



Foreign Languages
Culinary Arts
History
Anatomy
Engineering
Visual Arts
Marketing
Writing
Painting
Science
English
Photography
Automotive
Math
Business
Health
Algebra
Technology
Social Studies
Ceramics
Physical Education

Program of Studies

Enfield High School
2023-2024

ACCREDITATION STATEMENT

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

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

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

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Mrs. Amy Dunphy, Counselor
Mr. Frank Genovese, Counselor
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Ms. Lauren Jefferson, Counselor
Mr. Robert Joeckel, Counselor

TITLE VI and IX NON-DISCRIMINATION

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

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

The Title VI Coordinator (race, color, and national origin) is Ms. Julie Carroll, 1010 Enfield St., Enfield, CT 06082 and telephone 860-253-6518; Title IX Coordinator (sex equity) is Mr. Andrew Longey, 1010 Enfield St., Enfield, CT 06082, and telephone 860-253-6533.

The address of the U.S. Department of Education, Office for Civil Rights is:

Office for Civil Rights/ED
8th Floor
5 Post Office Square, Suite 900
Boston MA 02109-3921
Phone: (617) 289-0111
Email: ocr.boston@ed.gov

PRINCIPAL'S MESSAGE

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

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

This *Program of Studies* also contains valuable information necessary to support our student expectations for learning and shared goal of graduation from Enfield Public Schools. Parents and students will find information about graduation requirements, class rank, grading policy, educational testing, and much more. The staff at Enfield High School looks forward to working with families to plan the best post-secondary program for each student. Thoughtful course selection is the first step in this process. This will serve as the foundation that supports all college and career choices.

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

Erin Clark

Principal
Enfield High School

**2023-2024 PROGRAM OF STUDIES
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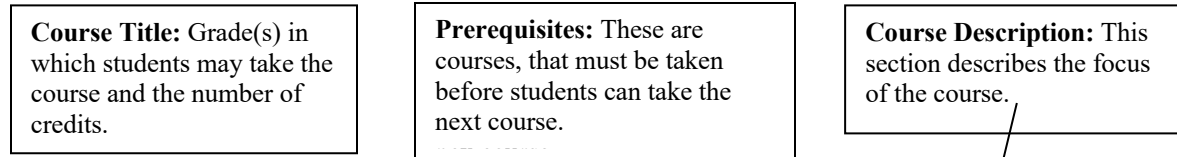


PURPOSE OF THE *PROGRAM OF STUDIES*

To provide parents, students, and staff with a useful reference to help understand course content. When choosing courses, students will need to consider the following:

- **Graduation requirements:** There are many required courses which students must take before they can graduate.
- **Post-secondary goals:** When choosing courses keep in mind the student's goals for after high school. If you are unsure what courses are best for your son or daughter, his or her school counselor will be able to make suggestions based on the student's post-secondary goals.
- **Course sequences:** In some cases, the courses a student takes in Grade 9 will affect what he or she can take in Grade 12. It is important to plan ahead. Consult with your student's teachers and counselor for assistance in choosing appropriate courses, then choose the appropriate courses.
- **Course levels and weights:** Some courses are leveled and weighted higher than others. These weights affect a student's cumulative grade point average. Check the course descriptions to determine the weighting and select the course level that best meets the needs of the student.

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



MODERN WORLD HISTORY

Grade 9
1 Credit
(5407)
CCP

Prerequisite(s): None

In Modern World History students will explore a variety of peoples, events, and movements in world history with a focus on inquiry-based learning. Students will explore cause/effect relationships within the context of history. The course will focus on the Industrial Age through modern times. The study of Modern World History will include themes and content including conflict/resolution, cultural diffusion, change and reactions to it, human rights, individual rights and power of government, globalization and international trade. Modern World History is college preparatory and appropriate for most students entering ninth grade. Successful completion of this course fulfills the required 1 credit in Modern World History.

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

ENGLISH

Grade 9
1 Credit

Prerequisite(s): None

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

(5011)
Honors

Prerequisite(s): B or better in previous English course

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

(5012)
CCP

Prerequisite(s): None

This course offers the same content as course 5011. It is college preparatory and appropriate for students entering ninth grade.

GUIDANCE AND COUNSELING

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

- Development of an individualized Student Success Plan (SSP)
- Self-evaluation in terms of abilities, interests, and aptitudes
- Selection of courses and studies
- Post-secondary planning including college, vocational, and military options
- Personal situations

Parents and students are encouraged to work collaboratively with their subject teachers and their school counselors. Counseling office can be reached at (860) 253-6595. Contact information for Counselors is listed below. Additional resources are available on the district website www.enfieldschools.org

Guidance Counselor Assignments

Last Names	Counselor
School Counseling Office	860-253-6595
K-12 Guidance Coordinator	David White dwhite@enfieldschools.org 860-253-5551
A-CEC	Elaine Helberg ehelberg@enfieldschools.org 860-253-5553
CED-FOR	Heather Aselton haselton@enfieldschools.org 860-763-8824
FOS-LAG	Amy Dunphy adunphy@enfieldschools.org 860-763-8826
LAH-NEM	Robert Joeckel rjoeckel@enfieldschools.org 860-763-8825
NEN-SEM	Frank Genovese fgenovese@enfieldschools.org 860-253-5321

SEN-Z	Lauren Jefferson ljefferson@enfieldschools.org 860-253-5552
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TO THE STUDENT

The *Program of Studies* is designed to help you make appropriate course selections. We encourage you to plan the strongest course of study possible so that when you graduate from high school you will be able to choose from a variety of options.

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

- **KNOW YOURSELF:** Achievements, abilities, interests, and ambitions are all important considerations. Initiative, responsibility, and personality impact your level of success.
- **SET GOALS:** Identify what you want and make a plan to achieve it.
- **PLAN AS EARLY AS POSSIBLE:** Gather information about possible career interests. Access the resources of the EHS Career Center and the EHS School Counseling Office. Begin thinking about your choices for post-secondary education and training: college, vocational school, military, and employment.
- **IDENTIFY YOUR INDIVIDUAL LEARNING STYLE AND YOUR STUDY STRATEGIES ACCORDINGLY:** Good study skills result in good grades.
- **GET INVOLVED:** Develop hobbies, join school activities, or become active in the community.

PLANNING THE HIGH SCHOOL PROGRAM

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

When selecting courses, a student should take into consideration their previous school record, work habits, interests, abilities, and future plans. Each student should plan for a sequence of courses making sure that the courses fit into a projected four-year plan.

Enfield High School is a comprehensive high school that offers a wide variety of elective courses in addition to the required courses. Students are encouraged to enroll in elective courses that offer meaningful challenges and enrich their experiences.

Students or parents with questions about the course selection process should consult with the school counselor or with the department coordinators in that subject area.

Subject	Contact Information
Business/FACS	Cory O’Connell coconnell@enfieldschools.org 860-253-6551
English	Deborah Gaskell dgaskell@enfieldschools.org 860-763-8836
Math	Jason LaMesa jlamesa@enfieldschools.org 860-253-6553
Music	Mark Reppucci mreppucci@enfieldschools.org 860-424-6774
P.E./Health	Mark Dube mdube@enfieldschools.org 860-763-7585
Reading	Adrienne Snow asnow@enfieldschools.org 860-763-8881
Science	Chris Ponte cponte@enfieldschools.org 860-763-8834
Social Studies	Joel Senez jsenez@enfieldschools.org 860-741-4033
SPED	Bridgette Birchall bbirchall@enfieldschools.org 860-253-6578
Technology Education	Elana Beebe ebeebe@enfieldschools.org 860-253-6589

Visual Arts	Chris Scioscio cscioscio@enfieldschools.org 860-763-7031
World Language	Amy Jensen ajensen@enfieldschools.org 860-253-5556

REQUIREMENTS FOR GRADUATION

A graduate of the Enfield Public Schools must have earned a minimum of 25 credits, must have met the established credit distribution requirement, and must have earned a 1.7 (C-) average for all courses required for graduation. In accordance with Connecticut General Statutes, students must also meet additional performance standards in literacy, numeracy, and science, with the goal of improving learning for every student.

MINIMUM CREDITS, COURSE REQUIREMENTS, AND PERFORMANCE STANDARDS

Class of 2023 and beyond

Credits and Required Courses: 25 Credits Required

Commencing with the graduating class of 2023 and for each graduating class thereafter, in order to graduate and be granted a diploma, students must satisfactorily complete a minimum of twenty-five (25) credits, as outlined below:

- English 4 Credits
- Mathematics 4 Credits
(must include Algebra 1, unless successfully taken in middle school, and Geometry)
- Science 3 Credits
(3 credits must be in one of the NGSS pathways, as defined in the Program of Studies)
- Social Studies consisting of: 3 Credits
 - (1) Credit—Modern World History
 - (1) Credit – US History or AP US History
 - (½) Credit – Civics in Action*
 - (½) Credit – Foundations of Government*

*Earning 1 credit in AP US Government and Politics can replace these two ½ credit requirements.
- Fine Arts (Music and/or Visual Arts) 0.5 Credit
- Physical Education/Health Education 2 Credits
- World Language 1 Credit
- Electives 6.5 Credits
Electives should be chosen to ensure that the required 9 credits of humanities and the 9 credits of science, technology, engineering, and mathematics are met.
- Mastery-Based Diploma Assessment 1 Credit

To satisfy this credit, students must earn one credit in a course designated with an “M” in the EHS Program of Studies. These courses are to be taken in a student’s junior or senior year. To earn the additional 1 credit designated for the mastery-based diploma assessment, students will meet specified requirements and showcase a year’s worth of work that addresses one of the EHS Priority Learning Expectations. Additional criteria will be outlined in the course description in the POS.

Performance Standards:

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

A. Literacy Performance Standard – To read and write with understanding, as outlined in the Connecticut Core Standards.

1. In order to meet the literacy standard, students must achieve one of the following:
 - a) A Critical Reading SAT score or Writing SAT score of 480 or above; or
 - b) Achieve a 460 or better on the Reading or Writing portion of the PSAT; or
 - c) A Reading ACT score of 18 or above; or
 - d) Achieve a passing score on an identified skills assessment in English 11 or US History; or
 - e) Receive a score that meets or exceeds standards on a District Literacy Performance Task, as defined in Administrative Regulation 6146.

B. Numeracy Performance Standard – To demonstrate mathematical skills, as outlined in the Connecticut Core Standards.

1. In order to meet the numeracy performance standard, students must achieve one of the following:
 - a) A Math SAT score of 480 or above; or
 - b) Achieve a 460 or better on the Mathematics portion of the PSAT; or
 - c) A Math ACT score of 18 or above; or
 - d) Achieve a passing score on an identified skills assessment in a math course during their Grade 11 school year; or

- e) Receive a score that meets or exceeds standards on a District Numeracy Performance Task, as defined in Administrative Regulation 6146.

C. Science Performance Standard – Students shall, prior to the completion of their senior year, demonstrate proficiency in problem solving and scientific inquiry, as well as a familiarity with major themes in science.

- 1. In order to meet the District Performance Standards in science, students must succeed in one of the following:
 - a. Meet the proficiency benchmark set by Enfield Public Schools on the new state-mandated Next Generation Science Assessment; or
 - b. Score a 430 or higher on a SAT II Science related subject test; or
 - c. Score a 70% or higher on the Honors Physics 5230 or Biology 5212 final exam; or
 - d. Score a 70% or higher on the final Honors Physics 5230 or Biology 5212 Scientific Design Assessment; or
 - e. Receive a score that meets or exceeds standards on a District Science Performance Task, as defined by Administrative Regulations 6146.

Conditions:

1. Graduating Seniors:

In addition to satisfying the required course credits and meeting the performance standards, graduating seniors must attain a minimum overall average of 1.7 (C-) for all courses required for graduation.

The 1.7 (C-) grade average required for graduation shall be computed annually at the end of the fourth marking period and shall include all the courses taken by the student.

Students who have earned more than the required credits for graduation but failed to obtain the required 1.7 (C-) average may attempt to satisfy the 1.7 (C-) average by calculating the highest GPA using the minimum number of credits. Such calculation must include all of the required courses.

Only students who have met all of the district's graduation requirements may participate in their school's graduation ceremony.

2. Non-Graduating Seniors:

Seniors who have not satisfied all requirements for graduation will not be allowed to participate in the school’s graduation ceremony and will be given the opportunity to attain a high school diploma by:

- a. attending summer school at their own expense in an attempt to meet the graduation requirements.
- b. returning to high school the following year to meet all graduation requirements.

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

Students who have met the district’s graduation requirements, except for the literacy and/or numeracy standard, shall receive a certificate of completion in lieu of a high school diploma.

Crossover Credits

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

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

Course	Total Credits	Academic Crossover	Credits Eligible for Crossover
Drafting Technology (5711)	1.00	Mathematics	1.00
Business Law 1 (5527)	.50	Social Studies	.50
Business Law 2 (5528)	.50	Social Studies	.50
Economics (5535)	.50	Social Studies	.50
Personal Finance (5526)	.50	Mathematics	.50

Transfer of Credits

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

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

Grade Point Average (GPA) and Class Rank

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

The class rank is determined by the relative position of each grade point average in a graduating class from Grades 9 through 12. Rank in class for all students is computed by compiling grades on a cumulative basis over the period of time from grade 9 thru 2nd term of the senior year. This compilation of grades is based on the quality point system used to designate honor roll and honor graduates. The quality average is compiled, and each student is then listed in mathematical order. It should be emphasized that rank in class is a cumulative compilation of grade averages including physical education and health but not pass-fail courses.

Weighted Grading System

The Enfield Public Schools use a weighted grading system so that individual courses receive weight commensurate with academic rigor. In the three-level system, AP/ECE courses are the most rigorous and receive the greatest weight. Honors courses are more academically challenging than those at College/Career Prep, which are average in their academic demands. Please refer to the chart below for the quality points assigned to letter grades by course level. These points are used to calculate grade point average.

Grade	Numerical Equivalent	AP/ECE	Honors	College/ Career Prep	Honor Roll
A+	100-97	5.0	4.5	4.0	HIGH HONORS:
A	96-93	5.0	4.5	4.0	3.6 average
A-	92-90	4.7	4.2	3.7	with no
B+	89-87	4.3	3.8	3.3	grade lower
B	86-83	4.0	3.5	3.0	than a B-
B-	82-80	3.7	3.2	2.7	
C+	79-77	3.3	2.8	2.3	HONORS:
C	76-73	3.0	2.5	2.0	3.0 average
C-	72-70	2.7	2.2	1.7	with no
D+	69-67	2.3	1.8	1.3	more than
D	66-63	2.0	1.5	1.0	one (1) C
D-	62-60	1.7	1.2	.7	
F or IN	59 & below	0	0	0	



Please refer to the following chart for specific course levels.

DEPARTMENT	Advanced Placement/Early College Experience	HONORS	College/Career Prep
BUSINESS	AP Macroeconomics (5536)	None	All courses
ENGLISH	AP Language and Composition (5031) UCONN/AP Literature and Composition (5082)	Honors English 9 (5011) Honors English 10 (5024) Honors English 11(5032) Honors Critical Writing (5041) Honors Advanced Composition I (5047) Honors Advanced Composition II (5048) Honors British Literature (5064) Honors American Literature (5065) Honors Individual and Society (5074)	All others
FAMILY AND CONSUMER SCIENCES	UCONN Individual & Family Studies (5800)	None	All others
HEALTH/PE	None	None	All others
MATHEMATICS	AP Computer Science Principles (5143) AP Computer Science A (5144) AP Probability and Statistics (5152) AP Calculus AB (5161)	Honors Geometry (5121) Honors Algebra 2 (5131) Honors Pre-Calculus (5154) Honors Calculus (5160)	All others
MUSIC	None	Honors Concert/Marching Band (5661) * Honors Jazz Ensemble (5662) * Honors Orchestra (5663) * Honors Chorus (5667)	All others

SCIENCE	AP/UCONN Environmental Science (5263) AP/UCONN Biology (5296) AP/UCONN Chemistry (5297) AP/UCONN Physics 1 (5298) AP/UCONN Physics 2 (5299)	Honors Biology (5211) Honors Chemistry (5220) Honors Physics (5230) Honors Anatomy and Physiology (5262)	All others
SOCIAL STUDIES	AP European History (5410) AP US History (5416) AP Psychology (5441) AP US Government and Politics (5473) AP Comparative Government and Politics (5474)	Honors Philosophy (5455) Honors Genocide (5467)	All others
TECHNOLOGY EDUCATION	None	Honors STEAM Design (5747) Introduction to Engineering Design (5790) Honors Principles of Engineering (5791) Honors Civil Engineering Architecture (5792)	All others
VISUAL ARTS	AP Art History (5621)	Honors Portfolio Preparation (5611) Honors Commercial Art & Design (5613)	All others
WORLD LANGUAGES	AP French 5 (5349) AP Spanish 5 (5393) ECE Spanish 5 (5397)	Honors French 2 (5325) Honors French 3 (5335) Honors French 4 (5338) Honors Spanish 2 (5365) Honors Spanish 3 (5375) Honors Spanish 4 (5385) Latin 3 (5383) Latin 4 (5384)	All others

*To receive honors weight, a student must meet specified criteria.

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

Course Change Procedure

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

A course change may be made if:

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

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

- Requests to change a course to avoid or choose a particular teacher will not be accepted

Students withdrawing from a course beyond 14th school day of the quarter will receive the grade earned for the quarter.

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

Early Graduation

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

- Make a formal request to the school administration before the end of Grade 11; this request must be made on the official “Early Graduation Request” form, which is available in the School Counseling Office
- Receive approval from the parent or guardian after the school counselor certifies that the student is eligible for early graduation
- Plan their senior year Semester 1 academic program prior to the end of Grade 11
- Obtain final and official approval from the principal who will weigh each request on its own merits with consideration to early acceptance into college or some other acceptable education or vocational program or extreme economic hardship

- All other requests for early graduation other than those stipulated above will require the approval of the Superintendent of Schools. In no case will students be permitted to graduate earlier than the end of Grade 11

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

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

POST-SECONDARY PLANNING

College, vocational school, career resources and scholarship information for post-secondary planning are available in the School Counseling Office. Beginning in Grade 9, students will be involved in a developmental guidance program to assist them with the post-secondary planning process. Enfield High School also has a Career Center where the Career Counselors help students to explore options for life after school.

Planning for College

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

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

English	4 credits	Minimum of four credits, including literature and writing courses
Mathematics	4 credits	Minimum of Algebra 1, Geometry and Algebra 2; Precalculus or higher preferred
Science	3-4 credits	See page 70
Social Studies	3-4 credits	Minimum of Modern World History, United States History, Civics in Action, Foundations of Government, and Social Studies electives.
World Language	2-4 credits	Minimum of two or three consecutive years of the same language taken at high school. (e.g. French 1, French 2, French 3)

Prospective College Athletes

Students who plan to participate in Division I or Division II sports at the college level must be qualified by the NCAA Clearinghouse.

- Students should begin the application process at the end of Grade 11.
- The clearinghouse will analyze student transcript information to determine if initial requirements have been met.
- Students should meet with their school counselor for more specific information regarding NCAA eligibility requirements.
- Students and parents/guardians should check the NCAA website at www.eligibilitycenter.org for additional information.

Planning for Technical/Vocational Careers

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

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

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

Students can obtain assistance from the Career Counselors at Enfield High School on the following:

- Cooperative work internship experiences
- Job shadowing experiences
- Career exploration field trips and career fairs.
- Information regarding the college connections manufacturing program and a variety of technical and trade school program ACC.

ADDITIONAL PROGRAM OPPORTUNITIES

Advanced Placement (AP)

The Advanced Placement Program gives a student the opportunity to pursue college level studies while still in high school. The AP designation in a course title denotes a rigorous course of study.

Advanced Placement credit is granted by the college based on the score a student receives on individual AP exams offered in May of each year. The student must contact the College Board directly in order to send AP scores to individual colleges. Students enrolled in these courses are required to take AP Exams at the end of the year. The exam fees will be covered by the Enfield Board of Education.

UCONN Early College Experience (ECE)

The University of Connecticut Early College Experience (ECE) Program provides an academic outreach opportunity for Connecticut's high school students. This program allows motivated students to earn both high school and college credits for courses taken in high school. These UCONN courses provide students with the opportunity to experience college level work, build confidence in their readiness for college, and earn college credits that will put them ahead academically and financially. Credits earned transfer into UCONN and other colleges and universities across the country. Students are required to complete these courses with a grade of C or higher in order to receive university credit. **For information on this program visit the UCONN website at www.ece.uconn.edu. Please note registration deadlines and procedures.**

College Career Pathways

College Career Pathways credit, from Asnuntuck Community College, is available to high school sophomores, juniors and seniors in the areas of Honors Algebra II, Chemistry, Marketing, and Parent Child Development.

College Career Pathways (CCP), a federally funded program, allows students to earn up to 13 FREE college credits, by taking classes at their high school, that have been approved by faculty at Asnuntuck Community College.

Students apply for College Career Pathways at their high school and can be enrolled in disciplines, including math, science and a career-related area (e.g. Accounting, Early Childhood Development, Business, Digital Arts, etc.)

Students must fill out both an Asnuntuck Community College and College Career Pathways applications before they enroll in their high school class. The college will provide a deadline for applying. Also, students looking to earn credit in Honors Algebra II and/or Chemistry must earn a passing score on the Accuplacer Math test or equivalent score on the SAT/ACT Math section. Scores must be submitted to their high school if enrolling in Math or Chemistry courses.

The \$20.00 Asnuntuck Community College Application fee is waived. An add/drop period is available for students wishing to enroll after the course has begun.

Students are able to apply the credits they have earned toward a degree or certificate program at Asnuntuck Community College or transfer them to another college or university. Many colleges accept incoming community college credits. The final decision is dependent on the accepting college's transfer policy.

See your school counselor for more information.

The Seal of Biliteracy

The Seal of Biliteracy is a recognition given by the Enfield Public Schools, in conjunction with the Connecticut State Department of Education. This distinction states that an eligible student has completed all English Language Arts requirements for graduation, in addition to demonstrating proficiency in all modes of communication (listening, reading, writing, and speaking), in a language other than English, at a level that is equal to or exceeding Intermediate Mid according to the ACTFL proficiency guidelines. Those students who successfully complete all requirements, as set forth by the CSDE and Enfield Public Schools, will receive a seal affixed to their diploma, as well as recognition of earning the Seal of Biliteracy on their transcript.

The Seal of Biliteracy initiative, as described by the Connecticut State Department of Education:

- Encourages students to study languages.
- Certifies attainment of biliteracy skills.
- Recognizes the value of language diversity.
- Provides employers with a method of identifying Connecticut high school graduates with biliteracy skills.
- Assists universities in recognizing applicants with language skills.
- Equips students with the 21st-century skills that will allow them to succeed in college and careers in a global society.
- Strengthens relationships and honors the multiple cultures and languages represented in Connecticut communities.
- Encourages students to develop communicative proficiency in multiple languages.
- Values the knowledge and skills of both English speakers learning world languages and English learners studying English or other world languages.
- Recognizes and rewards students' linguistic and cultural knowledge.

The Connecticut Certificate of Global Engagement

The Connecticut Certificate of Global Engagement is a recognition given by the Enfield Public Schools, in conjunction with the Connecticut State Department of Education. The program recognizes students who have successfully completed a global education curriculum and engaged in co-curricular activities and experiences that foster the development of global competencies and citizenship.

The purpose of the Certificate of Global Engagement program, as described by the Connecticut State Department of Education, is to:

- Educate a globally competent citizenry by encouraging students to pursue the global aspects of their education.
- Serve as an enhancement of a student's profile in the college admissions process.
- Serve as an important hiring consideration by prospective employers.

The program includes the following components:

1. Globally-focused coursework: Students are required to earn seven credits from the eligible list of courses, three of which must be a world language, and must complete each course with a B- average or better. Courses with a global focus are designated as "G" courses in the course descriptions.

2. Globally-focused student activities: Students are required to participate in a minimum of one globally-themed extracurricular activity over at least three years of high school.

3. Global service learning project: Students are required to complete a service project connected to a global community or to a contemporary global issue. The time spent engaging in this project must equal at least 20 hours. Upon conclusion of the project, students must submit a reflection paper or product.

Students who commit to this program will work with an assigned advisor to ensure they are on track to meet all requirements. Students who successfully meet all requirements will receive a seal affixed to their diploma, as well as recognition of earning the Certificate of Global Engagement on their transcript.

