

2023-2024

PROGRAM OF STUDIES

EAST WINDSOR HIGH SCHOOL

76 SOUTH MAIN STREET

EAST WINDSOR, CT 06088

PROGRAM OF STUDIES

2023-2024

ADMINISTRATION

| NAME | TITLE |
|------------------|---------------------|
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| Barbara Kaminski | Assistant Principal |

SCHOOL COUNSELING DEPARTMENT

| NAME | TITLE | GRADE LEVEL | FIRST LETTER OF LAST NAME OF STUDENT |
|---------------|-----------|-------------|--------------------------------------|
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Portrait of the Graduate

East Windsor Public Schools



Informed Life-Long Learners

Curious
Motivated
Problem-Solvers
Open-Minded
Critical Thinkers



Self-Aware Individuals

Healthy Decision Makers
Resilient
Reflective
Socially-Emotionally Aware



Responsible Citizens

Civic Contributors
Clear Communicators
Culturally & Ethically Aware



East Windsor Graduates are Informed Life Long
Learners, Responsible Citizens & Self Aware Individuals

EAST WINDSOR HIGH SCHOOL MISSION

East Windsor High School is a community where learning occurs in a safe, supportive, respectful, and intellectually challenging environment.

CORE VALUES

Problem solving, effective communication, content knowledge, technology use, ethical decision making, critical thinking and integrity.

BELIEFS ABOUT LEARNING

We believe all students should be able to identify, research, and solve real life problems. Building problem solving skills requires:

- Classroom objectives that are clear and consistent
- Challenging questions that require high order thinking
- Opportunities to engage in active reading
- Instruction through modeling

LEARNING EXPECTATIONS

East Windsor High School students are:

- Competent problem solvers
- Critical readers
- Proficient writers
- Effective communicators
- Responsible users of technology

SOCIAL EXPECTATIONS

Students are expected to:

- Contribute positively to the culture and climate of East Windsor High School's learning environment by using their intrapersonal skills to interact appropriately with teachers, students, and other school personnel; and
- Demonstrate respect for themselves, others, and school property

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HOW TO USE THIS BOOK

The curriculum at East Windsor High School provides a variety of courses in order for students to pursue the type of education that meets their particular needs, interests, and abilities. As the student, you have the primary responsibility for selecting courses that will not only meet graduation requirements, but also prepare for your post-secondary plans.

Participate in a Self-Assessment

Before selecting courses, students will need to think about the following questions:

- How interested are you in reading, writing and math?
- How well have you done in school so far?
- What are your top interests?
- In what subjects have you been particularly successful?
- Are there any subjects you can explore that complement your interests?
- What is your post-secondary plan?
- Are you taking the right courses to prepare for this plan?
- Have you discussed this plan with your parents and school counselor?
- What role do extracurricular activities play in your school program and future plans?

Develop a Plan

Develop a plan that focuses on your total high school experience, not just one year at a time. Consider the following suggestions:

- Plan to include subjects from several different subject areas. You may discover new interests and new abilities.
- Plan a two or three year sequence in two or more subject areas. Your future career may require emphasis in one or more fields.
- Plan for a well-rounded high school experience. Desirable personality characteristics and good work habits are part of learning.
- Consult others with your program planning. Your parents/guardians, teachers and school counselor can offer helpful advice.
- Select a program in keeping with your abilities, interests and goals.
- Challenge yourself and be ready to strive to do your best work in all the courses you select.

Take Action

Make the most of every day you are a member of the school. This is YOUR education. Be sure to:

- Read the Program of Studies carefully and thoroughly.
- Discuss your current course work and course level with your teachers.
- Discuss your choices with your parents/guardians.
- Complete your elective registrations and talk with your teachers about core recommendations.
- Follow Deadlines.
- Meet with your school counselor.

EXPLORING CAREER PATHS

Career paths provide a plan for ALL students, regardless of their interests, abilities, talents, or desired levels of education. With career paths ALL students will have areas of FOCUS, along with flexibility and a variety of ideas to pursue as they make decisions regarding course selection. Through career paths, ALL students will see a relevance to their selected school courses. Thus, students are more apt to do well in school.

What are career paths?

- Career paths are clusters of occupations and careers that are grouped together because many of the people in them share similar interests and strengths.
- All paths include a variety of occupations that require different levels of education and training.
- Career paths provide students with an area of focus, along with flexibility among many options and a variety of ideas to pursue.

What steps are involved in choosing a career path?

- Identify our interests, abilities and talents.
- Consider the possible careers in each path in relationship to those interests, abilities and talents.
- Decide which career path seems to fit you best.
- Select courses that are related to the career path you have chosen.

How can parents and other interested adults help?

- Help students identify interests, abilities and talents by discussing strengths with them.
- Share information about careers and work experiences.
- Arrange for students to talk with people about careers that are of interest.

What if students change their minds?

- A career path choice is not a permanent commitment.
- As students have new experiences, they will learn new things about themselves and may change career paths.
- If a student decides on a new career path, he or she can discuss it with a counselor and adjust future course selections accordingly.

THE 16 CONNECTICUT CAREER CLUSTERS

Agriculture, Food & Natural Resources - The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

Architecture & Construction - Careers in designing, planning, managing, building and maintaining the built environment.

Arts, Audio/Video Technology & Communications - Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Business Management & Administration - Careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

Education & Training - Planning, managing and providing education and training services, and related learning support services such as administration, teaching/training, administrative support, and professional support services.

Finance - Planning and related services for financial and investment planning, banking, insurance, and business financial management.

Government & Public Administration - Planning and executing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.

Health Science - Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Hospitality & Tourism - Preparing individuals for employment in career pathways that relate to families and human needs such as restaurant and food/beverage services, lodging, travel and tourism, recreation, amusement and attractions.

Human Services - Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.

Information Technology - Building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.

Law, Public Safety, Corrections & Security - Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

Manufacturing - Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

Marketing - Planning, managing, and performing marketing activities to reach organizational objectives such as brand management, professional sales, merchandising, marketing communications and market research.

Science, Technology, Engineering & Mathematics - Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

Science, Technology, Engineering & Mathematics - Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

POST-SECONDARY EDUCATION

Four-Year College

Admission requirements for colleges vary greatly, but general guidelines like these below can be very helpful for students in planning their program of studies.

Highly Selective Colleges

English – 4 credits
Mathematics - 4 credits (including Algebra 1 & 2, Geometry, Pre-Calculus & Calculus)
Science - 4 credits (including Biology, Chemistry, Physics)
Social Studies - 3 to 4 credits
World Language - 3 to 4 years of the same language
Fine Arts – Recommended
Extracurricular activities, leadership and community service
GPA of A to B+
Top 5-10% of the class
SAT scores of 1300+ (Evidence Based Reading and Writing and Math Scores)
Predominantly AP and Honors courses

Very Selective Colleges

English - 4 credits
Mathematics - 3 to 4 credits (including Algebra 1 & 2, Geometry & Pre-Calculus)
Science - 3 credits (including at least two lab courses- Biology, Chemistry, Physics)
Social Studies - 3 credits
World Language - 3 years of the same language
Fine Arts - Recommended
Extracurricular activities, leadership and community service
GPA of B+ to B
Top 25 % of the class
SAT scores of 1200+ (Evidence Based Reading and Writing and Math Scores)
Predominantly Honors courses

Selective Colleges

English - 4 credits
Mathematics - 3 credits (including Algebra 1 & 2 & Geometry)
Science - 3 credits
Social Studies - 3 credits
World Language - 2 to 3 years of the same language
Fine Arts - Recommended
Extracurricular activities, leadership and community service
GPA of C+ to B
Top 2/3 of the class
SAT scores of 1000+ (Evidence Based Reading and Writing and Math Scores)
Honors and academic courses

Junior/Community College

Associate degree programs are usually two years in length and are offered at community or junior colleges. Students may enroll in a terminal program which grants an associate degree or a transfer program which allows students to continue their education at a four-year college or university. There are many opportunities for students in both traditional course offerings and in specialized technical areas. Students completing these programs are eligible for many entry level occupations which offer growth opportunities.

Technical Education Programs

There are numerous opportunities available for students who wish to pursue technical training in order to compete in an increasingly complex vocational environment. Technical education programs prepare students for a variety of occupations requiring scientific and technical knowledge. These programs train students for entry level positions in rapidly growing fields with excellent growth potential.

Certificate Programs

Certificate programs are designed primarily to assist students in securing employment and to emphasize skills required for that employment. Courses are designed for persons who do not seek a degree but wish to develop skills in a specialty area. Students may take courses at community colleges or specialty schools which offer a number of programs.

Apprenticeship Programs

An apprenticeship is a job where the worker or apprentice learns a trade. The apprenticeship usually lasts about four years and consists of on-the-job training as well as classroom instruction. Training is administered and funded by a sponsor, and there are approximately 100,000 apprenticeship openings each year. Graduates are registered to receive certificates of completion from the U.S. Department of Labor or federally approved state apprentice agencies.

Military

Various branches of the military provide opportunities to learn traditional as well as high technical skills in numerous areas. Many branches provide individuals a chance to earn college credits. Special employment consideration is given for state and federal employment after completing a tour of duty.

ACADEMIC INFORMATION

GRADING SYSTEM

| | | | | | | | | | |
|----|--------|----|-------|----|-------|----|-------|----|-------|
| A+ | 97-100 | B+ | 87-89 | C+ | 77-79 | D+ | 67-69 | F+ | 50-59 |
| A | 93-96 | B | 83-86 | C | 73-76 | D | 63-66 | F | 0-49 |
| A- | 90-92 | B- | 80-82 | C- | 70-72 | D- | 60-62 | | |

| | | |
|----|----------------------|--|
| I | Incomplete | Has not yet completed term's academic work due to circumstances beyond the student's control. Incompletes will only be given with administrative approval. |
| P | Pass | Has performed satisfactory work in a course that receives grades of pass/fail. |
| M | Medical | Has been excused from Physical Education by a doctor. |
| WF | Withdrawn Failure | Has dropped course before completion. |
| F+ | Failure | Failure of course with eligibility to make up in summer school. (eligibility = numeric average of 50-59) |
| F | Failure | Failure of course - unable to make up in summer school |

CREDITS

Credit shall be earned for successful completion of a course. The minimum amount of credits for full-time status is as follows:

- Grade 9: 6.5 credits
- Grade 10: 6.5 credits
- Grade 11: 6.0 credits
- Grade 12: 5.5 credits

HONOR ROLL

In general, students must carry a minimum of six credits (five for seniors) during each quarter. Honor roll is determined based on the following criteria...

High Honors- All As (A-, A, A+) and no more than one grade of a B (B-, B, B+)

Honors- All As (A-, A, A+) and Bs (B-, B, B+) and no more than one grade of a C (C-, C, C+)

GRADUATION REQUIREMENTS

Students will need to successfully complete a minimum of twenty-five (25) units of credit, as delineated below:

| COURSE | CREDITS |
|---|----------------|
| Humanities | 9.00 |
| English | 4.00 |
| Social Studies (World History, US History, Civics) | 3.00 |
| Electives (Art, Music, English, Social Studies) | 2.00 |
| STEM | 9.00 |
| Math | 3.00 |
| Science | 3.00 |
| STEM (Math, Science, Technology, FACS) | 3.00 |
| PE/HEALTH/SAFETY | 2.00 |
| PE | 1.00 |
| Health | .50 |
| Health Elective | .50 |
| OTHER | 5.00 |
| World Language | 1.00 |
| Senior Portfolio & Community Service | 1.00 |
| Electives | 3.00 |
| TOTAL CREDITS | 25.00 |

COMMUNITY SERVICE

Students are required to complete a minimum of 30 hours of community service. Through community service, students learn the importance of giving back to the community in ways that foster community development as well as community improvement. Students will gain an understanding that, as individuals, we have a responsibility to help improve our community by becoming involved in community development in an authentic manner. Community service must benefit the East Windsor community or surrounding communities. These hours may be attained through service to a variety of non-profit groups, community organizations and/or school activities. Community Service Forms are available to all students in the School Counseling Office or online at www.eastwindsork12.org. A list of pre-approved Community Service Opportunities is available. However, students must get approval for service that is not on this list. Students will be able to utilize hours already accrued during National Honor Society community service, as well as a number of already established community service opportunities. Community service hours may also be accrued any time during the school year and over the summer.

