

## ACCREDITATION STATEMENT

Enrico Fermi High School and Enfield High School are accredited by The New England Association of Schools and Colleges, a non-governmental, nationally recognized organization whose affiliate institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation by the New England Association of Schools and Colleges indicates that an institution meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. As accredited schools, Enrico Fermi High School and Enfield High School are recognized as having the necessary resources to achieve their stated missions through appropriate education programs.

Accreditation by the New England Association of Schools and Colleges applies to the institution as a whole. As such, it is not a guarantee of the quality of course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

***This Program of Studies* belongs to:**

**Name** \_\_\_\_\_ **H.R.** \_\_\_\_\_

**Address** \_\_\_\_\_

\_\_\_\_\_

The student is responsible for meeting all graduation requirements and all course requirements stated in this bulletin.

Additional copies of this *Program of Studies* are available for \$3.00.

Cover design by Brianna Waibel

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### **TITLE VI and IX NON-DISCRIMINATION**

It is the policy of the Enfield Board of Education not to discriminate on the basis of race, color, sexual orientation, national origin, sex, or handicap in its educational programs, activities or employment policies as required by Title VI, and Title IX, and Section 504.

All courses and activities offered by Enfield Public Schools are open to any student. All inquiries regarding compliance should be directed to your building principals.

The Title VI Coordinator (race, color, and national origin) is Ms. Cynthia Stamm, 27 Shaker Road, Enfield, CT 06082 and telephone 860-253-6518; Title IX Coordinator (sex equity) is Mr. Chris Drezek, 27 Shaker Road, Enfield, CT 06082, and telephone 860-253-6533.

The address of the U.S. Department of Education, Office for Civil Rights is:

Office for Civil Rights/ED

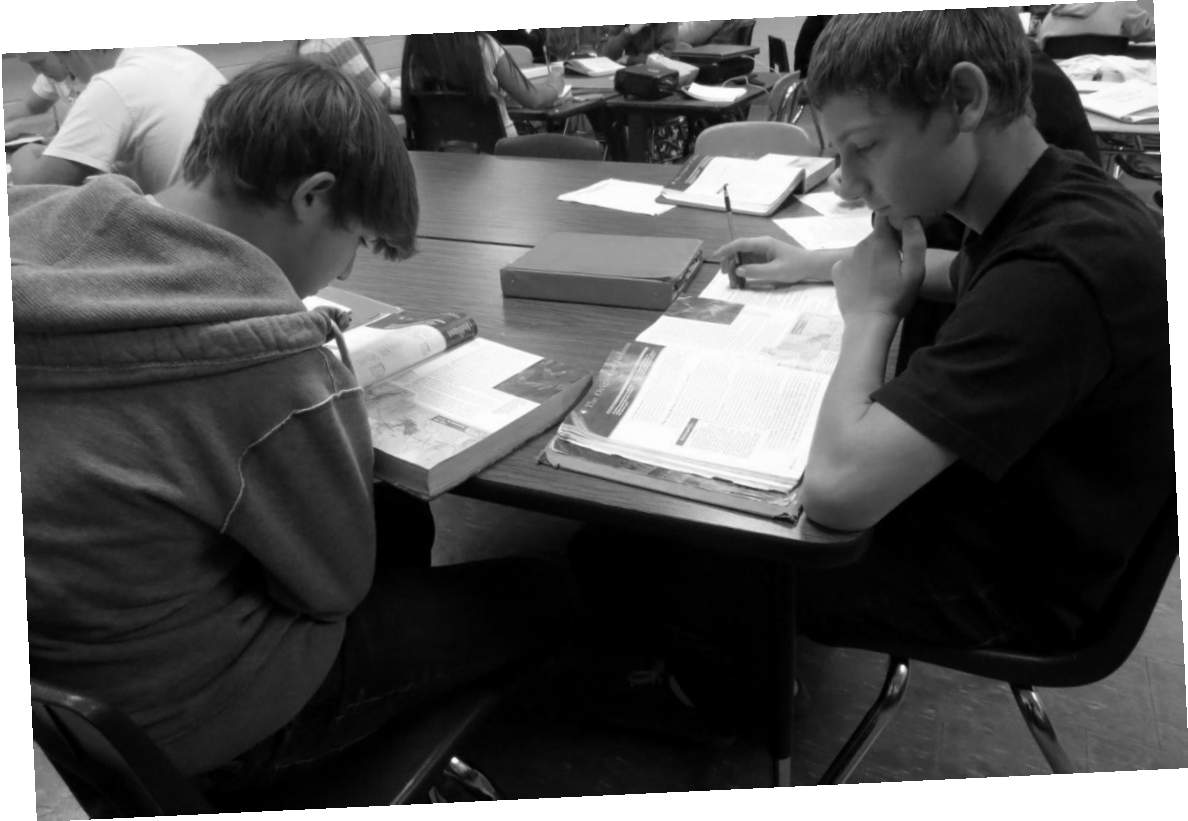
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## PRINCIPALS' MESSAGE

The purpose of this *Program of Studies* is to provide students and parents with information about all the curriculum offerings and courses available at Enfield High School and Enrico Fermi High School. Students and parents should take time to read and examine the course descriptions. Then together with our school counselors, we can plan the very best educational program possible for each student.

We strive to provide students with a learning environment that will encourage them to become capable and confident learners. The diversity of our educational program serves to meet many of the individual learning needs of all students at both high schools. With the cooperation and support of parents, our staff will educate students in a way that will prepare them to become productive and responsible citizens in our rapidly changing local, state, national, and global communities.

This *Program of Studies* also contains valuable information necessary to support our student expectations for learning and shared goal of graduation from Enfield Public Schools. Parents and students will find information about graduation requirements, class rank, grading policy, educational testing, and much more. The staffs at both schools look forward to working with families to plan the best post-secondary program for each student. Thoughtful course selection is the first step in this process. Do not take this lightly. This will serve as the foundation, which supports all college and career choices.

We extend our support and encouragement to all students at Enrico Fermi High School and Enfield High School so that they can enjoy the very best school year experience possible.

Jill M. Krieger  
Principal  
Enfield High School

Paul K. Newton  
Principal  
Enrico Fermi High School



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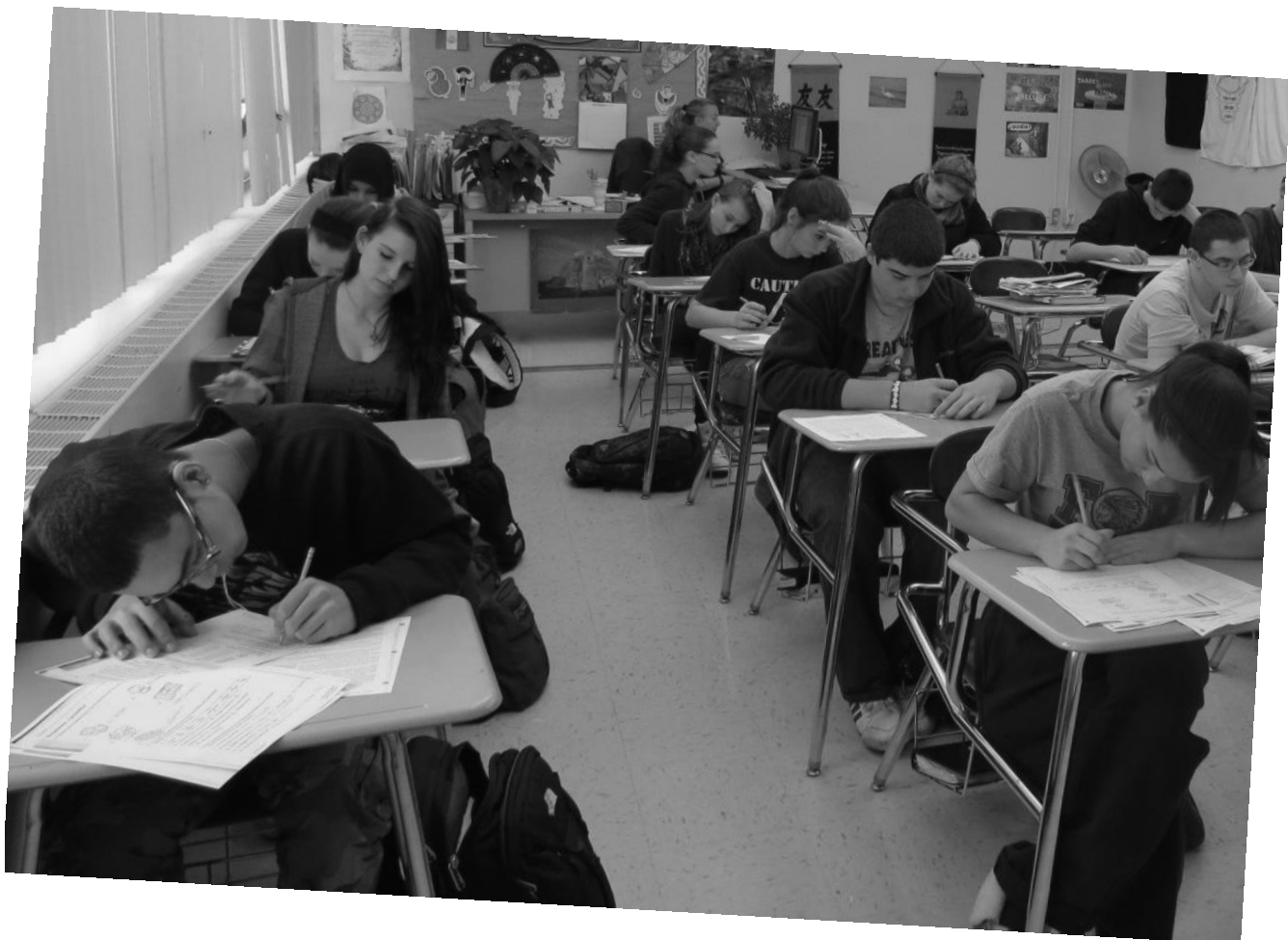
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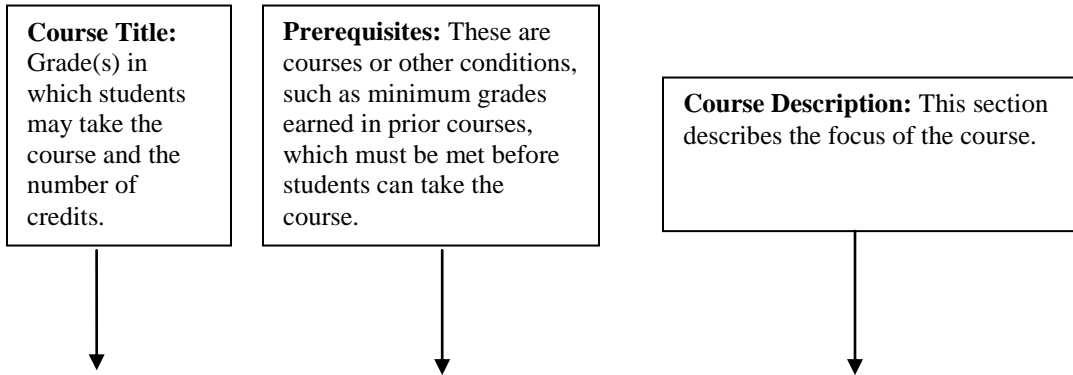
## HOW TO USE THE *PROGRAM OF STUDIES*

**Purpose of the *Program of Studies*:** To provide parents, students, counselors, and teachers with a useful reference to help select courses. When choosing courses, keep the following in mind:

- **Graduation requirements:** There are many required courses which students must take before they can graduate. Look over the list of course requirements and make note of what courses are required and in what grades students must enroll in them.
- **Post-secondary goals:** When choosing courses keep in mind the student's goals for after high school. There are courses that students who are interested in attending four-year colleges should take to be competitive applicants. If you are unsure what courses are best for your son or daughter, his or her school counselor will be able to make suggestions based on the student's post-secondary goals.
- **Course sequences:** In some cases, the courses a student takes in Grade 9 will affect what he or she can take in Grade 12. It is important to plan ahead. Consult with your student's teachers and counselor then choose the appropriate courses that will place the student where he or she would like to be by graduation.
- **Course levels and weights:** Some courses are leveled and weighted higher than others. These weights affect a student's cumulative grade point average. Be sure to check the course descriptions to determine the weighting and select the course level that best meets the needs of the student. (See page 10.)



**Reading the Course Descriptions:** The course descriptions for each department are in the same format. The sample below explains the different parts of the course descriptions.



**WORLD HISTORY**

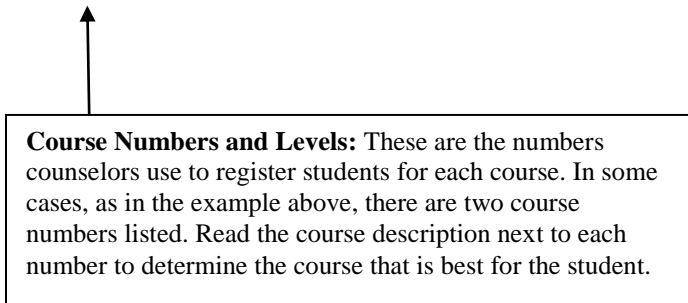
Grade 9  
1 credit

**Prerequisite(s): None**

This course is a survey of world history. While a significant amount of time is spent on western civilization, emphasis is placed on interactions among the major civilizations of both east and west. In addition to learning historical content, students are exposed to social studies skill development, in particular, reading for content knowledge and writing with purpose. Sample topics include ancient civilizations, the middle ages, the Renaissance, and the modern period.

(404)  
Level 3

World History 404 is college preparatory and appropriate for most students entering ninth grade.



