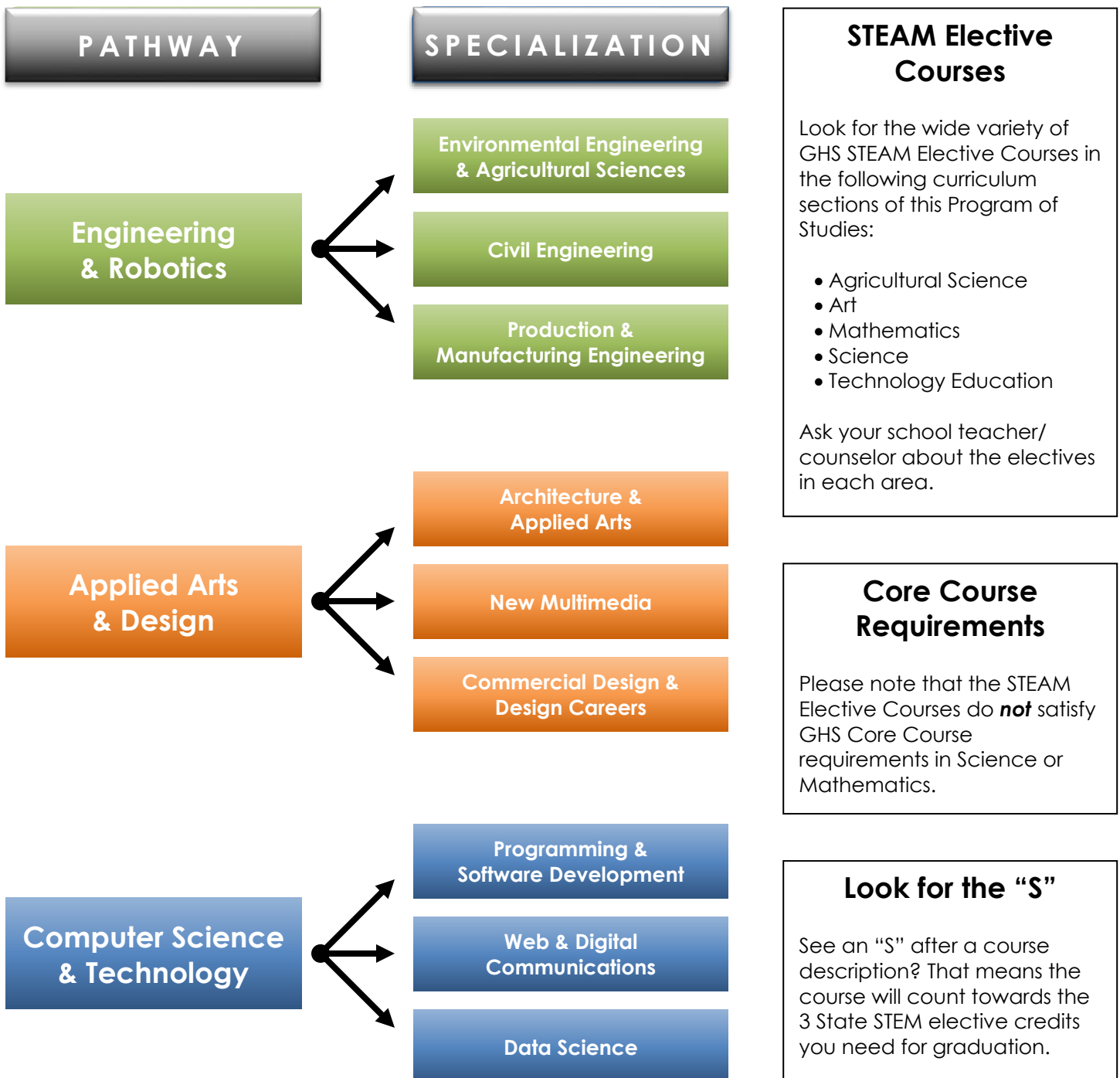
State Vocational Technical High Schools

* 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.



GHS Students

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



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~~ - 6673 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. **This course meets the state Financial Literacy Requirement (G)**

AGRISCIENCE LEADERSHIP 4

(Seniors Only 1.5 Credit)

~~6701~~ - 6674 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 freshmen 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~~ **examine** the anatomy and physiology of animals as it relates to the understanding

of veterinary medicine. Students will learn and apply ~~The course will also focus on veterinary terminology terms, animal restraint techniques, and how to conduct physical exams. Students will also learn how to identify and treat common animal diseases, 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 and ~~conduct physical and virtual dissections.~~ (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 (ECE)

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 (ECE)

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



PRINCIPLES OF AGROECOLOGY AND CONSERVATION ENVIRONMENTAL AND NATURAL RESOURCES STUDIES

(Half Year – 0.50 Credit)
6520 - 6525 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. This course covers a wide variety of topics related to our natural resources, including an exploration of the living and non-living components of soil, water, and forest ecosystems. Students will gain an understanding of the diversity of natural resources and how they can be utilized and conserved. Through experimentation, discussions, and experiences students will discover the sustainable management of resources that seeks to preserve the integrity of the services that they provide. Students will also explore how the intentional blend of the ecological principles of natural resource management into agricultural production can lead to a more sustainable and equitable food system. This course will serve as an introduction to all Natural Resource courses. (S, G)

FISH AND MARINE LIFE MANAGEMENT

(Half Year – 0.50 Credit)
6470 - Level 2

This course will survey fresh and marine species in both natural and managed systems, of fish and mammals, especially those in our local area. Students will explore present careers, learn tank maintenance, water quality, fish anatomy and physiology, freshwater and marine ecology, and aquaculture system management. 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, including the regular maintenance of our on-site tanks. Guest speakers may be a part of this course. Career opportunities will be explored. Emphasis in the course will be placed on local water systems such as the Connecticut River and the Long Island Sound. (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. be exposed to multiple wildlife species and will create a field guide throughout the semester. 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 forestry as a science and a practice. Students will learn careers in forestry, dendrology, identification, harvesting procedures, timber cruising, orienteering, forest health, timber stand improvement, and sustainable forest management. tools, harvesting procedures, management plans, and conservation strategies. Emphasis will be put on local tree species and populations. 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. Students should be prepared to utilize the outdoors as a laboratory space.~~ (S, G)

PLANT SCIENCES



FUNDAMENTALS OF HORTICULTURE

(Half Year – 0.50 Credit)

6640 - 6641 Level 1 (ECE)

~~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.~~ **This course will focus on horticulture as both a science and practice with a blend of concepts ranging from plant physiology basics to practical applications in a diversity of plant science pathways. Topics will include a foundational understanding of plant structure, growth, and function. This will build towards more advanced physiological processes such as plant propagation and the role of environmental factors on production. Students will then apply our learning to applied understandings of production systems, their management, and the impact of emergent technology. Class time will include a blend of instruction, laboratory experience, and the management of our school's greenhouse. Students**

taking this course may enroll in the UConn ECE program (see page 10). (S, G)

FLORAL ART AND DESIGN

(Half Year – 0.50 Credit)

6541 -Level 1 (ECE)

~~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.~~ **This course seeks to introduce the student to the study of flower arrangement as an art form with emphasis on historical background, artistic principles, color harmony and care of perishable media. Individual expression is encouraged in the creation of floral composition. The student will gain practical experience in the making of arrangements while emphasizing the principles of design. The course will also focus on 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 (ECE)

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. ~~In this course, students will learn and then apply the foundations of landscaping to the rapidly growing field of green infrastructure and sustainable design. Students will use the elements and principles of design to draw landscapes for both commercial and residential settings. Students will first be introduced to many aspects of the traditional landscape industry including plant identification, site analysis, the elements of design, plant selection, the use of industry-standard technological design tools. They will also explore biodiversity, aspects of color, interior~~

landscaping, and xeriscaping and rain gardens. Students will integrate and apply their learning to the context of green infrastructure by exploring sustainable technology including, but not limited to, green roofs, vegetative walls, and rain gardens. In doing so, students will connect their foundational knowledge to real-world problems. Career opportunities in landscape architecture and design may be explored through field trips and guest speakers. At the end of the course, students will have a portfolio of work that will serve as artifacts for the transferable skills and knowledge they have acquired throughout the semester.

(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. This course will cover the safe operation, maintenance, and care of small power equipment primarily used in grounds care and landscaping operations. Students will learn to operate and perform maintenance on equipment that may include lawn and garden tractors, lawn mowers, edgers,

leaf blowers, rototillers, snow blowers, etc. The safe use, operation and maintenance of larger tractors (those with horsepower over 20) will be studied and practiced and an opportunity to receive National Safe Tractor and Machinery Operation Program certification will be available. Additionally, business procedures for managing a small outdoor power equipment business will be researched. Field trips to local businesses and guest speakers may be utilized to enhance the students' understanding of job opportunities. This course meets the requirement of a basic Agriscience course. (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)

Students enrolled in this course will study engine theory, comparison of different types of engines, hydraulics & pneumatics, and welding applications specifically as they relate to agriculture. Students will learn to take apart and rebuild small engines. Also included will be theories and applications of electric arc, MIG, TIG and oxyacetylene welding. This course will cover safety procedures associated with all these applications and emphasize hands-on laboratory activities in each of the areas to be explored. Related career opportunities will be discussed.

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 (ECE)

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 ~~for 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)

COLLABORATIVE CONNECTIONS IN ART

(Full Year– 1.0 Credit)

9355 - Level 2

Prerequisite: Recommended by instructor and Director's approval required.

In this course student "Collaborator" peer models will acquire leadership skills by facilitating and participating in the creative process, helping develop and tailor art experiences across a variety of art media and practices to help their peers develop cognitive, social/emotional, and behavioral skills. Activities range from experiences in the fine, applied, craft, and STEAM arts. Students will develop relationships and foster an appreciation and understanding of individual differences, strengths, interests, and needs. Curriculum is designed to make the course meaningful, motivating, accessible, and joyful for all participants. (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, S)~~

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)

9402 - Level 1 (ECE)

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 applications 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. **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 can be taken as a prerequisite for AP 2-D Design. (FA, H, S, G)

semester. This course can be taken as a prerequisite for AP 3-D Design. (FA, H, G, S)



FILM & VIDEO PRODUCTION

(Half Year – 0.50 Credit)

9393 - Level 1 (ECE)

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. **Students may enroll in this course at level 1 and the UCONN ECE credit.** This course may be taken for four semesters with .50 credit given for each semester. (FA, H, S, G)

SCULPTURE

(Half Year– 0.50 Credit)

9380 - Level 2

This course in multimedia construction encourages the 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. STEAM processes and technology offer students the opportunity to explore connections through sculpture. This course may be taken for four semesters with 0.50 credit given for each

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

(Offered for grades 10-12)
(Math credit)

Students will learn about important financial literacy issues that face today's teens. This course will help students develop an understanding of **financial literacy**. **Topics include: money management and budgeting, major expenditures, loans and credit, managing income and taxes, banking, saving, investing, and protecting wealth through insurance.**

~~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).~~ **Meets State Financial Literacy Graduation Requirement.** (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)

SPORTS AND ENTERTAINMENT

MARKETING

(Half Year - 0.50 Credit)

6365- Level 2

(Offered for grades 10-12)

Prerequisite: Marketing

Students will continue to explore & develop the principles learned in Marketing and apply them in the fast paced and exciting environment of the Sports and

Entertainment Industry. Students will use their understanding of marketing, sponsorships, finance, promotion and event management to explore possible career paths into an industry that could see them traveling the world! Student learning will be enhanced with guest speakers, venue tours and culminate with an authentic learning experience by participating in an event management capstone activity.

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~~

~~Modern 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 (**ECE**)

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.

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.

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

ENGLISH 12

The fourth credit in English is earned by selecting two semester-courses (one “A” semester course and one “B” semester course) 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

Students may choose to take the full year AP Literature & Composition course *or* one “A” semester course *and* one “B” semester course during senior year: ~~must take two of the following courses during senior year:~~

AP Literature & Composition (full year)

“A” Semester Courses

American Literature 4 (L1 or L2)

World Literature (L1 or L2)

Modern Literature (L1 or L2)

“B” Semester Courses

Global Literature (L1 or L2)

Introduction to Poetry (L1 or L2)

Journalism (L1 or L2)

American Literature 2 (L1 or L2)

Studies in American Literature (L2)

British Literature 1 (L1)

British Literature 2 (L1)

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.

Students who do not choose to take the full year AP Literature & Composition course must choose one “A” semester course from the following list.

“A” SEMESTER COURSES

AMERICAN LITERATURE

(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 its history such as the American Dream the end of the 19th century. Students will also explore how historical and cultural forces shaped literature. literary movements including Puritanism, Romanticism, and Realism. By engaging in the same cultural conversation as early American writers, students will develop an appreciation for the diversity of our nation’s literature as well as 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 **ideas and their roles in our current society.** ~~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*. **Books include, but are not limited to, *The Great Gatsby* and *The Things They Carried*.**

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

WORLD LITERATURE

(Half Year – 0.50 Credit)

11__ - Level 1

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.

MODERN LITERATURE

(Half Year – 0.50 Credit)

1192 - Level 1

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.~~

“B” SEMESTER COURSES

Students who do not choose to take the full year AP Literature & Composition course must choose one “B” semester course from the following list.

GLOBAL LITERATURE

(Half Year – 0.50 Credit)

1102 - Level 1

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.~~

INTRODUCTION TO POETRY

(Half Year – 0.50 Credit)

1161 - Level 1

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.

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*.

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.

AMERICAN LITERATURE 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.

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.~~

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 Director** 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, **storyboarding**, 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 Director** of Secondary English prior to the beginning of the course. (H, G)

FAMILY AND CONSUMER SCIENCE

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, and sewing and fashion design.

Students enrolling in Family Consumer Science courses have opportunities to earn dual credit via Manchester Community College and/or UConn. Various industry-standard certifications are incorporated into some courses for students to complete.

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. **This course serves as the foundation for the Manchester Community College articulation with Professional Cooking and Professional Baking.**
(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 foodservice 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)

EDUCATION AND TRAINING

Courses in this area provide unique opportunities for students to explore education as a profession and focus on developing skills related to working with and teaching children. Students enrolled in these courses will have opportunities to earn dual college credit, industry-certifications and participate in on-site learning experiences. Career exploration across course offerings may include the professions of teacher, school counselor, childcare director, early childhood professional, coach and other professions that work with children from birth through high school.

EARLY CHILDHOOD DEVELOPMENT

(Half Year – 0.50 Credit)

7561 - Level 2

(Offered for grades 10, 11 and 12)

(Grade 10 by recommendation only.)

Aligned toward the 8 goals associated with the Child Development Association, students are prepared to foster an understanding toward the social, emotional, physical and intellectual growth of young children (ages birth to 5 years). Students will explore the roles and responsibilities associated with working and caring for young children. 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 earn their work experience hours by attending and participating in an authentic learning environment with observation of children in this age group at the Eastbury Early Learning Center (ELC). 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 the nursing/medical field, teaching, social working, and childcare programs. Students will also 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 (ECE)

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)

FOUNDATIONS OF TEACHING

(Full Year – 1.0 Credit)

7581 Level 1 (ECE)

(Offered grades 11, 12)

This is an educational foundations survey course for students who are interested in learning more about the landscape of K-12 education and how to connect their passions to it. Articulated with two UConn ECE courses, the fall semester, *"If You Love It, Teach It"* explores studies of K-12 teaching, learning, and schooling in the United States: historical, philosophical, and social foundations of education. The spring semester *"Introduction to*

Special Education” focuses on Special Education services in American education including various exceptionalities and the roles of professionals. Across the year, students will engage in on-site and off-site learning experiences, complete readings, journal entries, conduct a minimum number of field experience hours and submit a portfolio. Students enrolled in Foundations of Teaching may also choose to enroll in the UConn ECE program (see page 11) and earn up to six UConn ECE credits upon successful completion of both semesters.

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 courses 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 21st 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 21st 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)

2560 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 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)

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)

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)

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	AP 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 best 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 **functions**, 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

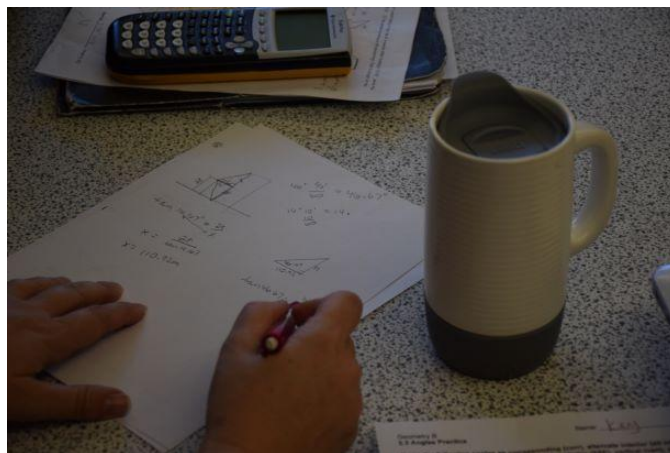
(One Year – 1.0 Credit)

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. **Students will use the skills acquired in Algebra I in the context of this course. These skills include but are not limited to solving linear equations, systems of linear equations and quadratic equations. 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)

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. **Algebra 2B uses a graphical approach to understand the content of Algebra.** 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 (ECE)

4446 - Level 1 (ECE)

Prerequisite: Algebra 2

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

PRECALCULUS, 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, **rational, exponential, logarithmic and trigonometric functions through the lens of rates of change.** **The Level 1 course may include the study of vectors, matrices, parametric equations and conic sections** A graphing calculator (TI-83 or TI-84) series is required for this course. Students may not earn credit for both Trigonometry and **Precalculus.** **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 (ECE)

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)

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)

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)

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)

COMPUTER SCIENCE (STEAM)

Please note the prerequisite for each course.

CTE/STEAM & Computer Science companion courses:

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

INTRODUCTORY COURSES

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)

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)

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)

INTERMEDIATE COURSES

CYBERSECURITY

(Full Year – 1.0 Credit)

4188 - Level 2

4187 - Level 1

Prerequisites: Any Introductory Course listed above.

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.

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)

~~COMPUTER MODELING FOR ANIMATION AND~~

VIDEO GAME DESIGN & DEVELOPMENT

(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 **design**. Students will ~~create detailed storyboards, stop motion videos, computer programmed animations and mathematical simulations. Additionally,~~ **design and develop** video games ~~will be designed and developed enabling students to build applications using industry-standard software, that focus~~ **focusing** on **level design, story development**, rules, strategy, and interactivity. Ethical issues in game design will also be considered. **Students may take this course twice and explore advanced topics.** The level one option for this course will include the components of the level two and additional independent ~~field~~ work and advanced criteria **to align with the University of Connecticut Digital Media and Design 2500 course.** Students taking this course as level 1 may enroll in the UCONN ECE program. (FA,H,S,G)

WEB DESIGN AND MOBILE APPLICATION 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 ~~mobile game or utility applications, as well as explore the SWIFT programming language, a powerful and intuitive language for Apple devices~~ applications for apple and android devices. To complete these projects students will utilize industry-standard ~~software platforms such as Adobe Photoshop, Dreamweaver, Animate, XD and MIT App Inventor.~~ **programming languages including HTML, CSS, and JAVASCRIPT.** These ~~softwares technologies~~ offer students the opportunity to learn ~~to use several programs that relate to a wide variety of digital communication careers~~ **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. **The level one option for this course will include the components of level two and additional independent work and advanced criteria.** (S,G)

ADVANCED COURSES

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.