SENIOR PORTFOLIO

Senior Portfolio is a graduation requirement. The portfolio is a compilation of student works that demonstrates the student's growth over the four years in high school. Students will reflect upon their growth and establish goals during the advisory period. Each student will be assigned a faculty advisor with whom he/she will plan, organize, construct and present the senior

An Overview of the Portfolio Process

- Step 1: Planning (9th - 12th grade)

Assessing your needs for your portfolio

What do I currently have in my advisory folder?

What assignments do I want to use from my advisory folder?

What other assignments might I want to use for my portfolio?

How will I get those assignments?

How many hours have I completed for community Service?

What opportunities for community service are available to me?

Developing a plan for your portfolio

What assignments represent my growth over four years in high school?

What assignments do I still need to complete?

What assignments do I still need to obtain?

Other than my advisory portfolio, what other artifacts/assignments might I use in the portfolio?

- Step 2: Organization (12th Grade)

Obtain all material needed to complete the construction of your portfolio

What materials do I need?

Where can I get those materials?

Determine how your portfolio will be organized

What are the possible methods of organizing materials?

- **Step 3: Construction (12th Grade)**
 - Select a theme for your portfolio
What theme would be appropriate for my portfolio?
 - Implement your plan for your portfolio
How will the portfolio be assembled?
What other assignments/artifacts do I need to complete my portfolio?
 - Review your portfolio checklist
Do all my pieces/assignments include a portfolio cover sheet?
Do I have the required number of pieces for each subject area?
Have I included a cover page, table of contents, overview, resume, personal essay, community service reflective essay and any optional items?
- **Step 4: Submit your Portfolio to your advisor during the spring of your senior year**
- **Step 5: Portfolios will be evaluated by the entire faculty using the portfolio rubric**
- **Step 6: Present your Portfolio**

PROMOTION TO THE NEXT GRADE

Students are promoted to a higher grade as follows:

| | |
|---|------------------|
| Promotion to Grade 10 | 6 credits |
| Promotion to Grade 11 | 12 credits |
| Promotion to Grade 12 | 18 credits |
| Graduation Requirements Class of 2023 and beyond | 25 total credits |

Students will not be promoted to the next grade level unless the minimum number of credits has been earned.

SCHEDULE CHANGES

The courses selected during the scheduling process determine the courses for the following year. Requests for course changes will be granted in very few cases and require the approval of parents, current teachers, school counselor, and administration. When a student does withdraw from a course, the following procedures will be implemented:

1. A student can add and/or drop a 1st semester or full year course no later than 10 days after the first day of the school year without penalty.
2. A student can add and/or drop a 2nd semester course no later than the fifth day of the third quarter without penalty.
3. If a student withdraws from a course after the add/drop period, the student will receive a "WF" for withdrawn failure as a final grade on their transcript. If extenuating

circumstances exist, an appeal to the Principal may be made to allow the transcript to reflect a "W" for withdrawn.

4. A student who withdraws from a course prior to its completion cannot make up the course in a summer school program.
5. All changes must be in writing.

No changes will be made for teacher preferences.

POLICIES AND PROCEDURES GOVERNING CALCULATION OF CLASS RANK

1. Grades (A, B, C, D, F) for all subjects given whole or fractional unit credit (with the exception of physical education and courses graded Pass/Fail) are used in computing class rank.
2. All students enrolled in the class are included in the determination of rank in class.
3. Exact rank is computed at the end of the junior year. Valedictorian and Salutatorian designations are determined after 15 quarters.
4. When the ranking procedure produces a tie, students who are tied are given the same rank number. The next student below a tied group is given the number he would have received had there been no ties.
5. A student who enters as a senior will share the class rank with the East Windsor senior holding the same rank.
6. Courses taken outside of East Windsor High School will not be calculated in GPA or Class Rank unless prior administrative approval is given.
7. In order to produce a class rank system that will accurately reflect student achievement, all course offerings are organized into levels and weighted according to level of difficulty. The following represents a brief description of the levels.

POINT VALUE TABLE

| LETTER GRADE | AP/ECE | Honors (1) | Academic (2) |
|---------------------|---------------|-------------------|---------------------|
| A+ | 7.83 | 7.33 | 6.33 |
| A | 7.50 | 7.00 | 6.00 |
| A- | 7.17 | 6.67 | 5.67 |
| B+ | 6.83 | 6.33 | 5.33 |
| B | 6.50 | 6.00 | 5.00 |
| B- | 6.17 | 5.67 | 4.67 |
| C+ | 5.83 | 5.33 | 4.33 |
| C | 5.50 | 5.00 | 4.00 |
| C- | 5.17 | 4.67 | 3.67 |

| | | | |
|----|------|------|------|
| D+ | 4.83 | 4.33 | 3.33 |
| D | 4.50 | 4.00 | 3.00 |
| D- | 4.17 | 3.67 | 2.67 |
| F | 0.00 | 0.00 | 0.00 |

Advanced Placement/Early College Experience: Courses at this level are extremely rigorous and selective as they are college level courses taught in high school. Students are required to complete a considerable amount of work outside of class, including summer reading work.

Honors: Courses at this level require a high level of independent thinking, analysis, and initiative in the learning process.

Academic: Courses at this level are designed to prepare students for college and/or post-secondary plans. Students are exposed to activities requiring independent thinking, analysis and personal initiative.

PASS/FAIL GRADING

Students may elect a non-required course on a pass/fail basis if it is a scheduled 6th course with guidance and administrative approval.

GUIDELINES FOR COURSE AUDIT

1. A student must discuss the course audit with the teacher whose class is to be audited and agree to the expectations set by the teacher for auditing the class.
2. A student who wishes to audit a course must receive administrative approval by the last day in September for a full year or semester one course. Approval for a semester two course must be determined by the last day in February.
3. At the completion of the course, the class audited will be recorded on the student's transcript as an audit. There will be no grade or credit received.

ACADEMIC ELIGIBILITY FOR ATHLETIC/EXTRACURRICULAR ACTIVITY PARTICIPATION

Eligibility guidelines for fall sports/extra-curricular activities:

- Pass a minimum of five subjects for final grades during the 2022-2023 school year.
- Have no more than one failing (F) grade from the 2022-2023 school year.
- A student may take summer credit recovery classes to make up for any failing grades from the 2022-2023 school year if allowed by administration and guidance.

Eligibility guidelines for winter and spring sports/extra-curricular activities:

- Pass a minimum of five subjects
- Have no more than one failing (F) grade

Please refer to The Athletic Handbook for additional eligibility standards and policies for student athletes.

SUMMER SCHOOL

A student who fails a course during the school year may be eligible for summer school credit based upon the following criteria:

1. Maintained satisfactory attendance up to the end of the school year in the failed course.
2. Attained a minimum numerical grade of 50 at the end of the school year in the failed course.
3. Successfully completed an appropriate summer school program in the failed subject area (enrollment must have prior written approval of a school counselor or administrator).

COURSE DESCRIPTIONS

ENGLISH

Department Overview/Philosophy

The English curriculum should help students to discover, through the acquisition of writing, reading, and oral communication skills, an understanding and appreciation of how literature reflects and influences the “world in which they live.” Critical thinking and writing skills, demonstrated by various tasks ranging from research papers, essays, creative writing, and/or multimedia projects, will support students to reach the departmental goals of becoming fluent writers, speakers and critical thinkers, able to recognize the context in which literature and writing is situated. Students will interact with each other and the teacher to discover the elements of multiple genres within the subject matter. Students examine literature in order to deepen their understanding of themselves and their world.

All English courses address the school’s academic learning expectations for content knowledge and effective communication.

111 Freshman English Honors Grade 9 1 credit

This course prepares intrinsically motivated, task-oriented, proficient readers and disciplined writers for success in our high school’s Advanced Placement program. This course follows a rigorous pace and requires daily homework; all reading is done outside of class for in-class analysis. This course includes content immersion, a focus on in-depth analysis of rhetorical strategies, and performance assessed mainly at the analysis and synthesis levels. Students are expected to complete a graded summer reading assignment specified by the instructor. **Prerequisite: Teacher recommendation**

112 Freshman English Academic Grade 9 1 credit

This course focuses on a survey of major literary genres, vocabulary acquisition and practice, basic writing instruction and speaking and study skills. These foundation skills will prepare students for more in-depth study in subsequent years. Students will study short stories, novels, drama, poetry, and nonfiction as distinct genres with conventional elements. Vocabulary instruction includes basic word lists, word parts and forms, and integrated vocabulary from the literature studied.

121 Sophomore English Honors Grade 10 1 credit

This course prepares task-oriented, proficient readers, and highly motivated writers for success in our high school’s Advanced Placement program. This course follows a rigorous pace and requires daily homework. Analysis of American, British, and multi- use sophisticated language to persuasively analyze literature during class discussions and for in-class timed writings and process essays. Students are expected to complete a graded summer reading assignment specified by the instructor. **Prerequisite: B average or better in Freshman English Honors or an A average in Freshman English Academic; and teacher recommendation**

122 Sophomore English Academic Grade 10 1 credit

Instruction will provide students with review, instruction and practice in vocabulary skills, writing refinement, and reading. Students study literature with an emphasis on such literary analysis skills as understanding of character, plot, conflict, setting, and theme and their interrelationships in a piece of literature. Writing assignments focus on the development of the five-paragraph essay, with teacher direction and structured activities using the writing process.

104 Creative Writing Honors Grades 11 & 12 .5 credit

This course is designed for students who want an outlet for their creative written expression and who already have an interest in writing. Assignments develop student voice and provide opportunities to explore careers where public speaking and rhetoric are required (journalism, fictional and technical writing, marketing, pre-law).

184 Public Speaking Honors Grades 11 & 12 .5 credit

This course develops skills in oral communication in front of an audience and focuses on observation, analysis, and practice in various types of public speaking. Special attention is given to the organization of ideas, proper English language usage, platform presence, control of voice, and confidence building. Students may also participate in group activities including debates, panel discussions, and forums. Assignments provide opportunities to explore careers where public speaking and rhetoric are required (journalism, business, marketing, writing, law). **PLEASE NOTE:** Students in this course are expected to speak in front of a variety of audiences regularly and a majority of the grade is based on giving speeches and presentations.

110 African American Literature Academic Grades 10-12 .5 credit

This course focuses on the African American voice and experience in a variety of literature such as poetry, drama, and novels, in order to supplement traditional literary studies. We will also read and consider works by some African American theorists in order to provide a more robust lens for the discussion of the course's core texts. Students interested in this course must be self-motivated and arrive prepared to have an active role in making text decisions and contributing to both a reflective and collective learning environment. Students will further develop their core ELA skills such as reading, writing, and discussion within a subsection of American Literature.