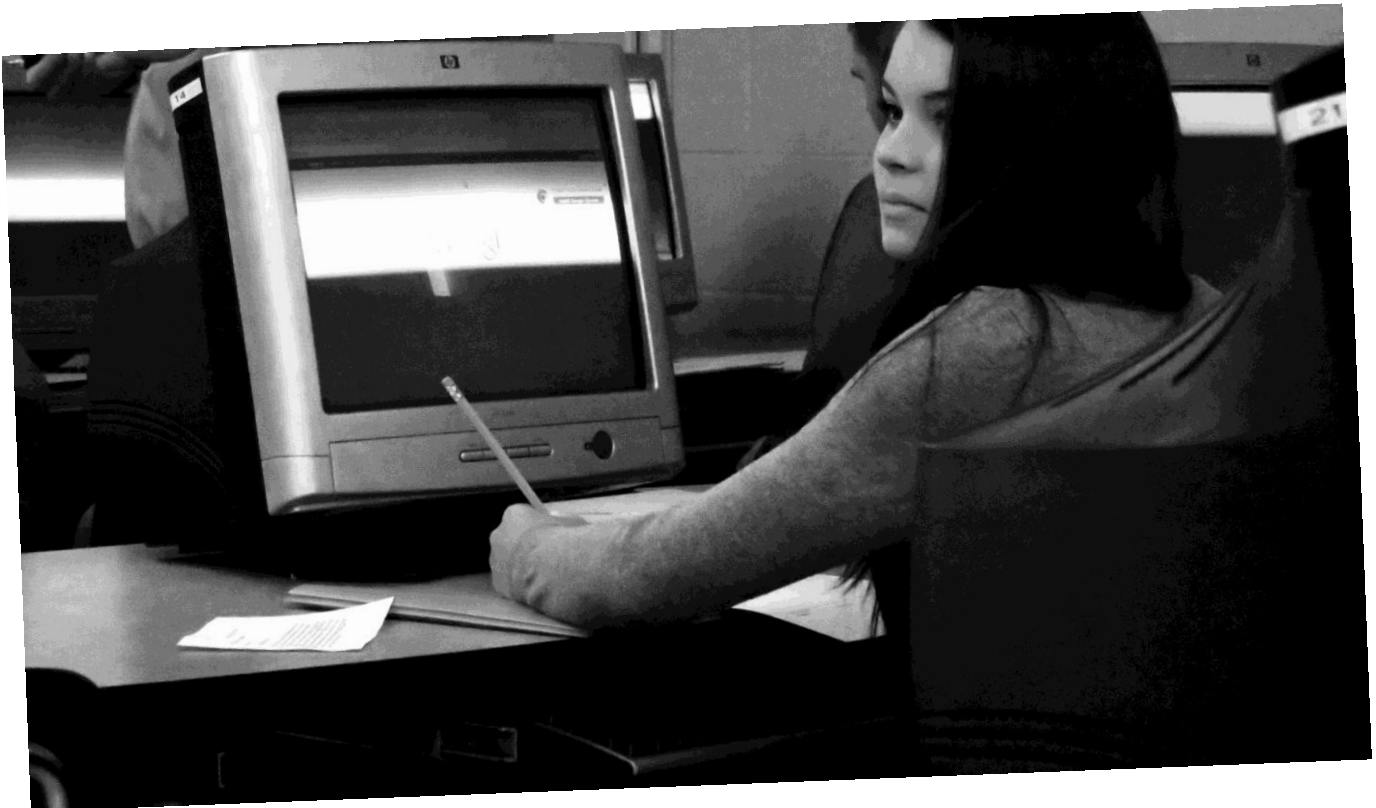


## GUIDANCE AND COUNSELING

Each student is assigned to a school counselor. The high school counselor will work with the student throughout his/her high school career. The Guidance Department offers an appropriate Comprehensive Developmental School Counseling Program. School counselors offer assistance to students in areas such as:

- Development of an individualized Student Success Plan (SSP)
- Self-evaluation in terms of abilities, interests and aptitudes
- Selection of courses and studies
- Post-secondary planning including college, vocational, and military options
- Personal issues

Parents and students are encouraged to work collaboratively with the school counselor. Counselors may be contacted at (860) 253-6595 (Enfield High School) or (860) 763-8821 (Enrico Fermi High School). Additional resources are available on the district website [www.enfieldschools.org](http://www.enfieldschools.org). Please follow the links to the high school guidance page.





## TO THE STUDENT

The *Program of Studies* is designed to help you make appropriate course selections. Plan the strongest course of study possible so that when you graduate from high school you will be able to choose from a variety of options. You and your parents are encouraged to establish a collaborative relationship with your school counselor.

In planning for the future, you should consider the following:

- **KNOW YOURSELF:** Achievements, abilities, interests, and ambitions are all important considerations. Initiative, responsibility, and personality can determine success or failure.
- **SET GOALS:** Identify what you want and make a plan to achieve it using the student success planning process in *Naviance*.
- **PLAN AS EARLY AS POSSIBLE:** Get some information about possible career interests. Access the resources of the Career Center. Begin thinking about appropriate post-secondary education/training opportunities (college, vocational school, military, and employment).
- **PLAN A COMPREHENSIVE HIGH SCHOOL PROGRAM:** Course selections made early in high school have an impact on future opportunities.
- **IDENTIFY YOUR INDIVIDUAL LEARNING STYLE AND YOUR STUDY STRATEGIES ACCORDINGLY:** Good study skills result in good grades.
- **GET INVOLVED:** Develop hobbies, join school activities, or become active in the community.

## PLANNING THE HIGH SCHOOL PROGRAM

Planning a course of study is an important and cooperative process. Therefore, students should not make hasty decisions. Course selection involves the student, parents, counselor, and teachers. Careful preparation and planning help to ensure a rewarding educational experience.

When selecting a course of study, a student should take into consideration his/her previous school record, work habits, interests, abilities, and future plans. Each student should plan for a sequence of courses making sure that the courses fit into a projected four-year plan. Please refer to the **Four Year Academic Planning Chart** on the inside back cover of the *Program of Studies*.

Electives enhance the learning experience and offer greater challenges to students. The high school program is enriched through a varied selection of courses in addition to the required courses.

Students or parents with questions about the course selection process should consult with the school counselor.

### Requirements for Graduation

A graduate of the Enfield Public Schools must have earned a minimum of 22 credits, must have met the established credit distribution requirement, and must have earned a 4.0 (C-) average for all courses required for graduation. In accordance with Connecticut General Statutes, students must also meet additional performance standards. Literacy, numeracy and science performance standards shall be required with an ultimate goal to improve learning for every student. In the future, additional performance standards may be considered.

### Minimum Credits, Course Requirements and Performance Standards

#### Credits and Required Courses:

- English 4 Credits
  - Mathematics 3 Credits
  - Science 2 Credits
  - Social Studies consisting of: 3Credits  
Credit from the following courses:
    - 1 Credit – US History
    - ½ Credit – Civics
    - ½ Credit – Social Studies Elective Course
  - Arts or Vocational Education \*\* 1 Credit
  - Physical Education/Health Education 2 Credits
  - Electives 7 Credits
- (Continued)

**\*\*This credit may be taken in any one or a combination of the following areas: Business, Art, Music, Technology Education, and Family and Consumer Sciences (per Board of Education Policy 6146).**

All students must carry a minimum program equivalent to 5.5 credits each year unless there are extenuating circumstances. Additional courses may be elected. All students should strive to accumulate as many credits as possible to enrich their high school education.

### **CAPT Administration**

The Connecticut Academic Performance Test (CAPT) is administered to all students in Grade 10. The CAPT assesses skills in science only this year. Individual student test results are sent to parents/guardians to inform them of their child's performance. Students have the option to retake any section of the CAPT in Grades 11 and 12. Performance on the CAPT is a component of the Board of Education requirements for graduation. See information on Performance Standards below (from Board of Education Policy 6146). This Board of Education policy will be reviewed for the 2015-2016 school year to reflect the incorporation of Smarter Balanced Assessments (SBAC) that will be administered to all juniors in the areas of English Language Arts (ELA) and Mathematics.

### **Performance Standards:**

A student will be granted a high school diploma provided that he/she has met literacy and numeracy performance standards, as well as the minimum requirement of 22 credits listed above.

**A. Literacy Performance Standard** – In order to receive a high school diploma, a student must demonstrate the ability to read and write with understanding and respond to a variety of texts across the disciplines.

The literacy performance standard will be completed when a student achieves one of the following:

- A score in level three (3), four (4), or five (5) on the CAPT Reading Across Disciplines or Writing Across Disciplines Test **OR**
- A Critical Reading SAT score or Writing SAT score of 430 or above **OR**
- A Reading ACT score or Writing ACT score of 18 or above **OR**
- Earn a score that meets or exceeds the standards on a District Literacy Performance Task as defined in Administrative Regulation 6146

**B. Numeracy Performance Standard** – In order to receive a high school diploma, a student must demonstrate the ability to complete mathematical problems which require basic math skills.

The numeracy performance standard will be completed when a student achieves one of the following:

- A score in level three (3), four (4), or five (5) on the CAPT Mathematics Test **OR**
- A Math SAT score of 430 or above **OR**
- A Math ACT score of 18 or above **OR**
- Earn a score that meets or exceeds the standards on a District Numeracy Performance Task as defined in Administrative Regulation 6146

**C. Science Performance Standard**-In order to receive a high school diploma, a student must demonstrate a proficiency in problem solving and scientific inquiry as well as a familiarity with major themes in science.

- A score in level three (3), four (4), or five (5) on the CAPT Science test **OR**
- Score a 430 or higher on a SAT II Science related test; **OR**
- Score an 18 or higher on an ACT Science related test; **OR**
- Earn a score that meets or exceeds the standards on a District Science Performance Task as defined in Administrative Regulations 6146.

#### **D. Conditions**

##### **1. Graduating Seniors:**

In addition to satisfying the required course credits and meeting the performance standards, graduating seniors must attain a minimum average of 4.0 (C-) for all courses required for graduation.

The 4.0 (C-) grade average required for graduation shall be computed annually at the end of the fourth marking period and shall include all the courses taken by the student.

Students who have earned more than the required credits for graduation but failed to obtain the required 4.0 (C-) average may attempt to satisfy the 4.0 (C-) average by calculating the highest GPA using the minimum number of credits. Such calculation must include all of the required courses.

##### **2. Non-Graduating Seniors:**

Seniors who have not satisfied all requirements for graduation will be given the opportunity to attain a high school diploma by attending summer school at their

own expense or returning to high school the following year to meet all graduation requirements.

All students must pass a minimum of 4 full credit courses in their senior year. This requirement may be waived for students who have been granted approval for early graduation or have returned to complete graduation requirements.

### Credits

It is expected that students will earn a minimum of **5.5** credits toward graduation by the end of each year.

Grade 9	5.5 credits
Grade 10	11.0 credits
Grade 11	16.5 credits
Grade 12	22.0 credits

In order to be promoted from Grade 9 to Grade 10, a student must earn at least **4** credits, of which one is English and one is mathematics.

Students who earn fewer than **16.5** credits at the end of Grade 11 will be retained in Grade 11. These students will be promoted to Grade 12 upon earning **16.5** credits.

### Crossover Credits

Students may receive required academic credit for certain elective courses whose content bridges the curriculum of a required course.

The number of crossover credits will be limited to one credit per discipline. In addition, a student must successfully complete at least one credit of work in this discipline before a crossover can be requested. Crossover credit must be approved prior to enrolling in the course and cannot be awarded retroactively. The following courses can be considered for crossover credit:

Course	Total Credits	Academic Crossover	Number of Crossover Credits
Architectural Drafting (712)	1.00	Mathematics	.50
Mechanical Drafting (713)	1.00	Mathematics	.50
Automotive 1 (772)	2.00	Science	.50
Automotive 2 (774)	2.00	Science	.50
Business and Consumer Math 1 (502)	.50	Mathematics	.50
Business and Consumer Math 2 (503)	.50	Mathematics	.50
Business Law 1 (527)	.50	Social Studies	.50
Business Law 2 (528)	.50	Social Studies	.50
Economics (535)	1.00	Social Studies	1.00
Electricity/Electronics (741)	1.00	Science	1.00

Students who transfer to the high school in Grade 12 will receive an Enfield diploma provided such transfer is made on or before February 1. In cases where students transfer after February 1, the administration shall make an effort to have the student receive a diploma from the school last attended. In any case, students in this category may participate in Enfield graduation ceremonies.

High school students may take courses and earn credits from any accredited college, vocational institution, or accredited/approved distance learning program at their own expense. These approved courses may be added to the student's official school transcript and applied toward fulfilling graduation requirements. The number of course credits, which will be accepted toward graduation requirements, **cannot exceed 2 credits**. Students pursuing this option must obtain approval from the guidance office and school principal, whose decision is final, prior to enrolling in any such course.

### **Grade Point Average (GPA) and Class Rank**

The grade point average is based on the final grade earned in each course. The grade point average is cumulative and is calculated at the end of each semester from Grades 9 through 12. Pass/fail courses are not included in the calculation.

The class rank is determined by the relative position of each grade point average in a graduating class from Grades 9 through 12. Rank in class for all students is computed by compiling grades on a cumulative basis over the period of time from grade 9 through 2<sup>nd</sup> term of grade 12. This compilation of grades is based on the quality point system used to designate honor roll and honor graduates. The quality average is compiled and each student is then listed in mathematical order. It should be emphasized that rank in class is a cumulative compilation of grade averages including physical education and health but not pass-fail courses.



## Weighted Grading System

The Enfield Public Schools use a weighted grading system so that individual courses receive weight commensurate with academic rigor. In the three-level system, Level 1 courses are the most rigorous and receive the greatest weight. Level 2 courses are more academically challenging than those at Level 3, which are average in their academic demands. Please refer to the following chart for specific course levels.