This course is intended for students who are intending to pursue a Computer Science related degree in college. The curriculum is based on a 2000 level college course.

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)~~

(Offered 2024-2025, Not Offered 2025-2026)

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 **(ECE)**

~~(Offered 2023-2024, Not Offered in 2024-2025)~~

(Not Offered in 2024-2025, Offered 2025-2026)

(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 advanced placement may be earned through the Advanced Placement Examination given in May. Students taking this course may enroll in the UConn ECE program (see page 11). 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 Advanced 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 (ECE)

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.)



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

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 (ECE)

(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)

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 Animation and Game Design, Introduction to Computer Programming, 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	<p>Video Game Design & Development</p> <p>Web Design & Development</p> <p>Principles of Applied Robotics & Engineering</p>
AP Computer Science Principles	<p>Digital Electronics</p> <p>Web Design & Development</p> <p>Video Game Design & Development</p>
Programming in C++	<p>Web Design & Development</p> <p>Digital Electronics</p> <p>Principles of Applied Robotics & Engineering</p> <p>Video Game Design & Development</p> <p>Engineering Design</p> <p>Applied Engineering</p>
Cybersecurity	Web Design & Development
AP Computer Science A	<p>Digital Electronics</p> <p>Engineering Design</p>

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' knowledge 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 **Strongly recommend CAD Prerequisite and/or instructor approval**

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 **Strongly recommend CAD Prerequisite and/or instructor approval**

8420 - Level 2

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~~ VIDEO GAME DESIGN AND DEVELOPMENT

(Half Year- 0.50 Credit)

~~8430-~~ 8431 Level 1 (ECE)

~~8435-~~ 8436 Level 2

This interdisciplinary STEAM course will engage students in an overview of techniques in computer generated animation and video games design. Students will create detailed storyboards, stop-motion videos, computer programmed animations and mathematical simulations. Additionally, design and develop video games will be designed and developed enabling students to build applications using industry-standard software, that focusing on level design, story development, rules, strategy, and interactivity. Ethical issues in game design will also be considered. Students may take this course twice and explore advanced topics. The level one option for this course will include the components of the level two and additional independent field work and advanced criteria to align with the University of Connecticut Digital Media and Design 2500 course. Students taking this course as level 1 may enroll in the UCONN ECE program. (FA,H,S,G)

~~GRAPHIC COMMUNICATION & PRODUCTION-~~ DESIGN LAB

(Half Year - 0.50 Credit)

8375- Level 1 (ECE)

~~8374 -~~ 8376 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 industry standard printers and related machinery to create products such as custom clothing, posters, signage, decals, and more which will provide students with real world production experience. ~~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. The level one option for this course will include the components of the level two course and additional independent work and advanced criteria to align with the University of Connecticut Digital Media and Design 1101 course. Students taking this course may enroll in the UCONN ECE program. 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)

XXX - Level 1: Strongly recommend CAD Prerequisite and/or instructor approval

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~~ **used** 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)

8382 - Level 1

~~8380-~~ 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. **The level one option for this course will include the components of the level two and additional independent work and advanced criteria.** (S,G)

TELEVISION AND THEATER ARTS

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~~ Director 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 theater 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~~ Director 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 **Ancient Greek**, Chinese, French, **Latin**, 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 world 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. **For information about recommendations into different levels and courses, please visit the website.** ~~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 who can communicate in**

languages other than those offered in our district should reach out to the director / head teacher to get information about possible testing for this language for the world language requirement of the Seal of Biliteracy. 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 a French 3 course. 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 questions, "Who are the French? **Who are the francophones of Europe?**", 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?~~ **How do we make connections with the francophone world?**”, 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 questions “Who are the French? **Who are the francophones of Europe?**”, 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)

3385 - 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?~~ **How and why does our 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 (ECE)

(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 40 12). (H, G)

WORD POWER THROUGH LATIN

(Half Year – 0.50 Credit)

3430 - Level 2

This course is particularly helpful in preparing for PSAT’s and SAT’s. 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 Pompeiiian 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

Advanced

V (Full Year – 1.00 Credit)

3090 - Level 1 (ECE)

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. Students taking this course may enroll in the UConn ECE program (see page 11). (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 questions “How am I transformed by the study of Roman languages and culture,” and “What is identity?”, 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?~~ **Who are the Chinese?**”, 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 (ECE)

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? Who am I? How does my world connect to the Spanish-speaking community?~~” 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 a high achievement level. Upon successful completion students will be recommended to a **Spanish 3 course**. ~~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 5

Intermediate

(Full Year – 1.00 Credit)

3230 - Level 1 (ECE)

As part of answering the essential questions “Who are we? What is self-identity especially in diverse societies?,” students will identify and explain the diverse and interconnected histories of Latin America and the Caribbean's inhabitants, explore the concepts of self in these cultures, and describe the impact of the ties between the United States with the other nations of the Americas. 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. Students taking this course may enroll in the UConn ECE program for the course, “Perspectives on Latin America and the Caribbean” (see page 11). Successful completion of two years of high school history are recommended to be eligible for ECE credit. (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? **How do we use our study of language and culture to transform our world?**”, students will explore current print, audio and visual media in the ~~Hispanic~~ **Spanish-speaking** 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~~ **Spanish-speaking** 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?~~ **Who am I?**”, 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?~~ **How are we part of our community?**”, 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?~~ **Who are we? What is self-identity especially in diverse societies?**”, 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)

SPANISH FOR SPANISH SPEAKERS

(Full Year – 1.00 Credit)

3440 - Level 2

(Level 1 credit by agreement with teacher)

This course is intended for native speakers of Spanish or students who have had extensive immersion language experiences in Spanish. The course will create a bridge into the upper level foreign language courses in Spanish. Students will have experiences in developing their reading and writing skills in Spanish. Authentic materials such as newspapers, magazines, videos, and literature from the Spanish-speaking community in the United States, Latin America, and Spain will be used. Contemporary topics in the Spanish-speaking world will be covered. Level 1 credit will be given at the end of the year provided the student has satisfactorily completed additional course work. Students interested in taking this course should meet with the Director of World Languages or a guidance counselor to discuss the course content prior to signing up for the course.

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)	
		Crew V,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.

ARCHERY CLUB

The Archery Club allows students an opportunity to learn the basic skills of Archery via the use of school issued compound bows. Students will learn the importance of eye dominance and archery range safety all while shooting on an indoor archery range that will be set up in the GHS gymnasium. The club will meet in the Fall and then again in late spring

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.

BOWLING CLUB

The Bowling Club offers the opportunity for students to learn the basic skills of bowling. The Bowling Club will practice at an off-campus site during early spring. The club will meet 4-5 times during the months of Feb and March. Club meetings may consist of matches versus other High Schools. The culminating activity will be select members being invited to the CT State Open Bowling tournament in March.

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!

CERAMICS CLUB

Ceramics club is a space for anyone and everyone who is interested in working with clay. In ceramics club we make space for people who want to learn new techniques, or practice their skills in ceramics. You don't need any prior experience or skills to join this club, just a positive attitude and a passion for creating.

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 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.

CRICKET CLUB

This is a club dedicated to playing Cricket, having fun and learning how to get better.

CROCHET CLUB

Crochet club is a community inspired club for all levels of crocheters from novice to advanced. Club members share patterns and techniques to create a variety of projects. Club leaders support the learning of club members through hands-on demos, video tutorials, and consultation. Our club aims to make products like mittens, hats, and scarves for donation.

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 cybersecurity 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 AND SEWING 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.

FORENSIC CLUB

Forensic Science Club is a fun learning environment where students interested in forensics and criminology can explore their interests through various experiences such as experiments, videos, trivia, and demonstrations.

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.

KOREAN CLUB

Students will explore, learn, and experience Korean culture through various experiences biweekly—for instance, history, cultural practices, Korean traditional games, arts and crafts, cooking, and more.

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 CONGRESS

Model Congress is a public speaking and research-based club in which students write bills on and debate current issues impact the United States, both with club members and with other students across the country. During club meetings, we discuss important national issues, run mock simulations, and participate in public speaking games. We also attend local model congress events that bring together clubs from other schools.

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 an 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!

POWDER PUFF

Powder Puff Flag Football Tournament - Powder Puff is a long-standing tradition here at GHS! The flag football game is played either in the fall or spring of the school year. Traditionally, the teams are made up juniors vs. the seniors. The students are involved as players, coaches and sideline cheerleaders. This event benefits the GHS Scholarship Fund.

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.

SCHOOL STORE

We are a student run school store and our goal is to provide students with an opportunity to learn about working in retail/business.

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.

WEIGHTLIFTING CLUB

Looking for low key, stress free way to get in shape for the school year? Come to the Weight Room at GHS. No experience necessary.

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.

Proposed Program of Studies Amendments 2024-2025 Summary

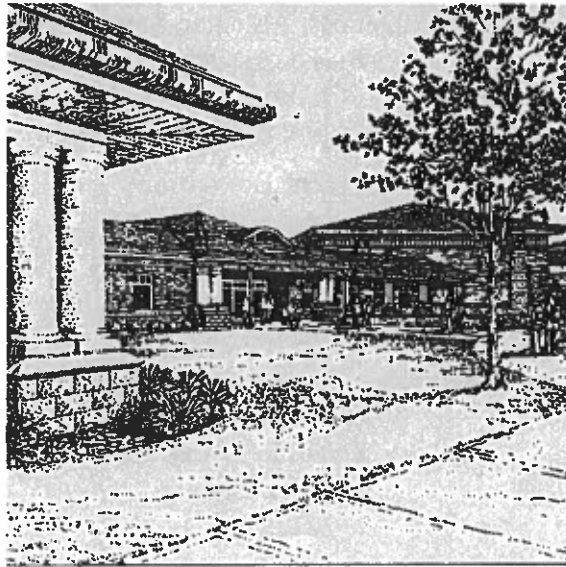
PAGES	SUBJECT AREA	REVISIONS
Cover & 3	General Information	Update: Year, SMS Principal and AP; CO Admin.; BOE Members; Director of WL, History and SSE 6-12 and this title.
9	English	Updated per Director's request.
10	World Language/MLL	Updated per Director's request. Grammatical changes and inserting a new Secondary Level Language Progression diagram.
12	History/Social Studies	Director would like to make a change in the US History Grade 8 course description: pre-Columbian to pre-Colonial.
13	Math	Updated per Director's request to reflect the curriculum revision to offer AP PreCalculus replacing PreCalculus Level 1.
22	Grievance Procedure & Compliance Officers	Officer corrected and title changed per CO. Updated entire section to reflect the GPS website.

20243-20254
SMITH MIDDLE SCHOOL
PROGRAM OF STUDIES



Principal: **Dr. Bobby Skarvelas** ~~Mr. James J. Gregorski~~
Assistant Principal: Mr. Jemal Graham
Assistant Principal: **Mrs. Jillian Bernard** ~~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
2024-2025**

Smith Middle School Administration

~~Bobby Skarvelas, Ed.D., James J. Gregorski, Principal~~
Jemal Graham, Assistant Principal

~~Jillian Bernard, Ed.D., Assistant Principal~~

Central Office Administration

Alan B. Bookman, Ph.D., Superintendent

Matthew H. Dunbar, Assistant Superintendent

~~Kate Lund, Cheri Burke, Assistant Superintendent~~

Kimberly Brown, Administrator for Pupil Services

Karen Bonfiglio, Business Manager

Board of Education

Douglas C. Foyle, Ph.D., Chair

Julie Thompson, Vice Chair

~~Kali Cavanaugh, Ray McFall, Secretary~~

Alison Couture

~~Jennifer L. Faust, 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 Learners, Amanda Robustelli-Price

Health and Physical Education, Jennifer Spring

History/Social Sciences, ~~Brendan Callahan, Hene Viner~~

English/Language Arts/Library Media K-5, Mary Poisson

~~Supervisor of Secondary English/Language Arts and /Library Media, Grades 6-12, Tracey~~

~~DeDonato, Kate Lund~~

Mathematics, Brenda Gregorski

Music, Leslie Lopez

School Counseling, Edward Gregorski

Science, Christine Tedisky

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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-counsee 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: <i>The Power of Word Choice</i>	
Fictional Narrative: A Study of Short Story	Realistic Fiction: Literary Analysis & Discussion
Science Fiction: Argument Writing & Speaking	Traditional/ Historical Literature & Historical Fiction: Performance & Expository Writing
English/Language Arts Grade 8: <i>The Power of Perspective</i>	
Reading with Perspective: Elements of Fictional Narrative & Literary Analysis	The Hero's Journey & Origins of Storytelling
Social Change Through Informational Text & Argument Writing There are Two Sides to Every Story: Critical Reading of Nonfiction Texts	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**

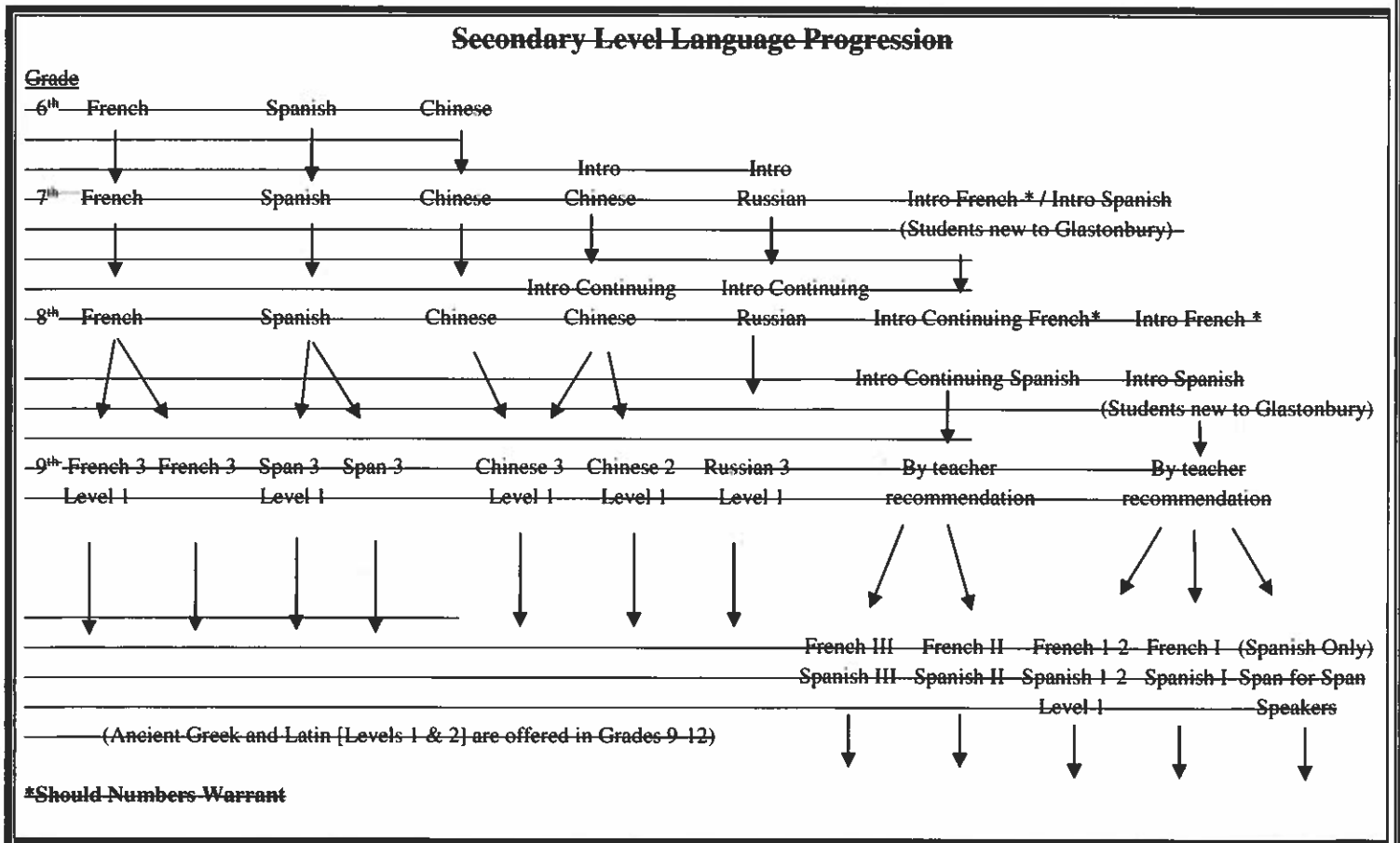
Meets 2/3x for Year

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

Teachers make recommendations for student placement at the high school. Course offerings at SMS are impacted by those offered at GHS. 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.*

		Grade 6	Grade 7	Grade 8	Grade 9
Continued sequence from Gideon Welles	French	French Grade 6	French Grade 7	French Grade 8	French 3 Level 1, 3, or III
	Spanish	Spanish Grade 6	Spanish Grade 7	Spanish Grade 8	Spanish 3 Level 1, 3, or III
	Chinese	Chinese Grade 6	Chinese Grade 7	Chinese Grade 8	Chinese 3 Level 1
Starting or adding a new language sequence at SMS <small>Typically only for new students or those adding an additional language</small>	Chinese		Intro. Chinese	Intro. Continuing Chinese	Chinese 3 Level 1 or Chinese 2 Level 1
	Russian		Intro. Russian	Intro. Continuing Russian	Russian 3 Level 1
New to SMS in 7th Grade	French		Intro. French <small>"If numbers warrant"</small>	Intro. Cont. Fr. <small>"If numbers warrant"</small>	French 3, III, or II
	Spanish		Intro. Spanish	Intro. Continuing Spanish	Spanish 3, III, or II
New to SMS in 8th grade	Chinese			Intro. Chinese	Chinese 1 Level 1 or Chinese 2 Level 1
	French			Intro. French	French 1-2 Level 1 or French II
	Spanish			Intro. Spanish	Spanish 1-2 Level 1 or Spanish II

In addition to modern languages, students may begin the study of Latin or Ancient Greek at the high school. A student may also elect to begin Chinese, French, Russian, or Spanish at the high school.

