



HILL REGIONAL CAREER COURSE CATALOG

2024-2025



140 Legion Ave.
New Haven, CT
06519
475.220.5000

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Mrs. Westefeld, School Social Worker.....	5023
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School Based Health Clinic	5041
Magnet Resource	5024
ISSP Coordinator	5078
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Security	5007

The Hill Regional Career High School

The mission of Hill Regional Career High School is to prepare all of our students to become productive members of their own community and a global society by providing an educational environment that establishes rigorous standards of academic performance with a focus on health and business. We encourage students to maximize their potential by promoting critical and creative thinking, developing technological competence and fostering respect for a diverse and changing world.

These goals are the shared responsibility and commitment of the staff, faculty, students, parents and community.

Vision of the Graduate

A student who graduates from Hill Regional Career High School will be able to:

- Access and analyze a variety of sources of information
- Communicate clearly and listen actively
- Fulfill his/her civic duty and be a leader within his/her community
- Think critically and solve problems
- Leverage technology in support of skills
- Be morally, ethically, and socially aware
- Be resilient and persistent
- Develop career readiness skills through authentic experiences

Magnet School Themes

- Health & Science
- Business & Technology

Hill Regional Career High School is a full-time magnet with a focus on exposing students to career opportunities in the fields of health, science, business, and technology.

CROSS-CURRICULAR GRADUATION COMPETENCIES

By the time a student graduates from Hill Regional Career High School she/he will demonstrate proficiency in the following competencies:

Competency		As demonstrated by a student's ability to...
1	Problem Solving and Critical Thinking	<ul style="list-style-type: none"> • Observe and evaluate situations to define problems • Identify patterns • Frame questions and make predictions • Use evidence to draw conclusions • Persist in solving challenging problems
2	Accessing and Analyzing Information	<ul style="list-style-type: none"> • Use appropriate research tools • Analyze the accuracy and bias of information • Synthesize and analyze information from multiple sources
3	Creativity and Innovation	<ul style="list-style-type: none"> • Demonstrate organized communication through varied modes • Respond to information gathered by active listening • Select and use communication strategies and interpersonal skills to collaborate
4	Initiative, Self-Direction and Accountability	<ul style="list-style-type: none"> • Apply knowledge to set goals and make decisions • Analyze personal strengths and challenges and apply strategies for improvement • Demonstrate initiative and responsibility • Demonstrate reliability and concern for quality
5	Citizenship and Responsibility	<ul style="list-style-type: none"> • Exercise empathy and respect for diverse cultures and perspectives • Contribute to and take responsibility for the larger community

**Hill Regional Career High School is accredited by the
New England Association of Secondary Schools and Colleges.**

NON-DISCRIMINATION/EQUAL EMPLOYMENT/EQUAL EDUCATION OPPORTUNITY

In compliance with regulations of the Office of Civil Rights and with Equal Opportunity practices as determined by state and federal legislation, the New Haven Board of Education, as a matter of policy, does not condone discrimination in employment, assignment, program or services, on the basis of race, gender, color, religion, national origin, age, sexual orientation, disability, or related abilities to perform the duties of the position. The right of a student to participate fully in classroom instruction and extracurricular activities shall not be abridged or impaired because of race, gender, color, religion, national origin, age, sexual orientation, pregnancy, parenthood, marriage or for any other reason not related to his/her individual capabilities. **More information and forms are available in the Administrative Procedures Handbook for Students and Parents, page 6.**

SEXUAL HARASSMENT/TITLE IV, TITLE IX and SECTION 504 Coordinator

The Board of Education prohibits sexual harassment or intimidation of its students and employees. Any student or employee who believes he or she has been the subject of discrimination/sexual harassment should contact the district's Equity/Title IX Coordinator or an administrator. **School-Based Title IV and Title IX Coordinator is Mr. Shawn True – Hill Regional Career High School, 140 Legion Ave. New Haven, CT. 06519 (475) 220-5000 (Refer to Appendix for Grievance Procedures). Section 504 Coordinator is Typhanie Jackson, Director of Pupil Personnel – New Haven Public Schools (475) 220-1760.**

Note: This booklet can be made available in Spanish or other languages upon request.

Este libro se encuentra en Español para el que lo necesite. Por favor, pídalo a la administración.

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POLICIES AND IMPORTANT INFORMATION:

A student's course of study influences his/her success upon graduation. This catalog has been created so that you will have critical information to assist your child with career planning and to prepare for lifetime learning, as each strives to develop skills necessary to fulfill his/her goals.

1. **IMPORTANT:** Hill Regional Career High school requires **29 credits for graduation.**
2. Freshman, Sophomores, Juniors and Seniors are required to enroll in **a minimum of eight classes each HALF YEAR.**
3. **School Attendance** - Each student must be in attendance to earn credits in his/her subjects. **Attendance for the day is taken each morning during the Advisory period. Any student exceeding the 18-day absence policy established by the New Haven Board of Education will lose all credits that school year. *Contact Principal in writing for an appeal.**
4. **School Programs** - An extensive program of after school tutorials, clubs, sports, and activities is offered. Students are encouraged to become involved in school activities. Activities usually offered include: Distributive Education Clubs of America (DECA), Health Occupations Students of America (HOSA), Robotics, Yearbook, Book Club, Debate Team, *The Panther Press* (School Newspaper), Cheerleading, Cross Country, Soccer, Volleyball, Basketball, Track (indoor and outdoor), Baseball, Softball, and Golf.
5. **PowerSchool Portal** - For PowerSchool login information please contact the school.
6. **Academic Support** - Students and parents/guardians are encouraged to use PowerSchool to monitor current assignments and grades. Student experiencing academic difficulty may stay after school for extra help with their teacher or another teacher in that department. **Please contact your child's teacher for more information.**
7. **Missing Grades** - Parents and students should carefully check report cards during each marking period for missing grades and report the error(s) and/or omissions to their teacher as soon as possible.
8. **Grade/Class Transfer Policy** - Grades earned from the previous class are transferred to the newly assigned class and incorporated within the final grade.
9. **Add/Drop Policy** - **Full year courses may be dropped only during the first 2 weeks into the 1st marking period. Likewise, HALF YEAR (½ credit) courses may be dropped only by the end of the 2nd week into the first or third marking period. Students must see their counselor to add or drop a class.**
10. **Cut Policy** - According to School Policy, a student cutting any class will lose a full letter grade in that class for each cut in the marking period for which he/she cut (i.e. from "A" to a "B", "B" to a "C", etc.). **According to Board of Education policy, if four unauthorized absences (cuts) occur in a single class, full credit will be lost, and after seven unauthorized absences (cuts), all credits in all courses will be lost.** Cut forms must be turned in within three school days of violation.

11. **Plagiarism** - Plagiarism is a very serious offense for which there is **no tolerance** at Hill Regional Career High School. Plagiarism is the act of copying the ideas or writings of another and presenting them as one's own. Parents and students must be advised that all incidents of plagiarism will be addressed severely – plagiarized works will be given grades of 0, and students will also be subject to disciplinary action by the administration as defined in the New Haven Public Schools' Administrative Procedures Manual.
12. Parents should keep abreast of their child's academic progress particularly noting when:
 - **Progress Reports are due and sent out**
 - **Marking periods close**
 - **Report cards are issued**

These dates are published in the New Haven Public School Monthly Calendar, which is distributed during orientation every year. These dates are also published on Career High School's online calendar: careerhighschool.org/calendar.
13. **Timeline for Processing College Applications** - 1. Parents and students should carefully review all of their child's college applications. All transcript requests should be submitted to the student's school counselor 2 weeks prior to the college application deadline.
14. **Credit Recovery Summer School** - Students who have **failed** a core course are encouraged to attend the NHPS credit recovery. Entry into a credit recovery course may require payment of a fee (tuition). **Students are allowed to make up only 1 credit during the summer.** Courses included are: English, Math, History, Science and Spanish. **See school counselor for an application.** Courses taken in other summer programs may not be acceptable as a means to restore credit for failure in NHPS courses.
15. **Summer Programs** - Various summer programs are offered to interested students. These programs are academic or enrichment focused. Programs run about 5 to 6 weeks, and are held at various colleges and universities. Teachers' and counselor's recommendations and other information may be needed for consideration. **Some summer programs may require a fee.** Students should meet with their counselor for more information about summer programs.
16. **Requirements for Promotion** - In order for a student to be promoted from one grade level to another, all students must earn the following required credits: Freshmen 7 credits, Sophomores 14 credits, Juniors 21 credits, and Seniors 29 credits.
17. **Class Rank/Grade Point Average (GPA)** - Student cumulative weighted GPA will be calculated centrally, by the district of New Haven, through the NHPS Student Information System (PowerSchool). The weighted Grade Point Average (GPA) is calculated as the arithmetic average of all weighted courses taken divided by the total credits taken.

The numerical weight equivalent for each letter grade earned by course level is as follows:

	Standard Weighting	Honors Weighting	AP/College Weighting
Course Level	Level 02 and Level 01 (College and Basic)	Level 03 (Honors)	Level 04 (AP/College Course)
A+	4.33	4.83	5.33
A	4.0	4.5	5.0
A-	3.66	4.16	4.66
B+	3.33	3.83	4.33
B	3.0	3.5	4.0
B-	2.66	3.16	3.66
C+	2.33	2.83	3.33
C	2.0	2.5	3.0
C-	1.66	2.16	2.66
D+	1.33	1.83	2.33
D	1.0	1.5	2.0
D-	.66	1.16	1.66
F	0	0	0

Note: Some non-academic courses are not assigned a level and are not included in weighted GPA calculation. This applies to the following courses: Physical Education, Community Service, and Teacher Assistant.

Class rank is the calculation of a student's standing in his or her class. Class rank will be determined based on a student's weighted GPA (according to the chart above). The higher the level classes and the higher the grades earned, the higher the class rank will be. Class rank will be calculated through the NHPS Student Information System (PowerSchool), by the district of New Haven, and included on the transcript along with the student's GPA. Student inclusion in a school's ranking is based on the following:

- A student must have been enrolled in an NHPS high school for a minimum of 3 years to be included in the class rank (Note: 3 years of enrollment includes any combination of 9th, 10th, 11th or 12th grade).
- Students who have been enrolled for at least three years will be included in the class rank of the high school that he/she is enrolled at in his/her Senior year.

18. **Honors Diploma** – In order to receive an Honors Diploma from Hill Regional Career High School, the following criteria must be met:

- The Student has earned a B- or higher for every final grade in all courses taken during four years of high school.
- The student has earned a final weighted GPA of 3.66 or higher.

These criteria will also apply in assessing the transcripts of transfer students. Weighting for courses taken at another high school will be determined by the Principal and School Counselor.

The New Haven Board of Education has a policy regarding controversial issues. We recognize the importance of discussing controversial topics freely and with competent, non-biased instruction. If a parent has any questions regarding the content of a course, he/she should call the appropriate administrator or school counselor to discuss the matter. Remember that help in answering any question is as far away as the nearest telephone.

**FOR MORE INFORMATION SEE THE ADMINISTRATIVE PROCEDURES HANDBOOK
FOR STUDENTS AND PARENTS**

Supportive Student Programs

SCHOOL COUNSELING

The school counseling program is focused on the three broad areas of academic, career and personal/social development. This is the core of the content for the Connecticut Comprehensive School Counseling Program, K-12.

Academic development includes acquiring skills, attitudes and knowledge that contribute to effective learning in school; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community. Academic goals support the premise that all students should meet or exceed the local, state and national goals.

Career development goals guide the school counseling program to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work and from job to job across the life span. Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.

Personal/social development goals guide the school counseling program to provide the foundation for personal and social growth as students' progress through school and into adulthood. Personal/social development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of society.

COMMUNITY SERVICE OPPORTUNITIES

Note: 20 hours of community service is a graduation requirement. Neither credit nor a grade will be awarded for community service. Students should obtain a Community Service Time Sheet from the Guidance Office or bring in a letter from the volunteer site; the completed form should be submitted directly to the student's school counselor and servo.city website.

*Students eligible for the New Haven Promise Scholarship require 40 hours of community service to be completed at a not-for-profit community organization; excludes schools and places of worship.

Supportive Student Programs

HEALTH SERVICES

Through its student health services, the school shall seek:

1. To help students maintain good health through referrals to parents when results of required screening tests or observations by school personnel indicate illness or the need for medical attention/correction.
2. To provide emergency care when staff/students become ill or are injured at school.
3. To protect students from contagion through carrying out policies relating to immunizations, physical examinations, and the return of students to school after illness or injury.

School health services shall not include treatment, except emergency treatment and/or first aid. In each school, the school health office shall keep and maintain all cumulative health records of students and an up-to-date file giving the name of each student's family physician and other persons to call in the event his/her parent cannot be reached in case of emergency. No school personnel, including the school nurse, shall dispense medications, including Tylenol, without a doctor's order, except under conditions set forth in the Board-approved regulations on the administration of medicines by school personnel.

Additional health services are available at the School-Based Health Clinic. Enrollment information and permission forms are available at the beginning of the school year or by contacting the clinic directly.

MEDIA CENTER

The Library Media Center provides a wide variety of print and non-print materials, equipment, and services primarily to support the curriculum, but also to serve the personal needs of the students and staff. Resources include an extensive book collection, which is accessed by a computerized card catalog, a large number of periodicals, and audiovisual materials. Online database search capability and access to our local library network afford students the opportunity to locate and gather information from outside sources. The library media specialist supervises the library/media center during these extended hours.

Note: The Library Media Center is an important curricular hub in our school and is often used by full classes to do research or access information on computer terminals. We expect all students who utilize the Library Media Center to respect the rights of their fellow students regarding an appropriate academic atmosphere and behavior. Students who fail to abide by this may be asked to leave the Library Media Center until their behavior indicates they will act appropriately.

Advanced Placement Courses

The Advanced Placement Program provides highly motivated high school students with the opportunity to take college-level courses in a high school setting. Students not only gain college-level skills, but in some cases may also earn college credit, dependent on their AP test score and the college attended. Advanced Placement courses are generally open and available to qualified students obtaining a teacher recommendation in grades 10, 11 and 12. AP examinations, given nationally in May at a time and date specified by College Board and will be taken by all enrolled, registered students.

1. Student motivation, student performance, and teacher recommendation(s) are considered for student placement into an AP course. In addition, these placements must be screened and are subject to final approval by School Counselors and Administration.
2. Parental consent/signature is necessary for placement in each AP course, along with acknowledgement that students will take the AP Exam in May at HRCHS on a day/time nationally specified by College Board.
It is strongly recommended that a student take no more than three AP courses in one school year.
3. Students and parents will sign an “NHPS Advanced Placement Course Contract” for each AP class at the start of that course. Please note: Students not completing the required district at the start of the course and by the designated due date will be dropped from the course.
4. The New Haven Public School District, in conjunction with the Connecticut State Department of Education, may pay for Advanced Placement Examination Fees. However, it should be noted that registered AP students not taking the AP Examination/s will incur an obligation current with the testing costs of that year. This cost will be filed as a financial obligation, and must be fulfilled prior to release of grades, transcripts, schedules, or diplomas.
5. **Students earn the highest level of quality points for grades earned in all AP courses.**

Possible AP courses offered at Hill Regional Career High School (subject to change)

AP Biology
AP Psychology
AP Spanish Language & Culture
AP Statistics
AP English Language and Composition
AP English Literature and Composition

AP Calculus A/B
AP Seminar (10th grade ONLY)
AP African American Studies
AP World History: Modern
AP U.S. History
AP U.S. Government and Politics

ALL REGISTERED AP STUDENTS
WILL TAKE
THE REQUIRED AP EXAM
IN MAY

Overview of Entrance Requirements for Institutions of Higher Learning

The following is an overview of the general entrance requirements for a variety of post-secondary school programs. Each school has individual requirements, which the student may verify using that school's website or by contacting their admissions office.

