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## **HILL REGIONAL CAREER HIGH SCHOOL ADMINISTRATION**

Dr. Madeline Negrón, Principal

Mr. Stephen R. Ciarcia, Assistant Principal

Mrs. Edmonds-Duff, Assistant Principal

## **Hill Regional Career Telephone Numbers**

Main Office.....	475-220-5000
Dr. Negrón, Principal/Title IV & Title IX Coordinator.....	5000
Mrs. Edmonds-Duff, Asst. Principal.....	5011
Mr. Ciarcia, Asst. Principal.....	5012
Ms. Schock, School Counselor.....	5026
Mrs. Drummond, School Counselor.....	5029
Mrs. Esteves-Pinho, School Counselor.....	5028
Mrs. Westefeld, School Social Worker.....	5023
Ms. Huckabey, Career Services.....	5036
Ms. Smith, Parent Office.....	5022
Ms. Smart, School Nurse.....	5015
School Based Health Clinic.....	5041
Ms. Mente, ISSP Coordinator.....	5055
Mrs. Marocchini, Resource/PPT.....	5116
Security.....	5007

# The Hill Regional Career High School

## **MISSION STATEMENT**

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

## **BELIEFS**

- Learning requires self-discipline, commitment, and persistence.
- Students of all backgrounds are capable of academic and personal growth which can be nurtured and recognized in the school environment.
- Learners deepen their understanding when provided with the opportunity to solve authentic problems, when they engage in critical thinking, and when they hold themselves accountable in and out of the classroom.
- The school environment must be a safe place physically and emotionally, and must foster respect, trust and academic risk-taking so as to support student well-being and growth.
- Learning is valuable in itself. It prepares students for success in higher education, career, and life success.

## **CORE VALUES**

Hill Regional Career High School demonstrates Panther's Pride:

- Preparedness – Be ready to learn
- Respect – Treat yourself and others the way you want to be treated
- Integrity – Exercise honesty and character
- Discipline – Maintain focus, motivation, and self-control
- Excellence – Strive to BEAT your best.

## LEARNING EXPECTATIONS

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

21 <sup>st</sup> Century Competency		As demonstrated by a student's ability to...
1	<b>Problem Solving and Critical Thinking</b>	<ul style="list-style-type: none"> <li>• Reason effectively</li> <li>• Make insightful judgments and decisions</li> <li>• Solve problems</li> </ul>
2	<b>Accessing and Analyzing Information</b>	<ul style="list-style-type: none"> <li>• Use research tools to access and evaluate information from multiple sources</li> <li>• Organize and synthesize information using multiple methods.</li> </ul>
3	<b>Communication and Collaboration</b>	<ul style="list-style-type: none"> <li>• Articulate ideas clearly and effectively to a variety of audiences using multiple modes.</li> <li>• Communicate effectively and work productively with others.</li> </ul>
4	<b>Creativity and Innovation</b>	<ul style="list-style-type: none"> <li>• Demonstrate originality and inventiveness in work.</li> </ul>
5	<b>Initiative, Self-Direction and Accountability</b>	<ul style="list-style-type: none"> <li>• Set and meet high standards and goals for one's self and others</li> <li>• Manage time and resources to produce high quality results in a timely manner</li> <li>• Take responsibility for one's own learning</li> </ul>
6	<b>Citizenship and Responsibility</b>	<ul style="list-style-type: none"> <li>• Exercise empathy and respect for diverse cultures and perspectives</li> <li>• Contribute to and take responsibility for the larger community</li> </ul>

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

**NON-DISCRIMINATION/EQUAL EMPLOYMENT/EQUAL EDUCATION OPPORTUNITY**

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

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

The Board of Education prohibits sexual harassment or intimidation of its students and employees. Any student or employee who believes he or she has been the subject of discrimination/sexual harassment should contact the district's Equity/Title IX Coordinator or an administrator. **School-Based Title IV and Title IX Coordinator is Dr. Madeline Negron – Hill Regional Career High School, 140 Legion Ave. New Haven, CT. 06519 (203) 936-5000 (Refer to Appendix for Grievance Procedures). Section 504 Coordinator is Typhanie Jackson, Director of Pupil Personnel – New Haven Public Schools (203) 691-3958.**

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

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

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## POLICIES AND IMPORTANT INFORMATION:

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

1. **IMPORTANT:** Hill Regional Career High school requires **28 credits for graduation.**
2. Freshman, sophomores, juniors and seniors are required to enroll in **a minimum of eight classes each HALF YEAR.**
3. **School Attendance** - Each student must be in attendance to earn credits in his or her subjects. **Attendance for the day is taken each morning during first period. Any student exceeding the 18-day absence policy established by the New Haven Board of Education will lose all credits that school year. \*Contact Principal in writing for an appeal.**
4. **School Programs** - An extensive program of after school tutorials, clubs, sports, and activities is offered. Students are encouraged to become involved in school activities. Activities usually offered include: Distributive Education Clubs of America (DECA), Health Occupations Students of America (HOSA), Robotics, Yearbook, Book Bowl, Debate Team, Jazz Band, Panther's Garden Club, Scope (School Newspaper), Art, Cheerleading, Cross Country, Football, Soccer, Volleyball, Basketball, Track (indoor and outdoor), Baseball, Softball, Golf and Tennis.
5. **PowerSchool Portal-** For PowerSchool login information please contact the school. Teachers may be contacted through e-mail by clicking on their names as listed on the students' PowerSchool Account.
6. **Academic Support-** Students' and parents/guardians are encouraged to use PowerSchool to monitor current assignments and grade. Student experiencing academic difficulty may stay after school for extra help with their teacher or another teacher in that department. **Please contact your child's teacher for more information.**
7. **Missing Grades-** Parents and students should carefully check report cards during each marking period for missing grades and report the error(s) and/or omissions to their teacher as soon as possible.
8. **Grade/Class Transfer Policy-** Grades earned from the previous class are transferred to the newly assigned class and incorporated within the final grade.
9. **Add/Drop Policy- Full year courses may be dropped only during the first 2 weeks into the 1<sup>st</sup> marking period. Likewise, HALF YEAR (½ credit) courses may be dropped only by the end of the 2<sup>nd</sup> week into the first or third marking period. Students must see their counselor to add or drop a class.**
10. **Cut Policy- According to School Policy,** a student cutting any class will lose a full letter grade in that class for each cut in the marking period for which he/she cut (i.e. from "A" to a "B", "B" to a "C", etc.). **According to Board of Education policy, if four unauthorized absences (cuts) occur in a single class, full credit will be lost, and after seven unauthorized absences (cuts), all credits in all courses will be lost.** Cut forms must be turned in within three school days of violation.

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

These dates are published in the New Haven Public School Monthly Calendar, which is distributed during orientation every year.

13. **Timeline for Processing College Applications** – 1. Parents and students should carefully review all of their child's college applications. All transcripts requests should be submitted to the counselor 2 weeks prior to the college application deadline.
14. **Credit Recovery Summer School** - Students who have **failed** a core course are encouraged to attend the NHPS credit recovery. Entry into a credit recovery course may require payment of a fee (tuition). **Students are allowed to make up only 1 credit during the summer!** Courses included are, English, Math, History, Science and Spanish. **See counselor for an application.** Courses taken in other summer programs may not be acceptable as a means to restore credit for failure in NHPS courses.
15. **Summer Programs** - Various summer programs are offered to interested students. These programs are academic or enrichment focused. Programs run about 5 to 6 weeks, and are held at various colleges and universities. Teachers' and counselor's recommendations and other information may be needed for consideration. **Some summer programs may require a fee.**
16. **Requirements for Promotion** - In order for a student to be promoted from one grade level to another, all students must earn the following required credits; freshmen 7 credits, sophomores 14 credits, juniors 21 credits, and seniors 28 credits.
17. **Class rank/Grade Point Average (GPA)** - Student cumulative weighted GPA will be calculated centrally, by the district of New Haven, through the NHPS Student Information System (PowerSchool). The weighted Grade Point Average (GPA) is calculated as the arithmetic average of all weighted courses taken divided by the total credits taken.

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

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

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

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

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

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

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

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

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

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



## Supportive Student Programs

### SCHOOL COUNSELING

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

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

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

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

### HEALTH SERVICES

Through its student health services, the school shall seek:

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

School health services shall not include treatment, except emergency treatment and/or first aid. In each school, the school health office shall keep and maintain all cumulative health records of students and an up-to-date file giving the name of each student's family physician and other persons to call in the event his/her parent cannot be reached in case of emergency. No school personnel, including the school nurse, shall dispense medications, including Tylenol, except under conditions set forth in the Board-approved regulations on the administration of medicines by school personnel.

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

## **Supportive Student Programs**

### **MEDIA CENTER**

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

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

## Advanced Placement Courses

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

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

Possible AP courses offered at Hill Regional Career High School

AP English Language (Jr)	AP Spanish Language
AP English Literature (Sr)	AP U. S. History
AP Calculus A/B	AP Biology
AP Psychology	AP Chemistry
AP Microeconomics	AP Physics
AP Statistics	AP U.S. Government and Politics
AP World History	

**AS STATED ABOVE,**  
**ALL REGISTERED AP STUDENTS**  
**WILL TAKE**  
**THE REQUIRED AP EXAM.**

## Overview of Entrance Requirements for Institutions of Higher Learning

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

### A. Four Year Degree Granting Colleges

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

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

### C. Two Year Technical Institutes and Schools.

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

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

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

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

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

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

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

## TO HILL REGIONAL CAREER HIGH SCHOOL STUDENTS:

1. In selecting courses for next year, students should consider graduation requirements as well as their future plans for higher education and/or job choice.
2. Counselors monitor graduation requirements and help students with appropriate course selections. Students need 28 credits to graduate. The courses needed by business and technology or health and science majors are listed below.
3. Course selections are influenced by students' future plans. You may not know exactly where you are headed, but your course choices *can* determine the general direction. **Discuss such matters with your parents, guidance counselors, and teachers.** Consider your academic record, CAPT, PSAT or SAT scores, and look at technical school and college requirements before making course choices. Also, consider visiting the Career Office, job sites, and several college campuses. Careful consideration of all of these factors will help you make wise decisions as you make your course and level selections.

<b>Hill Regional Career High School Graduation Requirements</b>
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### Required Credits

Business & Technology

Health & Science

4	English	4
4	Mathematics	4
3	Science	6
3.5	Social Studies	3.5
2	P.E./ Health	2
2	World Language	2
1	Computer Applications I	1
1	Personal Finance	1
1	Latin	2
6	Business and Technology	0
0.5	Senior Capstone	0.5
Total = 28 credits		Total = 26 credits
Electives= 0 credit		Electives= 2 credits

**TOTAL CREDITS REQUIRED FOR GRADUATION = 28 credits**

# CAREER SERVICES OFFICE

(Career and Technical Education Center)

The Career Service Office offers programs that provide career awareness, improve employability skills and self-confidence, and promote career development while inspiring students to do well academically.