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~~**are** we connected?" 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~~**are** we connected?" 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 ~~de~~are we connected?” 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 ~~de~~are we connected?” 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 ~~de~~are we connected?” 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-Colonial/Lumbian 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	AP 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 CO₂ 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 Neipsie 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~~

Title VI (Civil Rights Act of 1964) & Title IX (Equal Opportunity)—Karen Bonfiglio, Business Manager, Glastonbury Public Schools, 628 Hebron Avenue, P.O. Box 191, Glastonbury, CT 06033-2361, Telephone: 860-652-7941 Email: BonfiglioK@Glastonburyus.org.

Section 504 (Rehabilitation Act)—Kimberly Brown, Administrator for Pupil Services, Eastbury School, 1389 Neipsic Road, Glastonbury, CT 06033-2361, Telephone: 860-652-7971 Email: BrownK@Glastonburyus.org.

ADA (Americans with Disabilities Act)—Karen Bonfiglio, Business Manager, Glastonbury Public Schools, 628 Hebron Avenue, P.O. Box 191, Glastonbury, CT 06033-2361, Telephone: 860-652-7941 Email: BonfiglioK@Glastonburyus.org.

Safety/OSHA—Dr. Kenneth Roy, Director of Environmental Health and Safety, Glastonbury High School, 330 Hubbard Street, Glastonbury, CT 06033-2361, 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 from the 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 questions and 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, 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. 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, disability, or age, 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.

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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.



Capital Improvement Plan

Fiscal Years

2025

2026

2027

2028

2029

BOE Approved: (date)

Capital Improvement Projects (CIP) Form

November 20, 2023

Summary by Fiscal Year			
YR	Location	Description	Est. Cost
Projects for Fiscal Years 2025-2029			
2025	Gideon Welles	Roof Replacement (119,000 sf; designed in '21 - Requires DAS Grant Appl)	\$2,500,000
2025	Various Locations	State CT HVAC/IAQ Grant - Phase 2 – RTU's @ GHS & Naubuc Gymnasiums, Elementary Cafeteria HVAC Replacement - BB, HE & HO	\$1,190,000
2025	GHS	Two New Multi-Use Synthetic Turf Fields	TBD
2025	Naubuc	New Gymnasium Floor	\$120,000
2025	GHS	Design Roof Replacement**(1991 areas) 277,000 SF	\$75,000
2025	Hebron Ave	Re-Pavement Parking Surfaces	\$290,000
2025	Naubuc	Design Roof Replacement** (1990 areas) 59,000 SF	\$75,000
		Sub Total Year 2025:	\$4,250,000
2026	GHS	Roof Replacement**(1991 areas) (277,000 SF) & (\$250K Solar R/R)	\$6,000,000
2026	GHS	Refurbish Rubber Gym Floor (26,400 sf @\$7/sf)	\$200,000
		Sub Total Year 2026:	\$6,200,000
2027	Naubuc	Design Boiler Replacement	\$75,000
2027	Naubuc	Roof Replacement**	\$1,200,000
2027	GHS	Chiller Replacement (2)	\$560,000
2027	GHS	Re-Pavement Parking Surfaces – Area 2 (Junior Lot)	\$200,000
		Sub Total Year 2027:	\$2,035,000
2028	Naubuc	Boiler and Heating System Replacement	\$950,000
2028	Various	Refurbish Rubber Gym Floors – HO, HE, BB, EA (\$30K ea.) GW \$32K	\$152,000
2028	GHS	Re-Pavement Parking Surfaces – Area 4 (Baldwin, Front & Rear)	\$200,000
		Sub Total Year 2028:	\$1,302,000
2029	Smith	Chiller Replacement (2)	\$760,000
		Sub Total Year 2029:	\$760,000
**Roof Replacements >20 years are eligible for State School Construction Grant (Non-Priority Projects have no application deadlines)			

Estimated Costs:

Cost estimates listed are indicative of current market conditions. The construction industry has seen significant material and labor price increases due to global supply shortages, labor shortages and inflation. It is difficult to determine with any accuracy how future construction costs, at the time of bidding, will compare to market costs of today.

Capital Improvement Projects (CIP) Form

November 20, 2023

Overview

Department:	Board of Education
Project Title:	Gideon Welles School Roof Replacement
Priority:	



Project Description and Status

Roof replacement projects greater than 20 years old will be eligible for a State School Construction Grant reimbursement. Design was completed in 2021 and the roof replacement is recommended in summer of 2025. Due to timelines with the grant process, we are requesting the authorizations by the BOE and Town Council to be taken in 2024 so that the grant application can be processed and approved in time for bids and construction to take place by summer 2025. This timeline factors in local regulatory process for State Grant as well as the School Construction Grant review and plan approval process.

The entire roof surface is comprised of (16) different roof areas totaling 119,000 square feet. All areas were last completed in 1991 with a built-up roof and stone ballasted roof material which is mopped in with hot asphalt. The roof (as of 2023) is 32 years old and the physical appearance is in poor condition. There are multiple signs of erosion of the aggregate surfaces, shrinkage and cracking of the felts, delamination of seams and deterioration of flashing components. Patching has been performed over the years and continues as needed. However, a built up and stone ballasted roof system has a limited-service life due to thermal changes and northeast seasons. A comprehensive preventative maintenance roofing program has been in place for several years which will extend the life cycle of our roofs. A replacement is recommended in 2025. The recommended replacement system is an EPDM (ethylene propylene diene monomer) a single ply rubber roof system that is fully adhered over a tapered insulation board. EPDM can be installed in large sections, limiting the number of seams, does not crack or split with temperature changes as it has a high level of elasticity. The system does not use hot asphalt for installation, which is an issue with schools due to the VOC's in the air, which makes an EPDM roof installation possible in an occupied building. Seams are adhered using adhesives which permanently bonds the seams. EPDM is also resistant to atmospheric pollution as it is not made from organic materials. EPDM is very low maintenance and repairs can be made with a trained general maintenance staff rather than a roof contractor. This roof system provides the longest life cycle in the industry and is the recommended system by SP+Architects who completed our roof survey back in November 2019.

Estimated Capital Costs

2025 Budget	2025	2026	2027	2028	2029	Total
	\$2,500,000	-	-	-	-	\$2,500,000

Estimated Operating Budget Requirements

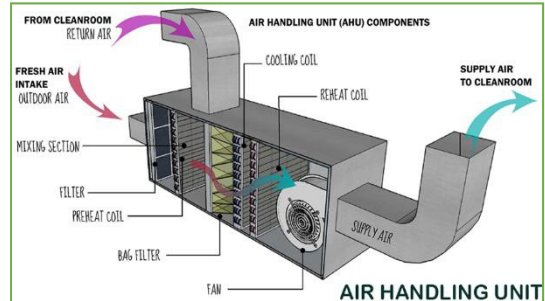
No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 20, 2023

Overview

Department:	Board of Education
Project Title:	State HVAC/IAQ Grant - Phase 2 Replacement HVAC Systems
Priority:	



Project Description and Status

This project will consist of the replacement of (10) HVAC units to the buildings listed below. This is Phase II of a School Construction Grant opportunity with 33% reimbursement. State Grant deadline to apply is December 2024. All BOE and Town Authorizations must be completed prior to the deadline.

The units will serve to provide heat, fresh air and air conditioning to areas which are utilized frequently for students, staff, the general public and for scheduled assemblies. New units will provide high efficiency ventilation with UV purification, humidity control as well as reduced energy use for long-term life cycle and optimal occupant comfort. This project includes the following buildings:

1. GHS Gymnasium (6) Rooftop Units: \$630,000 estimate.
2. Buttonball Cafeteria Air Conditioning & Ventilation Upgrade: \$120,000 estimate.
3. Hebron Ave Cafeteria Air Conditioning & Ventilation Upgrade: \$120,000 estimate.
4. Hopewell Cafeteria Air Conditioning & Ventilation Upgrade: \$120,000 estimate.
5. Naubuc Gymnasium Rooftop Unit: \$200,000 estimate.

Estimated Capital Costs

2025 Budget	2025	2026	2027	2028	2029	Total
	\$1,190,000	-	-	-	-	\$1,190,000

Estimated Operating Budget Requirements

Capital Improvement Projects (CIP) Form

November 20, 2023

Overview

Department:	Board of Education
Project Title:	High School New Synthetic Turf Field
Priority:	



Project Description and Status

Two new Multi-Purpose Synthetic Turf fields are proposed at field #12 and #13. These turf structures require specially designed under drains and base material to meet each different manufacturer’s recommended installation requirements. A survey of the location has been studied and a synthetic turf contractor was contacted for budget numbers. There are many types of grade levels of synthetic fields which impact the cost, i.e. a practice surfaces all the way to a premium turf like at our football complex.

Estimated Capital Costs

2025 Budget	2025	2026	2027	2028	2029	Total
	TBD	-	-	-	-	TBD

Estimated Operating Budget Requirements

Capital Improvement Projects (CIP) Form

November 20, 2023

Overview

Department:	Board of Education
Project Title:	Replacement Gym Floor Naubuc School
Priority:	



Project Description and Status

The Naubuc Gym Floor is a floating floor that is made of interlocking squares and was originally designed for aerobic type uses. The floor is in poor condition and not suited for normal daily gym classes or after school basketball events. It is recommended that a rubber gym floor, (as recently installed at Smith Middle School), be considered to replace this existing floor. This type of floor (at SMS) has been used in elementary, middle and high schools as well as colleges and universities. The floor comes with a 25-year warranty. Our experience with this system recently installed at SMS, is positive as it remains in excellent condition with no concerns.

Estimated Capital Costs

2025 Budget	2025	2026	2027	2028	2029	Total
	\$120,000	-	-	-	-	\$120,000

Estimated Operating Budget Requirement

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 20, 2023

Overview

Department:	Board of Education
Project Title:	High School Design Roof Replacement
Priority:	



Project Description and Status

Roof replacement projects greater than 20 years old will be eligible for a State School Construction Grant reimbursement. Due to timelines with the grant process, we are proposing design funding in 2025 and construction in 2026. This timeline factors in local regulatory process for State Grant as well as the School Construction Grant review and plan approval process.

The entire roof surface is comprised of (31) roof areas totaling 352,000 square feet. In 1991, all roofs were replaced, except Building A (newest addition) and the Gym/Pool roof. These (29) roof areas are all built-up, multi ply, hot asphalt roofs covered by pea stone ballasts (BUR). These BUR roof areas are approximately 277,000 square feet and currently 30 years old. The physical appearance is in fair to poor condition. There are multiple signs of erosion of the ballast, a large portion of alligatored surfaces, shrinkage and cracking of the felts, delamination of expansion joints and flashing components. Repairs have been performed over the years and continues as needed. However, a built up and stone ballasted roof system has a “limited-service life” due to thermal changes, given the fact that its primary component is hot asphalt. Included in the budget is an estimated \$250,000 for removal and reinstallation of the solar panels.

This recommendation includes the design and replacement of all areas last completed in 1991 and to replace these roof areas in 2026. The recommended system is an EPDM (ethylene propylene diene monomer) a single ply rubber roof system that is fully adhered over a tapered insulation board. EPDM can be installed in large sections, limiting the number of seams, does not crack or split with temperature changes as it has a high level of elasticity. The system does not use hot asphalt for installation, which is an issue with schools due to the VOC in the air, which makes an EPDM roof installation possible in an occupied building. Seams are adhered using adhesives which permanently bonds the seams. EPDM is also resistant to atmospheric pollution as it is not made from organic materials. EPDM is very low maintenance and repairs can be made with a trained general maintenance staff rather than a roof specialist. This roof system provides the longest life cycle in the industry and is the recommended system by SP+A who completed our roof survey back in November 2019.

Estimated Capital Costs

2025 Budget	2025	2026	2027	2028	2029	Total
	\$75,000	\$6,000,000	-	-	-	\$6,075,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 20, 2023

Overview

Department:	Board of Education
Project Title:	Hebron Ave School Re-Pavement Parking Surfaces
Priority:	



Project Description and Status

This property has approximately 117,000 square feet of parking and this request will consist of an overlay or reclamation and re-pave of areas of the parking lot and driveways that need repair for safety to pedestrians and vehicles. Upon completion, a preventative maintenance program to crack-fill and asphalt coat every 3-5 years would be recommended to preserve and extend the life of the bituminous concrete surfaces.

Estimated Capital Costs

2025 Budget	2025	2026	2027	2028	2029	Total
	\$290,000	-	-	-	-	\$290,000

Estimated Operating Budget Requirements

A proportional budget is recommended for all completed paving projects to address crack filling and asphalt seal coating to preserve and extend the life of the paved surfaces. Maintenance is recommended every 5 years.

Capital Improvement Projects (CIP) Form

November 20, 2023

Overview

Department:	Board of Education
Project Title:	Naubuc School Design - Roof Replacement
Priority:	



Project Description and Status

Roof replacement projects greater than 20 years old will be eligible for a State School Construction Grant reimbursement. Due to timelines with the grant process, we are proposing design funding in 2025 and construction on or about 2027. This timeline factors in local regulatory process for State Grant as well as the School Construction Grant review and plan approval process.

The roof surface that is a built-up (BUR) is approximately 59,000 square feet and replaced in 1990 and currently 31 years in age. These roof areas are all built-up, multi ply, hot asphalt roofs covered by pea stone ballasts. The physical appearance is in in good condition as maintenance has been performed over the years. Additionally, the K-Wing is a “Hip-Roof” design and the pitched portion of the roof is asphalt shingle previously replaced in 1996. However, in keeping with the anticipated roof replacement schedule, we are recommending replacement of all the BUR areas (59K sf) and shingle section (18K sf) to be done in 2028.

The recommended system for the BUR areas is an EPDM (ethylene propylene diene monomer) a single ply rubber roof system that is fully adhered over a tapered insulation board. EPDM can be installed in large sections, limiting the number of seams, does not crack or split with temperature changes as it has a high level of elasticity. The system does not use hot asphalt for installation, which is an issue with schools due to the VOC in the air, which makes an EPDM roof installation possible in an occupied building. Seams are adhered using adhesives which permanently bonds the seams. EPDM is also resistant to atmospheric pollution as it is not made from organic materials. EPDM is very low maintenance and repairs can be made with a trained general maintenance staff rather than a roof specialist. This roof system provides the longest life cycle in the industry and is the recommended system by SP Architects who completed our roof survey back in November 2019. The areas of the existing asphalt shingles are recommended to be replaced with a 50-year architectural shingle.

Estimated Capital Costs

2025 Budget	2025	2026	2027	2028	2029	Total
	\$75,000	-	\$1,200,000	-	-	\$1,275,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 20, 2023

Overview

Department:	Board of Education
Project Title:	Refurbish Rubber Gym Floors HO, HE, BB, EA, GW, and GHS
Priority:	



Project Description and Status

Most Glastonbury Schools have rubberized gym floor surfaces which are widely used twelve months a year. Due to the use, it is important to perform professional gym floor resurfacing services every 10 years to help prolong the life of a gym floor. This is recommended over a complete replacement as it is a significant cost savings as well as environmentally prudent. The work for 2026 would be at GHS. The work in 2028 would be for HO, HE, BB, EA and GW.

Estimated Capital Costs

2025 Budget	2025	2026	2027	2028	2029	Total
		\$200,000	-	\$152,000	-	\$352,000

Estimated Operating Budget Requirements

No additional maintenance costs anticipated.

Capital Improvement Projects (CIP) Form

November 20, 2023

Overview

Department:	Board of Education
Project Title:	Naubuc School Design - Boiler Replacement
Priority:	



Project Description and Status

The design funding requested in 2027 will consist of engineering plans and specifications for the replacement of all heating systems including the boilers, piping and energy management controls.

The new heating system replacement proposed in 2028, will replace the original 1983 steam heating plant and conversion to a hydronic hot water pipe system. This will provide higher efficiency, reduced energy costs and the modern mechanical infrastructure for a long-term life cycle and optimal occupant comfort.

Estimated Capital Costs

2025 Budget	2025	2026	2027	2028	2029	Total
			\$75,000	\$950,000	-	\$1,025,000

Estimated Operating Budget Requirements

Annual operating costs (primarily electric utilities) will be quantified.

Capital Improvement Projects (CIP) Form

November 20, 2023

Overview

Department:	Board of Education
Project Title:	GHS and Smith School Chiller Replacements
Priority:	



Project Description and Status

This project will consist of engineering plans and specifications followed by the replacement of ground mounted and roof mounted Chillers listed below. EUL¹ is 20 years with this type of major equipment. Service, maintenance and repairs have been performed over the years. Some of the major units may be eligible for energy grants through Eversource.

GHS

- (2) Pad Mounted Air-Cooled Chillers (2004) 180 Tons Ea. (\$280K Ea.) in 2027

Smith Middle

- (2) McQuay Rooftop Air-Cooled Chillers (2000) 300 Tons Ea. (\$380K Ea.) in 2029

¹ Estimated Useful Life

Estimated Capital Costs

2025 Budget	2025	2026	2027	2028	2029	Total
			\$560,000	-	\$760,000	\$1,320,000

Estimated Operating Budget Requirement

Annual operating costs (primarily electric utilities) will be quantified.

Capital Improvement Projects (CIP) Form

November 20, 2023

Overview

Department:	Board of Education
Project Title:	High School Pavement Rehabilitation
Priority:	



Project Description and Status

The High School alone has approximately 392,000 square feet of parking. This request will consist of a multi-year overlay or reclamation and re-pave of areas of the parking lot and driveways that need repair or replacement. A multi-year plan is proposed that will address the entire site. In 2019 Phase 1 (Entrance “C” area) was completed. In 2022, the Senior Lot was completed. In 2027, we propose to complete the Junior Lot and finally, in 2028 the Baldwin and front lots.

Estimated Capital Costs

2025 Budget	2025	2026	2027	2028	2029	Total
			\$200,000	\$200,000	-	\$400,000

Estimated Operating Budget Requirements

A proportional budget is recommended for all completed paving projects to address crack filling and asphalt seal coating to preserve and extend the life of the paved surfaces. Maintenance is recommended every 5 years.

When was the first round of funding held?

It came out in September of 2022 and was due in November. The Board approved it on October 3 and the Town Council approved it on October 22.

Why was there not more advanced notice of this project?

I cannot answer why the State did not provide more advanced notice. The application requires a great deal of paperwork and it would have been nice if we were given more time.

How do the proposed projects align with their 5 year capital plan:

The Naubuc air handling unit was listed on CIP in 2028, the six GHS units would have appeared next year on the five year plan, and the three elementary units would have appeared in three more years.

Are there any other BoE funds available that could be used for this project?

The funds in the 1% fund that were saved during the Covid years have been allocated for the Strength and Conditioning Center. We expect all of that money will be gone by the end of the summer. There appears to be no funding available in the operating budget in light of the additional staff allocated for special needs students.

Do air handler units ever become a state reimbursable expense, possibly after 20 years of age.

They do not become reimbursable regardless of their age.