<b>DEPARTMENT</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
<b>BUSINESS</b>	None	Accounting 2 (531) Business Law 2 (528)	All others
<b>ENGLISH</b>	UCONN ECE/AP Literature and Composition (082) Critical Writing (041) Survey of British Literature (064) Advanced Placement Language and Composition (031)	English 11(032) Survey of World Literature (081) Individual and Society (074) Writing in the Media (044) English 10 (024) Sports Literature (076)	All others
<b>FAMILY AND CONSUMER SCIENCES</b>	UCONN Individual and Family Development (800)	Parenting and Child Development (810)* Child Development Lab (811)*	All others
<b>HEALTH/PE</b>	None	None	All courses
<b>MATHEMATICS</b>	Calculus (160) AP Calculus AB (161) Precalculus (154,155)	Algebra 2 (131) (132) Computer Programming 2 (142) Advanced Math Topics (136) Probability and Statistics (150)	All others
<b>MUSIC</b>	None	Chorus/Choir (655) * Treble Voices (667) * Band (651) * Jazz Ensemble (652) * String Ensemble (653) *	All others



<b>DEPARTMENT</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
<b>SCIENCE</b>	AP Biology UCONN Biology (296) AP Chemistry UCONN Chemistry (297) AP Physics 1 (299-1) AP Physics 2 (299-2)	Chemistry (221) Physics (231) Anatomy and Physiology (262)	All others
<b>SOCIAL STUDIES</b>	AP United States History (416) Psychology (440) Philosophy (455)	Sociology (439) Genocide (467)	All others
<b>TECHNOLOGY EDUCATION</b>	None	Computer Drafting-Architectural (712) Computer Drafting-Mechanical (713) Research & Development (709) (719) (729) (738) (749) Introduction to Engineering Design (790) Principals of Engineering (791)	All others
<b>VISUAL ARTS</b>	Portfolio Preparation (611)	Drawing 2 (606) Commercial Art/Illustration (613) Ceramics Foundation 2 (604) Painting 2 (609) Sculpture (610) Contemporary Photographic Imaging (614) Visual Art Skills 2 (602)	All others
<b>WORLD LANGUAGES</b>	French IV (338) French V (347) AP French Language (349) Spanish IV (385) AP Spanish Language V (393) ECE Spanish V (397)	French III (335/336) Spanish III (375/376) Spanish IV (386)	All others

\*To receive the Level 2 weight, a student must meet specified criteria.

### **WEIGHTED GRADING SYSTEM AND GRADE POINT AVERAGE (GPA)**

Please refer to the chart below for the quality points assigned to letter grades by course level. These points are used to calculate grade point average.

<b>Grade</b>	<b>Numerical Equivalent</b>	<b>Level 1 Quality Points</b>	<b>Level 2 Quality Points</b>	<b>Level 3 Quality Points</b>
<b>A+</b>	<b>100-97</b>	<b>16</b>	<b>14</b>	<b>12</b>
<b>A</b>	<b>96-93</b>	<b>15</b>	<b>13</b>	<b>11</b>
<b>A-</b>	<b>92-90</b>	<b>14</b>	<b>12</b>	<b>10</b>
<b>B+</b>	<b>89-87</b>	<b>13</b>	<b>11</b>	<b>9</b>
<b>B</b>	<b>86-83</b>	<b>12</b>	<b>10</b>	<b>8</b>
<b>B-</b>	<b>82-80</b>	<b>11</b>	<b>9</b>	<b>7</b>
<b>C+</b>	<b>79-77</b>	<b>10</b>	<b>8</b>	<b>6</b>
<b>C</b>	<b>76-73</b>	<b>9</b>	<b>7</b>	<b>5</b>
<b>C-</b>	<b>72-70</b>	<b>8</b>	<b>6</b>	<b>4</b>
<b>D</b>	<b>69-65</b>	<b>7</b>	<b>5</b>	<b>3</b>
<b>F</b>	<b>64 &amp; below</b>	<b>0</b>	<b>0</b>	<b>0</b>

Students and their parents must select courses with extreme care. Giving this matter serious consideration will ensure the selection of a meaningful course of studies and thus eliminate the need for schedule changes which are disruptive to the learning process. Students and parents are provided with ample time, information, and personal assistance in selecting a program of study. Therefore, it is reasonable to expect that changes will not be honored except for well-defined reasons. Any schedule change request, other than those adjustments for scheduling errors, must be made in conjunction with the parent or guardian, student, and school counselor.

#### **Course Change Procedure**

Students do not have the option of unilaterally withdrawing from a course. Students who deliberately fail to attend class will receive a failing grade for the course.

A course change may be made if:

- A student lacks a recommended prerequisite to a scheduled class
- A scheduling error exists
- A student lacks graduation requirements in Grade 12
- A student is academically misplaced

An attempt will be made to honor any approved course change, subject to the following restrictions:

- A new course may be added provided it fits within the same time slot
- Requests to change a course to avoid or choose a particular teacher will not be accepted
- No changes will be made to accommodate work schedules

Students withdrawing from a course beyond the fourth week of the quarter will receive the grade earned for the quarter. The teacher can only give a grade of W after the fourth week of the course with administrative approval.

Students withdrawing from a course after the mid-point of the course, for other than a certified medical reason, except in extenuating circumstances deemed acceptable by the administration, will receive a final grade of F.

### **Early Graduation**

A student who completes all graduation requirements by the end of the second marking period of Grade 12 may select to leave school at that time provided that he/she has followed the following procedures:

- Make a formal request to the school administration before the end of Grade 11; this request must be made on the official “Early Graduation Request” form, which is available in the Guidance Office
- Receive approval from the parent or guardian after the school counselor certifies that the student is eligible for early graduation
- Plan the Semester 1 academic program prior to the end of Grade 11
- Obtain final and official approval from the principal who will weigh each request on its own merits with consideration to early acceptance into college or some other acceptable education or vocational program or extreme economic hardship
- All other requests for early graduation other than those stipulated above will require the approval of the Superintendent of Schools. In no case will students be permitted to graduate earlier than the end of Grade 11

Since the Board of Education feels that a student’s high school experience is beneficial both academically and socially, it will not be the intent of this policy to encourage students to request early graduation simply for the purpose of seeking an early termination to their formal education process.

Students who have been granted permission for early graduation will receive their diplomas in June and may participate in commencement activities. All graduation expenses and obligations should be met before leaving school (per Board of Education Policy 6146).

## POST-SECONDARY PLANNING

College, vocational school, and career resources for post-secondary planning are located in the Career Center. In addition to a wide assortment of college and technical school catalogs, occupational handbooks, and other reference materials, the Career Center houses computerized guidance information. Students can also obtain scholarship and financial aid information in the Career Center. Beginning in Grade 9, students develop a portfolio centered on individual interest and abilities. To access the Career Center, students should make an appointment with the career specialist.

### Planning for College

A student who intends to enroll in a four-year college after graduation should plan his/her high school academic program carefully. Course rigor, grade point average, class rank, counselor/teacher recommendations, college entrance examination scores and extra-curricular activities are among the factors colleges consider in selecting candidates. Although colleges vary in their requirements, the more competitive colleges require a rigorous four-year academic program including Level 1 and Level 2 courses. These competitive colleges also require a high grade point average, a high class rank and high college entrance examination scores. Students and parents should consult with the school counselor regarding specific college requirements.

Below is a basic outline for planning a college preparation program:

English	4 credits	Minimum of four credits, including literature and writing courses
Mathematics	3-4 credits	Minimum of Algebra 1, Geometry and Algebra 2; Precalculus or higher preferred
Science	3-4 credits	Minimum of three years of laboratory science (e.g.,Biology, Chemistry or Physics)
Social Studies	3-4 credits	Minimum of World History, United States History, Civics and Social Studies electives.
World Language	2-4 credits	Minimum of two or three years of the same language taken at high school.

## Prospective College Athletes

Students who plan to participate in Division I or Division II sports at the college level must be qualified by the NCAA Clearinghouse. Students should begin the application process at the end of Grade 11. The clearinghouse will analyze student transcript information to determine if initial requirements have been met. Students should meet with their school counselor for more specific information regarding NCAA eligibility requirements and check the NCAA website at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).

## Planning for Technical/Vocational Careers

There are many career opportunities that do not require a four-year college degree. However, expanding technologies, as well as increased competition from other industrial countries have impacted the kinds of high level math and science skills that high school graduates will need in order to be successful in the world of work. Apprenticeship, certificate, and associate degree programs are available to high school graduates interested in technical/vocational careers. Interested students should meet with their school counselor for additional information.

Below is a basic outline for planning a technical or vocational preparation program.

English	4 credits	Minimum of four credits, including literature and writing courses
Mathematics	3-4 credits	Minimum of Algebra 1; for many careers, a strong mathematics background is required
Science	Minimum of 2 credits	Minimum of two years of Science; Physics recommended
Social Studies	Minimum of 3 credits	Minimum of World History, United States History and Civics
Vocational/Business/ Tech Ed./Family and Consumer Science	3-4 credits	Select a variety of courses appropriate for career interest in consultation with your school counselor

## **ADDITIONAL PROGRAM OPPORTUNITIES**

### **Advanced Placement (AP)**

The Advanced Placement Program gives a student the opportunity to pursue college level studies while still in high school. The AP designation in a course title denotes a rigorous course of study. Advanced Placement credit is granted by the college based on the score a student receives on individual AP exams offered in May of each year. The student must contact the College Board directly in order to send AP scores to individual colleges. The cost of each exam is set by the College Board. The student is responsible for paying the exam fee.

### **UCONN Early College Experience (ECE)**

The University of Connecticut Early College Experience (ECE) Program provides an academic outreach opportunity for Connecticut's high school students. This program allows motivated students to earn both high school and college credits for courses taken in high school. These UCONN courses provide students with the opportunity to preview college level work, build confidence in their readiness for college, and earn college credits that will put them ahead academically and financially. Credits earned transfer into UCONN and other colleges and universities across the country. Students are required to complete these courses with a grade of C or higher in order to receive university credit. For a complete list of colleges and universities that may also accept these credits, check the UCONN website at [www.uconn.edu](http://www.uconn.edu). Interested students should check with the UCONN coordinator at each high school regarding dates, fees, and registration procedures.

### **UCONN Deadlines**

- Registration for UCONN courses begins in the spring of the previous school year
- Completed registration forms must be received by the UCONN ECE administrative office by June 30
- Registration forms received after June 30 will be processed during the add/drop period, September 1-15 (dates are subject change yearly)
- A non-refundable deposit to UCONN is required to process all forms during the add/drop period
- Program fee invoices are mailed to each student directly from UCONN at the end of the summer
- Program fees are not refundable after September 15 (date is subject to change yearly)

## College Career Pathways

The **College Career Pathways Program** is a partnership between the Enfield Public Schools and Asnuntuck Community College (ACC) which provides high school students with an opportunity to earn up to **13 college credits** and credit toward high school graduation. Participating students will be registered at ACC while in high school with complete use of all services the college offers. At the end of high school, students may request a college transcript with the courses and grades that they have earned. Students are not charged a fee to enroll in this program.

Students must earn a B- or better in the courses specified in order to obtain the college credit. Students must be enrolled in a sequential program of study that includes approved ACC courses. For more information regarding the **College Career Pathways Program**, go to [www.acc.commnet.edu](http://www.acc.commnet.edu)

Students in this recognized **College Career Pathways Program** are guaranteed admission to ACC upon graduation from high school. Credits may be transferable from ACC to any other institution within the Connecticut Community College System.

## Independent Study

Independent study offers students an opportunity to become involved in study beyond the curriculum to explore a specialized interest area. The procedure to apply for Independent Study follows:

- Obtain an application for Independent Study from the school counselor
- Find an advisor and develop a project proposal
- Obtain approval from a building administrator
- Return the completed application with the required signatures to the school counselor

A student has the following grading options:

- Letter Grade
- Pass/Fail
- No grade, No credit

Credit(s) will be awarded upon successful completion of the independent study. These credits cannot be used toward meeting graduation requirements (22.0 credits).

## School to Career

The School to Career program is a career exploration program including school-based and work-based learning in a partnership with businesses and the community. This program is designed to make the connection between academics and the world of work. Students in grades 11 and 12 may take an active role in exploring a wide range of careers, select challenging courses, and participate in work experiences. The program may include job shadowing, field trips, internships, College Career Pathways and projects. Contact your school counselor for additional information.

School to Career clusters include:

- Arts and Media
- Business and Finance
- Construction: Technologies and Design
- Environmental, Natural Resources and Agriculture
- Government, Education and Human Services
- Health and Biosciences
- Retail, Tourism, Recreation, and Entrepreneurship
- Technologies: Manufacturing, Communications and Repair

Students selected for this program may earn .5 to 1 elective credit per year toward graduation. Students must:

- Submit an application and resume to the School to Career liaison
- Provide teacher and counselor recommendations
- Identify a career cluster
- Demonstrate good academic achievement, social behavior, and school attendance
- Submit a signed learning partnership contract between the student, parent, employer, and coordinator
- Develop a learning plan including objectives and evaluation standards

### **Summer School**

A summer high school program is offered to residents of Enfield for the purpose of making up credit loss and/or required courses, grade improvement, and literacy/numeracy support for graduation requirements.

Enrollment and credit for any summer school course taken in Enfield or outside the district must receive **prior approval** from the student's school counselor and building administrator. Summer school courses, unless approved in advance, are weighted as Level 3 for computing the grade point average. No more than 50% of the total credits needed in a required subject area for graduation may be earned in summer school. The student must complete all established requirements for a given summer school course to receive credit. An enrichment course will not replace any required course nor can it be applied toward the number of credits required for graduation.

Students may enroll in other pre-approved summer school programs in order to take prerequisite courses or to increase their general knowledge. The Enfield Public Schools is a part of the Bloomfield/Hartford/West Hartford Collaborative Summer School program. Credits awarded for the courses offered in this program adhere to state guidelines. Courses taken at a college will be awarded the same number of high school credits as they would have been awarded had the courses been taken at Enfield or Enrico Fermi High School. Students may elect to include approved college courses on their high school transcript.

Refer to Board of Education Policy 6174 for detailed information about summer school.



## **Greater Hartford Academy of the Arts**

Students wishing to pursue a program in creative writing, dance, theater, or music are eligible to apply to the Greater Hartford Academy of the Arts. Acceptance is determined by the academy. The curriculum is designed to offer each student an opportunity to train intensively in one of the performing arts, develop a broad understanding of all the arts and their interaction, and be in contact with the world of professional performing arts. The Enfield Board of Education provides a limited number of scholarships for students to attend the Greater Hartford Academy. These scholarships include transportation and full tuition for this program. Students who are not scholarship recipients may still attend the academy by paying the annual tuition fee. The Enfield Board of Education provides the cost for transportation for all students.