131 American Literature Honors Grade 11 1 credit

This course would accommodate students who desire a greater challenge and faster pace, but do not wish to pursue the humanities, or literature as a post-secondary endeavor. Units will include materials pertaining to the Puritan Influence, The Birth of a Nation, American Romanticism, and the Challenges and Success of the 20th Century. **Prerequisite: A grade average of B or better in Sophomore English is required for participation in the honors course.**

132 American Literature Academic Grade 11 1 credit

This course focuses on the history, culture, and major writers of specific eras in American Literature. Students respond critically to American literature in written assignments, and class discussions, and explore and develop skills and strategies for both career and college writing. Additionally, in partnership with the career guidance department, students develop a professional resume and participate in a mock interview session with select local business people.

137 AP English Lit. and Composition Advanced Placement Grade 11 1 credit

AP English Literature is a rigorous program designed for the high-achieving, highly-motivated, college-bound student. It gives students a learning experience equivalent to a typical college-level course that engages students in the close reading and critical analysis of literature. Timed AP free response writing, multiple choice practice, and AP vocabulary included. All AP classes require that students take the AP exam in order to receive AP credit on their transcript. Students are expected to complete a graded summer reading assignment specified by the instructor. **Prerequisite: B average or better in Sophomore English Honors or an A average in Sophomore English Academic; and teacher recommendation**

145 AP English/Language and Composition/UCONN Academic Writing ECE AP 1 credit

This is a rhetorically based course that offers instruction in academic writing through interdisciplinary readings. Assignments emphasize interpretation, argumentation, and reflection, and they are designed to help students with revision, grammar, mechanics and style. This seminar will engage students in the work of academic inquiry through the interpretation of difficult texts, participation in the issues and arguments that animate texts, and reflection on the significance for academic and general culture and for themselves of the critical work of reading and writing. Students may pass English at East Windsor High School and earn the credit required to graduate but could potentially not earn the four UConn credits if they do not meet UConn expectations. UConn requires a grade of C+ or higher to earn credit. Students will prepare for the AP English Language and Composition. Students are expected to complete a graded summer reading assignment specified by the instructor. **Prerequisite: B average in Sophomore English Honors and AP English Literature and Composition; and/or teacher recommendation through the screening process for students who have not taken AP English Literature and Composition**

160 Critical Reading and Writing Academic Grade 12 1 credit

This course will help students read and write critically with an emphasis on analyzing non-fiction texts and is designed for students interested in improving their academic writing skills. Narration, description, comparison/contrast, classification, definition, synthesis, analysis, and argument will be the focus areas. Students will learn the writing process including brainstorming, drafting, peer reviewing, editing, revising and polishing to a final draft.

165 Foundations of English Academic Grade 9, 10 1 credit

This course supports students enrolled in Freshman or Sophomore English and runs concurrently with their scheduled English course. Students benefit from practicing study skills such as note taking and organization and receive additional structured time for literacy-based assignments, as their individualized and specific needs are supported. Students who may benefit from this course are identified according to their academic performance in the 8th and 9th grade and teacher recommendation.

982 SAT Preparation Academic Grade 10, 11, 12 1/2 credit

This course is required for all Juniors as the SAT serves as our state assessment. This semester course is designed to help prepare students for the English section of the SAT. The course will review the content

areas that are measured on this standardized test and provide students with an opportunity to review and strengthen these areas. This course will be taken concurrently with the SAT Math Preparation Course.

120 Living History of Gender Studies Academic Grades 11, 12 1/2 credit

Why do we use “blue for boys and pink for girls” at gender reveal parties? Why are women exempt from signing up for the draft in America? And what about people who don’t identify as either gender: is this something new? Gender Studies is a broad topic with a myriad of theories available for review. The goal of this course is to introduce to interested students how gender has been perceived in societies over time and how it’s been a factor in our society’s development over the last 150 years from instances like laws around workplace discrimination to advertisements to impact on higher education. This course will prepare all students to recognize ways in which our world has and is transforming its recognition and response to questions and concerns of gender, ultimately working towards a more equal and equitable future.

CAREERS WITH AN ENGLISH BACKGROUND

| | |
|--|---|
| <p>Writing Creative Writing Play Writing Screen Writing Editing Technical Writing Research Writing Movies, Plays, Radio & Television Advertising News Promotional Writing Programming/Production Law Corporate and Government Practice Paralegal</p> | <p>Books, Magazine, Newspaper, and Web Publishing Editorial Production News Sales/Marketing Web Design Speech Writing Publicity Education Teaching Corporate Trainer</p> |
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SOCIAL STUDIES

Department Overview/Philosophy

The goal of the Social Studies program is to prepare individuals to become critical thinkers in order to function successfully in an increasingly complex, multicultural changing world. Students will be provided with the academic background and skills necessary to process information, understand and appreciate people from backgrounds different from their own and become informed, well-rounded citizens. Students will be an active participant in society and the democratic process.

All Social Studies courses include instructional objectives that emphasize group interaction; distinguishing fact from opinion; analysis of images; debates; evaluating opposing viewpoints; distinguishing bias; reading comprehension; and writing well-defined research essays.

All Social Studies courses address the school's academic learning expectations for content knowledge, effective communication, problem solving, and diversity awareness.

205 Modern World History Honors Grade 9 1 credit

This honors course is an in-depth exploration of the physical and human geographic features that make up the world in which we live. Students will research the events of human development from prehistoric to modern times. Instruction will focus on making independent evaluations of complex historical texts, incorporating effective evidence into arguments, and making inferences based upon the information they discover. Assessment will include comprehensive research papers and multimedia projects designed to prepare students to take Advanced Placement social studies courses. **Prerequisite: Recommendation of 8th grade teacher**

206 Modern World History Academic Grade 9 1 credit

This course is in-depth exploration of the physical and human geographic features that make up the world in which we live. Students will research the events of human development from prehistoric to modern times. Instruction will focus on the development of thesis statements that uncover new insight into a topic and the incorporation of evidence to support an argument. Assessments will include research papers and multimedia projects that will strengthen independent analysis.

250 Government Honors Grade 10, 11, 12 1/2 credit

This honors course aims to help students understand that the US Constitution sets the parameters for individual rights and duties at the local, state and national level. Students will consider the essential question: "What does it mean to be an American citizen?" Students are expected to follow and report on current events and complete independent projects. This course will, through the use of complex readings and deep independent analysis, prepare students for the rigor of Advance Placement social studies courses, as well as being active members of their community. Government fulfills the civics requirement for graduation. **Prerequisite: Teacher recommendation**

251 Government Academic Grades 10, 11, 12 1/2 credit

This half year course aims to help students understand that the US Constitution sets the parameters for individual rights and duties at the local, state and national level. Students will consider the essential question: "What does it mean to be an American citizen?" Students are expected to report on current events and complete independent projects. This course focuses on developing the research skills and the effective use of evidence needed to support thesis statements. It is expected that students will research ways to be active members of their community. Government fulfills the civics requirement for graduation.

227 Economics Honors Grades 10, 11, 12 1/2 credit

This half year course introduces students to economics. Starting with the basics of micro and macroeconomics. Students will learn to recognize and identify the fundamental economic questions, factors of production and the principles of supply and demand. This course uses complex readings and deep independent analysis of economic theories. Students are expected to follow economic developments and news for the purpose of being able to discuss the issues with some authority. The essential question is "What impact does scarcity have on the production, distribution and consumption of goods and services?" **Prerequisite: Teacher recommendation**

228 Economics Academic Grades 10, 11, 12 1/2 credit

This half year course introduces students to economics, starting with the basics of micro and macroeconomics. Students will learn to recognize and identify the fundamental economic questions, factors of production and the principles of supply and demand. Students are expected to follow economic developments and news for the express purpose of being able to discuss the issues with some authority. The essential question is "What impact does scarcity have on the production, distribution and consumption of goods and services?"

231 A.P. US History Advanced Placement Grade 11 1 credit

This course will consist of a study of the social, political and economic history of the United States. It is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with problems and materials in American history. The skills that will be stressed are those that are necessary to arrive at a conclusion on the basis of an informed judgment and to present ideas clearly. Three college credits may be attained from this class based on the results of a test given by the College Board. All AP classes require that students take the redesigned AP Exam in order to receive AP credit on their transcript. Students are expected to complete a graded summer reading assignment specified by the instructor. **Prerequisite: Teacher recommendation**

236 United States History Honors Grade 11 1 credit

This course consists of a study of the social, political and economic history of the United States with particular emphasis placed on the post-Civil War period through modern American history. Ultimately, students will discover how trends in history repeat themselves and how we, as a society, are affected by history and in turn effect or create history. Instruction will focus upon analysis and synthesis of information, seeing new connections between pieces of evidence, which will be assessed with research projects. Students can expect more rigor and deeper insight into historical events than that of academic United States history. **Prerequisite: Teacher recommendation**

232 United States History Academic Grade 11 1 credit

This course consists of a study of the social, political and economic history of the United States with particular emphasis placed on the post-Civil War period through modern American history. Ultimately, students will discover how trends in history repeat themselves and how we, as a society, are affected by history and in turn effect or create history. Instruction will focus upon analysis and synthesis of information, seeing new connections between pieces of evidence, which will be assessed with research projects.

240 Sociology Honors Grades 11, 12 1/2 credit

This course will provide a strong foundation and background for college-level social sciences. It deals on a sophisticated level with the analysis of sociological terminology, concepts and theories and the application of these two major institutions and selected features of contemporary life. Students enrolled in this course have a responsibility for extensive and intensive reading on a daily basis. Students will consider to what extent class, race and gender play a role in our society's institutions. **Prerequisite: Teacher recommendation**

243 Sociology Academic Grades 11, 12 1/2 credit

This course is designed to equip students with a working knowledge of the fundamental concepts, terminology, and theories used by sociologists. A description and an explanation of human society and social institutions in general will be discussed. This course also describes and interprets the fundamental characteristics of social groups and explains behavior by revealing the social forces that influence groups, directing them towards a particular type of conduct. Students will consider to what extent class, race, and gender play a role in our society's institutions.

256 Advanced Government Studies Honors Grades 11, 12 1/2 credit

This independent study project is associated with the Close-Up Foundation's government study program. It includes a week-long series of seminars, workshops, and forums about government and politics in Washington DC. Study materials are used to prepare for the program and presentations are expected after its completion. This course requires approval of the social studies and guidance departments. See your counselor and social studies teacher for more information. **Prerequisite: Teacher recommendation**

257 African American and Latino Studies Academic Grades 11, 12 1 credit

This course examines the histories of African American and Latino people in and outside of the United States. Students will examine the trials, tribulations and triumphs of African Americans and Latinos. They will also examine notable events, figures and contributions by African Americans and Latinos.

261 AP Psychology Advanced Placement Grades 11, 12 1 credit

AP Psychology is an entry-level college psychology course. It will serve two practical purposes. It is academic in orientation culminating with an AP exam in May. It is also functional in orientation, giving students opportunities to apply the content of the course. There is a high expectation of student performance resulting from rigorous assignments.