Independent Study

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

- Obtain an application for Independent Study from the school counselor
- Find an advisor and develop a project proposal
- Obtain approval from the appropriate department coordinator
- Return the completed application with the required signatures to the assistant principal
- A committee consisting of the student, advisor, school counselor, and an administrator will convene to approve or reject the proposal

A student has the following grading options:

- Pass/Fail
- No grade, No credit

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

Peer Mentoring

The curriculum of the Peer Mentoring program supports the mission of Enfield High School. The program provides training that focuses on the development of leadership skills and effective interpersonal skills for mentors to better assist grade 9 students transitioning to high school.

Embedded in the program is training that teaches students to:

- Demonstrate compassion and leadership towards others
- Understand role and responsibility of leadership
- Express and share ideas
- Recognize importance of effective listening and speaking skills
- Make appropriate academic, social and personal choices

Course Description

Students in Peer Mentoring participate in a program designed to support the transition of grade 9 students to high school utilizing leadership skills and relationship building skills. Peer Mentors work collaboratively with a faculty member to engage grade 9 students (mentees) in lesson topics and discussion that develop interpersonal skills needed to be successful beyond the high school environment. Students develop healthy and supportive relationships with mentees while serving as role models for appropriate academic, social and personal choices which lead to success in high school.

Peer mentoring responsibilities include: mentoring block participation, meetings with coordinator to engage in training, lesson development, and orientation for grade 8 students. Those students wishing to pursue 1/4 credit will research, design, create, and present a project with a mentoring focus to an administrative team.

School to Career

The School to Career program is a career exploration program including work-based learning and internship in partnerships with businesses and the community. This program is designed to make the connection between academics and the world of work. Students selected for this program may earn half or full credit toward graduation. Students must:

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

Students in grades 10, 11 and 12 may take an active role in exploring a wide range of careers, select challenging courses, and participate in work experiences. The program may include job shadowing, field trips, internships, CNA Training, College Career Pathways and projects. Contact the School to Career liaison, your School Counselor or the Career Counselors for additional information.

Schools to Career Clusters include:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communication
- Business, Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Sciences

- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing, Sales and Service
- Science, Technology, Engineering and Mathematics (STEM)
- Transportation, Distribution and Logistics

Summer School

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

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

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

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

Greater Hartford Academy of the Arts

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

High School Partnership

Students in Grades 11 and 12 who have a cumulative grade point average of 3.0 (B) or higher are eligible to enroll in a free college course each fall and spring semester at Asnuntuck Community College. The college will waive the costs of tuition and required fees. Transportation, books, and supplies are the responsibility of the student. No more than two credits (electives only) can be applied toward graduation requirements. Students have the option to have partnership grades and credits on their high school transcript. Interested students should meet with their school counselor for additional information.

College Connections

Students in Grades 11 and 12 may participate in programs on the Asnuntuck Community College (ACC) campus which are designed to provide learning opportunities in the areas of manufacturing and electronics. Through the College Connections program, students may select courses in Electromechanical Technology, Machine Technology, or Welding Technology. Students may earn both high school and up to 13 college credits and are encouraged to participate both their junior and senior year. Interested students should meet with their school counselor for additional information.

BUSINESS/FINANCE/TECHNOLOGY AND MARKETING DEPARTMENT

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

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

COURSE OFFERINGS

COURSE NUMBER	COURSE	GRADES	CREDIT	GRADE WEIGHT
5500	BUSINESS CONCEPTS AND CAREERS	9, 10, 11, 12	.5	CCP
5501	ENTREPRENEURSHIP	9, 10, 11, 12	.5	CCP
5526	PERSONAL FINANCE	11, 12	.5	CCP
5527	BUSINESS LAW 1	10, 11, 12	.5	CCP
5528	BUSINESS LAW 2	10, 11, 12	.5	CCP
5530	ACCOUNTING 1	10, 11, 12	1	CCP
5531	ACCOUNTING 2	11, 12	1	CCP
5535	ECONOMICS	11, 12	.5	CCP
5536	AP MACROECONOMICS	11,12	1	AP
5567	MARKETING EDUCATION 1	11, 12	1	CCP
5568	MARKETING EDUCATION 2	11, 12	1	CCP
5570	COOPERATIVE WORK INTERNSHIP PROGRAM	11, 12	.5	CCP
5572	21 ST CENTURY STUDENT TECHNOLOGY	9, 10, 11, 12	.5	CCP

Business/Finance/Technology and Marketing Department

8th Grade

9th Grade

10th Grade

11th Grade

12th Grade

Career Pathway-Marketing Concentration

21st Century Student
Technology 5572

Business Concepts
and Careers 5500

Marketing 1
5567***

Marketing 2
5568***

Career Pathway-Business Management Concentration

21st Century Student
Technology 5572

Entrepreneurship
5501***

Business Law 1
5527***

Business Law 2
5528

Career Pathway-Personal Finance Concentration

21st Century Student
Technology 5572

Business Concepts
and Careers 5500***

Personal Finance
5526***

Economics 5535***

OR
AP Macroeconomics
5536

Career Pathway-Accounting Concentration

21st Century Student
Technology 5572

Business Concepts
and Careers 5500

Accounting 1
5530

Accounting 2
5531*

Electives

Business Concepts and
Careers 5500

Entrepreneurship
5501

Personal Finance
5526

Business Law 1
5527

Business Law 2
5528*

Accounting 1
5530

Accounting 2
5531*

Economics
5535

AP Economics
5536

Marketing 1
5567

Marketing 2
5568*

Cooperative Work
Internship 5570

21st Century Student
Technology 5572

***Please refer to course descriptions for specific prerequisites.**
*****Denotes courses required in sequence to be considered CTE Concentrator**

COURSE DESCRIPTIONS

**BUSINESS
CONCEPTS AND
CAREERS**

Grades 9, 10, 11, 12
.5 credit
(5500)
CCP

Prerequisite(s): None

Asnuntuck Community College Credit: 3 credit hours (Must also take Personal Finance to receive credit)

Business Concepts and Careers is an introductory course designed to provide students with an understanding of the business world and related topics. Emphasis is on improving economic citizenship through the study of business and the economic environment in which we live and work. This course is designed to give the student business fundamentals and exploratory experiences dealing with career opportunities to allow students to make intelligent school-to-career decisions.

ENTREPRENEURSHIP
Grades 9, 10, 11, 12
.5 Credit
(5501)
CCP



Prerequisite(s): Business Concepts and Careers (5500)

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

**PERSONAL
FINANCE**

Grades 11, 12
.5 Credit
(5526)
CCP

Prerequisite(s): None

Asnuntuck Community College Credit: 3 credit hours (Must also take Business Concepts and Careers to receive credit)

This course is designed to orient students to their role as consumers in the ever-changing global economy. In this course students learn how to manage their personal resources by making informed choices as consumers in the marketplace. Consumer problems that students are likely to encounter during both their school years and adult lives are to be discussed. The ability to make personal financial decisions in the areas of budgeting, investing, preparation of tax returns, insurance, banking, credit, and real estate is emphasized in the learning activities. The students will also be introduced to career exploration tools. Mathematics crossover credit may be earned for this course with the approval of the Mathematics Coordinator, Guidance Coordinator, and Principal.

BUSINESS LAW 1

Grades 10,11, 12
.5 Credit
(5527)
CCP

Prerequisite(s): None

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

<p>BUSINESS LAW 2 Grades 10, 11, 12 (5528) CCP</p>	<p>Prerequisite(s): Business Law 1 (5527) Business Law 2 continues the study of business law, especially the application of learned concepts to case problems. An emphasis is placed on contract law, employment and discrimination laws, the purchase and the sale of goods, personal and real property laws, and protecting against loss (insurance).</p>
<p>ACCOUNTING 1 Grades 10,11, 12 1 Credit (5530) CCP</p>	<p>Prerequisite(s): None This course is an introductory course in accounting. It covers major competencies to prepare students for advanced accounting. This is accomplished through applying accounting principles, completing the accounting cycle, preparing and maintaining payroll records, and interpreting financial statements. Students will also have an opportunity to investigate careers in accounting and will explain the need for a code of ethics in accounting. Students will apply critical thinking and problem-solving skills to realistic business problems. Computer applications are integrated throughout the course.</p>
<p>ACCOUNTING 2 Grades 11, 12 1 Credit (5531) CCP</p>	<p>Prerequisite(s): Accounting 1 Asnuntuck Community College Credit: 3 credit hours This course is designed to reinforce the accounting concepts and procedures learned in Accounting 1 and to apply these concepts to a variety of accounting procedures and documents. Emphasis is placed on the analysis of more complex transactions as well as the preparation of more detailed adjustments, worksheets, and financial statements of corporations. Knowledge acquired may be used for immediate employment or as a basis for further study at the college level. Students apply knowledge to computerized accounting procedures.</p>
<p>ECONOMICS Grades 11, 12 1 Credit (5535) CCP G</p>	<p>Prerequisite(s): None Economics is the study of the way economists view, interpret, and analyze domestic, foreign, and global economics through macro and micro economic concepts. Personal economic skills are developed through the study and application of concepts that a student encounters within his/her personal economic world. Emphasis is placed on current events and issues related to economics. Internet access is provided for the application of economic concepts.</p>
<p>AP MACRO- ECONOMICS Grades 11,12 1 Credit (5536) AP</p>	<p>Prerequisite(s): None This full-year economics course explores the theory and practice of economic systems with a focus on the American economic system. The course will provide the student with an understanding of how the United States' economy operates and will help them explore and evaluate economic issues, problems, and policies. The course will provide a solid background for future business and liberal arts majors. This course will prepare students to take the College Board Advanced Placement Exam in Economics.</p>

**MARKETING
EDUCATION 1**

Grades 11, 12
1 credit
(5567)
CCP

Prerequisite(s): None

Can you live without Twitter, Instagram or Snapchat? Merge your knowledge of social media with the ever-changing world of marketing. This course provides students the fundamentals of marketing using real-world business examples. Topics include: business ethics, fundamental theories in marketing including advertising, visual merchandising, promotion, distribution, and pricing, all with the goal of becoming familiar with what it takes to make a business successful. Marketing education is critical for any student considering to pursue a career in business.

Students in this course will use the Virtual Business Retailing and Fashion software. This online simulation teaches students the business basics and exposes the secrets of retailing. Students learn the tough business decisions that impact their common shopping experiences. Whether their future will be as an employee, a business owner, or a consumer, students will leave this class with a better understanding of how business really works. The fashion simulation lessons include: trend research, pricing and markdowns, social media promotion, window displays and merchandising.

Students receive hands on training in the areas of retailing, marketing, and merchandising in the school store laboratory. It is strongly recommended that Marketing students join DECA (Distributive Education Clubs of America), an association of Marketing Students. DECA is a national marketing club, which provides the opportunity for competition and further application of the skills necessary for success in marketing.

**MARKETING
EDUCATION 2**

Grades 11, 12
1 Credit
(5568)
CCP

Prerequisite(s): Marketing Education 1 (5567) and/or teacher recommendation.

Marketing Education 2 is designed to provide students with the opportunity to develop decision-making skills along with learning specialized phases of marketing and marketing management. Instruction emphasizes application such as sales, marketing information management and product service management, promotions, and retail management. Students will use both the Virtual Business - Sports and Entertainment and Management software.

The Sports and Entertainment online simulation teaches students the hard business decisions that go into the sports and entertainment events the students enjoy in real life. Students handle promotion, ticket pricing, stadium operations and staffing, sponsors, concessions, concert booking and promotion, and more.

The Management software gives them the chance to be the boss of their own company. Students begin the online simulation by managing a small facility and control limited factors. As they grow in business knowledge, they can lease as much space as they want and

grow into manufacturing giants. Students get to decide what they'd do if they were the boss.

It is strongly recommended that Marketing students join DECA (Distributive Education Clubs of America), an association of Marketing Students. DECA is a national marketing club, which provides the opportunity for competition and further application of the skills necessary for success in marketing.

**21st
CENTURY
STUDENT
TECHNOLOGY**
Grades 9,10,11,12
.5 Credit
(5572)
CCP

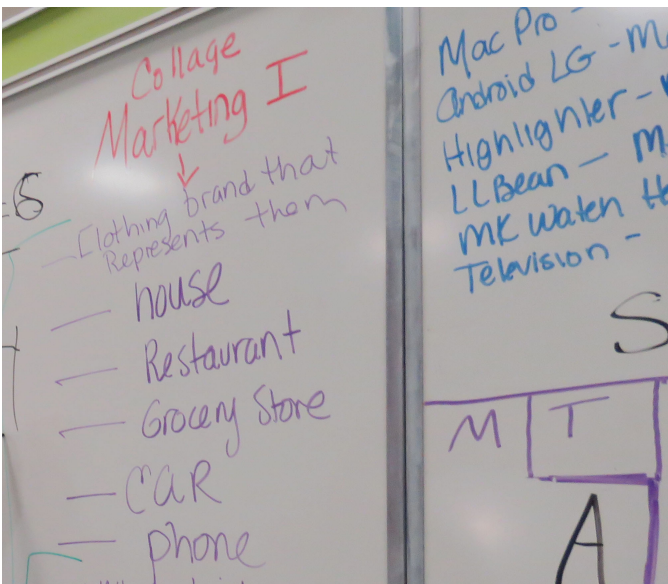
Prerequisite(s): None

This course is designed to develop an understanding of efficient software manipulation and online productivity tools, as well as development of problem-solving, critical thinking, and presentation skills. This hands-on course will enable students to acquire the needed, ever-changing technological skills for the 21st century. This class will provide the students the opportunity to gain knowledge in Microsoft Office 2016 (MS Word, MS Excel, and MS PowerPoint), current online applications, and research tools. Students will demonstrate how to utilize technology during presentations and create properly formatted formal and informal documents. Students will develop a level of proficiency and marketable employment skills, as well as technological skills necessary in academic subject areas.

**COOPERATIVE
WORK
INTERNSHIP
PROGRAM**
Grades 11,12
.5 Credit
5570
CCP

Prerequisite(s): None

This program provides educational opportunities that promote student's development as life-long learners in a dynamic, technological, and global economy. To receive credit a student must be employed/intern a minimum of eight weeks and a total of 60 hours of logged experience per semester. It provides on the job training for a student enrolled with supervision by a career counselor and employer. The student gains skills, training, and experience for future employment or insight into possible post-secondary education/training opportunities. Course can be taken twice resulting in 1 credit.



ENGLISH DEPARTMENT

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

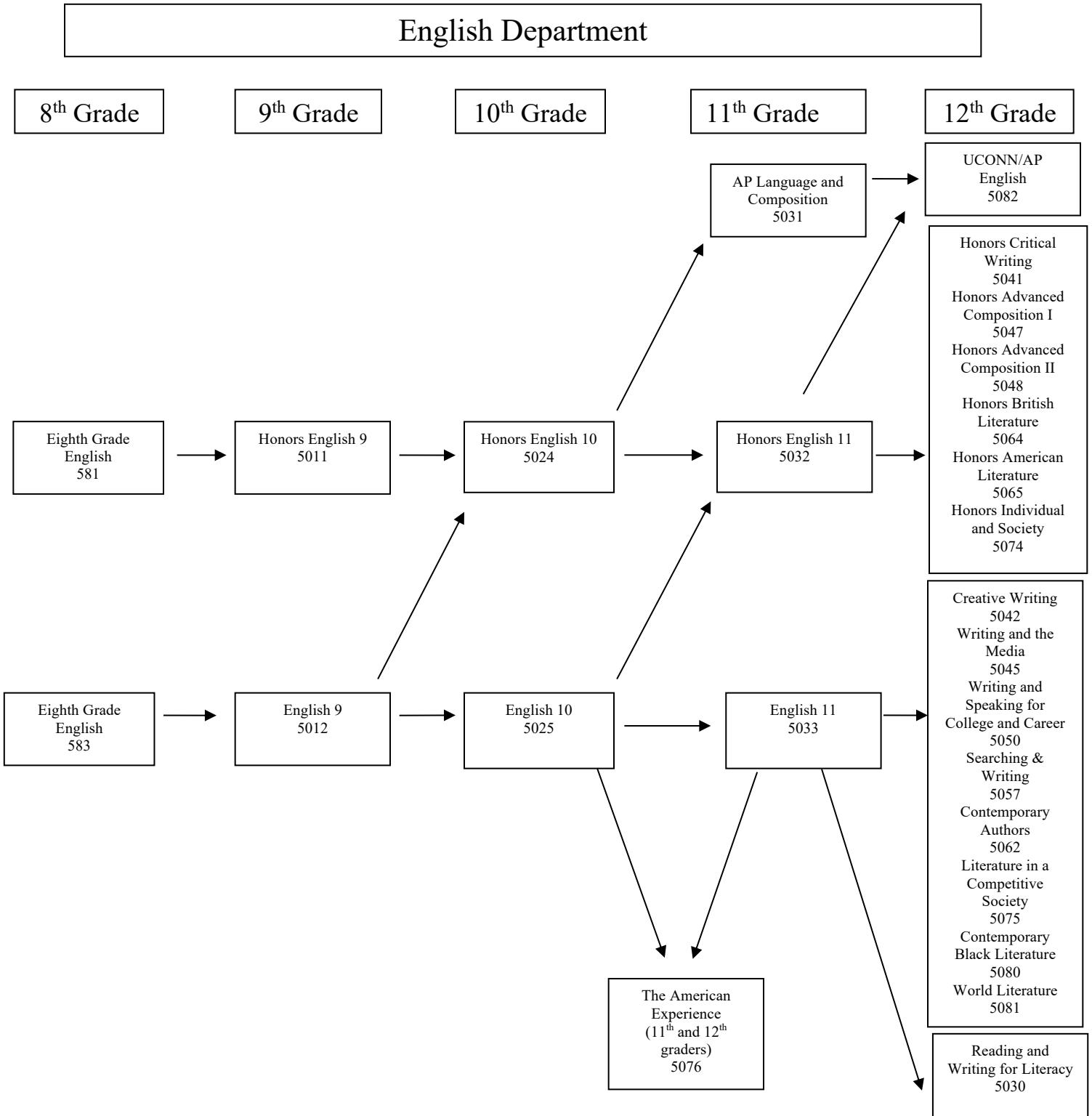
- Use critical thinking skills
- Express ideas in both verbal and written modes
- Utilize technology
- Recognize multiple perspectives while acknowledging individual's rights to opinion
- Make appropriate academic, social, and personal choices
- Demonstrate awareness and appreciation of language, culture,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

COURSE OFFERINGS

COURSE NUMBER	COURSE	GRADES	CREDIT	GRADE WEIGHT
5011	HONORS ENGLISH 9	9	1	H
5012	ENGLISH 9	9	1	CCP
5024	HONORS ENGLISH 10	10	1	H
5025	ENGLISH 10	10	1	CCP
5030	READING AND WRITING FOR LITERACY	12	1	CCP
5031	AP LANGUAGE AND COMPOSITION	11	1	AP
5032	HONORS ENGLISH 11	11	1	H
5033	ENGLISH 11	11	1	CCP
5041	HONORS CRITICAL WRITING	12	.5	H
5042	CREATIVE WRITING	12	.5	CCP
5045	WRITING AND THE MEDIA	12	.5	CCP

COURSE NUMBER	COURSE	GRADES	CREDIT	GRADE WEIGHT
5047	HONORS ADVANCED COMPOSITION I	12	.5	H
5048	HONORS ADVANCED COMPOSITION II	12	.5	H
5050	WRITING AND SPEAKING FOR COLLEGE AND CAREER	12	.5	CCP
5057	SEARCHING AND WRITING	12	.5	CCP
5062	CONTEMPORARY AUTHORS	12	.5	CCP
5064	HONORS BRITISH LITERATURE	12	.5	H
5065	HONORS AMERICAN LITERATURE	12	.5	H
5074	HONORS INDIVIDUAL AND SOCIETY	12	.5	H
5075	LITERATURE IN A COMPETITIVE SOCIETY	12	.5	CCP
5076	THE AMERICAN EXPERIENCE: THE ROLE OF LESSER HEARD VOICES	11, 12	1 (.5 English/ Lit, .5 Social Studies)	CCP
5080	CONTEMPORARY BLACK LITERATURE	12	.5	CCP
5081	WORLD LITERATURE	12	.5	CCP
5082	UCONN/AP LITERATURE AND COMPOSITION	12	1	AP

Seniors are required to take one literature course and one writing course. Any exceptions would require approval of English coordinator and building principal.



COURSE DESCRIPTIONS

ENGLISH 9

Grade 9
1 credit

Prerequisite(s): See Below

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

(5011)
HONORS

Prerequisite(s): Final grade of B or better in previous English course, and/or Teacher Recommendation

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

(5012)
CCP

Prerequisite(s): None

This course offers the same content as course 5011. It is college preparatory and appropriate for most students entering ninth grade.

ENGLISH 10

Grade 10
1 Credit

Prerequisite(s): English 9 (5011 or 5012)

Writing as a process is further developed, as are those skills necessary for the effective communication of ideas. In addition to student-generated topics, writing is based on the critical reading and study of various types of literature: short story, novel, non-fiction, drama, and poetry. Vocabulary and grammar are studied on a regular basis. A research project is assigned.

(5024)
HONORS

Prerequisite(s): Final grade of B or better in English 9 (5011), and/or Teacher Recommendation

This is a full-year course recommended for strong academic and highly motivated college-bound students in which writing is the focus of instruction. Students who select this course should be self-motivated and self-directed. There is a high expectation of student performance and rigorous work requirements.

(5025)
CCP

Prerequisite(s): English 9 (5012)

This course offers the same content as course 024. It is college preparatory and appropriate for most students in tenth grade.

READING AND WRITING FOR LITERACY

Grade 12

1 Credit

(5030)

CCP

Prerequisite(s): English 9 (5012), English 10 (5025), English 11 (5033), and/or teacher or guidance recommendation

This is a full year collaborative course designed to assist grade twelve students who experience difficulty in both reading and writing. Basic language arts skills are the focus of instruction. Literature serves as the basis for many of the writing assignments. The scope of writing includes description, narration, analytical, and persuasive writing. Writing is taught as a process, and individualized instruction is provided.

AP LANGUAGE AND COMPOSITION

Grade 11

1 Credit

(5031)

AP

M

Prerequisite(s): B or better in English 10 (5024) and/or teacher recommendation

The Advanced Placement course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. Students will be required to complete a summer homework assignment prior to the start of the course. AP credit would be available through successful completion of the AP exam in May. Students enrolled in this course are required to take the AP exam at the end of the year.

ENGLISH 11

Grade 11

1 Credit

M

Prerequisite(s): English 9 (5011 or 5012), English 10 (5024 or 5025)

This is a full year English course in which research skills and strategies are reinforced and honed. Writing is based on the critical reading and study of various types of American literature: short story, novel, nonfiction, drama, and poetry.

(5032)

Honors

Prerequisite(s): English 10 (5024) or B or better in English 10 (5025)

This course is an intense study of American Literature from colonial to modern times. Historical, sociological, and political events that have shaped the literature of America are the focus of study. Daily discussion is an integral part of the course, as is writing in response to the readings. Students will also conduct research, prepare written reports, and make oral presentations. Research in the community and school library is required. Students who select this course should be self-motivated and able to plan and meet deadlines.

(5033)

CCP

Prerequisite(s): English 10 (5025)

Designed to help students develop a sense of the contributions of American writers, this course investigates life-styles, attitudes, and/or historical events that have shaped our culture and society. Biographies of the authors may be studied. Daily discussion and research are included in the course. Writing assignments are based on the readings and/or related materials. Students also conduct research, prepare written reports, and make oral presentations. Research in the community and school library is required. Students who select this course need basic research skills development.

**HONORS
CRITICAL
WRITING**

Grade 12
.5 Credit
(5041)
Honors

Prerequisite(s): English 9 (5011 or 5012), English 10 (5024 or 5025), English 11 (5032 or 5033)

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

**CREATIVE
WRITING**

Grade 12
.5 Credit
(5042)
CCP

Prerequisite(s): English 9 (5011 or 5012), English 10 (5024 or 5025), English 11 (5032 or 5033) or AP Language (5031).

This half-year course is designed for the highly motivated, academically disciplined and creative-minded student who wants to branch out in his/her writing style. Creative writing focuses on three major genres: short story writing, creative non-fiction, and poetry. Students will also learn journaling techniques that they will carry throughout the course. Students will read model texts in each genre and develop their own writer's voice in the process. Students will write essays, poems, and journals. Class participation and peer-to-peer editing skills are of the utmost importance. Most work will require familiarity with MLA documentation.

