

2026-2027

# PROGRAM OF STUDIES

EAST WINDSOR HIGH SCHOOL  
76 SOUTH MAIN STREET  
EAST WINDSOR, CT 06088

# PROGRAM OF STUDIES

## 2026-2027

### ADMINISTRATION

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

### SCHOOL COUNSELING DEPARTMENT

| NAME          | TITLE     | GRADE LEVEL | FIRST LETTER OF LAST NAME OF STUDENT |
|---------------|-----------|-------------|--------------------------------------|
| Sharon Whalen | Counselor | 9-12        | A-K                                  |
| Nicole Walker | Counselor | 9-12        | L-Z                                  |

### CONTACT INFORMATION

| TITLE                                | NUMBER                |
|--------------------------------------|-----------------------|
| <b>EAST WINDSOR HIGH SCHOOL</b>      | 860-623-3361          |
| Allison Anderson                     | 860-623-3361 ext 7214 |
| Barbara Kaminski                     | 860-623-3361 ext 7215 |
| <b>EWHS SCHOOL COUNSELING OFFICE</b> | 860-623-4426          |
| Sharon Whalen                        | 860-623-3361 ext 7200 |
| Nicole Walker                        | 860-623-3361 ext 7202 |
| Riley Craney                         | 860-623-3361 ext 7201 |

# 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.

# 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, 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.

# 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.

# EWHS CAREER PATHWAYS

## ***East Windsor High School currently has 6 Pathways:***

- Construction\*
- Supply Chain & Transportation\*
- Hospitality, Events & Tourism\*
- Education\*
- Management & Entrepreneurship\*
- Public Service & Safety

The recommended Program of Study for these pathways are below.

\*Cluster that fits the workforce needs of Connecticut

## Construction

| Courses to Meet Graduation Requirements |                                                          |                                                |                                                                           |                                                               |
|-----------------------------------------|----------------------------------------------------------|------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------|
| Subject                                 | Grade 9                                                  | Grade 10                                       | Grade 11                                                                  | Grade 12                                                      |
| <b>Language Arts</b>                    | Freshman English (H or A)                                | AP Seminar<br>Sophomore English (A)            | AP English Lit & Composition<br>American Lit (H or A)                     | AP Eng Lang & Comp/UCONN ECE<br>Critical Reading & Writing    |
| <b>Mathematics</b>                      | Algebra I<br>Geometry (H)                                | Geometry (H or A)<br>Algebra II (H or A)       | Algebra II (H or A)<br>Probability/Stats<br>Pre-Calculus<br>AP Statistics | Trig/Stats<br>Pre-Calculus<br>AP Calculus AB<br>AP Statistics |
| <b>Science</b>                          | Earth Space Science (H or A)                             | Biology (H or A)                               | Chemistry (H or A)                                                        | Science Electives                                             |
| <b>Social Studies</b>                   | Modern World History (H or A)                            | Government (H or A)<br>Economics (H or A)      | AP US History<br>US History (H or A)                                      | Social Studies Electives                                      |
| <b>Other required courses</b>           | Freshman Seminar<br>Physical Education<br>World Language | Health<br>Physical Education<br>World Language | Math Life                                                                 | Math Life                                                     |

| Pathway Specific Courses/Certifications                           |                                      |                                                     |                           |
|-------------------------------------------------------------------|--------------------------------------|-----------------------------------------------------|---------------------------|
| Level One                                                         | Level Two                            | Level Three                                         | Level Four                |
| Foundations of Technology I <b>OR</b> Foundations of Technology 2 | Home Maintenance<br>Power Technology | Advanced Power Technology<br>Design & Manufacturing | Community Problem Solving |

| Additional Elective Courses to Consider |                                                             |                                                                                             |                                                                                                                                                               |                                                                                                                                                                          |
|-----------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | Grade 9                                                     | Grade 10                                                                                    | Grade 11                                                                                                                                                      | Grade 12                                                                                                                                                                 |
| Course                                  | Intro to Art<br>Drawing 1<br>Digital Art<br>Teen Leadership | Intro to Art<br>Drawing 1<br>Drawing 2<br>Digital Art<br>Digital Photo 1<br>Teen Leadership | Intro to Art<br>Drawing 1<br>Drawing 2<br>Digital Art<br>Digital Photo 1<br>Digital Photo 2<br>Teen Leadership<br>Math Life<br>AP Computer Science Principles | Intro to Art<br>Drawing 1<br>Drawing 2<br>Digital Art<br>Digital Photo 1<br>Digital Photo 2<br>Teen Leadership<br>Physics<br>Math Life<br>AP Computer Science Principles |

What possible industry recognized certifications can I earn while at EWHS? OSHA-10 Certification, Ladder Safety

What clubs can I join and/or what experiences can I have while at EWHS?

Gasoline Alley/Skills USA

Drama Club Production

## Supply Chain & Transportation

| Courses to Meet Graduation Requirements |                                                          |                                                |                                                                       |                                                               |
|-----------------------------------------|----------------------------------------------------------|------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------|
| Subject                                 | Grade 9                                                  | Grade 10                                       | Grade 11                                                              | Grade 12                                                      |
| <b>Language Arts</b>                    | Freshman English (H or A)                                | AP Seminar<br>Sophomore English (A)            | AP English Lit & Composition<br>American Lit (H or A)                 | AP Eng Lang & Comp/UCONN ECE<br>Critical Reading & Writing    |
| <b>Mathematics</b>                      | Algebra I<br>Geometry (H)                                | Geometry (H or A)<br>Algebra II (H or A)       | Alg II (H or A)<br>Probability/Stats<br>Pre-Calculus<br>AP Statistics | Trig/Stats<br>Pre-Calculus<br>AP Calculus AB<br>AP Statistics |
| <b>Science</b>                          | Earth Space Science (H or A)                             | Biology (H or A)                               | Chemistry (H or A)                                                    | Science Electives                                             |
| <b>Social Studies</b>                   | Modern World History (H or A)                            | Government (H or A)<br>Economics (H or A)      | AP US History<br>US History (H or A)                                  | Social Studies Electives                                      |
| <b>Other required courses</b>           | Freshman Seminar<br>Physical Education<br>World Language | Health<br>Physical Education<br>World Language | Math Life                                                             | Math Life                                                     |

| Pathway Specific Courses/Certifications                              |                                               |                                         |                           |
|----------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------|---------------------------|
| Level One                                                            | Level Two                                     | Level Three                             | Level Four                |
| Foundations of Technology I <b>OR</b><br>Foundations of Technology 2 | Power Technology<br>Advanced Power Technology | Life Skills Automotive<br>Automotive II | Community Problem Solving |