Students will complete academic research papers and subject them to peer review. Through the further development of critical thinking, and upon the completion of the course, students will understand approaches to psychology, the biological basis of behavior, states of consciousness, learning theory and explain cognition, memory, language and thinking. Students will be able to define personality and discuss theories of personality as well as understand the scientific basis for social psychology and group dynamics. All AP classes require that students take the AP exam in order to receive AP credit on their transcript. Students are expected to complete a graded summer reading assignment specified by the instructor. **Prerequisite: Teacher recommendation**

263 Developmental Psychology Academic Grades 11, 12 1/2 credit

How do infants make sense of the world? What determines whether they will be an entrepreneur, athlete, salesperson or soldier? How can it be that in just 2 short years, babies can learn hundreds of words? Are preschoolers on the playground little adults or are there fundamental differences between children and adults? Why do some high school students master calculus and others struggle with general math? Are we the product of forces from within us or the result of parents, school and society? This half year class will help you to answer these and many more questions about the development of individuals and will enable you to better understand the forces that shape each individual.

264 Behavioral Psychology Academic Grades 11, 12 1/2 credit

Why do people snap? What causes depression and what can be done about it? This course will provide an overview of the current theories and treatment of abnormal psychology. Through independent research, discussion and class participation students will learn about and discuss mental illness and the history of treatment. Students will apply their knowledge as they attempt to analyze characters in popular culture and media. This half year class will help you to recognize and appreciate the many ways that mental illness affects individuals, families and society while working to dispel many of the damaging stigma and stereotypes that accompany mental illness.

CAREERS WITH A SOCIAL STUDIES BACKGROUND

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| Economist Market Analyst Research Assistant International Development Anthropologist Archaeologist Historian Statistician Field Technician Urban and Regional Planner Museum Technician Geoscientist Sociologist | Clinical Psychologist Drug Abuse Counselor Family Social Worker Marriage and Family Therapist Mental Health Counselor Curator/Museum Technicians Teacher Lawyer Judge Surveyor Politician Government Official Computer Scientist |
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WORLD LANGUAGES

Department Overview/Philosophy

All members of the Modern Language Department believe in providing students with a rigorous program consisting of fostering linguistic abilities, developing cultural awareness of other cultures, building community and global connections, and utilizing analytical skills. As a result, our students are prepared for lifelong enrichment, graduate studies, the global work force and necessary skills for the 21st century.

Modern language curricula and lessons are developed based on the five C's of the National Foreign Language Standards and Connecticut Foreign Language Standards: **Communication, Cultures, Connections, Comparisons, and Communities.**

All World Language courses address the school's academic learning expectations for content knowledge and effective communication.

321 Spanish I Academic Grades 9, 10, 11 1 credit

This course provides an introduction to the language and culture of the Spanish-speaking world. Focus is placed on development and competence of four skills: reading and listening comprehension and writing and speaking. Much practice is also dedicated to pronunciation, lexicon and syntax through a variety of materials. This class is conducted in Spanish and English.

322 Spanish II Academic Grades 9, 10, 11, 12 1 credit

This course expands on the cultural themes, vocabulary and grammar of Spanish 1. The materials and activities in this level encourage students to use more of the target language when reading, writing, listening, speaking, and learning about Spanish culture. This class is conducted in Spanish and English.

Prerequisite: C- or better in Spanish 1

320 Spanish II Honors Grades 9, 10, 11, 12 1 credit

This course begins to prepare students for an optional Advanced Placement (AP) Spanish Language and Culture Exam. It is a rigorous course designed for motivated learners. Students are introduced to more advanced grammatical structures, vocabulary and idiomatic expressions. More material will be covered than in the regular Spanish 2 program with the goal of enhancing the development of four skills: reading and listening comprehension and writing and speaking proficiency. Students also learn more about the culture of Spanish-speaking countries. This class is mainly conducted in Spanish with much emphasis placed on student oral proficiency. **Prerequisite: B- or better in Spanish 1**

323 Spanish III Academic Grades 10, 11, 12 1 credit

This course expands on the cultural themes, vocabulary and grammar of Spanish 1 and 2. The materials and activities at this level encourage students to use more of the target language when reading, writing, listening, speaking, and learning about culture. This class is conducted in Spanish with much emphasis placed on student oral proficiency, reading and listening comprehension, and formal and informal writing.

323 Spanish III Honors Grades 10, 11, 12 1 credit

This accelerated course is designed to continue to prepare students for an optional Advanced Placement (AP) Spanish Language and Culture Exam. More material will be covered than in the regular Spanish 3 program with the goal of enhancing the development of four skills: reading and listening comprehension and writing and speaking proficiency.

Command of the Spanish language is promoted through concepts of geography, civilization, culture, arts, film and literature. This course emphasizes the use of Spanish for active communication. Students use the target language with accuracy and fluency while discussing a variety of topics. Complex grammatical structures and sophisticated vocabulary (including idiomatic expressions and colloquialisms) are developed. Class is solely conducted in Spanish. **Prerequisite: B- or better in Spanish 2 Honors**

328 Spanish IV Academic Grades 10, 11, 12 1 credit

This course expands on the cultural themes, vocabulary and grammar of Spanish 3. The materials and activities at this level encourage students to use more of the target language when reading, writing, listening, speaking, and learning about culture. This class is project-based, and it is conducted in Spanish and English. **Prerequisite: C- or better in Spanish 3**

324 Spanish IV Honors Grades 10, 11, 12 1 credit

This is a rigorous course designed to challenge highly motivated language students and prepare them for an optional Advanced Placement (AP) Spanish Language and Culture Exam. In this course, students master reading and listening comprehension, formal and informal writing, and presentational and interpersonal speaking skills. Students also use their critical thinking skills when comparing and contrasting, persuading, analyzing and synthesizing a variety of literary and non-literary works. A variety of authentic materials are used, focusing on all skills through geography, civilization, culture, arts, films, music and literature. Class is solely conducted in Spanish. **Prerequisite: B- or better in Spanish 3 Honors**

325 Spanish V Honors Grades 11, 12 1 credit

This course expands on the cultural themes from Spanish 4. The materials and activities at this level encourage students to use more of the target language when reading, writing, listening, speaking, and learning about culture. This class is conducted in Spanish and English. **Prerequisite: C- or better in Spanish 4**

350 AP Spanish Language and Culture Advanced Placement Grade 12 1 credit

This course is designed to meet the demands and expectations of the College Board Advanced Placement (AP) Spanish Language and Culture Exam. The primary objective is to refine students' communicative skills in Spanish. Student's express thoughts with accuracy and fluency while speaking and writing. Listening and reading comprehension skills are mastered as well. Complex grammatical structures and sophisticated vocabulary (including idiomatic expressions and colloquialisms) are mastered. A specific format is followed to prepare students for the exam. Class is solely conducted in Spanish. **Prerequisite: B- or better in Spanish 4 Honors and approval of PLC leader**

351 AP Spanish Literature and Culture Advanced Placement Grade 12 1 credit

This course is designed to meet the demands and expectations of the College Board Advanced Placement (AP) Spanish Literature and Culture Exam. The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and U. S. Hispanic literature. Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. A specific format is followed to prepare students for the exam. Class is solely conducted in Spanish. **Prerequisite: B- or better in Spanish 4 Honors and approval of PLC leader**

344 American Sign Language Honors Grades 10, 11, 12 1 credit

The dialogs in the ASL course cover common phrases for greeting and departing such as "What's up" and "See you later," expressing one's feelings, talking about ASL, and going to a restaurant and other places. Many common ASL sentence structures are introduced including those associated with asking questions, simple sentences, setting up the topic and following with a comment, and using negative signs. Students touch upon motivation for learning ASL, occupations, ordering food in a restaurant, and shopping. Insights into the lives of people in the deaf community are presented.

355 Spanish for Heritage Speakers Honors Grades 9, 10, 11, 12 1 credit

This course is designed specifically for native or heritage speakers of Spanish. Speakers with communicative abilities yet without formal training in the language. The course will be divided into two levels: intermediate and advanced. All students will build on the language they already possess. Students enrolled in the intermediate level will focus on the lexicon as well as development of all linguistic abilities: listening and reading comprehension and writing and speaking proficiency. They will also focus on culture and prepare for the AP Spanish Language and Culture exam. Students enrolled in the advanced level will focus on the literary works and culture and will prepare for the AP Spanish Literature and Culture exam.

330 & 331 Spanish Language and Culture 1 & 2 Academic Grades 9, 10, 11, 12 1 credit

This course provides an introduction to the culture of Spanish speaking countries. It is a project-based course. Learners will focus on various cultural aspects of Spanish speaking countries such as: geography, climate, education, gastronomy, art and others. This class is conducted in Spanish and English.

CAREERS WITH A WORLD LANGUAGES BACKGROUND

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| Translator/Interpreter Immigration Officer FBI Agent U.S. Customs Service Agent Drug Enforcement Administration Homeland Security Agent Bilingual Journalist Foreign Correspondent Reporter Radio/TV Broadcaster Economist International Trade Specialist Public Relations Representative International/United Nations Agent Customer Service Pharmacist Engineer Scientist | Journalism Film Producer Telephone Operator Tour Director Convention Center Agent Bilingual Teacher University Professor of World Languages College Instructor of Foreign Language Banking/Investment Specialist Travel Agent Flight Attendant Medical and Health Professional Speech Pathologist Desk Clerk Nurse |
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MATHEMATICS

Department Overview/Philosophy

We believe in creating learning environments where students practice and acquire the knowledge of mathematics. We believe that students should be able to proficiently apply a range of numerical, algebraic, geometric, and statistical concepts and the skills to formulate, analyze, and solve real world problems. The learning environment will facilitate inquiry, use of technology and the exploration of real-world phenomena. It will support continuous development of mathematical skills and the appreciation of mathematics as a discipline. Our mathematics program seeks to graduate students who will possess a sense of numbers, data analysis, spatial relationships, symbolic representations, and the ability to communicate mathematics with others.

All Mathematics courses address the school's academic learning expectations for content knowledge, problem solving, and technology integration.

447 Algebra I Honors Grades 9, 10 1 credit

The students will investigate and apply concepts of algebra to solve real world problems. This course is devoted to developing and expanding fundamental concepts such as algebraic language, operations of signed numbers, rates, ratios, and proportions, word problems, linear and quadratic functions, and solving simultaneous equations. **Prerequisite: Teacher Recommendation and an A- in Pre-Algebra or a C- or higher in Algebra 1 at the eighth grade**

402 Algebra I Academic Grades 9, 10 1 credit

The students will apply concepts of algebra to solve practical problems. This course is devoted to developing fundamental concepts such as algebraic language, operations of signed numbers, rates, ratios, and proportions, word problems, linear and quadratic functions, and solving simultaneous equations. **Prerequisite: Teacher Recommendation**

411 Geometry Honors Grades 9, 10, 11, 12 1 credit

The student will explore and master such topics of Euclidean geometry as points, lines, angles, planes, polygons, congruence, similarity, circles, areas, volumes, constructions, transformations, and proofs. Besides being essential for further mathematics study, geometry helps to develop logical thought by engaging in deductive and inductive reasoning. **Prerequisite: B or better in Algebra 1 and teacher recommendation**

412 Geometry Academic Grades 9, 10 1 credit

The student will apply the concepts of geometry with an emphasis on practical applications. A combined approach of traditional and modern geometry is used, with reinforcement of algebraic skills as well. This course covers plane geometry, polygons, 2-dimensional and 3-dimensional geometry. **Prerequisite: teacher recommendation**

421 Algebra II Honors Grades 10, 11, 12 1 credit

This course provides opportunities to refine and apply algebraic skills to real-world and theory-based problems. These applications will be studied through units involving linear, quadratic, exponential, logarithmic, trigonometric, polynomial functions, and composition of functions. **Prerequisite: B or better in Honors Geometry, Algebra 1, and teacher recommendation**

422 Algebra II Academic Grades 10, 11, 12 1 credit

This course provides opportunities for students to refine and apply algebraic skills to real-world problems. These applications will be studied through units involving linear equations, systems of equations, quadratics, as well as an introduction to exponential functions and trigonometry.