**The CAREER SERVICE OFFICE offers the following services:**

## Computerized Career Assessments

Administer computerized career assessment to the freshman and the juniors.

## BUSINESS/COMPUTER and ALLIED HEALTH INTERNSHIPS

Internship Qualifications

- Students must be a junior or a senior
- Must have at least a “C+” grade point average in order to apply
- Will be evaluated during the fall HALF YEAR for a referral to apply for an internship
- Placed interns must exercise good employability skills, be available and commit to work at least 8-10 hours per week, and uphold the worksite agreement and the principle of confidentiality.

## COMMUNITY SERVICE OPPORTUNITIES

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

## YALE NEW HAVEN HOSPITAL VOLUNTEER SERVICES

Students must be 15 years of age by the time they interview with Volunteer Services. Students are placed based on volunteer opportunities available and may join the program anytime during the school year. Student volunteers must be able to volunteer at least twelve consecutive weeks or 60 hours. Applications can be obtained from the Career Services office.

## OTHER SERVICES AND OPPORTUNITIES INCLUDE:

### #7067A ELEMENTARY SCHOOL LITERACY PROGRAM

GRADES 11, 12

Level None Credit .50

HALF YEAR

Prerequisites: Career Service Department approval (limited openings)  
Must be able to work independently

Course Description: Provides students an opportunity to volunteer, exercise employability skills and assist elementary students with English and Math assignments. Duration: One HALF YEAR

Course Assessment: Practicum at an Elementary School. Students are assessed based on their attendance, performance, journal submissions, attitude and productivity.

**JOB SEARCH ORIENTATION/WORK-SHOPS**

Students 16 years and older who are seeking employment in the private sector will receive information on how to obtain working papers, State of CT Workplace Rules and resume assistance.

Students who are the ages of 14 to 16 may obtain Youth at Work applications for job opportunities. The Career Services Office will provide those students with assistance in completing job applications and follow-up after applications are submitted.

***DISTRIBUTION OF YOUTH AT WORK APPLICATIONS – FALL/SUMMER***

The City of New Haven offers the Youth at Work summer jobs applications either in February or March of each year. The criteria for selection changes depending on the economy; openings are limited.

Students should contact the Career Service Office at the start of the school year (mid-September) as afterschool programs begin to recruit in September for programs that begin in October. To obtain additional information concerning the application process, please contact the Career Services Office.

**Business & Technology Department**  
**Course Sequencing**  
2016-2017

**9<sup>th</sup> Grade**

#823 Computer Applications I (Graduation Requirement)

**10<sup>th</sup> Grade**

#848 Business Concepts and Careers\*

#896 Marketing & Entrepreneurship (Teacher Recommendation Only)

1 credit of electives from below

**11<sup>th</sup> Grade**

#896 Marketing & Entrepreneurship\*

#804 Accounting I\*

#807 Honors Accounting I (Teacher Recommendation)

#881 Personal Finance (Graduation Requirement)

1 credit of electives from below

**12<sup>th</sup> Grade**

#805 Accounting II with Computer Applications (Teacher Recommendation)

#897 Marketing II (Teacher Recommendation)

or

2 credits of electives from below

**Business and Technology Electives (1/2 Credit)**

#873 Business & Sports Management

#1855 Digital Media

#55550 International Business

#838 Web Design

#55549 Ethics in Business (Sophomores - Teacher Recommendation)

#1039 Fashion Merchandising

#869 Hospitality and Tourism

#889 Advanced Computer Concepts

#831 Business Law

**\*Required Course for Business & Technology Students**



## Business and Technology Department

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

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

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

### **#823 COMPUTER APPLICATIONS I**

Level 2            Credit 1.0

Prerequisites: None

**Recommended for freshmen.**

GRADES 9, 10, 11, 12

FULL YEAR

**Graduation Requirement**

Course Description: This course is designed to introduce key computer terms and concepts while focusing on learning to use Microsoft Word, PowerPoint, and Microsoft Excel proficiently. Students will also utilize the skills learned through the book *The Seven Habits of Highly Effective Teens*, including goal setting, time management and organizational skills. Students will apply Microsoft Office skills to real life academic and business scenarios.

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

### **#848 BUSINESS CONCEPTS AND CAREERS**

Level 2            Credit 1

Prerequisites: Computer Applications I

**Requirement for all Business and Technology students.**

GRADE 10

FULL YEAR

Course description: This full year course will introduce students to the various Business and Technology careers that are available in today's competitive marketplace. Some of the careers to be explored will include Marketing, Accounting, Finance, Web Design, Public Relations, Health Administration, Human Resources, Economics, Business Law, Fashion Merchandising, and Information Technology. This course should help the student become acquainted with the skills, abilities and attitudes needed for successful job performance in these occupational areas and assist the student in developing a career plan that will include taking appropriate business courses in grades 11 and 12. This course will include daily use of computers, which will require students to build upon the technology skills that were introduced in Computer Applications I. This includes the creation of documents, manuals, spreadsheets, presentations, web pages and databases.

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

**#881 PERSONAL FINANCE**

Level 2      Credit 1.0  
Prerequisites: Computer Applications I

GRADES 11, 12  
FULL YEAR  
**Graduation Requirement**

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

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

**#804 ACCOUNTING I**

Level 2      Credit 1.0  
Prerequisites: Computer Applications I student

GRADES 11, 12  
FULL YEAR

**Requirement for students concentrating in business.**

Course Description: This course is designed to present the introductory concepts and procedures of double-entry accounting and the accounting cycle. It is applied to both service and merchandising business for a single proprietorship and partnership. The development and presentation of a business simulation is the culminating activity of the course. Students enrolled in this course are Accounting concentrators upon completion of Accounting II.

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

**#807 HONORS ACCOUNTING I**

Level 3      Credit 1.0  
Prerequisites: Computer Applications I & Teacher Recommendation

GRADES 11, 12  
FULL YEAR

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

Course Assessment: Examinations Tests & Quizzes – 40%; Daily Practice – 40% (Classwork & Homework); Larger Tasks – 20% (Projects)

**#896 MARKETING & ENTREPRENEURSHIP**

GRADES 10, 11, 12

Level 2      Credit 1.0

FULL YEAR

Prerequisites: Computer Applications I & Business Concepts and Careers

10<sup>th</sup> Graders Must Have Teacher Recommendation

**Requirement for students concentrating in business.**

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

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

## Business & Technology Electives

### **#805 ACCOUNTING II WITH COMPUTER APPLICATIONS**      GRADES 11, 12

Level 3              Credit 1.0                                      FULL YEAR

Prerequisites:    Accounting I and Teacher Recommendation

**Course highly recommended for students pursuing Accounting as a career.**

Course Description: This is a dual enrollment course between Hill Regional Career High School and The University of Bridgeport. Students completing this course will receive 1 high school credit and 3 college credits. Students will have access to the CANVAS online system, used by The University of Bridgeport faculty and students to complete and submit assignments. They will take the Connecticut Career and Technical Education Test.

Course Assessment: Examinations Tests & Quizzes – 40%; Daily Practice – 40% (Classwork & Homework); Larger Tasks – 20% (Projects)

### **#873 BUSINESS & SPORTS MANAGEMENT**                                      GRADES 10, 11, 12

Level 2              Credit 0.5                                      HALF YEAR

Prerequisites:    Computer Applications I

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

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

### **#897 MARKETING II**    GRADES 11, 12

Level 3              Credit 1.0                                      FULL YEAR

Prerequisites:    Marketing I & Teacher Recommendation

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

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

**#889 ADVANCED COMPUTER CONCEPTS**

Level 2      Credit 0.5

Prerequisites: None

GRADES 11, 12

HALF YEAR

Course description: This semester long course is designed to allow students to explore and investigate emerging technologies in computer applications. Students will engage in the process of designing and creating their own Apps, investigating how these tools are used and how they are influencing our society. This course will be project driven with students working on computers daily both individually and in groups. Students will be required to learn coding necessary for creating Apps.

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

**#831 BUSINESS LAW**

Level 2      Credit 0.5

Prerequisites: None

GRADES 11, 12

HALF YEAR

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

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

**#5549 ETHICS IN BUSINESS**

Level 2      Credit 0.5

Prerequisites: Teacher recommendation for sophomores

GRADES 10, 11, 12

HALF YEAR

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

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

**#1039 FASHION MERCHANDISING**

Level 2      Credit 0.5

Prerequisites: None

GRADES 10, 11, 12

HALF YEAR

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

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

**#869 HOSPITALITY AND TOURISM**

Level 2      Credit 0.5

Prerequisites: Computer Applications I

GRADES 10, 11, 12

HALF YEAR

Course description: This half-year course will introduce students to *Hospitality and Tourism*. This class provides an overview of the current hospitality and tourism industry.

Students will take a brief look at the history of the industry to understand the forces that have shaped it and the degree to which it has changed in the past century. They learn about traveler motivation and consumer needs and how these factors affect current offerings in the lodging, transportation, food and beverage, and entertainment sectors. Students consider the economic and environmental impacts of the industry on the world today. They receive exposure to the wide array of domestic and international travel. Finally, students learn the basics of selling and marketing in tourism. OSHA certification.

Throughout the course, students apply their learning to their culminating projects: developing a vacation package for high school students. They create business plans, itineraries that include a special meal suggestion, a promotional plan, and a brochure about the destination. They present their plan to an invited audience.

Course assessment: Daily Practice - 40% (Daily Classwork - 20% & Homework - 20%), Larger Projects - 25%, Tests & Quizzes - 25%, and Class Participation - 10%

**#1855 DIGITAL MEDIA**

Level 2      Credit 0.5

Prerequisites: None

GRADES 11, 12

HALF YEAR

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

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

**#55550 INTERNATIONAL BUSINESS**

Level 2      Credit 0.5

Prerequisites: None

GRADES 11, 12

HALF YEAR

Course Description: This course is designed to provide students with an understanding of how and why businesses choose to expand their operations into other countries. This course exposes students to the unique challenges facing firms doing business internationally. Students will learn the fundamentals of international trade, investment, and finance including the role of international financial institutions such as the World Trade Organization, the International Monetary Fund, and the World Bank. Students study the business strategies that enable companies to compete effectively in a global economy. Students will also explore international business as a potential career.

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

**#838S WEB DESIGN**

Level 2      Credit 0.5

Prerequisite: None

GRADES 11, 12

HALF YEAR

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

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

## English Department

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

The majority of our classes are designed for students who plan to continue their study in pre-professional or liberal arts colleges. A smaller part of our program is designed for students with reading or study skills deficiencies. While we recognize the fact that our students tend to have more sharply defined career goals than most high school students and that such goals tend to focus on specialized areas of science and business applications, we endeavor to encourage students to participate in and enjoy, the common literary forms of our culture's rich humanistic tradition. Further, we encourage each student to become familiar with library facilities for research (both within and outside of the school), for self-education and for pleasure.