CALENDAR OF BOARD OF EDUCATION MEETINGS JANUARY 2025-JANUARY 2026

DAY/DATE	MEETING LOCATION
Monday, January 13, 2025	Town Council Chambers
Monday, January 27, 2025	Town Council Chambers
Monday, February 10, 2025	Town Council Chambers
Monday, February 24, 2025	Town Council Chambers
Monday, March 10, 2025	Town Council Chambers
Monday, March 24, 2025	Town Council Chambers
Monday, April 7, 2025	Town Council Chambers - 1 st Monday
Monday, April 21, 2025	Town Council Chambers - 3 rd Monday
Monday, May 5, 2025	Town Council Chambers - 1 st Monday
Monday, May 19, 2025	Town Council Chambers - 3 rd Monday
Monday, June 9, 2025	Town Council Chambers
Monday, June 23, 2025	Town Council Chambers
Monday, July 14, 2025	Town Council Chambers
Monday, August 11, 2025	Town Council Chambers
Monday, September 8, 2025	Town Council Chambers
Monday, September 22, 2025	Town Council Chambers
Monday, October 6, 2025	Town Council Chambers - 1 st Monday
Monday, October 27, 2025	Town Council Chambers
Monday, November 10, 2025	Town Council Chambers
Monday, November 24, 2025	Town Council Chambers
Monday, December 8, 2025	Town Council Chambers
Monday, January 12, 2026	Town Council Chambers
Monday, January 26, 2026	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:

District schools shall be open to all children who reach age five on or before the 1st of ~~January~~ **September** of any school year, and under twenty-one years of age who is not a graduate of a high school or vocational school, except as provided in Connecticut General Statutes 10-233c and 10-223d. Each such child shall have, and shall be so advised by the appropriate school authorities, an equal opportunity to participate in the programs and activities of the school system without discrimination because of race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, disability, or age. Exceptions from routine admission may be made by the school principal on the basis of supporting evidence from physical and psychological examinations.

The parent or guardian of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The person having legal responsibility for a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The exercise of this option requires the person having legal responsibility for the child to appear in person at the Central office and sign an option form. The Central office shall provide this person with information on the educational opportunities available in the school system.

In compliance with Connecticut General Statute 10-76d(b2), special education will be provided for children who have attained the age of three and who have been identified as being in need of special education. If a special education student is being considered for an exception from routine admission, the Planning and Placement Team (PPT) will make a recommendation to the administrator in charge of special education.

Each child entering the district schools for the first time must present a birth certificate (with raised seal) or offer legal evidence of birth date, as well as proof of a recent physical examination and required immunizations. If the person having legal responsibility for any child is unable to pay for such immunizations, the expense of such immunizations shall, on the recommendation of the Board, be paid by the town. Proof of residence in Glastonbury-is required.

The Board of Education does however recognize that families are at times required to move during the school year, especially families which include one or both parents on active military duty. While the Board acknowledges that students should be enrolled in its schools in accordance with district policies, it does not believe that enrollment should be thwarted or delayed. Accordingly, the Board of Education directs the superintendent/designee to ensure that school personnel working with students and parents in their transition to our schools recognize that in some cases in order to achieve this goal, it may be necessary to provide reciprocity within curriculum or graduation requirements from one district to another.

In such cases, the administration will give consideration to waiving discretionary requirements that:

1. Are not mandated by state or federal statute;
2. Are not considered so basic that its absence would seriously undermine a diploma's value;
3. Do not present a realistic health risk to other students or staff;
4. Do not make it likely that, if waived, a child will be unable to succeed at the next grade level.

The parent or guardian of a child seventeen years of age may consent to such child's withdrawal from school. The exercise of this option requires a personal appearance at the school office to sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor, school counselor, or school administrator of the school that the district has provided the person with legal responsibility for the child with information on the educational options available in the school system and in the community. If a child is eighteen years of age or older, he/she is not required to attend school.

Children who have attained the age of seventeen, and who have voluntarily terminated enrollment in the district's schools with parental permission, who subsequently seek readmission may be denied readmission for up to ninety school days from the date of such termination, unless such child seeks readmission to the district not later than ten (10) school days after such termination in which case the Board shall provide school accommodations to such child not later than three (3) school days after such child seeks readmission.

Children who apply for initial admission to the district's schools by transfer from other schools will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance personnel, and the school principal. After such observations and evaluations have been completed, the principal will determine the final grade placement of the children.

Children who have attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if they cannot acquire a sufficient number of credits for graduation by age ~~twenty-one~~ **twenty-two**.

- (cf. 5146 – Nondiscrimination)
- (cf. 5113 – Student Attendance-Unexcused Absence)
- (cf. 6171 – Special Education)
- (cf. 6146 – Graduation Requirements)

Legal Reference: Connecticut General Statutes
10-15 Towns to maintain schools
10-15c Discrimination in public schools prohibited. School attendance by five-year olds
10-76a – 10-76g re special education
10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) – [as amended by PA 98-243, PA 00-157, and PA 09-6 (September Special Session)]
10-186 Duties of local and regional Boards of Education re school attendance. Hearings. (Amended by PA 96-26, An Act Concerning Graduation Requirements and Readmission and Placement of Older Students and PA 09-6 (September Special Session)
Appeals to State Board. Establishment of hearing board
10-233a – 10-233f Inclusive; re: suspend, expel, removal of pupils
10-233c Suspension of pupils
10-233d Expulsion of pupils
10-261 Definitions
State Board of Education Regulations
10-76a-1 General definitions (c) (d) (q) (t)
10-76d-7 Admission of student requiring special education (referral)
10-204a Required immunizations (as amended by PA98-243)
P.A. 18-15 An Act Concerning School Counselors
P.A. 23-137 An Act Concerning Resources and Support for Persons with an Intellectual or Developmental Disability
P.A. 23-208, Section 1(a) An Act Making Certain Revisions to the Education Statutes

Adopted: October 1981
Revised: July 16, 2001
Revised: January 24, 2005
Revised: September 26, 2005
Revised: April 9, 2012
Revised: August 12, 2013
Revised: July 14, 2014
Revised: February 25, 2019
Revised: January 27, 2020
Revised:

Elementary School and Secondary School (K-12)

School registration shall be handled by the registrar for Glastonbury Public School. Registration information can be found on the district website, www.glastonburyus.org.

Parents/guardians of new students to the district are required to start the registration process on line. At the end of the online application process parents/guardians are prompted to make an appointment with the registrar.

In addition, secondary school parents/guardians of children new to the district are asked to make an appointment with the appropriate school for selecting classes after registration documents have been sealed by the registrar (6-12).

Documents needed may include:

1. Original birth certificate (with raised seal).
2. Proof of physical examination within one (1) year of school entry (signed by U.S. Physician).
3. Immunizations records.
4. Previous school records.
5. Two residency confirmation documents.
6. Parent/guardian photo identification

For 2024-2025, students may attend kindergarten if they reach age 5 on or before October 31, 2024.

Approved: October, 1981

Revised: July, 2001

Revised: January 24, 2005

Revised: April 9, 2012

Revised: July 14, 2014

Revised: January 27, 2020

Revised:

Minimum Duty Free Lunch Periods for Teachers

The Board of Education, in compliance with P.A. 22-80, shall provide a minimum 30-minute uninterrupted lunch period for teachers and other certified staff.

Legal Reference: Connecticut General Statutes

PA 22-80 An Act Concerning Childhood Mental and Physical Health Services in School

Policy
Adopted:

Safety

School Resource Officer

In order to make schools more orderly, safer and secure, the district may employ police officers to deliver security services as school resources officers (SROs).

The utilization of school resource officers in district schools is to accomplish the following goals:

- To provide a safe learning environment and help reduce school violence.
- To improve school/law enforcement collaboration.
- To improve perceptions and relations among students, staff and law enforcement officials.
- To collaborate with designated members of the school and District staff and with local law enforcement, fire service, public safety and emergency management agencies, and parents/guardians in the development of school safety/crisis plans.

Duties include, but are not limited to:

1. The observation and reporting of any unlawful act;
2. The prevention of theft or misappropriation of any item of value;
3. The control of access to premises being protected;
4. The maintenance of order and safety at public activities;
5. Protection of district property, students, staff and persons and property on or about district property or while attending district-sponsored activities.

The ~~Board~~ **Superintendent** shall enter into a Memorandum of Understanding (MOU) with the local police department that defines the officer's role and responsibilities. The MOU must address daily interactions among students, school personnel, and police officers, and must include a graduated response model for student discipline.

Legal References:

PA 15-168 An Act Concerning Collaboration Between Boards of Education and School Resource Officers and the Collection and Reporting of Data on School-Based Arrests.

Policy

Adopted: November 9, 2015

Revised:

Memorandum of Agreement
Glastonbury Public Schools
and
Glastonbury Police Department

I. Introduction

Schools and law enforcement share responsibility for school safety and must work together with complimentary policies and procedures to ensure a safe learning environment for students. This document expresses the agreement of the parties for responding to non-emergency school disruptions. It strives to ensure a consistent response to incidents of student misbehavior, clarify the role of law enforcement in school disciplinary matters, and reduce involvement of police and court agencies for misconduct at school and school-related events.

The parties agree to the following principles upon which this agreement is founded.

A. The vast majority of student misconduct can be best addressed through classroom and in-school strategies and maintaining a positive climate within schools rather than by involvement of the justice community.

B. The response to school disruptions should be reasonable, consistent and fair with appropriate consideration of relevant factors such as the age of the student and the nature and severity of the incident.

C. Students should be held accountable for their actions through a graduated response to misconduct that provides a continuum of services and increasingly more severe sanctions for continued misbehavior.

D. Disruptive students should receive appropriate redirection and support from in-school and community resources prior to the consideration of suspension, expulsion, involvement of the police, or referral to court.

E. Clarifying the responsibilities of school and police personnel with regard to non-emergency disruptive behavior at school and school-related events promotes the best interests of the student, the school system, law enforcement and the community at large.

II. Purpose of Agreement

The purpose of this agreement is to encourage a more consistent response to school incidents and to reduce the number of referrals of students to court by establishing guidelines for the handling of non-emergency disruptive behavior at school and school-related events by school and police personnel.

III. Terms of the Agreement

A. Summary of Key Points

The parties agree to:

1. Share this agreement with a copy to all school administrators and police personnel;
2. Provide necessary and regular staff training on implementation of the agreement;
3. Put into practice a graduated response to student misbehavior;
4. Monitor implementation of the agreement;
5. Collect data and assess the effectiveness of the agreement; and
6. Modify the agreement as appropriate.

B. Key Factors in Making Disciplinary Decisions

~~The parties agree that when determining consequences for students' disruptive behavior the following factors shall be considered, if information on the factors is available.~~

- ~~1. Age, health, and disability or special education status of the student.~~
- ~~2. Prior conduct and record of behavior of the student.~~
- ~~3. Previous interventions with the student.~~
- ~~4. Students' willingness to repair the harm.~~
- ~~5. Parents' willingness to address any identified issues.~~
- ~~6. Seriousness of the incident and degree of harm caused.~~

~~The parties agree that when determining consequences for student's disruptive behavior the following factors shall not be considered:~~

- ~~1. Race/ethnicity, gender, gender identity, sexual orientation, religion and national origin of the student and family.~~
- ~~2. Economic status of the student and family.~~

C. Graduated Response Model

~~**Classroom Intervention**—The classroom teacher plays a prominent role in guiding, developing and reinforcing appropriate student conduct and is acknowledged as the first line in implementing the school discipline code. As such, this model begins with a range of classroom management techniques that must be implemented prior to any other sanctions or interventions. Classroom intervention is managed by the teacher for behaviors that are passive and non-threatening such as dress code violations, and violations of classroom rules. School Resource Officers (SROs) should not be involved at this level. More than three incidents of the same behavior, if not in the same day, could lead to School Administrator Intervention. Classroom intervention options might include redirection, reteaching, school climate initiatives, moving seats, and the teacher should initiate parental contact.~~

~~**School Administration Intervention**—Classroom interventions must be supported by school administrators who address more serious or repetitive behaviors and behaviors in school but outside of the classroom. Examples of behaviors at this level include repetitive patterns, defacing school property, truancy, threatening and behaviors in hallways, bathrooms, courtyards and school buses. Administration intervention options might include time in the office, after school detention, loss of privilege, reparation, and/or parent conference.~~

~~**Assessment and Service Provision**—When the behavior and needs of the student warrant, an assessment process and intervention with the use of school and community services is appropriate. This intervention is managed by the school administrator or a Student Assistance Team (SAT). Repetitive truancy or defiance of school rules, and behaviors that interfere with others such as vandalism or harassment belong at this level as well as misbehaving students who would benefit from service provision. Assessment and service intervention options should include any classroom or school administration interventions and might include referral to a juvenile review board (JRB) or community service or program, suspension, expulsion or referral to court. Truant behavior should not lead to an out-of-school option. Police can be involved in their role on SATs and JRBs.~~

~~**Law Enforcement Intervention**—Involvement of the police does not necessarily mean arrest and referral to court. This intervention is managed by the police. Behaviors at this level must be violations of criminal law, but only after classroom, school administration and assessment and service interventions have been tried. Law enforcement options may include verbal warning; conference with the student, parents, teachers and/or others; referral to a JRB and/or community agencies; and referral to court.~~

D.—Police Activity at Schools

The parties agree that police need to follow certain protocols when on school grounds in non-emergency circumstances as follows:

- ~~1. Police will act through school administrators whenever they plan any activity on school grounds.~~
- ~~2. Officers entering school grounds will be aware of the potential disruption of the educational process that police presence may cause.~~
- ~~3. Prior to entering a school to conduct an investigation, arrest or search, officers will consider the necessity of such action based on:
 - ~~a. The potential danger to persons;~~
 - ~~b. The likelihood of destruction of evidence or other property;~~
 - ~~c. The ability to conduct the investigation, arrest or search elsewhere.~~~~
- ~~4. When taking a student into custody:
 - ~~a. Officers should make reasonable efforts to avoid making arrests or taking students into custody on the school premises.~~
 - ~~b. Whenever possible, students should be taken into custody out of sight and sound of other students.~~~~
- ~~5. The SRO will not be responsible for student discipline or enforcement of school rules, although the SRO may provide assistance to school personnel. The SRO will work collaboratively with the school administrator to determine the goals and priorities for the SRO program and the parameters for SRO involvement in school disciplinary matters.~~

IV. Data Collection and Monitoring

The parties agree that they will provide baseline data for comparison purposes and regularly collect, share, monitor and report data resulting from the implementation of this agreement.

~~**Data Collection**—on a quarterly basis, the following information will be collected.~~

~~**School**—number and types of disciplinary actions, numbers and demographics of students involved, referrals to police.~~

~~**Police**—number and types of school incidents for which police incident reports are written, police actions on incidents.~~

~~For comparison purposes, the parties agree to retrieve the above data for a year prior to the signing of the agreement and quarterly after the signing of the agreement.~~

V. Duration and Modification of Agreement

This agreement shall become effective September, 2015 and shall remain in full force and effect until such time as the agreement is modified by the consent of the parties. The agreement may be modified at any time by amendment to the agreement.

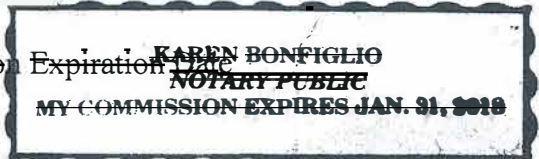
In witness whereof, the parties hereto, intending to cooperate with one another, have set their signatures to this document on this day.

Superintendent of Schools Alan B. Bokman Date 11-12-15

Printed Name Alan Bokman

Sworn and subscribed before me on this 12 day of November 2015.

Notary Public Karen Bonfiglio Commission Expiration Date



Chief of Police David A. Carr Date 11-13-15

Printed Name David A. Carr

Sworn and subscribed before me on this 13th day of November 2015.

Notary Public Jacqueline May Commission Expiration Date 1/31/19

(Source: Juvenile Justice Advisory Committee, Office of Policy and Management, 450 Capitol Avenue, Hartford, CT)

Appendix
Adopted: November 9, 2015

Memorandum of Understanding
Glastonbury Police Department and Glastonbury Board of Education
School Resource Officer

INTRODUCTION

In accordance with Connecticut General Statute 10-233m, this Memorandum of Understanding (MOU) sets forth an agreement between the Glastonbury ~~Board of Education (BOE)~~ **Public Schools (GPS)** and the Glastonbury Police Department (GPD) (collectively known as the “Parties), specifying the terms and conditions of the services to be performed and provided by the School Resource Officer(s) (SRO). It is the intention of GPD and the BOE to maintain collaborative efforts to provide a safe and healthy school environment for students, staff, faculty, and visitors.

The terms of this MOU shall be reviewed annually and updated if necessary. The MOU shall be renewed automatically for each successive school year unless either party requests termination or modification.

ASSIGNMENT OF SCHOOL RESOURCE OFFICERS

GPD agrees to provide ~~the BOE~~ **GPS** a full-time School Resource Officer at the Glastonbury High School and Smith Middle School. All other schools will be supported by members of GPD and the Youth Unit. The Chief of Police reserves full authority to adjust SRO assignments based on GPD staffing needs.

The cost of the SRO program shall be incurred by GPD unless otherwise agreed upon by both parties. ~~The BOE~~ **GPS** agrees to provide SROs with private offices, telephones, file storage, desks, chairs, and other office supplies.

SELECTION OF SCHOOL RESOURCE OFFICERS

1. GPD shall have a clearly defined process for selecting SROs. ~~BOE~~ **GPS** personnel may be involved in the selection process as determined by the Chief of Police (e.g., participation in candidate interviews). The Chief of Police reserves final SRO selection authority.
2. Selection of SROs should consider at a minimum:
 - a. Years of experience as a police officer.
 - b. Willingness to engage with youth as a mentor, teacher, and police officer.
 - c. Excellent verbal and written communication skills.
 - d. Willingness and ability to collaborate with a range of stakeholders.
 - e. Willingness and ability to present as a teacher/guest speaker on a variety of topics.

TRAINING OF SCHOOL RESOURCE OFFICERS

SRO duties are inherently different from that of other law enforcement specialties. The purpose of a successful SRO program is to bridge the gap between law enforcement and youth. This purpose is best accomplished when the SRO serves as a law enforcement officer, teacher, and mentor.

SROs will receive basic and specialized training in school-based policing (e.g., NASRO SRO course, social media, juvenile and student law, education of special needs children, crime prevention in schools), crisis planning, active threat response, adolescent mental health, etc.

All SROs shall complete any separate training specifically related to social-emotional learning and restorative practices provided to certified employees of the school pursuant to sections 10-148a and 10-220a of the Connecticut General Statutes.