A. Four Year Degree Granting Colleges

English	4 years; college preparatory
Math	at least 3 years (Algebra, Geometry, Algebra II); 3 or more years depending on major field of study
World Language	2 years minimum of one language 3-4 years of one language desired
Social Studies.....	3 years minimum, including U.S. History
Science	3 years of lab sciences including Biology & Chemistry Physics is strongly recommended

B. Two Year Private College and Public Community College requirements generally follow those listed for 4 year colleges.

C. Two Year Technical Institutes and Schools.

English	4 years
Math	at least 2 years including Algebra I and Geometry
Science	at least 2 years of Science

D. Nursing School – Collegiate Program (B.S. & R.N.)

English	4 years college preparatory
Math	at least 3 years (Algebra I & II and Geometry)
Science	3 years of lab science including Biology & Chemistry. Physics is often required (for example, The University of Connecticut)
Social Studies.....	3 years including U.S. History
World Language	2 years minimum; 2 Latin courses recommended

E. Nursing Schools – Licensed Practical Nursing Program (L.P.N.)

College preparatory subjects are desired, but a high school curriculum with at least Biology and one or two years of mathematics is still accepted as long as marks are not lower than “C.”

F. Two Year School for Business /Computer (Certificate/Diploma)

English	4 years college preparatory
Math	at least 3 years (Algebra I & II and Geometry)
Science	Biology & Chemistry
Social Studies.....	3 years including U.S. History
Computer Applications	1 year minimum

TO HILL REGIONAL CAREER HIGH SCHOOL STUDENTS:

1. In selecting courses for next year, students should consider graduation requirements as well as their future plans for higher education and/or job choice.
2. Counselors monitor graduation requirements and help students with appropriate course selections. Students need 29 credits to graduate. The courses needed by business and technology or health and science majors are listed below.
3. Course selections are influenced by students' future plans. You may not know exactly where you are headed, but your course choices *can* determine the general direction. **Discuss such matters with your parents, school counselors, and teachers.** Consider your academic record, PSAT or SAT scores, and look at technical school and college requirements before making course choices. Also, consider visiting the Career Office, job sites, and several college campuses. Careful consideration of all of these factors will help you make wise decisions as you make your course and level selections.

Hill Regional Career High School Graduation Requirements

Required Credits

Business & Technology

Health & Science

4	English	4
4	Mathematics	4
3	Science	6
3	Social Studies	3
1	Physical Education	1
1	Health	1
2	World Language	2
1	Introduction to Computers and Applications	1
1	Personal Finance	1
1	Latin	2
4	Business and Technology	0
1	Senior Capstone	1
1	Fine Arts	1
2	Electives	2

.25 credits are awarded for Advisory each year.

TOTAL CREDITS REQUIRED FOR GRADUATION = 29 credits

Business & Technology Department
Course Sequencing
2024-2025

9th Grade

#SCSU CS101 Introduction to Computers and Applications #SCSU MGT100 Introduction to Business

#Introduction to Computers and Applications

Introduction to Business

10th Grade

#896 Marketing I

1 credit from Business and Technology
Electives

or

#804 Accounting I

#807 Honors Accounting I

11th Grade

#896 Marketing I

1 credit from Business and Technology
Electives

#881 Personal Finance

12th Grade

#805 Accounting II

1 credit from Business and Technology
Electives

#897 Marketing II

Business and Technology Electives

#898 Business & Sports Management

#869 Hospitality and Tourism

#831 Business Law

#800 Intro to Technology

#1855 Digital Media

#886 Intro to Technical Drafting (CADD)

#55549 Ethics in Business

#838 Web Design

#1039 Fashion Merchandising

Business students MUST take either Accounting I or Marketing I

****Required for the Business & Technology Pathway***

Business and Technology Department

Based on the needs of the business community and higher education, Hill Regional Career High School strives to assist students in learning, achieving, and succeeding academically through rigorous courses and work-based learning through the incorporation of 21st century competencies. Students who choose business and technology will benefit from working with other students on a similar career track, networking with local businesses, and developing and applying skills learned in the classroom.

Classes in the Business and Technology Department have a particular focus on the following school wide learning expectations from page 3:

- Accessing and Analyzing Information
- Problem Solving and Critical Thinking
- Communication and Collaboration

#SCSU CSC 101 - INTRODUCTION TO COMPUTERS AND APPLICATIONS

GRADES 9, 10, 11, 12

Level 4 Credit 1.0

FULL YEAR

Prerequisites: Student's 8th grade Math and English grade combined average must be at least 85%.

Recommended for Freshmen.

Graduation Requirement

Course Description: This course will introduce computer concepts, hardware, applications, and utilities in an interactive lab setting. Hands-on exercises using emerging technologies such as web-based communication and information resources, multimedia applications, office productivity software, e-portfolios, and collaboration tools. This course is a college credit-bearing dual enrollment course (3 credits) through Southern Connecticut State University (CSC 101).

Course Assessment: Examinations Tests and Quizzes – 25%; Daily Practice – 50% (Classwork and Homework 40%; Participation and Behavior 10%); Larger Tasks – 25% (Projects)

#SCSU MGT 100 - INTRODUCTION TO BUSINESS

GRADE 9

Level 4 Credit 1.0

FULL YEAR

Prerequisites: Student's 8th grade Math and English grade combined average must be at least 85%.

Requirement for all Business and Technology students.

Course description: An overview of the significance of general business functions like marketing, finance, and management. Designed for students interested in learning about business. This course counts for 3.0 SCSU credits in the following majors - - MGT, HR MGT, International business, and Public Utility MGT - - and can be used as a free elective in other programs. This course is a college credit-bearing dual enrollment course (3 credits) through Southern Connecticut State University (MGT 100).

Course assessment: Daily Practice - 40%, Projects – 35%, Assessments – 25%

#804 ACCOUNTING I

Level 2 Credit 1.0

Prerequisites: None

10th Graders Must Have Teacher Recommendation

Requirement for all Business and Technology students.

GRADES 10, 11, 12

FULL YEAR

Course Description: This course is designed to present the introductory concepts and procedures of double-entry accounting and the accounting cycle. It is applied to both service and merchandising business for a single proprietorship and partnership. In addition to materials covered in the textbook, students will apply accounting concepts in-group and individual projects to enhance their learning. Students will research financial statements of public companies and present their findings. Students will use computer spreadsheet programs to compile and present financial information and analyses. The development and presentation of a business simulation is the culminating activity of the course. Students enrolled in this course are Accounting concentrators upon completion of Accounting II.

Course Assessment: Examinations Tests & Quizzes – 50%; Daily Practice – 50% (Classwork & Working Papers)

#896 MARKETING I

Level 2 Credit 1.0

Prerequisites: None

10th Graders Must Have Teacher Recommendation

Requirement for all Business and Technology students.

GRADES 10, 11, 12

FULL YEAR

Course Description: This course is designed to help students develop basic knowledge, skills, and attitudes that will prepare them to enter the field of marketing. Emphasis is placed on the foundations of business, management, and entrepreneurship; economics; professional development; and communication and interpersonal skills. Included in these foundations are concepts such as distribution, financing, selling, pricing, promotion, marketing information management, and product/service management. Students will complete a business plan that is based upon a business idea that they might be interested in starting.

Course Assessment: Examinations Tests & Quizzes – 25%; Daily Practice – 50% (Classwork 20%; Homework 20%; Class Participation & Attendance 10%); Larger Tasks – 25% (Projects)

#881 PERSONAL FINANCE

Level 2 Credit 1.0

Prerequisites: None

GRADES 11, 12

FULL YEAR

Graduation Requirement

Course Description: This course includes lessons on saving, borrowing, credit, and all types of insurance, and covers various types of investments. Students will gain knowledge of economic concepts, consumer skills, goal setting, how to take control of their finances, and how to make wise financial decisions. This course also stresses the English language as it relates to communications in the business world. Oral and written expressions are considered essential tools for successful employment

Course Assessment: Examinations Tests & Quizzes – 25%; Classwork and Homework – 50%; Projects & Papers – 25%

Business & Technology Electives

#898 BUSINESS & SPORTS MANAGEMENT

Level 2 Credit 0.5

Prerequisites: None

GRADES 10, 11, 12

HALF YEAR

Course Description: This course will include the study of management, finance, economics, and marketing; including sports and entertainment marketing, and retail sales. Students will engage guest speakers from local sports teams and participate in field trips.

Course Assessment: Tests & Quizzes – 25%; Daily Practice – 50% (Class work & Homework 25%; Class Participation & Attendance 25%); Larger Tasks – 25% (Projects)

#5549 ETHICS IN BUSINESS

Level 2 Credit 0.5

Prerequisites: None

GRADES 10, 11, 12

HALF YEAR

Course description: This course provides students with an overview of the importance of ethics in the business environment. Students focus on the significance and importance of ethics to business leaders and customers, examines who is responsible for ensuring and ethical code is followed, and explores ethical situations common in organizations. This course also explores ethics as social responsibility, the evolution of ethics as business becomes more international, and how the free market and organizational ethics can coexist. Students will analyze ethical situations, evaluate ethical dilemmas, and propose possible solutions.

Course assessment: Daily Practice - 50% (Class Participation, Daily Classwork & Homework), Larger Projects - 25%, Tests & Quizzes - 25%

#1039 FASHION MERCHANDISING

Level 2 Credit 0.5

Prerequisites: None

GRADES 10, 11, 12

HALF YEAR

Course description: This course is about the business of fashion. Students will explore and understand the various facets of today's fashion industry. Areas included are buying, merchandising and the retail functions. Career exploration in related fields of study will be explored. Students will have an opportunity to demonstrate their learning through project based learning as well as traditional assessments.

Course assessment: Daily Practice 50% (Classwork, homework, participation), Tests and Quizzes 25%, Projects 25%

#869 HOSPITALITY AND TOURISM

Level 2 Credit 0.5

Prerequisites: Computer Applications I

GRADES 10, 11, 12

HALF YEAR

Course description: This course will provide an introduction of the current hospitality and tourism industry with a focus in the five areas of food service, lodging, travel, tourism, and recreation. Students will learn about history, traveler motivation and consumer needs and how these factors affect current offerings in the lodging, transportation, food/beverage, and entertainment sectors. In addition, students will consider the economic and environmental impacts of the industry to include domestic and international travel along with current events.

Course assessment: Daily Practice - 50%, Projects - 25%, Tests - 15%, Quizzes - 10%

#800 INTRODUCTION TO TECHNOLOGY

Level 2 Credit 0.5

Prerequisites: Introduction to Computers and Applications

GRADES 10, 11, 12

HALF YEAR

Course description: This semester long course is designed to allow students to explore and investigate emerging technologies in computer applications. Students will engage in the process of working with various software – Adobe Photoshop and Autodesk Fusion. Students will also learn the basics of video production and program Lego EV3 Robots. This course will be project driven with students working on computers daily both individually and in groups. This course may also include poster design, making t-shirts and signs/stickers.

Course assessment: Daily Practice - 90% (Class Participation, and Daily Classwork), Exam – 10%

#886 INTRO TO TECHNICAL DRAFTING (CADD)

Level 2 Credit 0.5

Prerequisites: Introduction to Computers and Applications

GRADES 10, 11, 12

HALF YEAR

Course description: Technical drawing is one of the most important and satisfying skills one can have for a career in the engineering, architectural and mechanical fields. Students taking this course will learn and use industry standards of technical drafting to represent objects. Students will utilize networked computers equipped with AutoCAD software. Students will learn to do drafting assignments on this computer program and understand the power computers bring to technical drafting to life. They will learn to produce multi-color productions of their work on A-E size color plotters. Sketching, geometric construction, multi-view, sectioning, isometric, and auxiliary views are a few types of drawings that students will learn. Students will also learn how to use a laser engraver with a CAD system.

Course assessment: Daily Practice - 90% (Class Participation, Daily Classwork & Homework), Tests & Quizzes 10%

#34003 UB 101 PRINCIPLES OF ACCOUNTING

GRADES 11, 12

Level 4 Credit 1.0

FULL YEAR

Prerequisites: Accounting I and Teacher Recommendation

Course highly recommended for students pursuing Accounting as a career.

Course Description: Accounting 101 is an introduction to the basic principles of Accounting, and how to account for business transactions. Emphasis on the understanding of how financial statements are prepared, and how they are used as a basis for decision making by business owners, investors, creditors, government and others interested in the financial condition of an economic entity and the result of its operations.

NOTE: This is a dual enrollment course between Hill Regional Career High School and a local university.

Course Assessment: Examinations Tests & Quizzes – 75%; Daily Practice – 15% (Classwork & Homework)

#897 MARKETING II

GRADES 11, 12

Level 3 Credit 1.0

FULL YEAR

Prerequisites: Marketing I & Teacher Recommendation

Course Description: Marketing II is a course that builds upon the foundations of Marketing I and applies the functions of marketing at an advanced level. Instructional strategies include project-based and research-based activities requiring critical thinking and problem solving skills. Skills in communications, mathematics, and psychology of selling are reinforced in this course. Students will be required to actively participate in class discussions and projects. This course is aligned with DECA (Distributive Education Club of America). All students in this course are encouraged to become active members of DECA.

Course Assessment: Examinations Tests & Quizzes – 25%; Daily Practice – 50% (Classwork 20%; Homework 20%; Class Participation & Attendance 10%); Larger Tasks – 25% (Projects)

#831 BUSINESS LAW

GRADES 11, 12

Level 2 Credit 0.5

HALF YEAR

Prerequisites: None

Course description: This course is designed to provide all students with a better understanding of the legal world in which they work and live. Students learn essential concepts of law including their rights and responsibilities as citizens and employer/employees. Some of the business topics discussed include employment law, property law, contracts, minors, leases, bill of sale, agency law and white-collar crime.

Course assessment: Daily Practice - 50% (Class Participation - 25% Daily Classwork & Homework - 25%), Larger Projects - 25%, Tests & Quizzes - 25%

#1855 DIGITAL MEDIA

Level 2 Credit 0.5

GRADES 11, 12

HALF YEAR

Prerequisites: Introduction to Computers and Applications

Course description: Students will explore the design principles and theory involved in multimedia presentations. Students will utilize the Adobe software programs to produce multimedia projects, such as illustrations, advertisements, digital imagery and merchandise design. This course will be project driven with students working on computers daily both individually and in groups.

Course assessment: Daily Practice - 40% (Class Participation, Daily Classwork & Homework), Larger Projects - 50%, Exam 10%

#838S WEB DESIGN

Level 2 Credit 0.5

GRADES 11, 12

HALF YEAR

Prerequisite: Introduction to Computers and Applications

Course Description: The *Web Design* curriculum introduces designing, building, and launching websites. First students learn how the World Wide Web works and they examine successful websites. Then they learn the basics of HTML coding and create their own web pages. From there, students explore various web development tools, the principles of design, usability and accessibility issues, and web-based publishing tools. Finally, students get a chance to discover what types of web design careers exist today.

Course Assessment: Examinations Tests & Quizzes – 25%; Daily Practice – 50% (Classwork & Homework 25%; Class Participation & Attendance 25%); Larger Tasks – 25% (Projects & Presentations)

English Department

The Hill Regional Career High School English Department believes the study of literature and language to be integral to a well-rounded education. At our school, instruction in English classes is structured around the vital needs of our students. As much as possible, students receive instruction appropriate to their aims, suitable to their abilities, and consistent with their ambitions. The latitude of such individualization allows each teacher choices in the design of specific units of instruction for the varying nature of each class, within prescribed broader curricular guidelines for grade and achievement levels.