| Additional Elective Courses to Consider |                                      |                                                                                                           |                                                                                                                                                                               |                                                                                                                                                                               |
|-----------------------------------------|--------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | Grade 9                              | Grade 10                                                                                                  | Grade 11                                                                                                                                                                      | Grade 12                                                                                                                                                                      |
| Course                                  | Teen Leadership<br>Business Concepts | Teen Leadership<br>Business Concepts<br>Business Concepts 2<br>Design & Manufacturing<br>Home Maintenance | Teen Leadership<br>Business Concepts<br>Business Concepts 2<br>Design & Manufacturing<br>Home Maintenance<br>Math Life<br>AP Computer Science Principles<br>Intro to Business | Teen Leadership<br>Business Concepts<br>Business Concepts 2<br>Design & Manufacturing<br>Home Maintenance<br>Math Life<br>AP Computer Science Principles<br>Intro to Business |

What possible industry recognized certifications can I earn while at EWHS? OSHA-10 Certification

What clubs can I join and/or what experiences can I have while at EWHS?

Gasoline Alley/Skills USA

## Hospitality, Events, & Tourism

| Courses to Meet Graduation Requirements |                                                          |                                                |                                                                       |                                                               |
|-----------------------------------------|----------------------------------------------------------|------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------|
| Subject                                 | Grade 9                                                  | Grade 10                                       | Grade 11                                                              | Grade 12                                                      |
| Language Arts                           | Freshman English (H or A)                                | AP Seminar<br>Sophomore English (A)            | AP English Lit & Composition<br>American Lit (H or A)                 | AP Eng Lang & Comp/UCONN ECE<br>Critical Reading & Writing    |
| Mathematics                             | Algebra I<br>Geometry (H)                                | Geometry (H or A)<br>Algebra II (H or A)       | Alg II (H or A)<br>Probability/Stats<br>Pre-Calculus<br>AP Statistics | Trig/Stats<br>Pre-Calculus<br>AP Calculus AB<br>AP Statistics |
| Science                                 | Earth Space Science (H or A)                             | Biology (H or A)                               | Chemistry (H or A)                                                    | Science Electives                                             |
| Social Studies                          | Modern World History (H or A)                            | Government (H or A)<br>Economics (H or A)      | AP US History<br>US History (H or A)                                  | Social Studies Electives                                      |
| Other required courses                  | Freshman Seminar<br>Physical Education<br>World Language | Health<br>Physical Education<br>World Language | Math Life                                                             | Math Life                                                     |

| Pathway Specific Courses                   |                                               |                                                                      |                                                                   |
|--------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------|
| Level One                                  | Level Two                                     | Level Three                                                          | Level Four                                                        |
| Introduction to Foods<br>Business Concepts | Introduction to Baking<br>Business Concepts 2 | Culinary Arts<br>Restaurant<br>Entrepreneurship<br>Intro to Business | Culinary Arts<br>Restaurant Entrepreneurship<br>Intro to Business |

| Additional Elective Courses to Consider |                                 |                                                                                                          |                                                                                                                                                                                                               |                                                                                                                                                                                                               |
|-----------------------------------------|---------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | Grade 9                         | Grade 10                                                                                                 | Grade 11                                                                                                                                                                                                      | Grade 12                                                                                                                                                                                                      |
| Course                                  | Intro to Art<br>Teen Leadership | Intro to Art<br>Digital Art<br>Teen Leadership<br>Intro to Marketing<br>Sports & Entertainment Marketing | Intro to Art<br>Digital Art<br>Digital Photo 1<br>Digital Photo 2<br>Teen Leadership<br>Math Life<br>Math Life-Investing<br>Intro to Marketing<br>Sports & Entertainment Marketing<br>Sustainable Agriculture | Intro to Art<br>Digital Art<br>Digital Photo 1<br>Digital Photo 2<br>Teen Leadership<br>Math Life<br>Math Life-Investing<br>Intro to Marketing<br>Sports & Entertainment Marketing<br>Sustainable Agriculture |

What possible industry recognized certifications can I earn while at EWHS? Servsafe, CPR

What clubs can I join and/or what experiences can I have while at EWHS? ?

DECCA

Drama Club Production

## Education

| Courses to Meet Graduation Requirements |                                                          |                                                |                                                                                     |                                                                                |
|-----------------------------------------|----------------------------------------------------------|------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Subject                                 | Grade 9                                                  | Grade 10                                       | Grade 11                                                                            | Grade 12                                                                       |
| <b>Language Arts</b>                    | Freshman English (H or A)                                | AP Seminar<br>Sophomore English (A)            | AP English Lit & Composition<br>American Lit (H or A)                               | AP Eng Lang & Comp/UCONN ECE<br>Critical Reading & Writing                     |
| <b>Mathematics</b>                      | Algebra I<br>Geometry (H)                                | Geometry (H or A)<br>Algebra II (H or A)       | Algebra II (H or A)<br>Probability/Stats<br>Pre-Calculus (AP or H)<br>AP Statistics | Probability/Stats<br>AP Statistics<br>Pre-Calculus (AP or H)<br>AP Calculus AB |
| <b>Science</b>                          | Earth Space Science (H or A)                             | Biology (H or A)                               | Chemistry (H or A)                                                                  | Science Electives                                                              |
| <b>Social Studies</b>                   | Modern World History (H or A)                            | Government (H or A)<br>Economics (H or A)      | AP US History<br>US History (H or A)                                                | Social Studies Electives                                                       |
| <b>Other required courses</b>           | Freshman Seminar<br>Physical Education<br>World Language | Health<br>Physical Education<br>World Language | Math Life                                                                           | Math Life                                                                      |

| Pathway Specific Courses |                                                                          |                                       |                                   |
|--------------------------|--------------------------------------------------------------------------|---------------------------------------|-----------------------------------|
| Level One                | Level Two                                                                | Level Three                           | Level Four                        |
| Child Development        | Child Development<br>Dev Psychology<br>Beh Psychology<br>Teen Leadership | AP Psychology<br>Child Development II | Child Development II<br>Sociology |

| Additional Elective Courses to Consider |                                                                                                              |                                                                                                              |                                                                                                                                                                                |                                                                                                                                                                              |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | Grade 9                                                                                                      | Grade 10                                                                                                     | Grade 11                                                                                                                                                                       | Grade 12                                                                                                                                                                     |
| Course                                  | World Language<br>Intro to Art<br>Drawing<br>Digital Art<br>Ceramics<br>Band<br>Chorus<br>Music Appreciation | World Language<br>Intro to Art<br>Drawing<br>Digital Art<br>Ceramics<br>Band<br>Chorus<br>Music Appreciation | African American & Latino Studies<br>Probability & Statistics<br>Public Speaking<br>Intro to Art<br>Drawing<br>Digital Art<br>Ceramics<br>Band<br>Chorus<br>Music Appreciation | African American & Latino Studies<br>Probability & Statistics<br>AP Statistics<br>Intro to Art<br>Drawing<br>Digital Art<br>Ceramics<br>Band<br>Chorus<br>Music Appreciation |

What possible industry recognized certifications can I earn while at EWHS? Red Cross Babysitting Basics, CPR

What clubs can I join and/or what experiences can I have while at EWHS?