We view high school English studies to be a refinement of the basic skills of communication: reading, writing, speaking and listening. We seek to examine the various roles language plays as both a tool and an art in our society. We also recognize the need for our students to possess superior skills in computer technology. In order for students to function successfully in the workplace and contribute to the greater community, teachers implement the use of computers in the classroom as a regular part of instruction. We strongly believe that it is only through the development of such sophisticated skills that an individual can be accorded full adult status in today's swiftly changing society.

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

- Communication and Collaboration
- Problem Solving and Critical Thinking

### **#111 HONORS ENGLISH I**

Level 3      Credit 1.0

GRADE 9

FULL YEAR

Prerequisites: History of good grades in English / Language Arts in previous school; good to excellent attendance record.

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

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



**#107 ENGLISH I**

Level 2      Credit 1.0

Prerequisites: None

GRADE 9

FULL YEAR

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

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

**#153 INTERDISCIPLINARY READING**

Level 2      Credit 1.0

Prerequisites: None (elective credit – cannot be used as one of the four required English credits.)

GRADE 9

HALF YEAR

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

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

Course Assessment: Computer-based Assessments – 35%; SSR and Response Journals – 40%; Classwork – 25%

**ADVANCED INTERDISCIPLINARY READING**

GRADES 10-11

Level 2      Credit 1.0

FULL YEAR

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

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

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

Course Assessment: Computer-based assessments 35%, SSR and Response Journals 40%, Class Work 25%

**#121 HONORS ENGLISH II**

GRADE 10

Level 3      Credit 1.0

FULL YEAR

Prerequisites: Excellent academic and attendance records in Honors or English I; teacher recommendation.

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

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

**#115 ENGLISH II**

Level 2      Credit 1.0

Prerequisites: English I

GRADE 10

FULL YEAR

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

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

**#127 HONORS ENGLISH III**

Level 3      Credit 1.0

Prerequisites: Excellent academic and attendance records in Honors or English II; teacher recommendation.

GRADE 11

FULL YEAR

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

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

**#124 ENGLISH III**

Level 2      Credit 1.0

Prerequisites: English II

GRADE 11

FULL YEAR

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

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



**#137 ADVANCED PLACEMENT ENGLISH LITERATURE**

GRADE 12

Level 4      Credit 1.0

FULL YEAR

Prerequisites: Excellent academic and attendance records in Honors or English III; letter of permission or acknowledgment from parent; writing sample; teacher recommendation.

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

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

## English Electives

### #143 MULTI-CULTURAL LITERATURE I

Level 2      Credit .50

GRADES 10, 11, 12

HALF YEAR

Prerequisites: Interest in learning about different cultures and what ties us all together through the examination of a rich variety of multicultural genre. This course is open to all students.

Course Description: Multi-Cultural Literature is designed to encourage positive gender, racial, class, cultural and individual identities. Through the close examination of a rich variety of multi-cultural literary genre including short stories, poetry, nonfiction, drama and the novel, students will identify, empathize and relate with individuals from other groups. Students will develop a respect and an appreciation for the literature of other cultures as well as an esthetic sense of the ways in which other people live. Literature from European, Asian, South American, Central American and Caribbean cultures will be used as the means of discussing, understanding and appreciating the ethnic diversity found within our community. Wherever appropriate, films and recordings support the readings. This course is paired with #144 *Multicultural Literature II*. This course will foster a keen understanding and sensitivity to the varied cultures that are part of the fabric of American life. Furthermore, it will prepare students to become global citizens, capable of succeeding in a workforce that demands respect for diversity

Course Assessment: Daily Practice – 45% (Classwork); Larger Tasks – 45% (Reaction Essays); Examinations Tests and Quizzes – 10%

### #144 MULTI-CULTURAL LITERATURE II

Level 2      Credit .50

GRADES 10, 11, 12

HALF YEAR

Prerequisites: Interest in learning about different cultures and what ties us together. The course is open to all students.

Course Description: Multi-Cultural Literature II is designed to encourage positive gender, racial, class, cultural, and individual identities. Through a multi-media approach, students will begin to identify, empathize and relate with individuals from other groups. Students will develop a respect and an appreciation for the ways in which other people live. In addition, the course will encourage a concern and interest in others, a willingness to include others, and a desire to cooperate. This course is paired with # 143 *Multicultural Literature I*. This course will foster a keen understanding and sensitivity to the varied cultures that are part of the fabric of American life. Furthermore, it will prepare students to become global citizens, capable of succeeding in a workforce that demands respect for diversity

Course Assessment: Daily Practice – 45% (Classwork); Larger tasks – 45% (Reaction Essays) Examinations Tests and Quizzes – 10%

**#158 CREATIVE WRITING**

Level 2      Credit 0.5

GRADES 10, 11, 12

HALF YEAR

Prerequisites: Success in standard English class; an interest in writing, both structured and informal, and an interest in reading so as to compare writing styles. A strong ability to write independently, yet also participate in peer editing projects.

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

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

**#141 JOURNALISM**

Level 2      Credit 1.0

GRADES 11, 12

FULL YEAR

Course Description: Journalism allows students to examine the history and development of the American journalistic tradition, consider the nature of news, learn to compile news stories, and then analyze their publication. The Journalism class also is a workshop for the publication of the school newspaper, *SCOPE*. Four issues are planned for each school year. Students not in the class but who demonstrate sufficient knowledge of publishing articles for the newspaper may contribute to the various issues of the paper on an independent basis, but do not qualify for credit.

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

**#7091 SENIOR SEMINAR**

Level 2      Credit 0.5

GRADES 11, 12

HALF YEAR

Prerequisites: None

Course Description: This course for seniors is designed for them to prepare for and ease their transition from high school to college. The course is separated into two segments: during the first quarter students, will focus on the college selection and admissions process, SAT preparation, locating and obtaining scholarships and other financial aid, college study skills including practical skills and strategies for a successful campus experience. During the second quarter, students will focus on writing with the goal of increasing skills and preparation for college level writing expectations. Students will receive a review of writing mechanics, and using an anthology of fiction and non-fiction will regularly compose various types of essays. Students will use peer-editing and the revision process to create finished writing products of high quality.

Course Assessment: Daily Practice – 50% (Homework, Classwork, Class Participation); Examinations Tests and Quizzes – 50%

**#7021 LIBRARY MEDIA AIDE**

Level – None Credit 1.0

GRADE 12

FULL YEAR

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

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

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



## History/Social Studies

Members of the History/Social Studies Department at Hill Regional Career High School endeavor to instill in their students a number of important skills that will serve the students well, including an appreciation of the diversity of cultures and their contributions both around the world and in this country; the ability to research and interpret events as they relate to the students' understanding of the world; an awareness of the relevance of understanding historical events and social science concepts to solving present-day problems; an awareness of career opportunities through the natural integration into the curriculum of guest speakers and field trips, the development of strategies for life success in the areas of Constitutional studies, positive self-image and citizenship; the development of cognitive skills such as the reading of maps, charts, and graphs, and the presentation of ideas in well-constructed form both orally and in writing; the development of skills in thinking and analysis as they relate to historical and current-day problems; an appreciation of and training in the use of the resources available within the students' own community, such as the library, the Internet, outside agencies, and personal interviews; and an understanding of how the curriculum offered within the department relates to classes offered in other departments.

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

- Problem Solving and Critical Thinking
- Communication and Collaboration

### **#301 WORLD HISTORY**

Level 2      Credit 1.0

Prerequisites: None

GRADE 9

FULL YEAR

Course Description: World History follows the development of civilizations around the world. Topics incorporated into the curriculum include politics, economics, geography and its influence, technology, art, and religion. Upon their completion of World History, students will have a better understanding of the world around them. (The curriculum of this course is aligned with that of English I. For example, the study of mythology in English classes will complement the study of world cultures in this course.)

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

### **#307 HONORS WORLD HISTORY**

Level 3      Credit 1.0

Prerequisites: None

GRADE 9

FULL YEAR

Course Description: Honors World History follows the development of civilizations around the world in greater detail than World History 315. Topics incorporated into the curriculum include politics, economics, geography and its influence, technology, art, and religion. Upon their completion of World History, students will have a better understanding of the world around them. Students in Honors World History will be expected to read at an advanced level and to hand in a significant number of written assignments. (The curriculum of this course is aligned with that of Honors English I. For example, the study of mythology in English classes will complement the study of world cultures in this course.)

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

**#311 U.S. HISTORY I**

Level 2          Credit 1.0  
Prerequisites: World History

GRADE 10  
FULL YEAR

Course Description: U.S. History I is a survey course which examines the major themes and issues involving the social, political, economic and cultural development of the United States from the Age of Exploration and Colonization to the Civil War and Reconstruction period. In this course, emphasis is placed on improving reading, writing, and critical thinking. Skills are reinforced through the use of timelines, charts, graphs, and essay writing.

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

**#313 HONORS U.S. HISTORY I**

Level 3          Credit 1.0  
Prerequisites: Recommendation from previous year's history teacher

GRADE 10  
FULL YEAR

Course Description: Honors U.S. History I is a survey course which examines the major themes and issues involving the social, political, economic and cultural development of the United States from the Age of Exploration and Colonization to the Civil War and Reconstruction period. In this course, emphasis is placed on improving reading, writing, and critical thinking. Skills are reinforced through the use of timelines, charts, graphs, and essay writing. Students in Honors U.S. History I will be responsible for writing at least one research paper.

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

**#329 U.S. HISTORY II**

Level 2          Credit 1.0  
Prerequisites: U.S. History I

GRADE 11  
FULL YEAR

Course Description: U.S. History II is a survey class on American history from Reconstruction to the present. (The curriculum of this course is aligned with that of English III.)

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

**#331 HONORS U.S. HISTORY II**

Level 3          Credit 1.0  
Prerequisites: Honors US History I and/or recommendation of previous year's history teacher.

GRADE 11  
FULL YEAR

Course Description: Honors U.S. History II is a survey class on American history from Reconstruction to the present. Class will explore issues in greater depth than in College U.S. History II. (The curriculum of this course is aligned with that of English III.) Students will be expected to write at least one research paper, or read at least one historical novel. Curriculum will be bolstered by outside readings and research.

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

**#321 CIVICS**

Level 2      Credit 0.5  
Prerequisite:    None

GRADES 10, 11, 12

HALF YEAR

**CT State Requirement for graduation**

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

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

**#343 ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS**      GRADES 11, 12

Level 4      Credit 1.0

FULL YEAR

Prerequisites: U.S. History 1 and recommendation of previous year's history teacher

**This course fulfills the state civics requirement**

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

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

## History/Social Studies Electives

### **#353 INTRODUCTION TO ECONOMICS**

Level 2      Credit 0.5

Prerequisites: None

GRADES 10, 11

HALF YEAR

Course Description: Students will be introduced to the basic concepts of economics as well as the economic system within this country. The course will also explore other concepts such as consumer demand, supply and demand, as well as changing market conditions. The course will also prepare them for the Advanced Placement Macroeconomics class if they choose.