The majority of our classes are designed for students who plan to continue their study in pre-professional or liberal arts colleges. A smaller part of our program is designed for students requiring more intensive reading supports. We view high school English studies to be a refinement of the basic skills of communication: reading, writing, speaking and listening. We seek to examine the various roles language plays as both a tool and an art in our society. We also recognize the need for our students to possess superior skills in computer technology. In order for students to function successfully in the workplace and contribute to the greater community, teachers implement the use of computers in the classroom as a regular part of instruction. Furthermore, we encourage each student to become familiar with library facilities for research (both within and outside of the school), for self-education and for pleasure. Classes in the English department have a particular focus on the following school wide learning expectations from page 3:

- Communication and Collaboration
- Problem Solving and Critical Thinking

#107 ENGLISH I

Level 2 Credit 1.0

Prerequisites: None

GRADE 9

FULL YEAR

Course Description: English I also focuses on students' critical thinking, the ability to compose personal and analytical narratives, and developing study skills with a special emphasis on reading and interpreting texts and writing and speaking with purpose and clarity. English I is designed to meet the academic needs of and challenge all freshman students of English. The course offers college-preparatory writing, and developmentally appropriate reading and activities that promote an AP-based skills progression. The course includes drill on grammatical construction with an emphasis on sentence structure and clarity in short composition. Subject-based vocabulary development, oral expression, and a survey of literature from a variety of cultures and literary forms are also encompassed.

Course Assessment: Daily Practice – 30%; Larger Tasks – 50%; Examinations Tests and Quizzes – 20%

#111 ENGLISH I HONORS

Level 3 Credit 1.0

Prerequisites: 8th grade teacher recommendation

GRADE 9

FULL YEAR

Course Description: English I Honors is designed to challenge the promising student of English and to offer college-preparatory writing, reading, and activities that promote an AP-based skills progression. The course includes drill on grammatical construction with an emphasis on sentence structure and clarity in short composition. Subject-based vocabulary development, oral expression, and a survey of literature from a variety of cultures and literary forms are also encompassed. Honors English I also focuses on students' critical thinking, the ability to compose personal and analytical narratives, and developing study skills with a special emphasis on reading and interpreting texts, and writing and speaking with purpose and clarity..

Course Assessment: Daily Practice – 30%; Larger Tasks – 50%; Examinations Tests and Quizzes –20%

#153 INTERDISCIPLINARY READING

Level 2 Credit 1.0

Prerequisites: Recommendation based on SRI score (elective credit – cannot be used as one of the four required English credits.)

GRADE 9

FULL YEAR

This course is taken concurrently with English 1 and is intended for Grade 9 students who need reinforcement in core reading skills as identified by their Scholastic Reading Inventory (SRI).

Course Description: This course develops core reading skills including: phonological awareness, phonics, fluency, vocabulary, and comprehension. Through computer-based instruction, regular sustained silent reading, and literacy coaching, students will learn strategies for reading the increasingly complex texts that they will encounter in high school. Formative assessments and student self-assessments will determine the needs of each learner, and instruction will be designed to help each student become a more proficient, critical reader. The ability to read critically, comprehend complex texts, and communicate ideas clearly is the foundation of college and career readiness. This course will prepare students to succeed as business and or medical professionals.

Course Assessment: Daily Practice- 50% (Studying and Preparation – 25%; Sharing - 25%); Examination Tests and Quizzes - Making Thinking Visible – 25%; Larger Tasks - Reading/Computer – 25%

#115 ENGLISH II

Level 2 Credit 1.0

Prerequisites: English I

GRADE 10

FULL YEAR

Course Description: English II is designed to meet the academic needs of and challenge students planning to further their education at higher schools of learning. It emphasizes further examination of and improvement in college preparatory writing, critical reading and analysis and research opportunities. Students will read short stories, novels, poetry, and non-fiction to further develop understanding, interpreting, connecting and analyzing literature. Students will continue to extend writing process skills and critical literacy skills. Grammar study will focus not only on analyzing how authors express their ideas, but also explore how students can better express their own thinking. Students will extend their development of vocabulary for the PSAT and SAT.

Course Assessment: Daily Practice – 60% (Homework, Classwork, Class Participation, Sustained Silent Reading, Preparation); Larger Tasks – 40% (Significant Tasks, Performance Tasks, Projects and Presentations, Papers/Essays)

#121 ENGLISH II HONORS

Level 3 Credit 1.0

GRADE 10
FULL YEAR

Prerequisites: English I and teacher recommendation.

Course Description: English II Honors is designed to meet the academic needs of and challenge the promising sophomore student. The course offers college-preparatory writing, extensive study of literature, research opportunities, and pre-AP strategies. Students will read short stories, novels, poetry and non-fiction to further develop understanding, interpreting, connecting and analyzing literature. Students will continue to extend and deepen their writing process skills and critical literacy skills. Grammar study will focus not only on analyzing how authors express their ideas, but also explore how students can better express their own thinking. Students will extend their development of vocabulary for the PSAT and SAT.

Course Assessment: Daily Practice – 60% (Homework, Classwork, Class Participation, Sustained Silent Reading, Preparation); Larger Tasks – 40% (Significant Tasks, Performance Tasks, Projects and Presentations, Papers/Essays)

#01013 AP SEMINAR

Level 4 Credit 1.0

GRADES 10
FULL YEAR

Prerequisites: English I and teacher recommendation.

The AP Seminar course is an inquiry-based course that aims to engage students in cross-curricular conversations that explore real-world topics and issues from multiple perspectives. Students are empowered to collect and analyze information with accuracy and precision in order to craft and communicate evidence-based arguments.

Course Assessment: Daily Practice – 35% (homework, discussion, writing practice); Larger tasks – 40% (essays); Examinations Tests and Quizzes – 25%

#196 ADVANCED INTERDISCIPLINARY READING

Level 2 Credit 0.5

GRADES 10, 11
HALF YEAR

Prerequisites: Teacher Recommendation and SRI between 300-950 (elective credit – cannot be used as one of the four required English credits.)

This course is taken concurrently with English 2 and 3 and is intended for Grade 10 and 11 students who need reinforcement in core reading skills as identified by their score on the Scholastic Reading Inventory.

Course Description: This course develops core reading skills including: phonological awareness, phonics, fluency, vocabulary, and comprehension. Through computer-based instruction, regular sustained silent reading, and literacy coaching, students will learn strategies for reading the increasingly complex texts that they will encounter as upperclassmen. Formative assessments and student self-assessments will determine the needs of each learner, and instruction will be designed to help each student become a more proficient, critical reader. The ability to read critically, comprehend complex texts, and communicate ideas clearly is the foundation of college and career readiness. This course will prepare students to succeed as business and or medical professionals.

Course Assessment: Daily Practice- 50% (Studying and Preparation – 25%; Sharing - 25%); Examination Tests and Quizzes - Making Thinking Visible – 25%; Larger Tasks - Reading/Computer – 25%

#124 ENGLISH III

Level 2 Credit 1.0

Prerequisites: English II.

GRADE 11

FULL YEAR

Course Description: English III is designed to meet the needs of and challenge students planning to further their education at higher schools of learning. The course stresses analysis, well-organized compositions, analysis of language usage, grammatical forms and usage, SAT preparation, and a survey of American Literature. The curriculum of this course aligns with the district curriculum and its focus on what it means to be an American and what America is.

Course Assessment: Daily Practice – 45% (Classwork – 20%, Homework – 15%, Participation – 10%); Larger Tasks – 30% (Papers/Projects); Examinations Tests and Quizzes – 25%

#127 ENGLISH III HONORS

Level 3 Credit 1.0

Prerequisites: English I and teacher recommendation.

GRADE 11

FULL YEAR

Course Description: English III Honors is designed to meet the academic needs of and challenge the superior English student planning to further their education at higher schools of learning and potentially move on to Advanced Placement English through an offering of intensive reading, writing, and research opportunities. The course stresses analysis, well-organized compositions, analysis of language usage, grammatical forms and usage, and SAT preparation. The curriculum of this course aligns with the district curriculum and its focus on what it means to be an American and what America is.

Course Assessment: Daily Practice – 45% (Classwork – 20%; Homework – 15%; Participation – 10%) Larger Tasks – 30% (Papers/Projects); Examinations Tests and Quizzes – 25%

#138 ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION GRADE 11

Level 4 Credit 1.0

Prerequisites: English II and teacher recommendation.

FULL YEAR

Course Description: Advanced Placement English Language and Composition is an accelerated program designed for the superior English student. The course engages students in becoming skilled readers of prose written in a variety of periods, disciplines and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both writing and reading should make students aware of the interactions between a writer's conventions and the resources of language that contribute to the effect of writing. Students take the nationally standardized AP English Language and Composition Exam in early May and may receive college credit for the course.

Course Assessment: Daily Practice – 35% (homework, discussion, writing practice); Larger tasks – 40% (essays); Examinations Tests and Quizzes – 25%

#130 ENGLISH IV

Level 2 Credit 1.0
Prerequisites: English III

GRADE 12
FULL YEAR

Course Description: English IV is designed for the student planning to attend college or professional school. It emphasizes improvement in writing through a study of rhetoric and regular writing assignments in addition to college essays and scholarship applications. It offers a review of correct grammatical forms and standard usage as students are encouraged to revise and proofread their own and classmates' papers. Students read, discuss and evaluate works across genres. Fundamental to the course is the opportunity for students to learn the important role language itself plays in communication.

Course Assessment: Daily Practice – 40%; Larger Tasks – 40%; Examinations Tests and Quizzes – 20%

#132 ENGLISH IV HONORS

Level 3 Credit 1.0
Prerequisites: English III and teacher recommendation.

GRADE 12
FULL YEAR

Course Description: English IV Honors is designed to meet the academic needs and challenges of the college-bound high school student through an offering of intensive reading, writing and research opportunities. The course stresses literary analysis, writing well-organized compositions, analysis of the literary use of the language, grammatical forms and usage, Scholastic Aptitude Test (SAT) preparation, and a thematic and chronological survey of World Literature with an emphasis on British Literature.

Course Assessment: Daily Practice – 30% (Homework, Classwork, Class Participation);
Larger Tasks – 40% (Critical and Analytical Writing); Examinations Tests and Quizzes – 30%

#137 ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION

Level 4 Credit 1.0
Prerequisites: English III and teacher recommendation.

GRADE 12
FULL YEAR

Course Description: Advanced Placement English Literature and Composition is an accelerated program designed for the superior English student. The AP course in Literature and Composition includes an intensive study of literary works from various genres and periods, concentrating on works of recognized literary merit. The course engages students in the careful reading and critical analysis of imaginative literature. Through close reading of selected texts, students will consider a work's structure, style and themes as well as small-scale elements such as the use of figurative language, imagery and symbolism. Students take the nationally standardized AP English Literature and Composition Exam in early May and may receive college credit for the course.

Course Assessment: Daily Practice – 50%; (Classwork, Vocabulary, Homework, and Class Participation)
Larger Tasks – 50% (Critical and Analytical Writing/Research Papers, Test Preparation)

English Electives

#158 CREATIVE WRITING

Level 2 Credit 0.5

GRADES 10, 11, 12

HALF YEAR

Prerequisites: Teacher recommendation.

Course Description: This course will provide an opportunity for students to find and develop their voices as writers. Assignments will include poetry, short fiction, and personal essays. This workshop-style class will include reading and discussion of models for student writing in addition to writing assignments. Students will maintain portfolios of their writing. The class will be run as a workshop, with students presenting drafts of their writing to peers and to the class as a whole for feedback. There will be emphasis on editing and revision of written pieces as students work to find their unique voices as writers. Creative writing helps students to recognize multiple perspectives and to use language effectively to achieve varied purposes; essential skills for business and medical professionals

Course Assessment: Daily Practice –50%; Larger Tasks – 30%; Examinations Tests & Quizzes – 20%

#3391 SCSU JOURNALISM 101

Level 4 Credit 1.0

GRADES 11, 12

FULL YEAR

Course Description: Journalism allows students to examine the role history and development of the American journalistic tradition, consider the nature of news, ethics, free speech, and law, learn to compile news stories, and ultimately produce their own publication. This course is a college credit-bearing dual enrollment course (3 credits) through Southern Connecticut State University (JRN 101).

Course Assessment: Daily Practice – 70% (Contributions to Newspaper, Class Participation); Larger Tasks – 30% (Presentations/Projects)

#010 CRITICAL ANALYSIS OF NARRATIVE FILM I

Level 2 Credit 0.5

GRADES 11, 12

HALF YEAR

Prerequisite: None

Course Description: Students will examine story elements of film, including narrative structure, character, and plot. They will be expected to consider the entirety of the film and the story it seeks to tell. Students will focus on film language, theory, and history, and participate in reading and group discussions regarding practical applications within films. Students will analyze information from multiple perspectives and communicate an understanding of class content through multiple forms of effective writing.

Course Assessment: Classwork –%; Projects – %; Tests/Quizzes –

#011 CRITICAL ANALYSIS OF NARRATIVE FILM II

Level 2 Credit 0.5

GRADES 11, 12

HALF YEAR

Prerequisite: None

Course Description: Students will examine story elements of film, including narrative structure, character, and plot. They will be expected to consider the entirety of the film and the story it seeks to tell. Students will focus on film language, theory, and history, and participate in reading and group discussions regarding practical applications within films. Students will analyze information from multiple perspectives and communicate an understanding of class content through multiple forms of effective writing.

Course Assessment: Classwork –%; Projects – %; Tests/Quizzes -

History/Social Studies

The Social Studies department at Hill Regional Career High School (CHS) is dedicated to developing academic and social growth in all of our students. Through our three required courses and our broad range of electives, our students will develop their own unique identity as they explore historical, economic, governmental, geographic, psychological, and sociological perspectives. Our department is dedicated to developing the critical thinking skills necessary to construct written and oral argumentative skills.

Through research and interactive activities that are the foundations of all our courses, our students will continue to develop these skills throughout their four years at CHS. In Modern World History Freshman year, students develop academic skills, including reading and writing skills, and research and communications skills. Sophomore year is dedicated to United States History, where the development of research and written skills will continue to be honed. As Sophomores, students will also be allowed to take electives with the recommendation of their Freshman teacher. During Junior and Senior year, students are encouraged to challenge themselves and continue to explore social studies, in AP courses and in other electives. A full Social Studies education at CHS is designed to produce confident productive students, and confident productive citizens.

Classes in the History/Social Studies department have a particular focus on the following school wide learning expectations from page 3:

- Problem Solving and Critical Thinking
- Communication and Collaboration

#299 MODERN WORLD HISTORY

Level 2 Credit 1.0

Prerequisites: None

GRADE 9

FULL YEAR

Course Description: Modern World History follows the development of the world from the various revolutions that spread across Europe and the world to global events in the present. Topics incorporated into the curriculum include politics, economics, geography and its influence, technology, art, and religion. Upon their completion of World History, students will have a better understanding of the world around them.

Course Assessment: Daily Practice – 50%; Larger Tasks – 25%; Tests – 25%

#297 MODERN WORLD HISTORY HONORS

Level 3 Credit 1.0

Prerequisites: None

GRADE 9

FULL YEAR

Course Description: Honors Modern World History follows the development of world from the Age of Exploration to the development of global events in the present in greater detail than World History. Topics incorporated into the curriculum include politics, economics, geography and its influence, technology, art, and religion. Upon their completion of World History, students will have a better understanding of the world around them. Students in Honors World History will be expected to read at an advanced level and to hand in a significant number of written assignments.

Course Assessment: Daily Practice – 50%; Larger Tasks – 25%; Tests – 25%

#311 U.S. HISTORY I

Level 2 Credit 1.0

Prerequisites: Modern World History

GRADE 10

FULL YEAR

Course Description: U.S. History I is a survey course which examines the social, political, economic and cultural development of the United States from the period of Reconstruction to the present. In this course, the major thematic units of study are as follows: Unit 1: Movements of People, Unit 2: Industrialization, Technology, and Innovation, Unit 3: Social & Economic Equity, Unit 4: The Role of the United States in World Affairs, and Unit 5: Social Justice in America.