Educator's Rising

## Management & Entrepreneurship

| Courses to Meet Graduation Requirements |                                                          |                                                |                                                                       |                                                               |
|-----------------------------------------|----------------------------------------------------------|------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------|
| Subject                                 | Grade 9                                                  | Grade 10                                       | Grade 11                                                              | Grade 12                                                      |
| <b>Language Arts</b>                    | Freshman English (H or A)                                | Sophomore English (H or A)                     | AP English Lit & Composition<br>American Lit (H or A)                 | AP Eng Lang & Comp/UCONN<br>Critical Reading & Writing        |
| <b>Mathematics</b>                      | Algebra I<br>Geometry (H)                                | Geometry (H or A)<br>Algebra II (H or A)       | Alg II (H or A)<br>Probability/Stats<br>Pre-Calculus<br>AP Statistics | Trig/Stats<br>Pre-Calculus<br>AP Calculus AB<br>AP Statistics |
| <b>Science</b>                          | Earth Space Science (H or A)                             | Biology (H or A)                               | Chemistry (H or A)                                                    | Science Electives                                             |
| <b>Social Studies</b>                   | Modern World History (H or A)                            | Government (H or A)<br>Economics (H or A)      | AP US History<br>US History (H or A)                                  | Social Studies Electives                                      |
| <b>Other required courses</b>           | Freshmen Seminar<br>Physical Education<br>World Language | Health<br>Physical Education<br>World Language | Math Life                                                             | Math Life                                                     |

| Pathway Specific Courses         |                                         |                                                                                                                       |                                                                                                                                               |
|----------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Level One                        | Level Two                               | Level Three                                                                                                           | Level Four                                                                                                                                    |
| Business Concepts I<br>Economics | Business Concepts II<br>Public Speaking | Intro to Marketing<br>Sports Marketing<br>Math Life<br>Advanced Culinary & Restaurant Management<br>Intro to Business | Intro to Marketing<br>Sports Marketing<br>Math Life<br>Math Life- Investing<br>Advanced Culinary & Restaurant Management<br>Intro to Business |

| Additional Electives Courses to Consider |                                                                                                              |                                                                                                              |                                                                                                                                                                                     |                                                                                                                                                                                     |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | Grade 9                                                                                                      | Grade 10                                                                                                     | Grade 11                                                                                                                                                                            | Grade 12                                                                                                                                                                            |
| Course                                   | World Language<br>Intro to Art<br>Drawing<br>Digital Art<br>Ceramics<br>Band<br>Chorus<br>Music Appreciation | World Language<br>Intro to Art<br>Drawing<br>Digital Art<br>Ceramics<br>Band<br>Chorus<br>Music Appreciation | Teen Leadership<br>Public Speaking<br>Behavioral Psychology<br>Intro to Art<br>Drawing<br>Digital Art<br>Ceramics<br>Band<br>Chorus<br>Music Appreciation<br>AP Computer Principles | Teen Leadership<br>Public Speaking<br>Behavioral Psychology<br>Intro to Art<br>Drawing<br>Digital Art<br>Ceramics<br>Band<br>Chorus<br>Music Appreciation<br>AP Computer Principles |

What possible industry recognized certifications can I earn while at EWHS? Microsoft Excel, Microsoft Powerpoint, Microsoft Word, Google Project Management, Google Digital Marketing & E-commerce

What clubs can I join and/or what experiences can I have while at EWHS?

DECA

## Public Service & Safety

| Courses to Meet Graduation Requirements |                                                          |                                                |                                                                       |                                                               |
|-----------------------------------------|----------------------------------------------------------|------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------|
| Subject                                 | Grade 9                                                  | Grade 10                                       | Grade 11                                                              | Grade 12                                                      |
| <b>Language Arts</b>                    | Freshman English (H or A)                                | Sophomore English (H or A)                     | AP English Lit & Composition<br>American Lit (H or A)                 | AP Eng Lang & Comp/UCONN<br>Critical Reading & Writing        |
| <b>Mathematics</b>                      | Algebra I<br>Geometry (H)                                | Geometry (H or A)<br>Algebra II (H or A)       | Alg II (H or A)<br>Probability/Stats<br>Pre-Calculus<br>AP Statistics | Trig/Stats<br>Pre-Calculus<br>AP Calculus AB<br>AP Statistics |
| <b>Science</b>                          | Earth Space Science (H or A)                             | Biology (H or A)                               | Chemistry (H or A)                                                    | Science Electives                                             |
| <b>Social Studies</b>                   | Modern World History (H or A)                            | Government (H or A)<br>Economics (H or A)      | AP US History<br>US History (H or A)                                  | Social Studies Electives                                      |
| <b>Other required courses</b>           | Freshmen Seminar<br>Physical Education<br>World Language | Health<br>Physical Education<br>World Language | Math Life                                                             | Math Life                                                     |

| Pathway Specific Class |                                                                                               |                                                                                                                                                                             |                                                                                                                             |
|------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Level One              | Level Two                                                                                     | Level Three                                                                                                                                                                 | Level Four                                                                                                                  |
| Government<br>Health   | Developmental<br>Psychology<br>Behavioral Psychology<br>US History<br>Sociology<br>Government | Forensics<br>Care & Prevention<br>Teen Leadership<br>Anatomy & Physiology<br>Developmental Psychology<br>Behavioral Psychology<br>Probability & Statistics<br>AP US History | Forensics<br>Care & Prevention<br>Teen Leadership<br>Anatomy & Physiology<br>AP Chemistry<br>AP Psychology<br>AP Statistics |

| Additional Electives Courses to Consider |                                                                                                                 |                                                                                                              |                                                                                                                                                           |                                                                                                                                                           |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | Grade 9                                                                                                         | Grade 10                                                                                                     | Grade 11                                                                                                                                                  | Grade 12                                                                                                                                                  |
| Course                                   | World Language<br>Intro to Art<br>Drawing<br>Digital Art<br>Ceramics<br>Band<br>Chorus<br>Music<br>Appreciation | World Language<br>Intro to Art<br>Drawing<br>Digital Art<br>Ceramics<br>Band<br>Chorus<br>Music Appreciation | African American & Latino Studies<br>Intro to Art<br>Drawing<br>Digital Art<br>Ceramics<br>Band<br>Chorus<br>Music Appreciation<br>AP Computer Principles | African American & Latino Studies<br>Intro to Art<br>Drawing<br>Digital Art<br>Ceramics<br>Band<br>Chorus<br>Music Appreciation<br>AP Computer Principles |