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

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

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

### **#377 PHILOSOPHY AND CRITICAL THINKING**

Level 3      Credit 0.5

Prerequisites: World History

GRADES 10, 11, 12

HALF YEAR

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

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

### **#346 ADVANCED PLACEMENT PSYCHOLOGY**

Level 4      Credit 1.0

Prerequisites: Recommendation of previous year's history teacher

GRADES 10, 11, 12

FULL YEAR

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

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

**# ADVANCED PLACEMENT MICROECONOMICS**

GRADES 11, 12

Level 4      Credit 1.0

FULL YEAR

Prerequisites: Introduction to Economics or recommendation

**Business students may elect use this course as a Business Elective**

Course Description: AP Microeconomics is a year-long course designed to replicate a microeconomics course at a university. The goals of the course are to give students understanding of the principles of economics within the system as it applies to both consumer and producer decision makers. This course provides an understanding of the nature and functions of product markets and the role of government in the economy and market failure. Students will apply concepts of supply and demand to various markets. This course will prepare students to score well on the AP Microeconomics exam.

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

**#347 AFRICAN AMERICAN/HISPANIC AMERICAN HISTORY** GRADES 11, 12

Level 2      Credit 0.5

HALF YEAR

Prerequisites: None

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

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

**#340 ADVANCED PLACEMENT WORLD HISTORY**

GRADES 11,12

Level 4      Credit 1.0

FULL YEAR

Prerequisites: World History and recommendation of previous year's history teacher.

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

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

**#318 PSYCHOLOGY**

Level 2      Credit 0.5

Prerequisites: None

GRADES 11, 12

HALF YEAR

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

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

**#366 THE DYNAMIC WORLD: AN OVERVIEW OF WORLD GEOGRAPHY** GRADES 11, 12

Level 2      Credit 0.5

Prerequisite: Successful completion of Geometry.

HALF YEAR

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

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

**#336 ADVANCED PLACEMENT U.S. HISTORY**

Level 4      Credit 1.0

Prerequisites: U.S. History II Honors and recommendation of previous year's history teacher.

GRADE 12

FULL YEAR

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

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

## Mathematics Department

The Mathematics Department recognizes that Hill Regional Career High School serves a diverse student body with a wide variety of needs and abilities, interests and learning capacities. We believe it is our responsibility to prepare these students academically and to present them with opportunities and experiences in the classroom that meet their individual needs. Since it is difficult to determine which specific skills will be needed in our rapidly changing technological world, we believe it is important that students learn how to learn and develop a willingness to continue learning. We believe mathematics instruction should be a blend of concrete and abstract skills and concepts, applications and theory. We also believe it is important to establish an appropriate learning climate in order to supervise, instruct and prepare students for the mathematics of daily life, mathematics of careers and higher level mathematics. To that end, it is assumed that every successful student will participate actively in class discussion, and put forth his or her best effort in the completion of all assigned work. All students are strongly urged to purchase a TI-84+ graphing calculator which will be required for all courses. Graphing calculators will be available for use in class. A math teacher is available after school Tuesdays, Wednesdays, and Thursdays; students seeking extra help or wishing to use the school calculators to complete homework assignments are welcome to stay.

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

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

### **#222 ALGEBRA I**

Level 2      Credit 1.0

Prerequisites: None

GRADE 9

FULL YEAR

Course Description: Students learn to assign and evaluate variables in algebraic expressions and equations. Addition, subtraction, multiplication and division of variables will be explored in depth. Students will write, graph and solve linear models and systems using graphing, written calculation techniques and technology. Practice for the CAPT test and its word problem format is provided through the use of performance tasks, problem solving, and frequent “gridding” of numerical answers. Individual and small group “significant tasks” are included as authentic assessments in each unit of study. A graphing calculator is recommended for this course.

A math teacher is available after school Tuesdays, Wednesdays, and Thursdays; students seeking extra help or wishing to use the school calculators to complete homework assignments are welcome to stay.

Course Assessment: Daily Practice 25 – 40%; (homework/classwork): Examinations 60 – 75%  
(Tests/Quizzes)

**#213 HONORS ALGEBRA I**

Level 3      Credit 1.0

GRADE 9

FULL YEAR 1

Prerequisites: Grade 8 math grades and CMT scores will be used to place entering students into the Honors program.

Course Description: Students will study mathematical notation and the use of variables in expressions and equations. The concepts of function and domain will be introduced. Students will learn to create, graph and solve linear models and systems, by hand and using technology. Intensive preparation for the CAPT mathematics exam will be provided. A graphing calculator is required for this course. A math teacher is available after school Tuesdays, Wednesdays, and Thursdays; students seeking extra help or wishing to use the school calculators to complete homework assignments are welcome to stay.

Course Assessment: Daily Practice 25 – 40% (homework/classwork); Examinations 60 – 75% (Tests/Quizzes)

**#218 GEOMETRY**

Level 2      Credit: 1.0

GRADES 10, 11, 12

FULL YEAR

Prerequisites: Successful completion of Algebra I

Course Description: In this course, the students study the concepts of plane and solid geometry through theory and application. Algebraic applications are emphasized. Students are asked to express ideas and relationships and to formulate generalizations. The course highlights logical thinking, and geometric and algebraic problem solving. Emphasis will be given to preparation for the CAPT mathematics examination. A graphing calculator is required for this course. A math teacher is available after school Tuesdays, Wednesdays, and Thursdays; students seeking extra help or wishing to use the school calculators to complete homework assignments are welcome to stay.

Course Assessment: Daily Practice 25 – 40% (homework/classwork); Examinations 60 – 75% (Tests/Quizzes)

**#221 HONORS GEOMETRY**

Level 3      Credit: 1.0

GRADES 9, 10

FULL YEAR

Prerequisites: A or B in Algebra I Honors or A in College Algebra I (Freshmen must have completed a full year of Algebra I)

Course Description: In this course, the students study the concepts of plane, solid and coordinate geometry through a structured deductive approach. Some experience with geometric proof is provided. Topics covered include lines, planes, triangles, quadrilaterals and circles, as well as area and volume and the principles of congruence and similarity. Students will use an inductive approach to discover many geometric principles. Students will explore some topics using the Geometer's Sketchpad. Intensive preparation for the CAPT mathematics examination will be provided. A graphing calculator is required for this course. A math teacher is available after school Tuesdays, Wednesdays, and Thursdays; students seeking extra help or wishing to use the school calculators to complete homework assignments are welcome to stay.

Course Assessment: Daily Practice 25 – 40% (homework/classwork); Examinations 60 – 75% (Tests/Quizzes)

**Grade 10 students who wish to take AP Calculus as seniors are strongly encouraged to seek approval from their current mathematics instructor to take this course concurrently with Honors Algebra II.**



**#227 ALGEBRA II**

Level 2      Credit 1.0

Prerequisites: Successful completion of Algebra I.

GRADES 11, 12

FULL YEAR

Course Description: A brief review of important concepts of linear functions, systems and applications will be provided. The emphasis of this course is on quadratic and exponential functions: modeling, solutions, graphing and applications. Fundamental skills in factoring and simplification of exponential and radical expressions will be developed. Complex numbers will be introduced. A graphing calculator is required for this course. A math teacher is available after school Tuesdays, Wednesdays, and Thursdays; students seeking extra help or wishing to use the school calculators to complete homework assignments are welcome to stay.

Course Assessment: Daily Practice 25 – 40% (homework/classwork); Examinations 60 – 75% (Tests/Quizzes)

**#229 HONORS ALGEBRA II**

Level 3      Credit 1.0

Prerequisites: A or B in Honors Geometry or A in College Geometry

GRADES 10, 11, 12

FULL YEAR

Course Description: Algebra II emphasizes using algebra rather than memorizing manipulative skills. The course features and utilizes database applications, families of functions, transformations, modeling, simulations, experimentation and connections. Geometric evidence and computational power provided by the graphing calculator encourages a spirit of exploration and generalization. A graphing calculator is required for this course. A math teacher is available after school Tuesdays, Wednesdays, and Thursdays; students seeking extra help or wishing to use the school calculators to complete homework assignments are welcome to stay.

Course Assessment: Daily Practice 25 – 40% (homework/classwork): Examinations 60 – 75% (Tests/Quizzes)

**#273 STATISTICS FOR BUSINESS AND HEALTH CAREERS**

Level 2      Credit 1.0

Prerequisites: A, B, or C in Algebra II

GRADES 10,11,12

FULL YEAR

Course Description: This is a beginning statistics course for students who have completed Algebra II. This introduces students to the tools of statistics, including data collection, analysis and drawing inferences based on data. This course is application oriented with emphasis on problems based on health and business careers. A graphing calculator is strongly recommended for this course. A math teacher is available after school Tuesdays, Wednesdays, and Thursdays; students seeking extra help or wishing to use the school calculators to complete homework assignments are welcome to stay.

Course Assessment: Daily Practice 25 – 40% (homework/classwork); Examinations 60 – 75% (Tests/Quizzes)

**#234 HONORS PRECALCULUS AND DISCRETE MATH**

GRADES 11, 12

Level 3      Credit 1.0

FULL YEAR

Prerequisites: A or B in Honors Algebra II or A in College Algebra II

Course Description: This course is a comprehensive study of the algebraic and graphical properties of linear, polynomial, quadratic (including inequalities), rational, exponential, logarithmic, and trigonometric functions and their applications. An introduction to the derivative and the integral in calculus will be provided. SAT problems will be practiced during warm-up. A graphing calculator is required for this course. A math teacher is available after school Tuesdays, Wednesdays, and Thursdays; students seeking extra help or wishing to use the school calculators to complete homework assignments are welcome to stay.

Course Assessment: Daily Practice 25 – 40%; (homework/classwork); Examinations 60 – 75% (Tests/Quizzes)

**#239 ADVANCED PLACEMENT CALCULUS A/B**

GRADES 11, 12

Level 4      Credit 1.0

FULL YEAR

Prerequisites: A or B in Precalculus or permission of AP teacher

Course Description: AP Calculus is an intensive study of the derivative and the integral, primarily concerned with an intuitive understanding of the fundamental structures and concepts of calculus and providing experience with its methods and applications. To gain understanding, the student will represent and manipulate calculus ideas and objects graphically, numerically and algebraically. A graphing calculator is required for this course. A math teacher is available after school Tuesdays, Wednesdays, and Thursdays; students seeking extra help or wishing to use the school calculators to complete homework assignments are welcome to stay. Students take the nationally standardized AP Calculus Exam in early May and may receive college credit for the course.