Course Assessment: Daily Practice – 40%; Larger Tasks – 20%; Tests – 40%

#313 U.S. HISTORY I HONORS

Level 3 Credit 1.0

Prerequisites: Teacher Recommendation.

GRADE 10

FULL YEAR

Course Description: U.S. History I Honors is a survey course that examines the social, political, economic and cultural development of the United States from the period of Reconstruction to the present. In this course, the major thematic units of study are as follows: Unit 1: Movements of People, Unit 2: Industrialization, Technology, and Innovation, Unit 3: Social & Economic Equity, Unit 4: The Role of the United States in World Affairs, and Unit 5: Social Justice in America.

Course Assessment: Daily Practice – 40%; Larger Tasks – 20%; Tests – 40%

#321 CIVICS

Level 2 Credit 0.5

Prerequisite: None

GRADES 10, 11, 12

HALF YEAR

Requirement for graduation

Course Description: Civics is a unique course designed for students to learn how the Legislative, Executive and Judicial Branches of the U.S. Government function and how their decisions affect our daily lives. Constitutional law and civil liberties will also be explored through research, analysis, discussion and debate of the Bill of Rights. The course will also examine the roles science and business play in our government. The class will explore these roles from the country's inception to modern day.

Course Assessment: Daily Practice (Classwork/Homework/Participation) – 25%; Larger Tasks (Essays/Projects) – 25%; Tests/Quizzes – 50%

#343 ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS GRADES 11, 12
Level 4 Credit 1.0 FULL YEAR
Prerequisites: U.S. History I and teacher recommendation. **Fulfills the state civics requirement**

Course Description: Advanced Placement U.S. Government and Politics is a college level course that includes the study of general concepts and theories pertaining to U.S. government and politics, as well as the institutions, groups, beliefs and ideas that constitute U.S. politics. It will give students an analytical perspective on government and politics in the United States. The course will also examine the effects science and business has had on the U.S. Government throughout its existence. Students take the nationally standardized AP U.S. Government and Politics Exam in early May and may receive college credit for the course.

Course Assessment: Daily Practice (Classwork/Homework/Participation) – 25%; Larger Tasks (Essays/Projects) – 25%; Tests – 50%

History/Social Studies Electives

#353 INTRODUCTION TO ECONOMICS

Level 2 Credit 0.5

Prerequisites: None

GRADES 10, 11

HALF YEAR

Course Description: Students will be introduced to the basic concepts of economics as well as the economic system within this country. The course will also explore other concepts such as consumer demand, supply and demand, as well as changing market conditions.

This is a social studies course that is open to all business/technology and health/science students.

***Recommended for students who plan to study business in college.**

Course Assessment: Daily Practice – 40%; Larger Tasks – 20%; Tests – 40%

#346 ADVANCED PLACEMENT PSYCHOLOGY

Level 4 Credit 1.0

Prerequisites: Teacher recommendation.

GRADES 10, 11, 12

FULL YEAR

Course Description: Advanced Placement Psychology is a college level class that addresses the major theories of modern psychology and their real world applications. Course will also explore several significant scientific principles in psychology in order to determine the relationship between the two fields. Students take the nationally standardized AP Psychology Exam in early May and may receive college credit for the course. The course is open to sophomore, juniors, and seniors on a limited basis.

Course Assessment: Daily Practice – 40%; Tests – 60%

#377 PHILOSOPHY AND CRITICAL THINKING

Level 3 Credit 0.5

Prerequisites: Modern World History

GRADES 10, 11, 12

HALF YEAR

Course Description: Philosophy and Critical Thinking is a ½ year, honors level course in the tenets of modern philosophy and critical thinking skills. Students will study the basics of logic, rhetorical structure, and making a strong argument. Students will explore historical philosophical debates, and apply critical thinking skills to modern philosophical tasks. Students will be expected to read, write essays, debate and discuss their readings and their opinions in order to succeed in this course. Students will write one major philosophical paper as a capstone to the course. In addition, the course will look at individual scientists and entrepreneurs to explore their successes and failures from a philosophical perspective.

Course Assessment: Daily Practice – 33%; Larger Tasks – 33%; Tests – 33%

#04901 AP ADVANCED PLACEMENT AFRICAN AMERICAN STUDIES GRADES 10, 11, 12
Level 4 Credit 1.0 FULL YEAR
Prerequisites: Teacher recommendation.

Course Description: AP African American Studies (“APAAS”) is an interdisciplinary, college-level, year long course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students will explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

Course Assessment: Classwork – 40%; Projects/Papers – 25%; Tests – 25%, Quizzes – 10%

#387 HISTORY RESEARCH GRADE 10, 11, 12
Level 2 Credit 0.5 HALF YEAR
Prerequisites: None

Course Description: Based on The Library and Media “Big 6 research skills”, and the new social studies standards this half year social studies elective is designed to increase student skills in research and production of New Haven History. Using local resources; museums, libraries, and human resources, this course will analyze local issues while developing research and writing skills. The course will be organized based on 1) Task Definition 2) Information Seeking Strategies 3) Location and Access 4) Use of information 5) Synthesis 6) Evaluation.

Course Assessment: Classwork – 25%; Projects – 25%; Tests - 25%

#318 PSYCHOLOGY GRADES 11, 12
Level 2 Credit 0.5 HALF YEAR
Prerequisites: None

Course Description: An introduction to Psychology as a survey course, which examines the major theories attempting to explain human behavior. Students explore the science of human nature through the practical applications of questions, theories, and experiments developed by key figures in the field of psychology. Course will also explore several significant scientific principles in psychology in order to determine the relationship between the two fields.

Course Assessment: Daily Practice – 33%; Larger Tasks – 33%; Tests – 33%

#348 AFRICAN AMERICAN AND LATINX HISTORY

Level 2 Credit 1.0

Prerequisites: None

GRADES 11, 12

FULL YEAR

Course Description: African American/ LatinX History covers the history of African Americans and LatinX Americans from the 1400s to present. This course will provide students with a sound humanities education as well as assist in developing reading, writing, and critical thinking skills. The main objective of the course is to understand and analyze events, trends, and movements that shaped the history of Africa, Latin America, the Caribbean islands, and the United States. Students are expected to write frequently and participate in class discussions.

Course Assessment: Daily Practice – 40%; Larger Tasks – 40%; Tests – 20%

#340 ADVANCED PLACEMENT WORLD HISTORY: MODERN

Level 4 Credit 1.0

Prerequisites: Teacher recommendation.

GRADES 11, 12

FULL YEAR

Course Description: Advanced Placement World History: Modern is a college level class that covers World History from prehistoric and ancient times to the present, with heavy emphasis on the analysis of historical and social trends. Class will also explore the contributions of scientists in the ancient world and examine their role in helping shape the modern world. The course will also examine how economics has played a role in developing societies throughout history. Students are expected to write frequently and participate in class discussions. Students take the nationally standardized AP World History: Modern Exam in early May and may receive college credit for the course. An AP approved Course Syllabus is available upon request. Enrollment is limited.

Course Assessment: Daily Practice – 40%; Larger Tasks – 20%; Tests – 40%

#366 THE DYNAMIC WORLD: GEOGRAPHY

Level 2 Credit 0.5

Prerequisite: Successful completion of Geometry.

GRADES 11, 12

HALF YEAR

Course Description: This course is designed to introduce students to basic concepts of Geography. We will explore how physical, human, and political Geography are all inter related. We will then explore two current issues from a geographic view point: 1) Oil and Energy, and 2) Water sources. The course will culminate with a mapping project designed to reinforce exploration of each student's concentration. This course will have several writing assignments and data analysis designed to help us understand the world.

Course Assessment: Daily Practice – 33%; Larger Tasks – 33%; Tests – 33%

#336 ADVANCED PLACEMENT U.S. HISTORY

Level 4 Credit 1.0

GRADE 12

FULL YEAR

Prerequisites: Teacher recommendation.

Course Description: Advanced Placement U.S. History is a college level class that covers the entire spectrum of U.S. History from pre-Columbian times to the present, with heavy emphasis on the analysis of historical and social trends. Students are expected to write frequently and participate in class discussions. In addition, the course will also examine the effects science has played throughout the country's history with both positive and negative results. The course will also look at the contributions made by business men and women in the formation of the United States. Students take the nationally standardized AP U.S. History Exam in early May and may receive college credit for the course. Enrollment is limited.

Course Assessment: Daily Practice – 40%; Larger Tasks – 20%; Tests – 40%

Mathematics Department

The Mathematics Department recognizes that Hill Regional Career High School serves a diverse student body with a wide variety of needs and abilities, interests and learning capacities. We believe it is our responsibility to prepare these students academically and to present them with opportunities and experiences in the classroom that meet their individual needs. Since it is difficult to determine which specific skills will be needed in our rapidly changing technological world, we believe it is important that students learn how to learn and develop a willingness to continue learning. Practice for the PSAT/SAT test and its word problem format is provided through the use of performance tasks and problem solving.

We believe mathematics instruction should be a blend of concrete and abstract skills and concepts, applications and theory. We also believe it is important to establish an appropriate learning climate in order to supervise, instruct and prepare students for the mathematics of daily life, mathematics of careers and higher level mathematics. To that end, it is assumed that every successful student will participate actively in class discussion, and put forth his or her best effort in the completion of all assigned work. Across the classes of the discipline we use the following grading structure to assess students:

Classes in the Mathematics department have a particular focus on the following school wide learning expectations from page 3:

- Problem Solving and Critical Thinking
- Accessing and Analyzing Information
- Communication and Collaboration

#249 ALGEBRA I LAB

GRADE 9

Level 2 Credit 1.0

FULL YEAR

Prerequisites: Placement test, grade 8 recommendations, standardized test scores.

Course Description: This course is taken concurrently with Algebra I and is intended for 9th graders more than 2 years below grade level. Students work on all key topics that will allow them to be successful in high school mathematics including numbers and operations, and pre-algebra and algebraic thinking. This course also offers extra interventional assistance to students with gaps in their knowledge as well as enrichment opportunities to propel students.

Course Assessment: Classwork and homework 50%; Tests & Quizzes 50%

#210 ALGEBRA I

GRADE 9

Level 2 Credit 1.0

FULL YEAR

Prerequisites: Placement test, grade 8 recommendations, standardized test scores.

Course Description: In this course, students will explore the concepts of expressions, equations and functions. There will be a focus on linear models; how to write, solve, and graph linear equations and inequalities, and explore the characteristics of linear functions. In addition, students will write, solve and graph systems of linear equations and inequalities. Technology use will center around Desmos graphing calculator and the TI-84 graphing calculators.

Course Assessment: Classwork and homework 50%; Tests & Quizzes 50%

#213 ALGEBRA I HONORS

Level 3 Credit 1.0

GRADE 9

FULL YEAR

Prerequisites: Placement test, grade 8 recommendations, standardized test scores.

Course Description: In this course, students will explore the concepts of expressions, equations and functions more in depth at a faster pace. There will be a focus on linear models; how to write, solve, and graph linear equations and inequalities, and explore the characteristics of linear functions. In addition, students will write, solve and graph systems of linear equations and inequalities using all three methods and cover additional topics in algebraic functions. Technology use will center around Desmos graphing calculator and the TI-84 graphing calculator.

Course Assessment: Classwork and homework 50%; Tests & Quizzes 50%

#218 GEOMETRY

Level 2 Credit: 1.0

GRADES 9, 10

FULL YEAR

Prerequisites: Algebra I

Course Description: Students in this course will learn the basic principles of Geometry and Trigonometry. Topics covered include segments, planes, angles, triangles, coordinate geometry, polygons and circles, as well as area and volume and the principles of congruence and similarity. Students are asked to express ideas and relationships and to formulate generalizations emphasizing algebraic problem solving.

Course Assessment: Classwork and homework 50%; Tests & Quizzes 50%

#221 GEOMETRY HONORS

Level 3 Credit 1.0

GRADES 9, 10

FULL YEAR

Prerequisites: Algebra I and teacher recommendation.

(Freshmen must have completed a full year of Algebra I in 8th grade)

Course Description: Students in this course will learn the basic principles of Geometry and Trigonometry. Topics covered include segments, planes, angles, triangles, coordinate geometry, polygons and circles, as well as area and volume and the principles of congruence and similarity. This course covers additional topics in triangle relationships and trigonometric laws. Students are asked to express ideas and relationships and to formulate generalizations emphasizing algebraic applications. The course emphasizes logical thinking, and geometric and algebraic problem solving.

Course Assessment: Classwork and homework 50%; Tests & Quizzes 50%

#227 ALGEBRA II

Level 2 Credit 1.0

Prerequisites: Algebra I and teacher recommendation.

GRADES 10, 11

FULL YEAR

Course Description: This course provides an introduction to function families, transformations and key features with a brief review of important concepts of linear functions and systems also provided. This course will cover other solving methods of linear systems not covered in Algebra 1, piecewise functions, and function operations. There is an emphasis on quadratic, exponential, polynomial and radical functions including modeling, finding solutions, and graphing. Fundamental skills in factoring and simplification of exponential and radical expressions will be developed. A graphing calculator and/or Desmos will be used as a technological tool for this course.

Course Assessment: Classwork and homework 50%; Tests & Quizzes 50%

#229 ALGEBRA II HONORS

Level 3 Credit 1.0

Prerequisites: Geometry and teacher recommendation.

GRADES 10, 11

FULL YEAR

Course Description: This course provides an introduction to function families, transformations and key features with a brief review of important concepts of linear functions and systems also provided. This course will cover other solving methods of linear systems not covered in Algebra 1, piecewise functions, and function operations. There is an emphasis on quadratic, exponential, polynomial and radical functions including modeling, finding solutions, and graphing. In depth skills in factoring and simplification of exponential and radical expressions will be developed and complex numbers will be introduced. A graphing calculator and/or Desmos will be used as a technological tool for this course.

Course Assessment: Classwork and homework 50%; Tests & Quizzes 50%

#273 STATISTICS FOR BUSINESS AND HEALTH CAREERS

Level 2 Credit 1.0

Prerequisites: Algebra II

GRADES 11, 12

FULL YEAR

Course Description: This is a beginning statistics course for students who have completed Algebra II. This introduces students to the tools of statistics, including data collection, analysis and drawing inferences based on data. This course is application oriented with emphasis on problems based on health and business careers. A graphing calculator is strongly recommended for this course.

Course Assessment: Classwork and homework 50%; Tests & Quizzes 50%

#241 ADVANCED PLACEMENT STATISTICS

Level 4 Credit 1.0

Prerequisites: Algebra II.

GRADES 11, 12

FULL YEAR

Course Description: AP Statistics introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns and statistical inference. A graphing calculator is required for this course. Students take the nationally standardized AP Statistics Exam in early May and may be eligible to receive college credit for the course.

Course Assessment: Classwork and homework 40%; Tests & Quizzes 60%

#224 PRECALCULUS

Level 2 Credit 1.0

Prerequisites: Algebra II or Honors Algebra II

GRADES 11, 12

FULL YEAR

Course Description: This course reinforces algebraic reasoning through the exploration of rational functions, exponential and logarithmic functions, and trigonometric and inverse trigonometric functions. The course also reviews function families, including describing shape, transformations, and regressions. Teachers have two options for the final unit: limits and continuity and parametric functions, vectors, and matrices. This course is recommended for students going into AP Calculus AB or who plan to take calculus in college.

***Recommended for students who plan to study nursing in college.**

Course Assessment: Classwork and homework 50%; Tests & Quizzes 50%

#237 PRECALCULUS HONORS

Level 3 Credit 1.0

Prerequisites: Algebra II and teacher recommendation.