What industry recognized certifications can I earn while at EWHS? CPR, FEMA Emergency Planning and other options through FEMA

What clubs can I join and/or what experiences can I have while at EWHS?

Model Congress

Police Cadet Program through East Windsor Police

Junior Fire Fighter Program through East Windsor and Broad Brook Fire Departments

# 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<br>(World History, US History, Civics)                                                                                                                                            | 3.00         |
| Humanities Electives*<br>(Art, Music, English, Social Studies, World Language)                                                                                                                   | 2.00         |
| STEM                                                                                                                                                                                             | 9.00         |
| Math                                                                                                                                                                                             | 3.00         |
| Science                                                                                                                                                                                          | 3.00         |
| STEM Electives*<br>(Math, Science, Technology, FACS, Business)                                                                                                                                   | 3.00         |
| PE/HEALTH/SAFETY                                                                                                                                                                                 | 2.00         |
| PE                                                                                                                                                                                               | 1.00         |
| Health                                                                                                                                                                                           | 0.50         |
| Health Elective                                                                                                                                                                                  | 0.50         |
| OTHER                                                                                                                                                                                            | 5.00         |
| World Language                                                                                                                                                                                   | 1.00         |
| Electives                                                                                                                                                                                        | 3.00         |
| Senior Portfolio & Community Service (CAPSTONE)                                                                                                                                                  | 1.00         |
| <b>TOTAL CREDITS</b>                                                                                                                                                                             | <b>25.00</b> |
| *Students need to earn .5 credit in Financial Literacy (Math Life). This can be fulfilled through either Humanities or STEM Electives. Completion of the FAFSA is also a graduation requirement. |              |

## **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](http://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 (9<sup>th</sup> - 12<sup>th</sup> 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 Requirement | 25 total credits |

### **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**

| <b>LETTER<br/>GRADE</b> | <b>AP/ECE</b> | <b>Honors (1)</b> | <b>Academic (2)</b> |
|-------------------------|---------------|-------------------|---------------------|
| 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 sports/extra-curricular activities:

- Pass a minimum of 5 classes for the year (fall eligibility) on top of the following below...
  - Pass a minimum of 5 classes for the most recent quarter report cards were submitted
  - Have no more than 1 failing (F) grade for the most recent quarter report cards were submitted
  - Maintain a C- (70) average for all classes in the most recent quarter report cards were submitted
  - A subject is considered a class that meets the standard of a Carnegie unit (Eligibility Rule 6.3).

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.

|            |                         |               |                |                 |
|------------|-------------------------|---------------|----------------|-----------------|
| <b>111</b> | <b>Freshman English</b> | <b>Honors</b> | <b>Grade 9</b> | <b>1 credit</b> |
|------------|-------------------------|---------------|----------------|-----------------|

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; 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**

|            |                         |                 |                |                 |
|------------|-------------------------|-----------------|----------------|-----------------|
| <b>112</b> | <b>Freshman English</b> | <b>Academic</b> | <b>Grade 9</b> | <b>1 credit</b> |
|------------|-------------------------|-----------------|----------------|-----------------|

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 and grammar practice are embedded in the curriculum.

|             |                   |                           |                 |                 |
|-------------|-------------------|---------------------------|-----------------|-----------------|
| <b>1121</b> | <b>AP Seminar</b> | <b>Advanced Placement</b> | <b>Grade 10</b> | <b>1 credit</b> |
|-------------|-------------------|---------------------------|-----------------|-----------------|

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in

order to craft and communicate evidence-based arguments. **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 writing refinement and reading. Vocabulary and grammar practice are embedded in the curriculum. Students study texts 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).

**197      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.**

|            |                            |                 |                 |                 |
|------------|----------------------------|-----------------|-----------------|-----------------|
| <b>132</b> | <b>American Literature</b> | <b>Academic</b> | <b>Grade 11</b> | <b>1 credit</b> |
|------------|----------------------------|-----------------|-----------------|-----------------|

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.

|            |                                        |                           |                 |                 |
|------------|----------------------------------------|---------------------------|-----------------|-----------------|
| <b>137</b> | <b>AP English Lit. and Composition</b> | <b>Advanced Placement</b> | <b>Grade 11</b> | <b>1 credit</b> |
|------------|----------------------------------------|---------------------------|-----------------|-----------------|

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; completion of summer work; and teacher recommendation**

|            |                                                                   |               |                 |
|------------|-------------------------------------------------------------------|---------------|-----------------|
| <b>145</b> | <b>AP English/Language and Composition/UCONN Academic Writing</b> | <b>ECE/AP</b> | <b>1 credit</b> |
|------------|-------------------------------------------------------------------|---------------|-----------------|

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**

|            |                                     |                 |                 |                 |
|------------|-------------------------------------|-----------------|-----------------|-----------------|
| <b>160</b> | <b>Critical Reading and Writing</b> | <b>Academic</b> | <b>Grade 12</b> | <b>1 credit</b> |
|------------|-------------------------------------|-----------------|-----------------|-----------------|

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.

|            |                        |                 |                         |                   |
|------------|------------------------|-----------------|-------------------------|-------------------|
| <b>982</b> | <b>SAT Preparation</b> | <b>Academic</b> | <b>Grade 10, 11, 12</b> | <b>1/2 credit</b> |
|------------|------------------------|-----------------|-------------------------|-------------------|

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**

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

# 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.

|            |                             |               |                |                 |
|------------|-----------------------------|---------------|----------------|-----------------|
| <b>205</b> | <b>Modern World History</b> | <b>Honors</b> | <b>Grade 9</b> | <b>1 credit</b> |
|------------|-----------------------------|---------------|----------------|-----------------|