Prerequisite: Algebra I

453 Trigonometry & Statistics Honors Grades 11, 12 1 credit

This course is for students who have completed Algebra II and need knowledge of trigonometry, probability, and statistics for post-high school plans. An intensive exploration into the following topics will be conducted: single variable and multivariable statistics, modeling, probability (applications and distribution functions), simulation, and functions (root, power, polynomial and trigonometric).

Prerequisite: Algebra, Geometry, and Algebra 2 with a final grade of B or better in Algebra 2, and teacher recommendation

442 Trigonometry & Statistics Academic Grades 11, 12 1 credit

This course is for students who have completed Algebra II and need knowledge of trigonometry, probability, and statistics for post-high school plans. A fundamental exploration into the following topics will be studied: single variable and multivariable statistics, modeling, probability (applications and distribution functions), simulation, and functions (root, power, polynomial and trigonometric).

Prerequisite: Algebra II and teacher recommendation

443 Pre-Calculus Honors Grades 11, 12 1 credit

The student will learn concepts and skills required for the study of calculus, college algebra, and finite mathematics. Topics include coordinate geometry, functions, equations, inequalities, matrices, series, sequences, logarithms, exponential functions, trigonometry, probability, and statistics. **Prerequisite:**

Algebra, Geometry, and Algebra 2 with a final grade of B or better in Algebra 2, and teacher recommendation

429 AP Calculus AB Advanced Placement Grade 12 1 credit

The student will study the concepts and techniques required on the Advanced Placement Calculus AB Exam. A deep conceptual understanding of limits, derivatives, and integrals will be emphasized, along with the traditional procedures and applications of differentiation and integration. This course prepares the student for the AP Calculus AB test given by the College Board. All AP classes require that students take the AP exam in order to receive AP credit on their transcript. **Prerequisite: Algebra 1, Geometry, Algebra 2, and B- or better in Pre-calculus and teacher recommendation**

465 Foundations of Mathematics Academic Grades 9, 10 1/2 credit

This course is meant to support students taking Algebra 1 and will run concurrently with their scheduled mathematics course. This course will teach study skills necessary to be a successful mathematics student, such as note taking, organization and studying for assessments, in addition to giving support specific to the student's current Algebra 1 course content. Students will be identified for this course in the 8th grade based on SBAC scores, previous math grades, and teacher recommendation.

466 Exploratory Topics in Mathematics Academic Grade 11 1 credit

The student will apply the concepts of Algebra I and Geometry to refine mathematical skills. Students will study topics such as systems of linear equations and inequalities, linear, polynomial and quadratic functions, and exponents and exponential functions. This course is intended to prepare students for Algebra II. **Prerequisite: Algebra I, Geometry, and teacher recommendation**

982 SAT Preparation Academic Grade 11 1/2 credit

This course is required for all Juniors as the SAT serves as our state assessment. This semester course is designed to help prepare students for the Math section of the SAT. The course will review the content areas that are measured on this standardized test and provide students with an opportunity to review and strengthen these areas. This course will be taken concurrently with the SAT English Preparation Course.

458 Math in Daily Life Academic Grades 11, 12 1/2 credit

This course will inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, loans - personal, auto, and home, personal savings, and investing in the market. Students will design personal budgets utilizing checking and saving accounts, gain knowledge in finance, analyze credit choice, the cost and legal aspects of using credit, participate in a stock market simulation, and evaluate types of insurance associated with different types of risk. This course will provide a foundational understanding for making informed personal financial decisions leading to financial independence.

459 AP Statistics Advanced Placement Grades 11, 12 1 credit

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Many fields of study post high school require a statistics course (business, humanities, sciences, engineering, computer sciences, mathematics).

438 Advanced Algebra Academic Grade 11 1 credit

This course provides students with an algebra-based curriculum to strengthen their algebra skills. Students will learn about linear systems in two and three variables and quadratic, polynomial, exponential, logarithmic, radical, and rational functions. This course would benefit students' SAT scores and give them a stronger algebra base for their post-secondary studies.

469 Math Life- Investing

Academic

Grades 11, 12

1/2 credit

This course will help students understand how the market functions, the risks and potential pitfalls of investing and gambling (sports and games of chance), and all the different types of assets that can be acquired/traded. Students will also learn about the tax implications involved with trading assets. The stock market, cryptocurrency, and real estate market will be covered in detail.

750 AP Computer Science Principles Advanced Placement

Grades 11, 12

1 credit

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge.

CAREERS WITH A MATHEMATICS BACKGROUND

| | |
|--------------------|--------------------------|
| Astronaut | Underwriter |
| Architect | Computer Programmer |
| Artist | Software Design Engineer |
| Statistician | Air Traffic Controller |
| Stockbroker | Chemist |
| Loan Officer | Environmental Scientist |
| Appraiser | Forensic Analyst |
| Claims Adjuster | Actuary |
| Accountant | Teacher |
| Commodities Trader | Construction Manager |
| Banker | Aerospace Mathematician |
| Appraiser | Physicist |
| Debt Counselor | Electrical Engineer |
| Cryptologist | |
| Graphics/Animation | |

SCIENCE

Department Overview/Philosophy

The East Windsor High School Science Department strives to provide students with hands-on, minds-on learning opportunities in all the scientific disciplines. The department fosters a life-long love of learning through exploration and self-discovery. Students master scientific concepts using technology, laboratory activities, peer collaboration, long-term projects, and a variety of field experiences.

All Science courses address the school's academic learning expectations for content knowledge and problem solving.

500 Earth & Space Science Honors Grade 9 1 credit

In this course, students use the Science and Engineering Practices and Crosscutting Concepts of Science to build understanding of: the universe and Earth's place in it (stars, planets, and Earth's history); the dynamic and interrelated systems of the Earth (Earth materials, plate tectonics and other large scale system interactions, water and Earth's surface processes, weather and climate); and the interactions between Earth's surface processes and human activities (natural resources, natural hazards, human impact on Earth systems, and global climate change). Engineering design is incorporated as students consider technological solutions to real-world problems. Students enrolled in Honors ESS are expected to demonstrate a high level of motivation in the sciences as well as to independently complete challenging and in-depth assignments. **Prerequisite: Teacher recommendation**

501 Earth & Space Science Academic Grade 9 1 credit

In this course, students use the Science and Engineering Practices and Crosscutting Concepts of Science to build understanding of: the universe and Earth's place in it (stars, planets, and Earth's history); the dynamic and interrelated systems of the Earth (Earth materials, plate tectonics and other large scale system interactions, water and Earth's surface processes, weather and climate); and the interactions between Earth's surface processes and human activities (natural resources, natural hazards, human impact on Earth systems, and global climate change). Engineering design is incorporated as students consider technological solutions to real-world problems.

521 Biology Honors Grade 10 1 credit

This course introduces students to the basic concepts of biology beginning with an introduction to the study of living organisms, their structure, function and relationship to the environment. Topics covered include: the living condition, biochemical make-up of the cell, biotechnology, genetics, evolution, and biodiversity. Students taking this course will be expected to participate in laboratory work as well as to demonstrate a high degree of motivation and interest in the sciences and an ability to complete complex assignments independently.

522 Biology Academic Grade 10 1 credit

This course introduces students to the basic concepts of biology beginning with an introduction to the study of living organisms, their structure, function and relationship to the environment. Topics covered include: the living condition, biochemical make-up of the cell, biotechnology, genetics, evolution, and

biodiversity. Students taking this course will be expected to participate in laboratory work as well as to demonstrate a high degree of motivation and interest in the sciences and an ability to complete complex assignments independently.

529 AP Biology Advanced Placement Grades 11, 12 1 credit

The Advanced Placement Biology course is designed to be the equivalent of a college biology course taken by students who intend to major in the sciences in college. This challenging course includes facts, principles, and processes of biology. Topics covered include biochemistry, cell biology, genetics, evolution and diversity, plant and animal form and function, and ecology. Students taking this course are required to complete summer course work and take the Advanced Placement exam offered by the College Board in this content area. All AP classes require that students take the AP exam in order to receive AP credit on their transcript. An emphasis will be placed on independent and self-directed problem solving and study skills. **Prerequisite: Grade B or better in Biology and Chemistry and teacher recommendation**

575 Chemistry Honors Grades 11, 12 1 credit

The course is a rigorous, in-depth survey encompassing the studies of atomic structure, the periodic table, chemical bonding, solution chemistry, acid-based chemistry, equilibrium, gas laws, and oxidation-reduction reactions. Mathematical skills are an integral part of chemistry, as well as laboratory work. Students enrolled in Honors Chemistry are expected to demonstrate a high degree of motivation and interest in the sciences and an ability to complete complex assignments independently. **Prerequisite: B or better in Honors Biology and teacher recommendation; A- or better in Biology and teacher recommendation; Must be enrolled in or have taken Algebra II**

532 Chemistry Academic Grades 11, 12 1 credit

Chemistry is an introductory course encompassing the studies of atomic structure, the periodic table, chemical bonding, solution chemistry, acid-based chemistry, equilibrium, gas laws, and oxidation-reduction reactions. Mathematical skills and laboratory work are an integral part of Chemistry. **Prerequisite: Must be enrolled in or have taken Algebra I and teacher recommendation**

531 AP Chemistry Advanced Placement Grade 12 1 credit

This course is an intensive exploration of the concepts of chemistry. It covers general chemistry concepts in more depth at a rigorous pace. These concepts include studies of atomic structure, the periodic table, chemical bonding, solution chemistry, acid-based chemistry, equilibrium, gas laws, and oxidation-reduction reactions. Excellent mathematical skills are an integral part of this curriculum. Laboratory experiments will be performed weekly and will incorporate sophisticated techniques and problem-solving skills. Students taking this course are required to complete summer course work and take the Advanced Placement exam offered by the College Board in this content area. All AP classes require that students take the AP exam in order to receive AP credit on their transcript. An emphasis will be placed on independent and self-directed problem solving and study skills. **Prerequisite: Grade of B or better in Biology and Chemistry, Algebra II and teacher recommendation**

551 Physics Honors Grades 11, 12 1 credit

This course examines the fundamental phenomena of the physical universe, including mechanics (motion), forces, energy, thermodynamics, and electricity, with the possibility of examining magnetism,

optics, vibrations and wave phenomena. **Prerequisite: Grade of B or better in Algebra II, a strong background in Trigonometry, recommendations from Math and Science teachers**

572 Anatomy & Physiology Academic Grades 11, 12 1 credit

Anatomy and Physiology is a course that focuses on the structure and function of the human body and the interactions among the body systems. The scope of this course begins with an overview of the general organization of the body and continues with an in-depth analysis of each of the body systems. Laboratory work, including multiple dissections, is an integral part of Anatomy and Physiology.

Prerequisite: Passing grade in Biology

506 Environmental Science Academic Grades 11 & 12 1/2 credit

This course is designed to show thematic connections between educational disciplines including biology, chemistry, physics, history, government, mathematics, and civics. This course will increase students' knowledge of the environmental challenges of today, while continuing to cultivate scientific critical thinking skills. Students will focus on human population growth, natural resources, and ecosystem services by engaging in arguments from evidence while designing solutions that address the future needs of a growing world population.