**Students are expected to attend after school focus sessions and Saturday test preparation workshops. For students with a “C” average or below, focus sessions will be mandatory.**

Course Assessment: Daily Practice – 25%; Examinations – 50% (Tests/Quizzes); Larger Tasks – 25% (Long-term projects)

**#241 ADVANCED PLACEMENT STATISTICS**

GRADES 11, 12

Level 4      Credit 1.0

FULL YEAR

Prerequisites: A or B in Algebra II

Course Description: AP Statistics introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns and statistical inference. A graphing calculator is required for this course. A math teacher is available after school Tuesdays, Wednesdays, and Thursdays; students seeking extra help or wishing to use the school calculators to complete homework assignments are welcome to stay. Students take the nationally standardized AP Statistics Exam in early May and may be eligible to receive college credit for the course.

Course Assessment: Daily Practice – 30% (homework/classwork); Examinations – 70% (Tests/Quizzes)

**#230 ALGEBRA III & TRIGONOMETRY**

Level 2      Credit 1.0

GRADES 11,12

FULL YEAR

Prerequisites: Completion of Algebra II

Course Description: This is a course for students who want to explore more of the topics in Algebra II and learn about trigonometry. This course covers graphs and functions, exponential and logarithmic functions, rational expressions and functions, rational exponents and radicals, triangle trigonometry and circular trigonometry, trigonometric properties and functions. A graphing calculator and strong work ethics are recommended. A math teacher is available after school Tuesdays, Wednesdays, and Thursdays; students seeking extra help or wishing to use the school calculators to complete homework assignments are welcome to stay.

Course Assessment: Daily Practice 25 – 40% (homework/classwork); Examinations 60 – 75% (Tests/Quizzes)

## Music Department

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

- Communication and Collaboration

### **#752 BEGINNING ENSEMBLES**

Level: 2      Credit 1.0  
Prerequisite: Instructor Approval

GRADES 9-12  
FULL YEAR

Course Description: Beginning Band and String Ensemble is designed to start students (or refresh their memory from previous middle school playing) on band and string instruments, learning the basics of music. By the end of the year, students will be ready to play easy arrangements of music of various styles, with possible performances. Those with their own instruments are encouraged to sign-up.

Course Assessment: Attendance/Participation in rehearsals every class period (40%), Quarterly performance/literacy examinations (10% per quarter), Participation in Fall and Spring concerts (10% per concert).

### **#748 BAND**

Level: 2      Credit 1.0  
Prerequisite: Audition and Instructor Approval

GRADES 9-12  
FULL YEAR

Course Description: Advanced Jazz Band is designed to offer students opportunities to rehearse and perform jazz, popular and Latin music selections. Classes are used for rehearsals. It is a performance-based class. There will be concerts throughout the year. Those with their own instruments are encouraged to sign-up. Those who have played instruments in the past are also encouraged to audition.

Course Assessment: Attendance/Participation in rehearsals every class period (40%), Quarterly performance/literacy examinations (10% per quarter), Participation in Fall and Spring concerts (10% per concert).

### **#730 CHORUS**

Level: 2      Credit 1.0  
Prerequisite: Audition and Instructor Approval

GRADES 9-12  
FULL YEAR

Course Description: Chorus is designed to offer students opportunities to rehearse and perform vocal literature from a variety of genres. Classes are used for rehearsals. It is a performance-based class. There will be concerts throughout the year. Music reading is not a prerequisite for participation, but students will gain reading skills.

Course Assessment: Attendance/Participation in rehearsals every class period (40%), Quarterly performance/literacy examinations (10% per quarter), Participation in Fall and Spring concerts (15% per concert).

**#753 PIANO AND THEORY I**  
Level: 2      Credit 1.0  
Prerequisite: **Instructor Approval**

GRADES 9-12  
FULL YEAR  
*max. limit: 12*

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

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

**#754 PIANO AND THEORY II**

Level: 3      Credit 1.0  
Prerequisite: Piano and Theory I (or audition) and Instructor Approval

GRADES 9-12  
FULL YEAR  
*max. Limit: 12*

Course Description: This course is designed for those students who can read music and already play the piano to some extent. There will be emphasis on playing music with both hands. There will also be instruction on advanced theory and application of theory in music.

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

**#762 COMPOSITION AND ARRANGING**

Level: 3      Credit 1.0

Prerequisite: Ability to play an instrument and/or basic music literacy skills (determined by instructor).  
Willingness to perform and/or have worked performed in concert.

GRADES 9-12  
FULL YEAR

Course Description: Composition and Arranging is designed for students who want to apply literacy and notational skills to both original student compositions and music by others. Activities include “lifting” music from recordings, notating music from a variety of styles and traditions, learning orchestration techniques (instrumental and vocal abilities, ranges and transpositions), and gaining facility in talking about music through developing and applying vocabulary in musical situations.

Course Assessment: composition/arrangement project (quarterly progress) - 40%, transcription assignments (in-class and homework) - 40%,  
dictation assignments (in-class) - 20%.

**#770 SURVEY OF AMERICAN POPULAR MUSIC  
BUSINESS AND TECHNOLOGY**

Level: 2      Credit 1.0

GRADES 9-12  
FULL YEAR

Course Description: This course presents a survey of business practices and technological developments as they pertain to American popular music from the 19<sup>th</sup> century to the present. The class will explore the issues in various contexts centered on specific artists, their recordings and products. Emphasis is placed on directed listening and critical thinking skills. Students are expected to actively participate in class discourse and to write frequently. Students will be responsible for at least one research paper.

Course Assessment: See teacher syllabus

## Physical Education Department

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

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

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

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

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

- Communication and Collaboration

### **#904 PHYSICAL EDUCATION: CO-ED**

Level None      Credit 1.0

Prerequisites:    None

GRADES 9, 10, 11, 12

FULL YEAR

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

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

## Physical Education Electives

### #907 CO-ED SWIMMING

Level None Credit 1.0

Prerequisites: None

GRADES 10, 11, 12

FULL YEAR

Course Description: This is a co-ed swimming course designed to improve the swimming ability of all levels of swimmers from the non-swimmer to the more advanced. Other material covered include Adult, Child and Infant CPR, Standard First Aid and other modules such as weight training step aerobics, water aerobics and water games. There is a \$1.00 fee for a bathing cap and a \$4.00 fee for lost goggles. Students need to provide their own towel and appropriate swimsuit.

Course Assessment: Daily Practice 50 – 70%; Larger Tasks 20 – 30%; Examinations Tests & Quizzes 10 – 20%.

### #909 LIFEGUARD TRAINING

Level None Credit .50

Prerequisites: Minimum Age: 15

Level IV Swimmer (American Red Cross Standards)

GRADES 10, 11, 12

HALF YEAR - Fall

**Fee: \$55.00**

Course Description: The Lifeguard Training program is designed to present students with the materials and skills necessary to pass the Red Cross Certification testing procedure. If the student passes the certification portion of the course, the student will be qualified to obtain employment as a lifeguard in the state of Connecticut.

Students must be able to swim 500 yards without assistance before acceptance into the course. There will be extensive book and water work. **Participants must be a minimum of 15 years old and be a Level IV swimmer.** The \$75.00 course fee will cover the costs of books, pocket masks and certificates.

Course Assessment: Daily Practice 60 – 70%; Larger Tasks 20 – 30%; Examinations Tests & Quizzes 10 – 20%

### #943 PERSONAL FITNESS/LIFESTYLE CHOICES

Level: None Credit 1.0

Prerequisites: 1 year of PE or Swimming

GRADES 10, 11, 12

FULL YEAR

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

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

**#910 WATER SAFETY INSTRUCTOR**

Level: None    Credit .50

Prerequisite:    Minimum Age: 15

Level IV Swimmer (American Red Cross Standards)

GRADES 10, 11, 12

HALF YEAR – Spring

**Fee: \$72.00**

Course Description: The Water Safety Instructor program is designed to present the students with the materials and skills necessary to pass the Red Cross Certification testing procedure. If passed successfully, this will allow the student to be qualified to obtain employment as a Swimming Instructor in the state of Connecticut.

Students must be able to swim 500 yards and pass the Level IV swimming skills without assistance before acceptance into the program. There will be extensive book as well as water work.

Course Assessment: Daily Practice 40 – 50%; Larger Tasks 10 – 20%; Examinations Tests & Quizzes 20 – 30%.



**Science/Health Department**  
**Health Career Pathway Course Sequencing**  
2015-2016

**9<sup>th</sup> Grade**

#402 Phy-chem  
#406 Honors Phy-chem

**10<sup>th</sup> Grade**

#410 Biology  
#414 Honors Biology  
#434 Environmental Science  
#442 Advanced Placement Physics B1  
#445 Introduction to Public Health  
#940 Medical Response Technician  
#438 Physics  
#441 Honors Physics

**11<sup>th</sup> Grade**

#430 Anatomy and Physiology  
#430 Honors Anatomy and Physiology (Yale Course)  
#433 AP Biology  
#484 Emergency Medical Technician  
#418 Chemistry  
#422 Honors Chemistry  
#434 Environmental Science  
#442 Advanced Placement Physics B1  
#445 Introduction to Public Health  
#457 Medical Careers I (1/2 year)  
#458 Medical Careers II (1/2 year)  
#438 Physics  
#548 Medical Spanish  
#273 Statistics for Health/Business Careers

**12<sup>th</sup> Grade**

#433 AP Biology  
#437 AP Chemistry  
#438 Physics  
#442 Advanced Placement Physics B1  
#449 Forensic Science  
#456 Introduction to Nursing

## Science/Health Department

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

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

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

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

### **#402 PHYCHEM**

Level 2      Credit 1.0

Prerequisites: Required for all incoming freshmen

GRADE 9

FULL YEAR

Course Description: This course is a logical and comprehensive study of matter and energy while investigating the relationship between them. It begins with an introduction to chemistry, which includes the use of the metric system with open-ended, hands-on laboratory activities. The course will cover basic principles of matter as well as basic concepts in chemistry and the role of science and technology in society. This course meets the district requirements for an integrated freshman science course emphasizing the physical science strands of the state science standards. Computer-based labs and a science project are required. Students who fail for the year may take Physical Science in summer school.

Course Assessment: Examinations – 30%; homework/written work including laboratory reports – 40%; class participation – 10 %; /project & group work – 20%

### **#406 HONORS PHYCHEM**

Level 3      Credit 1.0

Prerequisites: Grade 8 science grades and CMT scores will be used to place entering students into the Honors program.

GRADE 9

FULL YEAR

Course Description: This course is an honors version of #402 PHYCHEM that includes a logical and comprehensive study of matter and energy. For those students with a strong background in mathematics, it begins with an introduction to atomic structure and principals of chemistry, which includes the use of the metric system with open-ended, hands-on laboratory activities. The course will cover concepts in chemistry and the role of science and technology in society. It is recommended that the Phy-chem Honors student have the ability to solve basic algebraic problems. Computer-based labs, problems and a science project are required. Students who fail for the year may take Physical Science in summer school.