EMPLOYMENT OF SCHOOL RESOURCE OFFICERS

1. SRO's are employees of GPD and are subject to the administration, supervision and control of GPD.
2. SRO's are subject to all personnel policies and practices of GPD except as such policies or practices may be modified by the terms and conditions of this agreement.
3. GPD, in its sole discretion, shall have the power and authority to assign, re-assign, hire, discharge, and discipline SROs.
4. Any school Principal who is dissatisfied with an SRO may request the Chief of Police assign a different SRO for that school.
5. SRO work hours are determined by GPD. Whenever possible, it is the intent of both parties that the SRO's duty hours shall conform to the school day. However due to the nature of law enforcement, it is understood by both parties that SROs may be off campus for periods.
6. Each SRO is responsible for communicating their schedule and absences with their respective Principal. GPD will make efforts to provide secondary SRO coverage to a school where the primary SRO is absent.

GOALS AND OBJECTIVES

1. Providing and creating an atmosphere of safety and security on school grounds and school-sponsored activities that promotes and enhances school learning.
2. Identifying potential threats and sharing such information in a timely manner—with administration and SRO.
3. Assisting and supporting school administrators with school emergencies and security issues.
4. Providing educational resources and instruction in programs dealing with law enforcement, health, safety, drug and alcohol education, peer pressure, bullying, cyber safety, healthy and common-sense decision making, and emergency procedures within the school.
5. Providing support and meeting with or presenting ideas regarding youth problems involving the school, parents, police, and other shareholders within the community.
6. Providing support to school administrators in both criminal, non-criminal, and truancy investigations.
7. Serving as a resource and liaison to school counselors, social services agencies, parental organizations, and other private or state agencies that assist students within the school system.
8. Assisting the school safety and security team to assess threats and make recommendations.

SCHOOL RESOURCE OFFICER DUTIES

1. The responsibility and decision to arrest lies solely with the SRO, respective to state law, local ordinances, and GPD orders and procedures. The SRO is responsible for enforcing federal, state and local criminal laws and ordinances on school property. The SRO will take law enforcement action as necessary, and will notify the school Principal of such actions as soon as practicable and where authorized by law. The SRO's continual collaboration with school personnel and an understanding of each student's needs may affect the decision to arrest, but the responsibility is that of the SRO alone. For violations of criminal law that do not pose an immediate threat to the health and safety of the school, the SRO should work cooperatively with school administration to resolve the incident.
2. SROs shall not enforce the school's Code of Conduct nor administer school discipline. Student discipline is a school responsibility unless it pertains to preventing a potential disruption and/or climate that places students at risk of harm. These actions and decisions are the sole responsibility of school personnel.
3. Patrol the school campus to maintain order and handle situations involving unauthorized persons.
4. Serve as a visible law enforcement presence in areas where problems might occur, such as the parking lot before and after school.
5. Assist school administration with other problems or situations that are not regularly assigned to school personnel.
6. Investigate criminal activity on school campus and surrounding community.
7. Conduct related off-campus investigations as assigned.
8. Maintain a detailed and accurate record of SRO related activities.
9. Report problems and major activities to the SRO supervisor and school Principal.
10. Abide by BOE policies and consult with and coordinate activities through the school Principal, particularly regarding formal interviews, interrogations, and arrests of students on school property.
11. Coordinate SRO activities and police-in-school programs with school administration and campus security officers.
12. Serve as a resource for other officers, juvenile courts, probation officers, and other community/social service agencies in dealing with school community issues, follow-up investigations, etc.
13. Act as a liaison between GPD and stakeholders.
14. Meet regularly with the school Principal or designee regarding safety and security issues.
15. Assist BOE GHS GPS staff in developing, coordinating and evaluating emergency planning, safety drills, and training.
16. Evaluate school security policies, make recommendations for improvements, and assist school administration in developing plans and strategies to prevent/minimize dangerous situations.
17. Attend school events or functions at the request of school administration or when required or necessary.
18. Be a resource for students, parents, and faculty members to assist them with problems or questions.

19. Be familiar with community services available to youth and families and make referrals as needed.
20. Engage in positive interaction with students to improve relationships.
21. Develop and deliver approved classroom presentations on law-related topics in coordination with educational staff.
22. Act as a guest speaker and attend meetings as requested or required.
23. SROs will wear approved department uniforms and equipment except as otherwise authorized and appropriate for a particular assignment.

GRADUATED RESPONSE MODEL

Classroom Intervention - The classroom teacher plays a prominent role in guiding, developing and reinforcing appropriate student conduct and is acknowledged as the first line in implementing the school discipline code. As such, this model begins with a range of classroom management techniques that must be implemented prior to any other sanctions or interventions. Classroom intervention is managed by the teacher for behaviors that are passive and nonthreatening such as dress code violations, and violations of classroom rules. School Resource Officers (SROs) should not be involved at this level. More than three incidents of the same behavior, if not in the same day, could lead to School Administrator Intervention. Classroom intervention options might include redirection, reteaching, school climate initiatives, moving seats, and the teacher should initiate parental contact.

School Administration Intervention - Classroom interventions must be supported by school administrators who address more serious or repetitive behaviors and behaviors in school but outside of the classroom. Examples of behaviors at this level include repetitive patterns, defacing school property, truancy, threatening and behaviors in hallways, bathrooms, courtyards and school buses. Administration intervention options might include time in the office, after school detention, loss of privilege, reparation, and/or parent conference.

Assessment and Service Provision - When the behavior and needs of the student warrant, an assessment process and intervention with the use of school and community services is appropriate. This intervention is managed by the school administrator or a Student Assistance Team (SAT). Repetitive truancy or defiance of school rules, and behaviors that interfere with others such as vandalism or harassment belong at this level as well as misbehaving students who would benefit from service provision. Assessment and service intervention options should include any classroom or school administration interventions and might include referral to a juvenile review board (JRB) or community service or program, suspension, expulsion or referral to court. Truant behavior should not lead to an out-of-school option. Police can be involved in their role on SATs and JRBs.

Law Enforcement Intervention - Involvement of the police does not necessarily mean arrest and referral to court. This intervention is managed by the police. Behaviors at this level must be violations of criminal law, but only after classroom, school administration and assessment and service interventions have been tried. Law enforcement options may include verbal warning; conference with the student, parents, teachers and/or others; referral to a JRB and/or community agencies; and referral to court.

TRANSPORTING STUDENTS

1. SROs shall not transport students in Police Department vehicles except:
 - a. When the students are victims of a crime, under arrest, or some other emergency circumstances exist and
 - b. When students are suspended and/or sent home from school pursuant to school disciplinary actions, if the student's parent or guardian has refused or is unable to pick up the child within a reasonable time period and the student is disruptive/disorderly and his/her continued presence on campus is a threat to the safety and welfare of other students and school personnel.
2. Students shall not be transported to any location unless it is determined that the student's parent, guardian or custodian is at the destination to which the student is being transported. SROs shall not transport students in their personal vehicles.
3. SROs shall notify school personnel upon removing a student from campus.

INFORMATION SHARING

1. The SRO, police department, and school administrators, agree to share information with each other to the extent allowed by law, particularly where appropriate for a well-structured school environment, and to provide for a safer, better student experience.
2. In accordance with FERPA requirements, if some information in a student's record is needed in an emergency to protect the health or safety of the student or other individuals, school officials may disclose to the SRO that information which is needed to respond to the emergency situation based on the seriousness of the threat to someone's health or safety, the need of the information to meet the emergency situation, and the extent to which time is of the essence.
3. Per Connecticut General Statute 10-233h, the personal information of a youth 7-20 years of age who is charged with violation of Connecticut General Statute 53-206c, a class A Misdemeanor, or Felony will be released to the Superintendent orally at the end of the school day and in writing within 72 hours.



Alan Bookman, Superintendent of Schools

11-2-23

Date



Marshall S. Porter, Chief of Police

11-2-23

Date

Appendix
Adopted:

Glastonbury Public Schools
TRAVEL APPROVAL FORM

THIS FORM MUST BE COMPLETED AND APPROVED BEFORE PARTICIPANTS ARE SOLICITED

INTERNATIONAL _____ US XX CT _____

DESTINATION: Harvard University Model UN Conference, Boston, Massachusetts

DEPARTURE DATE: Thursday, January 25, 2024 RETURN DATE: Sunday, January 28, 2024

ESTIMATED NUMBER OF PARTICIPANTS: 20 WILL ANY SCHOOL TIME BE USED: 2 days, Thurs./Fri.

SPONSORING TEACHER: Arlette de Koning COST PER PARTICIPANT: \$450

OTHER CHAPERONE(S): Tom Leisten

AGENCY/ORGANIZATION MAKING ARRANGEMENTS: Harvard University Model UN Conference

SCHOOL(S) PARTICIPATING: Glastonbury High School

STUDENTS' REQUIREMENTS FOR PARTICIPATION: Students must be current GHS Model UN club members in good academic and behavior standing.

PURPOSE OF TRIP: Students will interact with many delegates from all over the world in the prestigious Model UN conference. Students will participate in Model UN simulations and debates.

ITINERARY (MAY BE ATTACHED):

STATEMENT OF ANTICIPATED OUTCOMES FOR STUDENTS:

At HMUN, delegates gain insight to the workings of the United Nations and the dynamics of international relations by assuming the roles of world leaders and international decision makers. HMUN is an exciting opportunity for young leaders to debate the most pressing issues of the day and to draft innovative, creative solutions. Participants will develop several skills throughout this process, including, but not limited to, public speaking, negotiation, teamwork, leadership, and policy crafting.

APPROVAL:

DIRECTOR: *Amara Roswelli-Princ* 11.02.2023
World Language/ML Director (DATE)

PRINCIPAL: Nancy Bean 11/2/2023
(Glastonbury High School Principal) (DATE)

SUPERINTENDENT APPROVAL: *Alan Baker* 11/2/23
(DATE)

Glastonbury Public Schools

TRAVEL APPROVAL FORM

THIS FORM MUST BE COMPLETED AND APPROVED BEFORE PARTICIPANTS ARE SOLICITED

INTERNATIONAL _____ US X CT _____

DESTINATION: National FFA Convention, Indianapolis, Indiana

DEPARTURE DATE: Tuesday, October 22, 2024 RETURN DATE: Saturday, October 26, 2024

ESTIMATED NUMBER OF PARTICIPANTS: 25 WILL ANY SCHOOL TIME BE USED: yes, 4 days

SPONSORING TEACHER: Amanda DeLucia COST PER PARTICIPANT: \$1,400

OTHER CHAPERONE(S): Logan Tyler, Jennifer Pantazis, Christine Gilbert

AGENCY/ORGANIZATION MAKING ARRANGEMENTS: N/A

SCHOOL(S) PARTICIPATING: Glastonbury High School

STUDENTS' REQUIREMENTS FOR PARTICIPATION: Student must be current active FFA members in Ag Science program.

PURPOSE OF TRIP: To enhance agricultural education and develop leadership skills. Students will also be given an opportunity to talk to industry professionals.

ITINERARY (MAY BE ATTACHED):

STATEMENT OF ANTICIPATED OUTCOMES FOR STUDENTS:

Students will learn more about agriculture, personal goals, leadership skills, as well as college and career opportunities in Ag Science. Students will create a presentation to share with their peers & Chapter about their experience.

APPROVAL:

DIRECTOR: [Signature] 10/19/2023
(DATE)

PRINCIPAL(S): [Signature] 10/19/2023
(of first school where trip is taking place) (DATE) (of second school if applicable) (DATE)

PRINCIPAL(S): _____ (DATE) (of second school if applicable) (DATE)

SUPERINTENDENT APPROVAL: [Signature] 10/24/23
(DATE)

Regular Board of Education Meeting
Monday, November 13, 2023 7:00 PM
Town Council Chambers
Glastonbury Town Hall
2155 Main Street
Glastonbury, CT 06033

Mrs. Alison Couture:	Present
Dr. Douglas Foyle:	Present
Mr. Thomas Gorman:	Present
Ms. Jenn Jennings:	Present
Mr. Ray McFall:	Present
Mr. David Peniston, Jr.:	Absent
Mr. Matthew Saunig:	Present
Ms. Julie Thompson:	Present

Also Present: Alan B. Bookman, Superintendent
Matthew Dunbar, Assistant Superintendent
Kate Lund, Assistant Superintendent
Citizens and Staff Members, representatives of the press

1. Call to Order

Dr. Foyle called the meeting to order at 7:00PM.

2. Pledge of Allegiance

3. Awards and Recognition

3.A. Thomas Gorman, Board of Education Member

3.B. Ray McFall, Board of Education Member

The Board took a 5 minute recess to celebrate Tom and Ray.

4. Student Representatives' Report

4.A. Jachimma Anaedo, Class of 2024

Jachimma Anaedo, Student Representative Class of 2024, updated the Board on events happening at GHS.

4.B. Hayley Lemieux, Class of 2025

Hayley Lemieux, Student Representative Class of 2025, updated the Board on events happening at GHS.

5. Information Session for Public Comment

Pam Lucas, 145 Moseley Terrace Glastonbury, congratulated the newly elected Board members, thanked the Board for their work for this past year and addressed the Board regarding Open Choice.

Motion to move agenda item 7.A. Program Reports up to agenda item #6. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

Mrs. Alison Couture: Yea,
Dr. Douglas Foyle: Yea,
Mr. Thomas Gorman: Yea,
Ms. Jenn Jennings: Yea,
Mr. Ray McFall: Yea,
Mr. David Peniston, Jr.: Absent,
Mr. Matthew Saunig: Yea,
Ms. Julie Thompson: Yea
Yea: 7, Nay: 0, Absent: 1

7.A. Program Reports

7.A.1. Athletics Program Report

Trish Witkin, Director of Athletics, shared highlights of her report to the Board.

7.A.2. Career and Technical Education (CTE) and Agriscience Program Report

Elizabeth Cole, Director of CTE and Agriscience, shared highlights of her report to the Board.

7.A.3. Special Education Program Report

Jolene Piscetello, Director of Special Education, shared highlights of her report to the Board.

6. Business Requiring Action

6.A. Approval of Submission of the HVAC & Indoor Air Quality Grants for Public Schools

Board approves the Educational Specifications for the HVAC and Indoor Air Quality projects as outlined in the Educational Specifications and refer the project to the Town Council for the required authorizations in order to meet with the initial grant application process. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

Mrs. Alison Couture: Yea
Dr. Douglas Foyle: Yea
Mr. Thomas Gorman: Yea
Ms. Jenn Jennings: Yea
Mr. Ray McFall: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.B. Approval of Submission of the Perkins V Grant

Board approves submission of the Perkins V Grant. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

Mrs. Alison Couture: Yea
Dr. Douglas Foyle: Yea
Mr. Thomas Gorman: Yea
Ms. Jenn Jennings: Yea
Mr. Ray McFall: Yea
Mr. Matthew Saunig: Yea

Ms. Julie Thompson: Yea

6.C. Approval of the Board of Education 2024-2025 Budget Workshop Dates, Tuesday, January 2, 2024, Wednesday, January 3, 2024, and Thursday, January 4, 2024

Board approves the Board of Education 2024-2025 Budget workshop dates of Tuesday, January 2, 2024, Wednesday, January 3, 2024, and Thursday, January 4, 2024. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

Mrs. Alison Couture: Yea

Dr. Douglas Foyle: Yea

Mr. Thomas Gorman: Yea

Ms. Jenn Jennings: Yea

Mr. Ray McFall: Yea

Mr. Matthew Saunig: Yea

Ms. Julie Thompson: Yea

6.D. Acceptance for First Reading Board of Education Policy/Regulation #5111 - Admission to School and Placement

Board accepts Board of Education Policy #5111, Admission to School and Placement, for first reading. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

Mrs. Alison Couture: Yea

Dr. Douglas Foyle: Yea

Mr. Thomas Gorman: Yea

Ms. Jenn Jennings: Yea

Mr. Ray McFall: Yea

Mr. Matthew Saunig: Yea

Ms. Julie Thompson: Yea

6.E. Acceptance for First Reading New Board of Education Policy #4113.12 - Minimum Duty Free Lunch Periods for Teachers

Board accepts new Board of Education Policy #4113.12, Minimum Duty Free Lunch Periods for Teachers, for first reading. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

Mrs. Alison Couture: Yea

Dr. Douglas Foyle: Yea

Mr. Thomas Gorman: Yea

Ms. Jenn Jennings: Yea

Mr. Ray McFall: Yea

Mr. Matthew Saunig: Yea

Ms. Julie Thompson: Yea

6.F. Acceptance for First Reading Board of Education Policy/Appendix #5142.4 - School Resource Officer

Board accepts Board of Education Policy #5142.4, School Resource Officer, for first reading. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried. Matt Saunig

requested a clerical change to page 8, Duties of the Resource Officer, #15. The sentence should have GPS not GHS staff.

Mrs. Alison Couture: Yea
Dr. Douglas Foyle: Yea
Mr. Thomas Gorman: Yea
Ms. Jenn Jennings: Yea
Mr. Ray McFall: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.G. Acceptance for First Reading Capital Improvement Plan 2025-2029

Board accepts for first reading the Capital Improvement Plan (CIP) 2025-2029. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried. Board recommended changes to the CIP Plan were discussed and an updated document will be submitted for approval on November 27, 2023. Changes recommended were the inclusion of 2 turf fields in the 2025 year, moving of the replacement of the Naubuc gym floor from the 2028 year up to the 2025 project year, and removing the MDC Potable Water Service from the 2029 project list. Also, a clerical error was noticed on the Naubuc Roof Replacement 2024-2025, the document state replacements and will be changed to replacement.

Mrs. Alison Couture: Yea
Dr. Douglas Foyle: Yea
Mr. Thomas Gorman: Yea
Ms. Jenn Jennings: Yea
Mr. Ray McFall: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.H. Approval of the October 23, 2023 Meeting Minutes

Board approves meeting minutes of Monday, October 23, 2023. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried.

Mrs. Alison Couture: Abstain
Dr. Douglas Foyle: Yea
Mr. Thomas Gorman: Yea
Ms. Jenn Jennings: Yea
Mr. Ray McFall: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

The Board took a 5 minute recess from 9:27PM until 9:32PM

7. Reports and Discussion

7.B. Election Day Professional Development

Kate Lund, Assistant Superintendent of GPS, shared highlights of the Election Day professional learning opportunities with the Board.

7.C. Veterans Day Celebrations

Matt Dunbar, Assistant Superintendent of GPS, shared highlights of the Veteran's Day celebrations throughout the district with the Board.

7.D. Nye Road Property Update

Dr. Alan Bookman, Superintendent of GPS, shared updates regarding the Nye Road property with the Board.

7.E. Next Generation Accountability Results

Kate Lund, Assistant Superintendent of GPS, shared an overview of The Next Generation Accountability executive summary and the results with the Board.

7.F. Glastonbury Education Foundation

Ms. Julie Thompson shared that the Gala is sold out.

8. Committee Reports

Ms. Julie Thompson shared that there was a Curriculum Meeting on Wednesday November 8th, 2023 and provided a brief overview of the items discussed.

