

EDUCATIONAL PROGRAM  
OF STUDIES



MONTVILLE HIGH SCHOOL  
2020-2021

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# MONTVILLE HIGH SCHOOL

800 Old Colchester Road  
Oakdale, CT 06370

**Class Hours:** 7:30 AM - 2:00 PM

**Main Office:**

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Fax: 860-848-3872  
Office Hours: 7:00 AM – 4:00 PM  
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**School Counseling:**

Phone: 860-848-1285  
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First initial Last Name @montvilleschools.org

*It is the policy of the Montville Board of Education not to discriminate on the basis of race, sex, color, religious creed, age, physical disability (in accordance with Section 504 of the Rehabilitation Act of 1973) and Title IV, national origin, ancestry, marital status, or other provisions stated in accordance with Title IX of the 1972 Education Amendments, in any of its educational programs, vocational programs, activities, or employment policies. Montville High School is authorized under Federal Law to enroll nonimmigrant alien students.*

## CORE VALUES & BELIEFS

The Montville High Schools learning community values EFFORT, RESPECT, and RESPONSIBILITY. We believe that all students can learn and are capable of growing intellectually as well as socially. Additionally, students should be engaged and challenged within a safe learning environment in order to develop skills appropriate for postsecondary education and/or a career in the 21st century.

**Further, we believe:**

- All students are individuals with unique learning styles, needs, and life experiences that influence their learning
- Adaptability is an essential component of success
- Teachers are highly trained professionals that engage in efforts to improve professional practice through continuous learning and inquiry
- Collaboration among multiple stakeholders leads to improved performance, stronger programs, and increased success
- Leadership is strongest when it is distributed and focused on a shared vision
- Decision making should be evidence-based
- Pride and integrity are defining characteristics of our community
- A healthy school climate is based on positive relationships

## MHS 21st Century Learning

**Academic**

1. Students will use 21<sup>st</sup> Century problem-solving diverse, collaborative, and authentic learning experiences.
2. Students will write and speak effectively for a variety of audiences and purposes
3. Students will access, interpret, evaluate, synthesize, and apply multiple forms of information
4. Students will read, interpret, evaluate, create, and think critically
5. Students engage in their academic development and growth

**Social**

1. Students will engage in appropriate personal interactions that foster a united, empathic and self-reflective community
2. students will build confidence through self-advocacy and take responsibility for all decisions and actions
3. Students promote a safe school environment
4. Students collaborate in the classroom

**Civic**

1. Students will be responsible, positive, and contributing citizens of the school, local, global, and digital communities.
2. Students will demonstrate pride in the Montville community.

## ART DEPARTMENT

| #  | Course Name  | Level | Credit | Grade(s)      |
|--|--|-------|--------|---------------|
| 709  | General Art  | -     | ½      | 9, 10, 11, 12 |
| 711  | Drawing 1  | -     | ½      | 10, 11, 12    |
| 712  | Painting 1   | -     | ½      | 10, 11, 12    |
| 714  | Ceramics 1   | -     | ½      | 10, 11, 12    |
| 719  | Digital Imaging <i>Alternating Years 2021/2022</i>             | -     | ½      | 9, 10, 11, 12 |
| 720  | Imaging II-The Photograph <i>Alternating Years 2020/21 (M)</i> | -     | ½      | 9, 10, 11, 12 |
| 721  | Drawing 2 <b>(M)</b>   | -     | ½      | 10, 11, 12    |
| 722  | Painting 2 <b>(M)</b>  | -     | ½      | 10, 11, 12    |
| 724  | Ceramics 2 <b>(M)</b>  | -     | ½      | 10, 11, 12    |
| 727  | Digital Illustration <i>Alternating Years 2020/2021</i>        | -     | ½      | 9, 10, 11, 12 |
| 728  | Sculpture <i>Alternating Years 2021/22 (M)</i>                 | -     | ½      | 10, 11, 12    |
| <b>*(M) – Mastery Based Diploma Assessment</b> |  |       |        |               |

### 709 General Art

*Grades: 9, 10, 11, 12      Non-Level      ½ Credit*

This is a course designed to develop the student's skills and abilities through experimentation with various media and techniques. Areas such as drawing, painting, design, sculpture, printmaking, pottery making, lettering, and weaving may be covered. *21st Century Learning Expectations: A3, SI, CI*

### 711 Drawing 1

*Grades: 10, 11, 12      Non-Level      ½ Credit*

This course is designed to develop skills in pencil, pen and ink, charcoal, pastels, and crayons. The areas covered will include contour drawing, figure drawing, elements of design, perspective, cartooning, and illustrating. *21st Century Learning Expectations: A3, SI, CI*

### 712 Painting 1

*Grades: 10, 11, 12      Non-Level      ½ Credit*

Watercolor based paints such as tempera, watercolor, acrylics, and colored inks will be explored along with various watercolor processes. *21st Century Learning Expectations: A3, SI, CI*

### 714 Ceramics 1

*Grades: 10, 11, 12      Non-Level      ½ Credit*

This is an introductory studio class consisting primarily of hand methods of construction. It will include an examination of clay, glaze, and decoration methods. Pottery as well as ceramic sculpture will be explored. Throwing on the potter's wheel will be briefly introduced. The emphasis is on the aesthetics, processes, form, and function of the ceramics art form. Craftsmanship, time management, terminology, and safety will be emphasized. *21st Century Learning Expectations: A3, SI, CI*

### 719 Digital Imaging

*Grades: 9, 10, 11, 12      Non-Level      ½ Credit*

Digital Imaging and Media Arts introduces students to authentic experiences in creating original artwork using computers and digital media. Topics may include the design and production of digital imagery, graphics and photography. Students will use creative software, such as Adobe Photoshop, Premiere, Fuse, Muse, and other Creative Cloud applications to explore techniques, genres, and styles relating to computer generated art. *21st Century Learning Expectations: A3, SI, CI Offered alternate years: 2019/2020*

### 720 Imaging II - The Photograph

*Grades: 9, 10, 11, 12      Non-Level      ½ Credit*

This course concentrates on the photographic image. Using the skills from Digital Imaging I, students will move into more advanced techniques in Adobe Photoshop CC. Students will learn the fundamental mechanics of their DSLR camera and use that understanding to take better photos. Students will learn to manage and present their photographic work. Students will build a fine art portfolio of photographic work. Students are encouraged to have their own DSLR camera to use during the semester. **(Mastery Based Diploma Assessment)** [Prerequisite: 719 Digital Imaging or comparable experience.] *21st Century Learning Expectations: A3, SI, CI Offered alternate years: 2020-2021*

**721 Drawing 2**

Grades: 10, 11, 12 Non-Level ½ Credit

This course is a continuation of Drawing 1. Further developments in the techniques of drawing and the principles of design are stressed. Problems are presented with the aim of allowing the student to express his/her own creative ideas fully. (**Mastery Based Diploma Assessment**) [Prerequisite: 711 Drawing 1] 21st Century Learning Expectations: A3, S1, C1

**722 Painting 2**

Grades: 10, 11, 12 Non-Level ½ Credit

The development of painting skills can provide opportunities for self-expression and career connections. This class will explore three different mediums: watercolor, acrylic, and oils. Emphasis will be on expanding knowledge and abilities in these areas. Students will study color, composition and equipment and make historical and interdisciplinary connections. (**Mastery Based Diploma Assessment**) [Prerequisite: C or better in 712 Painting 1] 21st Century Learning Expectations: A3, S1, C

**724 Ceramics 2**

Grades: 10, 11, 12 Non-Level ½ Credit

This course will further develop techniques in coil, slab, pinch, combination, wheel throwing, and sculpture. Students will learn different types of glazing techniques and how the firing process works. Students will engage in experiences that encompass art history, art appreciation, art criticism, aesthetics and production. Portfolio quality works will be produced. (**Mastery Based Diploma Assessment**) [Prerequisite: 714 Ceramics 1] 21st Century Learning Expectations: A3, S1, C1

**727 Digital Illustration**

Grades: 9, 10, 11, 12 Non-Level ½ Credit

This course examines the use of the computer as a medium and as an additional tool for illustrators. Through projects, discussions, and lectures, a variety of digital techniques and working methods will be explored as well as a review of the historical development and current directions of digital illustration. Other topics will include file management, preparation of art for clients, saving and organizing digital files, preparing images for web use, and printing for exhibit. Assignments will have an emphasis on concept, creativity, communication, technical achievement and craftsmanship, and presentation. 21st Century Learning Expectations: A3, S1, C1 Offered alternate years: 2020-2021

**728 Sculpture**

Grades: 10, 11, 12 Non-Level ½ Credit

Students will discover the connections between Sculpture and other Art disciplines as they relate specifically to three-dimensional art. Students will gain knowledge in additive, subtractive, and assemblage techniques as sources of construction. There will be opportunities to prepare work for inclusion in a personal portfolio. The art of different cultures as well as art elements and principles are explored during this course. (**Mastery Based Diploma Assessment**) 21st Century Learning Expectations: A3, S1, C1 Offered alternate years 2021/2022

## BUSINESS DEPARTMENT

| #  | Course Name   | Level | Credit | Grade(s)      |
|--|---|-------|--------|---------------|
| 621  | Accounting 1  | -     | 1      | 9, 10, 11, 12 |
| 622  | Accounting 2 <i>Alternating years 2021/22</i>                   | -     | 1      | 10, 11, 12    |
| 630  | Marketing I: Foundations of Marketing <i>Fall 2020</i>          | -     | ½      | 9, 10, 11, 12 |
| 643  | Sports & Entertainment Marketing <i>Spring 2021</i>             | -     | ½      | 10, 11, 12    |
| 650  | Honors Accounting <i>Alternating years 2020/21</i>              | 1     | 1      | 11, 12        |
| 662  | Personal Finance  | 2     | ½      | 11, 12        |
| 663  | Personal Finance  | 3     | ½      | 11, 12        |
| 671  | Consumer & Business Law <i>Alternating years 2021/2022</i>      | -     | ½      | 10, 11, 12    |
| 173  | Public Speaking ( <i>Dual Enrollment with ECSU</i> ) <b>(M)</b> | 0     | ½      | 11, 12        |
| 030  | Microsoft Office <b>(M)</b>                                     | -     | ½      | 9, 10, 11, 12 |
| <b>*(M) – Mastery Based Diploma Assessment</b> |   |       |        |               |

**621 Accounting 1** *Grades: 9, 10, 11, 12*      *Non-Level*      *One Credit*

The student is taught the basic principles, practices and procedures of keeping accurate financial records. Through various kinds of business transactions, the student acquires an understanding of how to set up and maintain business records for sole proprietorships and partnerships. Students enrolled in the College Career Pathways Program will receive college credit for the successful completion of Accounting 1 and 2. These credits are given by Three Rivers Community College and may be transferable to other colleges and universities. *21st Century Learning Expectations: Academic 1, 3, 4 Social 1, 2, 3, 4 Civic 1*

**622 Accounting 2** *Grades: 10, 11, 12*      *Non-Level*      *One Credit*

This course expands upon the principles learned in Accounting 1. Theories and practices involved in corporate accounting are studied. Emphasis is placed on computer application of basic and advanced accounting principles. Students enrolled in the College Career Pathways Program will receive college credit for the successful completion of Accounting 1 & 2 (or Marketing I). These credits are given by Three Rivers Community College and may be transferable to other colleges and universities. *[Prerequisite: C or better in 621 Accounting 1] Offered Alternate years: 2021/2022. 21st Century Learning Expectations: Academic 1, 3, 4, Social 1, 2, 3, 4 Civic 1*

**650 Honors Accounting** *Grades: 11, 12*      *Level: 1*      *One Credit*

Honors accounting uses an integrated approach to teach accounting. Students first learn how businesses plan for and evaluate their operating, financial and investing decisions and then how accounting systems gather and provide data to internal and external decision makers. This year long course covers all the learning objectives of a traditional college level financial accounting course plus those from a managerial accounting course. Topics include an introduction to accounting, accounting information systems, time value of money, and accounting for merchandising firms, sales and account receivables, fixed assets, debt and equity. Other topics include statement of cash flows, financial ratios, cost-volume profit analysis and variance analysis. *[No prerequisite required.] Offered Alternate years: 2020/21. 21st Century Learning Expectations: Academic 1, 3, 4 Social 1, 2, 3, 4, Civic 1*

**630 Marketing I: Foundations of Marketing** *Grades: 9, 10, 11, 12*      *Non-Level*      *½ Credit*

This full year course will provide students with an understanding of basic marketing concepts and foundations. In addition, students will gain insight into the economic role of marketing and its effect on buying behavior. This course will emphasize the importance of communication skills, social responsibility, and professional growth in a marketing system. **(Only offered in Fall semester)** *21st Century Learning Expectations: Academic 1, 2, 4, Social 1, 2, 3, 4 Civic 1*

**643 Sports & Entertainment Marketing** *Grades: 10, 11, 12*      *Non-Level*      *½ Credit*

Do you like sports? Do you enjoy following the latest Hollywood trends? This course reinforces the principles of economics, marketing, and merchandising learned in Marketing I and/or Entrepreneurship and Business Management I through the fast-growing areas of sports and entertainment. The seven functions of marketing (selling, promotion, distribution, pricing, marketing information systems, products and service management, and financing) will be explored in the area of sports and entertainment. Learn how marketers use sports agents, sponsorships, and public relations tools to attract an audience. This course will give students the opportunity to become familiar with the hundreds of careers in the ever-growing field of sports and entertainment. Motivating projects with simulations, guest speakers, and field experiences will bring this career area alive for students! **(Only offered in spring semester)** *21st Century Learning Expectations: Academic 1, 2, 4 Social 1, 2, 3, 4 Civic 1*

**662 Personal Finance**

Grades: 11, 12

Level: 2

½ Credit

**663 Personal Finance**

Grades: 11, 12

Level: 3

½ Credit

The goal of this 11th-grade required half-year course is to make MHS students more financially literate. To meet this goal, students will be provided with the tools necessary to make sound financial decisions that they may face upon graduation. The course is designed to allow students to walk away with an actual plan for their employment and financial future. Personal Finance will provide students with a strategy to maximize their earnings potential and have the budget know-how to plan to live within their future income level. In addition, students will be provided with an understanding of risk and insurance, and the decision-making skills to solve consumer problems, such as buying a home or car. [Recommendations for class levels will be made by the math department.]

[Required half-year course] 21st Century Learning Expectations: Academic 1, 3, 4 Social 1, 2, 3, 4 Civic 1

**671 Consumer & Business Law**

Grades: 10, 11, 12

Non-Level

½ Credit

This course will provide students with an insight of the essential laws affecting consumerism and business practices, with an emphasis on tort and contract law and business ethics. Students will review the uses and purposes of legal forms common to commercial endeavors and gain an appreciation of the rights and obligations governing all business transactions. Students will also research historical cases and current legislation that affect today's consumer and business operations. Offered Alternate years: 2021/22. 21st Century Learning Expectations: Academic 1, 2, 4 Social 1, 2, 3, 4 Civic 1

**173 Public Speaking**

Grades: 11, 12

Level: 0

½ Credit

Do you know what one of the most important skills employers and colleges look for in a person...Communication. Improve your verbal communication skills with Public Speaking. Students learn the fundamentals of speech communication. They listen to, deliver, discuss, write, and respond to informative, persuasive, entertaining, historical, and impromptu speeches. Literature, grammar, vocabulary, reading, writing, and critical thinking are central to the course. (**Mastery Based Diploma Assessment**) (This is a Dual Enrollment Course through Eastern Connecticut State University, Communications 230: Basic Speech) 21st Century Learning Expectations: Academic: 1, 2, 4 Social 1, 2, 3, 4 Civic 1

**030 Microsoft Office**

Grades: 9, 10, 11, 12

Non-Level

½ Credit

This hands-on course is designed to provide students with a comprehensive overview of the Microsoft Office Suite, including Word, Excel, PowerPoint, Publisher, and Movie Maker. The main focus of this course will be "using the right tool for the job." Students will learn to use the computer to enhance the quality of their work in all subject areas. As each application is explored, the students will learn essential techniques, keyboard shortcuts, and best practices for applying the application to core academic classes. (**Mastery Based Diploma Assessment**) 21st Century Learning Expectations: Academic 1, 3

## CAREER EXPLORATION DEPARTMENT

| #  | Course Name                  | Level | Credit | Grade(s) |
|--|------------------------------|-------|--------|----------|
| 971  | College and Career Readiness | -     | ½      | 11, 12   |
| 972  | Senior Internship (M)        | -     | ½ -1   | 12       |
| <b>*(M) – Mastery Based Diploma Assessment</b> |                              |       |        |          |

**971 College & Career Readiness**

Grade: 11, 12

Non-Level

½ Credit

First Semester (Formerly part of Senior Internship) This course offers the opportunity to explore and plan for a future career through classroom research and self-analysis. Students will study career clusters, interest exploration, resume and letter writing, labor laws, employer-employee relations, interviewing, and job safety. In addition, the cost/financing of college, college essays, FAFSA, and alternative career paths will be discussed. [Prerequisite to 972] Social 1, 2, 3, 4 Civic 1

**972 Senior Internship**

Grade: 12

Non-Level

½ -1 Credit

Second Semester This course includes on-site work experience supervised by the classroom teacher and the employer. Progress is monitored, and a career portfolio is maintained throughout the course. This course can offer students unique opportunities to gain focused college/career-preparation experiences, valuable contacts, and a definite head start in a career goal and/or college direction. Colleges and employers look very favorably on supervised internships. Credit will be determined by the type of placement and educational learning objectives. (**Mastery Based Diploma Assessment**) [Prerequisite: A 2.0 overall grade point average is required. Passing grade in 971] [See Senior Internship section, page 9.] 21st Century Learning Expectations: Academic 1, 2, 3, 4 Social 1, 2, 3, 4 Civic 1, 2