## **High School Partnership**

Students in Grades 11 and 12 who have a cumulative grade point average of 8.0 (B) or higher are eligible to enroll in a free college course each fall and spring semester at Asnuntuck Community College. The college will waive the costs of tuition and required fees. Transportation, books, and supplies are the responsibility of the student. No more than two credits (electives only) can be applied toward graduation requirements. Students have the option to have partnership grades and credits on their high school transcript. Partnership programs are also available through the University of Hartford and St. Joseph's College. Interested students should meet with their school counselor for additional information.

## **College Connections**

Students in Grades 11 and 12 may participate in programs on the Asnuntuck Community College (ACC) campus which are designed to provide learning opportunities in the areas of manufacturing and electronics. Through the College Connections program, students may select courses in manufacturing technologies. Students may earn both high school and college credit. Interested students should meet with their school counselor for additional information.

## **BUSINESS/FINANCE/TECHNOLOGY AND MARKETING DEPARTMENT**

The curriculum of the Business/Finance/Technology and Marketing Education Department supports the mission of Enfield High School and Enrico Fermi High School. Our department provides instruction that focuses on preparing students to function in our technology-driven society. Students will develop skills needed for future job markets, as well as post-secondary studies in the area of business. Embedded in our Business/Finance/Technology and Marketing curricula are lessons that teach students to:

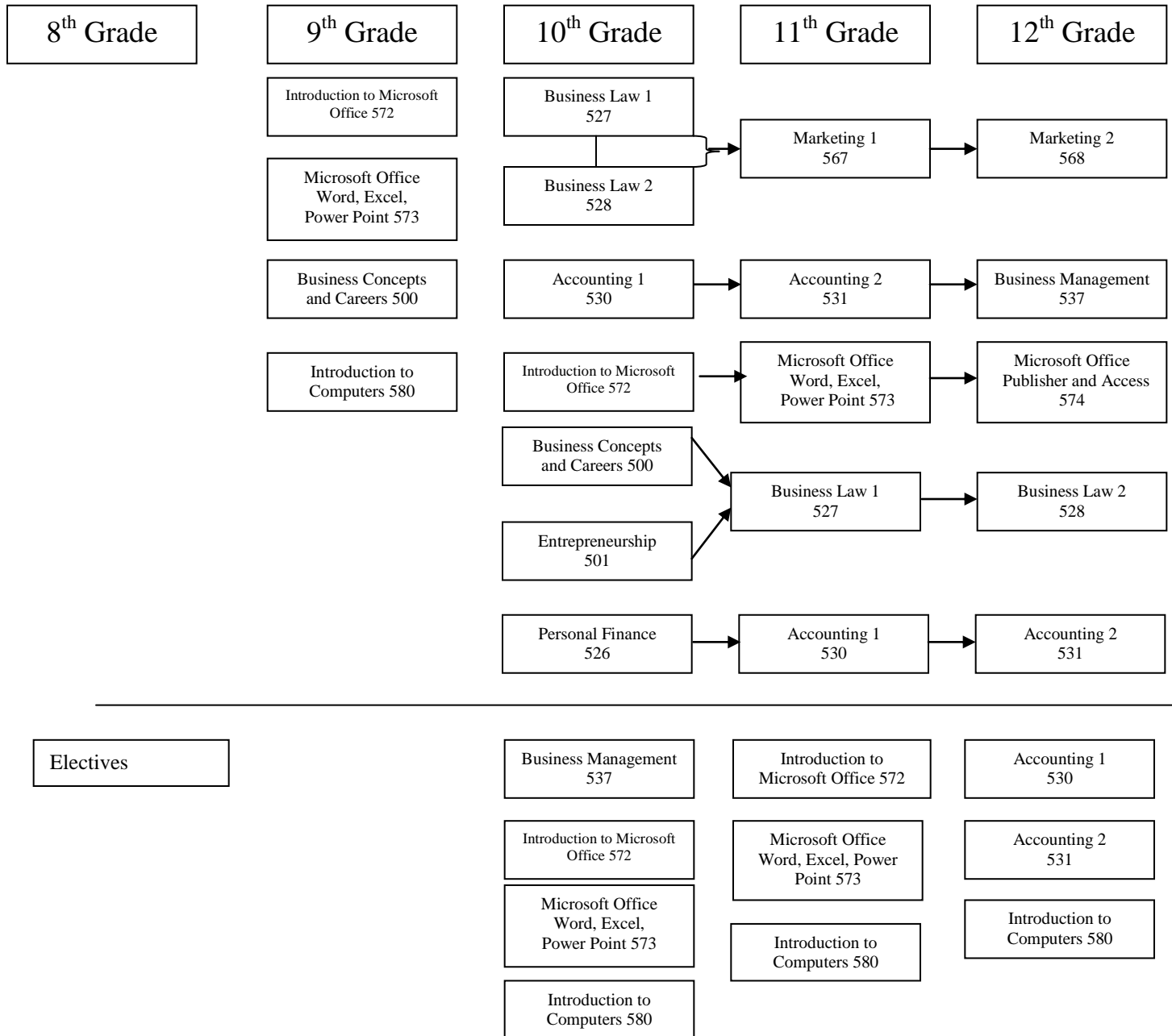
- Use technology to access, organize, create, evaluate, and present information
- Utilize critical thinking skills to respond to a variety of materials
- Express ideas in both verbal and written modes



## COURSE OFFERINGS

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
500	BUSINESS CONCEPTS AND CAREERS	9, 10, 11, 12	.5	3
501	ENTREPRENEURSHIP	9, 10, 11, 12	.5	3
526	PERSONAL FINANCE	11, 12	.5	3
527	BUSINESS LAW 1	10, 11, 12	.5	3
528	BUSINESS LAW 2	10, 11, 12	.5	2
530	ACCOUNTING 1	10, 11, 12	1	3
531	ACCOUNTING 2	11, 12	1	2
535	ECONOMICS	11, 12	1	3
537	BUSINESS MANAGEMENT	11, 12	.5	3
567	MARKETING EDUCATION 1	11, 12	1	3
568	MARKETING EDUCATION 2	12	1	3
569	COOPERATIVE WORK EDUCATION MARKETING EDUCATION 2	12	1	3
572	INTRODUCTION TO MICROSOFT OFFICE	9, 10, 11, 12	.5	3
573	MICROSOFT OFFICE WORD, EXCEL, AND POWERPOINT	9, 10, 11, 12	.5	3
574	MICROSOFT OFFICE PUBLISHER & ACCESS	11, 12	.5	3
580	INTRODUCTION TO COMPUTERS	9, 10, 11, 12	.5	3

## Business/Finance/Technology and Marketing Department



**\*Please refer to course descriptions for specific prerequisites.**

## COURSE DESCRIPTIONS

### **BUSINESS CONCEPTS AND CAREERS**

Grades 9, 10, 11, 12

.5 credit  
(500)

Level 3

#### **Prerequisite(s): None**

Business Concepts and Careers is an introductory course designed to provide students with an understanding of the business world and related topics. Emphasis is on improving economic citizenship through the study of business and the economic environment in which we live and work. This course is designed to give the student exploratory experiences dealing with career opportunities to allow students to make intelligent school-to-career decisions. Students will use a software simulation program that teaches students what running a real business is like. Students start their own simulated business and manage it from a single store to a chain of stores.

### **ENTREPRENEURSHIP**

Grades 9, 10, 11, 12

.5 Credit  
(501)

Level 3

#### **Prerequisite(s): Business Concepts and Careers (500)**

This course identifies the unique characteristics of entrepreneurs. A business plan is developed and the financial requirements are evaluated for a business venture. Current trends in the global marketplace that can affect an entrepreneurial business venture are discussed. Ethics in business, marketing, management skills, and government intervention in the business world are presented in a format that emphasizes practical business experience.

### **PERSONAL FINANCE**

Grades 11, 12

.5 Credit  
(526)

Level 3

#### **Prerequisite(s): None**

This course is designed to orient students to their role as consumers in the free enterprise system. In this course students learn how to manage their personal resources by making informed choices as consumers in the marketplace. Consumer problems that students are likely to encounter during both their school years and adult lives are to be discussed. The ability to make personal financial decisions in the areas of budgeting, preparation of tax returns, insurance, credit, investing, and real estate is emphasized in the learning activities.

### **BUSINESS LAW 1**

Grades 10,11, 12

.5 Credit  
(527)

Level 3

#### **Prerequisite(s): None**

All people need to have knowledge of the law in order to function effectively as consumers, citizens, and employees or employers. Students are introduced to the study of the American legal system, criminal law, civil law, and the rights and responsibilities of young people in the business world. Emphasis is not only based on principles and rules but also on the purpose and logic of the law.

### **BUSINESS LAW 2**

Grades 10, 11, 12

(528)

Level 3

#### **Prerequisite(s): Business Law 1 (527)**

Business Law 2 continues the study of business law, especially the application of learned concepts to case problems. An emphasis is placed on contract law, employment and discrimination laws, the purchase and the sale of goods, personal and real property laws, and protecting against loss (insurance).

**ACCOUNTING 1**

Grades 10,11, 12

1 Credit

(530)

Level 3

**Prerequisite(s): Teacher approval**

This course is designed for college bound students seriously considering a career in marketing, management, finance, or economics. Accounting 1 provides a foundation for advance accounting. This is accomplished through recording business transactions, preparing financial reports, and interpreting results of operations, proprietorships and partnerships. The course provides an excellent opportunity for students to become aware of employment possibilities in the accounting field, develop good work habits, and apply critical thinking and academic skills to realistic business problems. Computer applications are integrated throughout the course.

**ACCOUNTING 2**

Grades 11, 12

1 Credit

(535)

Level 2

**Prerequisite(s): None**

This course is designed to reinforce the accounting concepts and procedures learned in Accounting 1 and to apply these concepts to a variety of accounting procedures and documents. Emphasis is placed on the analysis of more complex transactions as well as the preparation of more detailed adjustments, worksheets, and financial statements of corporations. Knowledge acquired may be used for immediate employment or as a basis for further study at the college level. Students apply knowledge to computerized accounting procedures.

**ECONOMICS**

Grades 11, 12

1 Credit

(535)

Level 3

**Prerequisite(s): None**

Economics is the study of the way economists view, interpret, and analyze domestic, foreign, and global economics through macro and micro economic concepts. Personal economic skills are developed through the study and application of concepts that a student encounters within his/her personal economic world. Emphasis is placed on current events and issues related to economics. Internet access is provided for the application of economic concepts.

**BUSINESS  
MANAGEMENT**

Grades 11, 12

.5 Credit

(537)

Level 3

**Prerequisite(s): None**

Students receive an introduction to management concepts, theory, and practice. Opportunities are provided for active student involvement in applying theory to practice. In a computer simulation students use a software program to start and find a location for their business. Students choose a form of ownership, hire and supervise employees, find and keep customers, and use insurance to manage risk. Students are challenged to read resumes critically and choose the best people for their business. Students are faced with management challenges such as labor shortages, strikes, problem employees, and industrial accidents. Special emphasis is placed on improving communication and decision-making skills.

**MARKETING  
EDUCATION 1**

Grades 11, 12  
1 credit  
(567)  
Level 3

**Prerequisite(s): None**

This course is designed to provide students with the fundamental concepts, principles, skills, and attitudes common to the field of marketing, merchandising, distribution, and retailing. Instruction focuses on the areas of employment preparation, the consumer market, advertising, retail credit, research, fashion merchandising, and economics in marketing, communications and human relations. Projects include channel of distribution, advertising, packaging, and marketing research. Students receive hands on training in the areas of retailing, marketing, and merchandising in the school store laboratory. It is strongly recommended that Marketing students join DECA (Distributive Education Clubs of America), an association of Marketing Students.

**MARKETING  
EDUCATION 2**

Grades 12  
1 Credit  
(568)  
Level 3

**Prerequisite(s): Marketing Education 1 (567) and teacher recommendation. Must also enroll in Cooperative Work Education Marketing Education 2 (569)**

Marketing Education 2 is designed to provide students with the opportunity to develop decision-making skills. Instruction emphasizes application to and direct involvement with marketing businesses such as advertising, sales, services, visual merchandising, promotions, and retail management. E-commerce is explored through the use of the Internet. Marketing 2 includes successful completion of internship requirements and active membership in DECA (Distributive Education Clubs of America), an association of marketing students.

**COOPERATIVE  
WORK  
EDUCATION  
MARKETING  
EDUCATION 2**

Grades 12  
1 Credit  
(569)  
Level 3

**Prerequisite(s): Enrolled in marketing Education 2 (568)**

To receive credit, a student must be employed a minimum of eight weeks per quarter and maintain a passing grade in Marketing Education 2. This course is a cooperative school/internship program for twelfth grade students planning a career in the field of marketing. It provides on-the-job training for a student enrolled in the Marketing Education 2 class with supervision by the teacher and employer. The student gains skills, training, and experience for future employment or insight to possible post-secondary education opportunities.

**INTRODUCTION  
OF MICROSOFT  
OFFICE**

Grades 11, 12  
.5 Credit  
(537)  
Level 3

**Prerequisite(s): None**

This course is designed to develop understanding of efficient software manipulation as well as development of problem-solving and critical thinking skills. This is a hands-on, simulation-based, introduction to Microsoft Office 07, an integrated software suite. Components covered are: MSWord, MSEXcel, and MSPowerPoint as well as Internet research and integration of data between the three software programs. Students develop a basic level of proficiency and marketable employment skills as well as technological

skills necessary in academic subject areas.

**MICROSOFT  
OFFICE WORD,  
EXCEL AND  
POWERPOINT**

Grades 9, 10,11, 12  
.5 Credit  
(573)  
Level 3

**Prerequisite(s): Introduction to Microsoft Office (572)**

Students continue to develop marketable employment skills (i.e.: mail merge, If functions, custom animations) as well as useful tools for post-secondary education (i.e.: automatic creation of a Works Cited page) through hands-on, simulation-based projects which concentrate on advanced features of MSWord, MSEXcel and MSPowerPoint to perform information management functions and Internet research. Emphasis is on problem-solving and critical thinking.