Course Assessment: Examinations – 30%; homework/written work including laboratory reports – 40%; class participation – 10 %; project & group work – 20%

**#410 BIOLOGY I**

Level 2      Credit 1.0

Prerequisites: Phy-chem or Honors Phy-chem

GRADE 10

FULL YEAR

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

Course Assessment: Examinations (tests and quizzes) - 25%; written work / homework – 40%; laboratory reports – 10%; participation/projects & group work – 25%

**#414 HONORS BIOLOGY I**

Level 3      Credit 1.0

Prerequisites: Phy-chem or Honors Phy-chem or Teacher Recommendation

GRADE 10

FULL YEAR

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

Course Assessment: Tests/quizzes – 35%; homework/written work including laboratory reports – 40%; class participation/project & group work – 25%

**#418 CHEMISTRY**

Level 2      Credit 1.0

Prerequisites: Phy-chem, Biology

GRADES 10, 11, 12

FULL YEAR

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

Course Assessment: Examinations (tests & quizzes) – 30%; homework/written work including laboratory reports – 40%; class participation/project & group work – 30%

**#422 HONORS CHEMISTRY**

Level 3      Credit 1.0

Prerequisites: Phy-chem, Biology, Algebra II

GRADE 11

FULL YEAR

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

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

## Science/Health Department Electives

### **#434 ENVIRONMENTAL SCIENCE**

Level 2          Credit 1.0

Prerequisite: Phy-chem

GRADES 10, 11

FULL YEAR

Course Description: This is a full year course in which we will explore the elements that affect our environment. We will look and discuss such topics as the “Greenhouse Effect” and “Acid Rain”. Students will also cover subject area on Geology, Geography, weather patterns, biomes, energy resources and Human impact on these systems. Students will look at individual elements and explain on how they relate to whole systems. Topics may include areas of ecology, biodiversity, the relationship between humans and the environment, and the state of our biosphere. A major research paper will be required.

Course Assessment: Examinations (tests and quizzes) - 35%; written work, homework – 25%; laboratory reports – 20%; participation/projects & group work – 20%

### **#438 PHYSICS**

Level 2          Credit 1.0

Prerequisites: Phy-chem, Algebra I with a grade of B or better

GRADES 10, 11, 12

FULL YEAR

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

Course Assessment: Tests– 30%; laboratory reports and projects – 25%; homework and quizzes – 25%; class work, class participation and citizenship – 20%

### **#441 HONORS PHYSICS**

Level 3          Credit 1.0

Prerequisites: Phy-Chem. Must have had an A average in Algebra I or be currently taking pre-calculus or calculus; or by permission of the physics teacher.

GRADES 10, 11, 12

FULL YEAR

1 SECTION ONLY

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

Course Assessment: Tests – 30%; laboratory reports and projects – 25%; homework and quizzes – 25%; class work, class participation and citizenship – 20%

**#940 MEDICAL RESPONSE TECHNICIAN**

Level 2      Credit 1.0  
Prerequisites: Minimum Age: 15  
Cost: \$23.00

GRADES 10, 11, 12  
FULL YEAR

Course Description: This is a First Responder Certificate course that will allow the student to work with Emergency Rescue Medical Personnel. This course precedes the Emergency Medical Technician course. The students will learn the basics of EMT training. This is a very advanced first aid course and is a pre-requisite for anyone who is interested in taking the EMT course. A ninth grade reading level is necessary to be able to comprehend the written material.

Course Assessment: Written tests – 40-50%; homework – 10-20%; practical application – 20-30%

**#484 EMERGENCY MEDICAL TECHNICIAN**

Level 3      Credit 1.5  
Prerequisites: MRT or Teacher's Recommendation  
Minimum Age: 16  
Costs: \$23.00

GRADES 10, 11, 12  
FULL YEAR

Course Description: Emergency Medical Technician is a state-certified course with a curriculum developed by the National Department of Transportation. The students will learn how to provide on the scene emergency care for patients as well as emergency transportation. Students enrolled in the course will work in conjunction with the local emergency rooms and ambulance services. Students should have a basic knowledge of the human body and a good reading comprehension level due to the high amount of reading required for this course. Upon successful completion of this course, the students will be invited to take the state practical exam which, when they pass successfully, will qualify them to take the state written exam. Upon receiving a passing grade for the two state exams, the student will become a state certified EMT. (If the class cannot meet every day then 50 hours of after school class participation is required.) There are state fees for the testing at the end of the course. A tenth grade reading level is necessary to comprehend the reading material.

Course Assessment: Written tests – 40-50%; homework – 10-20%; practical application – 20-30% for marking periods 1-3. 50% of the fourth Marking period grade will be based on their state practical exam participation with the other percentages adjusted accordingly.

**#445 INTRODUCTION TO PUBLIC HEALTH**

Level 2      Credit 1  
Prerequisites: Open to health majors as a science elective

GRADES 10, 11, 12  
FULL YEAR

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

Course Assessment: Tests / Research Projects – 50%; Written work/ homework – 30%;  
Class Participation – 20%

**#433 ADVANCED PLACEMENT BIOLOGY**

Level 4      Credit 1.0

GRADES 10, 11, or 12

FULL YEAR

Maximum of 15 students

Prerequisites: 1 year of Honors Phy-chem, Honors Biology, Honors Chemistry (may be taken concurrently) and a science teacher's recommendation. Student must have a B average.

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

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

**#442 ADVANCED PLACEMENT PHYSICS B1**

Level 4      Credit 1.0

GRADES 10, 11, or 12

FULL YEAR

Prerequisites: Phy-chem with an A average and Algebra II with an A average, or permission of the teacher.

Course Description: This is a first semester college physics course. The material covered includes mechanics and selected topics in electro-magnetism and waves. Extensive use of algebra and trigonometry in solving problems is a major focus of the course. Students are required to take the AP Exam in May. An AP contract must be signed by both student and a parent in view of the major time commitment that is required for success.

Course Assessment: Exams & Quizzes-65, Daily Practic-20%, Larger tasks 15%

**STEM CAREERS**

Level 2      Credit 1.0

GRADES 10, 11, 12

HALF YEAR

Prerequisites: Successful completion of all previous science classes (Phy-chem for sophomores, Phy-chem and Biology for juniors, etc.) and simultaneous enrollment in Biology, Chemistry, or Physics for sophomores, juniors, or seniors, respectively. Recommendation from a science teacher and interview with the STEM Careers teacher.

Course Description: This is a rigorous sophomore, junior, and senior half-year course designed to provide opportunities for students to experience, first-hand what it means to work in some of the fastest growing STEM-related occupations in Connecticut through their participation in problem-based learning and real-life networking with representatives from local, STEM-related businesses. Each unit will service a specific-problem that students will be expected to solve, and through this process, students will not only learn new content but also gain experience in terms of what it means to be a professional chemist, biologist, engineer, statistician, etc. Additionally, students will also communicate with local STEM-related firms with the goal of earning the opportunity to visit their facilities and shadow one of their employees.

Course Assessment: 50% Larger Tasks (Labs, Reports, and Presentations); 30% - Daily Practice (Homework, Classwork, and Participation); 20% Tests & Quizzes.

**#430 ANATOMY AND PHYSIOLOGY**

Level 2      Credit 1.0

GRADES 11, 12

FULL YEAR

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

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

**#472 HRC HONORS ANATOMY/PHYSIOLOGY**

Level 3

Credit 1.5

*Last Block of Day*

GRADES 11, 12

FULL YEAR

2 SECTIONS ONLY

Prerequisites: Phy-chem, Honors Biology I

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

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

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

**#457 MEDICAL CAREERS I**

Level 2

Credit 0.5

GRADES 11, 12

1<sup>st</sup> HALF YEAR only

Prerequisites: Student must be a health major, have a science teacher complete a recommendation form on his or her behalf, and participate in an interview with the Medical Careers teacher. Criteria include attendance, grades, and citizenship.

Course Description: This is a Junior/Senior half-year course designed to provide students with the skills and attitudes associated with a broad range of health occupations. Through the use of media, classroom activities, and guest speakers, students will learn a core of information common to many careers in the health care field. Successful completion of Medical Careers I will lead to entry into Medical Careers II, which takes place during the second HALF YEAR.

Course Assessment: Tests and Projects-50%; Written Work /Homework – 25%; Class Participation–25%

**#458 MEDICAL CAREERS II**

Level 3

Credit 0.5

GRADES 11, 12

2<sup>nd</sup> HALF YEAR only

Prerequisites: Successful completion of Medical Careers I. A student may bypass Medical Careers I and enter Medical Careers II by a) obtaining the recommendation of their current science teacher and guidance counselor, b) completing an interview with the Medical Careers teacher that secures his or her recommendation, and c) being eligible to take the CTE Medical Careers exam in the spring. Criteria will include attendance, grades, and citizenship.

Course Description: This is a Junior/Senior half-year course offered to students who have successfully completed Medical Careers I. Students are given specific instruction in skills and competencies related to patient care. A required component of this course is an in-depth clinical internship to take place during school in an assigned clinical setting on a weekly basis.

Course Assessment: Tests and Projects- 50%; Written Work/homework – 25%; Class Participation – 25%

Note: A clinical grade will be factored into the student's fourth quarter grade. It will include weekly written journals, a midway performance review, a final performance review according to predetermined standards, and a final reflection. Their clinical grade will make up 30% of their fourth quarter grade, while the above mentioned course assessment categories will make up the remaining 70%.



**#437 ADVANCED PLACEMENT CHEMISTRY**

Level 4      Credit 2.0

GRADE 12

FULL YEAR A &amp; B Days

1 SECTION ONLY

Prerequisites: Successful completion of one year of Chemistry I or Honors Chemistry, and Trigonometry or Pre-calculus and teacher recommendation

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

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

**#449 FORENSIC SCIENCE**

Level 3      Credit 1.0

GRADE 12

FULL YEAR

Prerequisites: One year of Biology and one year of Chemistry; some 11<sup>th</sup> grade students taking Chemistry concurrently can take Forensic Science at the discretion of the instructor if there is room after seniors have signed up.

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

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

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

**#456 INTRODUCTION TO NURSING**

Level 3      Credit 1.5

GRADE 12

FULL YEAR

Prerequisites: Health majors with teacher recommendation and interview with the instructor. Criteria include attendance, grades, and citizenship.

Course Description: This is a full year course open to selected seniors who wish to enter nursing and other health careers. It is designed to teach the related technology and nursing procedures necessary in the preparation for employment in hospitals, nursing homes, clinics and home health agencies. Instruction involves theory and lab instruction as well as a supervised clinical placement in both an acute and long-term care facility. Upon successful completion, students must pass a state written and skills test making them eligible for entry onto the state registry for Certified Nursing Assistants.

Course Assessment: Tests – 50%; Written Work/ homework - 25%; Class Participation – 25%.  
Clinical grade includes library research and clinical performance, and is averaged into the 4<sup>th</sup> marking period.