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**

|            |                             |                 |                |                 |
|------------|-----------------------------|-----------------|----------------|-----------------|
| <b>206</b> | <b>Modern World History</b> | <b>Academic</b> | <b>Grade 9</b> | <b>1 credit</b> |
|------------|-----------------------------|-----------------|----------------|-----------------|

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.

|            |                   |               |                         |                   |
|------------|-------------------|---------------|-------------------------|-------------------|
| <b>250</b> | <b>Government</b> | <b>Honors</b> | <b>Grade 10, 11, 12</b> | <b>1/2 credit</b> |
|------------|-------------------|---------------|-------------------------|-------------------|

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 is the right amount of government?" 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**

|            |                   |                 |                          |                   |
|------------|-------------------|-----------------|--------------------------|-------------------|
| <b>251</b> | <b>Government</b> | <b>Academic</b> | <b>Grades 10, 11, 12</b> | <b>1/2 credit</b> |
|------------|-------------------|-----------------|--------------------------|-------------------|

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 is the right amount of government?" 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.

|            |                  |               |                          |                   |
|------------|------------------|---------------|--------------------------|-------------------|
| <b>227</b> | <b>Economics</b> | <b>Honors</b> | <b>Grades 10, 11, 12</b> | <b>1/2 credit</b> |
|------------|------------------|---------------|--------------------------|-------------------|

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**

|            |                  |                 |                          |                   |
|------------|------------------|-----------------|--------------------------|-------------------|
| <b>228</b> | <b>Economics</b> | <b>Academic</b> | <b>Grades 10, 11, 12</b> | <b>1/2 credit</b> |
|------------|------------------|-----------------|--------------------------|-------------------|

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?"

|            |                        |                           |                 |                 |
|------------|------------------------|---------------------------|-----------------|-----------------|
| <b>231</b> | <b>A.P. US History</b> | <b>Advanced Placement</b> | <b>Grade 11</b> | <b>1 credit</b> |
|------------|------------------------|---------------------------|-----------------|-----------------|

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**

|            |                              |               |                 |                 |
|------------|------------------------------|---------------|-----------------|-----------------|
| <b>236</b> | <b>United States History</b> | <b>Honors</b> | <b>Grade 11</b> | <b>1 credit</b> |
|------------|------------------------------|---------------|-----------------|-----------------|

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**

|            |                              |                 |                 |                 |
|------------|------------------------------|-----------------|-----------------|-----------------|
| <b>232</b> | <b>United States History</b> | <b>Academic</b> | <b>Grade 11</b> | <b>1 credit</b> |
|------------|------------------------------|-----------------|-----------------|-----------------|

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.

|            |                  |               |                      |                   |
|------------|------------------|---------------|----------------------|-------------------|
| <b>240</b> | <b>Sociology</b> | <b>Honors</b> | <b>Grades 11, 12</b> | <b>1/2 credit</b> |
|------------|------------------|---------------|----------------------|-------------------|

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**

|            |                  |                 |                      |                   |
|------------|------------------|-----------------|----------------------|-------------------|
| <b>243</b> | <b>Sociology</b> | <b>Academic</b> | <b>Grades 11, 12</b> | <b>1/2 credit</b> |
|------------|------------------|-----------------|----------------------|-------------------|

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.

|            |                                    |               |                      |                   |
|------------|------------------------------------|---------------|----------------------|-------------------|
| <b>256</b> | <b>Advanced Government Studies</b> | <b>Honors</b> | <b>Grades 11, 12</b> | <b>1/2 credit</b> |
|------------|------------------------------------|---------------|----------------------|-------------------|

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**

|            |                                            |                 |                      |                 |
|------------|--------------------------------------------|-----------------|----------------------|-----------------|
| <b>257</b> | <b>African American and Latino Studies</b> | <b>Academic</b> | <b>Grades 11, 12</b> | <b>1 credit</b> |
|------------|--------------------------------------------|-----------------|----------------------|-----------------|

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.

|            |                      |                           |                      |                 |
|------------|----------------------|---------------------------|----------------------|-----------------|
| <b>261</b> | <b>AP Psychology</b> | <b>Advanced Placement</b> | <b>Grades 11, 12</b> | <b>1 credit</b> |
|------------|----------------------|---------------------------|----------------------|-----------------|

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**

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

# 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.

|            |                  |                 |                         |                 |
|------------|------------------|-----------------|-------------------------|-----------------|
| <b>321</b> | <b>Spanish I</b> | <b>Academic</b> | <b>Grades 9, 10, 11</b> | <b>1 credit</b> |
|------------|------------------|-----------------|-------------------------|-----------------|

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.

|            |                   |                 |                             |                 |
|------------|-------------------|-----------------|-----------------------------|-----------------|
| <b>322</b> | <b>Spanish II</b> | <b>Academic</b> | <b>Grades 9, 10, 11, 12</b> | <b>1 credit</b> |
|------------|-------------------|-----------------|-----------------------------|-----------------|

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**

|            |                   |               |                             |                 |
|------------|-------------------|---------------|-----------------------------|-----------------|
| <b>320</b> | <b>Spanish II</b> | <b>Honors</b> | <b>Grades 9, 10, 11, 12</b> | <b>1 credit</b> |
|------------|-------------------|---------------|-----------------------------|-----------------|

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 and speaking abilities. **Prerequisite: B- or better in Spanish 1**

|            |                    |               |                          |                 |
|------------|--------------------|---------------|--------------------------|-----------------|
| <b>323</b> | <b>Spanish III</b> | <b>Honors</b> | <b>Grades 10, 11, 12</b> | <b>1 credit</b> |
|------------|--------------------|---------------|--------------------------|-----------------|

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

**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. Students 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**

**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.

**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.

**325      UCONN Spanish Conversation      ECE      Grades 11 & 12      1 credit**

This course is designed to enhance students' Spanish language skills, focusing on conversation and exploring various cultural topics. It aims to help students develop proficiency in spoken Spanish, allowing them to engage in meaningful dialogues while also gaining insight into the diverse cultures of Spanish-speaking countries. Through interactive activities, group discussions, and project-based learning, students will not only improve their language skills but also deepen their understanding of the global community.

**319      UCONN Intermediate Spanish Composition      ECE      Grades 11 & 12      1 credit**

In this course, students will be building upon the foundation laid in the prerequisite course. Students will further develop their Spanish writing skills. This composition course is essential for preparing students for college-level Spanish studies and future language-related careers. This course will provide students with a deeper understanding of Hispanic culture, literature and foster intercultural competence.