## ENGLISH DEPARTMENT

| #  | Course Name   | Level | Credit | Grade(s)      |
|--|---|-------|--------|---------------|
| 111  | English 1   | 1     | 1      | 9             |
| 112  | English 1   | 2     | 1      | 9             |
| 113  | English 1   | 3     | 1      | 9             |
| 121  | English 2   | 1     | 1      | 10            |
| 122  | English 2   | 2     | 1      | 10            |
| 123  | English 2   | 3     | 1      | 10            |
| 130  | AP/English 3 ( <i>Language &amp; Composition</i> )  | 0     | 1      | 11            |
| 131  | English 3   | 1     | 1      | 11            |
| 132  | English 3   | 2     | 1      | 11            |
| 133  | English 3   | 3     | 1      | 11            |
| 140  | AP/ECE English ( <i>Literature &amp; Composition UConn Eng. 1011</i> )                              | 0     | 1      | 12            |
| 141  | English 4   | 1     | 1      | 12            |
| 142  | English 4   | 2     | 1      | 12            |
| 143  | English 4   | 3     |        | 12            |
| 161  | ECE American Experience ( <i>Must be taken in conjunction with U.S. History</i> )                   | 0     | 1      | 11            |
| <b>ELECTIVES</b>   |   |       |        |               |
| 148  | Creative Writing (Poetry and/or Fiction)** ( <i>Does not count toward the English Requirement</i> ) | -     | ½      | 9, 10, 11, 12 |
| 149  | Journalism** <b>(M)</b>   | -     | ½      | 9, 10, 11, 12 |
| 008  | SAT Prep: Critical Reading and Math   | -     | ½      | 10, 11        |
| **With approval of instructor, can be taken more than once |   |       |        |               |
| <b>READING</b>   |   |       |        |               |
| 116  | Reading   | -     | ½ or 1 | 9, 10         |
| 117  | Decoding  | -     | ½ or 1 | 9, 10         |
| <b>*(M) – Mastery Based Diploma Assessment</b>             |   |       |        |               |

| Requirements |   |
|--------------|---|
| Grade 9:     | English 1 (111, 112, 113)   |
| Grade 10:    | English 2 (121, 122, 123)   |
| Grade 11:    | English 3 (131, 132, 133) or<br>130 Advanced Placement English (Language and Composition) or<br>161 American Experience |
| Grade 12:    | English 4 (141, 142, 143) or<br>140 Advanced Placement/ECE English (Literature and Composition)                         |



**111 English 1** *Grade: 9* *Level: 1* *One Credit*

**112** *Grade: 9* *Level: 2* *One Credit*

Essentials of reading, writing, and critical thinking comprise the focus of the year. A variety of genres are used to explore and deepen students' understanding of literature. Analysis of literature to determine universal themes, connections to human nature, and author's craft is required. Core texts include *Of Mice and Men*, *Anthem*, and *To Kill a Mockingbird*. Shakespeare and the study of *Romeo and Juliet* are also included in this full year course. Vocabulary instruction is done in conjunction with the literature units. Grammatical concepts are embedded throughout the year. *21<sup>st</sup> Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2*

**113 English 1** *Grade: 9* *Level: 3* *One Credit*

English 113 covers the same topics and concepts as 111 and 112. This course is intended for students who need extra skill work in basic reading and writing concepts and would benefit from a slower pace and additional practice. Strong emphasis is placed on structured vocabulary and basic grammatical constructs. *21<sup>st</sup> Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2*

**121 English 2** *Grade: 10* *Level: 1* *One Credit*

**122 English 2** *Grade: 10* *Level: 2* *One Credit*

This class, which expands upon the skills obtained in English 111/112, develops attributes needed to understand and interpret literature, analyze the writer's style, and connect literature to the student's life. Within the thematic framework of finding the individual's place in society, students examine a variety of genres and literary forms. Creative writing and literary analysis are explored through the writing process. Special emphasis is placed on argumentative writing and close reading strategies which align with the CT Core Standards. Core texts include: *Lord of the Flies*, *Othello*, *Our America*, *Their Eyes Were Watching God*, and *The Crucible*. [*Prerequisite: Successful completion of English 1*] *21<sup>st</sup> Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2*

**123 English 2** *Grade: 10* *Level: 3* *One Credit*

English 123 covers the same topics and concepts as 121 and 122. This course is intended for students who need extra skill work in basic reading and writing concepts and would benefit from a slower pace and additional practice. Units are based on skills such as argumentative writing and close reading strategies which align with the CT Core Standards. Strong emphasis is placed on structured vocabulary and grammatical constructs. [*Prerequisite: Successful completion of English 1*] *21<sup>st</sup> Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2*

**130 AP English 3 (Language & Composition)** *Grade: 11* *Level: 0* *One Credit*

This rigorous, college-level course prepares students to take the Advanced Placement exam for possible college credit or placement. The course is designed for those students who are eager to learn and achieve on the highest level. There is a focus on the study of rhetorical devices and figurative language. An in-depth study of American literature is supplemented with study of nonfiction articles, historical speeches, official documents, and drama. Core texts include: *The Adventures of Huckleberry Finn*, *The Scarlet Letter*, *The Catcher in the Rye*, *The Great Gatsby*, *Into the Wild*, and *Death of a Salesman*. Numerous analytical, argumentative, and synthesis essays are required. Emphasis is placed on understanding the elements of language used within literature and applying them to the student's own compositions. Anthology: *Conversations in American Literature* [*Prerequisite: Approval of instructor/Recommendation of 10th grade teacher is required*] *21<sup>st</sup> Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2*

**131 English 3** *Grade: 11* *Level: 1* *One Credit*

**132 English 3** *Grade: 11* *Level: 2* *One Credit*

This yearlong study of literature, non-fiction, and drama centers primarily on American Literature. Students work toward sophisticated analysis of literature through usage of the writing process. Creative writing and poetry are also explored. Composition, vocabulary, and close reading skills are also highlighted in preparation for the SAT and other standardized tests. Core texts include: *The Adventures of Huckleberry Finn*, *Cannery Row*, *The Catcher in the Rye*, *The Great Gatsby*, and *A Streetcar Named Desire*. [*Prerequisite: Successful completion of English 2*] *21<sup>st</sup> Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2*

**133 English 3** *Grade: 11* *Level: 3* *One Credit*

English 133 covers the same topics and concepts as 131 and 132. This course is intended for students who need extra skill work in basic reading and writing concepts and would benefit from a slower pace and additional practice. Composition and close reading skills are also highlighted in preparation for the SAT and other standardized tests. Strong emphasis is placed on structured vocabulary and grammatical constructs. [*Prerequisite: Successful completion of English 2*] *21<sup>st</sup> Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2*

**140 AP/ECE English (Literature & Composition)** *Grade: 12* *Level: 0* *One HS Credit/Four UConn ECE Credits*

AP/ECE English prepares students for the *AP Literature and Composition Exam* that may then be used for college credit or placement, and/or ECE UConn Freshman English 1011, *Seminar in Writing Through Literature*. Students can receive four credit hours at UConn for successful completion of the course. This course focuses on the process of writing and Essays of Academic Inquiry as described in *Rewriting*, by Joseph Harris. We use reading, research, and reflection as tools to strengthen students' awareness of literature and the role it plays in our lives. Anthology: *Literature and Its Writers*. Core Fiction includes: *Beowulf* trans. By Seamus Heaney, *Grendel* by John Gardner, *Frankenstein*, by Mary Shelley, *Hamlet* by William Shakespeare, *Crime and Punishment*, by Fyodor Dostoevsky, and *The Hours* by Michael Cunningham. Poetry, Drama and non-fiction are used as supplements to core fiction. Due to the advanced level of the workload and pacing of the course, a recommendation is needed from the student's junior teacher in order to participate. [*UConn English 1011 Semester Writing Literature.*] *21<sup>st</sup> Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2*

**141 English 4**

Grade: 12 Level: 1 One Credit

The goal of this course is to prepare students for the rigorous skills required in all areas of college reading and academic writing. Our lens for the year is the heroes' journey, and during the first semester, special emphasis is placed on the process of writing and critical reading. Many assignments, including those involving non-fiction, short fiction, and poetry, are taken from actual college texts. The second semester is centered on World Literature and the hero. Students will spend more time with problem solving, inquiry, argument and collaboration while continuing to improve critical reading and writing skills. [Prerequisite: Successful completion of English 3 or 161] 21<sup>st</sup> Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2

**142 English 4**

Grade: 12 Level: 2 One Credit

This class continues to expand skills developed in the earlier grades, concentrating on critical thinking, reading and process writing. Our lens for the year is the heroes' journey. We evaluate, analyze and collaborate to generate a working definition of the hero across culture. Special emphasis is placed on problem solving, inquiry, creative interpretation and argument. [Prerequisite: Successful completion of English 3 or 161] 21<sup>st</sup> Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2

**143 English 4**

Grade: 12 Level: 3 One Credit

English 143 covers the same topics and concepts as 141 and 142. This course is intended for students who need extra skill work in basic reading and writing concepts and would benefit from a slower pace and additional practice. Strong emphasis is placed on structured vocabulary and grammar instruction. [Prerequisite: Successful completion of English 3] 21<sup>st</sup> Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2

**161 ECE American Experience (UConn: US History 1502, Freshman Composition 1010)**

Grade: 11 Level: 0 1 HS Eng. Credit/1 HS Hist. Credit/4 UConn Eng. Credits/3 UConn Hist. Credits

The American Experience course is a collaborative, interdisciplinary approach to American History and composition for a total of seven UConn credits. ECE US History 1502 (3 credits) is taught in conjunction with ECE First Year Writing 1010 (4 credits). Instructors cooperate to present a comprehensive study of the significant events that helped shape our nation from the Reconstruction era to the present. We analyze past and present issues in the U.S. and propose alternative solutions, experiment with solutions, and then examine possible future consequences. This course will make demands upon students that are equivalent to those of first year college survey courses at the University of Connecticut.

ECE First Year Writing is process focused. Students will deconstruct "mentor texts" and apply writing strategies. Students must have at least thirty revised pages for their UConn portfolio by May (each unit of study requires two papers of approximately three to five pages and one paper that will be five to ten pages long). Many classes are devoted entirely to writing, discussion about writing, and revision. Students are required to confer with the instructor with a completed draft prior to submitting the long paper. At the completion of the portfolio in May, students will write and revise essays for the Common Application. Students are also required to read nonfiction and fiction.

In ECE US History, events of our nation's past will be addressed both chronologically and thematically with an emphasis on problem solving and critical reading/writing including: inquiry, research, historical thinking, primary documents, and a central theme of solving the problems that continue to plague society today. *Students must have the recommendations of both History and English teachers to enroll, and are expected to function at a college level. There is a UConn fee which may be waived for financial hardship. [Juniors will need both English and History teachers' recommendations to be admitted to this course.] [Student must take ECE English in conjunction with ECE U.S. History] 21<sup>st</sup> Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2*

**ENGLISH ELECTIVES**

The following electives are offered in addition to, and not in place of, the required English core.

**148 Creative Writing**

Grades: 9, 10, 11, 12 Non-Level ½ Credit

This course is designed for students who want time to write fiction, share their work, and revise and improve their writing, and who will actively participate in peer feedback activities. Students will be given ample time in each class to write. They are also expected to read fiction and discuss the qualities of good fiction. [Students will create a portfolio of their work and two original final pieces.] [Students will be able to repeat the courses for credit pending instructor approval.] 21<sup>st</sup> Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2

**149 Journalism**

Grades: 9, 10, 11, 12 Non-Level ½ Credit

Students will learn interviewing and reporting techniques while evaluating and examining the importance of changing media in American society. Students will write and edit Chieftain Articles. Emphasis is on newspaper writing, editing, and photojournalism. This course runs both semesters. Students may take one semester for .5 credits, or they may take both semesters and earn a full credit. This course may be taken for credit multiple years. Students must be highly-motivated, independent and able to adhere to strict deadlines. (**Mastery Based Diploma Assessment**) [Students will be able to repeat the courses for credit pending instructor approval.] 21<sup>st</sup> Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2

**008 SAT Prep: Critical Reading & Math***Grades: 10, 11**Non-Level**½ Credit*

This course is open to 11<sup>th</sup> graders in the fall and 10<sup>th</sup> graders in the spring who plan to take the SAT. It is designed to familiarize students with the test and help them maximize their scores. Students will spend one quarter each preparing with a member of the math department for the mathematics section and a member of the English department for both the critical reading and writing sections. The mathematics portion is designed to review concepts from Algebra and Geometry relative to the SATs. Strategies for test-taking and use of graphing calculators will be emphasized. Ownership of graphing calculator is strongly recommended. The critical reading and writing portion will focus on editing, proofreading, grammar and mechanics, vocabulary, reading with comprehension and insight, and various test-taking strategies. This elective is an interdisciplinary course. Credit earned will not count towards requisite credits in either math or English. Students can also prepare for the SAT by visiting [qwww.khanacademy.org](http://qwww.khanacademy.org)  
*[Prerequisite: Algebra 1, Geometry, English 1]*

**READING****116 Reading****117 Decoding***Grades: 9, 10**Non-Level**½ or One Credit*

This class will address individual reading needs. Instruction and practice with word attack, vocabulary, fluency, and comprehension strategies will be the focus, with the overall goal of improving comprehension of fiction and nonfiction texts. An emphasis on moving from literal reading to inferential and analytical reading will aid in accessing theme, author's purpose, and appropriate grade level texts. *21<sup>st</sup> Century Learning Expectations: Academic 1, 2, 3, 4*

## FAMILY AND CONSUMER SCIENCE DEPARTMENT

| #  | Course Name  | Level | Credit | Grade(s)      |
|--|--|-------|--------|---------------|
| <b>EARLY CHILD DEVELOPMENT</b>                                   |  |       |        |               |
| 820  | Parenting  | -     | ½      | 9, 10, 11, 12 |
| 0822   | Preschool <b>(M)</b>   | -     | ½      | 10, 11, 12    |
| 825  | Teaching the Young Child (TRCC Career Pathways Course) <b>(M)</b>  | -     | ½      | 10, 11, 12    |
| <b>HUMAN DEVELOPMENT</b>   |  |       |        |               |
| 006<br>007   | Teaching & Learning Collaborative                                  | -     | ½<br>1 | 10, 11, 12    |
| 815  | Teen Living  | -     | ½      | 9, 10, 11, 12 |
| 850  | ECE Human Development & Family Studies                             | 0     | 1      | 11, 12        |
| <b>CULINARY ARTS</b>   |  |       |        |               |
| 835  | Cultures & Cuisines I <i>Alternating Years 2021/22</i>             | -     | ½      | 9, 10, 11, 12 |
| 836  | Cultures & Cuisines II <i>Alternating Years 2020/21</i> <b>(M)</b> | -     | ½      | 9, 10, 11, 12 |
| 840  | Culinary Arts I  | -     | ½      | 9, 10, 11, 12 |
| 841  | Culinary Arts II <b>(M)</b>  | -     | ½      | 9, 10, 11, 12 |
| 843  | Culinary Café* <b>(M)</b>  | -     | ½ or 1 | 10, 11, 12    |
| 844  | Culinary Bakeshop <b>(M)</b>                                       | -     | ½      | 10, 11, 12    |
| 845  | Breads <i>Alternating Years 2020/21</i> <b>(M)</b>                 | -     | ½      | 10, 11, 12    |
| <b>*(M) – Mastery Based Diploma Assessment</b>                   |  |       |        |               |
| <i>*With approval of instructor, can be taken more than once</i> |  |       |        |               |

**820 Parenting** *Grades: 9, 10, 11, 12    Non-Level    ½ Credit*  
 Understanding children and knowing what it takes to raise them requires knowledge and practice. Students will explore the challenges and joys of parenting while examining their own experiences, attitudes, and values. This class will emphasize the unique needs of children during their early developmental stages. The influences of heredity and environment on children's physical, social, emotional, and intellectual growth from birth to three years will be studied. In order to take the Preschool Class, students must have successfully completed Parenting. *[Students who elect to take Preschool must pass this class with a "C" or better.] 21st Century Learning Expectations: A1, S1, C1*

**0822 Preschool** *Grades: 10, 11, 12    Non-Level    ½ Credit*  
 An understanding of the needs and development of children between three and five years of age will be achieved through participation in the MHS Playschool. Students will become familiar with the norms of development through the planning of activities, stories, music and snacks for young children. Students will facilitate a preschool in the class with children from the Montville community. Integration of knowledge with application and practice will be emphasized. **(Mastery Based Diploma Assessment)** *[Prerequisite: "C" or better in Parenting.] 21st Century Learning Expectations: A1, S2, S4, C1*

**825 Teaching the Young Child\*** *Grades: 10, 11, 12    Non-Level    ½ Credit*  
 This class will continue the study of child development for students considering a career working with young children. Emphasis will be on developmentally appropriate practices and the teacher's role in supporting all areas of development. The theory, curriculum, and organization of early childhood programs and services are the foundation for students who will observe a variety of programs and participate in the MHS Playschool. It is open to students who have successfully completed ½ credit of child development or human development. Students can receive college credit for this class through Three Rivers Community College. Students will facilitate a preschool in the class with children from the Montville community. **(Mastery Based Diploma Assessment)** *[\*College Career Pathway Credit is available.] [Prerequisite: "C" or better in Preschool.] 21st Century Learning Expectations: A1, S2, S4, C1*

**006/007 Teaching & Learning Collaborative***Grades: 10, 11, 12**Non-level with honors credit option**½ or One Credit*

Are you thinking about a career in education or human services? Are you interested in helping others? This collaboration between special education and family and consumer sciences departments will give you substantial background knowledge and meaningful real world experience working with people with special needs. You will learn about the spectrum of disabilities and gain practical experience as a peer teacher. Course content includes topics such as wellness, meal planning, consumer decisions, leisure activities and planning for success. This course is beneficial for anyone considering a career in education and looking for local service opportunities. [Teacher recommendation required.][Honors credit is available to students who choose to do an additional long-term research project.] 21st Century Learning Expectations: A1, S2, S4, C1

**815 Teen Living***Grades: 9, 10, 11, 12**Non-Level**½ Credit*

This course will develop skills that teenagers can use now and in the future. Topics include decisions, communication, friendship, dating, and relationships. Human sexuality with an emphasis on pregnancy/AIDS prevention is included. Additional topics include food and nutrition, child care, and consumerism. 21st Century Learning Expectations: A1, A2, A3, S2, S4, C1

**850 ECE Human Development & Family Studies***Grades: 11, 12**Level: 0**1 HS Credit/3 UConn Credits*

This class is an introduction to the field of human development and family studies for academically talented students. Students will explore individual and family development through the lifespan and in the context of family systems. Topics include prenatal development, childhood, adolescence, adulthood, aging, and the elderly. The class includes an internship/community service component. [UConn ECE Individual and Family Development UCONN HDFS 1070][This course requires permission of the instructor.] 21st Century Learning Expectations: A1, A2, A3, S2, S4, C1