**MICROSOFT  
OFFICE  
PUBLISHER AND  
ACCESS**

Grades 11, 12  
.5 Credit  
(574)  
Level 3

**Prerequisite(s): Introduction to Microsoft Office (572)  
or MS Office Word, Excel and PowerPoint (573)**

Publisher introduces the students to the elements of graphic design. Students develop the skills necessary to produce a variety of professional-looking documents for personal and business use. Students use the computer software to create letterheads, logo forms, invitations, announcements, flyers, news releases, advertisements, agendas, labels, business cards conference program, brochures, menus, and newsletters. Access introduces the students to planning and organizing a database. Skills include editing, manipulating stored data, working with tables, creating drop-down lists, sorting and filtering records, and manipulating queries. Emphasis is placed on using access as a decision making and problem solving tool.

**INTRODUCTION  
TO COMPUTER  
SCIENCE**

Grades 9, 10, 11, 12  
.5 Credit  
(580)  
Level 3

**Prerequisite(s): None**

This is an introductory course in computer science. Students will learn the basic concepts of computer hardware functions, algorithmic design, software usage, programming languages, forensic investigation, and networking structures.





# ENGLISH DEPARTMENT

The curriculum of the English Department supports the mission of Enfield High School and Enrico Fermi High School. Our department provides instruction that fosters students' skills related to reading and writing. Embedded in the English curricula are lessons that teach students to:

- Use critical thinking skills
- Express ideas in both verbal and written modes
- Utilize technology
- Recognize multiple perspectives while acknowledging individual's rights to opinion
- Make appropriate academic, social, and personal choices
- Demonstrate awareness and appreciation of language, culture, media, and the arts

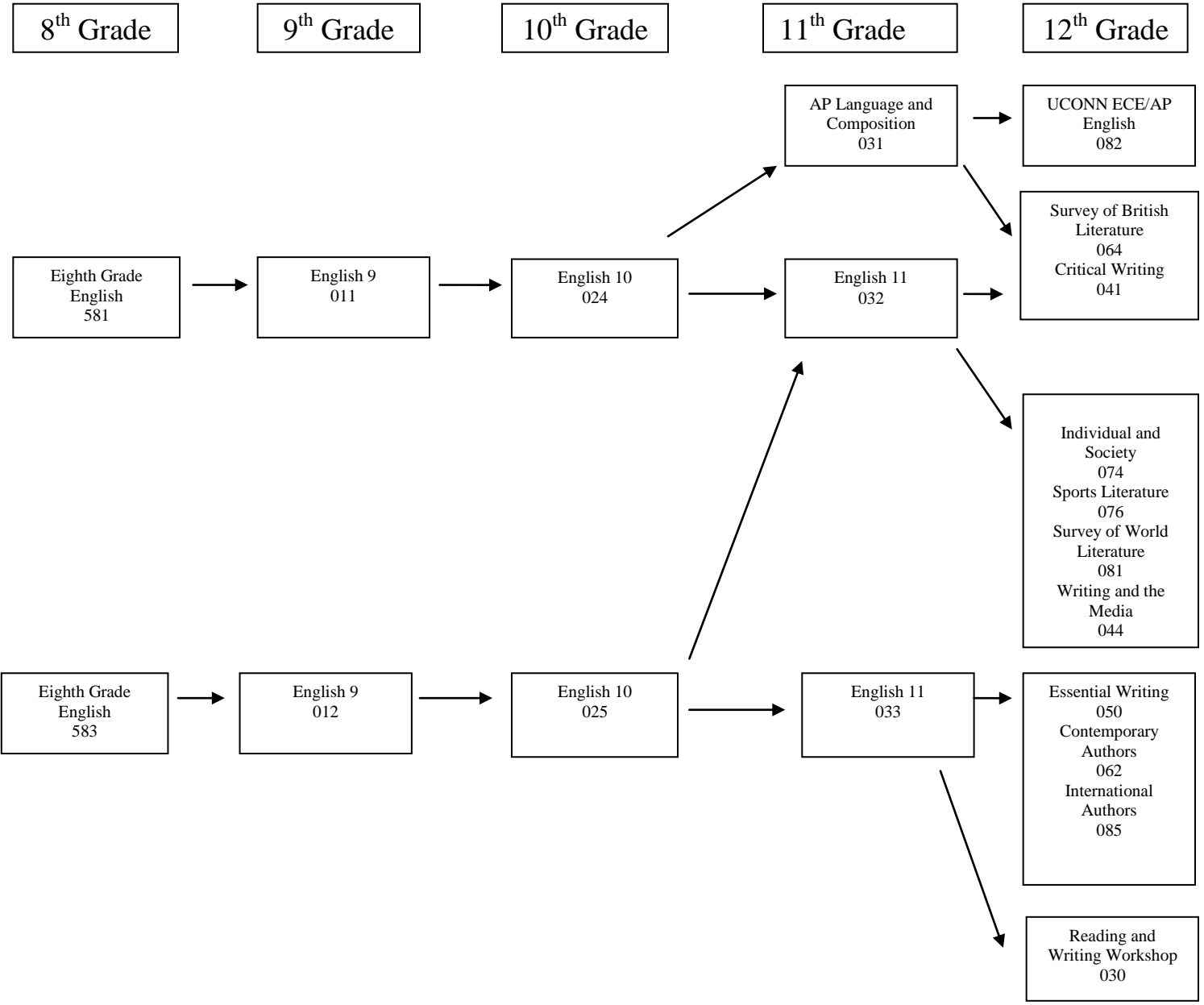
## COURSE OFFERINGS

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
011, 012	ENGLISH 9	9	1	3
024	ENGLISH 10	10	1	2
025	ENGLISH 10	10	1	3
030	READING AND WRITING WORKSHOP	12	1	3
031	AP LANGUAGE AND COMPOSITION	11	1	1
032	ENGLISH 11	11	1	2
033	ENGLISH 11	11	1	3
041	CRITICAL WRITING	12	.5	1
044	WRITING AND THE MEDIA	12	.5	2
050	ESSENTIAL WRITING FOR COLLEGE AND CAREER	12	.5	3
064	SURVEY OF BRITISH LITERATURE	12	.5	1

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
062	CONTEMPORARY AUTHORS	12	.5	3
074	INDIVIDUAL AND SOCIETY	12	.5	2
076	SPORTS LITERATURE	12	.5	2
081	SURVEY OF WORLD LITERATURE	12	.5	2
082	UCONN ECE/AP LITERATURE AND COMPOSITION	12	1	1
085	INTERNATIONAL AUTHORS	12	.5	3



# English Department



## COURSE DESCRIPTIONS

### ENGLISH 9

Grade 9

1 credit

**Prerequisite(s): See Below**

This is a full-year course in which writing, the core of the curriculum, is taught in conjunction with literature. The literature of this course consists of thematic units based on poetry, drama, fiction, and non-fiction. Students are assigned individual reading. Students deliver oral presentations and work collaboratively. Research skills, strategies, and MLA format are introduced. The study of vocabulary and grammar, both formal and informal in context, is an important part of this course. Development and application of critical thinking skills are essential parts of the work of this course. Students are expected to be active participants in class discussion.

(011)

Level 3

**Prerequisite(s): B or better in previous English course**

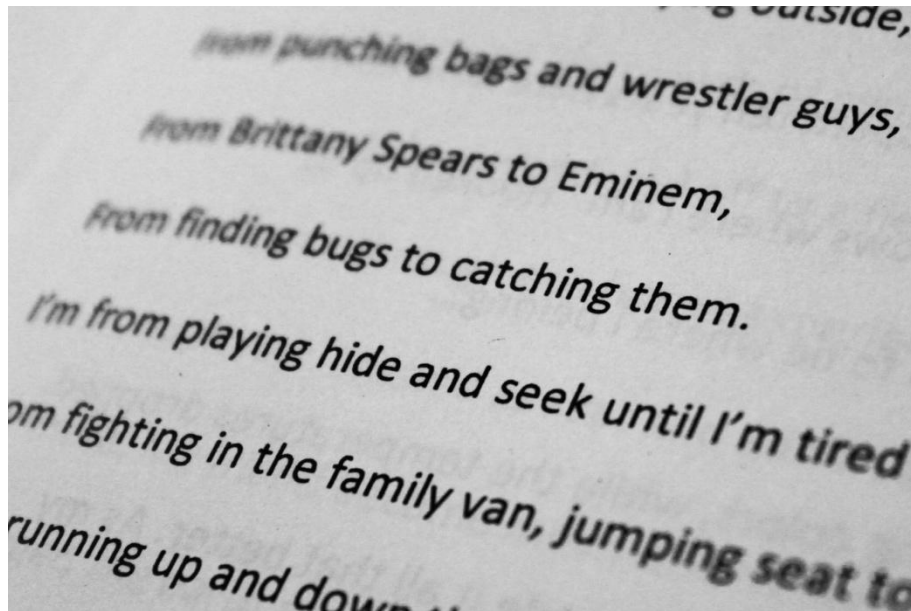
Students who select this course should be self-motivated and self-directed. There is a high expectation of student performance and rigorous work requirements.

(012)

Level 3

**Prerequisite(s): None**

This course offers the same content as course 011. It is college preparatory and appropriate for most students entering ninth grade.



**ENGLISH 10**

Grade 10

1 Credit

**Prerequisite(s): English 9 (011 or 012)**

Writing as a process is further developed, as are those skills necessary for the effective communication of ideas. In addition to student-generated topics, writing is based on the critical reading and study of various types of literature: short story, novel, non-fiction, drama, and poetry. Vocabulary and grammar are studied on a regular basis. A research project is assigned.

(024)

Level 2

**Prerequisite(s): B or better in English 9 (011)**

This is a full-year course recommended for strong academic and highly motivated college-bound students in which writing is the focus of instruction. Students who select this course should be self-motivated and self-directed. There is a high expectation of student performance and rigorous work requirements.

(025)

Level 3

**Prerequisite(s): English 9 (012)**

This course offers the same content as course 024. It is college preparatory and appropriate for most students in tenth grade.

**ENGLISH 11**

Grade 11

1 Credit

**Prerequisite(s): English 9 (011 or 012), English 10 (024 or 025)**

This is a full year English course in which research skills and strategies are reinforced and honed. Writing is based on the critical reading and study of various types of American literature: short story, novel, nonfiction, drama, and poetry.

(031)

**AP Language and  
Composition**

Level 1

**Prerequisite(s): B or better in English 10 (024) and teacher recommendation**

The Advanced Placement course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. AP credit would be available through successful completion of the AP exam in May.

(032)

Level 2

**Prerequisite(s): English 10 (024) or B or better in English 10 (025)**

This course is an intense study of American Literature from colonial to modern times. Historical, sociological, and political events that have shaped the literature of America are the focus of study. Daily discussion is an integral part of the course, as is writing in response to the readings. Students will also conduct research, prepare written reports, and make oral presentations.

Research in the community and school library is required. Students who select this course should be self-motivated and able to plan and meet deadlines.

**Prerequisite(s): English 10 (025)**

(033)  
Level 3

Designed to help students develop a sense of the contributions of American writers, this course investigates life-styles, attitudes, and/or historical events that have shaped our culture and society. Biographies of the authors may be studied. Daily discussion and research are included in the course. Writing assignments are based on the readings and/or related materials. Students also conduct research, prepare written reports, and make oral presentations. Research in the community and school library is required. Students who select this course need basic research skills development.

**READING AND WRITING WORKSHOP**

Grade 12  
1 Credit  
(030)  
Level 3

**Prerequisite(s): English 9 (012), English 10 (025), English 11 (033) and guidance recommendation**

This is a full year collaborative course designed to assist grade twelve students who experience difficulty in both reading and writing. Basic language arts skills are the focus of instruction. Literature serves as the basis for many of the writing assignments. The scope of writing includes description, narration, analytical, and persuasive writing. Writing is taught as a process, and individualized instruction is provided.

**CRITICAL WRITING**

Grades 12  
.5 Credit  
(041)  
Level 1

**Prerequisite(s): English 9 (011 or 012), English 10 (024 or 025), English 11 (031 or 032)**

This course is designed for highly motivated, academically disciplined students. Critical Writing teaches students how to apply writing strategies to the type of writing, analyzing, and thinking that is required in college. Students are taught how to critically think about their own ideas and the ideas of others with an emphasis on acknowledging multiple perspectives. Students also learn to read critically, analyze, and evaluate a writer's style and recognize the correlation between a writer's style and meaning. Students are expected to participate meaningfully. Students write journals, essays, and critical reviews. Most papers require research and MLA documentation. Students are assigned summer reading and will maintain a journal during the summer before entering class.

**WRITING AND THE MEDIA**

Grade 12  
.5 credit  
(044)  
Level 2

**Prerequisite(s): English 9 (011 or 012), English 10 (024 or 025), English 11 (032)**

In Writing and the Media, students become media literate. Students learn the components of mass media and examine the influence of mass media on themselves and on society. Students improve their ability to think critically and analytically.

**ESSENTIAL  
WRITING FOR  
COLLEGE AND  
CAREER**

Grade 12  
.5 Credit  
(050)  
Level 3

**Prerequisite(s): English 9 (012), English 10 (025), English 11 (033)**

Students will use a process approach to improve basic writing techniques. Emphasis is on the use of writing to help students explore multiple levels of meaning in a given work. Students continue to develop critical thinking skills and write papers that analyze ideas and persuade an audience to a given point of view. Students will also develop public speaking skills that include articulation and the effective use of language in private and public discourse. Students will be expected to research, write, prepare, and deliver speeches in class and become proficient in listening. This course will include oral and dramatic interpretations, demonstrations, and persuasive and informative speeches.

**SURVEY OF  
BRITISH  
LITERATURE**

Grade 12  
.5 Credit  
(064)  
Level 1

**Prerequisite(s): English 9 (011 or 012), English 10 (024 or 025), English 11 (031 or 032)**

Survey of British Literature is designed for college-bound students. Major essays, poems, plays and short stories of England's most famous writers are studied. A close examination of British history, language, culture, and philosophy is applied to the texts. Daily discussion, journal writing in response to readings, and research are integral parts of the course, as is writing in response to the readings.