GRADES 11, 12

FULL YEAR

Course Description: This course reinforces algebraic reasoning through the exploration of rational functions, exponential and logarithmic functions, and trigonometric and inverse trigonometric functions. The course also reviews function families, including describing shape, transformations, and regressions. Teachers have two options for the final unit: limits and continuity and parametric functions, vectors, and matrices. This course is recommended for students going into AP Calculus A/B.

***Recommended for students who plan to study nursing in college.**

Course Assessment: Classwork and homework 50%; Tests & Quizzes 50%

#239 ADVANCED PLACEMENT CALCULUS A/B

Level 4 Credit 1.0

Prerequisites: Precalculus and teacher recommendation.

GRADES 11, 12

FULL YEAR

Course Description: AP Calculus A/B is an intensive study of the derivative and the integral, primarily concerned with an intuitive understanding of the fundamental structures and concepts of calculus and providing experience with its methods and applications. To gain understanding, the student will represent and manipulate calculus ideas and objects graphically, numerically and algebraically. A graphing calculator is required for this course. Students take the nationally standardized AP Calculus A/B Exam in early May and may receive college credit for the course.

***Recommended for students who plan to study nursing in college.**

Course Assessment: Classwork and homework 35%; Tests & Quizzes 65%

#3423 SCSU MAT120 COLLEGE ALGEBRA

GRADES 11, 12

Level 4 Credit 1.0

FULL YEAR

Prerequisites: Overall 3.0 GPA **AND** an A in Algebra 2 or a C or better in Honors Algebra 2

This course is part of our Early College Program and is offered as a Dual Enrollment course with SCSU. This course is an accelerated further study of Algebra and Mathematical Modeling developing algebraic problem solving and quantitative reasoning skills needed for business and social science majors. Topics covered in the course include: function characteristics of linear, piecewise, quadratic, polynomial, rational, exponential, and logarithmic functions; solving systems of linear equations in two variables; solving equations and inequalities in one variable. This course is a college credit-bearing dual enrollment course (3 credits) through Southern Connecticut State University (MAT 120 College Algebra).

Course Assessment: Classwork and homework 20%; Tests & Quizzes 80%

COLLEGE PREPRATORY ALGEBRA

GRADES 12

Level 2 Credit 1.0

FULL YEAR

Prerequisites: Algebra II

Course Description: This Algebra 3 course, we will revisit the major concepts Algebra 1, and Algebra 2, and extend into functions not always covered in Algebra 2. Because you have seen most of the topics before, this will allow us to have fun exploring them through hands-on experiments, data collection, and mathematical modeling. We will explore the functions algebraically, graphically, and verbally, and apply them to solve real-world problems.

Course Assessment: Classwork and homework 50%; Tests & Quizzes 50%

Fine Arts Department

Classes in the Music department have a particular focus on the following school wide learning expectations from page 3:

- Communication and Collaboration

#730 CHORUS

GRADES 10,12

Level: 2 Credit 1.0

FULL YEAR

Prerequisite: None / *Instructor approval required for Chorus II, Chorus III*

Course Description: Mixed chorus is designed to offer students the opportunity to rehearse and perform vocal literature from a variety of genres. Students are encouraged to explore their interest in singing through teamwork, creativity, and the development of vocal technique.

Chorus is a performance-based class, and uses classes for rehearsals to prepare for concerts and other school-related performances. There will be concerts throughout the year that are required for the course. Knowledge of how to read music is not a prerequisite for participation, but students will gain musical literacy skills through participation in the ensemble.

Course Assessment: Daily Practice (Rehearsals, Preparedness, Performance Reflections) - 40%; Larger Tasks (Dress Rehearsal & Performance Events) – 25%; Test Quizzes – 35%

#753 PIANO AND THEORY I

GRADES 9, 10, 11, 12

Level: 2 Credit 1.0

FULL YEAR

Course Description: This course is designed for those who want to learn to read music and play piano. Students begin by acquiring note-reading skills to learn melodies, then learning simple accompaniments. The emphasis is on literacy and performance.

Course Assessment: class work and class performances-50%, quizzes-10%, quarterly exams-40%.

Physical Education Department

Physical Education is an integral part of the general well-being of all the students and developing positive exercise and living habits is important to all students regardless of cultural background, ethnic heritage and native language. The basic concept that all people can create a healthy body through regular daily exercise is emphasized and methods to reach that goal are studied. Students need to earn two full credits of physical education for graduation.

The main focus is evaluating the students' personal fitness levels and developing programs that will improve the individual's muscular strength, flexibility and cardiovascular endurance. Maintaining these three basic areas will help to improve self-esteem, decrease stress, improve overall stamina and develop a more productive student in all areas of school life.

In addition to personal fitness, time is spent teaching those sports with a high carry over value such as basketball, volleyball, tennis and softball. These are sports that are most frequently participated in after school and in a recreational setting and can be gender separated or co-educational.

The physical education department also supports the New Haven Board of Education philosophy that emphasizes reading and writing across the curriculum. The department allows for a comprehensive writing and reading program throughout each marking period.

Classes in the Physical Education department have a particular focus on the following school wide learning expectations from page 3:

- Communication and Collaboration

#904 PHYSICAL EDUCATION I: CO-ED

Level None Credit 1.0

Prerequisites: None

GRADES 9

FULL YEAR

Course Description: This Physical Education course is grade integrated and co-educational. The course begins with the Connecticut Fitness Test so an individual assessment can be made and personal fitness goals can be established. Besides working on improving and maintaining a high level of fitness, the course also gives instruction in many team and individual sports such as soccer, volleyball, badminton, basketball, softball, football, floor hockey and pickleball that have a carryover value after the student graduates. The students study and learn skills, strategies of team play, cooperation, and sportsmanship. Creative and persuasive writing assignments are expected for each of the units of study. The course maintains a continuous effort to improve literacy and writing skills along with improving critical thinking and self-assessment.

Course Assessment: Daily Practice 60 – 70%; Examinations Tests & Quizzes 30 – 40%

#1949 HIGH SCHOOL HEALTH

Level None Credit 1.0

Prerequisites: None

GRADES 10, 11, 12

FULL YEAR

Graduation Requirement

Course Description: This course develops student's essential health skills and knowledge which include accessing information, analyzing influences, goal setting, decision making, interpersonal communication and advocacy. Students will be able to practice the health skills through Social and Emotional Health; Nutrition and Physical Activity; Safety; Alcohol, Tobacco, and other Drugs; Personal Health and Wellness; Healthy Responsible Relationships: STI's and Pregnancy Prevention; and Adult CPR/AED training units. Students will have a better understanding that these skills are tools to be used anywhere in life and not just in health class.

Course Assessment: Daily Practice 60 – 70%; Examinations Tests & Quizzes 10 – 20%; Larger Tasks 10-20%

Physical Education Electives

#905 PHYSICAL EDUCATION II: CO-ED

GRADES 10, 11, 12

Level None Credit 0.5

HALF YEAR

Prerequisites: Physical Education I

Course Description: This Physical Education course is grade integrated and co-educational. The course begins with the Connecticut Fitness Test so an individual assessment can be made and personal fitness goals can be established. Besides working on improving and maintaining a high level of fitness, the course also gives instruction in many team and individual sports such as soccer, volleyball, badminton, basketball, softball, football floor hockey, swimming and pickle ball that have a carryover value after the student graduates. The students study and learn skills, strategies of team play, cooperation and sportspersonship. Creative and persuasive writing assignments are expected for each of the units of study. The course maintains a continuous effort to improve literacy and writing skills along with improving critical thinking and self-assessment.

Course Assessment: Daily Practice 60 – 70%; Examinations Tests & Quizzes 30 – 40%

#908 CO-ED SWIMMING

GRADES 10, 11, 12

Level None Credit 0.5

HALF YEAR

Prerequisites: Physical Education I

Course Description: This is a co-ed swimming course designed to improve the swimming ability of all levels of swimmers from the non-swimmer to the more advanced. Materials covered include multiple swimming strokes, basic lifeguard techniques, boating safety, weight training, water aerobics and various water games. Students need to provide their own towels and appropriate swimsuits.

Course Assessment: Daily Practice 60 – 70%; Larger Tasks 10 – 30%; Examinations Tests & Quizzes 10 – 15%.

#947 PERSONAL FITNESS/LIFESTYLE CHOICES

GRADES 10, 11, 12

Level None Credit 0.5

HALF YEAR

Prerequisites: Physical Education I

Course Description: The Personal Fitness course is an intense fitness program teaching you how to make healthy choices in your life. It emphasizes individual personalities and attitudes to keep you involved in the learning process and show you ways to be and keep physically fit. The course will cover health-related physical fitness, nutrition and stress. Each student will develop their own personally tailored fitness program and set goals for lifestyle changes.

Course Assessment: Daily Practice – 60%; Larger Tasks – 20%; Examinations Tests & Quizzes – 20%.

Science/Health Department
Health Career Pathway Course Sequencing
2024-2025

9th Grade

#402 Integrated Science
Intro to Health Sciences

#406 Integrated Science Honors
#471 Food Sciences

10th Grade

#410 Biology College
#414 Biology Honors

Introduction to Public Health
#463 STEM Careers

11th Grade

#430 Anatomy and Physiology
#430 Honors Anatomy and Physiology
#433 AP Biology
#484 Emergency Medical Technician
#418 Chemistry College
#422 Chemistry Honors

SCSU HSC 200 - Environmental Science

#445 Introduction to Public Health
#548 Medical Spanish
#438 Physics College
#273 Statistics for Health/Business
Careers
#463 STEM Careers
#449 Forensic Science
#417 Sustainable Energy Solutions

12th Grade

#433 AP Biology
#466 AP Chemistry
SCSU HSC 200 - Environmental Science
#484 Emergency Medical Technician

#438 Physics College
#449 Forensic Science
#445 Introduction to Public Health
#456 Introduction to Nursing/CNA
#463 STEM Careers

Science/Health Department

The Hill Regional Career High School Science Program is designed to serve a diverse student body with a broad range of interests and needs. Our goal is to increase the scientific and technological literacy of all our students by providing a wide range of offerings to prepare for science and health oriented careers, study, and professions. Students have opportunities available for participation in Advanced Placement Courses, club activities, field trips, meetings with scientists, team and individual competitions with other schools, partnership and internship programs, and individual study and research projects.

To preclude injury to students and staff as well as to minimize damage to equipment and personal effects, each student is required to read and sign a statement regarding conduct in the laboratory and general safety rules. Failure to comply with safety directives can lead to exclusion from all laboratory activities including loss of credit for those assessments.

Classes in the Science/Health department have a particular focus on the following school wide learning expectations from page 3:

- Problem Solving and Critical Thinking
- Accessing and Analyzing Information
- Communication and Collaboration

#402 INTEGRATED SCIENCE

Level 2 Credit 1.0

Prerequisites: None

GRADE 9

FULL YEAR

Course Description: An overview of major science concepts from earth science, space science, environmental science and physical science. Topics may include metric measurement, atomic structure, the Big Bang and stellar evolution, nuclear fusion, electromagnetic waves, resource cycles, climate change, natural resources, surface processes, and human impacts on the environment.

Course Assessment: Tests & Quizzes – 30%; Daily Practice – 40%; Larger Tasks – 30%

#406 INTEGRATED SCIENCE HONORS

Level 3 Credit 1.0

Prerequisites: Teacher recommendation.

GRADE 9

FULL YEAR

Course Description: An overview of major science concepts from earth science, space science, environmental science and physical science. Topics may include metric measurement, atomic structure, the Big Bang and stellar evolution, nuclear fusion, electromagnetic waves, resource cycles, climate change, natural resources, surface processes, and human impacts on the environment. Honors students will be expected to extend learning to new situations and explore relevant topics independently.

Course Assessment: Tests & Quizzes – 30%; Daily Practice – 40%; Larger Tasks – 30%

INTRO TO HEALTH SCIENCES

Level 2 Credit 0.5

Prerequisites: None

GRADE 9

HALF YEAR

Course Description: This course introduces students to a variety of healthcare careers as they develop the basic skills required in all health, medical and bio technical sciences. In addition to learning the key elements of the U.S. healthcare system, students will be introduced to medical terminology, anatomy and physiology, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of medical emergency care. Throughout the course, instructional activities emphasize safety, professionalism, accountability, and efficiency for workers within the healthcare field.

Course Assessment: Tests & Quizzes – 30%; Daily Practice – 40%; Projects – 30%

#471 FOOD SCIENCES

Level 2 Credit 0.5

Prerequisites:

GRADES 9, 10, 11, 12

HALF YEAR

Course Description: This course is an introduction to the science behind the food we eat. Topics may include food production, nutritional content, preparation, development of flavor, additives, preservatives, applications of biotechnology, hygiene, packaging, and safety issues.

Course Assessment: Daily Practice – 40%; Projects – 30%; Test & Quizzes – 30%

#410 BIOLOGY COLLEGE

Level 2 Credit 1.0

Prerequisites: Integrated Science

GRADE 10

FULL YEAR

Course Description: Students will utilize skills for measuring, inferring, classifying, predicting, modeling and researching in order to relate biology to other fields of science, organize materials into a format for reporting, and explain how biology relates to everyday life. It incorporates technology into the classroom. This is a full year laboratory science including topics in biology such as: molecules and cells; heredity and evolution; and organisms and populations. A major science project is required.

Course Assessment: Tests & Quizzes - 35%; Daily Practice – 40%; Larger Tasks -25%

#414 BIOLOGY HONORS

Level 3 Credit 1.0

Prerequisites: Integrated Science and teacher recommendation.

GRADE 10

FULL YEAR

Course Description: This is a college prep biology course designed for students with the academic ability to study in more depth the biological concepts and processes. This is a full year, laboratory course including topics in biology such as molecules and cells, heredity and evolution; and organisms and populations. A research paper is required for the completion of this course.

Course Assessment: Tests & Quizzes – 35%; Daily Practice – 40%; Larger Tasks – 25%

#418 CHEMISTRY COLLEGE

Level 2 Credit 1.0

Prerequisites: Integrated Science and Biology

GRADES 10, 11, 12

FULL YEAR

Course Description: This laboratory-oriented course is designed for students to study basic Chemistry concepts such as atomic structure, the periodic table and to utilize mathematical formulas while bridging the inter-relationships between chemistry, the consumer and the environment. Much of this course is done through use of the Internet and web quests. Contemporary issues in science and technology are often covered.

Course Assessment: Tests & Quizzes – 30%; Daily Practice – 40%; Larger Tasks – 30%

#422 CHEMISTRY HONORS

Level 3 Credit 1.0

Prerequisites: Biology and Algebra I.

GRADE 11

FULL YEAR

Course Description: This course is designed to develop understanding and skills in the following areas of chemistry and the study of matter: fundamental concepts, practical applications, laboratory techniques and application of mathematical methods. The course content includes the same topics as that of Chemistry College, but Chemistry Honors must be taken concurrently with Honors Anatomy/Physiology.

Course Assessment: Tests and Quizzes 40%; Daily practice 30%; Larger tasks 30%

Science/Health Department Electives
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INTRODUCTION TO PUBLIC HEALTH**GRADES 10, 11, 12**

Level 2 Credit 0.5

HALF YEAR

Prerequisites: Open to science/health pathway.

Course Description: This is a half full year course designed to provide instruction pertaining to the field of public health. Through the use of media, classroom activities, and guest speakers, students will explore past and present public health issues. Students will explore methods used for prevention and control of disease as they complete various projects designed to increase public health awareness.

Course Assessment: Tests & Quizzes – 50%; Daily Practice – 30%; Larger Tasks – 20%

#463 STEM CAREERS**GRADES 9, 10, 11, 12**

Level 2 Credit 0.5

HALF YEAR

Prerequisites: None

Course Description: STEM careers revolves around the learning of Science, Technology, Engineering, Math, and Medicine. This course involves hands-on and project-based learning with reinforcement through field trips to local manufacturers. You learn basic skills, modern concepts, and about job opportunities in the New Haven STEM workforce. You learn about the modern workforce and two biggest job sectors of Greater New Haven: Biotechnology-Biomedicine and Engineering-Manufacturing. How do we find cures and devices to fight human diseases? How do we discover and pharmaceuticals and vaccines? You practice basic skills in engineering of medical devices by learning skills of precision tools, blueprint design, computer graphic design, and lego robotics. The goal is to connect your learning from classroom to workplace.