**835 Cultures & Cuisines I (Formerly: A World of Food)***Grades: 9, 10, 11, 12**Non-Level**½ Credit*

Did you know that each of Italy's city-states has a signature cheese, bread, and pasta shape? What about how the French spend more money on their food than any other country? That's a lot of chocolate, bread, and cheese! In Cultures & Cuisines I we will examine how culture is reflected in the foods our countries grow and how they sit down to eat them. Explore the countries of Europe and Great Britain through your stomach as we make chocolate tarts, buttery potato dumplings, crisp baguettes, homemade gnocchi, sausages, and sauerkraut and much more.) Offered alternate years-odd: 2021/2022 [Can be taken concurrently with Culinary Arts I or II.] 21st Century Learning Expectations: A1, A2, A3, S1, S4, C1

**836 Cultures & Cuisines II***Grades: 9, 10, 11, 12**Non-Level**½ Credit*

Do you love dumplings of all shapes and sizes, noodles, and beans of all kinds? In this course we'll travel the globe through the kitchen exploring Latin, Asian, and Middle Eastern cuisines. In Cultures & Cuisines II we will continue to examine culture and its connections to food choices and preparations. We'll make pillowy flatbreads stuffed with spicy grilled meats, mezze dips, smoky hummus, nutty pastries, and steamed savory buns. If you're bored with the same old herbs, and spices this is the class for you. Join us as we explore exotic cuisines and cultures from unexpected places. (Mastery Based Diploma Assessment) Offered alternate years-even 2020/2021 [Can be taken concurrently with Culinary Arts I or II] 21st Century Learning Expectations: A1, A2, A3, S1, S4, C1

**840 Culinary Arts I***Grades: 9, 10, 11, 12**Non-Level**½ Credit*

Culinary Arts I is the beginning level course for students wishing to develop cooking skills necessary for life or the pursuit of a culinary career. Topics include knife skills, cake decorating, yeast breads, appetizers, breakfasts, garnishing, sandwiches, soups, herbs and spices. Emphasis is on excellence in preparation and presentation, as well as food safety. 21st Century Learning Expectations: A1, A2, A3, S1, S4, C1

**841 Culinary Arts II***Grades: 9, 10, 11, 12**Non-Level**½ Credit*

This class will help students develop and apply advanced culinary skills. They will learn about the food service industry while practicing quality food production techniques. Topics include desserts, breads, salads, soups, sauces, meat products and plating of food. (Mastery Based Diploma Assessment) [Prerequisite: Passing grade in Culinary I.] 21st Century Learning Expectations: A1, A2, A3, S1, S4, C1

**843 Culinary Café***Grades: 10, 11, 12**Non-Level**½ or One Credit*

This class is designed for students who possess a passion for food and an interest in food preparation and service. It provides an opportunity to apply culinary skills in the operation of the MHS Culinary Café and Bakeshop. Leadership skills will be developed through participation in the management of a restaurant. Students will utilize workplace skills when interacting with customers. Products will include café style meals, bakeshop items, and take-out orders. The class is open to any student who has taken at least one year of food classes and maintained a C or better average in those courses. Students may take it more than once to develop increasing management and leadership skills. (Mastery Based Diploma Assessment) [Prerequisite: Passing grade in Culinary II] 21st Century Learning Expectations: A1, A2, A3, S1, S4 C1 With approval of the instructor, can be taken more than once, in grades 10, 11

**844 Culinary Bakeshop***Grades: 10, 11, 12**Non-Level**½ Credit*

Students in this class will work together to prepare bakery products for themselves and the Montville community. This includes quick breads, yeast breads, cakes, pies, tarts cookies, and specialty desserts. The emphasis of the class will be on culinary production and workplace competencies. Personal responsibility and leadership skills will be developed. The class is open to any student who has taken at least one year of food classes and maintained a C or better average in those courses. (Mastery Based Diploma Assessment) [Prerequisite: Passing grade in Culinary II.] 21st Century Learning Expectations: A1, A2, A3, S1, S4, C1

**845 Breads**

Grades: 10, 11, 12

Non-Level

½ Credit

Good bread is hard to find but no difficult to make. Students in this course will study the art and craft of bread making. Topics include naturally leavened loaves, baguettes, hearth breads, focaccia, ciabatta, flat breads, pretzels, enriched breads such as brioche and panettone, as well as other breads utilizing a variety of grains. Upon completion, students should be able to prepare artisan bread and specialty breads that meet or exceed the expectations of family, friends, and potential customers. We will prepare breads for ourselves and the Montville community focusing on professional quality production and delicious loaves. (**Mastery Based Diploma Assessment**) Offered alternate years even: 2020/2021 [Prerequisite: Passing grade in Culinary II.] 21st Century Learning Expectations: A1, A2, A3, S1, S4, C1

**HEALTH**

| #   | Course Name                                 | Level | Credit | Grade(s) |
|-----|---|-------|--------|----------|
| 090 | Health                                      | -     | ½      | 9        |
|     | Health (Class of 2023 and subsequent years) | -     | ½      | 11       |

**090 Health**

Grade: 9

Non-Level

½ Credit

**Students are required to successfully complete a course in Health to fulfill the requirements for graduation**

The purpose of this course is to increase the student's knowledge of health as it affects him/her socially, emotionally, and physically. Through lectures, demonstrations, audio-visual presentations, student projects and field trips, the students will develop a broad basis of knowledge which will enable them to make intelligent decisions concerning health in relation to self, community, and country. 21<sup>st</sup> Century Learning Expectations: Academic 1, 2, 3, Social 1, 2, 3, 4, Civic 1, 2

**INDEPENDENT STUDY**

| #  | Course Name           | Level | Credit | Grade(s) |
|--|-----------------------|-------|--------|----------|
| -  | Independent Study (M) | -     | -      | 11, 12   |
| <b>*(M) – Mastery Based Diploma Assessment</b> |                       |       |        |          |

**Independent Study**

Grades: 11, 12

Non-Level

-

Independent study can provide exceptionally dedicated students with opportunities to carry out planned programs of research and inquiry beyond the normal offerings of the high school. Independent Study courses must be rigorous and carefully planned. Students interested in pursuing Independent Study must follow carefully delineated steps in order to gain approval, and should see their school counselor. (**Mastery Based Diploma Assessment**)

## MATH DEPARTMENT

| #   | Course Name   | Level | Credit | Grade(s)      |
|-----|---|-------|--------|---------------|
| 412 | Algebra 1   | 2     | 1      | 9, 10         |
| 413 | Algebra 1   | 3     | 1      | 9, 10, 11, 12 |
| 421 | Geometry  | 1     | 1      | 9,10,11,12    |
| 422 | Geometry  | 2     | 1      | 9,10,11,12    |
| 423 | Geometry  | 3     | 1      | 10,11,12      |
| 431 | Algebra 2 (TRCC Career Pathways Course)   | 1     | 1      | 10,11,12      |
| 432 | Algebra 2 (TRCC Career Pathways Course)   | 2     | 1      | 10,11,12      |
| 433 | Topics of Algebra 2   | 3     | 1      | 10,11,12      |
| 441 | Pre-Calculus and Trigonometry   | 1     | 1      | 11,12         |
| 442 | Pre-Calculus and Trigonometry   | 2     | 1      | 11,12         |
| 450 | AP Calculus AB  | 0     | 1      | 12            |
| 470 | ECE Statistics  | 0     | 1      | 11,12         |
| 472 | Statistics - May be taken as an elective with, but not in place of, 441 or 442. | 2     | 1      | 11,12         |
| 473 | Basic Statistics  | 3     | 1      | 11, 12        |
| 008 | SAT Test Prep: Critical Reading & Math  | -     | ½      | 10, 11        |

Students are required to complete three (3) credits in mathematics to fulfill the requirements for graduation.

### 412 Algebra 1

Grades: 9, 10

Level: 2

One Credit

This course will enable the student to reach an understanding and appreciation of some of the algebraic structure exhibited by the real number system. Real world applications are emphasized and a variety of technologies are used to enhance the understanding of Algebra. Topics that will be covered include solving linear equations, graphing functions, solving and graphing linear inequalities, solving systems of equations, exponents and exponential functions, rational equations and solving quadratic equations. [Algebra is required of all college preparatory students in grades 9 – 12.] 21st Century Learning Expectations: Academic 2, 3, 4, Social 1, 2, 3, 4, Civic 1

### 413 Algebra 1

Grades: 9, 10, 11, 12

Level: 3

One Credit

This course covers similar content to that of Algebra 412. There is an emphasis on skill development and an extensive review of pre-algebra and algebra concepts needed to be successful in geometry and algebra 2. 21st Century Learning Expectations: Academic 2, 3, 4, Social 1, 2, 3, 4, Civic 1

### 421 Geometry

Grades: 9, 10, 11, 12

Level: 1

One Credit

### 422

Grades: 9, 10, 11, 12

Level: 2

One Credit

### 423

Grades: 9, 10, 11, 12

Level: 3

One Credit

This course will enable the student to gain an understanding of the basic structure of Geometry and to develop powers of spatial visualization and reasoning, while building knowledge of the relationship among geometric elements. Stress will be placed on the deductive role in the study of mathematics and the student will be led to discover and appreciate the need for precision of language in mathematics. Algebraic skills will be constantly developed, used and strengthened. The methods of coordinate geometry will be emphasized and the presentation will integrate the important concepts and skills of Algebra and Geometry. [421 Prerequisite: A- or higher in 412 and Teacher Recommendation][422 Prerequisite: C- or higher in 412 and Teacher Recommendation] 21st Century Learning Expectations: Academic 2, 3, 4, Social 1, 2, 3, 4, Civic 1

### 431 Algebra 2

Grades: 10, 11, 12

Level: 1

One Credit

### 432

Grades: 10, 11, 12

Level: 2

One Credit

This course will enable the student to gain a richer understanding of the algebraic structure of the real number system. The student will be led to discover the more advanced concepts of algebra while undergoing an intensive review of the more important concepts and skills of Algebra 1. Some of the main topics that will be covered include transformations of graphs, solving and graphing quadratic and polynomial functions, exponential and logarithmic functions, complex numbers, and statistics. [431 Prerequisite: B or

higher in 412 and 421 and Teacher Recommendation.] [432 Prerequisite: C- or higher in 412 and Teacher Recommendation] \*Algebra 2 is required for College Career Pathways Credit. 21st Century Learning Expectations: Academic 2, 3, 4, Social 1, 2, 3, 4, Civic 1

**433 Topics of Algebra 2** Grades: 10, 11, 12 Level: 3 One Credit

This course will enable the student to gain a richer understanding of the algebraic structure of the real number system. The student will undergo an intensive review of the more important concepts and skills of Algebra 1 along with being introduced to some of the more important topics of algebra 2. Some of the main topics covered will include transformations of graphs, solving quadratic equations, complex numbers and statistics. Emphasis will be placed on problem solving with real-world applications. 21st Century Learning Expectations: Academic 2, 3, 4, Social 1, 2, 3, 4, Civic 1

**441 Pre-Calculus** Grades: 11, 12 Level: 1 One Credit

**442** Grades: 11, 12 Level: 2 One Credit

This course will enable the student to gain a richer understanding of higher order topics of math, which helps serve as a firm foundation for the future study of calculus, abstract algebra or linear algebra. Some of the more important topics that will be covered are: series, sequences, complex numbers, polynomial functions, trigonometric functions (and identities, formulas), circular functions and inverses, conic sections to include the parabola, circle, ellipse and hyperbola, permutations, combinations, and probability. [441 Prerequisite: Teacher recommendation in 431, A- or higher and Teacher Recommendation in 432.] [442 Prerequisite: Teacher recommendation in 431, C or higher and Teacher Recommendation in 432.] 21st Century Learning Expectations: Academic 2, 3, 4, Social 1, 2, 3, 4, Civic 1

**450 AP Calculus AB** Grade: 12 Level: 0 One Credit

AP Calculus prepares students to take the Advanced Placement exam for possible credit or placement. The course is offered in conjunction with, and for possible six credit hours at the University of Connecticut. The first semester will concentrate on coordinate geometry, graphics, limits, derivatives, and trigonometric functions, and definite integral applications, transcendental functions and methods of integration. [Prerequisite: B or better in Pre-Calculus (441) and Teacher Recommendation.] 21st Century Learning Expectations: Academic 2, 3, 4, Social 1, 2, 3, 4, Civic 1

**470 ECE Statistics** Grades: 11, 12 Level: 0 1 HS Credit/4 UConn Credits

ECE Statistics is a college level statistics course, which prepares students to qualify for UConn credit. Students will perform analysis of real life data utilizing the TI84 graphing calculator and the statistical software Minitab. Some of the topics covered will include statistical inference, regression analysis, design of experimental probability, and analysis of variance. [This is a Mathematics elective, and should not take the place of required mathematics course. It is offered to students who have completed 431 or 432 with a grade of B or higher, with permission of the Mathematics Department. Preference will be given to seniors. Ownership of a TI84 graphing calculator is strongly recommended.] [Statistics 470 & 472 may be taken as an elective in conjunction with 441 or 442 NOT in place of 441 or 442.] [UConn ECE Stat 1100Q Elem Concepts Stat] 21st Century Learning Expectations: Academic 2, 3, 4, Social 1, 2, 3, 4, Civic 1

**472 Statistics** Grades: 11, 12 Level: 2 One Credit

Students will perform analysis of real life data utilizing the TI83 graphing calculator and the statistical software Minitab. Some of the topics covered will include statistical inference, regression analysis, design of experimental probability, and analysis of variance. [This is a Mathematics elective, and should not take the place of required mathematics course.] 21st Century Learning Expectations: Academic 2, 3, 4, Social 1, 2, 3, 4, Civic 1

**473 Basic Statistics** Grades: 11, 12 Level: 3 One Credit

Students will perform analysis of real life data utilizing the TI83 graphing calculator and the statistical software Minitab. Some of the topics covered will include statistical inference, regression analysis, design of experimental probability, and analysis of variance. [This is a Mathematics elective, and should not take the place of required mathematics course.] 21st Century Learning Expectations: Academic 2, 3, 4, Social 1, 2, 3, 4, Civic 1

**008 SAT Prep: Critical Reading & Math** Grades: 10, 11 Non-Level ½ Credit

This course is open to 11<sup>th</sup> graders in the fall and 10<sup>th</sup> graders in the spring who plan to take the SAT. It is designed to familiarize students with the test and help them maximize their scores. Students will spend one quarter each preparing with a member of the math department for the mathematics section and a member of the English department for both the critical reading and writing sections. The mathematics portion is designed to review concepts from Algebra and Geometry relative to the SATs. Strategies for test-taking and use of graphing calculators will be emphasized. Ownership of graphing calculator is strongly recommended. The critical reading and writing portion will focus on editing, proofreading, grammar and mechanics, vocabulary, reading with comprehension and insight, and various test-taking strategies. This elective is an interdisciplinary course. Credit earn will not count towards requisite credits in either math or English. Students can also prepare for the SAT by visiting [qwww.khanacademy.org](http://qwww.khanacademy.org) [Prerequisite: Algebra 1, Geometry, English 1]



## MUSIC DEPARTMENT

| #  | Course Name  | Level | Credit | Grade(s)   |
|--|--|-------|--------|------------|
| <b>VOCAL</b>                                   |  |       |        |            |
| 092  | Concert Choir <b>(M)</b>   | -     | 1      | 10,11,12   |
| 095  | Choir (Low Voice) <b>(M)</b>   | -     | 1      | 9,10,11,12 |
| 096  | Chamber Choir <b>(M)</b>   | -     | 1      | 10,11,12   |
| 097  | Choir (High Voice) <b>(M)</b>  |       | 1      | 9,10,11,12 |
| <b>INSTRUMENTAL</b>                            |  |       |        |            |
| 071  | Independent Study Instrumental <i>One section offered each semester</i> <b>(M)</b> | -     | ½      | 10,11,12   |
| 091  | Songwriting and Beatmaking <b>(M)</b>  | -     | 1/2    | 10, 11, 12 |
| 081  | Intro to Rock (Rock Performance) <b>(M)</b>  | -     | ½      | 9,10,11,12 |
| 082  | Wind Ensemble <b>(M)</b>   | -     | 1      | 10,11,12   |
| 084  | Music Theory 1 <i>Music Fundamentals 1<sup>st</sup> Semester</i> <b>(M)</b>        | -     | ½      | 9,10,11,12 |
| 085  | Music Theory 2 <i>Advanced Theory 2<sup>nd</sup> Semester</i> <b>(M)</b>           | -     | ½      | 9,10,11,12 |
| 0801   | Percussion Ensemble <b>(M)</b>   | -     | 1      | 10,11,12   |
| 822  | Band <b>(M)</b>  | -     | 1      | 9,10,11,12 |
| 0841   | Guitar <i>1<sup>st</sup> &amp; 2<sup>nd</sup> Semester</i> <b>(M)</b>              | -     | ½      | 9,10,11,12 |
| 0842   | Guitar Ensemble <b>(M)</b>   | -     | 1      | 10, 11, 12 |
| <b>*(M) – Mastery Based Diploma Assessment</b> |  |       |        |            |

**092 Concert Choir**

Grades: 10, 11, 12

Non-Level

One Credit

*Prerequisite: One year of High or Low Voice Choir and teacher recommendation*

Concert Choir is a mixed vocal ensemble comprised of experienced choral musicians. Students in Concert Choir will build on fundamental skills while studying contemporary and standard choral literature. Participation in all concerts is a course requirement. There will also be additional recommended performances. Placement evaluations for Concert Choir will be held before course selection. **(Mastery Based Diploma Assessment)** 21st Century Learning Expectations: A2, S1, S4, C1

**095 Choir (Low Voice)**

Grades: 9,10,11,12

Non-Level

One Credit

This course will concentrate on issues unique to tenor and bass voices. Students will also develop fundamentals in sight singing and ear training. Music is selected to challenge the group both musically and technically. Participation in all concerts is a course requirement. There will also be additional recommended performances. **(Mastery Based Diploma Assessment)** 21st Century Learning Expectations: A2, S1, S4, C1

**096 Chamber Choir**

Grades: 10, 11, 12

Non-Level

One Credit

*Prerequisite: One year of High or Low Voice Choir and teacher recommendation* Chamber Choir is a mixed vocal ensemble containing up to 24 singers and is the most select vocal ensemble at Montville High School. Higher levels of musicality and vocal ability are expected for inclusion in this performing ensemble. This group performs challenging music of all periods and styles. Participation in all concerts is a course requirement. There will also be additional required performances. Auditions for Chamber Choir will be held before course selection. **(Mastery Based Diploma Assessment)** 21st Century Learning Expectations: A2, S1, S4, C1