## World Language Department

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

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

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

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

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

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

### **#559 ARABIC I**

Level 2      Credit 1.0

Prerequisites: None

GRADES 9, 10, 11, 12

FULL YEAR

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

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

### **#560 ARABIC II**

Level 2      Credit 1.0

Prerequisites: Arabic I

GRADES 9, 10, 11, 12

FULL YEAR

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

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

**#573 ARABIC III**

Level 2      Credit 1.0

Prerequisites: Arabic II

GRADES 10, 11, 12

FULL YEAR

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

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

**#574 ARABIC IV**

Level 3      Credit 1.0

Prerequisites: Arabic III

GRADES 11, 12

FULL YEAR

Course description: This course introduces advanced grammar and vocabulary to develop proficiency in understanding, listening, reading, speaking and writing in Modern Standard Arabic (MSA). This course meets the needs of students from different backgrounds. It includes topics that cover the main aspects of the Arab world, including the important geographic location and its impact on contemporary world politics. In addition, it focuses on the Arab World's great natural resources, which have made it the center of the international attention. Arabic IV course also reflects Arab culture, Arab social customs, and traditions, the status of Arab women, and some Arab proverbs.

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

**#511 FRENCH I**

Level 2      Credit 1.0

Prerequisites: None

GRADES 9, 10, 11, 12

FULL YEAR

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

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

**#512 FRENCH II**

Level 2      Credit 1.0

Prerequisite: French I

GRADES 9, 10, 11, 12

FULL YEAR

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

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

**#526 HONORS FRENCH III**

Level 3      Credit 1.0

Prerequisites: At least a C or better in French II and/or teacher recommendation.

GRADES 10, 11, 12

FULL YEAR

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

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

**#527 HONORS FRENCH IV**

Level 3      Credit 1.0

Prerequisites: At least a C or better in French III and teacher recommendation.

GRADES 11, 12

FULL YEAR

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

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

**#126 HONORS FRENCH V**

Level 3      Credit 1.0

Prerequisites: At least a C or better in French IV and teacher recommendation.

GRADES 11, 12

FULL YEAR

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

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

**#532 SPANISH I**

Level 2      Credit 1.0

Prerequisites: None

GRADES 9, 10, 11, 12

FULL YEAR

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

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

**#533 HONORS SPANISH I**

Level 3      Credit 1.0

Prerequisites: Grade of A or B+ in 8<sup>th</sup> Grade Spanish

GRADES 9, 10, 11, 12

FULL YEAR

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

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

**#545 SPANISH FOR NATIVE SPEAKERS**

Level 2      Credit 1.0

Prerequisites: Spanish assessment and Career teacher recommendation

GRADES 9 and 10

FULL YEAR

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

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

**#535 SPANISH II**

Level 2      Credit 1.0

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

GRADES 9, 10, 11, 12

FULL YEAR

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

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

**#536 HONORS SPANISH II**

GRADES 9, 10, 11, 12

Level 3      Credit 1.0

FULL YEAR

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

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

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

**#538 SPANISH III**

GRADES 9, 10, 11, 12

Level 2      Credit 1.0

FULL YEAR

Prerequisites: A C- or better in Spanish II and Spanish II teacher recommendation.

Course Description: Spanish III continues to build upon the vocabulary and structures acquired in levels I and II. Additional emphasis is placed on writing, reading, and analytical skills. The cultures of Costa Rica, Mexico, Argentina, Puerto Rico, and the Dominican Republic are highlighted.

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

**#539 HONORS SPANISH III**

GRADES 10, 11, 12

Level 3      Credit 1.0

FULL YEAR

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

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

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

**#548 HONORS MEDICAL SPANISH**

GRADES 11, 12

Level 3      Credit 1.0

FULL YEAR

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

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

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

**#549 HONORS BUSINESS SPANISH**

Level 3      Credit 1.0

GRADES 11, 12

FULL YEAR

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

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

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

**#541 HONORS SPANISH IV**

Level 3      Credit 1.0

GRADES 10, 11, 12

FULL YEAR

Prerequisites: Grade of C or better in Spanish III and Spanish III teacher recommendation.

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

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

**#542 HONORS SPANISH V**

Level 3      Credit 1.0

GRADES 11, 12

FULL YEAR

Prerequisites: Spanish IV or Spanish for Spanish Speakers and Spanish IV or Spanish V teacher recommendation.

Course Description: Spanish V is conducted entirely in Spanish. This course seeks to strengthen the student's speaking, listening, reading, writing and thinking skills through the study of culture, history, literature and art of the Spanish speaking world. Topics of current importance are also discussed. Grammar is reviewed through student writing.

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



**#543 ADVANCED PLACEMENT SPANISH V**

GRADES 11, 12

Level 4      Credit 1.0

FULL YEAR

Prerequisites: Successful completion of Spanish IV, Spanish for Spanish Speakers Advanced, or Spanish V and teacher recommendation.

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

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

**#551 LATIN I**

GRADES 9, 10, 11, 12

Level 2      Credit 1.0

FULL YEAR

Prerequisites: None

MANDATORY FOR ALL STUDENTS

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

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

**#553 LATIN II**

GRADES 9, 10, 11, 12

Level 2      Credit 1.0

FULL YEAR

MANDATORY FOR HEALTH MAJORS\*

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

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

**#554A HONORS LATIN II**

Level 3      Credit 1.0

Prerequisites: Good to excellent academic record in Latin I.

MANDATORY FOR HEALTH MAJORS

GRADES 9, 10, 11, 12

FULL YEAR

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

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

**#556A HONORS LATIN III**

Level 3      Credit 1.0

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

GRADES 10, 11, 12

FULL YEAR

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

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

# Independent Study and Seminar Program-ISSP

*Distinguishing talent, Developing leaders*  
Est. 1967

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

## ***What is ISSP?***

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

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

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

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

## **Philosophy and Goals:**

Students who participate in ISSP gain much more from the program than a powerful transcript. ISSP is designed to help prepare them for personal, social, and academic success as they embark on their college careers. ISSP students proudly mirror the cultural and intellectual diversity of an increasingly global community.

### *Intellectual Courage*

ISSP exposes students to a variety of academic and creative experiences. Subsequently, students learn how to pursue a subject on their own and transfer that knowledge to other areas of study.

### *Academics*

Students gain skills through ISSP that are directly applicable to their regular academic courses. The program also fosters critical and independent thinking to aid them as they pursue higher learning.

### *Creativity*

ISSP invites students to embrace learning opportunities not provided in their regular class schedule, while enhancing their creative and problem-solving abilities.

### *Maturity and Responsibility*

Students must balance the demands of a high school education with the additional challenges offered through ISSP. They become more open-minded, develop time management skills, accept set-backs as part of success, and grow to appreciate that learning is a lifelong process.

### *Empowerment*

When students succeed in ISSP programs, they are empowered to pursue new opportunities. ISSP Coordinators help customize a course of study and experiences outside the classroom that fuel students' desire to learn and help them realize their true potential.

### **Application Process:**

Students taking an Independent Study course must first obtain approval from their guidance counselor and then see the ISSP Coordinator. They will be required to complete a written proposal prior to the beginning of their course which includes: course goals and objectives, course particulars detailing content, including text/s, exam/s, presentation/s, project/s and scope, specific explanations on how the student's grade will be assessed, and the expected outcome for the student in terms of the relevancy of course to student's needs and studies. The ISSP Coordinator and the proposed teacher of the course can guide/assist with this, but this is the prospective student's responsibility. After completing the proposal, it must be approved by the Coordinating Teacher, Independent Study Coordinator, parent and an administrator. Also used in evaluating the student for an IS course are teacher recommendations, previous grades, test scores on Differential Aptitude Tests (DATs) and Torrance Test of Creativity, if available, PSATs, SATs, demonstrated special projects, and personal interviews. These are among the criteria used in accordance with state guidelines.

### **How Should Students Proceed?**

Students should check first with their guidance counselor to verify that the possible IS course is not in the current Course Selection Guide and that Guidance has given its approval. Students must then speak with the ISSP Coordinator to discuss the preliminaries of the proposed course. The student is then given the ISSP Course Proposal for completion; if the proposal is appropriately completed and addresses the student's academic endeavor, the course may be approved.

### **Coordinated Programs:**

#### ***WorldCLASS Language Program***

This program offers students a chance to study languages not commonly offered at the high school level such as Japanese, Arabic, Italian, German, Russian, etc., during the school year. It is a non-intensive course offered on the Yale campus once a week for approximately 1.5 hours from October through May in cooperation with Yale and the Language Department of the New Haven Public Schools. Credit (0.25) is given through ISSP upon completion of course, mid-year self-evaluation and interview with ISSP Coordinator upon request. The purpose of the program is to introduce students to world languages not offered in their high schools and if enough students wish to continue, allow them to further connection with the language. Course components include speaking and listening skills, and culture studies. This is not used as a replacement for required language credits at Career. Applications are available from language teachers or the ISSP Coordinator and are usually due by the third week of September for that academic year. The Program is available to all Hill Regional Career High School students. To learn more about the program, consult: <http://yale.edu/macmillan/pier/worldclass.htm>

### **Evolutions Program at Peabody Museum**

This program is held at Peabody Museum and is an after school science literacy program with emphasis on critical thinking, college, careers, mentorships, and community service. Students choose a topic and are responsible for all aspect of designing an exhibition. Applicants need to be responsible, motivated and committed to participate. The program is open to freshman level with credit (0.25-30 classroom hours or 0.5- 60 classroom hours) given upon course and hours completion. Applications can be picked up from ISSP Coordinator or science teacher and are due to Yale Peabody usually mid- to- late September. To Learn more about the program, consult: <http://peabody.yale.edu/education/evolutions>

### **Aspirations for Higher Learning (AFHL)**

This 5 to 6 week summer program focuses students on continuing education in a variety of subject areas with an emphasis on college preparation. Homework is mandatory. Applicants need to be responsible, motivated and committed to the program. Program is open to all grade levels, especially 10, 11 and 12. Interviews may be required. Credit will be applied upon program completion. See Guidance Counselor or ISSP Coordinator for application in May. To learn more about the program, consult: <http://www.ngcproject.org/program/aspirations-higher-learning-pre-collegiate>

<h2><b>ISSP - IS Art Course</b></h2>
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#### **IS Art**

Level 1

Credit- .5 to 1.0

GRADE 9-12

HALF YEAR/ FULL YEAR

Prerequisites: Recommendation by a teacher **and/or** personal interview with the IS Art teacher and ISSP Coordinator.

Description: Students take an art seminar/workshop at Career High School one afternoon per week with additional scheduled time, if necessary. Fundamentals of drawing, painting, watercolors, and oil painting are covered. Trips to museums and area galleries may be included, depending on the budget. Students sometimes use IS Art to prepare a portfolio for college applications. IS Art Application mandatory and interview may be requested. For application, see the ISSP Coordinator. Classes usually begin in early October.

Course Assessment: To be determined by goals set by students and instructor at the beginning of the course.