505 Sustainable Agriculture Academic Grades 11 & 12 1/2 credit

This course addresses real life skills and scenarios. Topics will demonstrate thematic connections between a variety of sciences including botany, horticulture, aquaponics, biology, environmental science, ecology, past/current/future practices, budgeting, personal finance, and ethics. Students will gain "real world" knowledge and experiences. They will be learning what it takes to feed them every day, why there are social inequalities when it comes to food, as well as how to grow their own food. Hands-on activities and interactions with local farmers will engage and teach students lifelong skills.

538 Zoology Academic Grades 11, 12 1/2 credit

This course is a general study of the principal areas of zoology, including adaptations shown by animals at all levels of complexity from single-celled organisms to advanced vertebrates and invertebrates. Underlying all Zoology topics is the goal of improving the skills of critical thinking and the application of the scientific method to solve biological problems. **Prerequisite: Passing grade in Biology**

585 Forensics Academic Grades 11, 12 1/2 credit

Forensics involves an analytical look at the study of crime scenes, where students will investigate engaging scenarios in which they will utilize sophisticated laboratory techniques to explore criminal evidence. Students will understand the science behind forensic investigations and utilize the tools and techniques of the field. This course is designed to integrate concepts in biology, chemistry, and physics and will include laboratory work. **Prerequisite: Passing grade in Biology**

590 AP Environmental Science Advanced Placement Grades 11, 12 1 credit

This course provides 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 taking this course are

required to complete summer course work and take the Advanced Placement exam offered by the College Board in this content area. All AP classes require that students take the AP exam in order to receive AP credit on their transcript. **Prerequisite: Grade of B or better in Biology and Chemistry or currently enrolled in Chemistry and teacher recommendation**

CAREERS WITH A SCIENCE BACKGROUND

| | |
|--|--|
| Doctor/Nurse Chemist Pharmacist Clinical Research Associate Medical Sales Forest Park Ranger Park Tour Guide Toxicologist Animal Shelter Clerk Ecologist Hydrologist Wildlife Biologist | Marine Biologist Paramedic Veterinarian Aquarist Market Researcher Research Scientist Forensic Scientist Environmental Consultant Engineer Teacher Soil Scientist |
|--|--|

TECHNOLOGY EDUCATION

Department Overview/Philosophy

The Career and Technology Education (CTE) Department incorporates Business and Technology Education.

In all CTE courses, students will develop and refine workplace and life skills necessary for post-secondary education and career opportunities. Students will demonstrate real world skills in an authentic professional environment.

All Technology Education courses address the school's academic learning expectations for content knowledge, effective communication, and problem solving and technology integration.

701 Foundations of Technology I Academic Grades 9, 10, 11, 12 1/2 credit

In this course, students will be introduced to the basics of construction and communication technology. Students will develop problem solving skills through open ended, project-based activities in construction and communication, such as structural engineering and technical graphics. After related theory is explored and discussed, design problems will be posed, and students will use the problem-solving process to implement, test and evaluate a solution.

702 Foundations of Technology II Academic Grades 9, 10, 11, 12 1/2 credit

This course explores the transportation and manufacturing areas of technology. Students will develop problem solving skills through open ended, project-based activities in transportation and manufacturing, such as automotive design and mass production. After related theory is explored and discussed, design problems will be posed, and students will use the problem-solving process to implement, test and evaluate a solution.

706 Life Skills Automotive Academic Grades 10, 11, 12 1/2 credit

A basic look at the automobile and what every driver should know. This course will cover basic maintenance procedures, unwrap the mysteries of the automobile, as well as help vehicle owners make informed decisions concerning automotive service. Classroom lessons, demonstrations, reading and writing assignments are integrated into the class. Students will be introduced to ASE automotive standards and be evaluated in accordance with them.

Students are expected to obtain their own automotive parts and consumable materials (oil, filters, etc.). This class is open to licensed drivers 16 and older.

711 Automotive II Academic Grades 11, 12 1/2 credit

This course builds on the knowledge presented in Life skills automotive. In this course, we will go deeper into each system, going beyond maintenance and into diagnosis and repair using actual vehicles and computer simulations. Students will perform engine diagnosis using OBD and OBDII test equipment. Students will also work in a commercial shop, creating computer repair orders, estimates and invoices for simulation purposes.

Students are expected to obtain their own automotive parts and consumable materials (oil, filters, etc.). This class is open to licensed drivers 16 and older.

707 Material Processing-Woodworking Tech Academic Grades 10, 11, 12 1/2 credit

This course will introduce the student to the tools, techniques and proper procedures for woodworking. Classroom lessons, demonstrations, reading and writing assignments are integrated into the class. The student will be taught the basic hand and power tools associated with shaping, cutting, forming and completing a wood-based project. In addition, students will become knowledgeable in the purchasing of tools and equipment for home use. The projects will be designed and built using mass production techniques.

715 Power Technology Academic Grades 10, 11, 12 1/2 credit

This course will provide students with a basic understanding of the operation, maintenance and repair of small gas engines. Students will perform disassembly, measurement and reconditioning of single cylinder, 4 stroke cycle engines. In addition, theory will be related to automotive gasoline and diesel engines, as well as alternative power sources. Students will be introduced to the standards of the small engine repair industry, as well as apply math and technical writing skills in accordance with state literacy and numeracy standards.

Students taking this class will be REQUIRED to supply a small single cylinder engine for their own work by the end of the first month of class.

716 Advanced Power Technology Academic Grades 10, 11, 12 1/2 credit

In this course, students will learn to diagnose and repair ignition and fuel systems, as well as drive systems and attachments commonly found on lawn and garden equipment. Related topics such as basic electricity, pneumatics, hydraulics, and mechanical power transmission will be discussed. Students will also learn related repair skills such as welding, metal fabrication and basic machining operations.

Prerequisite: Power Technology

717 Community Problem Solving Academic Grades 10, 11, 12 1/2 credit

In this course, students will solicit requests for small improvement projects within the school district and the community at large that require problem solving and design. Such projects may include adaptive equipment, beautification, and improved function. Projects may include, but are not limited to, the following: signage, outdoor furniture (benches, etc.), storage solutions (shelves, drawers, display cases, etc.) and educational manipulatives. Upon receiving requests, students would research the problem and brainstorm solutions. From these possible solutions, proposals would be created which would include a

bill of materials, overall cost, and a complete explanation of how this project would serve to fill the need. In most cases, a prototype or scale model would be created as a visual aid.

719 Home Maintenance and Improvement Academic Grades 10, 11, 12 1/2 credit

A basic look at what every homeowner should know. By the end of this course, students will demonstrate an understanding of the basic principles of carpentry, plumbing, electrical and climate control systems. Through hands-on activities, reading and writing assignments and demonstrations, students will explore many homeowners’ frequently asked questions.

720 Design and Manufacturing Academic Grades 10, 11, 12 1/2 credit

This course looks at the design process as a whole. In addition to Computer aided Drafting and traditional drafting and freehand sketching, students will create working drawings and then create and test prototypes in the lab. Students will see a product through from idea to actuality and also analyze their design for manufacturability. Projects will be given both individually and in groups. This course is in alignment with 2015 CTE standards in engineering technology. **Prerequisite: Algebra 1**

721 CAD-Architectural Drawing Academic Grades 10, 11, 12 1/2 credit

Similar to mechanical CAD, this course uses traditional drafting techniques as well as Envisioneer Architectural software to create complete 3D house designs from framing to interior décor and landscaping. Students will learn about the design process through computer applications, research and writing assignments and simulations. Students will also explore careers in architecture and building trades. An excellent complement to this course would be Home Maintenance and Improvement (HMI).

CAREERS WITH A TECHNOLOGY BACKGROUND

| | |
|----------------------------------|-------------------------|
| Civil Engineer | Flight Parts Engineer |
| Computer Software Engineer | Electrician |
| Environmental Technician | Automotive Clerk |
| Meteorologist | Photographer |
| Architect | Auto Service Technician |
| Carpenter | Auto-body Repair |
| Plumber | Bicycle Mechanic |
| Mechanic | Appliance Repairer |
| Graphic Designer | Building Inspector |
| Graphic Artist- Sports Marketing | Member of Armed Forces |
| Cabinet Designer | AutoCAD/Draftsman |
| Fabricator | CNC Router Operator |
| Project Manager | |

FAMILY AND CONSUMER SCIENCES

Department Overview/Philosophy

The Career and Technology Education (CTE) Department incorporates Business, Technology Education and Family and Consumer Science.

In all CTE courses, The Career and Technology Education (CTE) Department incorporates Business, Technology Education and Family and Consumer Science students will develop and refine workplace and life skills necessary for post-secondary education and career opportunities. Students will demonstrate real world skills in an authentic professional environment.

All Family and Consumer Science courses address the school's academic learning expectations for content knowledge, problem solving, and technology integration effective communication.

740 Introduction to Foods Academic Grades 9, 10, 11, 12 1/2 credit

This is a prerequisite course for Culinary Arts. Safety and Sanitation will be covered in depth, as well as an introduction to cooking techniques will be stressed. Some cooking techniques such as sautéing, frying, steaming, and braising will be practiced. Throughout the semester, students will also study aspects of adolescent nutrition.

741 Introduction to Baking Academic Grades 9, 10, 11, 12 1/2 credit

This course focuses on the development of baking skills. Different units include yeast and quick breads, pizza, cakes, and specialty desserts. A focus is placed on kitchen math concepts such as measurement, ratios and baker's percentage. Throughout the semester, students also study aspects of adolescent nutrition.

746 Culinary Arts Academic Grades 10, 11, 12 1 credit

This course concentrates on the development of fundamental culinary skills. Students learn about sanitation practices and nutrition along with proper preparation techniques for stocks and sauces, soups, breakfast, cold foods, appetizers, pasta, grains, vegetables, fruits and meats. Within each unit, students learn about current culinary trends and popular ethnic cuisines. A focus is placed on kitchen math concepts such as measurement, ratios and baker's percentage.

Throughout the year, students are introduced to various educational and career opportunities available to them in the culinary field. **Prerequisite: Introduction to Foods or Introduction to Baking**

762 Child Development Academic Grades 11, 12 1 credit

This course will focus on the study of children and parenting. The importance of child development from birth to age five is emphasized and used in observations and hands-on activities within the classroom. Students are required to complete observations and plan activities for preschool children in an accredited program.

768 Fashion Design Academic Grades 9, 10, 11, 12 1/2 credit

In this course students will learn about the history of fashion and designers who have shaped history, as well as textiles used in fashion today. Study will be made of individual body type and how color can flatter the wearer. Cost per student will be incurred for purchase of fabrics and additional items for the projects they will create.

769 Interior Design Academic Grades 9, 10, 11, 12 1/2 credit

Collage, design, and decide on your own style. All aspects of interior Design will be studied including the effects of color, design principles, floor plans, traffic flow and designing interior aspects. Students will create a portfolio of designs and redesign a space for a project.

CAREERS WITH A FAMILY AND CONSUMER SCIENCES BACKGROUND

| | |
|-------------------------|------------------------------|
| Chef | Food Stylist |
| Pastry Arts Chef | Spirits and Beverage Manager |
| Dietician | Retail Sales Associate |
| Nutritionist | House Stager |
| Fashion | Social Worker |
| Designer Buyer | Financial Services Rep. |
| Merchandiser | Hospitality Manager |
| Retail Sales | Production Worker |
| Associate Interior | Restaurateur |
| Designer Teacher | |
| Financial Services Rep. | |

ART

Department Overview/Philosophy

The Art Department at East Windsor High School offers a variety of classes to meet the diverse needs and interests of our students. The Arts have been identified as an integral part of the core curriculum that all students should participate in during their high school experience. Classes in the Visual Arts are intended for any student interested in the arts for enjoyment, for creating a portfolio for post graduate studies, or for career choice.