**WRITING AND
THE MEDIA**

Grade 12
.5 credit
(5045)
CCP

Prerequisite(s): English 9 (5012), English 10 (5025), English 11 (5033)

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

**HONORS
ADVANCED
COMPOSITION I**

Grade 12
.5 Credit
(5047)
Honors

Prerequisite(s): English 9 (5011 or 5012), English 10 (5024 or 5025), a B or better in English 11 (5031, 5032, 5033), and/or teacher recommendation

This course analyzes theories, methods, and strategies associated with peer tutoring to empower students to help their peers improve their writing across disciplines. Students will develop their own writing, research, and communication skills through the study of writing and rhetoric, revision strategies, various genres of writing, different learning styles, and best practices of individual and group tutoring. Additional experiential learning opportunities will be provided for peer tutors as they observe, analyze, and reflect upon tutoring practices within other effective writing center models; students will also attend UCONN's Conference for Secondary School Writing Centers. Tutors will complete a minimum of 15 hours of direct peer tutoring during the semester and will be required to self-evaluate and discuss their experiences through written and verbal disclosure. This course satisfies the senior writing requirement.

**HONORS
ADVANCED
COMPOSITION II**

Grade 12
.5 Credit
(5048)
HONORS

Prerequisite(s): English 9 (5011 or 5012), English 10 (5024 or 5025), a B or better in English 11 (5031, 5032, 5033), successful completion of Honors Advanced Composition I (5047), and/or teacher recommendation

This course is the second part of Honors Advanced Composition and requires students to assume a leadership role within both the classroom and the Writing Center. In addition to the further development of their own writing, students will develop and implement training to tutors in the prerequisite course, Advanced Composition I, and will model best practices of peer tutoring to new tutors. Moreover, students will create and deliver workshops on targeted writing skills to help foster a community of writers across disciplines. Peer tutors will also continue to build the course's online tutoring platform. This course may be taken as elective credit or to satisfy the senior writing requirement.

**WRITING AND
SPEAKING FOR
COLLEGE AND
CAREER**

Grade 12
.5 Credit
(5050)
CCP

Prerequisite(s): English 9 (5011 or 5012), English 10 (5024 or 5025), English 11 (5032 or 5033)

Students will use a process approach to improve basic writing techniques. Emphasis is on the use of writing to help students explore multiple levels of meaning in a given work. Students continue to develop critical thinking skills and write papers that analyze ideas and persuade an audience to a given point of view. Students will also develop public speaking skills that include articulation and the effective use of language in private and public discourse. Students will be expected to research, write, prepare, and deliver speeches in class and become proficient in listening. This course will include oral and dramatic interpretations, demonstrations, and persuasive and informative speeches.

**SEARCHING AND
WRITING**

Grade 12
.5 Credit
(5057)
CCP

Prerequisite(s): English 9 (5011 or 5012), English 10 (5024 or 5025), English 11 (5032)

In Searching and Writing, students conduct research, prepare written reports, and make oral presentations. Research in the community and school library is required; students who select this course should know how to use internet sources. Students who select this course should also be self-motivated and able to plan and meet deadlines. There is a high expectation of student performance and rigorous work requirements.

**CONTEMPORARY
AUTHORS**

Grade 12
.5 Credit
(5062)
CCP

Prerequisite(s): English 9 (5012), English 10 (5025), English 11 (5033)

Students in this course read a wide variety of writing produced by contemporary authors. The focus of discussion is an examination of the current values and issues reflected in the various works. Daily discussion and writing in response to the readings as well as oral presentations of the books they read are important components of this course.

**HONORS
BRITISH
LITERATURE**

Grade 12
.5 Credit
(5064)
Honors

Prerequisite(s): English 9 (5011 or 5012), English 10 (5024 or 5025), English 11 (5032 or 5033)

Survey of British Literature is designed for college-bound students. Major essays, poems, plays and short stories of England's most famous writers are studied. A close examination of British history, language, culture, and philosophy is applied to the texts. Daily discussion, journal writing in

response to readings, and research are integral parts of the course, as is writing in response to the readings.

**HONORS
AMERICAN
LITERATURE**

Grade 12
.5 Credit
(5065)

Honors

Prerequisite(s): English 9 (5011 or 5012) English 10 (5024 or 5025), English 11 (5032 or 5033)

This course is an intense study of American Literature from colonial to modern times. Historical, sociological, and political events that have shaped the literature of America are the focus of study. Daily discussion is an integral part of course, as is writing in response to the readings.

**HONORS
INDIVIDUAL &
SOCIETY**

Grade 12
.5 Credit
(5074)

Honors

Prerequisite(s): English 9 (5011 or 5012), English 10 (5024 or 5025), English 11 (5032)

This course gives students the opportunity to work in depth with issues that affect our lives as well as to examine the forces that shape an individual within a given society. Several novels will be used to explore issues such as beauty, gender, race, and justice. Students should be prepared to read and analyze additional independently read literature. Reading, sharing insights, working collaboratively, and completing both oral and written projects will be required.

**LITERATURE IN
A COMPETITIVE
SOCIETY**

Grade 12
.5 Credit
(5075)

CCP

Prerequisite(s): English 9 (5012), English 10 (5025), English 11 (5033)

Students in this course will read a variety of sports related literature and focus on a variety of sports related issues. Students will take part in daily discussions and develop writing assignments based on what is studied throughout the course. Students will examine, through literature, the role that sports play in society and in life.

**THE AMERICAN
EXPERIENCE:
THE ROLE OF
LESSER HEARD
VOICES**

Grades 11/12
1 Credit:

.5 SS Credit

.5 English Credit

(5076)

CCP

Prerequisite(s): English 9 (5012), English 10 (5025)

The American Experience is a full-year course open to junior and senior students that examines historically oppressed social and ethnic groups and analyzes related literature in the United States. This course is split-period and team-taught between social studies and English. Topics of discussion include a social and historical overview of these groups and related civil rights issues in our nation's history. Analysis of related texts will allow us to see the ways in which these groups have overcome oppression and gained agency in our nation. Further, this course will examine the ways in which literature and social movements have contributed to, been influenced by, and transformed America, and continue to do so. Students who successfully complete this course will receive one-half social studies elective credit and one-half English credit. This course may fulfil the .5 credit literature requirement for seniors.

**G
M**

**CONTEMPORARY
BLACK
LITERATURE**

Grade 12
.5 Credit
(5080)

CCP

Prerequisite(s): English 9 (5012), English 10 (5025), English 11 (5033)

The course is designed to increase and improve cultural awareness about the Black experience in America, from the 1950s through present day. Themes addressing contemporary, cultural, and racial issues will be explored through reading, discourse, and writing activities. Students will be exposed to a variety of genres presenting views on the Black

American experience and will increase their awareness of the literary contributions of Black authors. Through exposure to writers whose ideas and values reflect diverse backgrounds, students will appreciate the differences, as well as the similarities, among all people. This course satisfies the senior literature requirement.

**WORLD
LITERATURE**

Grade 12

.5 Credit

(5081)

CCP



Prerequisite(s): English 9 (5011 or 5012), English 10 (5024 or 5025), English 11 (5032 or 5033)

In Survey of World Literature students read the poetry, plays, short stories, and novels written by some of the world's greatest authors. Students read and respond in writing to works that reflect universal themes relevant to their own lives. Students read works from various cultures in the context of their history, religion, and philosophy. Students are expected to participate in discussions based on the literature in order to write to synthesize, explore, and interpret ideas.

**UCONN/AP
LITERATURE
AND
COMPOSITION**

Grade 12

1 Credit

(5082)

AP

Prerequisite(s): English 9 (5011), English 10 (5024), English 11 (5031 or 5032), and/or teacher recommendation

This course focuses on multiple forms of writing in response to literature. Students are introduced to the importance of critical reading, thinking, and writing on the college level, including studio approach to academic inquiry. Students are expected to be active participants in class discussion and are required to read extensively and to write journals related to assigned readings the summer before entering this class. College credit may be available for qualified students through UCONN Early College Experience. AP credit would also be available through successful completion of the AP exam in May.

UCONN Course Description: UCONN English 1007 (ECE) Seminar and Studio in Academic Writing and Multimodal Composition (Four Credits)

Four credits. Instruction in academic writing through literary reading. Assignments emphasize interpretation, argumentation, and reflection. Revision of formal assignments and instruction on grammar, mechanics, and style.



English for Speakers of Other Languages (ESOL) Program

ESOL 1 Receptive Language
Grades 9-12
1 Credit
(5088)
CCP

This course is designed to complement the ESOL 1 Expressive Language course for students with beginning proficiency in English. Students will use a variety of materials to practice the basic structures of different language forms and develop a growing knowledge of recognizing simple and complex statements as part of their English language acquisition. Students will acquire the abilities to follow multi-step directions for familiar activities, read descriptions and explanations, and engage with written and aural texts that foster comprehension skills, vocabulary development, and critical thinking skills. In conjunction with ESOL 1 Expressive Language, students will improve their social and academic language skills, while building an understanding of cultural differences and cross-cultural communication. **Credit earned in this course will count toward the English graduation requirement.**

ESOL 1 Expressive Language
Grades 9-12
1 Credit
(5089)
CCP

This course is designed to complement the ESOL 1 Receptive Language course for students with beginning proficiency in English. Students will use a variety of materials to begin to construct sentences in English and develop a growing knowledge of grammatical structures as part of their English language acquisition. Students will acquire the abilities to practice verbal and non-verbal communication skills, along with intonation and pronunciation patterns. Additionally, students will use a combination of dictating and writing to narrate familiar social and academic events, while increasing their awareness of errors in grammatical structures and syntax. In conjunction with ESOL 1 Receptive Language, students will improve their social and academic language skills, while building an understanding of cultural differences and cross-cultural communication. **Credit earned in this course will count toward the English graduation requirement.**

ESOL 1
Grades 9-12
1 Credit
(5090)
CCP

This course is designed for students with beginning proficiency in English. Using a variety of materials, students will be introduced to the basic structures to support English language acquisition, while working to develop their listening, speaking, reading, and writing skills. They will also develop an understanding of American culture. **Credit earned in this course will count toward the English graduation requirement.**

ESOL 2
Grades 9-12
1 Credit
(5091)
CCP

This course is designed for students with developing proficiency in English, building on the skills and concepts learned in ESOL 1. Students will continue their English language acquisition, practicing skills in listening, speaking, reading, and writing. Students will also focus on academic vocabulary development and strategies for understanding content from other academic courses. **Credit earned in this course will either count toward the English graduation requirement (if two English credits were not already earned in ESOL 1) or count toward the Humanities graduation requirement.**

ESOL 3

Grades 9-12

1 Credit

(5092)

CCP

This course is designed for students with intermediate proficiency in English, building on the skills and concepts learned in ESOL 2. Students will continue to refine their listening, speaking, reading, and writing skills, as well as develop critical thinking skills and strategies for understanding content from other academic sources. Students will be provided with more strategic support in areas of need as they work toward achieving proficiency. **Credit earned in this course will count toward the Humanities graduation requirement.**

FAMILY AND CONSUMER SCIENCES DEPARTMENT

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

- Use critical thinking skills to read and respond to a variety of materials
- Solve problems using a variety of skills
- Express ideas effectively in verbal and written modes
- Demonstrate the skills necessary to make informed academic, social, and personal choices

COURSE OFFERINGS

COURSE NUMBER	COURSE	GRADES	CREDIT	GRADE WEIGHT
5800	UCONN INDIVIDUAL AND FAMILY STUDIES	11, 12	1	AP
5807	FOOD AND NUTRITION	9, 10, 11, 12	.5	CCP
5810	PARENTING AND CHILD DEVELOPMENT	9, 10, 11, 12	.5	CCP
5812	FAMILY AND SOCIETY	11, 12	.5	CCP
5813	INTERIOR DESIGN	9, 10, 11, 12	.5	CCP
5814	CHILD DEVELOPMENT LAB 2	10, 11, 12	.5	CCP
5817	CHILD DEVELOPMENT LAB	10, 11, 12	1	CCP
5818	INTERIOR DESIGN 2	10, 11, 12	.5	CCP
5821	FOUNDATIONAL CULINARY ARTS	9, 10, 11, 12	.5	CCP
5822	TRANSITIONAL CULINARY ARTS	9,10,11,12	.5	CCP
5823	ADVANCED CULINARY ARTS	10,11,12	1	CCP

Family and Consumer Sciences Department

8th Grade

9th Grade

10th Grade

11th Grade

12th Grade

Career Pathway-Early Childhood Educational Concentration

Parenting and Child
Development
5810***

Child Development
Lab 5811***

Child Development
Lab 2 5814

UCONN Individual &
Family 5800***

Career Pathway-Nutrition and Food Production

Foundational Culinary
Arts 5821***

Food and Nutrition
5807***

Career Pathway-Culinary and Food Production Concentration

Foundational Culinary
Arts 5821***

Transitional Culinary
Arts 5822***

Advanced Culinary
Arts 5823***

Advanced Culinary
Arts 5823***

Electives

UCONN Individual
& Family 5800

Food and Nutrition
5807

Parenting and Child
Development 5810

Family and Society
5812

Interior Design
5813

Child Development
Lab 2
5814

Child Development
Lab
5817

Interior Design 2
5818

Foundational
Culinary Arts 5821

Transitional Culinary
Arts 5822

Advanced Culinary
Arts
5823

Please refer to course descriptions for specific prerequisites.

***Denotes courses required in sequence to be considered CTE Concentrator

COURSE DESCRIPTIONS

UCONN INDIVIDUAL AND FAMILY STUDIES

Grades 11, 12

1 credit

(5800)

AP

Prerequisite(s): B or better in a Level 2 English course, and/or teacher recommendation.

This course is designed as an introduction to the field of Human Development and Family Studies. Focus will be on the developing individual within the context of the family systems over time. Students are introduced to the importance of critical reading, thinking, and writing on the college level. The course includes an internship component. This course has been developed in partnership with UCONN and students are required to have strong reading and analytical skills as the textbook used is a college level text approved by UCONN. College credit may be available for qualified students through UCONN Early College Experience. See page 17 for details on fees and college credit.

FOOD AND NUTRITION

Grades 9, 10, 11, 12

.5 Credit

(5807)

CCP

Prerequisite(s): None

This course provides students with an overview of good nutrition principles that are necessary for physical and mental wellness and a long, healthy life. Students learn techniques as they apply to food preparation, food production, and human nutrition. Students will explore the science behind food preparation principles, the food production industry, as well as the structure and function of all essential nutrients. Instructional materials include discussions of digestion, basic nutrients, weight management, sports and fitness, and life-span nutrition as well as practical food labs. These components enable students to make informed decisions on nutritional food choices, apply healthy food preparation techniques and adhere to nutrient guidelines to maintain overall health and wellness. Career focus would be food science, food technician, dietician, or health care professional.

PARENTING AND CHILD DEVELOPMENT

Grades 9, 10, 11, 12

.5 Credit

(5810)

CCP

Prerequisite(s): None

This course focuses on human growth and development from conception to age three with an emphasis on roles and responsibilities of parenting. Topics include teen pregnancy, parenting readiness and responsibilities, effective discipline, prenatal development, childbirth, safety, and current family challenges. See page 17 for information on college credit through College Career Pathways.

FAMILY AND SOCIETY

Grades 11, 12

.5 Credit

(5812)

CCP

Prerequisite(s): None

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

**INTERIOR
DESIGN**
Grade 9, 10, 11,12
.5 Credit
(5813)
CCP

Prerequisite(s): None
This course develops students' knowledge and skills in housing and interior design. Topics include consumer aspects of housing, careers, elements, and principles of design, floor plans, period housing styles, furniture, and lighting. Both residential and commercial applications are included. Students engage in hands-on activities and creative projects.

**CHILD
DEVELOPMENT
LAB 2**
Grades 10, 11, 12
.5 Credit
(5814)
CCP

Prerequisite(s): Child Development Lab 1 course with a grade of a C or better and/or Parenting teacher recommendation.
This course will offer an in-depth advanced study of children's physical, intellectual, and social-emotional development. The CTELDS (Connecticut Early Learning and Development Standards) will be applied. The professional organization NAEYC (National Association for the Education of Young Children) will be highlighted as a resource for educational materials and research. Students will create and provide developmentally appropriate activities, integrate curriculum, maintain positive collaborative relationships with preschoolers and their caretakers. They will accomplish these goals by operating an onsite preschool located inside Enfield High School. Note: This course and Early Childhood Education 1 are part of the College Career Pathway (CCP) program which may provide college credit from Asnuntuck Community College. Students who pass both courses with a grade of 75 or higher.

**CHILD
DEVELOPMENT
LAB**
Grades 10, 11, 12
1 Credit
(5817)
CCP

Prerequisite(s): Parenting and Child Development course with a grade of a B or better and/or Parenting teacher recommendation. If student has not taken Parenting and Child Development (5810), they need to have a B or better in English and Math courses or have a recommendation from the Parenting Teacher.
This course will offer a basic study of children's physical, intellectual, and social emotional development. The CTELDS (Connecticut Early Learning and Development Standards) will be applied. The professional organization NAEYC (National Association for the Education of Young Children) will be highlighted as a resource for educational materials and research. Students will create and provide developmentally appropriate activities, integrate curriculum, maintain positive collaborative relationships with preschoolers and their caretakers. They will accomplish these goals by operating an onsite preschool located inside Enfield High School. Note: This course and Early Childhood Education 1 are part of the College Career Pathway (CCP) program which may provide college credit from Asnuntuck Community College. Students who pass both courses with a grade of 75 or higher.

**INTERIOR
DESIGN 2**
Grade 10, 11, 12
.5 Credit
(5818)
CCP

Prerequisite(s): Completed Interior Design 1 with a 70% or higher and/or Teacher Recommendation
Students will apply knowledge of design elements and principles to larger scale projects in residential, commercial and hospitality buildings. Students will be introduced to 2D and 3D software, create renderings and interior design construction documents. Students will learn how to interview clients, present designs, read floor plans and receive critiques.

**FOUNDATIONAL
CULINARY ARTS**
Grade 9, 10, 11, 12
.5 Credit
(5821)
CCP

Prerequisite(s): None
This course is aligned with the National Restaurant's Association's Pro-Start Program. In this class students will learn about the food service industry including career paths. Students will also learn about food safety & sanitation, kitchen essentials, measuring, knife skills, reading a recipe, proper utensil uses, baking essentials, fruits & vegetables, breakfast foods, potatoes & grains, stocks, sauces and soups as well as nutrition & sustainability.

**TRANSITIONAL
CULINARY ARTS**
Grade 9, 10, 11, 12
.5 Credit
(5822)
CCP

Prerequisite(s): Foundational Culinary Arts with a grade of a C or better or Foods and Nutrition with a grade of a C or better, and/or Culinary Teacher recommendation
This course is aligned with the National Restaurant Association's Pro-Start Program. In this class students will learn about building effective communication and managing both the front of the house and back of the house. Students will learn about writing menus, marketing, controlling cost and how to purchase and take inventory. Students will continue to focus on the careers and practice roles within the foodservice industry and to focus on topics that will build a successful path in the foodservice industry including but not limited to food safety & sanitations, kitchen essentials, plated desserts, sandwiches & soups, salads and garnishing, meat production and plating techniques as well as nutrition & sustainability. Testing for Pro-Start Level 1 certification is recommended to pursue advanced standing. Enrolled students will be considered Connecticut CTE concentrators.

**ADVANCED
CULINARY ARTS**
Grades 10, 11, 12
1 credit
(5823)
CCP

Prerequisite(s): Transitional Culinary Arts with a grade of a B or better, and/or Culinary Teacher Recommendation
This course is aligned with the National Restaurant Association's Pro-Start Program. In this class students will learn about operating a full-service culinary operation from breakfast, lunch and dinner to catering small to large events. Students focus on careers in industry by taking individual responsibility for menu development, purchasing and inventory while controlling cost and creating a marketing plan for their restaurant. Students will continue to focus through the chain of command to service guests from a variety of menu options and school functions. Students will also learn about topics that will build a successful path in the foodservice industry

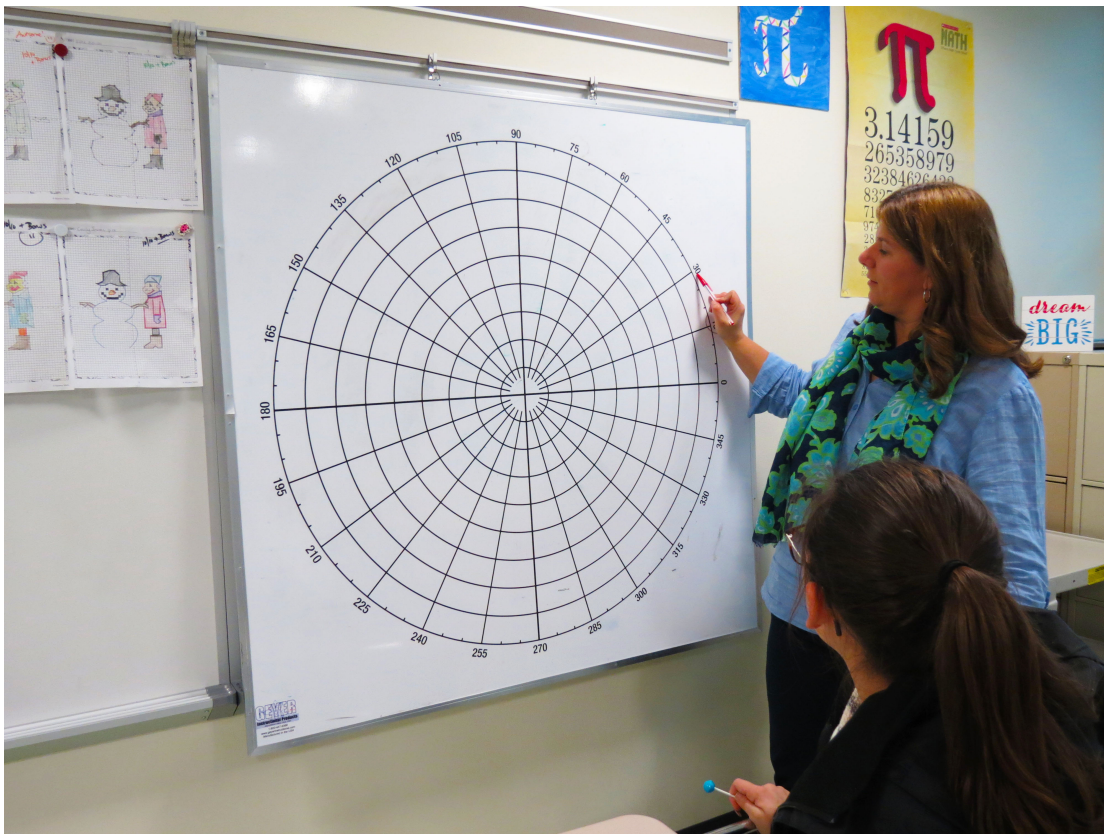


including but not limited to advanced meal preparation and desserts, large scale food preparation and catering, global cuisines, advanced meat fabrication as well as nutrition and sustainability in menu planning. Students are recommended to test for ServSafe Certification & Pro-Start Level 2 Certification. Enrolled students will be considered Connecticut CTE concentrators. Students are recommended to participate in before and after school activities with the class including competition. Prerequisite of Transitional Culinary Arts required. Course can be taken for credit for 2 years.