Course Assessment: Daily Practice – 80%; Projects – 20%

#3350 SCSU ENV 100 - ENVIRONMENTAL SCIENCE**GRADES 10, 11, 12**

Level 4 Credit 1.0

HALF YEAR

Prerequisite: Integrated Science

Teacher recommendation require for 10th graders.

Course Description: This a half year course exploring several key “big ideas” in environmental science including energy transfer, interactions between earth systems, interactions between different species and the environment, and sustainability. Potential topics include: ecosystems, biodiversity, populations, earth systems and resources, land and water use, energy resources and consumption, pollution, and global changes. Special consideration will be given to student interests and making relevant connections to practical, real life experience in the selection of course topics.

Course Assessment: Tests & Quizzes - 30%; Daily Practice – 40%; Larger Tasks – 30%

#438 PHYSICS COLLEGE

Level 2 Credit 1.0

Prerequisites: Biology and Geometry.

GRADES 11, 12

FULL YEAR

Course Description: This course is designed to acquaint students with the methods and ideas used by physicists to describe the physical world. Emphasis will be placed on laboratory investigation, the basic principles of motion, forces, energy, waves, electricity, magnetism and atomic and nuclear physics. Mathematics will be used in the laboratory data analysis and for the solution of problems. Project work will also be an integral part of the course. ***Recommended for students who plan to study nursing in college.**

Course Assessment: Tests & Quizzes - 30%; Daily Practice – 40%; Larger Tasks – 30%

#441 PHYSICS HONORS

Level 3 Credit 1.0

Prerequisites: Biology College, Geometry, and teacher recommendation.

GRADES 11, 12

FULL YEAR

Course Description: This college preparatory course is designed to provide students with an in-depth understanding of the meaning and structure of physics. Through reading, problem solving, laboratory work and individual projects, students will study the principles of motion, forces, energy, waves, electricity, magnetism, atomic physics, nuclear physics, relativity, and quantum mechanics. Extensive use will be made of mathematics for analysis of laboratory data, development of physical laws and the applications of physics.

Course Assessment: Tests & Quizzes – 30%; Daily Practice – 40%; Larger Tasks – 30%

#484 EMERGENCY MEDICAL TECHNICIAN

Level 4 Credit 2.0

Prerequisites: Recommendation from SCSU Healthcare Professions teacher, SCSU Healthcare Professions, Anatomy and Physiology, GPA 2.7+, minimum age of 17

GRADES 12

HALF YEAR

Note: In order to register for the State of Connecticut Emergency Medical Technician Certification exam, students are required to have 200 hours of logged in class hours, no more than 20 total classroom absences, and reach 18 years of age by the date of the exam. **The cost of the exam will be the students' responsibility.**

Course Description: This course is designed to equip the student with Emergency Medical Training as well as develop the study skill set and hands on proficiency necessary for direct patient care. The students will learn how to provide on the scene emergency care for patients as well as emergency transportation.

Upon successful completion of this course, 200 logged class hours, the student will be invited to participate in the state practical exam and state written exam. Students must pass both practical and written exams in order to receive state certification. Students are required to take both written and practical exams.

Course Assessment: Tests - 50%, Written Work - 30%, Practical Application - 20%

#433 ADVANCED PLACEMENT BIOLOGY

Level 4 Credit 1.0

GRADES 10, 11, 12

FULL YEAR

Prerequisites: Integrated Science and teacher recommendation.

Course Description: AP Biology presents a first year college-level biology course covering major content areas such as molecules and cells; heredity and evolution; and organisms and populations. Students will perform 12 AP Biology laboratory investigations across a range of topics including animal behavior, dialysis, genetic engineering, electrophoresis, photosynthesis, population dynamics and a variety of molecular and cellular technologies. Students will take the nationally standardized AP Biology test in early May and be eligible to receive college credit for the course. This is a highly selective and competitive course which requires a commitment of time and study on the part of the very mature student.

Course Assessment: Exams & Quizzes-50%; Labs & Projects-20%, Homework-20%; Participation and Attendance-10%

#417 SUSTAINABLE ENERGY SOLUTIONS

Level 2 Credit 0.5

GRADES 11, 12

HALF YEAR

Prerequisites: Integrated Science and Biology

Course Description: This course is an introduction to sustainable energy alternatives to fossil fuels. Topics may include solar energy, wind power, hydropower, bioenergy, and geothermal energy. Students will explore sustainable energy practices, the environmental impact of different renewable sources, energy conservation, and the development of emerging sustainable energy technologies.

Course Assessment: Tests and Quizzes - 30%; Larger tasks - 30%; Daily Practice - 40%

#430 ANATOMY & PHYSIOLOGY

Level 2 Credit 1.0

GRADES 11, 12

FULL YEAR

Prerequisites: Integrated Science and Biology College

Course Description: Anatomy and Physiology is the study of the structure and function of the systems of the human body. The course begins with a review of cells and basic tissues. We then study how these tissues form organs and organ systems. Hands-on laboratory investigations are used to explore physiological processes. Health and disease states are also explored, as they relate to the different systems. This course is for business and science students.

Course Assessment: Tests and Quizzes 40%; Larger tasks 30%; Daily Practice 30%

#472 ANATOMY & PHYSIOLOGY HRC HONORS

GRADES 11, 12

Level 3

Credit 1.5

Last Block of Day

FULL YEAR

Prerequisites: Integrated Science, Biology Honors

Science/Health majors only. Must be paired with Honors Chemistry.

Course Description: Anatomy and Physiology is the study of the structure and function of the systems of the human body. The course begins with a review of cells and the four basic tissues types. We then study how these tissues form organs and organ systems. The skeletal, cardiovascular, pulmonary, digestive, nervous, lymphatic, integumentary, urinary, and reproductive systems are studied in depth. This is a rigorous course, which includes bimonthly visits to observe in the Yale Medical School Cadaver Lab. Health and disease states are also explored, as they relate to the different systems. Medical terminology is studied as well.

Course Assessment: Test and Quizzes: 50%; Larger Tasks 25%; Daily Practice 25%

#SCSU INTRO TO HEALTHCARE PROFESSIONS

GRADES 11, 12

Level 4

Credit 1.0

FULL YEAR

Prerequisites: Biology and Intro to Public Health (concurrently)

Course Description: This is a dual enrollment introductory course through SCSU that is designed to explore healthcare careers and investigate the medical field. Students who take this course will learn about careers in the Health Sciences industry with a focus on their career expectations and how to get that career. Other topics covered in this course would include safety, introduction to medical terms, medical law and ethics, Healthcare systems, Geriatric Care and Business & Accounting skills. Students will also learn clinical skills that include basic first aid, head-to-toe assessment, vitals signs and managing patient care.

Upon successful completion of this course, students can take EMT training, CNA training or participate in an internship program with a local healthcare facility Senior Year upon recommendation of the instructor

Pre- Req's- Intro to public health and Anatomy/ Physiology (can run concurrent), Biology. All courses must be a C or Better

Part of this class involves

- immunology which is covered in Public Health
- Anatomy & Phys
- Medical Math
- Medical Business skills

Course Assessment: Tests - 40%, Quizzes - 20%, Written work 20%, Projects/Journal 15%, Participation 5%

#449 FORENSIC SCIENCE

Level 3 Credit 1.0

Prerequisites: Chemistry.

GRADE 11, 12

FULL YEAR

Course Description: Forensic Science is an interdisciplinary, hands-on, inquiry-based full year course focusing on modern crime solving methods. Forensic Science is an applied science which utilizes the knowledge and skills of all the life and physical sciences in matters of law. Knowledge and skills acquired in Chemistry and Biology will be applied to the analysis of evidence and reconstruction of crime scenes, using the scientific method. Major categories of evidence will be covered, including pattern evidence, biological evidence and chemical evidence. We will study the history of the development of Forensic Science relative to major scientific discoveries.

Special projects such as book reports on mystery novels and stories, writing “crime stories”, field trips, guest speakers and solving of “mock” crimes will make the course enjoyable and relevant. Students will take turns on crime scene investigative “teams”, collecting and documenting evidence, obtaining testimony, performing laboratory analysis, obtaining “pathology” reports, and presenting their case to the “court”.

Course Assessment: Tests/Quizzes – 50% Laboratory work and reports 30%, Homework-20%

#3696 SCSU HSC 200 – ENVIRONMENTAL SCIENCE

Level 4 Credit 1.0

Prerequisite: Integrated Science and Biology

GRADE 12

FULL YEAR

Course Description: An overview of the major scientific concepts that underlie current environmental problems. A multidisciplinary approach to the nature and extent of the pollution jeopardizing our air, water, resources, wildlife, and quality of human life. Successful completion of the Career High School course will result in students earning 3 credits from SCSU for their ENV100 Environmental Studies course.

Course Assessment: Tests and Quizzes – 25%; Labs – 25%; Classwork – 25%; Discussion – 25%

#INTRODUCTION TO NURSING/CNA

Level 3 Credit 1.0

Prerequisites: Recommendation from SCSU Healthcare Professions teacher, SCSU Healthcare Professions, Anatomy and Physiology, GPA 2.5+

GRADE 12

FULL YEAR

Course Description: This course provides instruction in the roles and responsibilities of the Nursing Assistant. Body structure and function, infection prevention, nutrition, principles of growth and development, safety in healthcare, home health care, and elderly care are some of the topics emphasized. Instruction and practice of basic patient care skills required for Nursing Assistants is provided. Skills practiced include patient assistance with activities of daily living, personal care, transfer and positioning, vital sign measurement, intake and output measurement, restorative care, and communication. Students will practice supervised basic patient care in a clinical setting prior to completion of the program.

Course Assessment: Tests 35%; Quiz 25%; Written Work 20%; Class Participation 10%; Clinical Performance 10%

#466 ADVANCED PLACEMENT CHEMISTRY

GRADE 12

Level 4 Credit 2.0

FULL YEAR A & B Days

Prerequisites: Successful completion of one year of Chemistry I or Honors Chemistry, and Trigonometry or Pre-calculus with a grade of A **and** teacher recommendation

This course is a first year college Chemistry course. Hands-on laboratory work highlighting precise measurements and calculations is an integral part of the course. There will be an emphasis on guided inquiry with students developing their own procedures and exploring scientific questions using lab skills that they will acquire. Data interpretation and critical thinking skills are stressed. The content is extensive, in-depth, and challenging and requires a major time commitment for success. All students will take the Advanced Placement Examination in Chemistry in May in order to earn college credit.

Course Assessment: Tests and Quizzes – 65%; Daily practice – 20%; larger tasks – 15%

World Language Department

We live in an increasingly multi-cultural, multi-ethnic & multi-lingual world. As world language teachers, we believe that the ability to communicate proficiently in a second language gives our students an advantage in furthering academic progress and in pursuing careers related to business and health.

We believe in the importance of teaching the skills of speaking, reading, writing and listening so that students can demonstrate proficiency in the language being learned commensurate with their level of study.

We also believe that the study of history and culture is an integral part of foreign language study. We believe an understanding of, a sensitivity to, and a tolerance for other cultures is of great importance in the world today, both in the personal lives of our students and in the furthering of their careers in the fields of business or health.

We further believe that all students should be given the opportunity to study a world language for as long as is beneficial to them within the limits of our offerings.

Classes in the World Language department have a particular focus on the following school wide learning expectations from page 3:

- Accessing and Analyzing Information
- Communication and Collaboration
- Creativity and Innovation
- Problem Solving and Critical Thinking

#559 ARABIC I

Level 2 Credit 1.0

Prerequisites: None

GRADES 9, 10, 11, 12

FULL YEAR

Course Description: In Arabic I, students will be introduced to the Modern Standard Arabic (MSA) language and cultures of Arabic-speaking world. They will acquire basic knowledge and understanding of the writing system, sounds and pronunciations of Arabic letters. Students will learn the basic rules of Arabic grammar, and how to read and write basic sentences. They will be able to build a list of vocabulary in MSA and Colloquial Arabic. This course is a combination of lecture, discussion, exercises, and communicative language activities.

Course Assessment: Tests and Quizzes - 30%; Classwork – 70%

#560 ARABIC II

Level 2 Credit 1.0

Prerequisites: Arabic I

GRADES 9, 10, 11, 12

FULL YEAR

Course Description: Students will further build their speaking, reading, and writing skills. Through this course, students will learn basic grammar and vocabulary necessary for daily life. They will be able to write basic Arabic sentences. This course is a combination of lecture, discussion, exercises, and communicative language activities.

Course Assessment: Tests and Quizzes - 30%; Classwork – 70%

#573 ARABIC III

Level 2 Credit 1.0

Prerequisites: Arabic II

GRADES 10, 11, 12

FULL YEAR

Course Description: Arabic III introduces advanced grammar and vocabulary to develop proficiency in understanding, listening, reading, speaking and writing in Modern Standard Arabic (MSA). Through this course, students will discuss, write about, read about and understand the Middle Eastern/Arabic history, culture, and language. They will also demonstrate understanding of the nature of language throughout comparisons between Arabic culture and their own culture. They will understand and interpret written and spoken Arabic on a variety of topics. They will engage in conversation and correspondence in Arabic to provide and obtain information, express feelings, and emotions and exchange opinions.

Course Assessment: Tests and Quizzes - 30%; Classwork – 70%

#511 FRENCH I

Level 2 Credit 1.0

Prerequisites: None

GRADES 9, 10, 11, 12

FULL YEAR

Course Description: In French I students are introduced to the French language. They begin to understand, speak, read and write in simple French. In addition, students are introduced to the Francophone world, with a major emphasis on France and its cultural heritage.

Course Assessment: Daily Practice - 50%; Tests and Quizzes - 50%; special projects, when given, are the equivalent of a test grade.

#512 FRENCH II

Level 2 Credit 1.0

Prerequisite: French I

GRADES 9, 10, 11, 12

FULL YEAR

Course Description: In French II students continue to understand, speak, read and write the French language with a strong emphasis on vocabulary development and reading and writing skills. Students will continue to learn about France, its culture and selected countries of Francophone world.

Course Assessment: Daily Practice - 50%; Tests and Quizzes - 50%; special projects, when given, are the equivalent of a test grade.

#526 FRENCH III HONORS

Level 3 Credit 1.0

Prerequisites: French II and teacher recommendation.

GRADES 10, 11, 12

FULL YEAR

Course Description: In French III students begin to perfect their skills in understanding, reading, writing and speaking French. Students are encouraged to use French as much as possible including correspondence with other French language students.

Course Assessment: Daily Practice - 50%; Tests and Quizzes - 50%; special projects, when given, are the equivalent of a test grade.

#527 HONORS FRENCH IV

Level 3 Credit 1.0

GRADES 11, 12

FULL YEAR

Prerequisites: French III and teacher recommendation.

Course Description: French IV is intended for the student who has adequately mastered the material presented in levels I – III. In French IV students will continue to perfect their skills in listening, speaking, reading and writing French. They will be exposed to the various genres of French literature: drama, poetry, short stories and novels. Students will make connections between the cultures about which they have been learning and the literature they will be reading. Students will continue to learn about the Francophone world. In addition, they will learn about contemporary life in the French speaking world

Course Assessment: Daily Practice - 50%; Tests and Quizzes - 50%; special projects, when given, are the equivalent of a test grade.

#126 HONORS FRENCH V

Level 3 Credit 1.0

GRADES 11, 12

FULL YEAR

Prerequisites: French IV and teacher recommendation.