**CONTEMPORARY  
AUTHORS**

Grade 12  
.5 Credit  
(062)  
Level 3

**Prerequisite(s): English 9 (012), English 10 (025), English 11 (033)**

Students in this course read a wide variety of writing produced by contemporary authors. The focus of discussion is an examination of the current values and issues reflected in the various works. Daily discussion and writing in response to the readings as well as oral presentations of the books they read are important components of this course.

**INDIVIDUAL &  
SOCIETY**

Grade 12  
.5 Credit  
(074)  
Level 2

**Prerequisite(s): English 9 (011 or 012), English 10 (024 or 025), English 11 (032)**

This course gives students the opportunity to work in depth with issues that affect our lives as well as to examine the forces that shape an individual within a given society. Several novels will be used to explore issues such as beauty, gender, race, and justice. Students should be prepared to read and analyze additional independently read literature. Reading, sharing insights, working collaboratively, and completing both oral and written projects will be required.

**SPORTS  
LITERATURE**

Grade 12  
.5 Credit  
(076)  
Level 2

**Prerequisite(s): English 9 (011 or 012), English 10 (024 or 025), English 11 (032)**

Students in this course will read a variety of sports related literature and focus on a variety of sports related issues. Students will take part in daily discussions and develop writing assignments based on what is studied throughout the course. Students will examine, through literature, the role that sports play in society and in life.

**SURVEY OF  
WORLD  
LITERATURE**

Grade 12  
.5 Credit  
(081)  
Level 2

**Prerequisite(s): English 9 (011 or 012), English 10 (024 or 025), English 11 (032)**

In Survey of World Literature students read the poetry, plays, short stories, and novels written by some of the world's greatest authors. Students read and respond in writing to works that reflect universal themes relevant to their own lives. Students read works from various cultures in the context of their history, religion, and philosophy. Students are expected to participate in discussions based on the literature in order to write to synthesize, explore, and interpret ideas. Students who elect this course are not eligible for International Authors (085).

**UCONN ECE/AP  
ENGLISH**

Grade 12  
1 Credit  
(082)  
Level 1

**UCONN ECE/AP LITERATURE AND COMPOSITION  
ENGLISH Prerequisite(s): English 9 (011), English 10 (024),  
English 11 (031), and teacher recommendation**

Students focus on writing in response to academic essays and literature. Students are introduced to the importance of critical reading, thinking, and writing on the college level. Students are expected to be active participants in class discussion. Students are required to read extensively and to write journals related to assigned readings the summer before entering this class. Any student who fails to complete summer work will be dropped from the course. College credit may be available for qualified students through UCONN Early College Experience. AP credit would also be available through successful completion of the AP exam in May.

**UCONN Course Description: 1010 Seminar in Academic  
Writing**

(110) Four credits. Students placed in ENGL 1004 must pass that class before enrolling in ENGL 1010. Not open for credit to students who have passed ENGL 105. Instruction in academic writing through interdisciplinary reading. Assignments emphasize interpretation, argumentation, and reflection. Revision of formal assignments and instruction on grammar, mechanics and style.



**INTERNATIONAL  
AUTHORS**

Grade 12

.5 Credit  
(085)

Level 3

**Prerequisite(s): English 9 (012), English 10 (025), and English 11 (033)**

In this course students read a wide range of prose and poetry on a variety of themes to broaden the student's world outlook. Students write in response to the literature of other cultures. Readings are selected to foster respect for other cultures. Students who elect this course are not eligible for Survey of World Literature (081).



# FAMILY AND CONSUMER SCIENCES DEPARTMENT

The curriculum of the Family and Consumer Sciences Department supports the mission of Enfield High School and Enrico Fermi High School. Our department provides instruction to enhance the development of responsible individuals who strive to become lifelong learners. Embedded in our Family and Consumer Sciences curricula are lessons that encourage students to:

- Use critical thinking skills to read and respond to a variety of materials
- Solve problems using a variety of skills
- Express ideas effectively in verbal and written modes
- Demonstrate the skills necessary to make informed academic, social, and personal choices

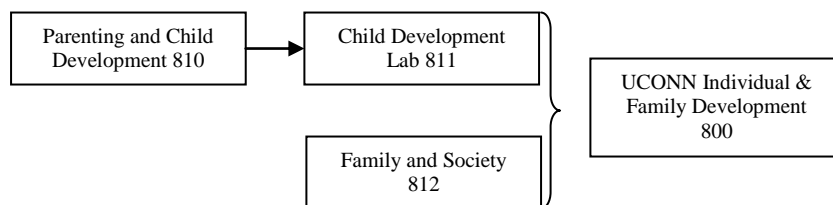
## COURSE OFFERINGS

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
800	UCONN INDIVIDUAL AND FAMILY DEVELOPMENT	11, 12	1	1
806	CULINARY ESSENTIALS	9, 10, 11, 12	.5	3
807	FOOD AND NUTRITION	9, 10, 11, 12	.5	3
808	CAREER PLANNING	10, 11, 12	.5	3
809	INDEPENDENT LIVING	10, 11, 12	.5	3
810	PARENTING AND CHILD DEVELOPMENT	9, 10, 11, 12	.5	2 or 3
811	CHILD DEVELOPMENT LAB	10, 11, 12	.5	2 or 3
812	FAMILY AND SOCIETY	11, 12	.5	3
813	INTERIOR DESIGN AND HOUSING	9, 10, 11, 12	.5	3

## Family and Consumer Sciences Department

8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
	Culinary Essentials 806	Culinary Essentials 806	Culinary Essentials 806	Culinary Essentials 806
	Food and Nutrition 807	Food and Nutrition 807	Food and Nutrition 807	Food and Nutrition 807
	Parenting and Child Development 810	Parenting and Child Development 810	Parenting and Child Development 810	Parenting and Child Development 810
	Interior Design and Housing 813	Child Development Lab 811	Child Development Lab 811	Child Development Lab 811
		Interior Design and Housing 813	Interior Design and Housing 813	Interior Design and Housing 813
		Independent Living 809	Independent Living 809	Independent Living 809
		Career Planning 808	Career Planning 808	Career Planning 808
			Family and Society 812	Family and Society 812
			UCONN Individual & Family Development 800	UCONN Individual & Family Development 800

Course suggestions for College Career Pathways and UCONN Individual and Family Development:



**\*Suggested sequence of courses, please refer to course descriptions for specific prerequisites.**

## COURSE DESCRIPTIONS

**UCONN  
INDIVIDUAL  
AND FAMILY  
DEVELOPMENT**  
Grades 11, 12  
1 credit  
(800)  
Level 1

**Prerequisite(s):** Teacher recommendation, B or better in a Level 2 English course.

This course is designed as an introduction to the field of Human Development and Family Studies. Focus will be on the developing individual within the context of the family systems over time. Students are introduced to the importance of critical reading, thinking, and writing on the college level. The course includes an internship component. College credit may be available for qualified students through UCONN Early College Experience. See page 17 for details on fees and college credit.

**CULINARY  
ESSENTIALS**  
Grades 9, 10, 11, 12  
.5 Credit  
(806)  
Level 3

**Prerequisite(s):** None

Students develop basic cooking skills and focus on food preparation techniques and baking terms. Class members work cooperatively to plan and carry out a variety of experiences to apply what they have learned

**FOOD AND  
NUTRITION**  
Grades 9, 10, 11, 12  
.5 Credit  
(807)  
Level 3

**Prerequisite(s):** None

This course focuses on the relationship between food and lifestyle. Students explore nutrition, healthy living and current food trends and work cooperatively to plan and carry out a variety of experiences to apply what they have learned. Students learn about careers in culinary arts and food service.

**CAREER  
PLANNING**  
Grades 10, 11, 12  
.5 Credit  
(808)  
Level 3

**Prerequisite(s):** None

Students learn the skills for succeeding in the world of work. Topics include an individual career plan, interviewing techniques, workplace ethics, a positive attitude, workplace health, and safety and legal issues. This course integrates activity-based learning with workplace connections. Students explore the Connecticut career clusters and participate in individual and class projects and class discussions.

**INDEPENDENT  
LIVING**  
Grades 10,11, 12  
.5 credit  
(809)  
Level 3

**Prerequisite(s):** None

This course teaches students how to manage personal resources by making informed choices. It presents real-life situations that students may encounter in the near future. Topics include career planning, budgeting, cars and loans, financial services, credit, insurance, influence of advertising, and consumer awareness. Students apply their skills to critical thinking, decision making, and money management.

**PARENTING AND CHILD DEVELOPMENT**

Grades 9, 10, 11, 12

.5 Credit

(810)

Level 2 or 3

**Prerequisite(s): None**

This course focuses on human growth and development from conception to age three with an emphasis on roles and responsibilities of parents. Observations and classroom experiences with infants and young children may be included. Topics include teen pregnancy, effective discipline, safety, and child abuse. Students may take this course for Level 2 credit, which requires additional course work including supplementary reading, book reports, and projects. Permission from the teacher is required for students taking this course for Level 2 credit. See page 17 for information on college credit through College Career Pathways.

**CHILD DEVELOPMENT LAB**

Grades 10, 11, 12

.5 Credit

(811)

Level 2 or 3

**Prerequisite(s): Recommendations of two teachers and school counselor**

This course focuses on the development of the preschool child. Students study effective communication skills and guidance techniques, and spend a significant amount of time on curriculum development and lesson planning. Exploration of careers involving children is included. This course culminates with the operation of a preschool program for children in the community. Students may take this course for Level 2 credit, which requires additional course work including supplementary reading, book reports, and projects. Permission from the teacher is required for students taking this course for Level 2 credit. See page 17 for information on college credit through College Career Pathways.

**FAMILY AND SOCIETY**

Grades 11, 12

.5 Credit

(812)

Level 3

**Prerequisite(s): None**

This course examines interpersonal relationship skills. Emphasis is placed on personal development and responsibility in the family. Students are exposed to a variety of crises that impact the family unit. Topics include marriage, divorce, and domestic violence.

**INTERIOR DESIGN & HOUSING**

Grade 9, 10, 11,12

.5 Credit

(813)

Level 3

**Prerequisite(s): None**

This course develops students' knowledge and skills in housing and interior design. Topics include consumer aspects of housing, careers, elements, and principles of design, floor plans, period housing styles, furniture, and lighting. Both residential and commercial applications are included. Students engage in hands-on activities and creative projects.

# MATHEMATICS DEPARTMENT

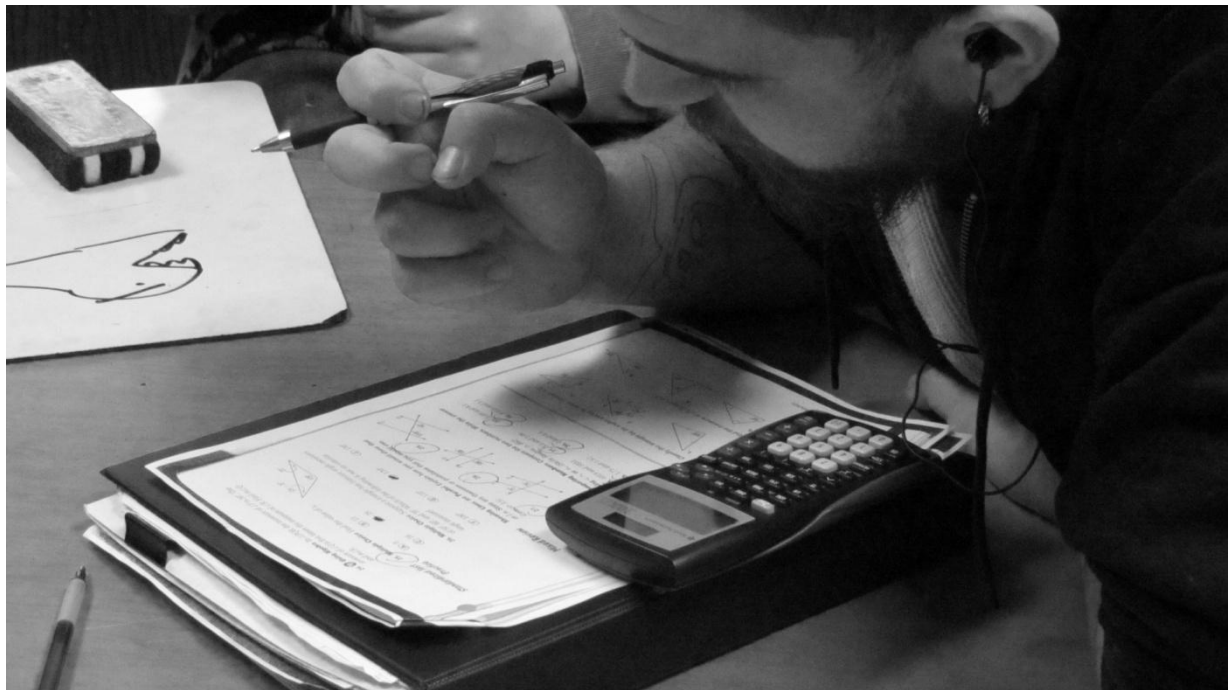
The curriculum of the Mathematics Department supports the mission of Enfield High School and Enrico Fermi High School. Our department provides instruction that focuses on the development of responsible individuals who strive to become lifelong learners. Embedded in our Mathematics curricula are lessons that teach students to:

- Utilize critical thinking skills to apply and analyze data
- Use technology to find real world solutions
- Understand the use and roles of mathematics in everyday life
- Express real life situations using mathematical models