MATHEMATICS DEPARTMENT

The curriculum of the Mathematics Department supports the mission of Enfield High School and provides all students the opportunity to complete rigorous math courses. Our department provides instruction that focuses on the development of responsible individuals who strive to become lifelong learners. Embedded in our Mathematics curricula are lessons that teach students to:

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



COURSE OFFERINGS

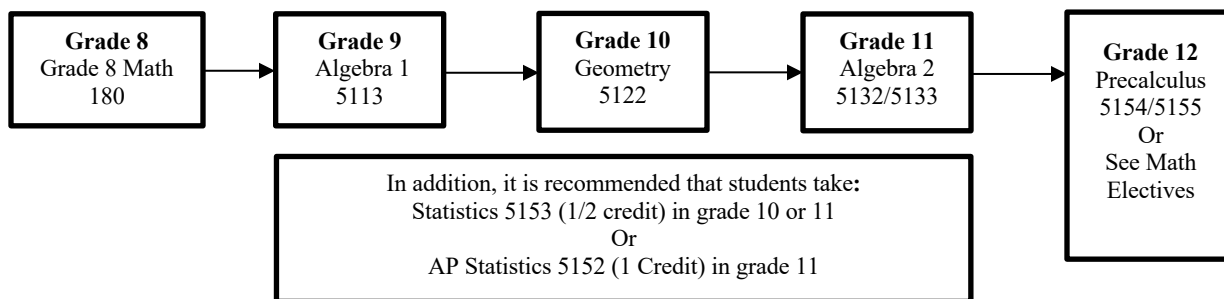
COURSE NUMBER	COURSE	GRADES	CREDIT	GRADE WEIGHT
5113	ALGEBRA 1	9	1	CCP
5121	HONORS GEOMETRY	9, 10	1	H
5122	GEOMETRY	9, 10	1	CCP
5131	HONORS ALGEBRA 2	10, 11	1	H
5132	ALGEBRA 2	10, 11, 12	1	CCP
5133	ALGEBRA 2	11, 12	1	CCP
5152	AP STATISTICS	10,11,12	1	AP
5153	STATISTICS	9, 10, 11, 12	.5	CCP
5154	HONORS PRECALCULUS	11, 12	1	H
5155	PRECALCULUS	11, 12	1	CCP
5161	AP CALCULUS AB	12	1	AP
5160	HONORS CALCULUS	12	1	H
5143	AP COMPUTER SCIENCE PRINCIPLES	9, 10, 11, 12	1	AP
5141	COMPUTER PROGRAMING	10, 11, 12	.5	CCP
5144	AP COMPUTER SCIENCE A	11, 12	1	AP
5105	FUNDAMENTAL MATH	9	.5	CCP
5162	MATH APPLICATIONS	9, 10	.5	CCP
5163	ADVANCED MATH APPLICATIONS	11, 12	.5	CCP

EHS Mathematics Department Course Progressions

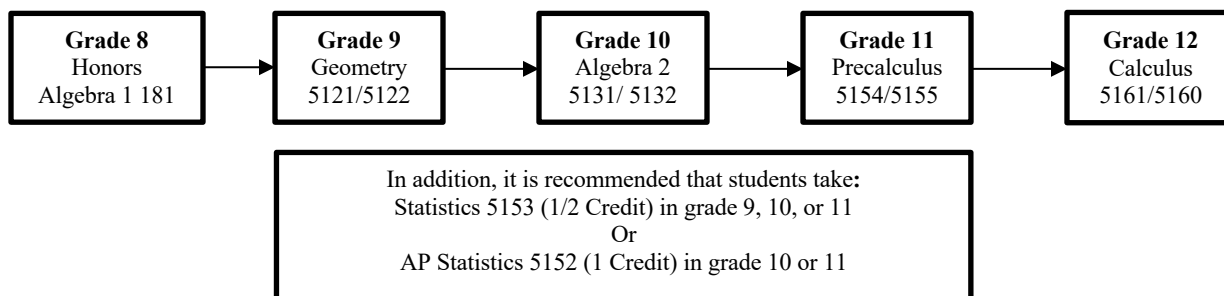
Courses in the Mathematics Department are aligned with the Connecticut State Standards. Students are required to complete 4 credits in mathematics courses. Two of the required 4 credits must be Algebra 1 and Geometry.

It is recommended that students take Algebra 1, Geometry, Algebra 2, and either Statistics or AP Statistics by Grade 11.

For students **starting their 9th grade year in Algebra 1**, the following course progression is recommended:

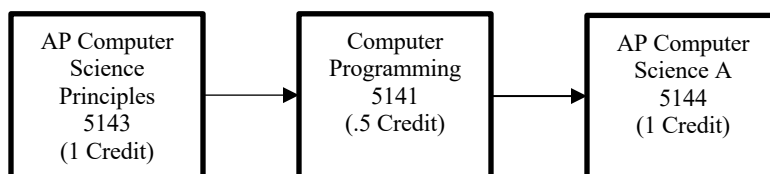


For students **interested in completing Calculus by grade 12**, or students who took Algebra 1 in eighth grade, the following course progression is recommended:



Students starting their 9th grade year in Algebra 1 who are interested in taking Calculus by grade 12 can do so by enrolling in Geometry and Algebra 2 during grade 10.

For students **interested in completing elective computer science courses**, the following course progression is recommended:

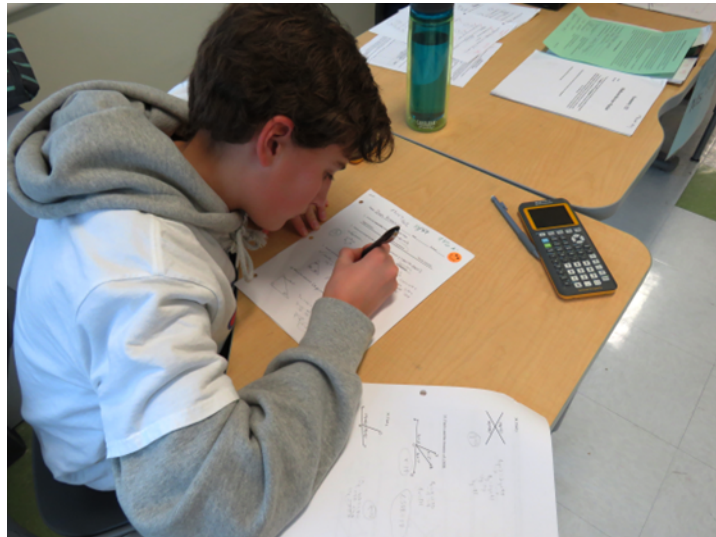


Elective Mathematics Courses

Course Number	Course	Grades	Credits
5105	Fundamental Math	9	.5
5162	Math Applications	9, 10	.5
5263	Advanced Math Applications	11, 12	.5
5143	AP Computer Science Principles	9, 10, 11, 12	1
5141	Computer Programming	10, 11, 12	.5
5144	AP Computer Science A	11, 12	1

Please refer to course descriptions for specific prerequisites.

Algebra I is the foundation course for all subsequent math courses. It is highly recommended that any student who earns an overall grade average of “D” should repeat this course for grade improvement.



COURSE DESCRIPTIONS

ALGEBRA 1

Grade 9

1 Credit

(5113)

CCP

Prerequisite(s): None

This course provides students with the basic structure and techniques of algebra. Skills are developed in utilizing algebraic techniques to solve problems. Topics include operations of real numbers, absolute values, powers, roots, radicals, polynomials, and rational expressions. Students solve problems involving linear extrapolation and interpolations, rates, ratios and percentages, formulas, and probability. The basics of algebra include solving and graphing linear equations, linear inequalities, quadratic functions, rational functions, and equations. The TI 83+ or TI 84 graphing calculator will be used as a tool of inquiry.

GEOMETRY

Grades 9, 10

1 Credit

Prerequisite(s): See Below

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

(5121)

Honors

Prerequisite(s): Teacher recommendation

Geometry (5121) is a continuation of the program for students who plan to enroll in Calculus their senior year.

(5122)

CCP

Prerequisite(s): Algebra I (5113) or teacher recommendation

Geometry (5122) is a college preparatory course.

ALGEBRA 2

Grades 10, 11, 12

1 Credit

Prerequisite(s): See Below

This course develops an understanding of the principles of algebra. Students apply those principles to problems that connect to practical experiences. Topics include equations, inequalities, functions, and conic sections. Algebra 2 utilizes a graphing approach to algebra. The TI-83+ or TI-84 graphing calculator is employed as a tool of inquiry.

(5131)

Honors

Prerequisite(s): Honors Geometry (5121) may be taken concurrently

Algebra 2 (5131) is a continuation of the program for students who plan to enroll in Calculus their senior year.

(5132) CCP	<p>Prerequisite(s): Geometry (5121 or 5122) may be taken concurrently</p> <p>Algebra 2 (5132) is a college preparatory course. Successful completion of this course is required to enroll in Precalculus.</p>
(5133) CCP	<p>Prerequisite(s): Geometry (5122) and teacher recommendation</p> <p>Algebra 2 (5133) is a college preparatory course for programs that do not require a strong math background. This course does not meet the Algebra 2 prerequisite for Precalculus (5154 or 5155).</p>
AP STATISTICS Grades 10, 11, 12 1 Credit (5152) AP	<p>Prerequisite(s): Algebra 2 (5131 or 5132) may be taken concurrently</p> <p>AP Statistics is the high school equivalent of a one semester, introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing and drawing conclusions from data. Students will design, administer and tabulate results from surveys and experiments. They will use descriptive and inferential statistics to analyze and distill meaning from the data. Probability experiments and simulations aid students in understanding models for chance behavior. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students enrolled in this course are required to take the AP exam at the end of the year.</p>
STATISTICS Grades 9,10, 11, 12 .5 Credit (5153) CCP	<p>Prerequisite(s): Algebra 1 (5113)</p> <p>Statistical literacy is an essential skill that enables people to understand and make sensible decisions based on the analysis of numerical information. This course empowers students to collect, organize and interpret numerical data, and to learn how to place the data and its analysis in context. Topics of study include measures of center and spread, linear regression, discrete probability distributions, hypothesis testing, and the chi-square probability distribution. These tools are applied to diverse areas such as business, pharmacology, psychology, physics, and education.</p>
PRECALCULUS Grades 11, 12 1 Credit	<p>Prerequisite(s): See Below</p> <p>Precalculus provides preparation for calculus and statistics. Students gain insights into the structure and unity of mathematics, gain understanding of more advanced concepts in mathematics, and increase their abilities to accomplish mathematical manipulations. The topics include advanced algebra, trigonometry, analytic geometry, informal limits and continuity, sequences and series, conic sections, and an introduction to matrix algebra. The TI 83+ or TI 84 graphing calculator is employed as a tool of inquiry for portions of the course.</p>

<p>(5154) Honors</p>	<p>Prerequisite(s): Honors Algebra 2 (5131) Precalculus (5154) is a continuation of the program for students who plan to enroll in AP Calculus (5161) in twelfth grade.</p>
<p>(5155) CCP</p>	<p>Prerequisite(s): Algebra 2 (5131 or 5132) Precalculus is a continuation of the program for students who plan to enroll in Calculus (5160).</p>
<p>AP CALCULUS AB Grade 12 1Credit (5161) AP</p>	<p>Prerequisite(s): Honors Precalculus (5154) AP Calculus AB course follows the rigorous college level curriculum established by the College Board. Students are expected to show a high degree of initiative and self-directed learning. This course develops the fundamentals of differentiation and integration. Emphasis is placed on problems dealing with area, volume, length of curves and distance, related rates, work, and maximum and minimum. The TI 83+ or TI 84 graphing calculator will be used in the course. Students enrolled in this course are required to take the AP exam at the end of the year.</p>
<p>HONORS CALCULUS Grade 12 1 Credit (5160) Honors</p>	<p>Prerequisite(s): Precalculus (5154 or 5155) This course develops the fundamentals of differentiation and integration. Emphasis is placed on problems dealing with area, volume, related rates, work, and maximum and minimum. The outline of this course is closely aligned with AP Calculus AB, with the exception of sequence and series. The TI 83+ or TI 84 graphing calculator will be used as a tool of inquiry.</p>
<p>AP COMPUTER SCIENCE PRINCIPLES Grades 9,10, 11, 12 1 Credit (5143) AP</p>	<p>Prerequisite(s): None Computer Science Principles course provides an introduction to the basic principles of computer science (CS) from the perspective of mobile computing, including programming in App Inventor, a graphical programming language for Android mobile devices. The lessons and materials used by students incorporate programming while also integrating all other AP CSP big ideas: creativity, abstraction, data and information, algorithms, the internet and global impact. This course involves a strong writing component. Students will maintain a portfolio of their work, which will include several performance tasks in the areas of programming and the impact of computing technology. Students enrolled in this course are required to take the AP exam at the end of the year.</p>
<p>COMPUTER PROGRAMMING Grades 10, 11, 12 .5 Credit (5141) CCP</p>	<p>Prerequisite(s): AP Computer Science Principles (5143) or teacher recommendation Python language is introduced. Students write instructions and design interfaces. Topics include formulas, decision-making, looping structures, and graphics.</p>

**AP COMPUTER
SCIENCE A**

Grades 11, 12
1 Credit
(5144)
AP

**Prerequisite(s): Computer Programming (5141) or teacher
recommendation**

The AP Computer Science A course is an introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and reusable. The design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. Students enrolled in this course are required to take the AP exam at the end of the year.

**FUNDAMENTAL
MATH**

Grade 9
.5 Credit
(5105)
CCP

**Prerequisite(s): Concurrently with Algebra 1 (5113) and Teacher
recommendation**

This course will assist students in grade 9 who require support in basic math skills. Teaching materials are adjusted to individual learning styles and instructional math levels. Fundamental Math can be taken up to two semesters for math credit.

**MATH
APPLICATIONS**

Grade 9, 10
.5 Credit
(5162)
CCP

**Prerequisite(s): Concurrently with Algebra 1 (5113) or Geometry
(5121 or 5122)**

This course covers a variety of topics designed to foster interest in, and show the applicability of, mathematics. Topics covered will come from all common core domains including algebra, geometry, probability, and statistics and will be used to solve realistic application problems. Concrete, algorithmic, graphical, and technological tools as well as a variety of representations will be used to solve problems. Students should strive to improve their ability to solve mathematical problems through hands-on practice and obtain an understanding of the strategies, tactics, and tools of the problem solver as illustrated by the instructor and instructional materials. Additional goals will be improving skills for SAT and Accuplacer tests and increasing skills for success in future math classes.

**ADVANCED
MATH
APPLICATIONS**

Grade 11, 12
.5 Credit
(5163)
CCP

Prerequisite(s): Geometry (5121 or 5122)

This course is designed to deepen student understanding of concepts related to Algebra, Geometry, and Statistics through problem-solving. Students will explore a variety of problem types including those found on the SAT. Throughout this course, students are given the opportunity to investigate mathematical

topics of personal interest. Students will see firsthand how real-world events can be modeled using mathematics.

MUSIC DEPARTMENT

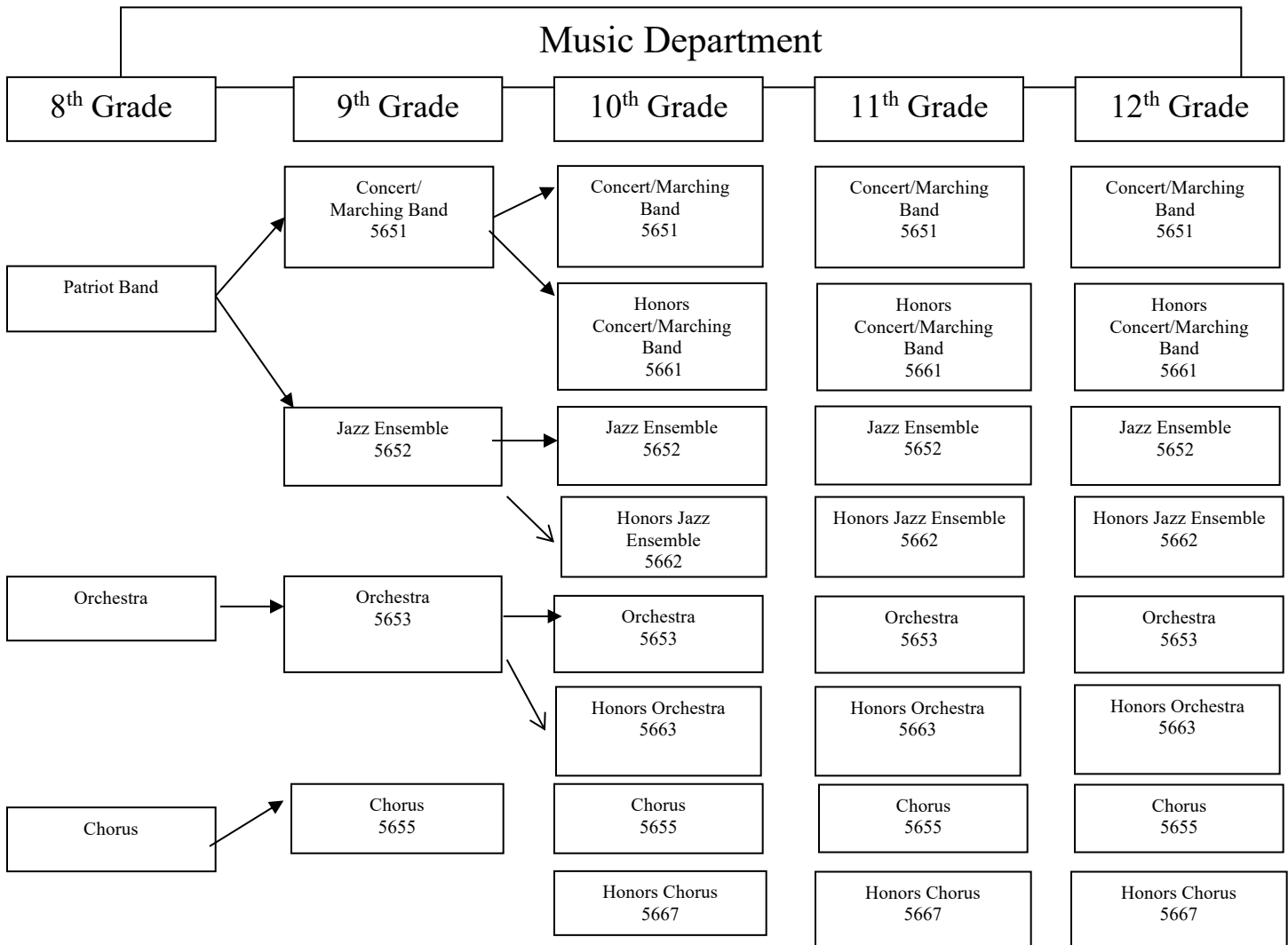
The curriculum of the Music Department supports the mission of Enfield High School. Music is a vital part of the total educational experience of every student. Our department provides instruction that focuses on the development of responsible individuals who strive to become lifelong learners. Embedded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

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

COURSE OFFERINGS

COURSE NUMBER	COURSE	GRADES	CREDIT	GRADE WEIGHT
5651	CONCERT/ MARCHING BAND	9, 10, 11, 12	1	CCP
5652	JAZZ ENSEMBLE	9, 10, 11, 12	1	CCP
5653	ORCHESTRA	9, 10, 11, 12	1	CCP
5654	ORCHESTRA WINDS AND PERCUSSION	9, 10, 11, 12	.5	CCP
5655	CHORUS	9, 10, 11, 12	1	CCP
5661	HONORS CONCERT/ MARCHING BAND	10, 11, 12	1	H
5662	HONORS JAZZ ENSEMBLE	10, 11, 12	1	H
5663	HONORS ORCHESTRA	10, 11, 12	1	H
5667	HONORS CHORUS	10, 11, 12	1	H
5668	MUSIC TECHNOLOGY	9, 10, 11, 12	.5	CCP
5669	DIGITAL AUDIO PRODUCTION	9, 10, 11, 12	.5	CCP
5670	FOUNDATIONS OF MUSIC	9, 10, 11, 12	.5	CCP
5675	PIANO CLASS	9, 10, 11, 12	.5	CCP
5676	GUITAR CLASS	9, 10, 11, 12	.5	CCP
5677	DRAMA	9, 10, 11, 12	.5	CCP
5678	MUSICAL THEATER	9, 10, 11, 12	.5	CCP
5679	HISTORY OF AMERICAN POPULAR MUSIC	9, 10, 11, 12	.5	CCP
5671	UNITED SOUND-FALL	9, 10, 11, 12	.5	CCP

5671	UNITED SOUND- SPRING	9, 10, 11, 12	.5	CCP
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Music courses available to all students:

- Piano Class (6675)
- Foundations of Music (5670)
- Guitar Class (5676)
- Music Technology (5668)
- Digital Audio Production (5669)
- Drama (5677)
- Musical Theater (5678)
- Chorus (5655)
- History of American Popular Music (5679)
- United Sound (5671)

COURSE DESCRIPTIONS

CONCERT/ MARCHING BAND

Grade 9, 10, 11, 12

1 credit

(5651)

CCP

Prerequisites: None

The Concert/Marching Band course promotes the development of music performance and social skills for students at Enfield High School. Prior instrumental experience is preferred, but not required. The fall season focuses on the marching band component of the program through the execution of quality marching band literature with a field show specifically and originally designed for the performing members. The concert band component switches to an emphasis on standard quality concert band literature and builds upon the knowledge and technical skills previously acquired, enables students to make informed critical and aesthetic judgements, constructs self-assessment skills and develops the ability of the student to comprehend historical and cultural influences of music. The concert/marching band performs at a variety of community events, as well as performances, festivals, and educational clinics. Students enhance social competencies and self-managements skills through performing, creating, connecting, and responding through ensemble music. Attendance at all school performances, rehearsals, and the pre-season band camp in August is expected. This course may be repeated for credit.

JAZZ ENSEMBLE

Grade 9, 10, 11, 12

1 Credit

(5652)

CCP

Prerequisites: None

The Jazz Ensemble course promotes the development of music performance and social skills for students at Enfield High School. Students develop technical, music literacy, and improvisations skills through the performance of quality jazz literature and the course studies the origins and major historical contributors to jazz music. Students enhance social competencies and self-management skills through performing, creating, connecting, and responding in class through ensemble music and at local school and community events. Attendance at all performances in and out of school is expected. This course may be repeated for credit.

ORCHESTRA

Grade 9, 10, 11, 12

1 Credit

(5653)

CCP



Prerequisites: None

The Orchestra promotes the development of music performance and social skills for students at Enfield High School. Prior instrumental experience is preferred, but not required. Students develop musicianship and technical proficiency on their instruments through the study of a variety of string and orchestral literature. Orchestra is a full year course that studies string orchestra literature the first semester followed by full orchestra literature in the second semester. The string orchestra performs at school concerts, festivals, and other civic events.

Attendance at all performances and rehearsals both in and out of school is expected. This course may be repeated for credit.

**ORCHESTRA
WINDS AND
PERCUSSION**

Grade 9, 10, 11, 12
.5 credit
(5654)
CCP

Prerequisites: Teacher Approval

This performing ensemble is open to wind and percussion students who want to experience playing in a full orchestra. Students develop musicianship and technical proficiency on their instruments through the study of a variety of orchestral literature. This course is only offered during the second semester, and wind and percussion students will be joining the strings in Orchestra class. To ensure the instrumental skills necessary to perform independently, and a proper and balanced instrumentation, teacher approval is required before registering for this class. Students perform at school concerts, festivals and other civic events. Attendance at all performances and rehearsals both in and out of school is expected. This course may be repeated for credit.

CHORUS

Grade 9, 10, 11, 12
1 Credit
(5655)
CCP

Prerequisites: None

This course is a performing ensemble open to any student who desires to learn how to sing and perform choral music. Through the development of basic musicianship skills, members of the chorus will become musically literate and perform a variety of high-quality music selections. Beginners and experienced musicians are welcome. Attendance at all rehearsals and concerts both in and out of the school day is expected. This course may be repeated for credit.



**HONORS CONCERT/
MARCHING BAND**

Grade 10, 11, 12

1 Credit

(5661)

Honors

Prerequisite(s): Teacher Approval

This course runs in conjunction with Concert/Marching Band and is designed to encourage students to enrich their musical experience beyond the standard curriculum. The honors option in music focuses on the development and application of critical thinking skills—analysis, synthesis, evaluation and problem solving. To be considered, students must demonstrate an appreciation of the aesthetic and an understanding of the creative process in music. Student responsibility, intrinsic motivation, independent study, and research will be emphasized. Approved Honors Credit students in Marching/Concert Band (5661) are required to complete and present four in-depth music analysis projects: solo performance adjudicator evaluation and analysis, performance critique or performance review with a video presentation, research paper, and a multi-media presentation within specified guidelines each term for the year long course. Guidelines specified for each project are contained in each project packet provided to the student once enrolled.

**HONORS
JAZZ ENSEMBLE**

Grade 10, 11, 12

1 Credit

(5662)

Honors

Prerequisite(s): Teacher Approval

This course runs in conjunction with Jazz Ensemble and is designed to encourage students to enrich their musical experience beyond the standard curriculum. The honors option in music focuses on the development and application of critical thinking skills—analysis, synthesis, evaluation, and problem solving. To be considered, students must demonstrate an appreciation of the aesthetic and an understanding of the creative process in music. Student responsibility, intrinsic motivation, independent study, and research will be emphasized. Approved Honors Credit students in Jazz Ensemble (5662) are required to complete and present four in-depth music analysis, performance critique or performance review with a video presentation, research paper, and a multi-media presentation within specified guidelines each term for the year long course. Guidelines specified for each project are contained in each project packet provided to the student once enrolled.