**CAREERS WITH A WORLD LANGUAGES BACKGROUND**

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

# 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.

|            |                  |               |                     |                 |
|------------|------------------|---------------|---------------------|-----------------|
| <b>447</b> | <b>Algebra I</b> | <b>Honors</b> | <b>Grades 9, 10</b> | <b>1 credit</b> |
|------------|------------------|---------------|---------------------|-----------------|

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**

|            |                  |                 |                     |                 |
|------------|------------------|-----------------|---------------------|-----------------|
| <b>402</b> | <b>Algebra I</b> | <b>Academic</b> | <b>Grades 9, 10</b> | <b>1 credit</b> |
|------------|------------------|-----------------|---------------------|-----------------|

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**

|            |                 |               |                             |                 |
|------------|-----------------|---------------|-----------------------------|-----------------|
| <b>411</b> | <b>Geometry</b> | <b>Honors</b> | <b>Grades 9, 10, 11, 12</b> | <b>1 credit</b> |
|------------|-----------------|---------------|-----------------------------|-----------------|

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**

|            |                 |                 |                     |                 |
|------------|-----------------|-----------------|---------------------|-----------------|
| <b>412</b> | <b>Geometry</b> | <b>Academic</b> | <b>Grades 9, 10</b> | <b>1 credit</b> |
|------------|-----------------|-----------------|---------------------|-----------------|

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**

|            |                   |               |                          |                 |
|------------|-------------------|---------------|--------------------------|-----------------|
| <b>421</b> | <b>Algebra II</b> | <b>Honors</b> | <b>Grades 10, 11, 12</b> | <b>1 credit</b> |
|------------|-------------------|---------------|--------------------------|-----------------|

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**

|            |                   |                 |                          |                 |
|------------|-------------------|-----------------|--------------------------|-----------------|
| <b>422</b> | <b>Algebra II</b> | <b>Academic</b> | <b>Grades 10, 11, 12</b> | <b>1 credit</b> |
|------------|-------------------|-----------------|--------------------------|-----------------|

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**

|            |                                      |               |                      |                 |
|------------|--------------------------------------|---------------|----------------------|-----------------|
| <b>453</b> | <b>Trigonometry &amp; Statistics</b> | <b>Honors</b> | <b>Grades 11, 12</b> | <b>1 credit</b> |
|------------|--------------------------------------|---------------|----------------------|-----------------|

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**

|            |                                      |                 |                      |                 |
|------------|--------------------------------------|-----------------|----------------------|-----------------|
| <b>442</b> | <b>Trigonometry &amp; Statistics</b> | <b>Academic</b> | <b>Grades 11, 12</b> | <b>1 credit</b> |
|------------|--------------------------------------|-----------------|----------------------|-----------------|

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**

|            |                     |               |                      |                 |
|------------|---------------------|---------------|----------------------|-----------------|
| <b>443</b> | <b>Pre-Calculus</b> | <b>Honors</b> | <b>Grades 11, 12</b> | <b>1 credit</b> |
|------------|---------------------|---------------|----------------------|-----------------|

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**

|             |                       |                           |                      |                 |
|-------------|-----------------------|---------------------------|----------------------|-----------------|
| <b>1443</b> | <b>AP Precalculus</b> | <b>Advanced Placement</b> | <b>Grades 11, 12</b> | <b>1 credit</b> |
|-------------|-----------------------|---------------------------|----------------------|-----------------|

AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science. Throughout this course, students develop and hone symbolic manipulation skills, including solving equations and manipulating expressions, for the many function types throughout the course. Students also learn that functions and their compositions, inverses, and transformations are understood through graphical, numerical, analytical, and verbal representations, which reveal different attributes of the functions and are useful for solving problems in mathematical and applied contexts. In

turn, the skills learned in this course are widely applicable to situations that involve quantitative reasoning.

**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. **Prerequisite: Teacher recommendation.**

**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, reactions, and stoichiometry. 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, reactions, and stoichiometry. Mathematical skills and laboratory work are an integral part of Chemistry. **Prerequisite: Must have passed Biology and Algebra I. Teacher recommendation required.**

**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 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**

|            |                                 |                 |                      |                 |
|------------|---------------------------------|-----------------|----------------------|-----------------|
| <b>572</b> | <b>Anatomy &amp; Physiology</b> | <b>Academic</b> | <b>Grades 11, 12</b> | <b>1 credit</b> |
|------------|---------------------------------|-----------------|----------------------|-----------------|

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: Must have achieved a C or better in Biology.**

|            |                              |                 |                           |                   |
|------------|------------------------------|-----------------|---------------------------|-------------------|
| <b>506</b> | <b>Environmental Science</b> | <b>Academic</b> | <b>Grades 11 &amp; 12</b> | <b>1/2 credit</b> |
|------------|------------------------------|-----------------|---------------------------|-------------------|

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.

|            |                                |                 |                           |                     |
|------------|--------------------------------|-----------------|---------------------------|---------------------|
| <b>505</b> | <b>Sustainable Agriculture</b> | <b>Academic</b> | <b>Grades 11 &amp; 12</b> | <b>1 / 2 credit</b> |
|------------|--------------------------------|-----------------|---------------------------|---------------------|

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 themselves or their community 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.

|            |                |                 |                      |                   |
|------------|----------------|-----------------|----------------------|-------------------|
| <b>538</b> | <b>Zoology</b> | <b>Academic</b> | <b>Grades 11, 12</b> | <b>1/2 credit</b> |
|------------|----------------|-----------------|----------------------|-------------------|

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**

|            |                  |                 |                      |                   |
|------------|------------------|-----------------|----------------------|-------------------|
| <b>585</b> | <b>Forensics</b> | <b>Academic</b> | <b>Grades 11, 12</b> | <b>1/2 credit</b> |
|------------|------------------|-----------------|----------------------|-------------------|

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**

|            |                                 |                           |                      |                 |
|------------|---------------------------------|---------------------------|----------------------|-----------------|
| <b>590</b> | <b>AP Environmental Science</b> | <b>Advanced Placement</b> | <b>Grades 11, 12</b> | <b>1 credit</b> |
|------------|---------------------------------|---------------------------|----------------------|-----------------|

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

# 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, 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 will also use the flat rate payscale to track hours.. Flare rae is the industry standard for automotive services.

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. Students will also work with multi cylinder engines used in industrial and agricultural equipment. 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.

**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. Agricultural and industrial 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 such as turning and milling. **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. Once approved, the proposed project would be built and delivered.