**097 Choir (High Voice)**

Grades 9,10,11,12

Non-Level

One Credit

This course will concentrate on issues unique to soprano and alto voices. Students will also develop fundamentals in sight singing and ear training. Music is selected to challenge the group both musically and technically. Participation in all concerts is a course requirement. There will also be additional recommended performances. **(Mastery Based Diploma Assessment)** 21st Century Learning Expectations: A2, S1, S4, C1

**091 Songwriting and Beatmaking**

Grades: 10, 11, 12 Non-Level ½ Credit

*One section offered each semester* This course is an introduction to digital music production and recording. No prior experience is required. Use iPads, MIDI keyboards, and various recording techniques to create music. Topics include: sampling, remixing, recording, digital instruments, and track analysis. Performances are not required. However, students will have opportunities to share or perform their music at MHS Music events. **(Mastery Based Diploma Assessment)** 21st Century Learning Expectations: Academic 1, 4, 5, 6

**071 Independent Study Instrumental**

Grades: 10, 11, 12 Non-Level ½ Credit

*[This course is limited to 8 students. Permission of instructor is required]* *One section offered each semester* This class is designed for students who wish to explore an alternative area of musical study. In the first weeks, students create their own curriculum based on previous musical experiences and personal interests. Topics may include, but are not limited to: study of a new instrument, music technology, music history, conducting, composition, beginning music theory, or audition preparation. **(Mastery Based Diploma Assessment)** 21st Century Learning Expectations: A3, S2, C1

**081 Intro to Rock**

Grades: 9, 10, 11, 12 Non-Level ½ Credit

*One section offered each semester* This course is an introduction to the common instruments and skills needed to jam. Learn the basics of drums, bass, guitar, keyboard, the voice and sound amplification. No prior experience required! Topics include: chord progression, drum beats/grooves, amplifying instruments, popular music styles (rock, funk, Latin, hip hop etc.) and history of popular music. While not required, students will have the opportunity to perform at the MHS music events. **(Mastery Based Diploma Assessment)** 21st Century Learning Expectations: A2, S1, S4, C1

**082 Wind Ensemble**

Grades: 10, 11, 12 Non-Level One Credit

Wind Ensemble is a performing ensemble open to wind instrumentalists with prior experience playing and reading music in a high school ensemble or who have competed Band (Percussionists who wish to perform with Wind Ensemble must sign up for Percussion Ensemble). Students will be required to participate in all sectionals, dress rehearsals, and performances for credit. Students are also required to perform as a pep band at about 5 football games each fall with alternative assignments available for those involved in football or cheerleading. **(Mastery Based Diploma Assessment)** 21st Century Learning Expectations: A2, S1, S4, C1

**084 Music Theory 1 (Music Fundamentals)**

Grades: 9, 10, 11, 12 Non-Level ½ Credit

*First Semester* This course is designed for anyone who wishes to learn the fundamentals of music theory. Students will learn the basics of music notation, rhythm and meter, scales, scales, chords, key signatures, harmonic progression, ear training, and composing. 21st Century Learning Expectations: A3, S2, C1

**085 Music Theory 2 (Advanced Theory)**

Grades: 9, 10, 11, 12 Non-Level ½ Credit

*Second Semester* This course is designed for anyone who wishes to gain a deeper knowledge of Music Theory. This course will cover advanced music notation, ear training, chord structure and progression, transposition, modalities and modulation, musical analysis and composition. **(Mastery Based Diploma Assessment)** [Prerequisite: Permission of the instructor] 21st Century Learning Expectations: A3, S2, C1

**0801 Percussion Ensemble**

Grades: 10, 11, 12 Non-Level One Credit

Percussion Ensemble is open to all percussionists who have taken Band or have already participated in high school instrumental ensemble. Students should have prior experience playing and reading music on percussive instruments. Percussion ensemble students will also perform with the concert band at concerts. Students will be required to participate in all sectionals, dress rehearsals, and performances for credit. Students are also required to perform as a pep band at about 5 football games each fall with alternate assignments available for those involved in football or cheerleading. **(Mastery Based Diploma Assessment)** 21st Century Learning Expectations: A2, S1, S4, C1

**822 Band**

Grades: 9, 10, 11, 12 Non-Level One Credit

Band is an instrumental ensemble open to students who plays a wind and percussion instruments. Band members will build on fundamental music-making skills through the study of both traditional and contemporary music. Band is a pre-requisite to Wind Ensemble and Percussion Ensemble. All incoming 9<sup>th</sup> grade wind and percussion students are required to take Band. Band members will perform at concerts and with the Wind and Percussion Ensemble. Band members also perform as a pep band at about 5 football games each fall with alternate assignments available for those involved in football or cheerleading. Students are required to participate in all sectionals, dress rehearsals, and performances for credit. Prior experience is not required however, new players are expected to put in the extra effort to meet the level of their peers by the second semester of band. **(Mastery Based Diploma Assessment)** 21st Century Learning Expectations: A2, S1, S4, C1

**0841 Guitar**

Grades: 9, 10, 11, 12 Non-Level ½ Credit

*1<sup>st</sup> & 2<sup>nd</sup> semester* Guitar is open to any student wishing to learn the fundamentals of guitar. Chords, scales, Blues progressions, finger picking, tablature, and traditional music notation are studied. Assessments include performance and written formats. Personal instruments may be used, and school guitars are available for use during the student's course of study. **(Mastery Based Diploma Assessment)** 21st Century Learning Expectations: A3, S2, C1

**0842 Guitar Ensemble**

Grades: 10, 11, 12 Non-Level One Credit

*Full Year* Guitar Ensemble is comprised of experienced guitar musicians. Students in Guitar Ensemble will build on fundamental skills while studying contemporary and standard literature. Participation in all concerts is a course requirement. There will also be additional recommended performances. **(Mastery Based Diploma Assessment)** 21st Century Learning Expectations: A3, S2, C1

## PHYSICAL EDUCATION

| #   | Course Name | Level | Credit | Grade(s) |
|-----|-------------|-------|--------|----------|
| 051 | PE-9        | -     | ½      | 9        |
| 061 | PE-10       | -     | ½      | 10       |
| 063 | PE-11       | -     | ½      | 11       |
| 064 | PE-12       | -     | ½      | 12       |

*The Physical Education Department has designed a program that emphasizes lifetime fitness while providing students a choice of activities that best suits their individual needs. Each course provides an academic component that is aligned with the physical education curriculum as well as specialized activities designed to meet the needs of students who have chosen that specific activity. Each course also involves an individual fitness component that provides opportunities for students to increase muscular strength, muscular endurance, cardio respiratory endurance, and flexibility.*

***The maximum enrollment for all physical education classes is 30 students. There will be no exceptions unless approved by the Department Head***

**051 PE-9** *Grade: 9                      Non-Level                      ½ Credit*

The 9th grade physical education course will provide students an introduction to the various activities. These activities will instill a foundation of various skill sets and knowledge to be utilized in future course offerings. *21st Century Learning Expectations: Academic 3, Social 1, 2, 3, 4, Civic 1, 2*

**061 PE-10** *Grade: 10                      Non-Level                      ½ Credit*

The tenth grade Physical Education course will provide students with a wide variety of activities designed to increase their knowledge and skill. This course will be an extension of the introductory PE-9 course with an increased complexity of activities, games, exercise, and fitness concepts. PE 10 will provide students with an in-depth understanding of various fitness concepts. **Students are required to have passed PE 9 prior to enrollment in PE 10, unless approved by the Department Head** *21st Century Learning Expectations: Academic 3, Social 1, 2, 3, 4, Civic 1, 2*

**063 PE-11** *Grade: 11                      Non-Level                      ½ Credit*

The eleventh grade Physical Education course will provide students with a wide variety of activities consisting of team activities and games, individual activities and games, and fitness activities; such as resistance and aerobic training. This course will be an extension of both PE-9 and PE-10, with a greater emphasis of student choice that will enhance the student's experiences. PE 11 will provide students with an in-depth understanding of various nutrition concepts. **Students are required to have passed PE 10 prior to enrollment in PE 11, unless approved by the Department Head** *21st Century Learning Expectations: Academic 3, Social 1, 2, 3, 4, Civic 1, 2*

**064 PE-12** *Grade: 12                      Non-Level                      ½ Credit*

The twelfth grade Physical Education course will provide students with a wide variety of activities consisting of team activities and games, individual activities and games, and fitness activities; such as resistance and aerobic training. This course will be an extension of the previous three courses (PE-9, PE-10, and PE-11), with a greater emphasis of student choice that will enhance the student's experiences. PE 12 will provide students with an in-depth understanding of various progressive resistance training concepts. **Students are required to have passed PE 11 prior to enrollment in PE 12, unless approved by the Department Head** *21st Century Learning Expectations: Academic 3, Social 1, 2, 3, 4, Civic 1, 2*

## SCIENCE DEPARTMENT

| #    | Course Name   | Level | Credit | Grade(s) |
|------|---|-------|--------|----------|
| 511  | Integrated Science 1  | 1     | 1      | 9        |
| 512  | Integrated Science 1  | 2     | 1      | 9        |
| 513  | Integrated Science 1  | 3     | 1      | 9        |
| 521  | Biology   | 1     | 1      | 10       |
| 522  | Biology   | 2     | 1      | 10       |
| 523  | Basic Biology   | 3     | 1      | 10       |
| 531  | Chemistry   | 1     | 1      | 10,11    |
| 530F | Integrated Science 2- Forensic, Fall only (can't take Forensics 534)  |       | ½      | 11       |
| 530S | Integrated Science 2 – Space, Spring only                             |       | ½      | 11       |
| 534  | Forensic Science  | 1     | ½      | 11,12    |
| 535  | Zoology   | 2     | ½      | 11,12    |
| 536  | Marine Science  | 2     | ½      | 11,12    |
| 538A | Engineering Disasters/Science (Must be taken in conjunction with 957) | 3     | ½      | 11,12    |
| 540  | Human Biology   | 3     | ½      | 11,12    |
| 541  | AP Physics I  | 0     | 1      | 11,12    |
| 542  | Physics   | 1     | 1      | 11,12    |
| 543  | Human Anatomy & Physiology  | 1     | 1      | 11,12    |
| 544  | AP Chemistry  | 0     | 1      | 11,12    |
| 545  | ECE Biology   | 0     | 1      | 11,12    |
| 546  | AP Environmental Science  | 0     | 1      | 11,12    |
|      |   |       |        |          |

Students are required to earn three credits in science. Two of these credits must be in Integrated Science and Biology.

### 511 Integrated Science 1

Grade: 9

Level: 1

One Credit

In this laboratory course, study will center around four core themes: Chemistry, Earth Science, Global Climate Change, Plastics and Pollution. In the first unit, students explore atomic structure, the Periodic Table, and acids and bases by performing experiments. During the earth science unit students will study plate tectonics, the rock cycle, and weathering forces that shape the surface of the Earth through hands-on activities and computer simulations. In the climate change unit, as well as with the plastics and pollution unit, students will review the cycling of resources in the Earth's systems and use the resources by the human population. The importance of recycling, reducing consumption and reusing natural resources is stressed. Throughout the year the underlying focus of the course is the effect of human activities on our environment. NGSS standards are addressed, integrating large topics. Students will be required to write argumentative analysis through creating claims that are supported with evidence and scientific reasoning. The instruction in this course is rapid-paced and is intended for students with a very strong science background. [Prerequisite: Tyl Teacher Recommendation.] 21st Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2

**512 Integrated Science 1**

Grade: 9

Level: 2

One Credit

Integrated Science 512 covers the same topics and concepts as 511. It is a college preparatory course which includes frequent lab work, demonstrations, and group work to provide students with experience in solving problems and relating theoretical concepts to practical applications. *21st Century Learning Expectations: Academic 1, 2, 3, 4 Social 1, 2, 3, 4, Civic 1, 2*

**513 Integrated Science 1**

Grade: 9

Level: 3

One Credit

Integrated Science 513 covers the same topics and concepts as 511, however the focus is on broad concepts and themes rather than specific technical terms and processes. This course is intended for students who need extra skill work in science and math and would benefit from a slower pace and additional practice. *21st Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2*

**521 Biology**

Grade: 10

Level: 1

One Credit

In this laboratory course, study centers around two core themes: Homeostasis and Genetics, Evolution and Diversity. During their study of homeostasis, students investigate biological systems human circulatory and respiratory systems, carbon and energy cycling, and ecosystems. While examining genetics and evolution, students will explore how genetics plays a role in the development of traits, as well as genetic engineering and modern biological technology. Additionally, students will explore how genetic mutations are related to the processes of natural selection and evolution. Structural and behavioral adaptations that leave organisms better suited for survival are investigated as a variety of organisms and their lifestyles are compared. The pace, terminology and level of sophistication of concepts presented in this course are intended for students who are considering a college science major and have a very strong science background. NGSS standards are addressed throughout the course. Students will be required to write argumentative analysis through creating claims that are supported with evidence and scientific reasoning. *[Prerequisite: 511 & permission of instructor] 21st Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2*

**522 Biology**

Grade: 10

Level: 2

One Credit

Biology 522 covers the same topics and concepts as Biology 521. It is a college preparatory course which includes frequent lab work, demonstrations, and group work to provide students with experience in solving problems and relating theoretical concepts to practical applications. *[Prerequisite: 511/512 OR permission of instructor] 21st Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2*

**523 Basic Biology**

Grade: 10

Level: 3

One Credit

Biology 523 covers the same topics and concepts as Biology 521, however the focus is on broad concepts and themes rather than specific technical terms and processes. This course is intended for students who need extra skill work in science and math and would benefit from a slower pace and additional practice. *[Prerequisite: Credit or concurrent enrollment in 513] 21st Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2*

**530F Integrated Science 2 Forensics**

Grades: 11, 12 Non-Level

½ Credit

Using Forensics as a theme, students will explore concepts in chemistry. These concepts will include the study of the properties of matter, including the physical and chemical changes that it undergoes. Students will study atomic and molecular structures, chemical bonding and chemical reactions, as well as the characteristics of solids, liquids, gases, and mixtures. The organization of the periodic table and reaction stoichiometry and behavior of gases are stressed. Emphasis is placed on the process of acquiring knowledge in science as student design procedures, record observations, and mathematically manipulate lab data to draw conclusions. Students will make frequent use of technology to collect, organize, and analyze data. They are expected to work collaboratively throughout the course. Topics include: evidence collection, blood analysis, skeletal remains, fingerprint analysis, drugs and poisons, and weather-related fatalities. This half-year course will examine simulated crimes scenes and evidence using technology, instrumentation, and chemical analysis in the forensic lab. NGSS standards are addressed throughout the course. Students will be required to write argumentative analysis through creating claims that are supported with evidence and scientific reasoning. *[Required for all level 2 or level 3 juniors not taking 531, Open to all students, however, credit cannot be earned in both 530F and 534] 21st Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2*

**530S Integrated Science 2 Space**

Grades: 11, 12 Non-Level

½ Credit

Using Space Exploration as a theme, this half year course will explore concepts in physics, earth science and astronomy. These concepts will include the study of the Big Bang Theory, the behavior of light, and the age of the stars and the Univers, and mars exploration. Students will make frequent use of technology to collect, organize, and analyze data. They are expected to work collaboratively throughout the course. Topics include: the electromagnetic spectrum, pendulums, parallax, resonance, telescopes, Doppler Effect, electricity, and sound. NGSS standards are addressed throughout the course. . Students will be required to write argumentative analysis through creating claims that are supported with evidence and scientific reasoning. *[Required for all level 2 or level 3 juniors not taking 531 Open to all students] 21st Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2*

**531 Chemistry**

Grades: 10, 11

Level: 1

One Credit

Chemistry is the study of the properties of matter and the physical and chemical changes that it undergoes. Students study atomic and molecular structures, chemical bonding and chemical reactions, and characteristics of solids, liquids, gases, and mixtures. The organization of the periodic table and reaction stoichiometry and behavior of gases are stressed. Emphasis is placed on the process of acquiring knowledge in science as students design procedures, record observations, and mathematically manipulate lab data to draw conclusions. Students make frequent use of technology to collect, organize, and analyze data. They are expected to work collaboratively throughout the course. This is a college-preparatory course, and students must have strong science and math skills to be successful in the course. *[Prerequisite: 521 or 522 with a grade of B or better and Algebra 1 with a B or better. Only students who have permission of their instructor may receive approval to take this course concurrently with 521] 21st Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2*

**534 Forensic Science**

Grades: 11, 12

Level: 1

½ Credit

Have you ever wanted to be a Forensic investigator or law enforcement officer? Maybe you have always wanted to play the role of your favorite character from *CSI*, *Law and Order*, *Criminal Minds*, or *NCIS*? This course will introduce students to the principles governing the application of biology and chemistry to solve crimes. Topics include: evidence collection, blood analysis, hair and fibers, skeletal remains, fingerprint analysis, DNA, drugs and poisons, and weather-related fatalities. This half-year course will examine simulated crime scenes and evidence using technology, instrumentation, and chemical analysis in the forensic lab. [Prerequisite: Successful completion of 511/512 and 521/522 with a grade of B or higher OR permission of the instructor; Student cannot earn credit for both 534 and 530F] 21st Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2

**535 Zoology**

Grades: 11, 12

Level: 2

½ Credit

Students will learn to appreciate the diversity of the Animal Kingdom as they study living and preserved specimens of invertebrate and vertebrate organisms. Students will learn about the major animal groups and will examine animal behavior, evolution, physiology, and morphology. Students will explore how animals have adapted to changes in their environments over geologic time. Comparative anatomy will be studied through examination of specimens and dissections including: sponges, frogs, and rats. Students will be responsible for maintaining living organisms in the classroom. [Prerequisite: Successful completion of 511/512 and Biology 521/522 with a grade of C or higher OR permission of the instructor.] 21st Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2

**536 Marine Science**

Grades: 11, 12

Level: 2

½ Credit

In this half-year course, students will study topics in oceanography and marine biology. Physical and chemical properties of seawater and ocean phenomena such as currents, tides, and waves will be reviewed in order to understand the adaptations of marine organisms to their environment. Characteristics of marine plants and invertebrate and vertebrate animals will be explored in various marine habitats including: coastal water, open sea, deep sea, and polar sea. Students will establish and maintain saltwater tanks, participate in Project O and related field work in Long Island Sound and the Thames River, and attend an educational program at the Mystic Aquarium and Institute for Exploration. In the lab, students will conduct physical and chemical tests and dissect marine organisms. Topics such as, invasive species, global warming, over fishing and aquaculture will be discussed. Students will be evaluated on projects, presentations, tests, homework and persuasive writing. [Prerequisite: Successful completion of 521/522 OR permission of the instructor.] 21st Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2

**538A Engineering Disasters/Science**

Grades: 11, 12

Level: 3

1 Credit: ½ Science and ½ Technology

This is activity-based class investigates how engineering can prevent, cause and remediate disasters. Topics include; hurricanes, tornadoes, earthquakes, tsunamis, volcanoes, fire, floods, space exploration disasters and outdoor survival situations. Students will be responsible for internet projects, attending field trips, quizzes and hands-on labs and building activities.