**HONORS
ORCHESTRA**
Grade 10, 11, 12
1 Credit
(5663)

Prerequisite(s): Teacher Approval

This course runs in conjunction with Orchestra and is designed to encourage students to enrich their musical experience beyond the standard curriculum. The honors option in music focuses on the development and application of critical thinking skills—analysis, synthesis, evaluations, and problem solving. To be considered, students must demonstrate an appreciation of the aesthetic and an understanding of the creative process in music. Student responsibility, intrinsic motivation, independent study, and research will be emphasized. Approved Honors Credit students in Orchestra (5663) are required to complete and present four in-depth music analysis projects: solo performance adjudicator evaluation and analysis performance critique or performance review with a video presentation, research paper, and a multi-media presentation within specified guidelines each term for the year long course. Guidelines specified for each project are contained in each project packet provided to the student once enrolled.

HONORS CHORUS
Grade 10, 11, 12
1 Credit
(5667)
Honors
G

Prerequisites: Teacher Approval

This course is an honors level performing ensemble that requires teacher approval and is for students who are capable of learning specialized vocal literature and choral artistry. Focus is given to understanding the voice as an instrument and learning advanced repertoire. Music from all periods and styles is performed. Experienced musicians are encouraged to join. Attendance at all rehearsals and concerts both in and out of the school day is expected. This course may be repeated for credit.

**MUSIC
TECHNOLOGY**
Grades 9, 10, 11, 12
.5 Credit
(5668)
CCP

Prerequisites: None

This course is designed to introduce students to music technology through the mechanics of Garage Band and electronic music composition. Students will be guided through the step-by-step process of creating, recording, and editing musical compositions. Student work is skill and project-based and combines music literacy education with student exploration and expression. Participants in this class can expect to present work for feedback, revision, and evaluation.

**DIGITAL AUDIO
PRODUCTION**
Grade 9, 10, 11, 12
.5 Credit
(5669)
CCP
G

Prerequisites: None

This course is designed to introduce students to the mechanics of Logic Pro and digital music composition, editing, and production. who desire the opportunity to explore and learn a step-by-step approach to recording, editing, mixing, and scoring music using computer software. Students will work on individual projects and present them to the class for feedback, revision, and evaluation. There is no prerequisite for this course, but a functional knowledge of music technology, piano and music theory would be helpful.

FOUNDATIONS OF MUSIC

Grade 9, 10, 11, 12
.5 Credit
(5670)
CCP

Prerequisites: None

This course provides students with an introduction to music theory, music styles, and composition. Students will learn to read and write notes, rhythms, and chords, along with how to listen to and analyze music through composition. Music technology will be utilized to create music, and also train the ear to identify chords, scales, rhythms, and intervals. Students will leave this class with multiple small compositions that they can use outside of class.

UNITED SOUND (FALL)

Grades 9, 10, 11, 12
.5 credit
(5671)
CCP

Prerequisites: Teacher Recommendation

The United Sounds course is a peer mentoring program that pairs students with and without special needs in the band and orchestra setting. Music teachers and their students utilize United Sound's specialized curriculum, training, and structure to integrate lessons and a musical experience for new band and orchestra students. New Musicians (students with special needs) work with Peer Mentors to learn to play the instrument of their choice at a personally modified level. United Sound students then join the full band or orchestra to perform in a concert, fall or spring with their peers.

UNITED SOUND (SPRING)

Grades 9, 10, 11., 12
(5671)
CCP

Prerequisites: Teacher Recommendation

The United Sounds course is a peer mentoring program that pairs students with and without special needs in the band and orchestra setting. Music teachers and their students utilize United Sound's specialized curriculum, training, and structure to integrate lessons and a musical experience for new band and orchestra students. New Musicians (students with special needs) work with Peer Mentors to learn to play the instrument of their choice at a personally modified level. United Sound students then join the full band or orchestra to perform in a concert, fall or spring with their peers.

PIANO CLASS

Grades 9, 10, 11, 12
.5 credit
(5675)
CCP

Prerequisites: None

This class is designed for the student with little or no previous piano experience. Students learn basic piano technique and improve music reading ability individually and in a group setting. Students study and practice musical pieces and technical exercises, review the basics of music theory and rhythmic notation, and hone additional skills including lead sheet notation and interpretation, improvisation, and composition.

GUITAR CLASS
Grades 9, 10, 11, 12
.5 credit
(5676)
CCP

Prerequisites: None
Students will learn the basics of playing guitar at a beginning level through studying music notation, chord symbols, and peer modeling. A brief history of the guitar along with a study of its respective musical styles will also be covered. The main objective of this course is to create an enhanced appreciation for music through playing the guitar. Students will learn how to read music notation, chord symbols, and tablature. Students will gain a better understanding on many different musical genres including classical, flamenco, blues, jazz, rock, and pop music.

DRAMA
Grades 9 – 12
.5 credit
(5677)
CCP

Prerequisites: None
This course provides students with the opportunity to develop an appreciation of and understanding for the craft of acting, as well as for the collaborative efforts of all involved in producing works of theater/film. Attention is also given to the development of personal and interpersonal skills through dramatic activities including improvisation, monologues, and scene work. Various class projects will help students learn about the elements of drama, directing, and basic playwriting.

MUSICAL THEATER
Grades 9 – 12
.5 credit
(5678)
CCP
G

Prerequisites: None
This course offers students the opportunity to explore the world of musical theater. Students learn about the origins and history of musical theater; research the various components that come together to create a production, including various career paths within the theater; and work collaboratively with others to create sample performances. Students are inspired to experience the art of performance, design, direction, and technical production within musical theater.

**HISTORY
OF
AMERICAN
POPULAR MUSIC**
Grades 9, 10, 11, 12
.5 credit
(5679)
CCP

Prerequisites: None
This course examines the musical and historic significance of Popular Music in the United States from the late nineteenth century to present. No formal musical training is necessary to enroll in this course. Students examine the cultural, social, political, and economic influences that shaped the creation of American musical genres through a variety of lenses. Students will be asked to think and listen critically about early music, jazz, blues, country, rock, disco, hip hop, and more. Each assignment asks students to analyze a style of music using appropriate musical terminology while also answering the question, “What lead to the creation of this music?” Students are expected to support their answers with relevant and accurate research.



Ashley Patrie

PHYSICAL EDUCATION/HEALTH DEPARTMENT

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

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

COURSE OFFERINGS

COURSE NUMBER	COURSE	GRADES	CREDIT	GRADE WEIGHT
5991	PHYSICAL EDUCATION/HEALTH 9	9	.5	CCP
5992	PHYSICAL EDUCATION/HEALTH 10	10	.5	CCP
5993	PHYSICAL EDUCATION 11	11	.5	CCP
5994	PHYSICAL EDUCATION 12	12	.5	CCP
5995	ADAPTIVE PE	9, 10, 11, 12	.5	CCP
5996	UNIFIED SPORTS-FALL	9, 10, 11, 12	.5	CCP
5997	UNIFIED SPORTS-SPRING	9, 10, 11, 12	.5	CCP

COURSE DESCRIPTIONS

**PHYSICAL
EDUCATION/
HEALTH 9**

Grade 9
.5 credit
(5991)
CCP

Prerequisite(s): None

This course is divided into one quarter of Physical Education and one quarter of Health. Students are given the opportunity to participate in a variety of physical activities and are given the tools necessary for pursuing an active and healthy lifestyle. Students will participate in varied fitness programs, base games, net games, cooperative and invasion games. Students are offered a comprehensive health program that includes the following units of study, Alcohol, Nicotine and other Drugs, Family Life and Human Sexuality, Safety and Injury Prevention, Nutrition, Mental and Emotional Health.

**PHYSICAL
EDUCATION/
HEALTH 10**

Grade 10
.5 Credit
(5992)
CCP

Prerequisite(s): None

This course is divided into one quarter of Physical Education and one quarter of Health. Students are given the opportunity to participate in a variety of physical activities and are given the tools necessary for pursuing an active and healthy lifestyle. Students will participate in varied fitness programs, new games, net games, and invasion games. Students will take part in the mandated Connecticut Physical Fitness Assessment. Students are offered a comprehensive health program that includes the following units of study, Alcohol, Nicotine and other Drugs, Family Life and Human Sexuality.

**PHYSICAL
EDUCATION/
HEALTH 11**

Grade 11
.5 Credit
(5993)
CCP

Prerequisite(s): None

This course is divided into one quarter of Physical Education and one quarter of Health. This course focuses on assisting students with enhancing their level of health and fitness by developing life-long skills through a variety of challenging physical activities and health-related performance tasks. Students will select activities of interest in the areas of physical fitness and wellness, net games, invasion games, backyard, and base games. These activities include, but are not limited to, tennis, badminton, nitro ball, strength training, yoga, cardio, lacrosse, floor hockey, basketball, mat ball, and softball. Students are offered a comprehensive health program that includes the following units of study, Alcohol, Nicotine and other Drugs, Family Life and Human Sexuality, Mental and Emotional Health, and Disease Prevention and Control.

**PHYSICAL
EDUCATION/
HEALTH 12**

Grade 12
.5 Credit
(5994)
CCP

Prerequisite(s): None

This course is divided into one quarter of Physical Education and one quarter of Health. This course focuses on assisting students with enhancing their level of health and fitness by developing life-long skills through a variety of challenging physical activities and health-related performance tasks. Students will select activities of interest in the areas of physical fitness and wellness, net games, invasion games, backyard, and base games. These activities include, but are not limited to tennis, badminton, nitro ball, strength training, yoga, cardio, lacrosse, floor hockey, basketball, mat ball, and softball. Students are offered a comprehensive health program that focuses on first aid and CPR training, Alcohol, Nicotine, and other drugs, and Disease Prevention and Control.

**ADAPTED
PHYSICAL
EDUCATION**

Grade 9, 10, 11, 12
.5 Credit
(5995)
CCP

Prerequisite(s): Teacher Recommendation

This course is open to all students. This program offers students with a wide range of challenges opportunities for peer assistance to meet the goals of the regular physical education curriculum. Students work with typical peers in a safe setting with customized activities to ensure individual success. This course also provides authentic learning experiences for students interested in working with diverse populations.

UNIFIED SPORTS

Grade 9, 10, 11, 12
.5 Credit
(5996 or 5997)
CCP

Prerequisite(s): Teacher Recommendation

This course provides athletes with and without special needs the opportunity to participate and compete collaboratively in meaningful sports experiences on co-ed teams organized by skill level. The Unified Sports program is a year-long course with seasons in soccer, bowling, basketball, and track. The team competes in various games and tournaments throughout the school year.



READING DEPARTMENT

The curriculum of the Reading Department supports the mission of Enfield High School. Our department offers a multi-level, diagnostic-based program for students whose reading levels are significantly below grade level. Small group instruction is based on students' individual instructional needs, reading levels, and independent learning styles. Instructional emphasis concentrates on strategies for word attack, vocabulary development, and reading comprehension. Embedded in our curriculum are lessons that teach students to:

- Monitor comprehension using metacognition during reading.
- Utilize critical thinking skills to read, interpret, and respond in writing to literature and informational texts.
- Choose and apply appropriate strategies when reading a variety of materials.
- Establish a purpose for reading that accounts for level of background/prior knowledge.
- Become more fluent readers.
- Improve higher order thinking skills.
- Recognize multiple perspectives and acknowledge and respect the right to individual opinions.
- Discover the reader within.

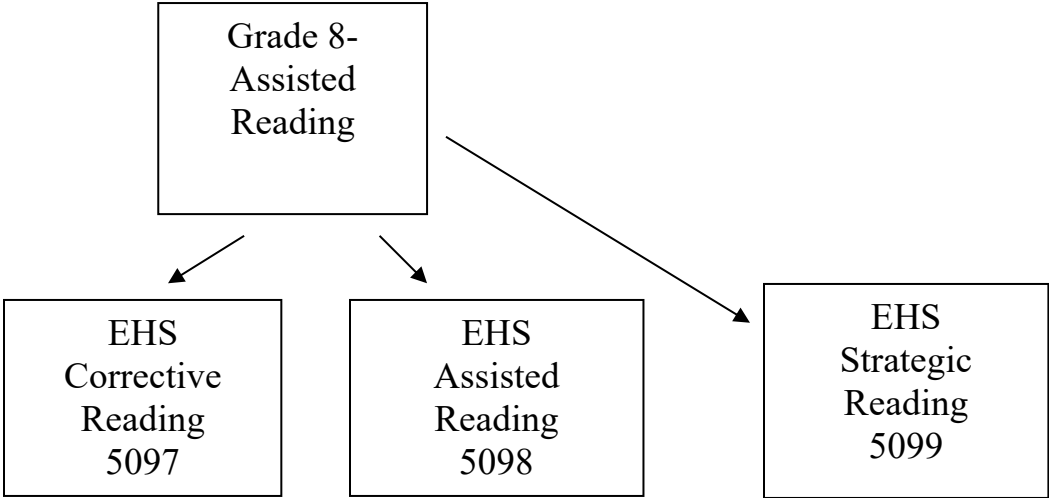
ASSESSMENT

Evaluation of students' strengths and acceleration in the Reading program is ongoing. We utilize Lexia PowerUp Literacy for progress monitoring and diagnostic assessment.

COURSE OFFERINGS

COURSE NUMBER	COURSE	GRADES	CREDIT	GRADE WEIGHT
5097	CORRECTIVE READING	9, 10, 11, 12	1	CCP
5098	ASSISTED READING	9, 10, 11, 12	1	CCP
5099	STRATEGIC READING	9, 10, 11, 12	1	CCP

Secondary Reading Department Course Progression from JFK to EHS



COURSE DESCRIPTIONS

Reading courses are designed to address SRBI protocol and thus are flexible in allowing students to transition between levels as needed. The recommendation of the Reading Coordinator, Adrienne Snow, is necessary to make these adjustments.

CORRECTIVE READING

Grade 9, 10, 11, 12

1 credit

5097

CCP

Prerequisite(s): Teacher recommendation, based on the results of a standardized diagnostic reading evaluation test, and state testing.

This course will assist students who are in need of intensive instruction to increase proficiency in word analysis, word identification, oral fluency, and general comprehension.

ASSISTED READING

Grades 9, 10, 11, 12

1 credit

5098

CCP

Prerequisite(s): Teacher recommendation, based on the results of a standardized diagnostic reading evaluation test, and state testing.

This course will assist students who are in need of intensive instruction to develop general and content-based vocabulary and comprehend written texts from a variety of genres.

STRATEGIC READING

Grades 9, 10, 11, 12

1 credit

5099

CCP

Prerequisite(s): Teacher recommendation, based on the results of a standardized diagnostic reading evaluation test, and state testing.

This course will assist students who are in need of intensive instruction to increase proficiency in literal and inferential comprehension and to improve written responses.

SCIENCE DEPARTMENT

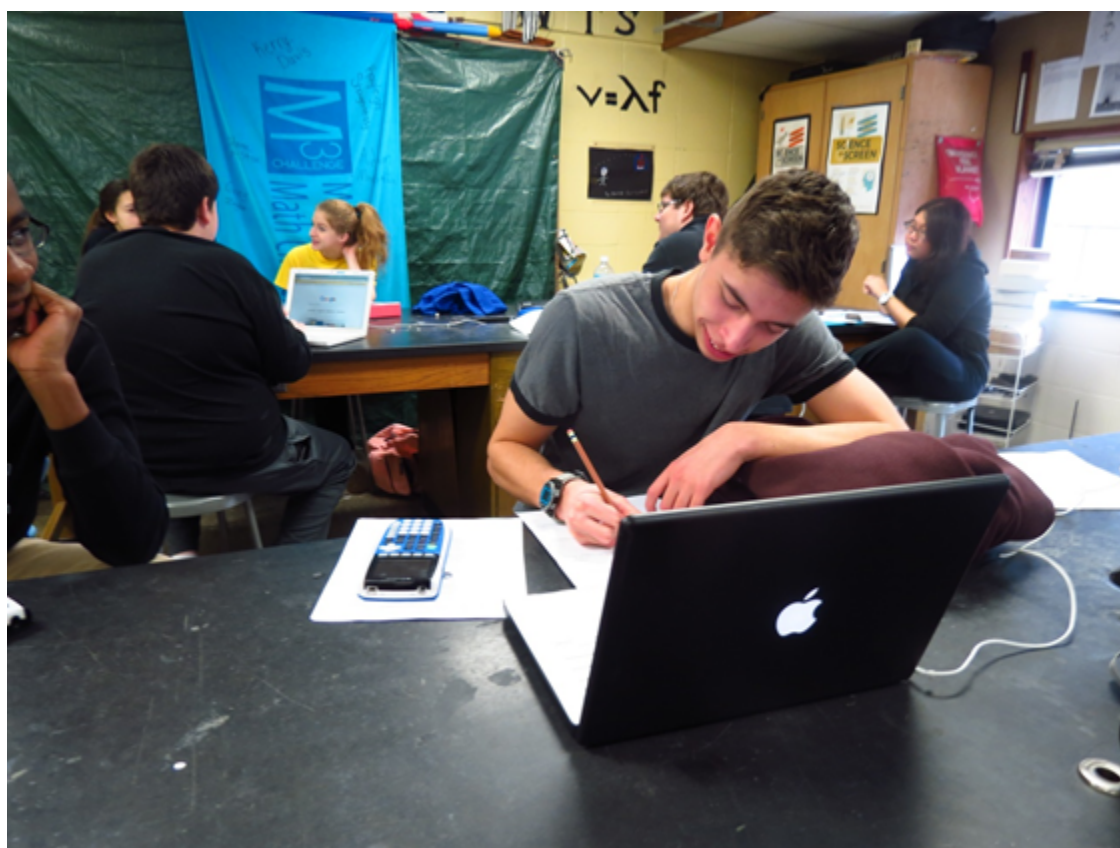
The curriculum of the Science Department supports the mission of Enfield High School and is aligned to the Next Generation Science Standards (NGSS). **Students must enroll in either of the two NGSS-Aligned Pathways illustrated in the flow chart below and must complete their pathway by the end of their junior year when NGSS testing will take place.** Embedded in our science curricula are lessons that teach students to:

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

COURSE OFFERINGS

COURSE NUMBER	COURSE	GRADES	CREDIT	GRADE WEIGHT
5201	INTEGRATED PHYSICAL SCIENCE	9-11	1	CCP
5203	EARTH SCIENCE	9 - 12	.5	CCP
5211	HONORS BIOLOGY	9-10	1	H
5212	BIOLOGY	10-11	1	CCP
5220	HONORS CHEMISTRY	10 - 12	1	H
5221	CHEMISTRY	11 - 12	1	CCP
5230	HONORS PHYSICS	10 - 12	1	H
5231	PHYSICS	11 - 12	1	CCP
5232	ASTRONOMY	9 - 12	.5	CCP
5233	MARINE BIOLOGY	9 - 12	.5	CCP
5234	FORENSICS	9 - 12	.5	CCP
5250	EXPLORATORY HEALTH SCIENCE	9-12	.5	CCP

5251	FOUNDATIONS OF HEALTH SCIENCE	9-12	.5	CCP
5262	HONORS ANATOMY AND PHYSIOLOGY	10 - 12	1	H
5263	AP/UCONN ENVIRONMENTAL SCIENCE	10 - 12	1	AP
5296	AP/UCONN BIOLOGY	11 - 12	1	AP
5297	AP/UCONN CHEMISTRY	11 - 12	1	AP
5298	AP/UCONN PHYSICS 1	11 - 12	1	AP
5299	AP/UCONN PHYSICS 2	11 - 12	1	AP



Science Department

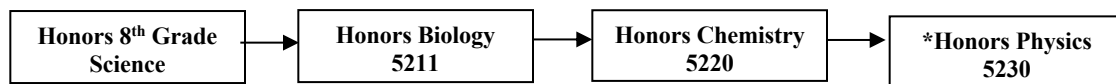
8th Grade

9th Grade

10th Grade

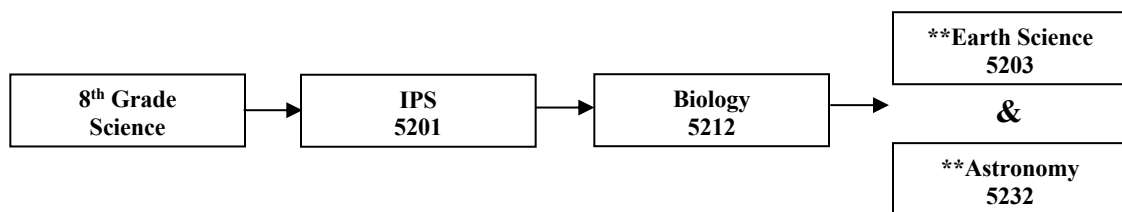
11th Grade

Students in NGSS Pathway # 1: at minimum take Honors Biology, Honors Chemistry, and Honors Physics



***Honors Physics 5230 and Honors Chemistry 5220 can be taken concurrently in 10th Grade**

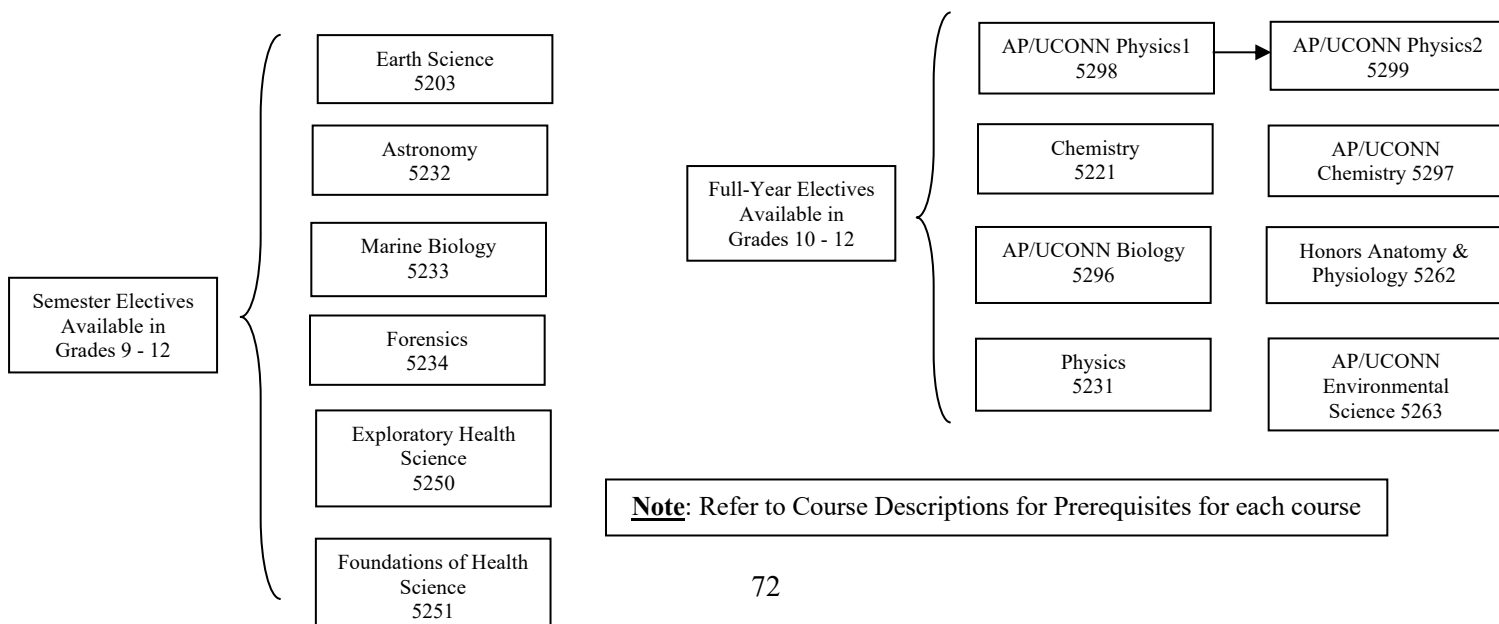
Students in NGSS Pathway # 2: at minimum take Physical Science, Biology, Earth Science, and Astronomy



****Earth Science 5203 and/or Astronomy 5232 can be taken concurrently with IPS 5201 and/or Biology 5212**

Note: Courses within these pathways may be altered based on teacher recommendation and/or parent request. All parent requests should be done in conjunction through a conference with a guidance counselor, as some alterations may have impacts on college applications.