9. Chairman's Reports

Dr. Doug Foyle shared the following:

- There will be an organizational meeting tomorrow, Tuesday November 14, 2023 at 6:30PM for the newly elected Board members.
- A new member orientation was held last week with Dr. Alan Bookman, Dr. Doug Foyle and the newly elected Board members.
- The Board of Education on Monday November 27, 2023 will be with the newly elected Board members.

10. Superintendent's Report

Dr. Alan Bookman, Superintendent of GPS, shared the following:

- Self-Insurance Reserve
- Gideon Welles Auditorium project

10.A. Staff Appointment

10.A.1. Jillian Bernard, Smith Middle School, Assistant Principal

10.B. Self-Insurance Reserve Update, October 2023

10.C. School Enrollment Report, November 2023

10.D. Dates to Remember

11. Adjournment

Board moves to adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Mr. Ray McFall, Carried. The meeting adjourned at 10:11PM.

Mrs. Alison Couture: Yea

Dr. Douglas Foyle: Yea

Mr. Thomas Gorman: Yea

Ms. Jenn Jennings: Yea

Mr. Ray McFall: Yea

Mr. Matthew Saunig: Yea

Ms. Julie Thompson: Yea

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

Respectfully Submitted,

Ray McFall, Secretary

Approved:

Special Board of Education Meeting
Tuesday, November 14, 2023 6:30 PM
Glastonbury Town Hall, Meeting Room A
Glastonbury Town Hall
2155 Main Street
Glastonbury, CT 06033

Mrs. Kali Cavanaugh:	Present
Mrs. Alison Couture:	Present
Mrs. Jennifer Faust:	Present
Dr. Douglas Foyle:	Present
Ms. Jenn Jennings:	Present
Mr. David Peniston, Jr.:	Absent
Mr. Matthew Saunig:	Present
Ms. Julie Thompson.:	Present

Also Present: Alan B. Bookman, Superintendent

1. Call to Order - Town Clerk, Michelle Krampitz

Michelle Krampitz, Town Clerk, called the meeting to order at 6:36PM, followed by the Pledge of Allegiance.

2. Pledge of Allegiance

3. Introduction of Board of Education Members

Michelle Krampitz, Town Clerk, introduced the newly elected Board members and current Board members:

- Mrs. Alison Couture - 2nd elected term
- Mrs. Kali Cavanaugh - 1st elected term
- Mrs. Jennifer Faust - 1st elected term
- Mr. Matthew Saunig - 2nd elected term
- Ms. Julie Thompson - 3rd elected term

4. Election of Chairman

Ms. Krampitz asked for nominations for the position of Board of Education Chairman. Julie Thompson nominated Doug Foyle for the position of Chairman of the Board of Education, seconded by Matthew Saunig. There were no other nominations and no discussion. Motion to elect Dr. Douglas Foyle as Chair of the Board of Education. This motion, made by Julie Thompson and seconded by Matthew Saunig, Carried.

Mrs. Kali Cavanaugh:	Yea
Mrs. Alison Couture:	Yea
Mrs. Jennifer Faust:	Yea
Dr. Douglas Foyle:	Yea

Ms. Jenn Jennings: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

5. Election of Other Officers

Ms. Krampitz turned the meeting over to Dr. Foyle. Dr. Foyle asked for nominations for Vice Chairman of the Board of Education. Alison Couture nominated Julie Thompson to be Vice Chairman of the Board of Education, seconded by Matthew Saunig. There were no other nominations and no discussion.

Motion to elect Ms. Julie Thompson as Vice Chair of the Board of Education. This motion, made by Alison Couture and seconded by Matthew Saunig, Carried.

Mrs. Kali Cavanaugh: Yea
Mrs. Alison Couture: Yea
Mrs. Jennifer Faust: Yea
Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

Ms. Julie Thompson was elected Vice Chairman of the Board of Education.

Dr. Foyle asked for nominations for Secretary of the Board of Education. Jenn Jennings nominated Kali Cavanaugh to be Secretary of the Board of Education, seconded by Jennifer Faust. There were no other nominations and no discussion.

Motion to elect Mrs. Kali Cavanaugh Secretary of the Board of Education. This motion, made by Jenn Jennings and seconded by Jennifer Faust, Carried.

Mrs. Kali Cavanaugh: Yea
Mrs. Alison Couture: Yea
Mrs. Jennifer Faust: Yea
Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

Ms. Kali Cavanaugh was elected Secretary of the Board of Education.

6. Adjournment

Board moves to adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, carried. The meeting adjourned at 6:39PM.

Mrs. Kali Cavanaugh: Yea
Mrs. Alison Couture: Yea

Mrs. Jennifer Faust: Yea
Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

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

Respectfully Submitted,

Kali Cavanaugh, Secretary

Approved:

Special Board of Education Meeting

Monday, November 20, 2023 8:30 AM

MEETING ONLINE-ZOOM Please use the link below to join the webinar: <https://glastonburyus-org.zoom.us/j/86906828095?pwd=SWt6dTF0eE14SjBxTU5UWkRvSzVDUT09> Passcode: 621801, Or Telephone: US: +1 929 205 6099 or +1 301 715 8592 or +1 312 626 6799 or +1 669 900 6833, or +1 253 215 8782 or +1 346 248 7799 Webinar ID: 869 0682 8095

Mrs. Kali Cavanaugh:	Present
Mrs. Alison Couture:	Present
Mrs. Jennifer Faust:	Absent
Dr. Douglas Foyle:	Present
Ms. Jenn Jennings:	Absent
Mr. David Peniston, Jr:	Present
Mr. Matthew Saunig:	Absent
Ms. Julie Thompson.:	Present

Also Present: Alan B. Bookman, Superintendent

1. Call to Order

Dr. Foyle called the meeting to order at 8:33AM.

2. Approval of Submission of the HVAC & Indoor Air Quality Grants for Public Schools

Board approves the Educational Specifications for the HVAC/Indoor Air Quality project, as outlined in the Educational Specifications, and refer the project to the Town Council for the required authorizations, listed above, in order to meet with the initial grant application process. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh:	Yea
Mrs. Alison Couture:	Yea
Dr. Douglas Foyle:	Yea
Mr. David Peniston, Jr.:	Yea
Ms. Julie Thompson:	Yea

3. Adjournment

Board moves to adjourn the meeting. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried. The meeting adjourned at 8:36AM.

Mrs. Kali Cavanaugh:	Yea
Mrs. Alison Couture:	Yea
Dr. Douglas Foyle:	Yea
Mr. David Peniston, Jr.:	Yea
Ms. Julie Thompson:	Yea

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

Respectfully Submitted,

Kali Cavanaugh, Secretary

Approved:



Report to Glastonbury Board of Education

Be Kind, Be Curious, Be Well

Program: Art
Director: Holly Constantine
Date: November 27, 2023

1. What are some of your staff and student achievements this past year?

- Christopher Del Coro, an Art teacher at Smith Middle School was awarded the 2022 CAEA Outstanding Middle School Art Educator Award by the Connecticut Art Educators Association.
- Dawn Mistretta (HO/GWS Art) and Kinga Decsy (GWS Grade 5) were awarded a Fund For Teacher Grant to travel to Italy for professional development on mindfulness and creativity in the classroom.
- A GHS student served as the Student Member of the Glastonbury Arts Board of Directors, gaining leadership skills and sharing her voice in the Arts.
- Multiple Teachers are active artists in their disciplines, having a presence in the arts through gallery/online exhibits and as commissioned artists.
- The GPS Alumni Exhibition (Fall 2022) hosted 26 artists from graduating classes of 1967 - 2019 and displayed work representing Academia, Applied Arts, STEAM Careers, and Visual Arts. The opening reception welcomed alumni and community to the Vignone Gallery to celebrate their achievements.
- The Glastonbury Arts On the Green Show (September 2022) showcased Glastonbury High School artists and GPS teachers' work. 2D, 3D, and Digital art were on display. Students and teachers engaged in the presentation throughout the show.
- 2023 Congressional Art Competition awarded to Alex Xu. Her work is on display at the U.S. Capital in Washington D.C.
- The 2023 Scholastics Art Awards is a testament to the dedication, learning, and high standards our students achieve in the Visual Arts. GHS & SMS students received recognition for their artwork at the State level and advanced to the National level:
 - 9 students received awards from the Connecticut Scholastics Art Awards across a variety of media categories: Portfolios, Film and Animation, Mixed Media, Ceramics and Glass, Digital Art, and Printmaking. In total students won: 1 Gold Key, 1 Gold Key Portfolio, 2 Silver Keys, 4 Honorable Mentions, and 1 Honorable Mention Portfolio.
 - One SMS Art student won the Connecticut Art Educators Association (CAEA)/Arnini Best in Show - Ceramics & Glass.
 - A GHS Art student was awarded Hartford Art School Scholarships at the Regional Scholastics Event.
 - Student work was on display in the Art Gallery at the University of Hartford Art School and later at the Vignone Gallery at GHS.

- CAS (Connecticut Association of Schools) High School Fine Arts Award awarded to Sofia Brummitt, GHS.
- GHS Faculty Award awarded to Sage Lee, GHS.
- Manchester Community College Manning Solomon Award awarded to Skyler Rapacioli, GHS
- The Vignone Gallery offered students engagement in artist talks and workshops with many professional artists last year including Hasan Zaidi, Ariana Turi, Ashley Hyatt, Richard Duggan, April Quast, Vicente Garcia, and Dr. Barbara Solomon.
- Many GHS Advanced Drawing students earned UCONN ECE credit and AP Studio Art had 7 students participate in AP Art Portfolio submission in 2-D Art & Design, 3-D Art & Design, and Drawing concentrations. One AP student received a perfect score.
- The National Art Honors Society at GHS had its second year with eleven members and ten inductees.
- Art students and teachers added *Fostering Love* bags to the varied list of community and school-based projects.

2. Please share any changes to your program's implementation.

- Art Shows K-12 returned to full pre-COVID attendance in the spring as a community celebration of the students' learning in art.
- GHS welcomed three new teachers to the team to meet student enrollment in art electives. Each teacher brings their unique personal perspectives, teaching expertise, and artistic talent to the Glastonbury Art Program.
- The open collaboration with the STEAM Directors and Departments continued to grow this year through partnerships in collaborative planning, professional development opportunities, collaboratively hiring a STEAM Lab Tutor, and the STEAM Open House.
- GHS teachers implemented and further developed the curriculum for the new *Design Careers in STEAM* elective course, while other art electives developed clearer articulation of the Media Standards, Design Thinking strategies, and applicable technology.
- SMS teachers refined *Digital Art & Media, Sculpture, and 3D Art* for vertical alignment and continued to define the Design Thinking strategies in the middle school curriculum.
- The Elementary Team refined its grade 3 and 5 design units and explored opportunities for STEAM collaboration such as at the Nayaug Grade 1 STEAM Day.

3. Explain how your program offerings serve all students related to ability, interest, need, and course leveling.

- Project-based curriculum and the National Art Standards allow the student to grow their ability through the creative process while exploring a variety of artists' voices, media, processes, and career pathways. Visual Arts, Applied Arts/STEAM, Digital Art & Media offerings prepare students for careers that are fluid in focus and application.
- Peer model and adaptive opportunities continue to be an area that the Art Department explores to address all abilities.
- Six new clubs were established to meet student interest including GHS Ceramics Club (initiated for the 2023-2024 year), GHS Anime Club, GHS Croche Club, SMS Creative Studio, GWS Yearbook Club, and GWS Set Design.
- The ArtLink Creative Connections interdisciplinary collaboration continues between the Art Department and World Language Department (Russian) developing international connections through the arts.

- There is no leveling in art classes K-8. The majority of classes at GHS are open to grades 9-12 with no prerequisite and are level 2. AP Studio Art is a level 1 course and Advanced Drawing/ECE and Design Careers in STEAM can be taken at level 1 or 2.
- GHS Elective offerings are open to grades 9-12 and focus on growth as an artist. All abilities learn together in the studios.

4. What are the long-term plans for change and direction in accordance with the current curriculum review and 6th Generation Strategic Plan?

- Further develop adaptive art opportunities at the elementary level and peer model art opportunities at SMS and GHS to better meet the needs of all our students.
- Offer more courses with the Early College Experience credit option as well as courses that offer the opportunity for students to earn professional certifications.
- Develop a digital process portfolio system to document student growth in art K-12.
- Curate the collection at the Vignone Gallery to include increased diversity of artists, current themes from across the community, and the representation of STEAM artists.
- Continue to generate initiatives that focus on interdisciplinary, community-based, and civic involvement projects.
- Continue to develop the K-12 STEAM program through staff PD opportunities, interdisciplinary collaboration, and curriculum development.
- Continued collaborative development, revisions, and implementation of common assessments, benchmarks, vertical alignment, and artistic literacy to align with the National Arts Standards.
- Implement district initiatives, such as Collaborative Problem Solving, Restorative Practices, Play-based learning, and instructional look-fors of “good teaching” and active learning in our K-12 art classrooms.
- Examine and revise our curriculum and pedagogy to be culturally responsive, free of bias, and ensure it supports equity and inclusion by offering diverse voices and representation.

5. What program objectives (current and future) have financial implications for the upcoming year?

Maintain funding for:

- Materials, supplies, facilities, and technology to provide students with authentic Visual Art and STEAM experiences as the field continues to evolve.
- Curriculum projects at the elementary and secondary level.
- Professional Learning opportunities to support the continued growth and development of teacher knowledge and skill. Staff involvement in professional organizations and outside-of-the-district professional development opportunities.
- New technologies and replacement of art-specific apps and technology equipment, including industry-standard Mac-based Art lab computers and printers required to print student digital artwork for exhibit.
- Program-based field trips and student exhibition opportunities across courses and grade levels.
- Growth in membership and activities of the National Art Honor Society.



Report to Glastonbury Board of Education
Be Kind, Be Curious, Be Well

Program: History/Social Sciences

Director: Brendan Callahan

Date: November 27, 2023

1. What are some of your staff and student achievements this past year?

- **History/Social Sciences Educators Lead and Achieve:**
 - Served as leaders for two of four grade-level teams at Gideon Welles and served on the PBIS Committee, led the SHOC committee, directed the school play, and co-led student council.
 - Served as leaders for four of eight grade-level teams at Smith and led the Student Ambassadors program.
 - Coached field hockey, basketball, lacrosse, golf, and tennis; led Key Club; and served as Class Advisor for Class of 2024 at GHS.
 - Led Veterans Day celebrations and learning experiences across the district.
 - Led the “No Place for Hate” program at Gideon Welles, which the Anti-Defamation League recognized as a Spotlight School in 2023.
 - Mentored five student teachers and interns.
 - A History/Social Sciences teacher served the Connecticut State Department of Education (CSDE) as a project consultant with the 8th Grade U.S. History team to draft new state social studies standards.
 - The former Director of History/Social Sciences earned the Pamela Bellmore Gardener Award for Social Studies Leadership from the Connecticut Council for Social Studies.
- **History/Social Sciences Students Lead and Achieve:**
 - 9 Smith students served as “Time Travelling Techies.” The group is led by a Smith teacher and the Education Director for the Historical Society of Glastonbury. The students serve as docents for the district’s Fifth Grade field experiences at the Welles-Shipman-Ward House and the Green Cemetery.
 - 15 GHS students were inducted into the Rho Kappa National Honor Society for Social Studies.
 - 165 GHS students earned qualifying score of 3 or above on Advanced Placement Exams:
 - AP U.S. History: 73.3% (85/116) scored 3 or higher (global avg. 47.5%)
 - AP Psychology: 76.1% (51/67) scored 3 or higher (global avg. 59.6%)
 - AP European History: 80.6% (29/36) scored 3 or higher (global avg. 59.4%)

2. Please share any changes to your program's implementation.

- Criminal Law was added to the History/Social Sciences Program of Study at GHS. The half-year elective course had previously been offered by the Business Education department.
- The Grade 8 U.S. History team at Smith piloted a collaboration with ELA classrooms as part of the Historical Research Paper Unit. The established unit already benefits from collaboration with Library Media Studies staff and reading specialists. The change was to layer in collaboration with an ELA teacher for the composition phase of the unit
- ActivelyLearn continues to expand within the department. Grade 7 and 8 History/Social Sciences teachers at Smith engaged in Professional Learning led by a U.S. History teacher to learn best practices for integrating the digital curriculum platform into social studies classrooms.

3. Explain how your program offerings serve all students related to ability, interest, need, and course leveling.

- Teachers in all schools are trained to differentiate our curriculum, sometimes in collaboration with Special Education teachers, to meet a broad range of abilities, interests, and needs.
- All K-5 students are offered a robust social studies curriculum aligned to the Connecticut Council for Social Studies elementary standards and anchored by Teachers College Institute (TCI) resources at Grades K, 1, 2, and 5. The elementary social studies experience is punctuated by guaranteed field learning in Grade 4 offered by the Connecticut River Museum and in Grade 5 by the Glastonbury Historical Society.
- All Grade 6 (World Geography), Grade 7 (World History), and Grade 8 (U.S. History) are included in social studies courses, which are grouped heterogeneously at Gideon Welles and Smith. The courses emphasize content knowledge as well as geography, historical thinking, and literacy skills. ActivelyLearn has been a powerful tool to help teachers at Smith differentiate texts for students based on ability and/or need.
- All students at the high school level are enrolled in Modern World History (Grade 9 or 10), U.S. History (Grade 11), and Current Issues (Grade 12). Modern World History is grouped heterogeneously at GHS while ability and interest drive class composition for other courses:
- U.S. History students may choose Advanced Placement as the Level 1 option (with teacher recommendation based on ability), or they may select between two Level 2 options based on interest (U.S. History is sequenced chronologically while Themes of U.S. History is designed thematically to promote depth of skills).
- Current Issues Tutorial is offered by teacher recommendation based on need and provides differentiated supports for selected students.
- An array of elective courses are offered at GHS to appeal to a range of interests and abilities. Advanced Placement courses earn Level 1 credit.
- Enrichment opportunities are offered at the secondary level for students with passion for the study of history and include the Time Travelling Techies (Smith) and Rho Kappa History Honor Society (GHS).

4. What are the long-term plans for change and direction in accordance with the current curriculum review and 6th Generation Strategic Plan?

- **To promote active learning and high expectations for all students (Goal #1), we will:**
 - Identify opportunities to integrate play-based learning into our K-5 social studies curriculum and design professional learning opportunities to support teachers with skill development in this area.

- Revise the 11th Grade U.S. History Research Unit to reflect alignment with state social studies standards and account for the advent of AI.
- **To provide safe, supportive, and inclusive learning environments (Goal #2), we will:**
 - Create professional learning opportunities to help Grades 7-12 social studies teachers leverage the power of ActivelyLearn to differentiate instruction for students with a range of needs and abilities. The digital platform has been introduced to Grades 7-8, and we see opportunities to expand its use into Grades 9-12.
 - Revise the Grade 2 Exploring Mexico Unit. This unit represents the first formal opportunity in the social studies curriculum for students to study a country outside of the U.S. and thus presents an exciting opportunity to apply the “Windows and Mirrors” Framework as we consider possible changes.
- **To prioritize the health and well-being of students and staff (Goal #3), we will:**
 - Devote department meeting time to the exploration of emerging AI technology in education. The rate of change on this front can be overwhelming, so time spent understanding new applications and discovering the efficiencies they can bring to educators is time well spent.