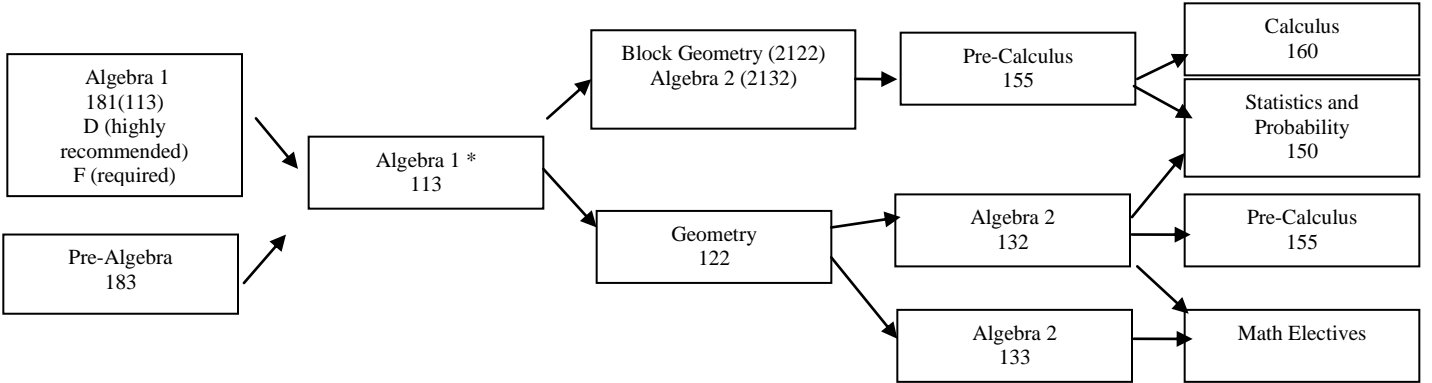
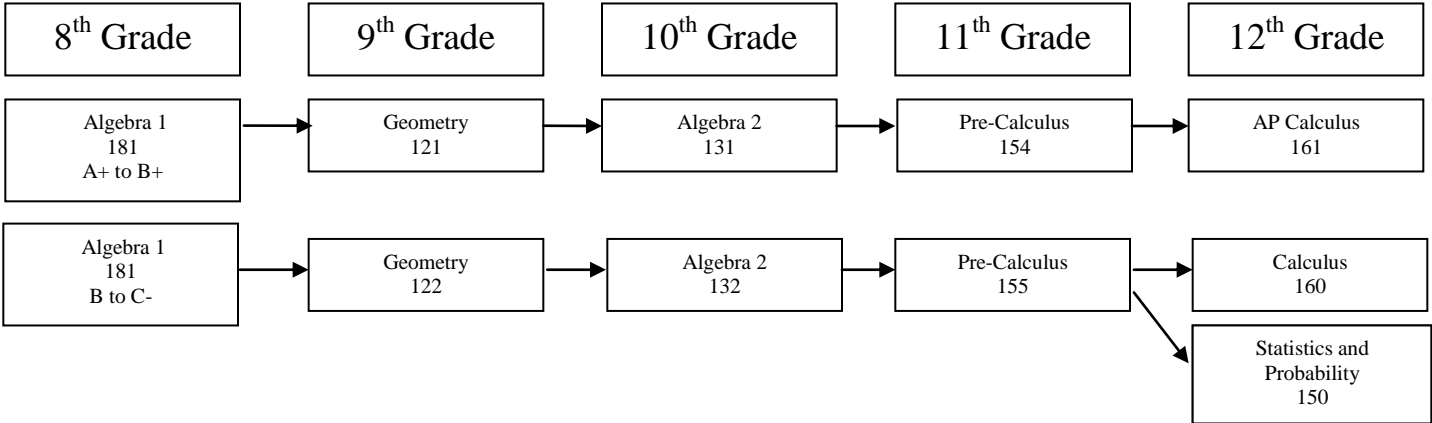
## COURSE OFFERINGS

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
01003/01005	FUNDAMENTAL MATH	9	.5/1	3
01013/01015	FUNDAMENTAL MATH 2	10	.5/1	3
110	INTEGRATED PRACTICAL MATHEMATICS	12	.5	3
113	ALGEBRA 1	9	1	3
121	GEOMETRY	9	1	3
122	GEOMETRY	9, 10, 11, 12	1	3
2122	BLOCK GEOMETRY	10, 11, 12	1	3
2132	BLOCK ALGEBRA 2	10, 11, 12	1	3
131	ALGEBRA 2	10	1	2
132	ALGEBRA 2	10, 11, 12	1	2
133	ALGEBRA 2	11, 12	1	3
135	SAT MATH	11, 12	.5	3

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
136	ADVANCED MATH TOPICS	12	.5	2
141	COMPUTER PROGRAMMING 1	9, 10, 11, 12	.5	3
142	COMPUTER PROGRAMMING 2	9, 10, 11, 12	.5	2
150	STATISTICS AND PROBABILITY	11,12	1	2
154	PRECALCULUS	11, 12	1	1
155	PRECALCULUS	11, 12	1	1
160	CALCULUS	12	1	1
161	AP CALCULUS AB	12	1	1



# Mathematics Department



<u>Electives</u>	<u>Prerequisite</u>
Fundamental Math	
Fundamental Math 2	
Programming 1	Algebra 1
Programming 2	Programming 1
SAT Math	Algebra 2
Advanced Math Topics	Algebra 2
Statistics & Probability	Algebra 2 (131 or 132 or 2132)

\*Please refer to course descriptions for specific prerequisites

**A student may be moved between level courses based on teacher recommendation and approval of Department Chairperson.**

**\*Algebra 1 is the foundation course for all subsequent math courses. It is highly recommended that any student who earns an overall grade average of “D” should repeat this course for grade improvement. After repeating Algebra 1 for grade improvement, students can enroll in Block Geometry (2122)/ Algebra 2 (2132) and upon successful completion of this course will have acquired three math credits by the end of their junior year.**



## COURSE DESCRIPTIONS

### FUNDAMENTAL MATH

Grades 9  
(01003 = .5 credit)

**Prerequisite(s): Teacher recommendation and diagnostic testing**  
This course is taught 3 days per week and will assist students in grade 9 who need concentrated instruction in basic math skills. Teaching materials are adjusted to individual learning styles and instructional math levels.

(01005= 1 credit)

This course is taught 5 days per week and will assist students in grade 9 who are in need of intensive instruction in basic math skills. Teaching materials are adjusted to individual learning styles and instructional math levels.

### FUNDAMENTAL MATH 2

Grades 10  
(01013 = .5 credit)

**Prerequisite(s): Teacher recommendation and diagnostic testing**  
This course is taught 3 days per week for students in grade 10 with a concentrated focus on math skills and concepts assessed on the CAPT.

(01015= 1 credit)

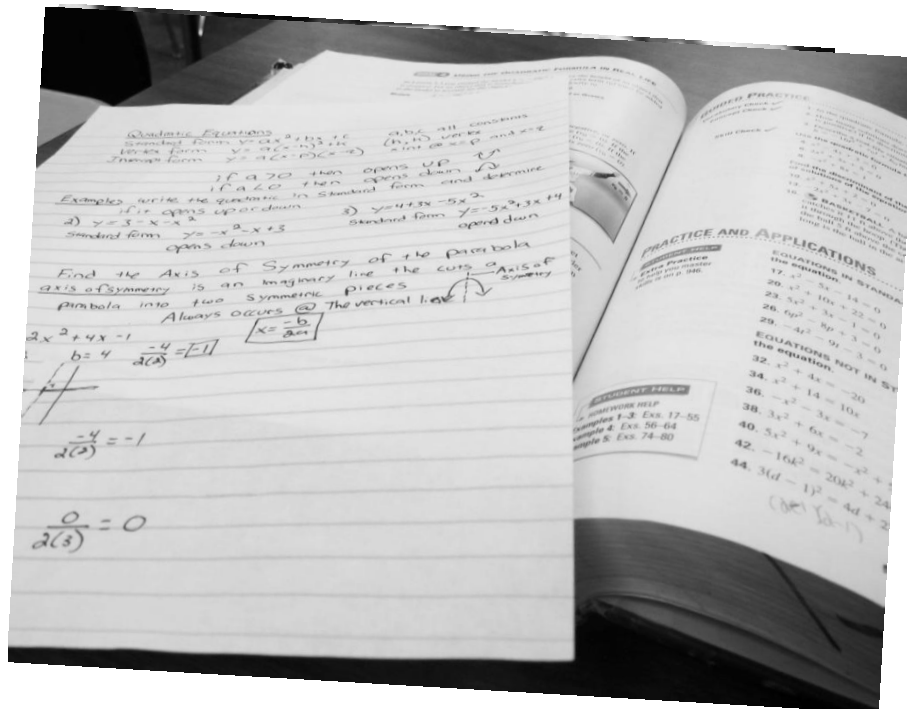
This course is taught 5 days per week for students in grade 10 with an intensive focus on math skills and concepts assessed on the CAPT.

### INTEGRATED PRACTICAL MATHEMATICS

Grade 12  
.5 Credit  
(110)  
Level 3

**Prerequisite(s): School Counselor Placement**

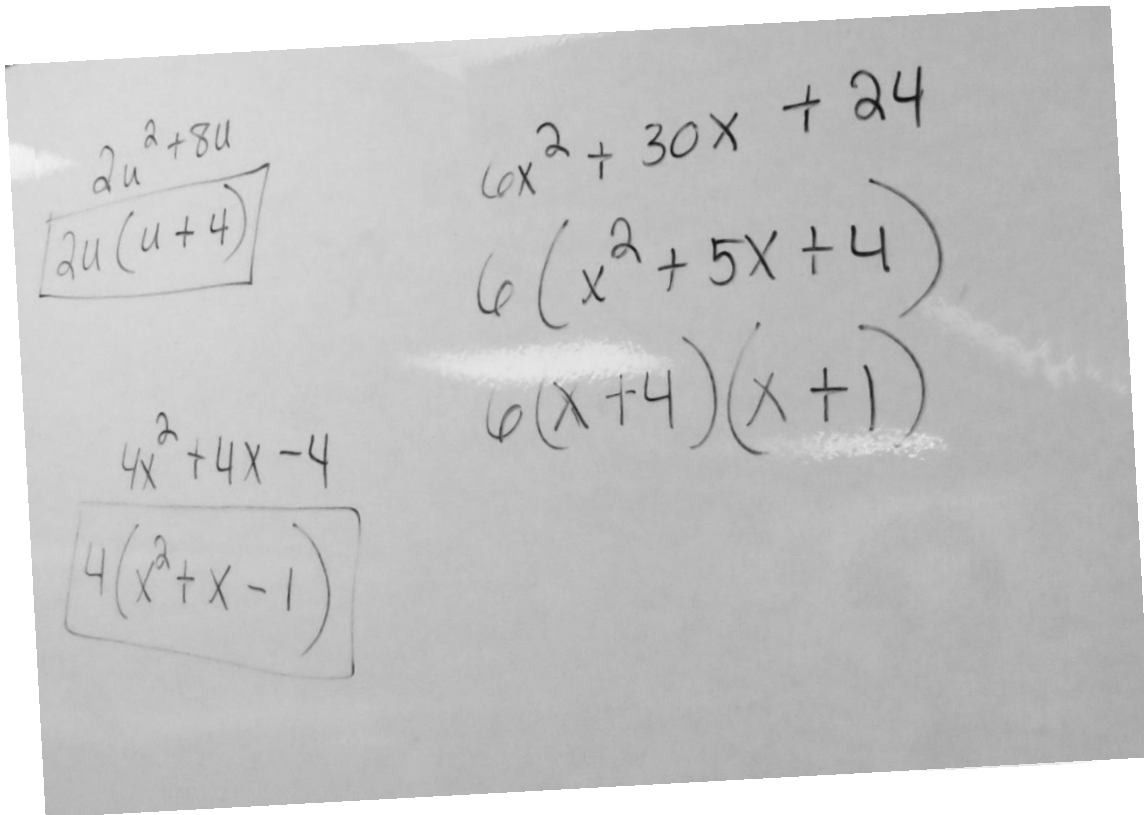
This course is required for twelfth grade students who have not passed the Numeracy District Performance Task. Integrated Practical Math focuses on the mathematic skills required for graduation. Students learn how to apply basic arithmetical operations involving fractions, decimals and percents, and to apply basic algebra, geometry, and probability skills to a variety of everyday practical situations.



**ALGEBRA 1**  
Grades 9, 10, 11  
1 Credit  
(113)  
Level 3

**Prerequisite(s): See Below**

This course provides students with the basic structure and techniques of algebra. Skills are developed in utilizing algebraic techniques to solve problems. Topics include operations of real numbers, absolute values, powers, roots, radicals, polynomials, and rational expressions. Students solve problems involving linear extrapolation and interpolations, rates, ratios and percents, formulas, and probability. The basics of algebra include solving and graphing linear equations, linear inequalities, quadratic functions, rational functions, and equations. The TI 83+ or TI 84 graphing calculator will be used as a tool of inquiry.



**GEOMETRY**  
Grades 9, 10, 11, 12  
1 Credit

**Prerequisite(s): See Below**

An understanding of algebra is required. Mastery of geometry enables a student to develop a foundation in formal and informal reasoning as well as the ability to apply geometric principles involving the solution of problems. Geometry is the study of the measure, construction, and relationships of figures. Topics include points, lines, planes, angles, parallels, and triangles. Coordinate geometry is utilized to achieve algebraic solutions of formal proofs. Right triangle properties including the Pythagorean Theorem and trigonometric ratios are introduced. Angle and segment relationships involving circles are studied. Areas of plane figures and volumes of solids are explored and calculated. Computer

applications may be used to discover and reinforce geometric properties. Emphasis is placed on the use of formal proof as a method of validating inquiry.

Grade 9  
(121)  
Level 3

**Prerequisite(s): B+ or better in Honors Grade 8 Algebra 1 (181)**

Geometry (121) is a continuation of the program for students who plan to enroll in Calculus their senior year.

Grade 9, 10, 11, 12  
(122)  
Level 3

**Prerequisite(s): C or B in Algebra 1 (112) or B to C+ Grade 8 Honors Algebra 1 (181)**

Geometry (122) is a college preparatory course.

**BLOCK  
GEOMETRY /  
ALGEBRA 2**  
Grade 10, 11, 12  
2 Credits  
(2122/2132)

**Prerequisite(s): B or better in Algebra 1 (112 or 113)**

This course meets for two consecutive periods each day. During the first semester, the Geometry (122) curriculum is presented and taught, and during the second semester, the Algebra 2 (132) curriculum is presented and taught. This course is ideally suited for students who need to reach higher levels of math to fulfill their college/career expectations, but who would have greater difficulty learning and retaining the course content for Geometry and Algebra 2 if taken concurrently.