Science Electives



Note: Refer to Course Descriptions for Prerequisites for each course

COURSE DESCRIPTIONS

PHYSICAL SCIENCE

Grade 9-11
1 credit
(5201)
CCP

Students explore the basic principles of matter and its interactions, motion and stability, energy dynamics, and waves and their applications in technology for information. **Integrated Physical Science 5201 is an NGSS-aligned course.**

EARTH SCIENCE

Grades 9 - 12
.5 Credit
(5203)
CCP

Topics include the geologic history of the Earth, plate tectonics, erosion, weather, climate, wave properties, natural resources, and the human impact on Earth. **Earth Science 5203 is an NGSS-aligned course.**



BIOLOGY

Grades 9-10
1 Credit

Prerequisite(s): See Below

Biology provides an understanding of basic biological principles. Emphasis is placed on cell structure and function, evolution, genetics, and biodiversity. Laboratory investigation and experimentation are conducted. **Biology 5211 and 5212 are NGSS-aligned courses.**

(5211)
Honors

Prerequisite(s): Recommendation of Grade 8 science teacher and/or B or better in both Grade 8 math and science courses

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

(5212)
CCP

Prerequisite(s): Passing Grade in Physical Science 5201

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

HONORS CHEMISTRY

Grades 10 - 12
1 Credit
(5220)
Honors

Prerequisite(s): Teacher Recommendation (Biology 5211 or 5212)

This course is intended as preparation for future deeper study in chemistry either in Advanced Chemistry (5297) or in college. Topics include properties of matter, chemical bonding, reactions, and acids and bases. College credit may be available for qualified students through our Asnuntuck Community College Partnership. **Honors Chemistry 5220 is an NGSS-aligned course.**

CHEMISTRY
Grades 10 - 12
1 Credit
(5221)
CCP

Prerequisite(s): Final grade of C or better in Algebra 1 (5113 or 5114) and/or all previous high school science courses
Through use of lab activities, demonstrations, and computer simulations, students gain an understanding of the properties of matter and the nature of chemical change.

HONORS PHYSICS
Grades 10 -12
1 Credit
(5230)
Honors

Prerequisite(s): Teacher Recommendation (Biology or Chemistry)
This course examines concepts in the fields of physics, earth science and astronomy, as well as scientific skills such as graphing and experimentation. Among the topics of study are conservation of momentum, collisions, waves and information technology. Learning activities include student-designed investigations, projects, research presentations, and engineering. **Honors Physics 5230 is an NGSS-aligned course.**

PHYSICS
Grades 11 - 12
1 Credit
(5231)
CCP

Prerequisite(s): Final grade of B- or better in all previous high school science courses and/or teacher recommendation.
This course examines fundamental principles and laws of the physical world through scientific exploration, interpreting media sources, observing demonstrations, conducting student led laboratory investigations, performing conceptual and mathematical reasoning, and building hands-on projects.

ASTRONOMY
Grades 9 - 12
.5 Credit
(5232)
CCP

Prerequisite(s): passed all previous science courses
This course will provide students with an introduction to the concepts of modern astronomy, the origin and history of the universe, and the formation of the Earth and solar system. **Astronomy 5232 is an NGSS-aligned course.**

MARINE BIOLOGY
Grades 9 - 12
(5233)
.5 Credit
CCP
G

Prerequisite(s): Passed or is concurrently taking Biology 5211 or 5212
This course will provide students an understanding of the topics in marine science, including ocean chemistry, physical oceanography, maritime history, marinetime history, marine exploration, and aquatic organisms. Students will think critically about the interdependence of aquatic organisms and how ocean chemistry influences these relationships.

FORENSICS
Grade 9 - 12
(5234)
.5 Credit
CCP

Prerequisite(s): Passed or is concurrently taking Biology 5211 or 5212
This course will require students to investigate and analyze crime scene evidence in order to link a suspect to a crime. Lab practices will include fingerprinting, handwriting analysis, blood typing, hair and fiber analysis, and DNA comparative analysis.

**EXPLORATORY
HEALTH
SCIENCE**

Grades 9-12
(5250)
.5 Credit
CCP

Prerequisite(s): passed all previous science courses

This course introduces students to the range of health science and personal services careers and the foundational knowledge common among them. Students will learn about the skills, coursework, certification options, and professional opportunities available. In addition, students will learn the industry standard infection control and disinfection techniques, legal and ethical requirements, and measuring and recording practices that are foundational for success in health science.

**FOUNDATIONS
OF HEALTH
SCIENCE**

Grades 9-12
(5251)
.5 Credit
CCP

Prerequisite(s): passing grade in Exploratory Health Science (5250)

This course further builds students' preparedness by continuing to develop knowledge and skill common to health science and personal service careers. Students will learn basic anatomy and physiology systems, common medical terminology, and effective communication foundational to most health professions.

**HONORS
ANATOMY AND
PHYSIOLOGY**

Grades 10 - 12
1 Credit
(5262)
Honors

Prerequisite(s): Final grade of a B or better in Biology (5211 or 5212) and/or teacher recommendation

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

**AP/UCONN
ENVIRONMENTAL
SCIENCE**

Grades 10 - 12
(5263)
1 Credit
AP
G
M

Prerequisite(s): Final grade of a B or better in Biology (5211 or 5212) and/or teacher recommendation

The goal of the AP Environmental Science course is to provide students with the scientific 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. Students enrolled in this course are required to take the AP exam at the end of the year.

UCONN Course Description: NRME 1000. Environmental Science

Introduction to Earth's biotic and abiotic systems and how humans influence and depend on them. With sustainability as a central theme, specific course topics include: ecology, natural resources management, energy, pollution, human population dynamics, and climate change.

**AP/UCONN
BIOLOGY**
Grades 11 - 12
1 Credit
(5296)
AP
G

Prerequisite(s): B or better in Biology (5211 or 5212), Chemistry (5220 or 5221), and/or teacher recommendation,

This is a college level introductory biology class. Students must possess an intensive level of focus and concentration to succeed. A significant amount of time may be needed to prepare for class.

Topics include in depth study of cell structure and function, evolution, genetics, classification, ecology, and human anatomy and physiology. Dissection is required in this course. This course is taken over 2 periods over the course of the year. College credit may be available for qualified students through the UCONN Early College Experience. Students enrolled in this course are required to take the AP exam at the end of the year.

UCONN Course Description: BIOL1107, 1108. Principles of Biology

4 credits each, 8 credits total. Designed to provide a foundation for more advanced courses in Biology and related sciences. Topics covered include molecular and cell biology, animal anatomy and physiology ([BIOL 1107](#)); ecology, evolution, genetics, and plant biology ([BIOL 1108](#)). Laboratory exercises in [BIOL 1107](#) include dissection of preserved animals.

**AP/UCONN
CHEMISTRY**
Grades 11 - 12
1 Credit
(5297)
AP

Prerequisite(s): B or better in Algebra 2 (5131, 5132, or 5133), Biology (5211 or 5212), Chemistry (5220 or 5221) , and/or teacher recommendation

This is a college level introductory chemistry course. **Students must possess an intensive level of focus and concentration to succeed. A significant amount of time may be needed to prepare for class.** Topics include in-depth study of kinetics, equilibrium, electrochemistry, chemical bonding, stoichiometry, and qualitative analysis. **This course is taken over 2 periods over the course of the year.** College credit through the UCONN Early College Experience may be available, for qualified students. Students enrolled in this course are required to take the AP exam at the end of the year.

UCONN Course Description: CHEM1127Q-1128Q. General Chemistry

4 credits each, 8 credits total. Designed to provide a foundation for more advanced courses in chemistry. Atomic theory; laws and theories concerning the physical and chemical behavior of gases, liquids, solids, and solutions. Properties of some of the more familiar elements and their compounds. Quantitative measurements illustrating the laws of chemical combination in the first semester lab. Equilibrium in solutions and qualitative reactions of the common cations and anions in the second semester lab.

**AP/UCONN
PHYSICS 1
1201Q**

Grades 11-12

1 Credit

(5298)

AP

Prerequisite(s): B or better in Algebra 1 (5112) and Geometry (5121 or 5122) and B or better in all previous high school science courses, and/or teacher recommendation

This is a college level introductory algebra-based physics course. **Emphasis is placed on scientific inquiry and critical thinking. Topics include: Kinematics, Newton's Laws of Motion, Torque, Rotational Motion, Angular Momentum, Gravitation, Circular Motion, Work-Energy-Power, Linear Momentum, Oscillations, Mechanical Waves, Sound, Electrostatics and Electric Circuits.** College credit through the UCONN Early College Experience may be available, for qualified students. Students enrolled in this course are required to take the AP exam at the end of the year.

UCONN Course Description: PHYS1201Q. General Physics

4 credits. Basic facts and principles of physics. The laboratory offers fundamental training in precise measurements.

**AP/UCONN
PHYSICS 2
1202Q**

Grades 11 - 12

1 Credit

(5299)

AP

Prerequisites: B or better in Algebra 2 (5131 or 5132) and B or better in all previous high school science courses, AP Physics 1 (5298) and/or teacher recommendation

This is a college level introductory algebra based physics course. Emphasis is placed on scientific inquiry and critical thinking. Topics include: Fluid Statics and Dynamics, Thermodynamics with Kinetic Theory, Pressure and Volume diagrams and Probability, Electrostatics, Electric Circuits with Capacitors, Magnetic Fields, Electromagnetism, Optics, and topics in Modern Physics. College credit through the UCONN Early College Experience may be available, for qualified students. Students enrolled in this course are required to take the AP exam at the end of the year.

UCONN Course Description: PHYS1202Q. General Physics

4 credits. Basic facts and principles of physics. The laboratory offers fundamental training in precise measurements.

SOCIAL STUDIES DEPARTMENT

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

- Develop an enduring understanding of social studies disciplines
- Improve the inquiry skills necessary to investigate subject matter
- Apply concepts and skills needed to take informed action and engage in civic life
- Utilize critical thinking skills
- Express ideas in both verbal and written modes
- Use technology to express ideas
- Understand roles and responsibilities as citizens
- Recognize multiple perspectives while acknowledging individual's rights to opinion
- Make appropriate social, personal, and academic choices

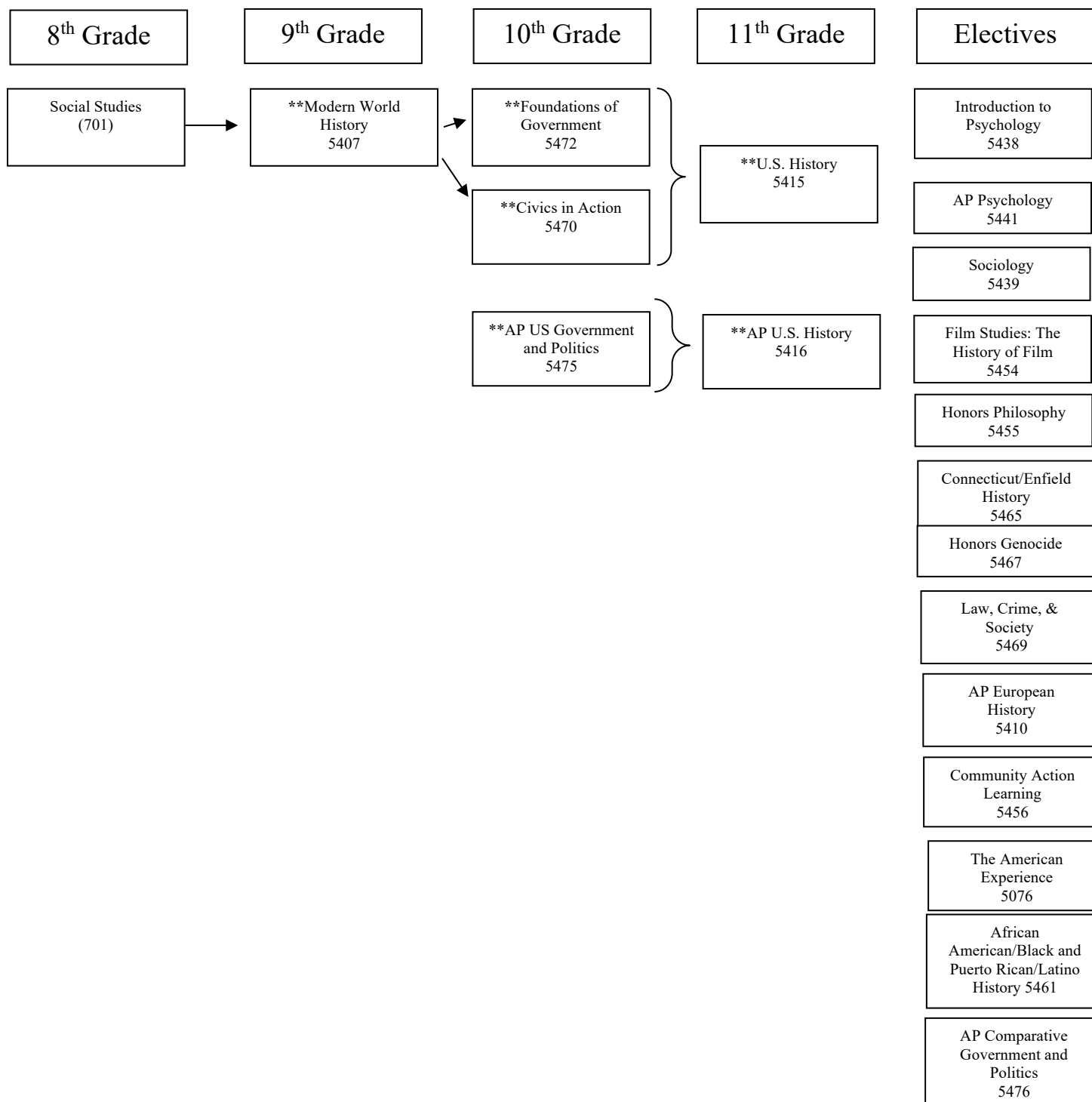
COURSE OFFERINGS

COURSE NUMBER	COURSE	GRADES	CREDIT	GRADE WEIGHT
5407	MODERN WORLD HISTORY	9	1	CCP
5410	AP EUROPEAN HISTORY	11, 12	1	AP
5415	UNITED STATES HISTORY	11	1	CCP
5416	AP UNITED STATES HISTORY	11	1	AP
5438	INTRODUCTION TO PSYCHOLOGY	11, 12	.5	CCP
5439	SOCIOLOGY	11, 12	.5	CCP
5441	AP PSYCHOLOGY	11, 12	1	AP
5454	FILM STUDIES: THE HISTORY OF FILM	11, 12	.5	CCP
5455	HONORS PHILOSOPHY	12	.5	H
5076	THE AMERICAN EXPERIENCE: THE ROLE OF LESSER HEARD VOICES	11, 12	1 (.5 SS .5 Eng)	CCP

COURSE NUMBER	COURSE	GRADES	CREDIT	GRADE WEIGHT
5461	AFRICAN AMERICAN/BLACK AND PUERTO RICAN/LATINO HISTORY	11, 12	1	CCP
5465	CONNECTICUT/ ENFIELD HISTORY	9-12	.5	CCP
5467	HONORS GENOCIDE	12	.5	H
5469	LAW, CRIME AND SOCIETY	9-12	.5	CCP
5470	CIVICS IN ACTION	10	.5	CCP
5472	FOUNDATIONS OF GOVERNMENT	10	.5	CCP
5475	AP UNITED STATES GOVERNMENT AND POLITICS	10	1	AP
5476	AP COMPARATIVE GOVERNMENT AND POLITICS	10-12	1	AP



Social Studies Department



***Suggested sequence of courses, please refer to course descriptions for specific prerequisites.**

****Denotes required courses. Students must take 1 credit in Modern World History, .5 credit in Foundations of Government, a .5 credit in Civics in Action or U.S. Gov. and Politics, and 1 credit in U.S. History or AP U.S. History.**

*****Students must take a total of 3 Social Studies credits to fulfill their graduation requirements. 3 credits must be taken in the previously referenced courses.**

COURSE DESCRIPTIONS

MODERN WORLD HISTORY

Grade 9
1 Credit
(5407)
CCP



Prerequisite(s): None

In Modern World History students will explore a variety of peoples, events, and movement in world history with a focus on inquiry-based learning. Students will explore cause/effect relationships within the context of history. The course will focus on the Industrial Age through modern times. The study of Modern World History will include themes and content including conflict/resolution, cultural diffusion, change and reactions to it, human rights, individual right and power of government, globalization and international trade. Modern World History is college preparatory and appropriate for most students entering ninth grade. Successful completion of this course fulfills the required 1 credit in Modern World History.

AP EUROPEAN HISTORY

Grade 11, 12
1 Credit
(5410)
AP



Prerequisite: B or better in an Honors English course, in previous social studies courses, and/or recommendation of a social studies teacher.

AP European History focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance—interaction of Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions power, and individual and society—provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. The course allows teachers flexibility to teach certain topics of their choice in depth.

Students enrolled in this course are required to take the AP exam at the end of the year.

**UNITED STATES
HISTORY**

Grade 11
1 Credit
(5415)
CCP



Prerequisite(s): None

To earn the M credit in this course, students will showcase a year's worth of work beyond regular course requirements. The additional requirements for the mastery-based credit include the following:

- Participation in mentoring block support
- Completion of a planning/goal-setting tool
- Completion of a self-reflection
- Participation in a student showcase
- Culminating presentation assessed according to the EHS schoolwide rubric for Capable Communicators

Students study American History and culture from the late 19th Century to our contemporary times. Emphasis is on relationships between important historical events in a chronological perspective. United States History 5415 is college preparatory and appropriate for most students entering eleventh grade. Successful completion of this course fulfills the required 1 credit in U.S. History.

**AP UNITED
STATES
HISTORY**

Grades 11, 12
1 credit
(5416)
AP



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

To earn the M credit in this course, students will showcase a year's worth of work beyond regular course requirements. The additional requirements for the mastery-based credit include the following:

- Participation in mentoring block support
- Completion of a planning/goal-setting tool
- Completion of a self-reflection
- Participation in a student showcase
- Culminating presentation assessed according to the EHS schoolwide rubric for Capable Communicators

Advanced Placement United States History follows the rigorous college level curriculum established by the College Board. Students are expected to show a high degree of initiative and self-directed learning. Sample topics range from pre-Columbian North America to contemporary historical events. In addition to US History content, students develop skills that they will need in college with emphasis placed on advanced reading, writing, and verbal communication. This course has a summer reading and writing component that must be completed. Successful completion of this course fulfills the required 1 credit in U.S. History.

Students enrolled in this course are required to take the AP exam at the end of the year.

**INTRODUCTION
TO
PSYCHOLOGY**

Grade 11, 12
.5 Credit
(5438)
CCP

Prerequisite(s): None

This course is an introduction to the field of psychology and its role in today's world. Topics include brain structure and function, sensation, perception learning, memory, intelligence, personality, and abnormal psychology. This course is designed as an introductory college seminar. Students are expected to complete academic style research papers in the appropriate APA style.

**INTRODUCTION
TO SOCIOLOGY**

Grade 11, 12
.5 Credit
(5439)
CCP

Prerequisite(s): None

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



**AP
PSYCHOLOGY**

Grade 11, 12
1 Credit
(5441)
AP

Prerequisite(s): B or better in a level one or level two English course and social studies course, or the recommendation of a social studies teacher.

Advanced Placement Psychology follows the rigorous college level curriculum established by the College Board. The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior 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 will also learn about the ethnics and methods psychologists use in their science and practice. Students are expected to complete academic style research papers in the appropriate APA style.

Students enrolled in this course are required to take the AP exam at the end of the year.

**FILM STUDIES:
THE HISTORY
OF FILM**

Grade 11, 12
.5 Credit
(5454)
CCP

Prerequisite(s): None

Film Studies examines the history of film making in America including prominent filmmakers and production techniques, the influence of the motion picture industry on American popular culture, and an examination of major film genres. Students will study the innovations in film making technology from the end of the 19th century through the modern era and motion pictures as a form of art. Classical films and exemplary motion pictures will be viewed, discussed and reviewed as students explore the many genres of the motion picture medium.

**HONORS
PHILOSOPHY**

Grade 12

.5 Credit

(5455)

H

Prerequisite(s): B or better in a level one or level two English course, and United States History, and/or the recommendation of a United States History teacher.

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

**COMMUNITY
ACTION
LEARNING**

Grade 9-12

.5 Credit

(5456)

CCP

G

Prerequisite(s): None

Students will follow the models of individuals who have identified a problem in the world and dedicated themselves to solving it. Community Action will invite guest speakers, including a number of the faculty as expert instructors, and introduce case studies of successful problem solving as part of a semester-long comprehensive curriculum. Working in collaborative teams, students will learn and apply research methods in order to design and implement a problem-solving project. This course offers an opportunity for each student to find his or her area of interest and study it in depth for the purpose of exploring a problem, presenting a solution, and collaborating with others in the school and community to take action. The presentation of the completed problem-solving project will mark the culmination of the course.

Prerequisite(s): None

The American Experience is a full-year course open to junior and senior students that examines historically oppressed social and ethnic groups and analyzes related literature in the United States. This course is split-period and team-taught between social studies and English. Topics of discussion include a social and historical overview of these groups and related civil rights issues in our nation's history. Analysis of related texts will allow us to see the ways in which these groups have overcome oppression and gained agency in our nation. Further, this course will examine the ways in which literature and social movements have contributed to, been influenced by, and transformed America, and continue to do so. Student who successfully complete this course will receive one-half social studies elective credit and one-half English credit.

**THE AMERICAN
EXPERIENCE:
THE ROLE OF
LESSER HEARD
VOICES**

Grades 11, 12

1 Credit:

.5 SS Credit

.5 English Credit

(5076)

CCP

G

M

Prerequisite(s): None

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

**AFRICAN
AMERICAN/
BLACK AND
PUERTO RICAN/
LATINO
HISTORY**

Grade 11,12

1 Credit

(5461)
CCP
M

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 the communities.

**CONNECTICUT/
ENFIELD
HISTORY**
Grade 9-12
.5 Credit
(5465)
CCP
**HONORS
GENOCIDE**
Grade 12
.5 Credit
(5467)
H
G

Prerequisite(s): None

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

Prerequisite(s): Recommendation of a United States History teacher

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

**LAW, CRIME
AND SOCIETY**
Grade 9-12
.5 Credit
(5469)
CCP

Prerequisite(s): None

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

**CIVICS IN
ACTION**
Grade 10
.5 Credits
(5470)
CCP

Prerequisite(s): None

Civics in Action is designed to explore the rights and responsibilities of citizens, American foreign policy and perspectives, the role of media, and the ways in which the American political system provides choice and opportunities for participation. The focus of this course will be civic involvement, citizenship, communicating conclusions, and taking informed action. Civics in Action is college preparatory and appropriate for most students. Successful completion of this course fulfills the required .5 credit in Civics in Action. This course fulfills the state of Connecticut's requirement for Civics.

**FOUNDATIONS
OF
GOVERNMENT**
Grade 10
.5 Credits
(5472)
CCP

Prerequisite(s): None

Foundations of Government will provide a study of the development and implementation of various political systems and the differing ways power and responsibility are distributed. Students will study the structure and function of local, state, national, and international governments. This will include the American Revolution, founding government documents, the roles of each branch of the United State government, and the law-making process. Foundations of Government is a college preparatory and appropriate for most students. Successful completion of this course fulfills the required .5 credit in Foundations of Government. This course fulfills the state of Connecticut's requirement for Civics.

**AP UNITED
STATES
GOVERNMENT
AND POLITICS**
Grade 10
1 Credit
(5475)
AP

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

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events and interpret data to develop evidence-based arguments. Students study general concepts used to interpret U.S. government and politics and analyze specific topics, including: Constitutional Underpinnings; Political Beliefs and Behaviors; Political Parties, Interest Groups, and Mass Media; Institutions of National Government; Public Policy; and Civil Rights and Civil Liberties. An integral part of the course includes analysis and interpretation of basic data relevant to U.S. government and politics, and the development of connections and application of relevant theories and concepts. Successful completion of this course fulfills the required 1 credit of Foundations of Government and Civics in Action combined. Students enrolled in this course are required to take the AP exam at the end of the year.

**AP
COMPARATIVE
GOVERNMENT
AND POLITICS**
Grade 10, 11, 12
1 Credit
(5476)
AP
G

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

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues. Students compare and contrast political institutions and processes across six countries (Great

Britain, Mexico, Russia, Iran, China, and Nigeria) and analyze and interpret data to derive generalizations. Topics include: Introduction to Comparative Politics; Sovereignty, Authority, and Power; Political Institutions; Citizens, Society, and the State; Political and Economic Change; Public Policy. The emphasis should be on broad trends that allow comparison, rather than on details that are unrelated to larger trends and concepts.

Students enrolled in this course are required to take the AP exam at the end of the year.