**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.

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 CTE standards in engineering technology. **Prerequisite: Algebra 1**

### **CAREERS WITH A TECHNOLOGY BACKGROUND**

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

# 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**

**752      Child Development 1                      Academic                      Grades 11, 12                      1/2 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.

**770 Child Development 2 Academic Grades 11, 12 1/2 credit**

In this semester course, students will learn more about human behavior. This course will culminate with the class creating and implementing lessons to students. This course would be part of the education pathway.

**747 Advanced Culinary Arts & Restaurant Management Academic Grades 11, 12 1/2 credit**

In this semester course, students will not only refine their culinary skills but also learn the principles of branding, marketing, and business operations specific to the hospitality industry.

**CAREERS WITH A FAMILY AND CONSUMER SCIENCES BACKGROUND**

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

# BUSINESS

## 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 Business courses address the school's academic learning expectations for content knowledge, problem solving, diversity awareness and technology integration effective communication.

|            |                          |                 |                             |                   |
|------------|--------------------------|-----------------|-----------------------------|-------------------|
| <b>612</b> | <b>Business Concepts</b> | <b>Academic</b> | <b>Grades 9, 10, 11, 12</b> | <b>1/2 credit</b> |
|------------|--------------------------|-----------------|-----------------------------|-------------------|

This introductory business course provides students with a contemporary view of various business topics. Issues and trends affecting business and consumers, environmental issues, business ethics, business law and technology are covered.

|            |                             |                 |                             |                   |
|------------|-----------------------------|-----------------|-----------------------------|-------------------|
| <b>613</b> | <b>Business Concepts II</b> | <b>Academic</b> | <b>Grades 9, 10, 11, 12</b> | <b>1/2 credit</b> |
|------------|-----------------------------|-----------------|-----------------------------|-------------------|

This course introduces the principles and practices of business management. Topics include: Informational and legal foundations for business management; economic, and societal environment of business, finance, and marketing; planning, organizing, leading and controlling a business organization. Students will begin looking at business law, business in a global economy, government's role in business, and business communications.

|            |                                  |                 |                          |                   |
|------------|----------------------------------|-----------------|--------------------------|-------------------|
| <b>619</b> | <b>Introduction to Marketing</b> | <b>Academic</b> | <b>Grades 10, 11, 12</b> | <b>1/2 credit</b> |
|------------|----------------------------------|-----------------|--------------------------|-------------------|

In this course students will understand the basics of marketing and how to identify customers and appeal to target markets to generate the most business possible..

|            |                                             |                 |                          |                   |
|------------|---------------------------------------------|-----------------|--------------------------|-------------------|
| <b>624</b> | <b>Sports &amp; Entertainment Marketing</b> | <b>Academic</b> | <b>Grades 10, 11, 12</b> | <b>1/2 credit</b> |
|------------|---------------------------------------------|-----------------|--------------------------|-------------------|

In this course students will learn about marketing concepts and theories that apply to sports, sporting events and the entertainment industry. This course will cover basic marketing, target marketing, sponsorship, event marketing, promotions, sponsorship proposals and marketing plans for both sports and entertainment industries. **Prerequisite: Introduction to Marketing**

|             |                                 |               |                      |                 |
|-------------|---------------------------------|---------------|----------------------|-----------------|
| <b>1619</b> | <b>Introduction to Business</b> | <b>Honors</b> | <b>Grades 11, 12</b> | <b>1 credit</b> |
|-------------|---------------------------------|---------------|----------------------|-----------------|

This course introduces students to foundational business concepts including management, marketing, entrepreneurship, finance, and business ethics. Students will have the opportunity to earn college credit through this course with CT State at Asnuntuck. Prerequisites: Business Concepts, Economics and Teacher recommendation

**CAREERS WITH A BUSINESS BACKGROUND**

|              |                  |
|--------------|------------------|
| Accountant   | Human Resources  |
| Auditor      | Admin Assistant  |
| Financial    | Stockbroker      |
| Analyst      | Payroll Admin    |
| Buyer        | Office Manager   |
| Bank Teller  | Public Relations |
| Bookkeeper   | Benefits Analyst |
| Recruiter    | Hotel Manager    |
| Data Entry   | Finance Director |
| Sales/Retail | Restaurant       |
| Hotel        | Manager          |
| Manager      | Portfolio        |
| Marketing    | Manager          |
| Specialist   | Market Research  |
| Advertising  | Purchasing Agent |
| Real Estate  |                  |

# 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.

|            |                            |                 |                             |                   |
|------------|----------------------------|-----------------|-----------------------------|-------------------|
| <b>813</b> | <b>Introduction to Art</b> | <b>Academic</b> | <b>Grades 9, 10, 11, 12</b> | <b>1/2 credit</b> |
|------------|----------------------------|-----------------|-----------------------------|-------------------|

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, printmaking, perspective drawing, and sculpture. This course serves as a prerequisite for all other art courses.

|            |                   |                 |                             |                   |
|------------|-------------------|-----------------|-----------------------------|-------------------|
| <b>814</b> | <b>Ceramics I</b> | <b>Academic</b> | <b>Grades 9, 10, 11, 12</b> | <b>1/2 credit</b> |
|------------|-------------------|-----------------|-----------------------------|-------------------|

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

|            |                    |               |                          |                   |
|------------|--------------------|---------------|--------------------------|-------------------|
| <b>815</b> | <b>Ceramics II</b> | <b>Honors</b> | <b>Grades 10, 11, 12</b> | <b>1/2 credit</b> |
|------------|--------------------|---------------|--------------------------|-------------------|

An intermediate to advanced level course, this is a continuation/extension of Ceramics I. Wheel throwing and mold making 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**

|            |                |                 |                             |                   |
|------------|----------------|-----------------|-----------------------------|-------------------|
| <b>817</b> | <b>Drawing</b> | <b>Academic</b> | <b>Grades 9, 10, 11, 12</b> | <b>1/2 credit</b> |
|------------|----------------|-----------------|-----------------------------|-------------------|