5. What program objectives (current and future) have financial implications for the upcoming year?

- Maintain funding for instructional resources, including books, maps, and manipulatives for elementary social studies curriculum.
- Maintain funding for digital subscriptions to curriculum and assessment resources that support and enhance good teaching and active learning in History/Social Sciences courses.
- Maintain funding for standards-based elementary field experiences that deepen student understanding of Glastonbury and Connecticut history, strengthen connections between our schools and the broader community, and promote excitement and passion for social studies.
- Maintain funding for curriculum projects at the elementary and secondary level.
- Maintain funding for Professional Learning opportunities to support the continued growth and development of teacher knowledge and skill.

**Glastonbury Public Schools
Glastonbury, CT**

**Music Department
Curriculum Review Report
2023**



**Submitted by
Leslie Lopez
Director of Music**



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Music Curriculum Review Committee

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Gideon Welles School
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Thank You

I would like to take this opportunity to thank each committee member for their work on this important project. The strength within the music department resides in the music teachers who have dedicated their time, efforts and talents to this review which were instrumental to the process and represented a range of expertise, experience and knowledge across content areas.

I would like to extend a special note of thanks to the Central Office Administration for their guidance in supporting this important work. A special thank you to the Glastonbury Board of Education for its unwavering support of a quality music education experience for our students and its commitment to providing the resources required for all students across all music programs and grade levels.

The value and importance of this document cannot be overstated, in that it gave us the platform to examine our existing practices, pause and reflect about what is most important for the future music education of our students.



Leslie Lopez
Director of Music



Music Department Vision

Empowering all students to fulfill their innate musical potential.

Music Department Mission

Through collaboration, skill development and exploration, the Glastonbury Public Schools Music Department ensures every student has access to comprehensive music instruction taught by highly qualified music teachers for lifelong involvement and appreciation of music.

Curriculum Review Process

Rationale/Purpose

The foundation of a rigorous music curriculum is established through comprehensive curriculum review and growth process. This process provides thoughtful consideration to current best practices, current research based on national standards and allows feedback for revisions. The Glastonbury Public Schools Music Curriculum Review Committee completed a review of its program in the 2022-2023 school year. The current curriculum was evaluated through the lens of seven different domains. Each domain included guiding questions and information sources through which the committee members were able to assess the program as it currently exists. From there, committee members were assigned to a specific domain to work collaboratively to examine the current curriculum documents, processes, systems and resources.

Glastonbury Public Schools' music faculty work passionately to develop musically-literate citizens with skills in creating, performing, connecting and responding. This talented group of staff are both highly skilled musicians and master teachers. They are experts in their respective disciplines – band, chorus, orchestra, general music, composition and music technology, providing our students with a state-of-the-art music education.

This deliberate process allowed the committee members the opportunity to reflect on the progress since our last Curriculum Review in 2017. Through this systematic process, committee members assessed the direction of the department's curriculum and goals and recommended a plan to drive the success of the music department over the next five years. This comprehensive review of the music department program was facilitated by individuals committed to representing the department and supporting its future, to working collaboratively with colleagues across strands, and to supporting the diverse music learning needs of all our students. The collective ownership and investment of the curriculum, resources and processes by faculty, administration, parents and students ensures continued success of the music program in Glastonbury Public Schools.

Summary of Curriculum Review Process

The Music Curriculum Review committee consisted of 21 members, including Glastonbury Public Schools music teachers, directors, and administrators. Subcommittees were formed to research and further delve into each specific domain. The subcommittees were led by an appointed teacher leader to help organize the compilation of feedback and present the findings to the larger committee. A Google work site was developed as a repository for the subcommittee work.

The majority of the music department took part in this important process to help shape and focus the music education of our students. This is due to the dedication and passion of the work our music faculty do each day and believe in for their students. The following leaders deserve acknowledgment for their work on each subcommittee:

Nola Campbell: Communication

Michael Gowdy: Technology

Kacey Howard: Operational Considerations

Christine Macaluso: Curriculum Design

Shannon Rinaudo: Professional Development

Stacey Tinker: Students

There were three meetings of the full committee on October 20, 2022, February 2, 2023 and April 27, 2023. The first meeting served as an introduction to the anticipated work encompassed in the curriculum review, the responsibilities outlined for each subcommittee in the research required for each domain and a familiarization with the Google work site space. Each subcommittee then presented their findings during the second full meeting in February. During the third and final meeting, a draft of all completed domains was presented to the department for review. Throughout all steps of the process, staff and committee members were given opportunities to provide feedback, recommendations and ways to improve the music education program in the Glastonbury Public Schools.



Summary of Findings

Priority Recommendations (1-2 years)

- Continue vertical strand conversations (band, chorus, orchestra, music technology) to improve performance continuity between and within grade levels.
- Incorporate strand benchmarks between elementary and secondary ensembles that are sequential and support growth of skills and musicianship.
- Revise and refine Worlds of Music course offering at GHS.
- Continue media communication to advertise concert events and student achievements in music in various domains.
- Continue to provide differentiated professional learning for teachers so they will be equipped and prepared to integrate new technology within the music classroom.

Glastonbury Public Schools Music Program Scope and Sequence

The Glastonbury Public Schools Music Department is committed to teaching and advancing music education by encouraging the study and making of music by all. This is accomplished through a rigorous, vertically-aligned and comprehensive program that offers students the opportunity to create, perform, respond and connect to music. The study of music fosters artistic development, critical thinking, intellectual curiosity and the pursuit of life-long learning.

All students participate in general music instruction from kindergarten through sixth grade. Beginning in third grade, students complete an instrumental studies unit with a demonstration of band and orchestral instruments which prepares them to consider an optional instrument of study. In fourth grade, students are given the opportunity to select an instrument to study and are scheduled for instrument lessons. These homogenous lessons are scheduled once a week for thirty minutes on a rotating basis within the school day. These instrument specific lessons are only offered to students in grades 4-6 to support student skill development, technique and instrument facility to further grow and retain students in the ensemble programs.

All students in fourth and fifth grade receive a chorus experience during the class day. This is in addition to the general music class and complements the instruction received in these classes. Elective ensemble experiences in band and orchestra are also offered to fourth and fifth grade students to support ongoing instrumental lessons.

Beginning in seventh grade, music courses become part of the elective opportunities and students must elect to continue with their music studies. At this time, there are no instrument specific lesson opportunities available after sixth grade. While a high attrition rate within ensembles is noted beginning in seventh grade when school-provided lessons are no longer offered, many students continue to find great success by participating in the ensemble offerings at Smith Middle School. Also beginning in seventh grade, classroom music electives offer a variety of opportunities for all students which include: music production, composition, music theory, beginning guitar and piano, and drama. These elective semester courses are open to any student who would like to continue music study and exploration.

Additional grade level extra-curricular opportunities have been created beyond the class day for students who enjoy music and would like to further develop their music skills. Jazz band is offered to students at the building level, beginning at Gideon Welles and continuing at Smith Middle School and Glastonbury High School. Specialized choral opportunities are offered to

students beginning at Gideon Welles and continues through to Glastonbury High School. Orchestra students may begin a chamber orchestra experience at Gideon Welles culminating in a full symphony orchestra experience at the high school called the Glastonbury Youth Symphony. Extra-curricular musical opportunities are also offered to students at the building level to experience Music Theater through the musical productions.

At Glastonbury High School, students in the ensembles may elect to receive Level 1 credit within the course by completing additional assigned work. Offering students the option to receive Level 1 credit has retained students in our ensembles who also excel in many areas of study outside of the music program. Additionally, students at the high school have the opportunity to audition for select ensembles including Symphonic Band, Treble Choir, Concert Choir and Chamber String Ensemble. These ensembles focus on highly advanced performance skills and offer challenging enrichment to the advanced music students. Many of these students successfully audition for a variety of festivals that include: Eastern Region Festival, New England Music Festival, All-State, All-Eastern Division and All-National. Glastonbury Public Schools supports these students by providing no cost transportation to and from many of these festivals.

Music elective classroom courses are also offered to ninth through twelfth grade students who are both beginners and/or experienced musicians. Music Theory is available as a semester class, culminating in a full year AP Music Theory class. The music production course meets in the music technology lab furnished with state of the art equipment. Additionally a Worlds of Music course is available to students interested in experiencing music from diverse cultures and the development of music in society. Students can further their study of guitar with beginning and intermediate level courses being offered, along with a beginning piano courses. These elective music courses are both for the beginning music student and the experienced musician.

The Glastonbury Public Schools music program is a recognized program that offers students the ability to gain valuable music instruction with highly qualified music teachers. The extensive variety of extra-curricular music opportunities for students provides enrichment and enhances the students' music experience.



**Glastonbury Public Schools
Music Department Course Offerings**

Grade	Units of Study				
Kindergarten - 6	All students receive general music instruction that is grade level appropriate and aligned with National Core Music Standards. All classes are 45 minutes in length and classes meet once a week. In addition, all students in grades 4 and 5 receive 35 minutes of chorus culminating in a winter and spring concert experience.				
Kindergarten	Musical Voice	Steady Beat	Fast/Slow	High/Low	Loud/Quiet
Grade 1	Singing Voice	Steady Beat	Movement	Musical Patterns	Introduction to Formal Notation
Grade 2	Musicianship		Composer Choices		Rhythmic Composition
Grade 3	Formal Notation		Recorder		Instrument Families/ BAG Composition
Grade 4	Meters		Composition in Rondo Form		
	Chorus				
Grade 5	Mood & Tonality		Ensemble		
	Chorus				
Grade 6	Elements of Music	Music Technology for Composition	Piano	Composition	

Glastonbury Public Schools Music Department Elective Course Offerings

Beginning in grade 4, students have the opportunity to elect to study a band or orchestra instrument. Both band and orchestra students, in grades 4 and 5, meet once a week, before school, for a 35 minute ensemble class. In addition, once a week, each band and orchestra student participates in a 30 minute instrument specific lesson, during the class day.

Grade 4	Band	35 minute before school Ensemble and 30 minute Group Lesson
	Orchestra	35 minute before school Ensemble and 30 minute Group Lesson
Grade 5	Band	35 minute before school Ensemble and 30 minute Group Lesson
	Orchestra	35 minute before school Ensemble and 30 minute Group Lesson

Gideon Welles School

In Grades 6 - 12, all ensembles and classroom music courses are elective classes. Grade 6 is the last year for student scheduled instrument specific lessons, during the class day.

Grade 6	Band	Ensemble meets during STAR period and 20 minute Group Lesson
	Chorus	Ensemble meets during STAR period
	Orchestra	Ensemble meets during STAR period and 20 minute Group Lesson

Smith Middle School

Grade 7 Ensemble Full Year Courses	Band
	Chorus
	Orchestra
Grade 7 Classroom Music Semester Courses	Create & Record Music I
	Piano/Guitar Sampler
	Lights Up! 7
Grade 8 Ensemble Full Year Courses	Band
	Chorus
	Orchestra
Grade 8 Classroom Music Semester Courses	Create & Record Music II
	Make Your Own Music Video
	Lights Up! 8

Glastonbury High School

Grades 9 - 12 Full Year Courses	Concert Band
	Symphonic Band (entrance by audition)
	Chorus
	Treble Choir (entrance by audition)
	Concert Choir (entrance by audition)
	Orchestra
	Chamber Orchestra (entrance by audition)
Grades 9 - 12 Classroom Music Semester Courses	AP Theory
	Beginning Guitar
	Intermediate Guitar
	Piano/Keyboard
	Music Studio Production
	Fundamentals of Theory
Worlds of Music	

Music Department Curriculum Summary of Findings

Domain 1 - Alignment with District Goals

Guiding Question: *How strong is the alignment between department and district curricular goals?*

The Goal of the Music Department is that the vision, mission and goals of the department offer clarity and support to move the department forward in the best interest of the music education provided to the students.

Commendations:

- Glastonbury Public Schools Music Department has a clearly articulated vision that is shared among contributors and aligned to the District Strategic Plan and other national, state, department and school documents.
- Glastonbury Public Schools Music Teachers are experts in their specific fields of study; band, chorus, orchestra, classroom music and music technology, and service our students in the strongest capacity of knowledge and skills.
- The Music Department fosters high student achievement through a rigorous standards-based music education curriculum that aligns across grades, strand disciplines and programs.
- Glastonbury Public Schools Music Department maintains its national status as “Best Communities in Music Education” for the past 11 years (2013–2023).
- Glastonbury Public Schools’ approach to EDI is grounded in the principles of inclusivity, intentionality, and shared responsibility. Through multiple lenses the music department promotes the respect of and celebration of our diverse populations.



Recommendations:

- Routinely review and refine the department mission statement to reflect changes in district goals and initiatives.
- Continue curriculum revision work that will align with district strategic goals and the National Music Core Standards.
- Continue vertical strand conversations (band, chorus, orchestra, music technology) to improve performance continuity between and within grade levels.

Domain 2 - Students

Guiding Question: *Are all student needs addressed through the curricular offerings?*

The Goal of the Music Department is that all students will have access to a variety of music courses and will be appropriately challenged by the music curriculum so that all students have the opportunity to learn.

Commendations:

- Students excel due to the committed, consistent and caring staff that encourages and excites them in all aspects and levels of musical training.
- Students are offered many choices and opportunities within the music department to study music, both during the class day and within enrichment ensembles after school.
- Beginning instrumental music lessons are first offered in grade 4, and 85% currently choose to learn an instrument.
- A Tri-M National Music Honor Society has begun a chapter at the high school which recognizes outstanding music students at the secondary level, grades 10-12.
- Small group instrumental lessons are provided for students in grades 4-6, weekly within the school day on a rotating schedule.
- GW, SMS and GHS students participate in a variety of auditioned festival opportunities.
- Students and families who need financial assistance to participate in the instrumental program are provided a GPS rental instrument as available.



Recommendations:

- Continued funding for music classes at all levels, including busing to performance events.
- Continued funding for Guest Artists and Artists in Residence to assist and motivate student learning and involvement in music.
- Provide a guaranteed music experience for the preschool program and LINKS academy students.
- Create and support student performance opportunities and connections across grade levels and buildings to prevent student attrition from ensembles across buildings.
- Continue funding of expert staff clinicians to support student progress, growth and learning due to no small group instrumental lessons offered in Grades 7-12.
- Consider and create the development of a mentor program between Glastonbury High School/Smith Middle School and Smith Middle School/Gideon Welles.
- Investigate incorporating alternative ensembles outside of the traditional band, chorus and orchestra. Implement as appropriate.
- Study and consider the need for chorus at Gideon Welles to meet twice a week to match instruction time of like ensembles, band and orchestra. Implement as appropriate.

Domain 3 - Curriculum Design

Guiding Question: *Is the curriculum comprehensive, rigorous and based on relevant standards?*

The goal of the Music Department is that music curriculum, instruction and assessment are sequential and defined. The curriculum is collaboratively agreed upon using the National Core Music Standards and instruction is determined by student need and best practice.

Commendations:

- Curriculum development is financially supported by Glastonbury Public Schools at all levels.
- Grade level music curriculum writing teams work collaboratively to align the curriculum with the National Core Music Standards, and provide vertical alignment, grades K-12.
- The music curriculum offers rigorous courses that prepare students for collegiate level music making and life-long music engagement.
- Cross-grade level concert programming provides opportunities for students to collaborate and learn from upper-level peers.
- Curriculum maintains a scaffold and sequence that allows for successful and prestigious concerts throughout the district.
- Music curriculum allows for student creativity while content provides flexibility for differentiating individual learner's needs.



Recommendations:

- Continue funding for curriculum development.
- Continue to align curriculum, instruction and assessment in vertical content strands K-12.
- Revise and refine specific benchmarks for grade level ensembles while also allowing for teacher autonomy, creativity and flexibility.
- Continue collaborative curriculum writing to embed music from multiple cultures, peoples and areas of the world.
- Incorporate strand benchmarks between elementary and secondary ensembles that are sequential and support growth of skills and musicianship.
- Create, share and implement appropriate digital resources to support and guide our student learning.
- Consider offering an ECE opportunity as part of the Worlds of Music elective at Glastonbury High School.

Domain 4 - Professional Development

Guiding Question: *How relevant and effective are professional development opportunities?*

The goal of the Music Department is that music professional development will increase diverse knowledge and skills necessary and specific to each teacher, and therefore will improve student learning outcomes.

Commendations:

- Professional development opportunities are focused on relevant needs within the music department.
- Independent, small group professional development is offered, and most effective in supporting student learning outcomes.
- Professional development led by outside presenters/clinicians offers specific guided work toward new practices within strand areas of band, chorus, orchestra and technology.
- Student learning and performance benefits from focused, music-specific professional development.



Recommendations:

- Continue to provide funding for both on-site and off-site content-specific professional development opportunities that are facilitated by colleagues and experts from the field that focuses on high-quality instructional teaching strategies to increase student learning.
- Provide time for both elementary choral and general music professional development opportunities.
- Increase collaborative opportunities for teachers to engage in on-going, embedded professional development to effectively design the scope and sequence of K-12 strands.
- Provide opportunities for elementary instrumental teachers to have consistent professional learning opportunities for continued growth.
- Facilitate observations of colleagues for professional learning and growth.
- Focus departmental goals to be strand specific across grade levels and programs with professional development aligned in support of these specific targets.
- Continue to support teacher attendance at music specific professional conferences.
- Continue to support guest speakers and presenters for full day professional development opportunities.

Domain 5 - Communication

Guiding Question: *How effective are department communications within the Glastonbury Community?*

The goal of the Music Department is to clearly communicate with teachers, administration, students, families and community members through a variety of appropriate channels the learned music curriculum, showcased within student concert performances.

Commendations:

- Ensemble teachers in grades 6-12 use CHARMS office, a web-based management system for communication and organization, to effectively communicate with parents and students.
- Music teachers use a variety of technology such as email, websites, Google classroom and SeeSaw to send updates to parents regarding student progress, needs and scheduling.
- The public Music Department site includes a district-wide events calendar and important music information for parent and student successes and achievements.
- 100+ concert programs are open to the public and are strongly supported in attendance.
- Outreach concerts and special events bring many new audience members and strong community support through public media advertisement.
- Student ensembles perform in the community for opportunities such as Veterans Day Town Celebration, concerts at local nursing homes or the Community Center, Memorial Day Parade and various others.
- Student and staff achievements are recognized in local publications to promote department successes in auditions, music trips, special events and application of real-world performances.