SPECIAL EDUCATION DEPARTMENT

Students who have been evaluated and determined to be eligible for special education services, as defined by state and federal statutes, may receive services through the Special Education Department. Within this department academic, social/emotional, and vocational needs are met on an individual basis as determined by the Planning and Placement Team. Members of this team meet at least annually to develop Individual Educational Plans for identified students. Individual Transition Plans for students are updated by the Planning and Placement Team as appropriate. A continuum of services including specialized instruction in co-teaching models within the general education classes, targeted academic support courses, and programs for students who require smaller-group instruction, are available to ensure that students requiring Special Education services are educated in the least restrictive environment. These services are provided while supporting the Mission Statement and Student Learning Outcomes at the high school.

In an effort to continuously improve the Enfield Public Schools we would appreciate your candid feedback.

TECHNOLOGY EDUCATION DEPARTMENT

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

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

COURSE OFFERINGS

COURSE NUMBER	COURSE	GRADES	CREDIT	GRADE WEIGHT
5701	GRAPHIC DESIGN AND PRODUCTION I	9, 10, 11, 12	1	CCP
5702	GRAPHIC DESIGN AND PRODUCTION 2	10, 11, 12	1	CCP
5703	GRAPHIC DESIGN AND PRODUCTION 3	11, 12	1	CCP
5705	DIGITAL VIDEO PRODUCTION	10, 11, 12	1	CCP
5708	PHOTOGRAPHY	10, 11, 12	.5	CCP
5709	RESEARCH AND DEVELOPMENT	11, 12	1	CCP
5711	DRAFTING TECHNOLOGY	9, 10, 11, 12	1	CCP
5731	WOOD TECHNOLOGY 1	9, 10, 11, 12	1	CCP
5732	WOOD TECHNOLOGY 2	10, 11, 12	1	CCP
5733	WOOD TECHNOLOGY 3	11, 12	1	CCP
5741	BASIC ELECTRONICS	9, 10, 11, 12	1	CCP
5746	ROBOTICS TECHNOLOGY	10, 11, 12	1	CCP
5747	HONORS STEAM DESIGN	10, 11, 12	.5	H

5751	HOME REPAIR	9, 10, 11, 12	.5	CCP
5761	MANUFACTURING AND WELDING TECHNOLOGIES	9, 10, 11, 12	1	CCP
5770	INTRODUCTION TO AUTO	9, 10, 11, 12	.5	CCP
5771	AUTOMOTIVE MECHANICS 1	10, 11	1	CCP
5774	AUTOMOTIVE MECHANICS 2	11, 12	2	CCP
5780	ELECTROMECHANICAL TECHNOLOGY	11, 12	2	CCP
5783	WELDING TECHNOLOGY	11, 12	2	CCP
5785	MACHINE TECHNOLOGY	11, 12	2	CCP
5786	EMT CERTIFICATION 1	11, 12	1	CCP
5788	EMT CERTIFICATION 2	11, 12	1	CCP
5790	INTRODUCTION TO ENGINEERING DESIGN	9, 10, 11, 12	1	H
5791	HONORS PRINCIPLES OF ENGINEERING	10, 11, 12	1	H
5792	HONORS CIVIL ENGINEERING ARCHITECTURE	9, 10, 11, 12	1	H



Technology Education

8th Grade

9th Grade

10th Grade

11th Grade

12th Grade

Architecture and Construction

Career Pathway – Design/Pre-construction

STEAM

Drafting Technology
5711

Introduction to
Engineering Design
5790 ***

Honors Civil
Engineering
Architecture
5792 ***

Career Pathway – Construction

Drafting Technology
5711

Wood Technology 1
5731***

Wood Technology 2
5732 ***

Wood Technology 3
5733

Health Science

Career Pathway – Therapeutic Services

EMT Certification 1
and 2
5786 and 5788 ***

Information Technology

Career Pathway – Web and Digital Communications

Graphic Design &
Production 1
5701 ***

Graphic Design &
Production 2
5702 ***

Graphic Design &
Production 3
5703

Manufacturing

Career Pathway – Manufacturing Production

Robotics
5746

Basic Electronics
5741

Electro-Mechanical
Technology
5780 ***

Electro-Mechanical
Technology
5780 ***

Drafting Technology
5711

Manufacturing and
Welding Technologies
5761

Welding Technology
5783 ***

Welding Technology
5783 ***

Machine Technology
5785 ***

Machine Technology
5785 ***

STEAM

Career Pathway – Engineering Design and Development

Drafting Technology 5711	Introduction to Engineering Design 5790 ***	Honors Principles of Engineering 5791 ***
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Transportation

Career Pathway – Automotive Maintenance

Introduction to Auto 5770	Basic Electronics 5741	Automotive Mechanics 1 5771 ***	Automotive Mechanics 2 5774 ***
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Electives

Home Repair 5751	Home Repair 5751	Home Repair 5751	Home Repair 5751
	Photography 5708	Photography 5708	Photography 5708
	Digital Video Production 5705	Digital Video Production 5705	Digital Video Production 5705
	STEAM Design 5747	STEAM Design 5747	STEAM Design 5747

*** Denotes courses required in sequences to be considered a CTE Concentrator.

COURSE DESCRIPTIONS

GRAPHIC DESIGN AND PRODUCTION 1

Grades 9, 10, 11, 12
1 credit
(5701)
CCP

Prerequisite(s): None

This course is designed to introduce students to the graphic arts and design industry. Students explore the design process and techniques of print and digital multimedia. Project-based assignments utilize elements and principles of art and design. Students will be able to apply the skills acquired in this course to careers in business, marketing, media production, and education.

GRAPHIC DESIGN AND PRODUCTION 2

Grades 10, 11, 12
1 Credit
(5702)
CCP

Prerequisite(s): Graphic Design and Production 1 (5701)

This course allows students to develop their graphic design skills and interests further. Advanced studies in typography, design and layout, as well as applications of graphic arts concepts will be explored. Students will explore the client-designer relationship and collaborate on large-scale projects.

GRAPHIC DESIGN AND PRODUCTION 3

Grades 11, 12
1 Credit
(5703)
CCP

Prerequisite(s): Graphic Design and Production 1 and 2 (5701 and 5702)

Graphic Arts 3 enables students to develop their interests and skills further. The course simulates a small graphic arts business environment where students are responsible for the completion of school-related publications and graphic products.

PHOTOGRAPHY

Grades 10, 11, 12
.5 Credit
(5708)
CCP

Prerequisite(s): None

This course develops essential skills in digital photography, including lighting, exposure, composition, digital editing, print production and sharing. Students collaborate both in-studio and in-field to plan, expose, edit, and present photographs.

DIGITAL VIDEO PRODUCTION

Grades 10, 11, 12
1 Credit
(5705)
CCP

Prerequisite: Graphic Design and Production 1 (5701) or Photography (5708)

This course is designed to introduce students to all aspects of digital video and film. Students will develop skills in pre-production scripting and storyboarding, production recording footage, and post-production editing sequences. Students will have opportunities to make authentic real-world connections to camera techniques, lighting, audio and video editing skills through collaborative field, studio, and narrative projects. This course will prepare students for further education in all aspects of television, video, and film production.

RESEARCH AND DEVELOPMENT

Grades 11, 12
1 Credit
(5709)
CCP

Prerequisite(s): Prior study in the area of intended independent study

Research and development courses are designed to expand an area of individual interest beyond the basic course offering. Refer to the independent study section of this Program of Studies for specific details.

**DRAFTING
TECHNOLOGY**
Grades 9, 10, 11, 12
1 credit
(5711)
CCP

Prerequisite(s): None
This computer-based design course provides an introduction to the basic principles of computer aided drafting and design (CADD). Topics covered include 3D printing, multi-view drawings, floor plans, and three-dimensional model design. The student will create basic two-dimensional and three-dimensional designs that relate to various disciplines such as engineering, architecture, interior design, and manufacturing.

**WOOD
TECHNOLOGY 1**
Grades 9, 10, 11, 12
1 Credit
(5731)
CCP

Prerequisite(s): None
This course familiarizes students with the common types of materials and methods of fabrication utilized in wood technologies. Basic skill development in hand tool and machine operation is stressed. Students are required to complete a variety of projects.

**WOOD
TECHNOLOGY 2**
Grades 10, 11, 12
1 Credit
(5732)
CCP

Prerequisite(s): Wood Technology 1 (5731)
This course expands those areas studied in Wood Technology 1. Emphasis is placed on cabinet construction, carpentry, furniture refinishing, and machine work. Students are required to complete advanced level projects and maintain a weekly journal.

**WOOD
TECHNOLOGY 3**
Grades 11, 12
1 Credit
(5733)
CCP

Prerequisite(s): Wood Technology 2, and/or teacher recommendation
This course uses CNC and laser technology to expand on concepts learned in Wood Technology 1 and 2. Processes previously completed in the traditional shop are done using the new technology learned in this class. Additional wood processing methods unique to CNC and laser technology will be utilized.

**BASIC
ELECTRONICS**
Grades 9, 10, 11, 12
1 Credit
(5741)
CCP

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

**ROBOTICS
TECHNOLOGY**
Grades 10, 11, 12
1 Credit
(5746)
CCP

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

HONORS STEAM DESIGN

Grades 10, 11, 12

.5 Credit

(5747)

Honors

Prerequisite(s): None

STEAM Design challenges students to apply their collective knowledge from all STEAM disciplines to identify and solve a problem that is of concern to them, their community, or society. Students will work collaboratively to develop concepts, select a solution, build and evaluate a prototype, and present their final solution to a panel of experts. Students will be guided throughout the course by an interdisciplinary teaching team to integrate knowledge and skills from the fields of Science, Technology, Engineering, Art, and Math in their solutions.

HOME REPAIR

Grades 9, 10, 11, 12

.5 Credit

(5751)

CCP

Prerequisite(s): None

This course introduces students to the home as an assembly of systems that make a home what it is. Emphasis is placed on safety, tool & material identification, project calculations, proper hand & power tool operation, wood framing system, plumbing system, electrical system, doors, windows, and tile floors.

MANUFACTURING AND WELDING TECHNOLOGIES

Grades 9, 10, 11, 12

1 Credit

(5761)

CCP

Prerequisite(s): None

Manufacturing and Welding Technologies is the study of manufacturing systems, materials, and processes. Students create several projects applying the basics of welding, machining, and fabrication. Processes include Computer Aided Design, laser cutting, milling, turning, metal fabrication and various welding techniques. This course is designed to prepare students for Welding Technology and Machine Technology through the College Connections program at Asnuntuck Community College.

INTRODUCTION TO AUTOMOTIVE

Grades 9,10, 11,12

.5 Credit

(5770)

CCP

Prerequisite(s): None

An exploratory, half credit course for students interested in maintenance of their own automobile or considering taking more advanced automotive classes. Topics include safety, and maintenance of engines, electrical, brakes, fuel systems, drive train, suspension, and customer relations.

AUTOMOTIVE MECHANICS 1

Grades 10, 11

1 Credit

(5771)

CCP

Prerequisite(s): None

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

**AUTOMOTIVE
MECHANICS 2**

Grades 11, 12
2 Credits
(5774)
CCP

**Prerequisite(s): Passing Competencies in Auto Mechanics 1
(5771)**

This course is a continuation of Automotive Mechanics 1. Upon completion, students have job entry skills in automotive repair and service.

**ELECTROMECHANICAL
TECHNOLOGY**

Grades 11, 12
2 Credits
(5780)
CCP

Prerequisite(s): None

The program at Asnuntuck Community College offers the opportunity to gain high school elective credit and up to 13 college credits towards an Associate's degree and/or certificate in Electronics Controls Technology. Students will gain detailed knowledge of electrical and electronic principles as applied to the design and operation of modern, high-speed manufacturing and assembly equipment. Completing this certificate will provide the student requisite skills necessary to troubleshoot any electronic problems associated within the manufacturing environment.

**WELDING
TECHNOLOGY**

Grades 11, 12
2 Credits
(5783)
CCP

Prerequisite(s): None

The program at Asnuntuck Community College offers the opportunity to gain high school elective credit and up to 13 college credits towards an Associate's degree and or certificate in welding technology. Student gain detailed knowledge of welding principles as applied to modern manufacturing processes and applications. It will provide the student requisite advanced skills necessary to welding in today's technological environment. Students will be able to demonstrate and apply basic metallurgy principles and guidelines in industrial applications and will understand advanced theory and show manual dexterity/competence in performing code acceptable weldments on various metals.

**MACHINE
TECHNOLOGY**

Grades 11, 12
2 Credits
(5785)
CCP

Prerequisites: None

The program at Asnuntuck Community College offers the opportunity to gain high school elective credit and up to 13 college credits towards an Associate's degree and or certificate in machine technology. Students will gain detailed knowledge of blueprint reading, benchwork, precision measurement, and operation of various machine tools through coursework and the completion of machining projects. Students will learn to operate various machine tools including: lathes, milling machines, drill presses, band-saw, surface grinders, and others to prepare them for employment in a modern manufacturing environment.

**EMERGENCY
MEDIAL
TECHNICIAN –
CERTIFICATION**

Grades 11, 12
2 Credits
(5786 and 5788)
CCP

Note: EMT-1 (5786) and EMT-2 (5788) must be taken together in the same school year.

EMT-2 (5788) Prerequisite: 70% or higher average in EMT-1 and no more than 5 absences.

This dual-enrollment course offered at Asnuntuck Community College prepares students to take the State of Connecticut Certified EMT examination and the national board certification exam. The program includes weekly distance learning quizzes on the text companion website. Online certification training in NIMS and OSHA requirements are an additional 15 hours of training. All students must have Internet access to take this course. Ten hours of clinical training and eight hours of practicum experiential learning are included as a mandatory part of the EMT program and are scheduled during classroom hours. Additionally, students have the option to ride in an ambulance as an observer for 17 hours. Students may earn 3 transferable college credits through Charter Oak State College.

**INTRODUCTION
TO ENGINEERING
DESIGN**

Grades 9, 10, 11, 12
1 Credit
(5790)
Honors

Prerequisite(s): Algebra 1 (may be taken concurrently)

This course will introduce students to project-based learning and design utilizing 3D computer aided drafting (CAD) software and 3D printing equipment. Students will learn how to use an engineering design process to solve problems and design products. Skills developed in this course include brainstorming techniques, technical sketching, teamwork skills, technical documentation and 3D software design. This course is recommended for any student interested in engineering, technology, or manufacturing.

**HONORS
PRINCIPLES OF
ENGINEERING**

Grades 10, 11, 12
1 Credit
(5791)
Honors

Prerequisite(s) Introduction to Engineering Design (5790), Geometry (may be taken concurrently)

This course will introduce students to major concepts in engineering through team-based and individual design projects. Utilizing engineering and scientific concepts, project-based learning will include electronic circuitry, alternative energy vehicles, robotics hardware, software programming, material analysis/testing, and projectile motion (kinematics) projects. This course is recommended for any student interested in engineering, technology, or manufacturing.

**HONORS
CIVIL
ENGINEERING**
Grades 9, 10, 11, 12
1 Credit
(5792)
Honors

Prerequisite(s): Algebra 1 (may be taken concurrently)
Students will learn important aspects of building and site design related to residential and commercial architectural projects. This project-based learning utilizes 3D architectural software along with math and science concepts to design such projects as a backyard shed, Habitat for Humanity home, and a public library. Skills developed in this course include teamwork skills, technical documentation, communication, and 3D software design. This course is recommended for any student interested in architecture, civil engineering or the construction industry.

TEEN LEADERSHIP

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

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

COURSE OFFERINGS

COURSE NUMBER	COURSE	GRADES	CREDIT	GRADE WEIGHT
5890	TEEN LEADERSHIP 1	9, 10, 11, 12	.5	CCP
5892	TEEN LEADERSHIP 2	10, 11, 12	.5	CCP

COURSE DESCRIPTION

TEEN LEADERSHIP 1
 Grades 9, 10, 11, 12
 .5 credit
 (5890)
 CCP

Prerequisite(s): None

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

TEEN LEADERSHIP 2
 Grades 10,11, 12
 .5 credit
 (5892)
 CCP

Prerequisite(s): Teen Leadership 1 (5890)

Students in Teen Leadership 2 will continue to develop leadership, communication and business skills. They will learn about money management, job applications and interviewing skills, public speaking and creative thinking. This course will also focus on interacting with others, taking personal responsibility and being proactive in their lives. Their successful completion will enhance their continued development as responsible individuals and lifelong learners.

VISUAL ARTS DEPARTMENT

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

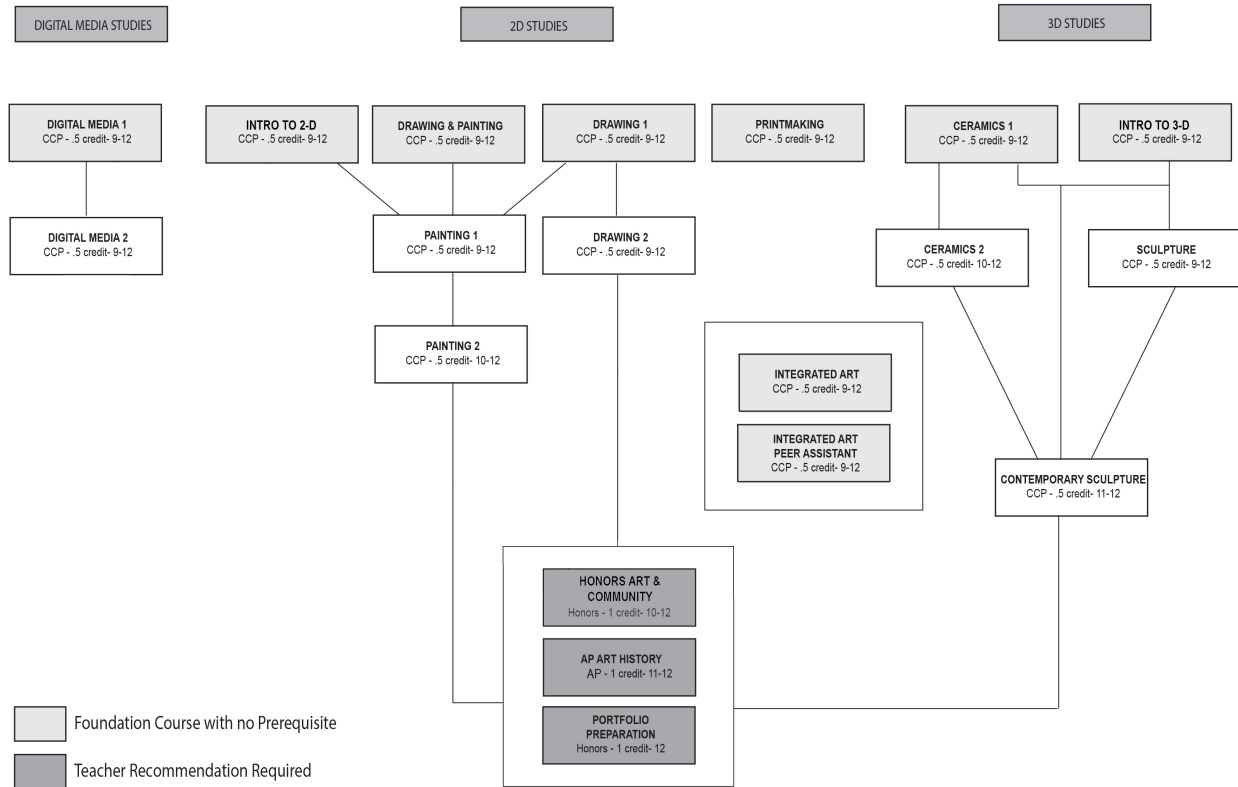
- Use critical thinking skills to read and respond to texts across all disciplines
- Solve problems using a variety of skills and reasoning strategies across all disciplines
- Use multiple resources, including technology, to access, organize, evaluate and present information and/or products
- Demonstrate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

COURSE OFFERINGS

COURSE NUMBER	COURSE	GRADES	CREDIT	GRADE WEIGHT
5601	INTRO TO TWO-DIMENSIONAL ART	9, 10, 11, 12	.5	CCP
5602	INTRO TO THREE-DIMENSIONAL ART	9, 10, 11, 12	.5	CCP
5603	CERAMICS 1	9, 10, 11, 12	.5	CCP
5604	CERAMICS 2	10, 11, 12	.5	CCP
5605	DRAWING 1	9, 10, 11, 12	.5	CCP
5606	DRAWING 2	10, 11, 12	.5	CCP
5607	PAINTING 1	10, 11, 12	.5	CCP
5608	PAINTING 2	10, 11, 12	.5	CCP
5610	SCULPTURE	10, 11, 12	.5	CCP
5611	HONORS PORTFOLIO PREPARATION	12	1	H
5614	DIGITAL MEDIA 1	9, 10, 11, 12	.5	CCP
5617	COMTEMPORARY SCULPTURE	10, 11, 12	.5	CCP
5618	PRINTMAKING	9, 10, 11, 12	.5	CCP

5619	DIGITAL MEDIA 2	9, 10, 11, 12	.5	CCP
5620	DRAWING & PAINTING	9, 10, 11, 12	.5	CCP
5621	AP ART HISTORY	11, 12	1	AP
5624	HONORS ART & COMMUNITY	10, 11, 12	1	H
5630	INTEGRATED ART PEER ASSISTANT	9, 10, 11, 12	.5	CCP
5615	INTEGRATED ART	9, 10, 11, 12	.5	CCP

VISUAL ARTS DEPARTMENT COURSE SEQUENCING



***Suggested sequence of courses, please refer to course descriptions for specific prerequisites.**

INTRO TO TWO-DIMENSIONAL ART

Grade 9, 10, 11, 12
.5 credit
(5601)
CCP

Prerequisite(s): None

Intro to Two-dimensional Art provides a studio/classroom environment in which students conceive and create original two-dimensional works of art. Course content is largely centered around grasping and applying the Elements & Principles of Art and Design through project-based learning. Open-ended creative problems foster the student's ability to generate multiple solutions to a variety of art problems with an emphasis on historical and cultural diversity. Students refine and develop their ability to create, respond, connect, and present their own ideas.

INTRO TO THREE-DIMENSIONAL ART

Grade 9, 10, 11, 12
.5 Credit
(5602)
CCP

Prerequisite(s): None

Intro to Three-dimensional Art provides a studio-classroom environment to conceive and create original three-dimensional works of art. Course content is concentrated in grasping and applying the Elements & Principles of Art through project-based learning. Design challenges ask students to apply mass and volume in space. Students will gain experience using traditional and innovative studio techniques, tools, and media as they develop their ability to create, respond, connect, and present their own ideas. 3-D Visual Communication students will develop a fundamental visual language necessary for continued study in the Visual Arts.

CERAMICS 1

Grade 9, 10, 11, 12
.5 Credit
(5603)
CCP

Prerequisite(s): None

In Ceramics 1 students are introduced to the unique qualities of clay as a three-dimensional art medium that has been used throughout human history and around the globe. Students learn how to navigate the studio/classroom by working hands-on at every stage of ceramic production. The course emphasizes a range of hand-building and wheel techniques for the creation of both pottery and sculpture. A variety of surface treatments are introduced. Students develop an ability to create, respond, connect, and present their own ideas by engaging with the Elements of Art and Principles of Design.

CERAMICS 2

Grade 10, 11, 12
.5 Credit
(5604)
CCP

Prerequisite(s): Final grade of a C or better in Ceramics 1 (5603) and/or teacher recommendation

Ceramics 2 offers students an opportunity to refine skills previously developed in Ceramics 1. Students develop individual approaches to open-ended thematic problems and take steps toward the development of a personal style. Coursework encourages a deeper investigation of known techniques, as well as the acquisition of new ones. Wheel-throwing skills are furthered, and a greater emphasis is placed on developing quality

craftsmanship. Students view and respond to a wider variety of artworks, allowing them to create and present their own work in a more professional setting.

DRAWING 1

Grade 9, 10, 11, 12
.5 credit
(5605)
CCP

Prerequisite(s): None

Drawing 1 is an exploration of the components of drawing: line quality, volume, value, space, and composition. Exercises are designed to strengthen the student's ability to see while developing hand to eye coordination. The Drawing 1 student will respond to varied subject matter by originating personally significant ideas necessary for creative expression. Learning experiences will be provided through traditional and innovative studio techniques studio techniques, tools, and media. The student will develop a fundamental visual language using the Elements and Principles for Art as a vocabulary necessary for both creative expression and continued study in the Visual Arts.

DRAWING 2

Grade 10, 11, 12
.5 Credit
(5606)
CCP

Prerequisite(s): Final grade of a C or better in Drawing 1 (5605) and/or teacher recommendation

Drawing 2 offers students the opportunity to create expressive and self-directed works of art, as well as strengthen observational and compositional skills. Projects include still life, perspective, landscape, portrait, figure drawing etc. Various approaches to methods, materials, subject matter and content will be explored to continue developing the student's conceptual and perceptual abilities. The Drawing II student will respond to varied subject matter by originating personally significant ideas necessary for creative expression. The student will develop a fundamental visual language using the Elements and Principles of Art as a vocabulary necessary for both creative expression and continued study in the Visual Arts.