The department strives to be an inclusive community by respecting those of differing backgrounds and beliefs, initiating creative collaboration, and nurturing all students to develop self-identity. Through our curriculum, the department encourages imagination and creative ability, dedication, rigor and perseverance, develops artistic sensibility and discrimination, teaches the skills essential for further education and growth, and sensitizes students to world cultures and the aesthetic needs of people.

All Art courses address the school's academic learning expectations for content knowledge and effective communication.

813 Introduction to Art Academic Grades 9, 10, 11, 12 1/2 credit

This beginning course offers an introduction into the creative process and will guide students to begin to explore the world of art- creating, describing, analyzing, interpreting, and evaluating one's own work and the artwork of others. Students will explore a variety of art media techniques and processes such as drawing, painting, cartooning, perspective drawing, and sculpture. This course serves as a prerequisite for all other art courses.

814 Ceramics I Academic Grades 9, 10, 11, 12 1/2 credit

In this introductory course students will explore the sculptural and expressive qualities of clay to create both functional and sculptural pieces of art. Basic techniques and terminology will be studied and applied to create forms such as pinch and coil pots, mold and slab construction. Well thought out forms, designs and functional uses along with good craftsmanship will be emphasized. **Prerequisite: Introduction to Art**

815 Ceramics II Honors Grades 10, 11, 12 1/2 credit

An intermediate to advanced level course, this is a continuation/extension of Ceramics I. Wheel throwing will be explored as well as discovering how technique can be applied in a sculptural sense to create more complex forms. Advanced glazing and firing techniques will be uncovered as students interpret concepts and communicate ideas through their own developed individual artistic style. **Prerequisite: Ceramics I**

817 Drawing Academic Grades 9, 10, 11, 12 1/2 credit

This course will focus on the fundamentals of drawing. Students will learn the various ways in which the elements, principles of design and composition improve their creative approach and critical judgment as well as different ways to record what they observe. Students will also develop their creativity through applying the fundamentals of drawing to interpret concepts, themes, and universal ideas. Scratchboard, pen & ink, graphite, charcoal and pastels are some media that will be explored. **Prerequisite:**

Introduction to Art

818 Drawing II Honors Grades 10, 11, 12 1/2 credit

Observational skills will further be developed with a strong emphasis on the human figure/portraiture. Students will create, describe, analyze, interpret and judge their artwork as well as the artwork of others. Advanced drawing techniques will be uncovered as students interpret concepts and communicate ideas through their own developed individual artistic style. This class requires a strong dedication to art with practice extending beyond classroom time. **Prerequisite: Drawing I**

877 Exploring Painting Academic Grades 10, 11, 12 1/2 credit

This beginning level course will focus on the fundamentals of painting (where students will explore various painting styles, media techniques and processes), and will focus on how the elements and principles of design are applied through paint. Emphasis will be placed on how technique is applied to interpret concepts and ideas with a goal of developing an individual and unique approach to painting. Tempera, acrylic, and watercolor paints will be explored through a variety of creative and expressive techniques and processes. **Prerequisite: Introduction to Art**

890 Digital Art Academic Grades 9, 10, 11, 12 1/2 credit

This course is an introductory course where students will use technology to make their artwork come alive. Students will use some traditional art techniques, such as drawing and sculpture, along with computer software to explore animation, graphics, digital photography, and other digitally enhanced images.

824 Advanced Art Honors Grade 12 1 credit

This advanced level course will be both teacher and self-guided. This independent study will emphasize: a) developing individual artistic processes; b) encouraging self-discipline and integrity to a subject/area of study; c) deepening understanding of processes; and d) providing an opportunity for developing artistic voice. This class requires a strong dedication to art with practice extending beyond classroom time. (AP Portfolio for submission to the College Board for college credit will be an option/ requirement depending on if we run an AP course or if it remains Advanced Art.) **Prerequisite: Seniors only who have completed Introduction to Art as well as 2 other Art courses. Prior teacher approval needed for variations to these requirements**

883 Digital Photography I Academic

Grades 10, 11, 12

1/2 credit

This course is open to Sophomores, Juniors and Seniors. **It is highly recommended that the student has access to a digital 35mm camera.** The class will focus on the functions of a digital camera and developing the students' ability to apply the elements of composition to create an image that communicates a specific thought or idea, through the use of a digital camera and computer editing software in the communication of this thought or idea. Adobe Creative Suite will be used. The history of photography, artwork of famous photographers, and careers in photography will be explored as well.

888 Digital Photography II Honors

Grades 11, 12

1/2 credit

This is an advanced level course open to Juniors and Seniors interested in furthering their photography skills. **It is highly recommended that the student has access to a digital 35mm camera.** This course is a continuation of Digital Photography I and will focus on artistic voice through digital photographic media. Adobe Creative Suite will strongly be used to create works of art that are expressive, communicative, and personal. **Prerequisite: Digital Photography I**

CAREERS WITH A VISUAL ARTS BACKGROUND

| | |
|---------------------|----------------------|
| Advertising | Illustration |
| Airbrush | Interior Design |
| Artist | Layout Artist |
| Animation/Cartoonin | Media Director |
| g Architect | Monogram Artist |
| Art | Museum Director |
| Consultant | Painter |
| Art Critic | Painting Restorer |
| Art Dealer | Photographer |
| Art | Printmaker |
| Director | Production Assistant |
| Art Teacher | Sculptor |
| Artist/Designe | Set |
| r Curator | Designer |
| Desktop Publishing | Sketch |
| eBook Cover Artist | Artist Tattoo |
| Engraving | Artist |
| Fine Artist | Video Game Design |
| Freelance Artist | Visual |
| Freelancer | Communications Web |
| Graphic Artist | Designer |
| Graphic Design | |

MUSIC

Department Overview/Philosophy

The Music Department's philosophy is to educate students as artists/musicians who serve humanity by communicating effectively within their disciplines, lending creativity to themselves, peers and communities, and thereby making a positive impact upon society. The department strives to initiate creative collaboration, and to nurture all students to develop their art. The curriculum exposes students to various cultures and historic periods. The department encourages creativity, dedication, rigor and perseverance; develops artistic sensibility and discrimination; teaches the skills essential for further education and growth; and sensitizes students to world cultures. As an integral part of the curriculum, all students are offered the opportunity to develop a broad and balanced educational experience in which the arts are valued as an essential part of living and learning.

All Music courses address the school's academic learning expectations for content knowledge, diversity awareness, and effective communication.

850 Music Appreciation Academic Grades 9, 10, 11, 12 1/2 credit

Music Appreciation introduces students to the discipline of music through listening, discussion, lectures, and analysis. The course traces the historical development of music with an emphasis on Western art music. The course will also provide students with knowledge of basic music theory, elements of music, and the opportunity to compose music.

852 Concert Choir Honors Grades 10, 11, 12 1/2 credit

Open to students by audition only, this is a performance-based course where students will learn both Chorus and Concert Choir literature. Students will learn four-part harmony, an Italian solo, and acappella music. Students in this choir are required to meet during their class time and regularly after school. Like all choirs, they participate in major concerts throughout the year and travel to an adjudication festival each spring. **Prerequisite: Chorus and audition**

878 Chorus Academic Grades 9, 10, 11, 12 1/2 credit

Open to all students with the desire to sing in an ensemble. Chorus is designed to teach the fundamentals of singing and reading music. Emphasis is on learning good choral singing technique and developing skills involved in being part of a performing group. They will learn three-part choral music, sight-singing, notation, vocal anatomy, vocal health, and music vocabulary. This choir participates in major concerts throughout the year and travels to an adjudication festival each spring.

865 Concert Band/Jazz Band Honors Grades 9, 10, 11, 12 1 credit

In addition to the Concert Band description, this course is open to students with at least 2 years' experience on a jazz band instrument that includes saxophone, trombone, trumpet, piano, bass or drums. Students rehearse during the school day and after school hours. The performance schedule includes in-house concerts, adjudication festivals, civic and community performances. **Prerequisite: Teacher recommendation.**

854 Concert Band Academic Grades 9, 10, 11, 12 1 credit

Open to all students with at least one year of experience on a band instrument. Students enrolled in concert band are required to perform as a member of the marching band as per the marching band performance schedule. Students rehearse for an extensive performance schedule both during the school day and after school hours. Students will have the opportunity to be nominated to participate in the NCCC Music Festival and are encouraged to audition for Eastern Region and All State Music Festivals.

860 Piano Lab I Academic Grades 9, 10, 11, 12 1/2 credit

861 Piano Lab II Academic Grades 9, 10, 11, 12 1/2 credit

These are introductory courses in the basics of piano keyboard performance. Classroom topics include the study of the fundamentals of music (including rhythm, notation, and music reading), the performance of simple melodies, standard scales, and an introduction to composition.

862 Piano Lab III Academic Grades 9, 10, 11, 12 1/2 credit

863 Piano Lab IV Academic Grades 9, 10, 11, 12 1/2 credit

A continuation of Piano Lab 2 leading into complex music, multiple key signatures, additional scales and genres, chord progression, and progression in composition. Students will perform with an emphasis on musicality and expression.

CAREERS WITH A PERFORMING ARTS BACKGROUND

| | |
|----------------------|--------------------|
| Arts Director | Film/Television |
| Accompanist | Instrument |
| Actor | Repair Librettist |
| Music Store | Musician |
| Manager Arranger | Producer |
| Audio Engineer/Mixer | Promotions |
| Band Leader | Public Relations |
| Business Manager | Publisher |
| Choreographer | Radio Announcer |
| Composer | Sound Effect |
| Conductor | Technician Studio |
| Critic | Engineer Talent |
| DJ | scout/agent Ticket |
| Entertainer | Sales |
| | Event Planner |

HEALTH EDUCATION & PHYSICAL EDUCATION

Department Overview/Philosophy

Physical Education and Health are an integral part of the total education program of each student. All students will participate in programs that foster each student's personal health, fitness and safety. Through exposure to a variety of activities, students will gain the necessary knowledge to understand the importance of making educated decisions around opportunities to achieve and maintain a healthy lifestyle. Social skills, which include but are not limited to respect, cooperation, communication, teamwork and sportsmanship, are an important aspect of the Physical Education and Health curriculums.

All Health and Physical Education courses address the school's academic learning expectations for content knowledge, problem solving, technology integration, and effective communication.

HEALTH EDUCATION

052 Freshman Seminar Academic Grade 9 1/2 credit

This course is an introductory course to high school that all 9th graders must take. The purpose of this class is to ease the transition from middle school to high school, teach students organization skills and incorporate social-emotional learning strategies. The course will use the school-connect curriculum. "The program consists of four modules based on CASEL's Social and Emotional Learning (SEL) Competencies identified by researchers as critical to success in school, the workplace, and life in general: social awareness, self-awareness, self-management, relationship skills, and responsible decision making."

051 Health Education Academic Grade 10 1/2 credit

The purpose of this class is to provide information to students on how to lead a healthy lifestyle. The class will focus on discovering the answers to the following questions: How do I stay healthy? What can I do to avoid or reduce health risks? What influences my healthy behaviors and decisions? How do I make good decisions to keep myself healthy? How do I use the goal-setting process to improve my health? How do I make good decisions to keep myself healthy? How do I use the goal-setting process to improve my health? (½ credit Graduation requirement)

HEALTH EDUCATION ELECTIVE

070 Teen Leadership Academic Grades 9, 10, 11, 12 1/2 credit

Through the teen leadership curriculum, students will develop a healthy self-concept, healthy relationships, and a sense of personal responsibility. Students will understand emotional intelligence and the skills it measures, including self-awareness, self-control, self-motivation and social skills. Students will build skills in public speaking and communication as well as an understanding of personal image. They will develop an understanding of principle-based decision-making and learn to make responsible personal decisions. Students will be able to recognize and resist peer pressure and become better family members and citizens. Teen Leadership will help prepare the students for success in all they pursue, in and beyond school.