Course Description: French V is intended for the serious French student interested in perfecting his/her skills. In French V students will continue their study of French literature, history and art history. Vocabulary and grammatical structures will be relevant to the course readings. The French speaking world and the cultures therein will be studied.

Course Assessment: Daily Practice - 50%; Tests and Quizzes - 50%; special projects, when given, are the equivalent of a test grade.

#532 SPANISH I

Level 2 Credit 1.0

Prerequisites: None

GRADES 9, 10, 11, 12

FULL YEAR

Course Description: Spanish I introduces the Spanish language and culture to students who have never formally studied Spanish. Vocabulary and structures introduced enable students to discuss topics of general interest such as family, home, leisure time, school and sports. Students are also introduced to the culture and history of the Spanish speaking world with emphasis on Spain, Puerto Rico, and Mexico.

Course Assessment: Daily Practice - 70%; Tests and Quizzes - 30%; projects are included in the daily practice grade.

#533 SPANISH I HONORS

Level 3 Credit 1.0

Prerequisites: Teacher recommendation.

GRADES 9, 10, 11, 12

FULL YEAR

Course Description: Spanish I Honors covers the same material and develops the same skills as Spanish I but in greater depth and at a faster pace. Students will do more speaking, reading and writing with greater fluency and accuracy.

Course Assessment: Tests and quizzes – 30%; Daily Practice - 70%; projects are included in daily practice grade

#545 NHS SPANISH I

Level 2 Credit 1.0

Prerequisites: Spanish assessment and Career teacher recommendation

GRADES 9, 10

FULL YEAR

Course Description: This course is designed for native Spanish Speakers who speak the language but have a novice understanding of the grammar and structure(s). The course will expand the student's functional language ability (ability to accomplish real world communicative tasks and resolve complex situations) as well as his/her reading, writing, listening, speaking and grammatical skills.

Course Assessment: Daily Practice - 70%; Tests and Quizzes - 30%; projects are included in the daily practice grade.

#535 SPANISH II

Level 2 Credit 1.0

Prerequisites: At least a C- or better in Spanish I and Spanish I teacher recommendation.

GRADES 9, 10, 11, 12

FULL YEAR

Course Description: Spanish II is an intermediate course which enables students to utilize and strengthen listening, speaking, reading and writing skills developed in Spanish I. Additional topics are introduced to expand students' skills in the four areas. The culture and history of Central and South America are stressed.

Course Assessment: Tests and quizzes – 30%; Daily Practice - 70%; projects are included in daily practice grade

#536 SPANISH II HONORS

Level 3 Credit 1.0

GRADES 9, 10, 11, 12

FULL YEAR

Prerequisites: Spanish I teacher recommendation.

Course Description: Spanish II Honors covers the same material and develops the same skills as Spanish II but in greater depth and at a faster pace. Students will do more speaking, reading and writing with greater fluency and accuracy.

Course Assessment: Tests and quizzes – 30%; Daily Practice - 70%; projects are included in daily practice grade

SPANISH III - MEDICAL

Level 3 Credit 1.0

GRADES 11, 12

FULL YEAR

Prerequisites: Completion of Spanish II and teacher recommendation.

Course description: Medical Spanish covers the same material as Spanish III Honors. In addition, the course covers grammar, expressions and vocabulary specific to the field of medicine, using authentic materials in the classroom. One of the course's aims is to help develop listening and speaking skills with a communicative approach, so that the student can transfer the knowledge learned in other health subjects to the real working world.

Course Assessment: Daily Practice - 50%; Tests and Quizzes - 50%; special projects, when given, are the equivalent of a test grade.

SPANISH III - BUSINESS

Level 3 Credit 1.0

GRADES 11, 12

FULL YEAR

Prerequisites: Completion of Spanish II with a grade of A or B and Spanish II teacher recommendation.

Course description: Business Spanish covers the same material as Spanish III Honors. In addition, the course covers grammar, expressions and vocabulary specific to the fields of business and technology, using authentic materials in the classroom. One of the course's aims is to help develop listening and speaking skills with a communicative approach, so that the student can transfer the knowledge learned in other business and technology subjects to the real working world.

Course Assessment: Daily Practice - 50%; Tests and Quizzes - 50%; special projects, when given, are the equivalent of a test grade.

#541 HONORS SPANISH IV

Level 3 Credit 1.0

GRADES 10, 11, 12

FULL YEAR

Prerequisites: III teacher recommendation.

Course Description: Spanish IV is intended for the student who has adequately mastered the material presented in levels I - III. It is designed to augment vocabulary through topical readings of interest to the class. Structures not previously covered are presented and reinforced through student writing. Students are exposed to various types of literature of the Spanish speaking world; poetry, drama, short story, authentic articles, and essays. Class discussion is mostly in Spanish.

Course Assessment: Daily Practice - 50%; Tests and Quizzes - 50%; special projects, when given, are the equivalent of a test grade.

#543 ADVANCED PLACEMENT SPANISH LANGUAGE

Level 4 Credit 1.0

GRADES 11, 12

FULL YEAR

Prerequisites: Teacher recommendation.

Course Description: Advanced Placement Spanish Language is a course conducted at a level comparable to that of a college course. Students take the nationally standardized AP Spanish Language Exam in early May and may receive college credit for the course. This course is conducted primarily in Spanish.

Course Assessment: Daily Practice - 50%; Tests and Quizzes - 50%; special projects, when given, are the equivalent of a test grade.

#551 LATIN I

Level 2 Credit 1.0

GRADES 9, 10, 11, 12

FULL YEAR

Prerequisites: None

Graduation Requirement

Course Description: Latin I presents the fundamentals of Latin grammar, with emphasis on logical thinking skills. These skills are applied in exercises and brief Latin prose selections. Latin vocabulary, as the basis of most of the English language, is stressed. The culture and history of Rome are introduced in Latin readings and enrichment activities.

Course Assessment: Tests and quizzes – 30%; Daily Practice - 70%; projects are included in daily practice grade

#553 LATIN II

Level 2 Credit 1.0

GRADES 9, 10, 11, 12

FULL YEAR

Prerequisites: Latin I

Requirement for all Health/Science Pathway students

Course Description: Latin II is a continuation of the Latin I course. The course presents complex Latin grammar which is applied to translating a variety of Latin prose selections about Roman history, customs and culture. In addition, sophisticated English vocabulary derived from Latin roots is stressed and will help prepare the student for the writing (grammar) and readings portions of the PSAT and SAT..

Course Assessment: Tests and quizzes – 30%; Daily Practice - 70%; projects are included in daily practice grade

#554 LATIN II HONORS

Level 3 Credit 1.0

GRADES 9, 10, 11, 12

FULL YEAR

Prerequisites: Latin I and teacher recommendation.

Requirement for all Health Career Pathway students

Course Description: Honors Latin II is a continuation of the Latin I course. It is designed to challenge the promising Latin student. The course presents complex Latin grammar which is applied to translating a variety of Latin prose selections about Roman history, customs and culture. In addition, sophisticated English vocabulary derived from Latin roots is stressed and will help prepare the student for the writing and reading portions of the SAT.

Course Assessment: Tests and quizzes – 30%; Daily Practice - 70%; projects are included in daily practice grade

#555 LATIN III

Level 2 Credit 0.5

Prerequisites: Latin II

GRADES 9, 10, 11, 12

HALF YEAR

Course Description: Latin III is designed to meet the academic needs of the superior Latin student through an offering of intensive readings. In this course, students perfect their skills in reading and writing Latin by focusing on the fine points of grammar. Latin prose selections are studied and analyzed.

Course Assessment: Tests and quizzes – 30%; Daily Practice - 70%

#556A HONORS LATIN III

Level 3 Credit 1.0

Prerequisites: A grade of B or higher in Honors Latin II, or recommendation of the Latin II teacher

GRADES 10, 11, 12

FULL YEAR

Course Description: Honors Latin III is designed to meet the academic needs of the superior Latin student through an offering of intensive readings. In this course, students further refine their skills in reading and writing Latin by focusing on the fine points of grammar. Latin prose selections are studied and analyzed. The prose selections focus on eminent historical persons such as Caesar, Cicero and Pliny and on historical and mythological events. In addition, sophisticated English vocabulary derived from Latin roots is stressed and will help prepare students for the reading and writing portions of the SAT.

Course Assessment: Tests and quizzes – 30%; Daily Practice - 70%; projects are included in daily practice grade

Independent Study and Seminar Program-ISSP

Distinguishing talent, developing leaders
Est. 1967

It is the mission of the Independent Study and Seminar Program to help students distinguish themselves in and out of the classroom by nurturing exceptional talent, engaging curiosity, and fostering self-confidence and originality. ISSP creates unique opportunities through independent study, college courses, and seminars that equip students to succeed in academics and the community.

Please visit the ISSP website at <https://isspinfo.wordpress.com/> for the most up to date information.

What is ISSP?

ISSP supports high performing, college bound students by providing opportunities including college courses, IS Courses, college preparatory workshops, and academic and artistic programs. ISSP Coordinators work with students to find the opportunities that best fit their interests, strengths, and schedules, serving as their mentors along the way.

In ISSP's College Before College Program, coordinators guide students as they select and register for college classes. In addition, coordinators support students throughout their time in the college classes with weekly conferences and evaluations.

ISSP serves students who consistently excel in their studies, as well as providing incentives for all students to earn higher marks in order to take advantage of the program's benefits.

PLEASE NOTE: ISSP courses are not taken or offered in place of any course currently offered in the Hill Regional Career High School Course Selection Guide. That is to say, for example, a student cannot take, on an ISSP basis, "English 3" or "Algebra I" or "US History I", etc., if that course is in the Course Selection Guide. Thus, when planning for courses to be taken next year, students and parents should plan as prudently as possible to address core curriculum requirements. By its nature and its definition, ISSP cannot function as an extension of the school's basic curriculum.

Higher Heights

At Higher Heights, our vision is for every under-represented student in the State of Connecticut to have full and equal access to post-secondary education. We provide underserved and underrepresented students with equitable access to college preparatory resources and services – with our support, they are empowered, encouraged, and equipped to go to college and to become leaders within their community.

Please visit the Higher Heights website at <https://www.higherheightsyouth.net/> for the most up to date information.

Interdisciplinary Courses

#2342 SENIOR CAPSTONE

Level 2 Credit 1.0

Prerequisites: None

GRADE 12

HALF YEAR

Graduation Requirement

Course Description: In this half year required course, students will design, create and present a single unified project that demonstrates the 21st Century Competencies as well as demonstrating proficiency in their magnet focus. The final assessment of the project will take place as a presentation to a panel of teachers, administrators and stakeholders that they will help to select.

Course Assessment: Daily Practice – 30%; Larger Tasks – 70%

#7021 LIBRARY MEDIA AIDE

Level None Credit 1.0

Prerequisites: Personal interview with Library Media Specialist and placement by School Counselor.
Student must have completed all junior course requirements.

GRADE 12

FULL YEAR

Course Description: This course provides the student with an “on the job” training opportunity for students who express an interest in the teaching field or a career in information and education technology. Students will bring his/her talents and skills and will be taught new skills which enhance the efficiency of the Media Center. These skills will be discussed in the initial interview. Students must be willing to take an active part in the Library Media program and be able to work well with staff and students.

Course Assessment: Students are assessed on their participation and performance on basic and advanced technology skills. Successful completion of a quarterly technology project is required.

INTERNSHIP

Level None Credit 0.5

Prerequisites: On track for graduation including attendance (93%), GPA 2.5+

GRADE 12

HALF YEAR

Course Description: Experiential course for which students acquire practical knowledge through hands-on experiences in the area of business or health science in a professional setting. Placed interns must exercise good employability skills, be available and commit to work, and uphold the worksite agreement and the principle of confidentiality.

Course Assessment: Pass/Fail

#4099 ACCELL - ESL

GRADES 9, 10, 11, 12

Level None Credit 1.0

FULL YEAR

Prerequisites: English Learners who score a 1 or 2 on the LAS Link Assessment and teacher recommendation.

Course Description: This course emphasizes intensive instruction in English as a Second Language and English Literacy development. Students will develop English Language skills in the four domains of language: Listening, Speaking, Reading, and Writing, in order to participate in social interactions/social settings and to succeed in core academic content areas.

English Language Learners who are at the beginning or intermediate stages of English language proficiency according to the state mandated LAS Links Assessment, (Language Assessment Scales) who scored LAS levels I-III qualify to participate in the ACCELL Content Support Classes. ACCELL classes provide additional opportunities for students to support their learning in content area classes by focusing on the teaching of academic skills/concepts and expanding the basic content area vocabulary. The course will afford students the opportunity to further develop the four domains of language: listening, speaking, reading, and writing necessary for academic success in the content areas. The course also introduces students to research-based instructional strategies such as summarizing and note-taking skills

Course Assessment: Course Assessment: Daily Practice – 60% (Homework, Classwork, Participation); Larger Tasks – 40% (Significant Tasks, Performance Tasks, Projects and Presentations, Papers/Essays)

#4100 ACCELL – ESL 2

GRADES 9, 10, 11, 12

Level None Credit 1.0

FULL YEAR

Prerequisites: English Learners who score a 3 on the LAS Link Assessment and teacher recommendation.

Course Description: This course emphasizes intensive instruction in English as a Second Language and English Literacy development. Students will develop English Language skills in the four domains of language: Listening, Speaking, Reading, and Writing, in order to participate in social interactions/social settings and to succeed in core academic content areas.

English Language Learners who are at the beginning or intermediate stages of English language proficiency according to the state mandated LAS Links Assessment, (Language Assessment Scales) who scored LAS levels I-III qualify to participate in the ACCELL Content Support Classes. ACCELL classes provide additional opportunities for students to support their learning in content area classes by focusing on the teaching of academic skills/concepts and expanding the basic content area vocabulary. The course will afford students the opportunity to further develop the four domains of language: listening, speaking, reading, and writing necessary for academic success in the content areas. The course also introduces students to research-based instructional strategies such as summarizing and note-taking skills.

Course Assessment: Course Assessment: Daily Practice – 60% (Homework, Classwork, Participation); Larger Tasks – 40% (Significant Tasks, Performance Tasks, Projects and Presentations, Papers/Essays)

#4101 ACCELL – ESL 3

Level None Credit 1.0

GRADES 9, 10, 11, 12

FULL YEAR

Prerequisites: English Learners who score a 4 on the LAS Link Assessment and teacher recommendation.

Course Description: This course emphasizes intensive instruction in English as a Second Language and English Literacy development. Students will develop English Language skills in the four domains of language: Listening, Speaking, Reading, and Writing, in order to participate in social interactions/social settings and to succeed in core academic content areas.

English Language Learners who are at the beginning or intermediate stages of English language proficiency according to the state mandated LAS Links Assessment, (Language Assessment Scales) who scored LAS levels I-III qualify to participate in the ACCELL Content Support Classes. ACCELL classes provide additional opportunities for students to support their learning in content area classes by focusing on the teaching of academic skills/concepts and expanding the basic content area vocabulary. The course will afford students the opportunity to further develop the four domains of language: listening, speaking, reading, and writing necessary for academic success in the content areas. The course also introduces students to research-based instructional strategies such as summarizing and note-taking skills.

Course Assessment: Course Assessment: Daily Practice – 60% (Homework, Classwork, Participation); Larger Tasks – 40% (Significant Tasks, Performance Tasks, Projects and Presentations, Papers/Essays)

Advisory

Advisory programs serve many purposes in high schools, but the overarching purpose is to personalize students' learning environment. Advisory connects students and staff in ways that can decrease the pervasive anonymity in high schools that has been correlated with dropout (Youth Transitions Task Force, 2006). The purpose of our advisory period is to enable teachers and students to interact with material outside of the core curriculum that focuses students on attaining the skills necessary for academic success and for advancement to college and the workforce as well as to provide them with opportunities to demonstrate the cross-curricular competencies. In addition, the opportunity exists for teachers to get to know students' goals and aspirations in ways that will enable them to effectively plan more personalized instruction. Research on advisory programs has shown that when we link the academic and social/personal dimensions of schooling together, school achievement scores rise and student potential flourishes. Thus, at Hill Regional Career High School we have defined Advisory as a time for small collaborative communities to meet with the purpose of developing positive teacher-student, student-student relationships with the goal of enhancing social, emotional, and academic strengths.