PAINTING 1

Grade 10, 11, 12
.5 Credit
(5607)
CCP

Prerequisite(s): Final grade of a C or better in Intro to Two-dimensional Art (5601), Drawing & Painting (5620), or Drawing I (5605) and/or teacher recommendation

Painting 1 provides a studio/classroom environment in which students conceive and create original works of art, representing literal space on a flat ground. Students work to develop technical skill, conceptual ideas and application of color theory. Instruction will focus on traditional and innovative painting techniques, tools, media and subject matter. The course will allow students to develop an awareness of painting's rich history to support the development of an emerging personal style.

PAINTING 2
Grade 10, 11, 12
.5 Credit
(5608)
CCP

Prerequisite(s): Final grade of a C or better in Painting 1 (5607) and/or teacher recommendation
Painting 2 provides a studio/classroom environment in which students conceive and create original work so art utilizing an expressive and self-directed approach. Students will create conceptual and self-directed works of art while refining technical skill. Instruction will range from traditional, non-traditional and innovative painting techniques, tools, media and subject matter. The course will allow students to further develop an emerging personal style.

SCULPTURE
Grade 10, 11, 12
.5 Credit
(5610)
CCP

Prerequisite(s): Final grade of a C or better in Intro to Three-dimensional Art (5602) or Ceramics 1 (5603) and/or teacher recommendation
Sculpture provides students with a studio-classroom environment to continue their exploration in three-dimensional artmaking. Course content connects previously learned foundational media techniques with critical and abstract thinking. Students will respond to conceptual artistic prompts and create meaningful interpretations. Students will refine their ability to create mass and volume in space, respond, connect, and present their own ideas.

**HONORS
PORTFOLIO
PREPARATION**
Grade 12
1 Credit
(5611)
Honors

Prerequisite(s): Teacher recommendation
Portfolio Preparation is an honors level course providing students with a studio/classroom environment where they will conceive and create a portfolio of original artwork for application to college. It is not necessary for students to apply to a post high school art program; the course is taught with that goal in mind. Through project-based learning, students will generate multiple solutions to open-ended creative problems. This course is taught during a double-block of time, in addition to class time students are required to continue creating original artworks outside of school. As a result of taking Portfolio Preparation students will be ready to apply to colleges requiring a portfolio review. Portfolio Preparation requires students to complete a series of rigorous Summer Assignments prior to the start of the school year.

DIGITAL MEDIA 1
Grade 9, 10, 11, 12
.5 Credit
(5614)
CCP

Prerequisite(s): None
Digital Media 1 provides a studio/ classroom environment in which students conceive and create original digital works of art. Course content is centered around exploring digital media as an artistic medium that can be used in replace of and/or in conjunction with traditional studio media. Open-ended creative problems foster students' ability to generate multiple solutions to a variety of art problems with emphasis on historical and

INTEGRATED ART

Grade 9, 10, 11, 12

.5 Credit

(5615)

CCP

cultural diversity. As a result of the course, students will continue to develop and refine their ability to create, respond, connect, and present their own ideas.

Prerequisite(s): Teacher recommendation

Integrated Art provides a hands-on studio setting where students with and without special needs work together under the guidance of an art educator. Students work in a fun and collaborative setting to create original works of art in a variety of artistic media including drawing, painting, sculpture, and ceramics. Integrated Art promotes positive peer relationships and personal expression through the process of artmaking.

CONTEMPORARY SCULPTURE

Grade 10, 11, 12

.5 Credit

(5617)

CCP

Prerequisite(s): Final grade of a C or better in Sculpture (5610), Intro to Three-dimensional Art (5602), or Ceramics 1 (5603) and/or teacher recommendation

Contemporary Sculpture provides students with a collaborative studio environment to explore real-world sculptural applications. Course content examines contemporary art-making ideology and asks students to create meaningful artworks inspired by 21st century themes. Contemporary Sculpture encourages students to value; process, coordination, and unconventional materials and techniques, to create site-specific installations and innovative form.

PRINTMAKING

Grade 9, 10, 11, 12

.5 Credit

(5618)

CCP

Prerequisite(s): None

Printmaking provides a studio/classroom environment in which students conceive and create original works of art utilizing printmaking techniques. The most basic form of printmaking is a stamp whereas the artist carves an image into a surface. The image can be inked and printed many times making an artwork more accessible. Students will learn the printmaking techniques of relief and etching. Students refine and develop their ability to create, respond, connect, and present their own ideas.

DIGITAL MEDIA 2

Grade 9, 10, 11, 12

.5 Credit

(5619)

CCP

Prerequisite(s): C or Better in Digital Media 1 (5614) and/or teacher recommendation

Digital Media 2 provides a studio/ classroom environment in which students conceive and create original digital works of art. Course content builds on the knowledge and skills introduced in Digital Media 1 with greater emphasis on personal vision and voice in artmaking. Open-ended creative problems foster students' ability to generate multiple solutions to a variety of art problems with emphasis on contemporary issues. As a result of the course, students will continue to develop and refine their ability to create, respond, connect, and present their own ideas.

DRAWING & PAINTING

Grade 9, 10, 11, 12
.5 Credit
(5620)
CCP

Prerequisite(s): None

Drawing and Painting are the foundations skills essential to rendering on a two-dimensional surface. By combining drawing and painting students will develop the conceptual skills and understanding necessary for unique personal expression. Instructional experiences will provide students with the opportunity to create assemblage, collage and mixed media.

AP ART HISTORY

Grade 11, 12
1.0 Credit
(5621)
AP
G

Prerequisite(s): Teacher Recommendation

AP Art History is a college-level introductory art history course. Students must possess a strong desire to examine and reflect upon numerous works of art from prehistoric through modern times. Students will develop the ability to identify and analyze major forms of artistic expression from various cultures. The curriculum of AP Art History places heavy emphasis on students articulating their own original ideas through written expression. The district has invested in students taking the AP exam, students taking this course are encouraged to take the Advanced Placement exam and earn college credit. Students enrolled in this course are required to take the AP exam at the end of the year.

HONORS ART & COMMUNITY

Grade 11, 12
1 Credit
(5624)
H

Prerequisite(s): Teacher recommendation

Honors Art & Community provides a studio/classroom environment in which students conceive and create original works of art with an emphasis on commercial application. The work of commercial artists is used to sell, promote, explain, narrate, and inform. Students will address issues and questions that face the contemporary designer. Projects will increase in complexity over time, moving from guided inquiry to more flexible, self-generated solutions to open-ended problems in the areas of graphic design, illustration, typography, and layout. Projects in this course apply directly to student life, many of which are designed to impact the EHS and Enfield communities. Students will continue to further their ability to create, respond, connect, and present their own ideas.

INTEGRATED ART PEER ASSISTANT

Grade 9, 10, 11, 12
.5 Credit
(5630)
CCP

Prerequisite(s): Teacher recommendation

The Integrated Art Peer Assistant provides a hands-on studio setting where students with and without special needs work together under the guidance of an art educator. Students work in a fun and collaborative setting to create original works of art in a variety of artistic media including drawing, painting, sculpture, and ceramics. Integrated Art promotes positive peer relationships and personal expression through the process or art making. Students with an interest in “Therapeutic Careers” are encouraged to enroll in this course.



WORLD LANGUAGES DEPARTMENT

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

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

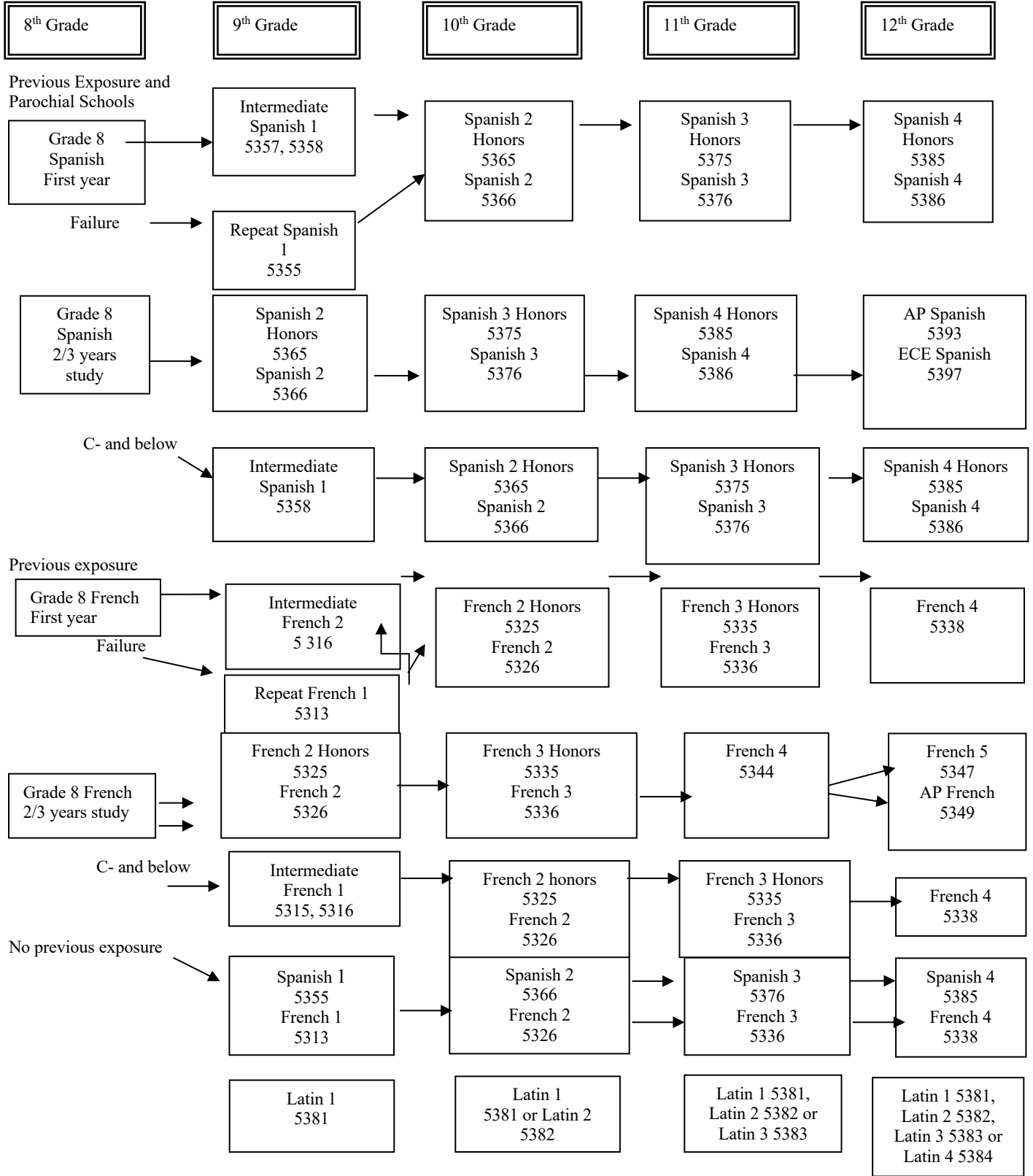
COURSE OFFERINGS

COURSE NUMBER	COURSE	GRADES	CREDIT	GRADE WEIGHT
5313	FRENCH 1 Elementary	9, 10, 11, 12	1	CCP
5316	FRENCH 1 Intermediate	9, 10, 11, 12	1	CCP
5325	HONORS FRENCH 2	9, 10, 11, 12	1	H
5326	FRENCH 2	9, 10, 11, 12	1	CCP
5335	HONORS FRENCH 3	10, 11, 12	1	H
5336	FRENCH 3	10, 11, 12	1	CCP
5338	HONORS FRENCH 4	11, 12	1	H
5339	FRENCH 4	11, 12	1	CCP
5349	AP FRENCH 5	12	1	AP
5355	SPANISH 1 Elementary	9, 10, 11, 12	1	CCP
5358	SPANISH 1 Intermediate	9, 10, 11, 12	1	CCP
5365	HONORS SPANISH 2	9, 10, 11, 12	1	H
5366	SPANISH 2	9, 10, 11, 12	1	CCP

COURSE NUMBER	COURSE	GRADES	CREDIT	GRADE WEIGHT
5375	HONORS SPANISH 3	10, 11, 12	1	H
5376	SPANISH 3	10, 11, 12	1	CCP
5385	HONORS SPANISH 4	11, 12	1	H
5386	SPANISH 4	11, 12	1	CCP
5393	AP SPANISH 5	12	1	AP
5397	ECE SPANISH 5	12	1	AP
5398	SPANISH IMMERSION-COLEGIO DELIBES	11, 12	.5	CCP
5399	FRENCH IMMERSION-QUEBEC CITY	11, 12	.5	CCP
5381	LATIN 1	9, 10, 11, 12	1	CCP
5382	LATIN 2	10, 11, 12	1	CCP
5383	LATIN 3	11, 12	1	H
5384	LATIN 4	12	1	H



World Languages Department



COURSE DESCRIPTIONS

FRENCH 1
Elementary
Grades 9, 10, 11, 12
1 credit
(5313) CCP
G

Prerequisite(s): None

This course is an introduction to French language and culture. The four skill areas of reading, writing, speaking, and listening are practiced and developed. Students strengthen their language skills and cultural understanding through the use of technology and online practice. This course is designed for students who have not studied French.

FRENCH 1
Intermediate
Grades 9, 10, 11, 12
1 Credit
(5316)
CCP
G

Prerequisite(s): Teacher Recommendation

This course provides the continuation of the study of French for students with one year of language study at the middle school or by teacher recommendation for students who took Elementary French 1 at the high school. Students continue the development of reading, writing, speaking, and listening skills as well as improve their foundation. Language skills and cultural understanding are strengthened through the use of technology and online practice. This course is designed to continue the development of language study and organizational skills with guided practice.

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

Prerequisite(s): See Below

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

(5325)
Honors
G

Prerequisite(s): B+ or better in Grade 8 French or by teacher recommendation in Elementary French 1 or Intermediate French I (5315 or 5316) at the high school.

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

(5326)
CCP
G

Prerequisite(s): C or better in Grade 8 French or by teacher recommendation of Elementary or Intermediate French 1 (5315 or 5316) at the high school.

This course is designed to develop language study and organizational skills with guided practice while improving proficiency in the language.

FRENCH 3

Grades 10, 11, 12

1 Credit

**Prerequisite(s): See Below**

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

(5335)

Honors

**Prerequisite(s): B+ in French 3 (5325 or 5326) or better or teacher recommendation**

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

(5336)

CCP

**Prerequisite(s): C or better in French 2 (5325 or 5326) or teacher recommendation**

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

FRENCH 4

Grades 11, 12

1 Credit

(5338)

Honors

**Prerequisite(s): B+ average or better in French 3 (5335 or 5336) or teacher recommendation**

At this advanced level of study, students develop greater proficiency in all four-language skills. Selections from French literature are read and discussed in French. Development of self-expression, advanced grammatical structures, and expansion of vocabulary occurs. A variety of media and technological connections are used. Class is taught primarily in French. Students actively participate in French. Successful completion of French IV prepares students for Advanced Placement French Language. Students enrolled in French 4 will be provided testing to earn the Seal of Biliteracy.

(5339)

CCP

**Prerequisite(s): C or better in French 3 (5335 or 5336)**

This course is designed to develop language study and organizational skills with guided practice while developing greater proficiency in all four-language skills. Students enrolled in French 4 will be provided testing to earn the Seal of Biliteracy.

AP FRENCH LANGUAGE

Grade 12

1 Credit

(5349)

AP

**Prerequisite(s): C+ or better in French 4 (5344) or teacher recommendation**

AP French Language offers an integrated thematic approach to the study of French language and culture. Students are expected to comprehend lectures and read excerpts from poetry, prose, and drama of moderate French difficulty. Cultural material is organized around relevant themes such as history, education, and family. Grammar study

provides review of essential linguistic structures. Students speak and write French in formal and conversational situations with fluency and accuracy. Newspapers, magazine articles, and contemporary essays guide discussion, debate, and composition topics. Substantial preparation for the AP exam is provided. Class is taught in French. Students enrolled in this course are required to take the AP exam at the end of the year.

**FRENCH
IMMERISION:
QUEBEC CITY**
Grades 11, 12
.5 credit
(5399)
CCP
G

This course is designed for students who wish to expand their language learning from the traditional classroom to the French-speaking world. Students will participate in a two-week homestay at Edu-inter in Quebec City, Canada. In language classes students will develop greater proficiency in all four-language skill areas, speaking, reading, writing, and listening. On afternoons and weekends, students will travel to places of interest and learn about local history, government, and culture. This course takes place during the summer and is at an additional cost to the student.

**SPANISH 1
Elementary**
Grades 9, 10, 11, 12
1 Credit
(5355)
CCP
G

Prerequisite(s): None

This course is an introduction to Spanish language and culture. The four skill areas of reading, writing, speaking, and listening are practiced and developed within the framework of the units introduced. Students strengthen their language skills through the use of technology and online practice. This course is designed for students who have never studied Spanish.

**SPANISH
Intermediate 1**
Grades 9, 10, 11, 12
1 Credit
(5358)
CCP
G

Prerequisite(s): Teacher recommendation

This course provides the continuation of the study of Spanish. For students with one year of language study at the middle school or by teacher recommendation for students who took Elementary Spanish I at the high school. Students continue the development of reading, writing, speaking, and listening skills as well as improve their foundation. Language skills and cultural understanding are strengthened through the use of technology and online practice. Study and organizational skills will be emphasized. This course is designed to continue the development of language study and organizational skills with guided practice.

SPANISH 2
Grades 9, 10, 11, 12
1 Credit
G

Prerequisite(s): See Below

Students continue to explore the similarities and differences of Spain and Latin America with the United States through the study of the Spanish language and culture. Students increase active vocabulary and continue to develop reading, writing, listening, and comprehension skills in familiar, thematic situations. Students are expected to use

Spanish in class to express basic needs with instruction delivered regularly in Spanish. Instruction is delivered regularly in Spanish. Language skills and cultural understanding are enhanced through the use of technology and on line practice.

(5365)
CCP
G

Prerequisite(s): B+ or better in Grade 8 Spanish or teacher recommendation from Spanish 1 Elementary (5355) or Intermediate Spanish 1 at the high school level (5357 or 5358)

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

(5366)
CCP
G

Prerequisite(s): C or better in Grade 8 Spanish or teacher recommendation from Elementary Spanish 1 (5355) or Intermediate Spanish 1 at the high school level (5357 or 5358)

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

SPANISH 3
Grades 10, 11, 12
1 Credit
G

Prerequisite(s): See Below

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

(5375)
Honors
G

Prerequisite(s): B in Spanish 2 (5365 or 5366) or better or teacher recommendation

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

(5376)
CCP
G

Prerequisite(s): C- or better in Spanish 2 (365 or 366) or teacher recommendation

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

SPANISH 4
Grades 11, 12
1 Credit
GM

Prerequisite(s): See Below

At this advanced level of study, students develop greater proficiency in all four-language skills. Selections from Hispanic literature are read and discussed in Spanish. Development of self-expression, advanced

grammatical structures, and expansion of vocabulary occurs. A variety of media and technological connections are used. Class is taught primarily in Spanish. Students actively participate in Spanish. Successful completion of Spanish IV prepares students for AP Spanish Language and/or ECE Spanish. Listening comprehension proficiency will be increased through the continued use of a telenovela series. Students enrolled in Spanish 4 will be provided testing to earn the Seal of Bilingualism.

(5385)
Honors
GM

Prerequisite(s): B+ or better in Spanish 3 (5375 or 5376) or teacher recommendation

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

(5386)
CCP
GM

Prerequisite(s): C- or better in Spanish 3 (5375 or 5376) or teacher recommendation

This course is designed to continue to improve proficiency in the use of the language and understanding of the culture with guided practice and themed units. Review of grammatical concepts will be reinforced with all four skill areas practiced. Students will be expected to actively participate in class discussions in Spanish.

**AP SPANISH
LANGUAGE 5**

Grade 12
1 credit

(5393)
AP
G

Prerequisite(s): C+ or better in Spanish 4 (5385 or 5386) or teacher recommendation

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

ECE SPANISH 5

Grade 12
1 credit

(5397)
AP
G

Prerequisite(s): B or better in Spanish 4 (5385 or 5386) or teacher recommendation

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

**UCONN ECE
SPANISH 5
UCONN 3178
3 credits each
semester**

Prerequisite: B or better in Spanish 4 (SPAN 0400) or teacher recommendation.

This course offers students a thorough review of grammar and methodical practice in composition leading to command of practical idioms and vocabulary. Spanish is spoken extensively. Literary reading selections provide a representative cross-section of Spanish literature and culture. Grammar study provides review of essential linguistic structures.

**UCONN 3179
3 credits each
semester**

**Spanish Conversation: Cultural Topics
Recommended preparation: SPAN 3178 or teacher recommendation. Spanish conversation: cultural topics**

In-depth development of speaking skills through cultural readings, group discussions and oral presentations on selected topics concerning the Spanish speaking world. Spanish is spoken extensively. Students increase their knowledge of grammar and vocabulary allowing them to write and speak Spanish in formal and conversational situations with fluency and accuracy.

**SPANISH
IMMERSION:
COLEGIO
DELIBES
Grades 11, 12
.5 Credit
(5398)
CCP
G**

Prerequisite: Current sophomore or juniors enrolled in Spanish 3 or above

This course is designed for students who wish to expand the language learning from the traditional classroom into the Spanish speaking world. Students will participate in a two-week homestay while attending Colegio Delibes in Salamanca, Spain. In language classes students will develop greater proficiency in all four language skill areas: speaking, reading, writing, and listening. On afternoons and weekends, students will travel to historical sites and be involved in cultural classes such as Spanish dance and cooking. This course takes place during the summer and is at an additional cost to the student.

**LATIN 1
Grades 9,10,11,12
1 Credit
(5381)
CCP
G**

Prerequisite(s): None

Latin 1 begins the study of the language of ancient Rome. The major emphasis of this course is the study of the Latin Language. Students also study the history, culture, and mythology of the Romans as they develop an understanding and appreciation of our ancient heritage. Latin 1 provides the opportunity for students to develop proficiency in English grammar, vocabulary, derivatives through the study of the Latin Language.

LATIN 2

Grades 10,11,12

1 Credit

(5382)

CCP

**Prerequisite(s): Latin 1 (5381)**

Latin 2 is a continuation of the study of the Latin language. Stories about Roman life and the Roman family form the basis for development of language, grammar, vocabulary, and knowledge of ancient culture. Students will build on Latin 1 skills and develop confidence with more complex language structures. Art and architecture, mythology, ancient history, and classical literature are important elements in Latin 2.

LATIN 3

Grade 11,12

1 Credit

(5383)

Honors

**Prerequisite(s): Latin 2 (5382)**

This advanced level of Latin study continues the work from Latin 2. Students develop their Latin comprehension through translations, vocabulary study, grammar development and an understanding of syntax. There is an emphasis on understanding and appreciating Roman culture and history. Students read significant works by Roman writers of the Republic, the Empire, and medieval Europe. This course provides the opportunity for students to read Latin passages and discuss their historical contexts. Students acquire an understanding of ancient cultures and societies and make comparisons with contemporary life.

LATIN 4

Grade 12

1 Credit

(5384)

Honors

**Prerequisite(s): Latin 3 (5383)**

The advanced level of Latin study continues the work from Latin 3. Students develop their Latin Comprehension through translations, vocabulary study, grammar development and the understanding of syntax. There is emphasis on understanding and appreciating Roman culture and history. Students read significant works by Roman writers of the Republic, the Empire, and medieval Europe. This course provides the opportunity for students to read Latin passages and discuss their historical contexts. Students acquire an understanding of ancient cultures and societies and make comparisons with contemporary life.

Please use this planning chart as a four-year planning tool. Complete the planning chart by using the course descriptions provided in the *Program of Studies*. Fill in the subject, course titles, levels, and credits for each grade. Keep in mind that students are required to meet the distribution requirements noted along with the stated prerequisites specified in the POS booklet. See page 5 for the required courses for graduation.

FOUR YEAR ACADEMIC PLANNING CHART

School Year Grade 9 School Year Grade 10

Subject	Course Title	Course #	Level	Credit		Subject	Course Title	Course #	Level	Credit	

School Year Grade 11 School Year Grade 12

Subject	Course Title	Course #	Level	Credit		Subject	Course Title	Course #	Level	Credit	