Recommendations:

- Continue funding of CHARMS office subscription to provide timely and efficient communication to parents and students regarding events, inventory, and student assessments.
- Continue updates of websites, Google Classroom and CHARMS office to notify parents and students of learning expectations and relevant concert information.
- Continue media communication to advertise concert events and student achievements in music in various domains.
- Continue vertical strand (band, chorus, and orchestra) conversations to improve performance continuity between and within grade levels.

Domain 6 - Technology

Guiding Question: *What is the impact of technology integration on the curriculum?*

The goal of the Music Department is that the authentic, thoughtful and appropriate use of technology to create, enhance and implement our curriculum will continue to be a priority in instruction and student learning of music skills.

Commendations:

- Use of technology enhances and advances student learning experiences for music creativity and innovation.
- Use of MacBooks and iPads have improved ease of instructional delivery for teachers of all levels and strands.
- Use of iPads increase student engagement in performance and practice by aiding in music practice, recording and performance at all levels.
- Use of Google apps, Google Classroom, SeeSaw and CHARMS office has greatly enhanced communication and collaboration for performance and assessment.
- Through the use of district platforms, including RevTrak and Vanco, the music department has utilized these systems to make the audition, festival and concert performance experience paperless and seamless.



Recommendations:

- Continue funding for technology to ensure access for all music teachers and their students.
- Continue student access to appropriate technology to increase skills for self-assessment and improvement in music.
- Provide music-specific technology professional learning is requested for on-site and off-site opportunities.
- Assess quality of microphones and sound systems in secondary auditorium spaces.
- Ensure equitable access to consistent technology in each music learning environment to deliver high quality instruction (projector, speakers, sound system, microphones).
- Consider incorporation of International Society for Technology Education (ISTE) Standards for students.

Domain 7 - Operational Considerations

Guiding Question: *What operational considerations and challenges impact the continued development of this curriculum?*

The goal of the department is to optimize the resources of materials, space and time in order to continue to deliver a rigorous and effective music curriculum for the Glastonbury community.

Commendations:

- Music Teachers feel supported by their colleagues and building staff to effectively maintain their daily routines and concert programs.
- Dedicated general music classrooms and spaces meet the needs of the teachers and learners.
- Elementary general music instructional time meets the needs of the curriculum implementation.
- The funding of the music department's instructional materials and resources supports a strong learning music environment.
- Music Director is responsive to the needs of music department.



Recommendations:

- Equip all dedicated music teaching/performing spaces with appropriate music technology and storage while providing a dedicated space for group lessons and ensembles.
- Continue funding for instrument and music equipment purchases, replacement and repair to ensure students have access to music participation.
- Explore scheduling options for dedicated instrumental teaching classrooms to support student learning within the elementary buildings for uninterrupted instructional time.
- Monitor the number of pull-out services to ensure that student access to scheduled instrumental music lessons is maximized.

K-12 Music Recommendations and Conclusions

Short-Term Recommendations (1-2 years)

- Continue vertical strand conversations (band, chorus, orchestra, music technology) to improve performance continuity between and within grade levels.
- Incorporate strand benchmarks between elementary and secondary ensembles that are sequential and support growth of skills and musicianship.
- Revise and refine music history course offering at GHS.
- Continue media communication to advertise concert events and student achievements in music in various domains.
- Continue to provide differentiated professional learning for teachers so they will be equipped and prepared to integrate new technology within the music classroom.

Long-Term Recommendations (3-5 years)

- Consider and create the development of a mentor program between Glastonbury High School/Smith Middle School and Smith Middle School/Gideon Welles.
- Study and consider the need for chorus at Gideon Welles to meet twice a week to match instruction time of like ensembles, band and orchestra. Implement as appropriate.
- Incorporate strand benchmarks between elementary and secondary ensembles that are sequential and support growth of skills and musicianship.
- Equitable access to consistent technology in each music learning environment to deliver high quality instruction (projector, speakers, sound system, microphones).
- Explore scheduling options for dedicated instrumental teaching classrooms to support student learning within the elementary buildings for uninterrupted instructional time.

Financial Implications

- Continued funding for highly quality instruction and expert music staffing to provide our students with a superb music education experience.
- Continued funding for professional learning opportunities tailored to meet the specific needs of staff.
- Continued funding for the acquisition and replacement of school instrument and equipment inventory and special programming.



Report to Glastonbury Board of Education
Be Kind, Be Curious, Be Well

Program: Music
Director: Leslie Lopez
Date: November 27, 2023

1. What are some of your staff and student achievements this past year?

- **Regional, State and National Music Festivals**
 - 96 students accepted into the Eastern Region Middle School Festival (ERMS)
 - 95 students accepted into the Eastern Regional High School Festival (ERHS)
 - 29 students accepted into the All-State Music Festival (CMEA)
 - 35 students accepted into the New England Music Festival (NEMFA)
 - 3 students accepted into the UCONN Honors Band
 - 1 student accepted into the All-Eastern Honors Orchestra (NAFME)
 - 1 student accepted into the All-National Honors Orchestra (NAFME)
- **Best Communities for Music Education 2023**
 - This is the 11th year in a row that Glastonbury has been recognized by the National Association of Music Merchants (NAMM) Foundation for being a leading community for music education.
- **CMEA Honors GHS Ensembles 2023**
 - The Glastonbury High School Chamber Ensemble, Symphonic Band and Concert Choir were selected as state “exemplars” and were chosen to perform at the state conference in April 2023.
- **Tri-M Music Honor Society**
 - The Tri-M Music Honor Society inducted 38 students into the group this past spring and has a total of 91 members.
- **Music Staff Achievements**
 - Grades 6-12 staff serve as Connecticut leaders and chairpersons of CMEA Region Ensembles.
 - Music staff serve as clinicians, guest conductors, and consultants across the state.
 - Music staff perform professionally in a number of prestigious music groups that include: the Hartford Symphony Orchestra, New Haven Symphony, Goodspeed Opera House, Concora, Hartford Chorale, etc.
- **Friends for Music (FFM) Student Scholarships**
 - Friends for Music parent organization continues to support the music program through funding of clinicians, equipment, student music festival trips and other needs as they arise.
 - 6 GHS students who declared a major or minor in music at a 4-year college were awarded scholarships.

2. Please share any changes to your program's implementation.

- Unit maps and framework for K-3 General Music were refined and revised.
- Grade 4 percussion unit maps were refined and drum/mallet instructional resources were evaluated.
- Concert programs have evolved to be a hybrid of traditional paper copies and QR code, allowing for digital access of content.
- GHS Midi Music Lab was refreshed in the summer of 2023.

3. Explain how your program offerings serve all students related to ability, interest, need, and course leveling.

Our music programming offers students the ability to access various music experiences at a variety of starting points and proficiency levels:

Gideon Welles

- General Music is for all students.
- Band, Chorus, Orchestra is available to any student who sings and/or plays an instrument.
- Jazz Band, Enharmonics, Chamber Ensemble are performing groups by audition and are extracurricular activities after school for students who are looking for an extra challenge and harder repertoire.

Smith Middle School

- *Create and Record (I & II), Piano/Guitar Sampler, Make Your Own Music Video, Lights UP!* 7&8 are open to all 7th and 8th grade students at any proficiency level.
- Band, Chorus, Orchestra is available to any student who sings and/or plays an instrument.
- Jazz Band, Select Choir, Chamber Ensemble are performing groups by audition and are extracurricular activities after school for students who are looking for an extra challenge and harder repertoire.

Glastonbury High School

- Concert Band, Chorus and Orchestra is available to any student who sings and/or plays an instrument.
- *Symphonic Band, Concert Choir, Treble Choir, Chamber Orchestra* is available by audition. These ensembles focus on highly advanced performance skills and offer challenging enrichment.
- Students in ensembles may elect to receive Level 1 credit within the course by completing additional assigned work.
- Jazz Band, Madrigals, and Gents Choir are performing groups by audition and are extracurricular activities after school for students who are looking for an extra challenge and harder repertoire.
- *Beginning Guitar, Intermediate Guitar, Piano/Keyboard, Music Studio Production, Worlds of Music, and Fundamentals of Theory* courses are open to any student who is looking to participate in a music experience. No previous experience is required to participate.
- AP Music Theory offers an advanced opportunity for those music students considering future music study.

4. What are the long-term plans for change and direction in accordance with the current curriculum review and 6th Generation Strategic Plan?

- Continue vertical strand conversations (band, chorus, orchestra, music technology) to improve performance continuity between and within grade levels.
- Incorporate strand benchmarks between elementary and secondary ensembles that are sequential and support growth of skills and musicianship.
- Revise and refine Worlds of Music offering at GHS to include ECE offering
- Continue media communication to advertise concert events and student achievements in various music domains
- Continue to provide differentiated professional learning for teachers so they will be equipped and prepared to integrate new technology within the music classroom.
- Continue to refine and revise grade 4 and 5 general music unit maps and framework.
- Re-evaluate and refine grade 5 percussion units, including the approach and instructional resources of drums and mallets.

5. What program objectives (current and future) have financial implications for the upcoming year?

- Continued funding for the acquisition and replacement of school instrument and equipment inventory and special programming.
- Continued funding support for use of technology within music classrooms.
- Continued funding for staffing and professional learning opportunities that are differentiated and strand specific.

Music Events 2023-2024

Date	Time	Event	Location
09-21-2023		Friends for Music Candy Sale Begins	
10-19-2023	7:30 pm	GHS Fall Ensembles Concert	GHS
10-20-2023		Friends for Music Candy Sale Ends	
11-11-2023	All Day	ERHS Auditions	East Lyme High School
11-20-2023	3:00-8:00pm	Friends for Music Candy Distribution	
11-21-2023	3:00-8:00pm	SD-Friends for Music Candy Distribution	
11-22-2023	9:00am	Buttonball Grade K Harvest Festival	Buttonball Lane School
11-22-2023	9:30am	Naubuc Grade K Harvest Festival	Naubuc
11-28-2023	7:00 pm	SMS Band Winter Concert	SMS
11-30-2023	7:00pm	SMS Orchestra Winter Concert	SMS
12-02-2023	All Day	ERMS Auditions	Killingly Intermediate
12-04-2023	7:00 pm	Snow date -SMS Band/Orchestra Winter Concert	SMS
12-04-2023	7:30 pm	GHS Bands Winter Concert	GHS
12-05-2023	7:00pm	SMS Chorus Winter Concert	SMS
12-06-2023	7:30 pm	GHS Orchestra Winter Concert	GHS
12-06-2023	10:00am	Hebron Avenue Winter Concert Grade 4	Hebron Avenue
12-06-2023	2:00pm	Hebron Avenue Winter Concert Grade 5	Hebron Avenue
12-08-2023	9:15am	Nayaug Winter Concert Grade 4	Nayaug
12-08-2023	2:00pm	Nayaug Winter Concert Grade 5	Nayaug
12-08-2023	10:00am	Snow date -Hebron Ave. Winter Concert Gr. 4	Hebron Avenue
12-08-2023	2:00pm	Snow date -Hebron Ave. Winter Concert Gr. 5	Hebron Avenue
12-09-2023		NEMFA Audition	Griswold High School
12-11-2023	6:30 pm	Buttonball Winter Concert	SMS
12-11-2023	7:30 pm	Snow date - GHS Orchestra/Band Winter Concert	GHS
12-12-2023	6:30pm	Naubuc Winter Concert	SMS
12-13-2023	9:00am	Snow date Buttonball Winter Concert Gr. 4	Buttonball
12-13-2023	1:45pm	Snow date Buttonball Winter Concert Gr. 5	Buttonball
12-13-2023	7:00pm	5th Grade GW Winter Concert	GW
12-14-2023	2:00pm	Hopewell Winter Concert	Hopewell
12-14-2023	7:00 pm	Snow date SMS Chorus Winter Concert	SMS
12-15-2023	9:15am	Snow date Nayaug Winter Concert Grade 4	Nayaug

Date	Time	Event	Location
12-15-2023	2:00pm	Snow date Nayaug Winter Concert Grade 5	Nayaug
12-15-2023	2:00pm	Snow date Hopewell Winter Concert	Hopewell
12-18-2023	7:30pm	GHS Choral Winter Concert	GHS
12-19-2023	7:30 pm	Snow date - GHS Choral Winter Concert	GHS
12-19-2023	6:30pm	Snow date Naubuc Winter Concert	SMS
12-20-2023	7:00pm	Snow date 5th Grade GW Winter Concert	GW
1-05-2024	12:15 pm	ERHS Festival	UCONN
1-06-2024	All Day	ERHS Festival	UCONN
1-09-2024	7:00pm	GW Orchestra Winter Concert	GW
1-10-2024	7:00pm	Snow date GW Orchestra Winter Concert	GW
1-12-2024	12:15 pm	Snow date - ERHS Festival	UCONN
1-13-2024	All Day	Snow date - ERHS Festival	UCONN
1-17-2024	7:00pm	GW Winter Concert	GW
1-18-2024	7:00pm	Snow date GW Band Winter Concert	GW
1-23-2024	7:00pm	GW 6th Grade chorus Winter Concert	GW
1-25-2024	7:00pm	Snow date GW 6th Grade chorus Winter Concert	GW
1-31-2024	7:00pm	GHS Choral Festival	GHS
2-3-2024		All State Auditions	North Haven HS
2-5-2024	7:00pm	Snow date GHS Choral Festival	GHS
2-10-2024		Snow date All State Auditions	North Haven HS
2-12-2024	7:00pm	Valentine Cabaret	GHS Cafe
2-14-2024	7:00pm	Snow Date - Valentine Cabaret	GHS Cafe
3-01-2024	2:30pm	ERMS Festival	RHAM
3-02-2024	All Day	ERMS Festival	RHAM
3-08-2024	2:30pm	Snow date ERMS Festival	RHAM
3-09-2024	All Day	Snow date ERMS Festival	RHAM
3-19-2024	7:30pm	GHS Band Spring Concert	GHS
3-20-2024	7:30pm	Snow date GHS Band Spring Concert	GHS
3-21-2024	All Day	NEMFA	
3-22-2024	All Day	NEMFA	
3-23-2024	All Day	NEMFA	
3-26-2024	7:30pm	GHS Orchestra Spring Concert	GHS
3-27-2024	7:30pm	Snow date-GHS Band/Orchestra Spring Concert	GHS

Date	Time	Event	Location
4-03-2024	7:30pm	GHS Choral Spring Concert	GHS
4-04-2024	7:30pm	Snow date GHS Choral Spring Concert	GHS
4-05-2024	All Day	All State Festival	TBD
4-06-2024	All Day	All State Festival	TBD
4-25-2024	7:00pm	Glastonbury Choral Invitational	GHS
4-30-2024	9:00am	Buttonball Spring Concert Gr. 4	Buttonball
4-30-2024	1:45pm	Buttonball Spring Concert Gr. 5	Buttonball
4-30-2024	7:00pm	SMS Band Spring Concert	SMS
5-01-2024	7:00pm	SMS Chorus Spring Concert	SMS
5-02-2024	9:00am	Snow date Buttonball Spring Concert Gr. 4	Buttonball
5-02-2024	1:45pm	Snow date Buttonball Spring Concert Gr. 5	Buttonball
5-02-2024	2:00pm	Hopewell Spring Concert	Hopewell
5-02-2024	6:00pm	GW 6th grade Evening of the Arts	GW
5-03-2024	7:30pm	GHS POPS concert	GHS
5-06-2024	6:30pm	Naubuc Spring Concert	Gideon Welles
5-06-2024	7:00pm	Snow date SMS Band/Chorus Spring Concert	SMS
5-07-2024	2:00pm	Snow date Hopewell Spring Concert	Hopewell
5-07-2024	7:00pm	SMS Orchestra Spring Concert	SMS
5-08-2024	7:00pm	GWS 5th Grade Spring Concert	Gideon Welles
5-09-2024	10:00am	Hebron Ave. Spring Concert Grade 4	Hebron Avenue
5-09-2024	2:00pm	Hebron Ave. Spring Concert Grade 5	Hebron Avenue
5-09-2024	7:00pm	Snow date GWS 5th Grade Spring Concert	Gideon Welles
5-10-2024	9:15am	Nayaug Spring Concert Grade 4	Nayaug
5-10-2024	2:00pm	Nayaug Spring Concert Grade 5	Nayaug
5-13-2024	6:30pm	Snow date Naubuc Spring Concert	Gideon Welles
5-14-2024	7:30pm	GHS Concerto Concert	GHS
5-14-2024	10:00am	Snow date Hebron Ave. Spring Concert Grade 4	Hebron Avenue
5-14-2024	2:00pm	Snow date Hebron Ave. Spring Concert Grade 5	Hebron Avenue
5-15-2024	7:00pm	GHS Gents Concert	GHS
5-17-2024	9:15am	Snow date Nayaug Spring Concert Grade 4	Nayaug
5-17-2024	2:00pm	Snow date Nayaug Spring Concert Grade 5	Nayaug
5-20-2024	7:00pm	Snow date SMS Orchestra Spring Concert	SMS

5-20-2024	6:30pm	GHS FfM Banquet	Riverfront Community Center
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Glastonbury Public Schools
GLASTONBURY, CONNECTICUT

COMMITTEE MEMBERS & LIAISON REPRESENTATIVES
November 2023

WORKING COMMITTEES:

Budget	*Thompson, Peniston, Cavanaugh (Foyle, Ex-officio)
Personnel	*Couture, Saunig, Jennings (Foyle, Ex-officio)
Communications	*Saunig, Couture, Jennings (Foyle, Ex-officio)
Curriculum	*Peniston, Thompson, Faust (Foyle, Ex-officio)
Policy Review	*Saunig, Peniston, Faust (Foyle, Ex-officio)
Strategic & Facilities Planning	*Couture, Thompson, Cavanaugh (Foyle, Ex-officio)

REPRESENTATIVES TO:

CABE	Matt Saunig
CREC	Julie Thompson
PTSO Council	Julie Thompson
Public Buildings Commission	Jenn Jennings
Youth and Family Services Commission	Kali Cavanaugh
Education Foundation	Julie Thompson

* = Chairperson

Revised: 11.20.2023

7. * No. of Different Students Suspended More than Once this Month		2	3									
8. * No. of Students Suspended More than Once this Year (Cumulative)		2	5									

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.

1. Total Number of Suspensions by Month	0	2	7								
In-School	0	2	7								
Out-of-School	0	0	0								
2. No. of 1 Day Suspensions	0	1	0								
3. No. of 2-4 Day Suspensions	0	1	6								
4. No. of 5-10 Day Suspensions	0	0	1								
5. * No. of Different Students Suspended for the Month	0	2	7								
6. * No. of Different Students Suspended this Year (Cumulative)	0	2	8								
7. * No. of Different Students Suspended More than Once this Month	0	0	0								
8. * No. of Students Suspended More than Once this Year (Cumulative)	0	0	1								

Revised 11.15.05

*See Reverse Side

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