Limit 16 students. [Prerequisite 512 or 513, and 522 or 523 with a "C"] **Must be taken in conjunction with 957** 21<sup>st</sup> Century Learning Expectations: Academic: 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2

**540 Human Biology**

Grades: 11, 12

Level: 3

½ Credit

Topics in human anatomy and physiology will be covered in a practical light as students review the normal functioning of the human body systems. Disease prevention, sports injuries and rehabilitation, and maintenance of physical health will be stressed. Students will participate in laboratory dissections and explorations of the structure and function of cells, tissues, and organs of the human body systems. Students will be evaluated on lab work, quizzes, class activities, projects, nonfiction reading, research and presentations. [Prerequisite: 513, 523. Students may not earn credit for both 540 and 543.] 21st Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2

**541 AP Physics I**

Grades: 11, 12

Level: 0

One Credit

AP Physics I is an algebra-based, introductory college-level physics course that prepares students to take the Advanced Placement exam for possible college credit. Students will use laboratory investigation and quantitative modeling of real life situations to cultivate their understanding of the physical world. Topics studied are Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. A strong mathematical background is recommended since the course involves intensive problem-solving using algebra, geometry, and trigonometry. [Prerequisite: Grades of B+ or better in 521/522 and Algebra 2, and permission of the instructor. Prior experience with scientific measurement and significant figures (such as Chemistry 531) is strongly recommended.] 21st Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2

**542 Physics**

Grades: 11, 12

Level: 1

One Credit

Physics is a quantitative investigation of the physical world with an emphasis on engineering and technology. The topics covered parallel those covered in Physics 541, but in this class, as students are introduced to the fundamental principles of physics, they will develop the necessary mathematical tools. Topics covered include: scientific measurements and experimental procedure, problem solving, kinematics and dynamics of motion, Newton's Laws of Motion and of Gravity, the conservation of energy and momentum, and the nature of matter. Further topics, such as optics, electricity and thermodynamics, will be introduced if time permits. [Prerequisite: 521/522 and a grade of C or better in Algebra 2, including knowledge of trig functions. Prior experience with scientific measurement and significant figures (such as completion of Chemistry 531) is strongly recommended.] 21st Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2

**543 Human Anatomy and Physiology**

Grades: 11, 12

Level: 1

One Credit

This course is designed to provide current information about the structure and function of the human body in an interesting and informative manner. Lectures, hands-on sessions, and research projects, form the core of the program. Films, model development, and on-line resources are used to augment the curriculum. Human anatomy is studied through comparative dissection of the cat. The course is designed for students interested in pursuing careers in the allied health fields. [Prerequisite: 521/522 and 531 with grades of B or better. Students may not earn credit for both 540 and 543.] 21st Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2

**544 AP Chemistry**

Grades: 11, 12

Level: 0

One Credit

AP Chemistry prepares students to take the Advanced Placement exam for possible college credit or college placement in chemistry. The course is designed to provide students with a thorough understanding of the concepts taught in a first year, two semester, college level course. These topics include: atomic and molecular structure, bonding, thermochemistry, chemistry of liquids, solids, gases, and solutions, kinetics and equilibrium, acids and bases, reduction and oxidation, and electrochemistry. The course material is presented through lecture, laboratory experimentation, demonstration, and tutorial videos. Students make frequent use of graphing calculators, and Computer-Based Laboratory measurement probes. [Prerequisite: Grades of B+ or better in Chemistry 531 and Algebra 2 and permission of the instructor] 21st Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2

**544 ECE Biology**

Grades: 11, 12

Level: 0

1 HS Credit/4 UCONN Credits

This course is offered for possible University of Connecticut credit in Biology 1107. Students study concepts of biology including cell structure, function and transport, biochemistry and molecular biology, and anatomy and physiology. The students recognize unifying themes that integrate the major topics of biology. Students will complete frequent labs to develop skills such as detailed observation, accurate data recording and interpretation, and statistical analysis. [Prerequisite: 521/522 and 531 with grades of B or better] Students will not be allowed to earn credit in both Human Anatomy and Physiology (543) and ECE Biology. 21st Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2

**546 AP Environmental Science**

Grades: 11, 12

Level: 0

One Credit

AP Environmental Science is an interdisciplinary course that prepares students to take the Advanced Placement exam for possible college credit. Students utilize principles and concepts from chemistry, biology, earth science, physics and civics to understand interconnections in the natural world, to analyze both natural and man-made environmental problems, and evaluate processes for resolving or preventing them. Topics covered include ecosystems, biodiversity, resources, pollution and waste management, risk, population growth, sustainability, economics and environmental law. Concepts are examined using laboratory activities, demonstrations, field trips, projects, guest speakers, class discussion and group work. [Open Enrollment.. Depending on enrollment, this course may be offered on alternate years.] 21st Century Learning Expectations: Academic 1, 2, 3, 4 Social 1, 2, 3, 4, Civic 1, 2

## SOCIAL STUDIES DEPARTMENT

| #    | Course Name  | Level | Credit | Grade(s)   |
|------|--|-------|--------|------------|
| 301  | World History I  | 1     | ½      | 9          |
| 302  | World History I  | 2     | ½      | 9          |
| 303  | World History I  | 3     | ½      | 9          |
| 311  | World History II   | 1     | ½      | 9          |
| 312  | World History II   | 2     | ½      | 9          |
| 313  | World History II   | 3     | ½      | 9          |
| 324  | Civics   | 1     | ½      | 10         |
| 325  | U.S. History I   | 1     | ½      | 10         |
| 326  | Civics   | 2     | ½      | 10         |
| 327  | U.S. History I   | 2     | ½      | 10         |
| 328  | Civics   | 3     | ½      | 10         |
| 329  | U.S. History I   | 3     | ½      | 10         |
| 330  | AP United States History   | 0     | 1      | 11         |
| 331  | United States History II   | 1     | 1      | 11         |
| 332  | United States History II   | 2     | 1      | 11         |
| 333  | United States History II   | 3     | 1      | 11         |
| 340  | AP Government and Politics   | 0     | 1      | 10, 11, 12 |
| 341  | Topics in American Law   | -     | ½      | 12         |
| 342  | Contemporary Issues  | -     | ½      | 10,11, 12  |
| 343  | History Through Film   | -     | ½      | 11, 12     |
| 345  | Sociology  | -     | ½      | 11, 12     |
| 347  | Psychology   | 1     | 1      | 11, 12     |
| 349  | Connecticut & Local History  | -     | ½      | 10,11,12   |
| 350  | AP Psychology  | 0     | 1      | 11, 12     |
| 352  | Honors Modern Europe   | 1     | 1      | 12         |
| 161A | ECE American Experience <i>(Must be taken in conjunction with ECE English 3)</i> | 0     | 1      | 11         |
| 181  | ECE American Studies   | 0     | 1      | 12         |

*Students are required to earn 3 credits in Social Studies. When they are in the tenth grade they take one-half credit of Civics and one-half credit of United States History or AP Gov. and Politics with ½ credit of U.S. History I. As juniors they take a full year of United States History II, which is a continuation of the sophomore half-year U.S. History course or ECE American Experience.*

### **161 ECE American Experience (UConn: US History 1502, Freshman Composition 1010)**

*Grade 11 Level: 0 1 MHS English Credit/1 MHS U.S. History Credit/4 UConn Eng. Credits & 3 UConn Hist. Credits*  
 The American Experience course is a collaborative, interdisciplinary approach to American History and composition for a total of seven UConn credits. ECE US History 1502 (3 credits) is taught in conjunction with ECE First Year Writing 1010 (4 credits). Instructors cooperate to present a comprehensive study of the significant events that helped shape our nation from the Reconstruction era to the present. We analyze past and present issues in the U.S. and propose alternative solutions, experiment with solutions, and then examine possible future consequences. This course will make demands upon students that are equivalent to those of first year college survey courses at the University of Connecticut.



ECE First Year Writing is process focused. Students will deconstruct “mentor texts” and apply writing strategies. Students must have at least thirty revised pages for their UConn portfolio by May (each unit of study requires two papers of approximately three to five pages and one paper that will be five to ten pages long). Many classes are devoted entirely to writing, discussion about writing, and revision. Students are required to confer with the instructor with a completed draft prior to submitting the long paper. At the completion of the portfolio in May, students will write and revise essays for the Common Application. Students are also required to read nonfiction and fiction.

In ECE US History, events of our nation's past will be addressed both chronologically and thematically with an emphasis on problem solving and critical reading/writing including: inquiry, research, historical thinking, primary documents, and a central theme of solving the problems that continue to plague society today. Students must have the recommendations of both History and English teachers to enroll, and are expected to function at a college level. There is a UConn fee which may be waived for financial hardship. *[Juniors will need both English and History teachers' recommendations to be admitted to this course.] [Student must take ECE English in conjunction with ECE U.S. History] 21st Century Learning Expectations: Academic 1, 2, 3, 4; Social 1, 2, 3, 4; Civic 1, 2*

### 181 ECE American Studies (UConn –American Studies 1201)

Grade: 12      Level: 0      1 MHS U.S. History Credit/3 UConn Gen. Ed. Credits

This course offers a thematic and interdisciplinary study of the significant events that shaped our national identity from 1945 to the present. Through critical observation, reading, and writing, discussion, film, and field trips, we will explore the political, economic, and social experiences of the American people that have had an enduring influence on our culture and continue to pose problems for new generations to solve. Themes – to be determined through discussion and student interest – will most likely include variations of economic, social, and political inequalities in American society, the origins of US domestic and foreign policy, the technological progress paradox, American capitalism and business politics, and environmental issues. This course will make demands upon students that are equivalent to those made by first year college survey courses in that the skills practiced and content explored are challenging. American Experience is not a prerequisite for American Studies, however teacher recommendation is required *[Teacher recommendation - NO prerequisite] [UConn HIST 1502 U.S. History since 1877] 21st Century Academic Expectations Academic 1,2,3,4, Social 1,2,4 Civic 1*

|                             |          |          |          |
|-----------------------------|----------|----------|----------|
| <b>301 World History I</b>  | Grade: 9 | Level: 1 | ½ Credit |
| <b>302</b>                  | Grade: 9 | Level: 2 | ½ Credit |
| <b>303</b>                  | Grade: 9 | Level: 3 | ½ Credit |
| <b>311 World History II</b> | Grade: 9 | Level: 1 | ½ Credit |
| <b>312</b>                  | Grade: 9 | Level: 2 | ½ Credit |
| <b>313</b>                  | Grade: 9 | Level: 3 | ½ Credit |

World History I&II will examine the development of the modern world, with an emphasis on building relevant social science skills including analysis, synthesis, evaluating, research, problem-solving and writing. The course will be broken up into two semesters at a half credit each as World History I and World History II, for a total of a one-credit course. Students must pass at least one of the semester courses to graduate from Montville High School and they must take both World History I and World History II. World History I outlines the development of the modern world with an emphasis on exploration and imperialism, development of world religions and cultures, and major political, social, and economic forces from 1500 to 1914. World History II will examine major world conflicts, the legacy of decolonization, and key people and events that create our modern world. The course will strive to allow students to relate what has happened in the past to the conditions which exist today, acknowledge global forces on their lives, and develop the skills necessary to be valuable global citizens. *21st Century Academic Expectations Academic 1,2,3,4 Social 1,2,4 Civic 1,2*

|                   |           |          |          |
|-------------------|-----------|----------|----------|
| <b>324 Civics</b> | Grade: 10 | Level: 1 | ½ Credit |
| <b>326</b>        | Grade: 10 | Level: 2 | ½ Credit |
| <b>328</b>        | Grade: 10 | Level: 3 | ½ Credit |

This sophomore course will focus on the formulation of American government from the Colonial Period through the development of the Constitution. Emphasis will be placed on the significant documents which established the basis of the American Political Philosophy and the actual structure of the national government. Additional topics covered could include basic economics, state and local government as well as regular coverage of current events. This is a REQUIRED course for graduation. *21st Century Academic Expectations Academic 1,2,3,4 Social 1,2,4 Civic 1,2*

|                                    |           |          |          |
|------------------------------------|-----------|----------|----------|
| <b>325 United States History I</b> | Grade: 10 | Level: 1 | ½ Credit |
| <b>327</b>                         | Grade: 10 | Level: 2 | ½ Credit |
| <b>329</b>                         | Grade: 10 | Level: 3 | ½ Credit |

This sophomore course follows ½ year of Civics. It begins with the study of the Washington administration and will focus on events leading up to and including the Civil War. Emphasis will be placed on the significant issues of this era and their influence on developing the American character. This is a required course for those students interested in taking AP U.S. History and ECE American studies during their junior year. *21st Century Academic Expectations Academic 1,2,3,4 Social 1,2,4 Civic 1*

|                                     |           |          |            |
|-------------------------------------|-----------|----------|------------|
| <b>330 AP United States History</b> | Grade: 11 | Level: 0 | One Credit |
|-------------------------------------|-----------|----------|------------|

This course explores U.S. History from the pre-colonial period through the beginning of the 21st century, and simulates a true college experience with diversified readings and discussion material, in depth writing activities, and analysis and synthesis of information. The focus of this course will be preparation for the Advanced Placement examination in May. *21st Century Academic Expectations Academic 1,2,3,4 Social 1,2,4 Civic 1*

|                                     |                  |                 |                   |
|-------------------------------------|------------------|-----------------|-------------------|
| <b>331 United States History II</b> | <i>Grade: 11</i> | <i>Level: 1</i> | <i>One Credit</i> |
| <b>332</b>                          | <i>Grade: 11</i> | <i>Level: 2</i> | <i>One Credit</i> |
| <b>333</b>                          | <i>Grade: 11</i> | <i>Level: 3</i> | <i>One Credit</i> |

This course is a continuation of U.S. History I. It will begin with reconstruction and continue to the modern day. More emphasis is placed on nineteenth and twentieth century concepts, individuals and events in United States History. Current events are a vital supplement to this course. This course is required for graduation. *21st Century Academic Expectations Academic 1,2,3,4, Social 1,2,4 Civic 1*

|                                       |                           |                 |                   |
|---------------------------------------|---------------------------|-----------------|-------------------|
| <b>340 AP Government and Politics</b> | <i>Grades: 10, 11, 12</i> | <i>Level: 0</i> | <i>One Credit</i> |
|---------------------------------------|---------------------------|-----------------|-------------------|

The AP United States Government and Politics course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. This is a rigorous and demanding course requiring students to have a strong work ethic. Students are expected to demonstrate strong writing and analytical skills and independent work habits. The focus of this course will be the preparation for the Advanced Placement examination in May. This course satisfies the Civics graduation requirement. Students are required to take *½ credit of U.S. History 1* in addition. *21st Century Academic Expectations Academic 1,2,3,4 Social 1,2,4 Civic 1*

|                                   |                  |                  |                 |
|-----------------------------------|------------------|------------------|-----------------|
| <b>341 Topics in American Law</b> | <i>Grade: 12</i> | <i>Non-Level</i> | <i>½ Credit</i> |
|-----------------------------------|------------------|------------------|-----------------|

This course will provide students not only with an overview of the American legal system with emphasis on criminal law; it will provide students with real-life situations that may touch them personally. Students will study a broad range of current legal issues that illustrate why and how our laws function. While studying issues that are relevant to them, students will further sharpen their critical thinking skills, thus becoming effective citizens. *21st Century Academic Expectations Academic 1,2,3,4 Social 1,2,4 Civic 1*

|                                |                           |                  |                 |
|--------------------------------|---------------------------|------------------|-----------------|
| <b>342 Contemporary Issues</b> | <i>Grades: 10, 11, 12</i> | <i>Non-Level</i> | <i>½ Credit</i> |
|--------------------------------|---------------------------|------------------|-----------------|

This course prompts students to explore their views and become problem solvers to key issues in today's society. Students can expect a comprehensive investigation into recent historically important events that face our community, nation and world today. Topics may include: Research and analysis of stem cell research, Native American sovereignty, eminent domain, same gender marriages, American foreign policy, animal testing and nuclear proliferation. Students will present their opinions on these issues during debates, role-play, class discussions, cooperative learning activities, projects, position papers, journal writing and formal research papers. *[Although this course is for grades 10-11 only, seniors who obtain instructor approval may take the course.]*  
*21st Century Academic Expectations Academic 1,2,3,4 Social 1,2,4 Civic 1*

|                                 |                       |                  |                 |
|---------------------------------|-----------------------|------------------|-----------------|
| <b>343 History Through Film</b> | <i>Grades: 11, 12</i> | <i>Non-Level</i> | <i>½ Credit</i> |
|---------------------------------|-----------------------|------------------|-----------------|

In this class, students will study themes of history through the medium of film. This will be done through viewing, writing, and discussing both historical and contemporary pieces on topics related to the political, social, economic, and racial history. Grouped thematically, students will examine the historiography of slavery, the Great Depression, the Holocaust, the Second World War, the Civil Rights Movement, and Vietnam. Besides examining these historical events, students will examine the legacy of racism poverty, corruption, patriotism, and cultural importance. *21st Century Academic Expectations Academic 1, 2,3,4 Social 1, 2, 4 Civic 1*

|                      |                      |                  |                 |
|----------------------|----------------------|------------------|-----------------|
| <b>345 Sociology</b> | <i>Grade: 11, 12</i> | <i>Non-Level</i> | <i>½ Credit</i> |
|----------------------|----------------------|------------------|-----------------|