An Advisory Day schedule will run every Wednesday (with some minor exceptions due to PSAT, SAT, and AP testing). Advisory will not be held during an early dismissal day. In the event we have a snow day on a Wednesday, we will forgo the advisory day and return to a regular schedule on the day we return.

Advisory is a Pass/Fail course. In order to earn the 1 credit over the four years, students must attend with regularity (at least 80% of the time) and complete the majority of tasks assigned for the grade level.

CAREER HIGH SCHOOL PLANNING CARD

Name: _____ Year of Graduation: _____ School Counselor: _____

Diploma Requirements	Business 29	Health Science 29	9 th		10 th		11 th		12 th	
			Course Names	Y1 Grade	Course Names	Y1 Grade	Course Names	Y1 Grade	Course Names	Y1 Grade
English	4	4								
Math	4	4								
Science	3	6								
Social Studies +0.5 Civics	3	3								
Physical Education	1	1								
H.S. Health	1	1								
Latin	1	2								
World Language	2	2								
Computer Applications	1	1								
Business and Technology	4	2								
Personal Finance	1	1								
Senior Capstone	1	1								
Fine Art	1	1								
Electives	2	2								
Total	29	29								

NOTE: 20 hours of community service is a graduation requirement. Submit either the Community Service Timesheet or a letter from the volunteer site to your school counselor.

Teacher Course Recommendation: _____ Teacher Name: _____ Teacher Initials: _____

1. Problem Solving and Critical Thinking

Indicator	Exemplary	Competent	Emerging	Novice
A. Observe and evaluate situations in order to define problems and select strategies or approaches.	I can <ul style="list-style-type: none"> analyze situations to define complex problems choose strategies or approaches that address the problem and constraints. 	I can <ul style="list-style-type: none"> summarize observations and information from various sources to describe a problem; choose strategies or approaches that fit the problem. 	I can <ul style="list-style-type: none"> make observations about situations make connections among observations to identify a possible problem. apply strategies or approaches to a problem. 	I can <ul style="list-style-type: none"> make observations about situations. identify possible problems
B. Identify patterns, trends and relationships.	I can <ul style="list-style-type: none"> Identify data crucial to the problem. identify patterns and trends in data most relevant to the problem. assess impact of patterns and trends on possible solutions. 	I can <ul style="list-style-type: none"> identify data relevant to the problem. identify patterns and trends in data. identify relevant relationships among patterns and trends. 	I can <ul style="list-style-type: none"> identify data related to the problem. identify simple patterns and trends in data. identify possible connections between patterns, trends and/or solutions. 	I can <ul style="list-style-type: none"> select data name patterns and trends in data
C. Frame Questions, make predictions, and design and use data collection and analysis strategies.	I can <ul style="list-style-type: none"> frame questions and make predictions considering various aspects of the problem to determine what data is needed. design and use a data collection system that leads to valid results. analyze and interpret data and determine what errors, if any, affect results. 	I can <ul style="list-style-type: none"> Frame questions and make predictions to determine what data is needed. create and use a data collection system to address the identified needs. analyze data and determine whether data is sufficient and valid. identify errors in the solution's design. 	I can <ul style="list-style-type: none"> Frame questions and make predictions related to the problem to determine what data is needed use a data collection system that partially addresses identified needs organize data collected 	I can <ul style="list-style-type: none"> Identify components related to the problem. gather data related to the problem
D. Use evidence from various sources, disciplines and/or contexts to make decisions, draw conclusions, and solve problems.	I can <ul style="list-style-type: none"> synthesize evidence from multiple and varied sources. Integrate evidence and reasoning to make decisions, draw conclusions, or solve problem in a unique way. 	I can <ul style="list-style-type: none"> select relevant evidence from multiple and varied sources. make decisions, draw conclusions, or solve a problem based on evidence and reasoning 	I can <ul style="list-style-type: none"> summarize information from multiple sources. make decisions, draw conclusions, or generate solutions related to the problem. 	I can <ul style="list-style-type: none"> identify related information from multiple sources. take initial steps related to the problem.
E. Persist in solving challenging problems, adapting strategies and approaches as needed.	I can: <ul style="list-style-type: none"> make multiple attempts, if needed, by choosing appropriate strategies until a solution is reached in unique and creative ways. 	I can: <ul style="list-style-type: none"> make multiple attempts, if needed, to reach a solution by adjusting strategies in response to the problem. 	I can: <ul style="list-style-type: none"> attempt to reach a solution apply initial strategies to solving a problem use different strategies when original attempts are not effective. 	I can: <ul style="list-style-type: none"> identify strategies that could be used to solve a problem. identify when strategies are not effective.

2. Accessing and Analyzing Information

Indicator	Exemplary	Competent	Emerging	Novice
A. Use appropriate research tools, including technology and digital media, to access and organize information from multiple sources.	<p>I can</p> <ul style="list-style-type: none"> identify and use efficient and effective tools to obtain needed information from multiple sources; access a comprehensive body of information that fits the intended purpose; organize information in a unique and creative way. 	<p>I can</p> <ul style="list-style-type: none"> identify and use appropriate tools to obtain needed information from multiple sources; organize information obtained into relevant and applicable categories. 	<p>I can</p> <ul style="list-style-type: none"> identify a variety of tools that can be applied to gathering information; gather information through the use of identified tools; categorize information gathered. 	<p>I can</p> <ul style="list-style-type: none"> search for information using limited techniques describe or summarize information from multiple sources.
B. Analyze the accuracy, bias, and usefulness of information.	<p>I can</p> <ul style="list-style-type: none"> synthesize multiple sources to identify significant similarities and differences in information. analyze the intentional or unintentional influence of perspectives and assumptions in sources apply analysis of sources to identify most useful and valid information. 	<p>I can</p> <ul style="list-style-type: none"> Compare and contrast multiple sources to identify similarities and differences in information. identify and assess the influence of perspectives and assumptions in multiple sources apply analysis of sources to determine usefulness and validity. 	<p>I can</p> <ul style="list-style-type: none"> Identify main ideas in multiple sources, identify prominent perspectives and assumptions in sources. Categorize sources based on analysis and determine which are useful. 	<p>I can</p> <ul style="list-style-type: none"> use predetermined questions to identify key information/main idea, use predetermined questions to identify perspective in sources.
C. Synthesize and analyze information from multiple sources to draw conclusions and/or ask questions.	<p>I can</p> <ul style="list-style-type: none"> consolidate and evaluate information from multiple sources to identify important and relevant relationships. draw well-reasoned conclusions and ask relevant questions that identify gaps in the body of information used. 	<p>I can</p> <ul style="list-style-type: none"> consolidate and analyze information from multiple sources to identify relationships. draw conclusions from or ask relevant questions about the information gathered. 	<p>I can</p> <ul style="list-style-type: none"> categorize and label information from multiple sources to identify connections draw conclusions about the information gathered. 	<p>I can</p> <ul style="list-style-type: none"> summarize information from multiple sources. ask basic questions about the information gathered.

3. Clear and Effective Communication

Indicator	Exemplary	Competent	Emerging	Novice
A. Demonstrate organized communication through varied modes (oral, written, visual and/or performance).	<p>I can</p> <ul style="list-style-type: none"> enhance my communication through the sequence and presentation of ideas use conventions of different modes of communication (oral, written, visual, and/or performance) in unique and creative ways. 	<p>I can</p> <ul style="list-style-type: none"> present information and ideas coherently, with logical sequence; apply conventions of different mode of communication (oral, written, visual, and/or performance) to express ideas clearly. 	<p>I can</p> <ul style="list-style-type: none"> organize information to communicate my ideas and responses; use limited conventions of different modes of communication (oral, written, visual, and/or performance) to express ideas. 	<p>I can</p> <ul style="list-style-type: none"> repeat information that has been presented to me. select a mode of communication (oral, written, visual, and/or performance).
B. Collect, analyze and respond to information gathered from active listening.	<p>I can</p> <ul style="list-style-type: none"> synthesize and evaluate information gathered through active listening and determine reliability; evaluate information, considering the context of presentation; Integrate information gathered through active listening to draw conclusions and justify a response. 	<p>I can</p> <ul style="list-style-type: none"> consolidate and analyze information gathered through active listening and determine relevance; interpret information, considering context of presentation; draw conclusions about information gathered through active listening and create a relevant response. 	<p>I can</p> <ul style="list-style-type: none"> gather information through active listening and determine main ideas and patterns; organize information gathered; Identify patterns in information gathered through active listening and create a partial response. 	<p>I can</p> <ul style="list-style-type: none"> participate as a listener to a variety of discussions, presentations, videos, etc.; identify information gathered through active listening.
C. Select and use communication strategies (including technology and digital media) appropriate to the audience, context, and purpose.	<p>I can</p> <ul style="list-style-type: none"> select and use a strategic method of communication that effectively addresses the audience, context and purpose; Integrate conventions and select effective communication tools to best address intended audience, context and purpose. 	<p>I can</p> <ul style="list-style-type: none"> select and use a method of communication that fits the audience, context and purpose; use conventions and tools of selected communication method effectively for intended audience, context and purpose. 	<p>I can</p> <ul style="list-style-type: none"> select and use a method of communication to present ideas; try to use communication tools to address needs of audience, context and purpose. 	<p>I can</p> <ul style="list-style-type: none"> use a method of communication to present ideas; identify audience and purpose of communication.
D. Select and use communication strategies and interpersonal skills to collaborate with others.	<p>I can</p> <ul style="list-style-type: none"> strategically select and use methods of speaking, listening and responding that enhance productivity and respect in collaboration. 	<p>I can</p> <ul style="list-style-type: none"> select and use methods of speaking, speaking, listening and responding that enhance productivity and respect in collaboration. 	<p>I can</p> <ul style="list-style-type: none"> use varied methods of speaking, listening and responding in an attempt to collaborate productively and respectfully. 	<p>I can</p> <ul style="list-style-type: none"> identify ways of speaking, listening and responding and how they might impact others in a group.

Indicator	Exemplary	Competent	Emerging	Novice
A. Apply knowledge to set goals, make decisions, demonstrate flexibility, and assess new opportunities.	<p>I can</p> <ul style="list-style-type: none"> integrate information from diverse sources to take actions that result in effective progress toward goals; revise and adjust my goals by seeking out, analyzing and incorporating new information and perspectives; create, evaluate and select opportunities to make effective progress toward goals. 	<p>I can</p> <ul style="list-style-type: none"> gather and apply information from diverse sources to set goals; take actions that that result in progress toward my goals; revise and adjust my goals by reflecting on and incorporating new information and perspectives; identify and evaluate new opportunities in relation to my goals. 	<p>I can</p> <ul style="list-style-type: none"> gather information from multiple sources to set goals; use information to make decisions related to goals and initiate some actions. examine my goals by considering new information and perspectives; identify new opportunities that connect to goals. 	<p>I can</p> <ul style="list-style-type: none"> set goals; make decisions that relate to goals; identify possible opportunities.
B. Identify and analyze personal strengths and challenges and apply strategies for improvement.	<p>I can</p> <ul style="list-style-type: none"> assess and evaluate personal strengths and challenges in different contexts and settings; select and use strategies that successfully improve performance. 	<p>I can</p> <ul style="list-style-type: none"> identify and examine personal strengths and challenges in different contexts and settings; identify and utilize strategies to overcome challenges, build on strengths, and/or improve performance. 	<p>I can</p> <ul style="list-style-type: none"> identify personal strengths and/or challenges in different contexts and settings; make observations about those strengths or challenges; identify ways to utilize strengths or strategies to improve. 	<p>I can</p> <ul style="list-style-type: none"> identify how strengths and challenges affect outcomes in different contexts and settings. identify possible ways to use strengths.
C. Demonstrate initiative and responsibility for learning by applying knowledge and seeking support.	<p>I can</p> <ul style="list-style-type: none"> create and select effective actions to deepen my learning or make progress on a task; recognize and seek additional specific resources when needed. 	<p>I can</p> <ul style="list-style-type: none"> take action to advance my learning or make progress on a task; use supports to advance my learning or make progress on a task. 	<p>I can</p> <ul style="list-style-type: none"> identify actions that could advance my learning or result in progress on a task; identify strategies to find supports related to my learning or task. 	<p>I can</p> <ul style="list-style-type: none"> identify steps related to a task; identify the need for support in specific areas of learning.

D. Demonstrate reliability and concern for quality.	<p>I can</p> <ul style="list-style-type: none"> prioritize and take actions to meet deadlines or ask for and propose an appropriate adjustment; produce high quality work through attention to detail and by seeking and addressing feedback. 	<p>I can</p> <ul style="list-style-type: none"> meet deadlines or ask for an appropriate adjustment. produce complete, high quality work and address feedback. 	<p>I can</p> <ul style="list-style-type: none"> attempt to meet deadlines and identify when adjustments are needed; produce work that partially addresses requirements and attempt to address feedback. 	<p>I can</p> <ul style="list-style-type: none"> identify my assignments and due dates; produce work and summarize feedback provided.
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4. Initiative, Self-Direction and Accountability

5. Citizenship and Civic Responsibility

Indicator	Exemplary	Competent	Emerging	Novice
A. Demonstrate knowledge of and respect for diverse cultures, identities and perspectives.	<p>I can</p> <ul style="list-style-type: none"> evaluate the impact of cultures, perspectives and contributions by demographic groups, both historical and contemporary, on society. examine issues from various perspectives and distinguish how and when those perspectives influence a position or behavior. promote a thoughtful and respectful environment toward differing points of view and/or people in the community. 	<p>I can</p> <ul style="list-style-type: none"> explain and describe cultures, perspectives and contributions by demographic groups studied, both historical and contemporary. examine issues from various perspectives and identify how those perspectives could influence a position or behavior. respond thoughtfully and respectfully, through words and actions, to differing points of view and/or people. 	<p>I can</p> <ul style="list-style-type: none"> Describe cultures, perspectives and contributions by demographic groups studied, both historical and contemporary. examine issues from various perspectives to develop a fuller understanding of the issue. attempt to respond respectfully to differing points of view and/or people. 	<p>I can</p> <ul style="list-style-type: none"> identify the cultures and perspectives of different demographic groups studied, both historical and contemporary. identify different perspectives on an issue. identify behaviors that convey respect or disrespect toward differing points of view and/or people.
B. Make decisions that consider ethical and societal factors and community impact.	<p>I can</p> <ul style="list-style-type: none"> align my decisions with ethical principles by anticipating impact; take actions that promote ethical principles and help to resolve conflicts, promote equity and/or solve community problems. 	<p>I can</p> <ul style="list-style-type: none"> reflect on the impact and results of my decisions on others; choose actions and words that demonstrate consideration of ethical principles and community context. 	<p>I can</p> <ul style="list-style-type: none"> recognize the impact that my decisions have on others. recognize actions and words that demonstrate consideration of ethical principles and community context. 	<p>I can</p> <ul style="list-style-type: none"> identify the impact that a decision has on others. identify actions and words that demonstrate ethical principles.
	I can	I can	I can	I can

C. Participate in and contribute to the community.	<ul style="list-style-type: none">• select or create opportunities that address needs I have identified in my community and/or align with my beliefs and interests.	<ul style="list-style-type: none">• Identify and participate in opportunities that allow me to help or add benefit to the community.	<ul style="list-style-type: none">• participate in opportunities in the community.	<ul style="list-style-type: none">• identify opportunities to participate in the community
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