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

|            |                   |               |                          |                   |
|------------|-------------------|---------------|--------------------------|-------------------|
| <b>818</b> | <b>Drawing II</b> | <b>Honors</b> | <b>Grades 10, 11, 12</b> | <b>1/2 credit</b> |
|------------|-------------------|---------------|--------------------------|-------------------|

|            |                              |                 |                          |                   |
|------------|------------------------------|-----------------|--------------------------|-------------------|
| <b>883</b> | <b>Digital Photography I</b> | <b>Academic</b> | <b>Grades 10, 11, 12</b> | <b>1/2 credit</b> |
|------------|------------------------------|-----------------|--------------------------|-------------------|

|            |                               |               |                      |                   |
|------------|-------------------------------|---------------|----------------------|-------------------|
| <b>888</b> | <b>Digital Photography II</b> | <b>Honors</b> | <b>Grades 11, 12</b> | <b>1/2 credit</b> |
|------------|-------------------------------|---------------|----------------------|-------------------|

|            |                  |                 |                     |                   |
|------------|------------------|-----------------|---------------------|-------------------|
| <b>800</b> | <b>2D Design</b> | <b>Academic</b> | <b>Grades 10-12</b> | <b>1/2 credit</b> |
|------------|------------------|-----------------|---------------------|-------------------|

|            |                  |                 |                     |                   |
|------------|------------------|-----------------|---------------------|-------------------|
| <b>801</b> | <b>3D Design</b> | <b>Academic</b> | <b>Grades 10-12</b> | <b>1/2 credit</b> |
|------------|------------------|-----------------|---------------------|-------------------|

|            |                          |                           |                      |                 |
|------------|--------------------------|---------------------------|----------------------|-----------------|
| <b>802</b> | <b>AP Art and Design</b> | <b>Advanced Placement</b> | <b>Grades 11, 12</b> | <b>1 credit</b> |
|------------|--------------------------|---------------------------|----------------------|-----------------|

- AP 2-D Art and Design,
- AP 3-D Art and Design,
- AP Drawing

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### **CAREERS WITH A VISUAL ARTS BACKGROUND**

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

# 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.

|            |                           |                 |                             |                   |
|------------|---------------------------|-----------------|-----------------------------|-------------------|
| <b>850</b> | <b>Music Appreciation</b> | <b>Academic</b> | <b>Grades 9, 10, 11, 12</b> | <b>1/2 credit</b> |
|------------|---------------------------|-----------------|-----------------------------|-------------------|

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.

|            |                      |               |                          |                   |
|------------|----------------------|---------------|--------------------------|-------------------|
| <b>852</b> | <b>Concert Choir</b> | <b>Honors</b> | <b>Grades 10, 11, 12</b> | <b>1/2 credit</b> |
|------------|----------------------|---------------|--------------------------|-------------------|

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 a cappella 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**

|            |               |                 |                             |                   |
|------------|---------------|-----------------|-----------------------------|-------------------|
| <b>878</b> | <b>Chorus</b> | <b>Academic</b> | <b>Grades 9, 10, 11, 12</b> | <b>1/2 credit</b> |
|------------|---------------|-----------------|-----------------------------|-------------------|

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.

|            |                               |               |                             |                 |
|------------|-------------------------------|---------------|-----------------------------|-----------------|
| <b>865</b> | <b>Concert Band/Jazz Band</b> | <b>Honors</b> | <b>Grades 9, 10, 11, 12</b> | <b>1 credit</b> |
|------------|-------------------------------|---------------|-----------------------------|-----------------|

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.

**8800    AP Music Theory                                      Advanced Placement                                      Grades 11, 12                                      1 credit**

This course teaches the fundamentals of music, harmony and voice leading, as well as an introduction to Modal Theory and Form. This class can supplement a 1 or 2 semester Music Theory course at an accredited college or university. While preparing for the AP Exam, students will learn how to sing melodies on sight, identify concepts of music in the context of larger historical works, and be able to complete and compose basic melodies and harmonies based on cues and prompts.

**8801    Music Theory                                              Academic                                              Grades 10-12                                              1/2 credit**

This course focuses on the learning of reading, writing, and understanding the background and complexities of music. Students will learn how to write and compose music. Music theory provides students with a basis of musical fundamentals including harmony, melody, chordal recognition and form.

### **CAREERS WITH A PERFORMING ARTS BACKGROUND**

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

|            |                         |                 |                |                   |
|------------|-------------------------|-----------------|----------------|-------------------|
| <b>052</b> | <b>Freshman Seminar</b> | <b>Academic</b> | <b>Grade 9</b> | <b>1/2 credit</b> |
|------------|-------------------------|-----------------|----------------|-------------------|

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. "Students will build skills 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."

|            |                         |                 |                 |                   |
|------------|-------------------------|-----------------|-----------------|-------------------|
| <b>051</b> | <b>Health Education</b> | <b>Academic</b> | <b>Grade 10</b> | <b>1/2 credit</b> |
|------------|-------------------------|-----------------|-----------------|-------------------|

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 make good decisions to keep myself healthy? Projects will be used to guide student development. (½ credit Graduation requirement)

## HEALTH EDUCATION ELECTIVE

|            |                        |                 |                             |                   |
|------------|------------------------|-----------------|-----------------------------|-------------------|
| <b>070</b> | <b>Teen Leadership</b> | <b>Academic</b> | <b>Grades 9, 10, 11, 12</b> | <b>1/2 credit</b> |
|------------|------------------------|-----------------|-----------------------------|-------------------|

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 through speeches delivered during class time. 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, and basic taping techniques. With this information students would be able to prevent, evaluate, manage and rehab common athletic injuries. Students will also explore careers in the medical field.

**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. 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 3 ECE courses- Seminar and Studio in Academic Writing and Multimodal Composition, Intermediate Spanish Composition and Spanish Conversation:Cultural Topics. In order to take these courses, students are charged a university credit fee. Each credit is \$50 (3 credit classes=\$150 and 4 credit classes= \$200). 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](http://www.ece.uconn.edu).

## CT STATE at ASNUNTUCK PROGRAMS

### HIGH SCHOOL PARTNERSHIP PROGRAM

The CT State at Asnuntuck High School Partnership Program is an opportunity to qualified high school juniors and seniors to enroll in credit classes at CT State 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. CT State 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 CT State's course catalog available online.

## **COLLEGE CAREER PATHWAYS**

College and Career Pathways: (CCP) is a specific concurrent enrollment program that allows high school students the opportunity to build a portfolio of college courses at CT State in a technical pathway, resulting in a certificate or degree. CCP is a federal Perkins V-funded program, making it free for students in a partnership. East Windsor High School has been approved to offer the Intro to Business course as part of the CCP Program.

## **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.

# 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.

## EDMENTUM

EDMENTUM is an internet based instructional program that offers a curriculum that is aligned to the Common Core Curriculum and East Windsor Public Schools curriculum. 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. Administrative approval for participation in Edmentum 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](http://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: 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

209 Burlington Road

Bedford, MA 01730

781-271-0022