This course will focus on the basic ideas of sociological theory and research and the application of these ideas and methods to current topical issues. These topics may include the elements of culture, subcultures in America, socialization, the nature of social groups, class and stratification, the social functions of education and educational inequalities in America, health and health care, and race and ethnicity. The course will incorporate the use of various measures of assessment including group and individual projects, formal in-class debates, Socratic seminars and journal writing. *21st Century Academic Expectations Academic 1,2,3,4, Social 1,2,4 Civic 1*

|                       |                       |                 |                   |
|-----------------------|-----------------------|-----------------|-------------------|
| <b>347 Psychology</b> | <i>Grades: 11, 12</i> | <i>Level: 1</i> | <i>One Credit</i> |
|-----------------------|-----------------------|-----------------|-------------------|

In this course the students will be expected to gain an understanding of various psychological theories, concepts and methods of research used in the field of psychology. Of primary importance will be the use of critical thinking and empiricism to understand human behavior. Topics will include neuroscience, nature and nurture, developmental psychology, sensation and perception, consciousness, motivation, emotion, learning, memory, intelligence, psychological disorders and social psychology. Hands-on activities and on-line tutorials will be used in order to reinforce concepts such as classical and operant conditioning, perception and motivation. *21st Century Academic Expectations Academic 1,2,3,4, Social 1,2,4 Civic 1*

|                          |                       |                 |                   |
|--------------------------|-----------------------|-----------------|-------------------|
| <b>350 AP Psychology</b> | <i>Grades: 11, 12</i> | <i>Level: 0</i> | <i>One Credit</i> |
|--------------------------|-----------------------|-----------------|-------------------|

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Areas covered include: history of psychology; research methods; biological bases of behavior; sensation and perception; learning and memory; cognitive psychology; motivation and emotion; developmental psychology; abnormal behavior and therapies; and social psychology. This is a rigorous and demanding course requiring students to have a strong work ethic, to read at a rigorous pace, and to complete a variety of writing assignments. Students are expected to demonstrate strong writing and analytical skills and independent work habits. The focus of this course will be the preparation for the Advanced Placement examination in May. *21st Century Academic Expectations Academic 1,2,3,4 Social 1,2,4 Civic 1*

|  |                           |                  |                 |
|--|---------------------------|------------------|-----------------|
| <b>349 Connecticut &amp; Local History</b> | <i>Grades: 10, 11, 12</i> | <i>Non-Level</i> | <i>½ Credit</i> |
|--|---------------------------|------------------|-----------------|

This course will explore the history of Connecticut and more specifically the local area from the period of exploration through the

present day. Students will examine the people, events, and places that have shaped where we live as well as the role this region has played in the development of the United States. Montville and the surrounding towns are rich in history, and this course will afford students the opportunity to experience this through a hands-on approach. Local resources will be utilized in order to make this course an in-depth look at our roots. *21st Century Academic Expectations Academic 1,2,3 Social 1,2,4 Civic 1, 2*

**352 Honors Modern Europe**

Grade: 12

Level: 1

*One Credit*

Modern Europe is a study of the transformation of European society with emphasis on the factors that have led to the development of European Culture, and advancement of European Nations, and their contributions to crisis in the contemporary world. During this course students will be expected to review, identify, synthesize, and apply the political, economic, social, and technological factors, which led to the historical periods and events to their contemporary world. Students will be expected to have computer access to complete homework assignments, online tests and exercises, and for submitting written papers and analysis assignments. *21st Century Academic Expectations Academic 1,2,3,4 Social 1,2,4 Civic 1*

## TECHNOLOGY EDUCATION DEPARTMENT

| #  | Course Name   | Level | Credit | Grade(s)      |
|--|---|-------|--------|---------------|
| 930  | Graphic Design  | -     | ½      | 9,10,11,12    |
| 931A   | Graphic Design II (TRCC Career Pathways Course) <b>(M)</b>  | -     | 1      | 10,11,12      |
| 932  | Computer Animation  | -     | ½      | 10,11,12      |
| 935  | Video Technology  | -     | ½      | 9,10,11,12    |
| 936  | Video Technology II <b>(M)</b>  | -     | ½      | 10,11,12      |
| 942  | Computer Aided Drafting & Design  | -     | 1      | 9,10,11,12    |
| 943  | Computer Aided Drafting & Design II (TRCC Career Pathways Course) <b>(M)</b>                      | -     | 1      | 10,11,12      |
| 944  | AP Mobile CSP (Computer Science Principles)   | 0     | 1      | 11, 12        |
| 946  | 21 <sup>st</sup> Century Manufacturing  | -     | ½      | 9, 10, 11, 12 |
| 962A   | YMPI- Manufacturing Pipeline Initiative <b>(M)</b>  | -     | 1      | 12            |
| 950  | Robotics  | -     | ½      | 9,10,11,12    |
| 951  | Robotics II <b>(M)</b>  | -     | ½      | 9,10,11,12    |
| 955  | Electric Kart <b>(M)</b>  | -     | ½      | 9,10,11,12    |
| 957  | Engineering Disasters (Must be taken in conjunction with 538A) ½ credit tech and ½ credit science | -     | ½      | 11,12         |
| <b>*(M) – Mastery Based Diploma Assessment</b> |   |       |        |               |

### [See also Art Courses]

#### 930 Graphic Design

*Grades: 9,10,11,12      Non-Level      ½ Credit*

This introductory course in Graphics will teach students to apply good design principles to several forms of graphic presentations; concentrating primarily on digital applications. Students will learn to use Adobe Photoshop software to create several projects including; sports posters, cereal boxes, and images for the web. Students will learn how Photoshop can be used to alter and edit photographs for artistic and commercial purposes. *(This course is the prerequisite for Graphic Design II which is a 3 credit Three Rivers course.) 21<sup>st</sup> Century Learning Expectations: Academic: 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2*

#### 931A Graphic Design II

*Grades: 10,11,12      Non-Level      one Credit*

This course will teach students to apply good design principles to several forms of graphic presentations; primarily print applications. Students will learn to use popular publishing software such as Adobe Photoshop, Adobe Illustrator and Adobe InDesign to desktop publish several projects including; candy boxes, notepads, newsletters, posters, magazine covers, sports schedules etc. Students will learn about product packaging and how Graphic Designers make packaging appealing to consumers. *This is a Three Rivers Community College and Career Pathways course. (Mastery Based Diploma Assessment) The student will earn 3 credits in Graphic Design at TRCC. (Prerequisite: 930 Graphic Design) 21<sup>st</sup> Century Learning Expectations: Academic: 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2*

#### 932 Computer Animation

*Grades: 10, 11, 12      Non-Level      ½ Credit*

Students will learn Adobe Character Animator and Adobe Animate. These programs are used to create 2d animations for web use as well as cartoons. Most of the cartoons you grew up watching were created with this type of software. *(Prerequisite: 930 Graphic Design) 21<sup>st</sup> Century Learning Expectations: Academic: 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2*

#### 935 Video Technology

*Grades: 9,10,11,12      Non-Level      ½ Credit*

This introductory course will provide the student with a solid background in videography and digital editing. Students will learn; operation of a digital camcorder, digital editing, audio dubbing, shot sequencing, shot composition, title generation, and how to work as an integral part of a team. Course content follows a natural progression from basic camera skills through advanced editing procedures. All content is presented in the following manner; lecture, demonstration, hands on practice examples, and finally student produced projects. Digital editing will be performed using Adobe Premiere. *(Mastery Based Diploma Assessment) 21<sup>st</sup> Century Learning Expectations: Academic: 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2*

**936 Video Technology II**

Grades: 10, 11, 12 Non-Level ½ Credit

This advanced course will provide students with the opportunity to further their education in digital videography and editing. Instruction will focus on television production for Montville Educational Access, digital character generation, video mixing, advanced editing techniques, and multi-camera productions. Projects will include student run programs, commercial productions, advertisement, Public Service Announcement, and Electronic News Gathering. (Prerequisite: 935 Video Technology)  
21<sup>st</sup> Century Learning Expectations: Academic: 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2

**942 Computer Aided Drafting and Design**

Grades: 9,10,11,12 Non-Level One Credit

This course teaches basic concepts of the current means of generating graphic images with computers. Topics covered include an overview of CADD, Architectural and Industrial Engineering and Design, 2-D and 3-D geometric/part construction, scaling, sectioning, plotting, details, and assembly drawings. 3D printer and Laser Engraving will be used to produce student designed prototypes and projects. 21<sup>st</sup> Century Learning Expectations: Academic: 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2

**943 Computer Aided Drafting and Design II**

Grades: 10, 11, 12 Non-Level One Credit

This advanced course allows the students to continue their experience in computer modeling, simulation, and drawing using the latest professional software. Students will have the opportunity to participate in a variety of competitions to showcase their skills and work towards recognized certification using the software. Students will expand their skills to include computer simulations, and animations. 3D printer and Laser Engraving will be used to produce student designed prototypes and projects. (**Mastery Based Diploma Assessment**) (Prerequisite 942 Computer Aided Drafting and Design.) 21<sup>st</sup> Century Learning Expectations: Academic: 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2

**944 AP Mobile CS Principles**

Grades 10, 11, 12 Level: 0 One Credit

This course provides an introduction to basic principles of computer science (CS), including programming in App Inventor, a graphical programming language for Android mobile devices. This is a project-based course. Students will learn CS principles by building socially useful mobile apps and reflection on the impacts of their work. This course involves a strong writing component. Students will maintain a portfolio of their work, which will include several performance tasks in the areas of programming, data analysis, and the impact of computing technology. 21<sup>st</sup> Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2

**946 21<sup>st</sup> Century Manufacturing**

Grades 9, 10, 11, 12 Level: 0 ½ Credit

This introductory course will provide the students with a working understanding of the key elements associated with design, planning, manufacturing, and safety as it applies to everyday item production. Modern, hi-tech, machines such as 3D Printer, Laser Engraver, CNC Machines: router, lathe, plasma cutter will be taught. Students will be introduced to basic CAD, Design and CNC software. 21<sup>st</sup> Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2

**962A YMPI**

Grades:12 Non-Level One Credit

**\*New course – Youth Manufacturing Pipeline Initiative**

Students explore the High tech, innovative nature of advance manufacturing with emphasis upon manufacturing systems & processes, safety, materials, production and career paths. Students create everyday products and prototypes with CNC machines, 3D printers, and variety of materials (metal, woods, plastic). Students learn the safe use of essential tools and equipment. Throughout the class there are opportunities for students to strengthen manufacturing mathematics, spatial reasoning, and workplace preparedness skills. Students have the opportunity to gain OSHA 10 certification, 150 pre-apprenticeship hours, college credits, and interviews with local employers. (**This is a Dual Enrollment Course through Three Rivers Community College**) **Potential interviews and jobs.** (**Mastery Based Diploma Assessment**) (pretest and application). 21<sup>st</sup> Century Learning Expectations: Academic: 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2

**950 Robotics**

Grades: 9,10,11,12 Non-Level ½ Credit

This course provides students with a hands-on approach to introduce the basic concepts in robotics. Students will learn about material types and the importance of accuracy in production parts. Students will learn basic programming of their robots. 21<sup>st</sup> Century Learning Expectations: Academic: 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2

**951 Robotics II**

Grades: 9,10,11,12 Non-Level ½ Credit

This course continues the electronic, engineering, and manufacturing principles explored previously in 950 Robotics. Students will become more efficient and independent while building robotic mechanisms. Students will also participate in state wide robotic competitions. (**Mastery Based Diploma Assessment**) (Prerequisite: 950 Robotics). 21<sup>st</sup> Century Learning Expectations: Academic 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2

**955 Electric Karts**

Grades: 9, 10, 11, 12 Non-Level ½ Credit

This is an action packed hands on course that introduces students the engineering design process, welding, machining, time management and material properties. The students will be challenged while working in teams to design and create a working electric Kart. The class activities include building or improving a kart capable of racing in the Electrathon Challenge at Limerock Race Park or designing and building an Electric Kart for off road use. (**Mastery Based Diploma Assessment**) 21<sup>st</sup> Century Learning Expectations: Academic: 1, 2, 3, 4, Social 1, 2, 3, 4, Civic, 1, 2

**957 Engineering Disasters**

Grades: 11, 12 Non-Level 1 Credit: ½ Science and ½ Technology

This is an activity based investigation of engineering mishaps centered on hurricanes, floods, fires and earthquakes identifying causes, impacts and solutions. Students will be responsible for internet projects, attending field trips, and hands on class activities. Limit 16 students. (Prerequisite 513 or 512, and 523 or 522 with a "C") (Must be taken in conjunction with 538A) 21<sup>st</sup> Century Learning Expectations: Academic: 1, 2, 3, 4, Social 1, 2, 3, 4, Civic 1, 2

## WORLD LANGUAGE DEPARTMENT

| #  | Course Name          | Level | Credit | Grade(s)      |
|--|----------------------|-------|--------|---------------|
| 230  | Spanish 1            | 2     | 1      | 9, 10, 11, 12 |
| 233  | Spanish 2            | 2     | 1      | 9, 10, 11, 12 |
| 235  | Spanish 3            | 1     | 1      | 10, 11, 12    |
| 236  | Spanish 3            | 2     | 1      | 10,11, 12     |
| 238  | Spanish 4            | 2     | 1      | 11, 12        |
| 240  | Spanish 4            | 1     | 1      | 11, 12        |
| 260  | AP/ECE Spanish 5 (M) | 0     | 1      | 12            |
| <b>*(M) – Mastery Based Diploma Assessment</b> |                      |       |        |               |

Montville Public Schools' graduation requirement is that all students have one (1) year of a world language, Spanish, to graduate. Introductory courses are open to all students. All students are encouraged to take a world language for their personal use and development. Students who are planning to attend college, are recommended to take a minimum of three (3) consecutive years of one world language at the high school level.

**230 Spanish 1** Grades: 9, 10, 11, 12      Level: 2      One Credit  
The aim of this course is to develop the four language skills: comprehension, speaking, reading and writing with intention to meet every day needs in the target language. The student is also introduced to difference/similarities of other Spanish speaking cultures. Open to students with or without previous language experience. *21st Century Learning Expectations: Academic 1, 2, 3, 4 Social 4.*

**233 Spanish 2** Grades: 9, 10, 11, 12      Level: 2      One Credit  
This course continues to focus on the development of the four language skills introduced in Spanish 1. Aspects of reading and writing in the target language are given more emphasis at this level. Students have continued exposure to cultural differences in other countries. *[Prerequisite: Spanish 1] 21st Century Learning Expectations: Academic 1, 2, 3, 4 Social 4.*

**235 Spanish 3** Grades: 10, 11, 12      Level: 1      One Credit  
This class demands a high level of comprehension and knowledge. The student's ability to speak, understand, read and write in Spanish is further developed, principally through active classroom participation and completion of projects. Students will learn expanded vocabulary and more advanced grammatical structures. Target language reading materials will be used to broaden the perspective of the students. The class will be conducted mostly in the target language. Written compositions and oral presentations are required. *[Prerequisite: B or better in Spanish 2 and/or teacher discretion.] 21st Century Learning Expectations: Academic 1, 2, 3, 4 Social 4.*

**236 Spanish 3** Grades: 10, 11, 12      Level: 2      One Credit  
The student's ability to speak, understand, read and write in Spanish is further developed, principally through active classroom participation and projects. A more practical vocabulary is introduced and general applications of Spanish are considered. Written composition and oral presentation required. *[Prerequisite: Spanish 2 and/or teacher discretion.] 21st Century Learning Expectations: Academic 1, 2, 3, 4 Social 4.*

**238 Spanish 4** Grades: 11, 12      Level: 2      One Credit  
The purpose of this course is to provide more opportunities for students to further fluency in the use of oral language. Students will synthesize their acquired skills and interact in the target language. Grammar and vocabulary topics are coordinated as appropriate. Reading comprehension and writing are emphasized. This course is designed to prepare students for college. *[Prerequisite: Spanish 3 and/or teacher discretion.] 21st Century Learning Expectations: Academic 1, 2, 3, 4 Social 4.*

**240 Spanish 4** Grades: 11, 12      Level: 1      One Credit  
This class demands a very high level of comprehension and knowledge. The purpose of this course is to provide more opportunities for students to further fluency in the use of oral language. Students will synthesize their acquired skills and interact in Spanish. Emphasis will be on conversation and students will be expected to participate in progressively more challenging conversations in Spanish. Attention will be given to the finer points of grammar. Students will be introduced to Spanish literature in various forms. Students will be expected to regularly write compositions in Spanish. The course is designed to prepare students for the AP/ECE course. *[Prerequisite: B or better in Spanish 3 and/or teacher discretion.] 21st Century Learning Expectations: Academic 1, 2, 3, 4 Social 4.*

**260 AP/ECE Spanish 5 (Spanish 278, 279)** Grade: 12      Level: 0      1 MHS Credit/6 UConn ECE Credits  
AP/ECE Spanish prepares students to take the AP exam for possible college credit or placement. The course is offered in conjunction with, and for possible six credit hours at the UConn. The student is expected to become measurably proficient in using the language, especially in the area of self-expression. Various styles will be examined from literature and contemporary materials. Weekly written assignments will be discussed and oral presentations concerning current affairs and culture will be assigned. **(Mastery Based Diploma Assessment)** *[Prerequisite: Spanish 4/Honors. AP/ECE Spanish is open to juniors and seniors. A grade of B+ in Spanish 4 and/or teacher discretion.][UConn ECE SPAN 3178 Interm Spanish Comp. and SPAN 3179 Conv: Cult Topics] 21st Century Learning Expectations: Academic 1, 2, 3, 4 Social 4*

## COURSE/CREDIT REQUIREMENTS 2021 - 2022

All students in grades 9 - 11 are required to take at least seven (7) courses each semester. Students in the graduating classes of 2021 and 2022 must take ½ credit of physical education each year. Seniors are required to take a minimum of six (6) credits.

One credit courses meet for the full year, and one-half credit courses meet for one semester.

Effective for the class of 2023 MHS credits will be awarded for a course taken at the middle school that corresponds directly to the subject matter of a specified course requirement in grades nine through twelve (e.g. Algebra I and Spanish I). MHS credit may also be earned for coursework completed at an institute of higher education during the school year or the summer with prior approval.

All students graduating from 2021 to 2022 inclusive must satisfactorily complete 24 credits for graduation and meet the credit distribution requirements below:

|            |  |
|------------|--|
| 4 credits  | English (4 years)  |
| 3 credits  | Mathematics  |
| 3 credits  | Social Studies (including U.S. History and ½ credit in Civics) |
| 1 credit   | World Language   |
| 3 credits  | Science (including Integrated Science and Biology)             |
| 2 credits  | Physical Education (½ credit per year)                         |
| 1 credit   | Arts/Vocational  |
| 1/2 credit | Computer Technology*   |
| 1/2 credit | Health   |
| 1/2 credit | Personal Finance   |

A student who is repeating a course for which she/he has already received credit will be granted no additional credit for successful repetition of the course, unless specifically allowed by school policy for certain courses.