071 Care & Prevention of Athletic Injuries Academic Grades 9, 10, 11, 12 1/2 credit

The purpose of this class is to develop an understanding of the anatomy, physiology and kinesiology of the body. Students will also develop a basic understanding of injury prevention techniques, evaluation techniques, rehabilitation techniques and basic taping techniques. With this information students would be able to prevent, evaluate, manage and rehab common athletic injuries. Students will also be provided the opportunity to shadow a practicing athletic trainer in a school-based center.

PHYSICAL EDUCATION

082 Physical Education Fitness/Team Grades 9, 10 1/2 credit

Students will participate in activities that will work on improving physical fitness. In addition, this course will use a wide range of activities that will provide students with opportunities to develop team concepts.

083 Physical Education Individual/Wellness Grades 11, 12 1/2 credit

Successful completion of the fitness/team course is a prerequisite. This course will focus on developing an individual wellness plan. This course also allows students opportunities to learn and develop the skills necessary for life-long activities.

084 Unified Physical Education Grades 9, 10, 11, 12 1/2 credit

This class is designed to have each student gain an appreciation and understanding of one's abilities in a physical activity setting. In order to enroll, students will be required to apply via an application process. The experience will provide the opportunity for students to develop the skills and techniques for working with different populations and to develop leadership skills.

COLLEGE CREDIT OPPORTUNITIES

ADVANCED PLACEMENT PROGRAMS

The College Board, in cooperation with thousands of colleges, has established a program by which students earn college credit for work done in high school. The Advanced Placement Program offers high school students an opportunity to obtain college credit in different subject areas for work done while in high school. Each May, tests are given in the courses and students are given college credit based on their scores on these exams. Students might save time and money or perhaps open their college schedules to allow greater flexibility by qualifying through the Advanced Placement Program. Students who would like to participate in the Advanced Placement Program should plan to take the Advanced Placement courses offered in their junior and senior years and must also take Advanced Placement Tests in May of the course year. Students are required to take the AP exam in order to have the AP designation on their transcript.

THE UNIVERSITY OF CONNECTICUT EARLY COLLEGE EXPERIENCE

UConn Early College Experience (ECE) is a concurrent enrollment program that allows motivated high school students to take UConn courses at their high schools for both high school and college credit. Every course taken through UConn ECE is equivalent to the same course at the University of Connecticut. Students benefit by taking college courses in a setting that is both familiar and conducive to learning. High school instructors who have been certified through the University of Connecticut serve as adjunct faculty members and teach UConn ECE courses. Established in 1955, UConn Early College Experience is the nation's longest running concurrent enrollment program and is accredited by The National Alliance of Concurrent Enrollment Partnerships (NACEP).

East Windsor High School offers an ECE course in English (UConn Academic Writing). In order to take this course, students are charged a university credit fee. This 4-credit course is \$200.00. Fee waivers are available for students who qualify.

Students accepted into this program and who receive a C+ or better will earn university credits.

University credits are highly transferable to other universities.

For additional information, visit: www.ece.uconn.edu.

ASNUNTUCK COMMUNITY COLLEGE HIGH SCHOOL PARTNERSHIP PROGRAM

The Asnuntuck Community College High School Partnership Program is an opportunity to qualified high school juniors and seniors to enroll in credit classes at Asnuntuck free of tuition or fees.

Who is eligible to participate?

Juniors and seniors with a minimum scholastic average of 80% (B-) may apply. The program also hopes to offer opportunity to a diverse group of capable students who might not have considered college an option. Asnuntuck will pay tuition for eligible students to enroll in two general courses per semester.

What are typical classes available through the Partnership Program?

A wide variety of courses are offered through the Partnership Program. Please consult the Asnuntuck Community College course catalog available in the High School School Counseling Office.

Where are the courses offered?

Courses are offered at Asnuntuck Community College campus at 170 Elm Street, Enfield.

COLLEGE NOW - University of Hartford

The University of Hartford offers an opportunity to enroll in one college course per semester on a tuition free basis to outstanding high school seniors. The program is quite selective and open only to students who meet the following criteria.

- Qualified high school seniors who are in the top 15% of their class.
- Students who have maintained grades of “A” and “B” consistently in their academic courses.
- Students who have achieved a minimum of 1000 on the critical reading and math portions of the SAT or PSAT.

COLLEGE CAREER PATHWAYS

College Career Pathways credit, from Asnuntuck Community College, is available to high school sophomores, juniors and seniors in 10 area schools. College Career Pathways, 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 Asnuntuck Community College faculty.

Students apply for College Career Pathways at their high school and can be enrolled in various disciplines. Currently East Windsor High School offers Honors Algebra II as a CCP course. Students enrolled in this class are eligible to participate based on GPA. Students are required to fill out an Asnuntuck Community College AND College Career Pathway application to be eligible. The \$20 ACC application fee is waived.

Students must maintain a minimum B- (80-83) for each articulated class. 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.*

Students should visit www.asnuntuck.edu for more information.

*Most colleges accept incoming community college credit. Final decision is dependent on accepting college's transfer policy.

ADDITIONAL HIGH SCHOOL CREDIT OPPORTUNITIES

INDEPENDENT STUDY

Students choosing independent study work independently under a teacher's guidance to pursue their educational objectives, earning credit according to Board of Education policies. A student may initiate independent study by discussing the subject of interest with the academic leader or individual teacher in that same department.

Scheduling Procedures

Students wishing to pursue an independent study project should get an application from the School Counseling Office. The student will complete the application with whom they plan to work. The proposal will then be presented to the appropriate department, which will approve or disapprove based on the following criteria:

- Does the proposal meet the academic objectives and teach the desired skills of the department?
- Do the students' study habits, self-discipline and grades show evidence of the ability to work on a long term, in-depth project?

When approval is given, the proposal will be signed by the counselor and submitted to the principal for final approval. The counselor will be responsible for keeping the form on record. The teacher in charge will see that the grade is recorded on the student's report card. The same grading procedures apply as with any other subject.

Guidelines

- a. Independent study credit will be on the student's transcript.
- b. Students will be allowed to take independent study up to one-third of the total courses for the year.
- c. Normally, independent study during sophomore and junior years should be a sixth course, for senior year, a fifth course.
- d. Normally, a student will be allowed to take four credits of independent study toward the twenty-five credits required for graduation.
- e. In general, a student will not be allowed to take an independent study project in established courses.

EDGENUITY

Edgenuity is an internet based instructional program that offers a curriculum that is fully aligned to the Common Core Curriculum and East Windsor Public Schools curriculum. It features an intuitive, easy-to-use interface which makes navigating the course easy. Students can work at their own pace and must be motivated, self-directed learners. The program includes pre-assessments, multimedia, reading, examples, practice, quizzes, and tests. The courses are divided into 10, 12 or 13 units and then lessons within those units. Administrative approval for participation in Edgenuity is required.

SCHOOL CHOICE

Parents and students may explore other educational opportunities that are offered in the school district locally or regionally. These options may include magnet, charter, vocational-technical or vocational-agricultural schools or Open Choice.

PROSPECTIVE COLLEGE ATHLETES

NCAA INFORMATION

Students who are interested in participating in college athletics need to consult the National Collegiate Athletic Association Eligibility website: www.eligibilitycenter.org. College athletics are grouped by Divisions (I, II, & III) and each Division is governed by a specific set of student eligibility rules. Any student interested in participating in intercollegiate sports should discuss eligibility issues and procedures with their coach and school counselor and review the information provided on the NCAA website. Generally, if you are planning to enroll in college as a freshman and you wish to participate in Division I or Division II athletics, you must be certified by the NCAA Initial-Eligibility Clearinghouse. The Clearinghouse was established as a separate organization by the NCAA member institutions in January 1993. The Clearinghouse ensures consistent interpretation of NCAA initial-eligibility requirements for all prospective student athletes at all member institutions.

It is the student's responsibility to register with the Clearinghouse and make sure it receives the proper documentation it needs to certify you. Students must register with the NCAA Eligibility Center online and then visit the School Counseling office to complete a request form for an official transcript to be sent to the NCAA on their behalf.

Prospective college athletes should plan to start the certification process at the end of their junior year of high school. To be certified by the Eligibility Center, students must graduate from high school and meet very specific core courses, grade point average, and college admissions test score requirements. Again, students should refer to the NCAA website for a detailed description of these academic eligibility requirements. Ultimately, it is the student's responsibility to make sure they are taking the proper steps to meet these requirements.

GRIEVANCE PROCEDURES

EQUITY STATEMENT

It is the policy of the East Windsor Board of Education that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any program, including employment, because of race, color, religious creed, sex, age, national origin, ancestry, material status, sexual orientation, mental retardation, and past/present history of mental disorder, learning disability and physical disability.

GRIEVANCE PROCEDURE

A. Informal Procedure

If a person feels that he/she may have a grievance, he/she will first discuss that matter with the appropriate administrator in an effort to resolve the problem informally.

B. Formal Procedure

1. Level One - Grievance Coordinator

a. If the aggrieved person is not satisfied with the outcome of the informal procedures, the person shall submit such a claim as a written grievance to Statement of the grievance shall contain a statement of the facts, the remedy requested and a reference to the provision of the equity guidelines, which the person claims, has been violated.

b. The equity coordinator shall, within five (5) days after receipt of the written grievance, render a decision and the reason therefore in writing to the aggrieved person.

2. Level Two - Superintendent of Schools

a. If the aggrieved person is not satisfied with the disposition of such grievance at Level One, the person shall, within three (3) days after the decision, or within eight (8) days of formal presentation, file such written grievance with the Superintendent of Schools.

b. The Superintendent or designee shall, within ten- (10) days of receipt of the referral, meet with the aggrieved person for the purpose of resolving the grievance. A full and accurate record of such hearing shall be kept by the Superintendent and made available to any parties of interest upon written request.

c. The Superintendent shall, within five (5) days after the hearing, render a decision and provide the reasons in writing to the aggrieved person.

3. Level Three - Board of Education

a. If the aggrieved person is not satisfied with the disposition of such grievance at Level Two, the person shall, within three (3) days after the decision or within five (5) days after the final hearing, file the grievance with the Board of Education.

b. The Board of Education shall, within ten (10) days after receipt of the appeal, meet with the aggrieved person for the purpose of resolving the grievance. A full and accurate record of such hearing shall be kept by the superintendent and made available to any parties of interest upon written request.

c. The Board shall, within five (5) days after such meeting render its decision and the reasons therefore in writing to the aggrieved person.

4. Level Four – Appeal

If the aggrieved person is not satisfied with the disposition of the grievance, the person may appeal to the Office of Civil Rights, US Department of Health, Education, and Welfare, 8th Floor, 5 Post Office Square, Boston, MA 02109

COMPLIANCE OFFICERS

Title VII and Title IX: Lauren Wilcox, Human Resource Manager

504: Deirdre Osypuk, Ph.D., Special Education Director

ACCREDITATION STATEMENT

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

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of opportunities available to students who attend the institution. Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association

Commission of Public Schools

New England Association of Schools and Colleges

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Bedford, MA 01730

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