## ISSP - College Before College Program

### IS Yale Courses

Level 4      Credit 1.0

GRADE 11, 12

SEMESTER

Prerequisites: Recommendation by a teacher **and** personal interview with ISSP Coordinator. A “**B+**” grade point average is necessary, along with a grade of 3 or higher on an AP exam for language, if taking a Yale language course (no Spanish courses offered) and/or SAT scores of approximately 1650 or higher for all courses. Entrance exams may be required for some courses. Orientation is mandatory.

Description: Students take courses at Yale University along with Yale undergraduates. They are graded and treated as though they are college students. Courses range from world languages, English literature, psychology, and science to mathematics. An interview with the ISSP Coordinator is also mandatory mid-HALF YEAR for credit to be issued.

Course Assessment: To be set by college professor at the beginning of the course.

### IS SCSU Courses

Level 4      Credit 1.0

GRADE 11, 12

SEMESTER

Prerequisites: Recommendation by a teacher **and** personal interview with ISSP Coordinator. A “**B**” grade point average is required to take any course at SCSU and/or SAT scores of 1500 or higher for all courses.

Description: Students take courses at SCSU along with SCSU undergraduates. They are graded and treated as though they are college students. Courses range from public health, psychology, recreation and leisure, and social studies. Students will meet with the ISSP Coordinator on a weekly basis at the beginning of the course until they prove secure in their new environment. An interview with the ISSP Coordinator is also mandatory mid-semester for credit to be issued.

Course Assessment: To be set by college professor at the beginning of the course.

### IS Gateway Community College Courses

Level 4      Credit 1.0

GRADE 11, 12

SEMESTER

Prerequisites: Written recommendations by two teachers **and** personal interview with the ISSP Coordinator. A “**B-**” grade point average is also required to take any course at Gateway. Entrance exams (AccuPlacer) may be required for all Gateway courses.

Course Description: Students take courses along with Gateway graduates. They are graded and treated as though they are college students. Courses range from math and English to business, computers and social sciences. Students will meet with the ISSP Coordinator on a weekly basis at the beginning of the course until they prove secure in their environment. An interview with the ISSP Coordinator is also mandatory mid-semester for credit to be issued.

Course Assessment: To be set by college professor at the beginning of the course.

**IS University of New Haven Courses**

Level 4      Credit 1.0

GRADE 11, 12

SEMESTER

Prerequisites: Recommendation by a teacher **and** personal interview with the UNH Admissions Counselor. A “**B+**” grade point average is necessary to take any course at UNH. Entrance exams may be required for some courses and an SAT scores minimally 1600, preferably higher for all courses.

Course Description: Students take courses at UNH along with UNH undergraduates. Students are graded and treated as though they are college students. Courses range English literature, psychology, social studies, human communications and science to mathematics. Students will meet with the ISSP Coordinator on a weekly basis at the beginning of the course until they prove secure in their new environment. Also, an interview with the ISSP Coordinator is mandatory mid-semester for credit to be issued. UNH also requires that you meet on a regular basis with the UNH Admissions Counselor.

Course Assessment: To be set by college professor at the beginning of the course.

**IS Quinnipiac Courses**

Level 4      Credit 1.0

GRADE 11, 12

SEMESTER

Prerequisites: Recommendation by a teacher **and** personal interview with ISSP Coordinator. A “**B**” grade point average is necessary to take any course at UNH. Entrance exams may be required for some courses and SAT scores of minimally 1600, preferably higher for all courses.

Course Description: Students take courses at Quinnipiac University along with Quinnipiac undergraduates. Students are graded and treated as though they are college students. Courses range from business, psychology, and social studies, to criminal law. Students will meet with the ISSP Coordinator on a weekly basis at the beginning of the course until they prove secure in their new environment. Also, an interview with the ISSP Coordinator is also mandatory mid-semester for credit to be issued.

Course Assessment: To be set by college professor at the beginning of the course.

***Prerequisites for college courses through ISSP***

- Must be an ISSP junior or senior
- Required PSAT/SAT scores or grade averages (vary for each college)
- Interview with ISSP Coordinator
- College Orientation is mandatory for colleges/universities
- College/courses may require a student placement test
- Administrative approval

***Sample College Courses at Yale, SCSU, University of New Haven, Quinnipiac and Gateway***

- |  |                             |
|--|-----------------------------|
| • Human Communications                 | • Computers & Applications  |
| • Intro to Music                       | • Law, Tech & Culture       |
| • Criminal Law                         | • Intro to Advanced Reading |
| • General Zoology                      | • Abnormal Psychology       |
| • Physics for Today                    | • Principles of Sociology   |
| • Introduction to Financial Accounting |                             |

### ***UNH – Outstanding High School Senior Program***

This is open to all **qualified** senior students in the New Haven Public School system. Accepted applicants take 4-5 classes at UNH during the spring semester of their senior year. Candidates are usually in the top 10% of their class, with strong academic achievement and developed sense of maturity. Applications can be picked up from the ISSP Coordinator in October and are usually due to UNH **by November**. The highly selective process includes application, essay and an interview on campus in December. Candidates are usually notified before December break begins.

### ***Shafer Family Scholarship***

This is a 5-week summer program at Yale University designed for high-level minority students, who have completed their junior year and have demonstrated personal maturity, strong academic achievement, and strong motivation for continuing study. Grade point average, transcript, SAT scores and essay are required for application. Shafer Scholars live on the Yale campus and take Yale University courses. Scholarship covers tuition and room and board. There is also a stipend attached for book allowance. Applications are available from the ISSP Coordinator usually in February/March and due around April/May. Summer college course grades are submitted for input onto student's transcript.

### ***UCONN Mentoring Connection Scholarship***

This scholarship is a one summer commitment program for a junior student at Hill Regional Career. The student will have completed his/her junior year and demonstrate strengths in task commitment, academic rigor, and high levels of responsibility. Our selected candidate will reside on the UCONN Storrs Campus for approximately 4 weeks and complete one of the UCONN Mentoring Sessions offered. This connection program is a community of scholars of all ages working together on important problems that are on the cutting edge of various field studies in the arts and sciences. It is challenging and motivational because participants are involved in research currently taking place at the university. The student will receive 3 UCONN college credits upon completion, if requested at the beginning of the program. Recommendation of qualified junior students is made only by administrators/teachers/counselors. Candidate selection usually takes place in December/January and is composed of an interdisciplinary teacher committee on the basis of grades, learning aptitude, motivation, essay, test scores, and administrative and teacher recommendations. To view program overview:

<http://mentor.education.uconn.edu>



## Interdisciplinary Courses

### #2342 SENIOR CAPSTONE

Level 2

Credit 0.5

GRADE 12

HALF YEAR

Prerequisites: none      Graduation Requirement

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

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

### #095 BUILDING BRIDGES

Level: None

Credit: 0.5

GRADE 11, 12

HALF YEAR

Prerequisite: Students must be seniors or juniors and must be responsible and able to work independently.

**Course description:** A partnership and commitment between Career High School and John Martinez to support ELL children and other children to promote reading proficiency and to ensure that more ELL students and students who read below grade level succeed in school. Career students will help the young students improve reading skills by learning how to sound the letters and hear the words read to them, (Active Listening). Career readers will stimulate the students' imaginations, improve their critical thinking skills and promote book discussions. Students in either the science or business track can participate in the program. Students will visit John Martinez School during this class period.

This program will provide our students with opportunities to exercise empathy and respect for diverse cultures and perspectives, contribute to and take responsibility for the larger community (21st Century Competency), gain work experience skills, interpersonal skills, become mentors for students and may explore their passion for teaching in the future.

**Course assessment:** Students will be assessed according to their attendance, journal submissions, attitude, performance and productivity. There will be a monthly evaluation form that assesses a student's performance, productivity and attitude.

## CAREER HIGH SCHOOL PLANNING CARD

Name: \_\_\_\_\_

Year of Graduation: \_\_\_\_\_

Diploma Requirements	Business 28	Health/Science 28	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
English	4	4				
Math	4	4				
Social Studies	3.5	3.5				
Science	3	6				
Physical Education	2	2				
World Language	2	2				
Latin	1	2				
Personal Finance	1	1				
Computer Applications	1	1				
Business	6	0				
Senior Capstone	0.5	0.5				
Electives	0	2				
<b>Total</b>	<b>28</b>	<b>28</b>				

## 21<sup>st</sup> Century Portfolio and Capstone

At Career High School we pride ourselves on providing a rigorous and challenging learning environment. Over the past few years, in an effort to maintain that rigorous environment, we started a portfolio process based on a group of 21<sup>st</sup> century skills (*Problem Solving and Critical Thinking, Accessing and Analyzing Information, Communication and Collaboration, Creativity and Innovation, Initiative, Self-Direction and Accountability, Citizenship and Responsibility*). It is our hope that these skills will better prepare our students for work and education beyond high school. In an effort to strengthen this program we added a Capstone project to our graduation requirements.

Classroom teachers provide multiple opportunities within their classes for students to engage with 21<sup>st</sup> century skills. School-wide rubrics are utilized to provide students meaningful feedback as evidence of growth. Students are then required to collect a specific number of artifacts as they progress through their high school years. During advisory periods, students are afforded time to reflect and assess their 21<sup>st</sup> century skills. Each year students will need to meet a number of requirements to ensure their advancement in the 21<sup>st</sup> century skills.

### **Freshmen Year** Portfolio Requirements

- Students will select 6 artifacts with at least one artifact for each competency. Each artifact should include a teacher graded rubric and a reflection completed by the student.
- Students will be required to present on one of the competencies to their advisory class. The presentation will be scored utilizing the *21<sup>st</sup> Century Portfolio Scoring and Feedback Form*.

### **Sophomore Year** Portfolio Requirements

- Students will select 6 artifacts with at least one artifact for each competency. Each artifact should include a teacher graded rubric and a reflection completed by the student.
- Students will be required to present in all six competencies to their advisory class. The presentation will be scored utilizing the *21<sup>st</sup> Century Portfolio Scoring and Feedback Form*.

### **Junior Year** Portfolio Requirements

- Students will select 6 artifacts with at least one artifact for each competency. Each artifact should include a teacher graded rubric and a reflection completed by the student.
- Students will include a copy of their resume, draft of their personal statement, and colleges or scholarships in which they are interested.
- Students will present their portfolios to their advisor and another staff member. The presentation will be scored utilizing the *Capstone Presentation Rubric*.

### **Senior Year** Portfolio Requirements

- Students will complete a Capstone project where they will develop a project to showcase their growth and development of the 21<sup>st</sup> century skills throughout their high school years as it relates to their magnet focus.
- The Capstone project must be presented to a panel of at least three adults made up of the student's advisor, and two other adults. Students will be given an opportunity to request certain adults to be present at the presentation, especially if said adult worked with the student on the project. The presentation will be scored on a Pass/Fail basis utilizing the *Capstone Presentation Rubric*.
- A half year capstone course is available to help mentor students in the completion of their capstone project.
- Successful completion of the Capstone project is a **requirement for graduation** and hence participation in the commencement ceremony.