\* The following courses count towards graduation requirements for Computer Technology for the Class of **2021, 2022**:

- Computer Aided Drafting & Design (CADD)
- Digital Imaging
- Digital Illustration
- Graphic Design
- Microsoft Office
- Video Technology

## COURSE/CREDIT REQUIREMENTS 2023 - 2024

Commencing with the graduating class of 2023 and for each graduating class thereafter, all students must satisfactorily complete **25 credits** for graduation and meet the credit distribution requirements below:

| Grad Requirements                               | Subjects  | Credits    | Mandatory Courses  |
|---|---|------------|--|
| <b>Humanities<br/>(9 credits)</b>               | <b>English</b>  | <b>4</b>   | <b>English 1, 2, 3, 4 or other advanced English courses</b>  |
|   | <b>Social Studies</b>   | <b>3</b>   | <b>World Hist. (.5 credit), Civics (.5 credit), U.S. Hist. II (1 credit)</b><br><b>(9) (10) (11)</b>         |
|   | <b>Fine Arts</b>  | <b>0.5</b> |  |
| <b>STEM<br/>(9 credits)</b>                     | <b>Mathematics</b>  | <b>3</b>   | <b>Algebra I<br/>(9)</b>   |
|   | <b>Science</b>  | <b>3</b>   | <b>Integrated Science, Biology, *Integrated Science 2 (.5 credit)</b><br><b>(9) (10) (11)</b>                |
|   | <b>Technology Education</b>   | <b>1</b>   |  |
| <b>World Language<br/>(1 credit)</b>            | <b>Spanish</b>  | <b>1</b>   | <b>Spanish I</b>   |
| <b>Career and Life<br/>Skills (2.5 credits)</b> | <b>Physical Education</b>   | <b>1</b>   | <b>Two ½ credit PE courses</b>   |
|   | <b>Health</b>   | <b>1</b>   | <b>Two ½ credit Health courses (9, 11)</b>   |
|   | <b>Personal Finance</b>   | <b>0.5</b> | <b>Personal Finance (11)</b>   |
| <b>Mastery Based<br/>Diploma Assessment</b>     | <b>Course designated with a<br/>performance-based<br/>assessment for<br/>demonstration of mastery</b> | <b>1</b>   | <b>Independent Study / Senior Project<br/>Senior Internship<br/>Identified Courses in Program of Studies</b> |

\*Students taking Chemistry are exempt from this requirement



## Graduation Requirements for Class of 2023

Commencing with the graduating class of 2023 and for each graduating class thereafter, all students must satisfactorily complete **25 credits** for graduation and meet the credit distribution requirements below:

| Requirements                            | Subjects   | Credits | Mandatory Courses  | Other Courses   |
|---|--|---------|--|---|
| Humanities<br>(9 credits)               | English  | 4       | English 1, 2, 3, 4 or other advanced English courses (ECE American Experience, AP English 3, AP/ECE English 4) | Creative Writing, Journalism, Reading, Decoding   |
|   | Social Studies   | 3       | World Hist. (.5 credit) (9), Civics (.5 credit) (10), U.S. Hist. II (1 credit)(11)                             | World History 1 or 2, US History 1, AP Government, Topics in American Law, Contemporary Issues, History Through Film, Sociology, Psychology or AP, CT & Local History, Modern Europe, ECE American Experience, ECE American Studies   |
|   | Fine Arts  | 0.5     |  | General Art, Drawing 1 or 2, Painting 1 or 2, Ceramics 1 or 2, Sculpture, Digital Imaging, Digital Illustration, Imaging 2, Concert Choir, Low/High Voice Choir, Chamber Choir, Independent Study Instrumental, Songwriting, Rock Performance, Wind Ensemble, Music Theory 1 or 2, Percussion Ensemble, Band, Jazz Band, Guitar, Guitar Ensemble  |
| STEM<br>(9 credits)                     | Mathematics  | 3       | Algebra I (9)  | Algebra 1, Geometry, Algebra 2, Topics of Algebra 2, Pre-Calculus, AP Calculus, ECE or Non-ECE Statistics   |
|   | Science  | 3       | Integrated Science (9), Biology (10), **Integrated Science (11)  | Integrated Science, Integrated Science 2 Forensics, Integrated Science 2 Space, Biology or ECE Biology, Chemistry or AP, Forensics, Zoology, Marine, Engineering Disasters (Science), Human Biology, Physics or AP, Anatomy & Physiology, AP Environmental  |
|   | Technology Education   | 1       |  | Microsoft Office, Computer Animation, Graphic Design 1 or 2, Video Tech 1 or 2, CAD 1 or 2, AP Computer Science Principles, 21 <sup>st</sup> Century Manufacturing 1 or 2, Engineering Disasters (Tech), Robotics 1 or 2, Exploring Transportation, Electric Kart, YMPI – Youth Manufacturing Pipeline Initiative   |
| World Language<br>(1 credit)            | Spanish  | 1       | Spanish 1  | Spanish 2, 3, 4 or AP/ECE 5   |
| Career and Life Skills<br>(2.5 credits) | Physical Education   | 1       | Two ½ credit PE courses  | PE-9, PE-10, PE-11, PE-12   |
|   | Health   | 1       | Two ½ credit Health courses (9, 11)  | Health 1 or 2   |
|   | Personal Finance   | 0.5     | Personal Finance (11)  |   |
|   | Career skills  |         |  | Accounting 1 or 2 or honors, Marketing, Sports & Entertainment Marketing, Consumer & Business Law, Public Speaking, College & Career Readiness, Parenting, Pre-School, Teaching the Young Child, Teaching and Learning Collaborative, Teen Living, ECE Human Development, Culinary 1 or 2, Cultures & Cuisines 1 or 2, Culinary Café, Culinary Bakeshop, Breads, SAT Prep   |
| Mastery Based Diploma Assessment        | Designated performance-based assessment for demonstration of mastery | 1       | Identified Courses in Program of Studies that will count towards the Mastery Based Diploma Assessment          | Imaging II, Drawing 2, Painting 2, Ceramics 2, Sculpture, Public Speaking, Senior Internship, Microsoft Office, 3D Design, Graphic Design II (TRCC Pathways Course), Graphic Design III, Video Technology, Computer Aided Drafting & Design II, AP Mobile CSP, YMPI, Journalism, Preschool, Teaching the Young Child, Cultures & Cuisines II, Culinary Arts II, Culinary Café, Culinary Bakeshop, Breads, Independent Study, Concert Choir, Choir (Low Voice), Chamber Choir, Choir (High Voice), Independent Study Instrumental, Song writing and Beatmaking, Intro to Rock (Rock Performance), Wind Ensemble, Music Theory 1 Music Fundamentals, Music Theory 2 Advance Theory, Percussion Ensemble, Band, Guitar, Guitar Ensemble, Senior Internship, YMPI – Youth Manufacturing Pipeline Initiative |

## DIPLOMA OF ACADEMIC DISTINCTION

The purpose of the Diploma of Academic Distinction is to recognize excellence in overall academic achievement within a stipulated core of studies. To be eligible, students must have completed all requirements for graduation, must have received no grade lower than a C (73) in any course during the four years of high school, and must have maintained an overall academic average of B (83) for all coursework and examinations combined. Students must be in the top 10% of the graduating class. Only quarter and final course grades will be considered. (*Montville Board of Education Policy # 042, Adopted 2/2011*)

## SEAL OF BILITERACY

Commencing with the graduating class of 2020, and for each graduating class thereafter, the Board of Education, utilizing criteria established by the State Board of Education, shall affix the “Connecticut State Seal of Bilingualism” to a diploma awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages. “Foreign language” means a world language other than English and includes American Sign Language and any language spoken by a federally recognized Native American tribe. The Board of Education shall include on such student’s transcript a designation that the student received the “Connecticut Seal of Bilingualism.”

## CERTIFICATE OF GLOBAL ENGAGEMENT

Commencing with the class of 2023, students who complete the requirements listed below will graduate with a Certificate of Global Engagement:

- Globally focused coursework (B or better in: 3 credits of a language, 4 credits in courses with global focus such as world history and geography, comparative cultures, international affairs or economics, science course with global perspective, literature of another country, arts class with international perspective, etc.)
- Globally focused student activities – at least 15 hours in a club with an international focus, language club, or travel abroad
- Global Service Learning or Action Project – at least 20 hours of work on a contemporary global issue

## DUE PROCESS & APPEALS

The final decision as to placement, promotion and retention shall reside with the principal after consultation with staff. Should the parents disagree with the principal’s decision, written notice of the rejection shall be given to the principal within 10 days of the original decision to retain. If further appeals are desired, the same procedure with the same time frame is to be followed for appeals to the superintendent of schools, and the Montville Board of Education.

## HONOR ROLL

Honor Roll will be calculated only by grade achieved per quarter in each class. *Students must take six classes per semester to be eligible for the honor roll.*

**HIGH HONORS:** All A’s and no grade lower than a B+

**HONORS:** All A’s and B’s and no C’s

## POINT VALUE TABLES

| Level Grade | 0<br>AP/ECE | 1<br>Honors | 2<br>College Prep | 3<br>General Prep |
|-------------|-------------|-------------|-------------------|-------------------|
| A+          | 5           | 4.667       | 4.333             | 4                 |
| A           | 4.667       | 4.333       | 4                 | 3.667             |
| A-          | 4.333       | 4           | 3.667             | 3.333             |
| B+          | 4           | 3.667       | 3.333             | 3                 |
| B           | 3.667       | 3.333       | 3                 | 2.667             |
| B-          | 3.333       | 3           | 2.667             | 2.333             |
| C+          | 3           | 2.667       | 2.333             | 2                 |
| C           | 2.667       | 2.333       | 2                 | 1.667             |
| C-          | 2.333       | 2           | 1.667             | 1.333             |
| D+          | 2           | 1.667       | 1.333             | 1                 |
| D           | 1.667       | 1.333       | 1                 | 0.667             |
| D-          | 1.333       | 1           | 0.667             | 0.333             |
| F           | 0           | 0           | 0                 | 0                 |

## PROMOTION & RETENTION POLICY for Class of 2021 & 2022

Students must have the following minimum credit requirements to be classified at each grade level:

- To be classified a **sophomore**, a student needs a minimum of **6 credits**; one of which must be in English, and one of which must be in Math.
- To be classified a **junior**; a student needs a minimum of **12 credits**.
- To be classified a **senior**; a student needs a minimum of **18 credits**.

Students who have not attained the minimum requirements for grade placement may have their placement changed by gaining appropriate credits through attendance in summer school (*Montville Board of Education Policy 016 Summer School*).

## PROMOTION & RETENTION POLICY for Class of 2023 & Subsequent Classes

Students must have the following minimum credit requirements to be classified at each grade level:

- Freshmen: Register for 7 credits, earn at least 6.5 credits (to promote to sophomore status)
- Sophomores: Register for 7 credits, earn at least 6.5 credits (13 cumulative credits to promote to junior status)
- Juniors: Register for 7 credits, earn at least 6.5 credits (19.5 cumulative credits to promote to senior status)
- Seniors: Register for 6 credits, earn at least 5.5 credits (25 cumulative credits to graduate)

*Note: Students who have not attained the minimum requirements for grade placement may have their placement changed by gaining appropriate credits through attendance in summer school. (Montville Board of Education Policy 016 Summer School)*

## FOCUSED STUDY HALL POLICY

Focused study hall gives students the opportunity to improve grades in classes that they are failing. This is a quiet, structured environment with low student-to-teacher ratios where students are expected to work on raising their grades. Student grades will be evaluated when quarterly report cards are issued. If failing grades improve to D- or higher, the student will be placed back into an unrestricted study hall.

## UNEXCUSED ABSENCES & MAKE-UP CLASS PROCEDURE

It is critical for students to attend class in order to receive the curriculum. If student absences exceed the threshold outlined below, they may be denied class credit.

**Half-year courses:** Students cannot exceed 6 unexcused absences. If a student has 7 or more unexcused absences, they may be denied class credit.

**Full-year courses:** Students cannot exceed 12 unexcused absences. If a student has 13 or more unexcused absences, they may be denied class credit.

Unexcused absences can be forgiven in two ways, through parent notes and class make-ups:

**Parent notes:** Parents are allowed to write up to 9 notes to excuse student absences. These absences can be excused through parent notes and must fall under one of the appropriate categories specified in the student handbook. Each note corresponds to one specific date of absence; consecutive days are not covered under one note. Please see student handbook for more information regarding excused absences.

**Class make-up:** Students are able to earn seat time through independently making up class absences. This is a student-initiated process and absences must be made up prior to the end of the quarter. The process is as follows:

1. Meet with the teacher from the class which you were absent
2. Designate a time and location to complete the work from class, either in a Focused Study Hall or after school with the classroom teacher
3. Complete the Class Absence Make-Up Policy form, which can be obtained from your teacher or counselor
4. Submit completed form to the main office

## REPORTING OF GRADES

Report cards are issued quarterly. Student progress can be followed using Aspen. Parents and students are urged to contact the teacher and/or counselor for conferences whenever it seems advisable. The grading system is as follows:

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

## STUDENT REQUEST FOR COURSE CHANGE/WITHDRAWAL

Unusual circumstances or scheduling errors may occasionally warrant a student requesting a schedule change. Specific procedures are in place in order to safeguard the best interest of the student and ensure appropriate consultation and careful consideration with any change request.

To make a class change within the add/drop period of two weeks a student must do the following:

1. The student meets with the teacher and asks for a course change form.
2. The student meets with the appropriate teacher and/or department chair to discuss his/her reasons for requesting the course

- change. The student must also meet with his or her school counselor to discuss the request.
3. The department chair, in consultation with the school counselor, will either approve or disapprove the request.
  4. If the request is approved, the school counselor will ensure that the student still carries enough credits for the year, has parent/guardian consent, and will meet all graduation requirements.

Any change in schedule will go into effect for a student only after he/she receives a copy of the new schedule. A student may not stop attending or begin attending a new class until he/she has received a new official schedule.

With the exception of course changes made through PPTs or extraordinary circumstances approved by administration, a student may not add a new course to his/her schedule after the first ten class meetings for a full year class and five class meetings for a half year class. Course withdrawals after this period will result in a grade of "WF" for the course.

## SUMMER SCHOOL

Summer school *may* be offered at MHS or on-line. Students may attend summer school in another community or school. To receive credit in Montville, such programs must have the prior approval of the principal and meet the requirements of attendance. Students can earn a maximum of two credits per year in summer school. Note: this option may have financial implications for the student.

## WEIGHTING OF COURSES FOR GRADE POINT AVERAGE & CLASS RANK

Core academic courses are weighted for GPA and rank in class. These include all core academic courses under the following areas: English, Mathematics, Science, Social Studies, World Language, and any Advanced Placement, UConn Early College Experience (ECE) or honors course. Most other courses (electives) will be unweighted. Core academic courses are divided into four levels:

**Level 0:** These courses are Advanced Placement courses and UConn ECE courses.

**Level 1:** These courses demand a very high level of comprehension and knowledge. Students enrolled in these programs must demonstrate strong competence to apply concepts and principles to interpret data, and to formulate generalizations.

**Level 2:** These are college preparatory courses requiring considerable skills and knowledge.

**Level 3:** These courses require skill and knowledge, and stress acquisition of skills necessary to become a positive contributing member of the community

## OPPORTUNITIES FOR COLLEGE CREDIT

### MHS Departments offering opportunities for college credit:

|                     |  |                                     |                           |
|---------------------|--|-------------------------------------|---------------------------|
| Business<br>English | Social Studies<br>Family & Consumer Sciences | Technology Education<br>Mathematics | World Language<br>Science |
|---------------------|--|-------------------------------------|---------------------------|

### ***ADVANCED PLACEMENT COURSES***

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|                          |                       |
|--------------------------|-----------------------|
| Calculus                 | Government & Politics |
| Chemistry                | Physics               |
| Computer Science         | Psychology            |
| English (Grades 11 & 12) | Spanish               |
| Environmental Science    | United States History |

### ***UNIVERSITY OF CONNECTICUT EARLY COLLEGE EXPERIENCE (ECE) DUAL ENROLLMENT PROGRAM***

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|   |            |
|---|------------|
| American Experience ( <i>with English grade 11 &amp; U.S. History</i> ) | Spanish    |
| American Studies ( <i>History</i> )                                     | Statistics |
| Biology   |            |
| English ( <i>Grade 12</i> )   |            |
| Human Development & Family Studies                                      |            |

### ***EASTERN CONNECTICUT STATE UNIVERSITY DUAL ENROLLMENT COURSE***

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Public Speaking (*Grades 11 and 12*)

### ***THREE RIVERS COMMUNITY COLLEGE COLLEGE CAREER PATHWAYS (CCP) DUAL ENROLLMENT PROGRAM***

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|                                     |
|-------------------------------------|
| College Career Pathways             |
| Algebra II                          |
| Teaching the Young Child            |
| Computer Aided Drafting & Design II |
| Graphic Design II                   |

### ***THREE RIVERS COMMUNITY COLLEGE COLLEGE PARTNERSHIP PROGRAM***

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Juniors and Seniors only - Interested students see your counselor

### ***NEW LONDON SCHOLARS PROGRAM AT CONNECTICUT COLLEGE***

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Interested students see your counselor. *Seniors only.*

## ADVANCED PLACEMENT PROGRAM

The Advanced Placement (AP) program is an intensive program of college-level courses and examinations sponsored by the College Board. Through the AP program at Montville High School, students can complete college-level studies during high school, strengthen their high school academic experience, and receive credit or placement for their freshman year of college.

Enrollment in the Advanced Placement program at Montville High School is an important decision. Although teachers will make recommendations, final decision will rest with the student and parent/guardian as long as prerequisites are met.

There is a fee for each AP test; in 2020-21 it is \$94.00. Students receiving free or reduced lunch pay a reduced AP fee. NO student will be denied the opportunity to take an AP test due to financial hardship.

**Students enrolled in an AP course are required to sign up for and take the AP test. Level 0 credit will only be awarded for students who sign up for and take the AP Test.**

During the 2020-2021 school year, the following Advanced Placement (AP) courses will be offered, based on student enrollment:

| <u>COURSE</u>            | <u>#</u> | <u>GRADE</u> |
|--------------------------|----------|--------------|
| AP English 3             | 130      | 11           |
| AP U.S. History          | 330      | 11           |
| AP Chemistry             | 544      | 11 or 12     |
| AP Computer Science      | 944      | 11 or 12     |
| AP Environmental Science | 546      | 11 or 12     |
| AP Government & Politics | 340      | 10, 11 or 12 |
| AP Physics               | 541      | 11 or 12     |
| AP Psychology            | 350      | 11 or 12     |
| AP Calculus              | 450      | 12           |
| AP/ECE English           | 140      | 12           |
| AP/ECE Spanish           | 260      | 12           |

## DUAL ENROLLMENT / EARLY COLLEGE EXPERIENCE (ECE) EASTERN CONNECTICUT STATE UNIVERSITY (ECSU)/UNIVERSITY OF CONNECTICUT (UConn)

The Early College Experience (ECE) program at UConn and the Dual Enrollment Program at ECSU provides academically motivated students the opportunity to take university courses while still in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head-start on a college degree.

ECE instructors, who are certified as adjunct professors by UConn/ECSU faculty, create a classroom environment fostering independent learning, creativity, and critical thinking – all pivotal for success in college. To support rigorous learning, UConn and ECSU library resources are available to students.

ECE students must successfully complete the course with a grade of C or better in order to receive university credit. University credits are highly transferable to other universities. **It is possible for the high school grade and UConn/ECSU grades to differ.** UConn/ECSU ECE grades must follow the standards of the specific UConn/ECSU departments providing the credits. For example, the UConn/ECSU grade may reflect how the University department weighs the mid-term and final exams as a percentage of a student's course grade. The high school grading system may reflect different criteria for assessment; therefore the student should check with the ECE teacher to see if the grade sent to UConn/ECSU is different from the one on the high school transcript.

## Eastern Ct. State University

Montville High School offers Eastern Connecticut State University Dual Enrollment course in the following discipline:  
(ECSU student's fees are paid to MHS.)

| MHS Course      | Number | Grade | Eastern Course                  | Credits |
|-----------------|--------|-------|---------------------------------|---------|
| Public Speaking | 173    | 11,12 | Communication 230: Basic Speech | 3       |

## University of Connecticut

Montville High School offers University of Connecticut ECE courses in the following disciplines:  
(Students are billed by UConn in the fall. For additional information visit: [www.ece.uconn.edu](http://www.ece.uconn.edu).)

| MHS Course                          | Number | Grade    | UConn Course          | Credits |
|-------------------------------------|--------|----------|-----------------------|---------|
| ECE American Experience/Junior      | 161    | 11       | ENGL 1010             | 4       |
| ECE American Experience/ US History | 161A   | 11       | HIST 1502             | 3       |
| ECE American Studies                | 181A   | 12       | AMST 1201             | 3       |
| ECE Biology                         | 545    | 11or 12  | BIO 1107              | 4       |
| ECE Human Dev. & Family Studies     | 850    | 11or 12  | HDFS 1070             | 3       |
| ECE/AP Spanish 5                    | 140    | 12       | SPAN 3178 / SPAN 3179 | 3       |
| ECE Statistics                      | 470    | 11 or 12 | Stat 1100Q            | 4       |
| ECE/AP English                      | 140    | 12       | ENGL 1011             | 4       |

### EXAM POLICY FOR AP & ECE: ESCU & UCONN

Following is the Montville High School policy for exams in Advanced Placement (AP) and Early College Experience (ECE) courses through Eastern Connecticut State University (ECSU) and University of Connecticut (UConn):

- Students enrolled in a course that is only ECE must register for UConn/ECSU credit in that course.
- Students enrolling in a course that is both AP and ECE (AP/ECE) may choose either AP or ECE testing, or they may take both exams.
- Students enrolled in an AP course are required to sign up for and take the AP test. (Level 0 credit will only be awarded for students who sign up for and take the AP Test.)**
- Registration for ECE courses and completion of the separate UConn/ECSU application form must be complete by the end of May 2020.
- For each AP course taken, a firm commitment to AP testing must be made and the fee paid to Montville High School.
- There is a fee for each AP test; in 2020/21 it will be \$94. Students receiving free or reduced lunch pay a reduced AP fee.
- No student will be denied testing or course enrollment due to financial hardship.

### THREE RIVERS COMMUNITY COLLEGE COLLEGE AND CAREER PATHWAYS (CCP) DUAL ENROLLMENT

The College and Career Pathway program, a partnership arrangement between TRCC and Montville High School, provides students the opportunities to earn credits toward an Associate's Degree at TRCC or to transfer those credits to another college.

These courses are taught at MHS by faculty members who have been credentialed as Three Rivers Community College adjunct instructors.

CCP students must successfully complete the course with a grade of C or better in order to receive college credit.

### COLLEGE AND CAREER PREPARATION / SENIOR INTERNSHIP

This course can offer students unique opportunities to gain focused college/career-preparation experiences, valuable contacts, and a definite head start in a career goal and/or college direction. Colleges and employers look very favorably on supervised internships. There are, however, several important factors, which should be very carefully considered before signing up for the course.

Students must pass and display responsibility the first semester of College and Career Preparation in order to qualify for the on-site portion second semester. Students are responsible for their own transportation to and from Internship sites. **The school will NOT provide transportation** for Senior Internship.

Internship mentors need to have students on site for approximately two to three hours every other day. Students must have a minimum of 2 blocks at the end or beginning of the day available. In such cases the student must be willing to assist in the location of a workable internship site, and to extend the internship hours if needed. All internship arrangements must be discussed in advance with the Career Education Coordinator and Counseling Staff.

Students registering for these two courses should have completed most graduation requirements before starting the course, and should understand that it will probably not be possible to take electives during the second semester. See the Career Education Coordinator in advance to discuss career availability. Students will be asked to obtain three references for the program. For students in Senior Internship, the Montville High School credit requirement for seniors may be waived.

Disciplinary records, attendance, and grade point average will be considered before any student is approved to take the Senior Internship course second semester. A student's grade point average **MUST** be 2.0 or higher.

## **ONLINE CREDIT RECOVERY PROGRAM**

Contact the Counseling Department for information on current online recovery programs.

## **PREPARING FOR THE SAT OR ACT**

Most colleges require either the SAT or the ACT for college admissions. It is very important that a student begin preparing for these tests no later than Grade 9. The Preliminary Scholastic Aptitude Test (PSAT) will be given to all students in Grade 9, 10 and 11 in the fall as an important preparatory test. The PSAT that is taken in the fall of the eleventh grade counts for National Merit Scholarship qualification.

### **SAT\***

The SAT is offered several times each year at local high schools. Most students should start taking the SAT in the spring of their junior year. Students can register for and check the dates for the SAT by visiting: [www.collegeboard.org](http://www.collegeboard.org). *MHS HIGHSCHOOL Code: 070599*

Students can prepare for the SAT by visiting [www.khanacademy.org](http://www.khanacademy.org). Tutorials, practice problems, and practice tests are available for students free of charge. Students can link their College Board accounts to Khan Academy for personalized practice based on their SAT scores.

In order to be properly prepared to take the SAT, students should be enrolled in, or have completed, the following sequence of courses:

**Mathematics:** Algebra 1, Geometry, and Algebra 2

**English:** Three years of College Prep English

*\* Please note that the SAT is now the State of Connecticut mandated student assessment for juniors. Testing will be in the spring.*

### **ACT**

The ACT assessment is a national college admission examination consisting of tests in English, Reading, Mathematics, and Science.

Although most students take the SAT, many are increasingly taking the ACT in place of, or in addition, to the SAT. The ACT is accepted by all colleges and universities in the United States. The ACT is administered on eight national test dates in test centers throughout Connecticut. Students should start taking the ACT in the spring of their junior year. Students can register for and check the dates for the ACT by visiting: [www.actstudent.org/index.html](http://www.actstudent.org/index.html).

## **STUDENT SUPPORT SERVICES**

### **DEPARTMENT OF SCHOOL COUNSELING**

The Department of School Counseling offers programs and services to help each student achieve his or her best in school and prepare for future success. Counselors and department staff work with students individually and in groups to help them gain confidence; understand their strengths, interests, and abilities; and plan for the future through:

- High school program planning
- Monitoring and supporting academic progress
- Individual and group counseling
- College planning and career development
- Facilitating and providing access to information and resources
- Communicating with parents, teachers, and community services
- Providing counseling-related classroom support
- Developing and supporting partnerships with local and regional colleges and universities

### **NAVIANCE**

This service provides the very best possible resources for course, college, and career planning. Naviance is a preparation and advising website for students and parents that is powerful, up to date, secure, and free from any advertising and sponsorships. Components of Naviance are required as part of each student's Success Plan and its use is required for sending college application documents electronically.

Naviance is customized to Montville High School. Some options offered are:

- Researching local scholarship options
- Searching for colleges and viewing multimedia college profiles
- Registering for college representative visits in the Career Resource Center
- Completing customized student, parent, and alumni surveys
- Accessing Web links and custom pages from your school
- Exploring personal career preferences and interests.

- Researching careers
- Requesting transcripts

To access Naviance, students need a registration code provided by Naviance. These are given to students at scheduled times, but can also be obtained from the school counselor at any time.

## COUNSELING & CAREER NEWS

The Department of School Counseling publishes the *Counseling & Career News* (C&CNews) monthly. This important scholarship newsletter contains information on testing dates, scholarships, career and college guest speakers, and more. The C&CNews is emailed to all juniors and seniors through Naviance and to parents upon request. The C&CNews is also available online at [www.montvilleschools.org/ScholarshipNews](http://www.montvilleschools.org/ScholarshipNews).

## CAREER RESOURCE CENTER

The Career Resource Center, located next to the School Counseling office, contains a wide variety of up-to-date information on colleges and careers, and includes an extensive computer system with information on colleges and vocational schools, military service, financial aid, and career interest inventories. Students wishing to use the Career Resource Center during school hours must secure a pass from their teacher.

## CONTACTING THE COUNSELING DEPARTMENT

The Counseling Department is open from 7:30 AM -3:00 PM daily. Counselors can be reached at 860-848-1285 (Fax: 848-8067), or by email. Visit our web site at: [www.montvilleschools.org/Counseling](http://www.montvilleschools.org/Counseling). Find us on Twitter: [https://twitter.com/MHS\\_Counseling](https://twitter.com/MHS_Counseling)

Counselor assignments are by the first letter of the student's last name. Assignments for 2017-2018 are as follows:

| Counseling Department                | Grades 9-12                                  | Phone Extension<br>860-848-1285 | E-mail   |
|--------------------------------------|--|---------------------------------|--|
| <b>Director of School Counseling</b> |  |                                 |  |
| Jessica Lilienthal                   | T-Z  | 1                               | <a href="mailto:jlilienthal@montvilleschools.org">jlilienthal@montvilleschools.org</a> |
| <b>Counselors</b>                    |  |                                 |  |
| Allison Delaney                      | A-E  | 3                               | <a href="mailto:ardelaney@montvilleschools.org">ardelaney@montvilleschools.org</a>     |
| Catherine Macri                      | F-Mi   | 4                               | <a href="mailto:cmacri@montvilleschools.org">cmacri@montvilleschools.org</a>           |
| Kristen Raulerson                    | Mo-S   | 2                               | <a href="mailto:kraulerson@montvilleschools.org">kraulerson@montvilleschools.org</a>   |
| <b>Psychologist</b>                  |  |                                 |  |
| Jillian Ouellette                    |  | 5                               | <a href="mailto:jouellette@montvilleschools.org">jouellette@montvilleschools.org</a>   |
| <b>Secretary</b>                     |  |                                 |  |
| Linda O'Brien                        |  | 0                               | <a href="mailto:lobrien@montvilleschools.org">lobrien@montvilleschools.org</a>         |
| <b>Career Resource Center</b>        | <i>College &amp; Scholarship Information</i> |                                 |  |
| Myla Melendez                        |  | 6                               | <a href="mailto:mmelendez@montvilleschools.org">mmelendez@montvilleschools.org</a>     |
| <b>Social Worker</b>                 |  |                                 |  |
| Michael McGovern                     |  |                                 | <a href="mailto:mmcgovern@montvilleschools.org">mmcgovern@montvilleschools.org</a>     |

## DEPARTMENT OF SPECIAL EDUCATION

### STATEMENT OF PHILOSOPHY

In an effort to become a more inclusive learning environment the administration and staff of Montville High School are committed to educating special education students to the maximum extent that is appropriate in the general education setting. To this end general and special education teachers are working closely to best meet the specific learning needs of all students within their classrooms. The course listing does offer the continuum of services including self-contained settings, co-taught subject specific courses and learning labs. A student may participate in a combination of these settings along with general education courses based on their needs and IEP. The PPT is the vehicle to plan the most appropriate program for the student in the least restrictive environment with input from parents and school personnel who know the student best.

### THE PLANNING & PLACEMENT TEAM (PPT)

The PPT, under Connecticut State Law, ensures that any student requiring special education and related services receives such services. PPT meetings are initiated and conducted for the purpose of developing, reviewing, and revising the Individual Education Plan (IEP) for a student with an identified disability or condition that qualifies for special education services. The PPT may, among other tasks, determine if an evaluation is needed for students referred by the CIT, (Collaborative Intervention Team) ensure that appropriate evaluation is carried out, determine eligibility for special education services, develop or revise the IEP, or determine when special education services are no longer needed. Detailed information on the PPT and the PPT process is available in the School Counseling Office.



## **SPECIAL EDUCATION PROGRAMS**

In order to provide an appropriate education for these students, several different special education programs have been developed. A brief description of each program follows.

### **COOPERATIVE CLASSROOM**

Collaborative classes are offered in several subject areas. The purpose of a collaborative class is to include special education students in the regular education classroom. The special education and the general education teachers deliver instruction and accommodations that will enhance student learning. Instruction centers on the regular education course curriculum with implementation of specially designed instructions are outlined in the students' IEP. Individual modifications and accommodations are made based on the students' abilities. The special education teacher assigned to the class teaches specially designed instruction to help students overcome some of the obstacles they encounter.

### **PERSONALIZED LEARNING LAB**

The goal of the Learning Lab at Montville High School is to help Special Education students to become independent learners. Students will understand their learning styles, advocate for themselves regarding their learning difficulties, and meet classroom expectations through self-determination and self-awareness.

The main goal of the Learning Lab is to increase independent learning skills successfully in the regular classroom through average or better student achievement, awareness of learning styles, and demonstration of effective student responsibility.

The Learning Lab is specifically designed for Special Education students with unique learning needs who are placed in the general education classroom, requiring specially designed instruction from a teacher who specializes in learning strategies. A Planning and Placement Team meeting is required to place a student into the program, as well as to exit the program. The Learning Lab has many focus areas to ensure that the individual needs of the student are being addressed. The areas of focus include but not limited to:

1. Organization and Time Management
2. Self-Awareness
3. Strategies and Accommodations
4. Self-Determination
5. Self-Advocacy
6. Career and Transition Planning
7. Independent Goal Work (from their IEP)
8. Progress Monitoring

Credits earned in Learning Lab count toward graduation requirement.

### **SPECIAL EDUCATION CONTENT COURSES**

There is an Occupations course that is geared toward seniors. This course gives students first-hand experience in the world of work. They are placed in a working environment where they receive compensation and are held to the same standards as fully hired employees. They are tracked by a special education teacher and sometimes paraprofessional to ensure that they are utilizing the skills necessary to fully complete the job requirements.

### **SPECIAL NEEDS PROGRAM**

This program is open to students identified as intellectually disabled, developmentally disabled, and/or who have multiple disabilities. It provides academic instruction for basic skills in reading, math, and social skills that will prepare these students to become functioning members of our society. In addition, students involved in this program are provided with specific vocational training to help prepare them for work once they graduate from high school. Students involved in this program receive both academic and vocational training in this class. They may remain in high school until age 21, when they graduate and move on to new living and job situations.

### **TEACHING/LEARNING COLLABORATIVE**

006/007 Grades: 10, 11& 12 Credit: ½ or 1

Level: non-level with honors credit option

*(Honors credit is available to students who choose to do an additional long-term research project.)*

This course is being offered in conjunction with the Family and Consumer Sciences department. A special education teacher and a general education teacher teach this course cooperatively. Special needs students who are enrolled in this course will work closely with their general education peers who will serve as models and peer tutors. A few of the areas that will be covered include social development and interactions, life skills, wellness (physical, mental health and nutrition), decision making, goal setting, food preparation, leisure and recreation. All of these topics have been emphasized by the state department of education as being important to include in IEPs for special education students at the high school level to help insure their successful transition to work and life beyond high school.

## **ENGLISH LANGUAGE LEARNERS (ELL) PROGRAM**

The goal of the ELL Program is to address the language, academic and social needs of the students who speak a language other than English and were raised in a different cultural environment. In order to facilitate the process of language acquisition, specific outcomes have been identified in the curriculum, to meet the needs of the LEP (Limited English Proficient) students. Typically, ELL students attend all regular classes with an additional period for ELL English instruction. Accommodations are made as necessary until English proficiency is attained.

## **MONTVILLE HIGH SCHOOL PROJECT BASED LEARNING (PBL) CAMPUS**

Montville High School's PBL Campus is an opportunity for interested students to have a non-traditional educational experience in a small school setting. Integral to the program is real world project based instruction and community experiences in the form of internships.

Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Projects at the PBL Campus are directly tied to grade level content and common core standards.

Internships provide real world experience to students by giving them an opportunity to explore and gain the relevant knowledge and skills required to enter into a particular career field. Students work in an internship two afternoons per week. The students are evaluated by the business as well as the Internship Coordinator. Students receive elective credit for the work that they do at the internship sites.

## **PATHWAYS**

Pathways is a small setting where students can:

- Establish and maintain connections and form social bonds in school, home and community
- Explore and practice problem solving skills and achieve their academic and personal success
- Build self-control and responsibility
- Demonstrate respect, concern and service to others

Pathways staff will provide a mentoring environment of unconditional acceptance which focuses on development of skills and strategies to promote social, emotional, and academic growth. Pathways approach is based upon the Circle of Courage, Response Ability Pathways and Life Space Crisis Intervention. Students learn through a project based learning format and community experiences.

Community experiences include:

- Work with rescue animals 3 days per week to develop trust and healing
- Weekly community service experiences to foster a sense of generosity
- Twice a month adventure training to build belonging and trust