**ALGEBRA 2**  
Grades 10, 11, 12  
1 Credit

**Prerequisite(s): See Below**

This course develops an understanding of the principles of algebra. Students apply those principles to problems that connect to practical experiences. Topics include equations, inequalities, functions, and conic sections. Algebra 2 utilizes a graphing approach to algebra. The TI-83+ or TI-84 graphing calculator is employed as a tool of inquiry.

Grades 10  
(131)  
Level 2

**Prerequisite(s): B- or better in Geometry (121)**

Algebra 2 (131) is a continuation of the program for students who plan to enroll in Calculus their senior year.

Grades 10, 11, 12  
(132)  
Level 2

**Prerequisite(s): C+ in Algebra 1 (112) and C+ or better in Geometry (121 or 122)**

Algebra 2 (132) is a college preparatory course.

Grades 11, 12  
(133)  
Level 3

**Prerequisite(s): C in Algebra 1 (112) and C in Geometry (121 or 122). This is a non-weighted course and is not intended to prepare a student for Precalculus.**

Algebra 2 (133) is a college preparatory course for programs that do not require a strong math background. This course does not meet the Algebra prerequisite for Precalculus (154 or 155) or for Statistics and Probability (152 or 150).

**SAT Math**  
Grades 11, 12  
.5 Credit  
(135)  
Level 3

**Prerequisite(s): Algebra 2 (131, 132 or 133). Algebra 2 may be taken concurrently.**

SAT Math prepares students for the math portion of the SAT. Topics include number theory and operations, Algebra 1, Algebra 2, and Geometry.

**ADVANCED  
MATH TOPICS**  
Grade 12  
.5 Credit  
(136)  
Level 2

**Prerequisite(s): C- in Algebra 2 (131, 132, or 133)**

This course is an alternative for students not electing Precalculus. Advanced algebra topics, probability and statistics, and trigonometry are covered. Students study trigonometric identities and functions, complex numbers, equations, and vectors.

**COMPUTER  
PROGRAMMING  
1**  
Grades 9, 10, 11, 12  
.5 Credit  
(141)  
Level 3

**Prerequisite(s): Algebra 1 (112) or Grade 8 Honors Algebra 1 (181)**

Quick Basic Language programming is introduced. Students write instructions and design interfaces. Topics include formulas, decision-making, looping structures, and graphics.

**COMPUTER  
PROGRAMMING  
2**  
Grades 9, 10, 11, 12  
.5 Credit  
(142)  
Level 2

**Prerequisite(s): C or better in Computer Programming 1 (141)**

Programming in the Visual Basic Language. Topics include forms, objects, and user interfaces.

**STATISTICS  
AND  
PROBABILITY**  
Grades 11, 12  
1 Credit  
(150)

**Prerequisite(s): Algebra 2 (131 or 132); Algebra 2 may be taken concurrently.**

Statistical literacy is an essential skill that enables people to understand and make sensible decisions based on the analysis of numerical information. This course empowers students to collect, organize and interpret numerical data, and to learn how to place the data and its analysis in context. Topics of study include measures of center and spread, linear regression, discrete probability distributions, hypothesis testing, and the chi-square probability distribution. These tools are applied to diverse areas such as business, pharmacology, psychology, physics, and education.

**PRECALCULUS**  
Grades 11, 12  
1 Credit

**Prerequisite(s): See Below**

Precalculus provides preparation for calculus and statistics. Students gain insights into the structure and unity of mathematics, gain understanding of

Level 2

more advanced concepts in mathematics, and increase their abilities to accomplish mathematical manipulations. The topics include advanced algebra, trigonometry, analytic geometry, informal limits and continuity, sequences and series, conic sections, and an introduction to matrix algebra. The TI 83+ or TI 84 graphing calculator is employed as a tool of inquiry for portions of the course.

(154)  
Level 1

**Prerequisite(s): B or better in Algebra 2 (131) and a B in Geometry (121)**  
Precalculus (154) is a continuation of the program for students who plan to enroll in AP Calculus (161) in twelfth grade.

(155)  
Level 1

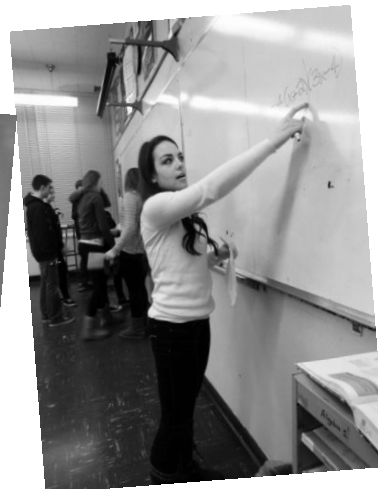
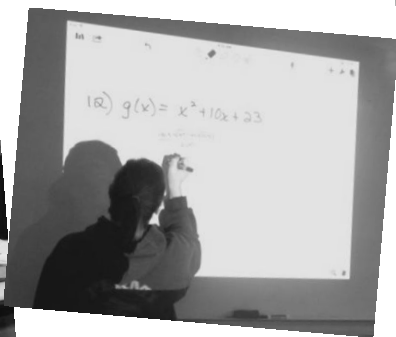
**Prerequisite(s): B or better in Algebra 2 (131 or 132) and a B in Geometry (122)**  
Precalculus is a continuation of the program for students who plan to enroll in Calculus (160).

**CALCULUS**  
Grade 12  
1 Credit  
(160)  
Level 1

**Prerequisite(s): C+ or better in Precalculus (154 or 155)**  
This course develops the fundamentals of differentiation and integration. Emphasis is placed on problems dealing with area, volume, related rates, work, and maximum and minimum. The outline of this course is closely aligned with AP Calculus AB, with the exception of sequence and series. The TI 83+ or TI 84 graphing calculator will be used as a tool of inquiry.

**AP  
CALCULUS  
AB**  
Grade 12  
1 Credit  
(161)  
Level 1

**Prerequisite(s): B or better in Precalculus (154 or 155)**  
AP Calculus AB course follows the rigorous college level curriculum established by the College Board. Students are expected to show a high degree of initiative and self-directed learning. This course develops fundamentals of differentiation and integration. Emphasis is placed on problems dealing with area, volume, length of curve and distance, related rates, work, and maximum and minimum. In addition, sequence and series are developed. The TI 83+ or TI 84 graphing calculator is used in the course. Students taking this course are expected to take the Advanced Placement Exam.



## MUSIC DEPARTMENT

The curriculum of the Music Department supports the mission of Enfield High School and Enrico Fermi High School. Music is a vital part of the total educational experience of every student. Our department provides instruction that focuses on the development of responsible individuals who strive to become lifelong learners. Embedded in our Music curricula are lessons that teach students to:

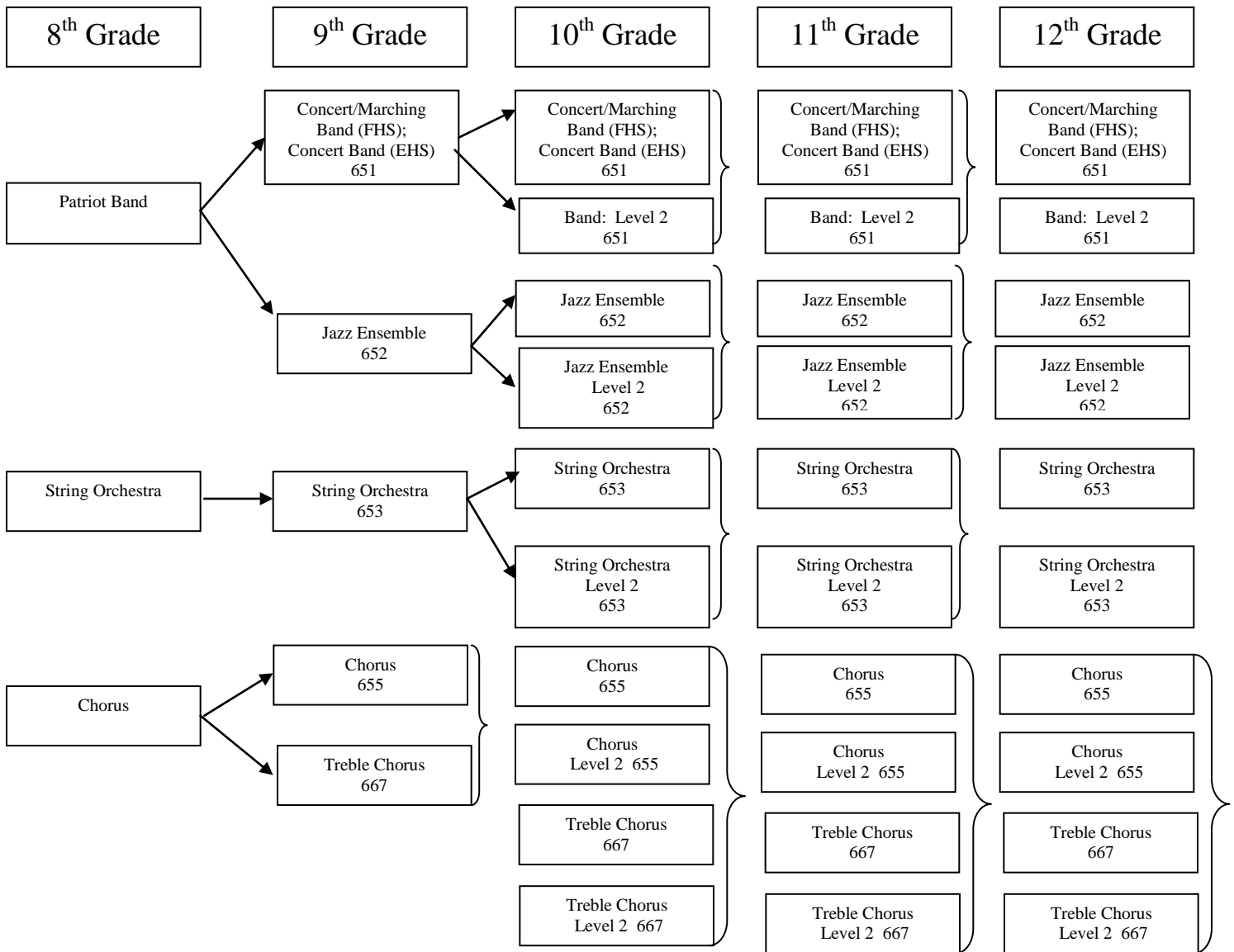
- Use critical thinking skills to read and/or respond to a variety of materials across all disciplines.
- Express ideas in verbal and written modes for various purposes and audiences.
- Solve problems using a variety of skills and reasoning strategies across all disciplines.
- Demonstrate an awareness and appreciation of language, culture, media, and the arts.

### COURSE OFFERINGS

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
651 (Fermi H.S.)	CONCERT/MARCHING BAND	9, 10, 11, 12	1	2 or 3 *
651 (Enfield H.S.)	CONCERT BAND	9, 10, 11, 12	1	2 or 3 *
652	JAZZ ENSEMBLE	9, 10, 11, 12	1	2 or 3 *
653	STRING ORCHESTRA	9, 10, 11, 12	1	2 or 3 *
655	CHORUS	9, 10, 11, 12	1	2 or 3 *
667	TREBLE CHORUS	9, 10, 11, 12	1	2 or 3 *
668 (Enfield H.S.)	MUSIC TECHNOLOGY	9, 10, 11, 12	.5	3
669 (Enfield H.S.)	DIGITAL AUDIO PRODUCTION	9, 10, 11, 12	.5	3
670	FOUNDATIONS OF MUSIC & SONGWRITING	9, 10, 11, 12	.5	3
675	PIANO CLASS	9, 10, 11, 12	.5	3
676	GUITAR CLASS	9, 10, 11, 12	.5	3

\*To receive Level 2 credit, a student must be in grades 10, 11, or 12, receive permission from the teacher, and complete additional assignments.

# Music Department



Music courses available to all students:  
 Piano Class (675)  
 Foundations of Music and Songwriting (670)  
 Music Technology (EHS) (668)  
 Digital Audio Production (EHS) (669)  
 Chorus (655)  
 Treble Chorus (667)  
 Guitar Class (676)

## COURSE DESCRIPTIONS

### **CONCERT/ MARCHING BAND**

(Fermi High)  
Grade 9, 10, 11, 12  
1 credit  
(651)  
Level 2 or 3

#### **Prerequisites: None**

Eligibility for participation is determined by previous instrumental music experience, musical ability, and dedication to the band program. Students develop musicianship and technical proficiency on their instruments through the study of a variety of quality music selections. The concert/marching band rehearses daily as a course, with additional rehearsals out of school. The concert/marching band performs at football games, parades, concerts, and other public events. Attendance at all performances and rehearsals both in and out of school is mandatory. This course may be repeated for credit.

### **CONCERT BAND**

(Enfield High)  
Grade 9, 10, 11, 12  
1 credit  
(651)  
Level 2 or 3

#### **Prerequisites: None**

Eligibility for participation is determined by previous instrumental music experience, musical ability, and dedication to the band program. Students develop musicianship and technical proficiency on their instruments through the study of a variety of quality music selections. The band attends home football games and two town parades. Attendance at all performances and rehearsals both in and out of school is mandatory. This course may be repeated for credit.

### **JAZZ ENSEMBLE**

Grade 9, 10, 11, 12  
1 Credit  
(652)  
Level 2 or 3

#### **Prerequisites: None**

Jazz ensemble represents a limited and exact instrumentation, and therefore requires the teacher's permission. This class promotes musical growth through improvisation and the study and performance of a variety of quality works of jazz and related styles of music. The ensemble performs at school concerts, competitive festivals and other civic events. Attendance at all performances and rehearsals both in and out of school is mandatory. This course may be repeated for credit.

### **STRING ORCHESTRA**

Grade 9, 10, 11, 12  
1 credit  
(653)  
Level 2 or 3

#### **Prerequisites: None**

This is a performing ensemble open to all students who presently play or have a deep interest in learning an orchestral stringed instrument (violin, viola, violoncello, and string bass). Students develop musicianship and technical proficiency on their instruments through the study of a variety of string and orchestral literature. The string orchestra rehearses daily as a course and performs at school concerts, festivals and other civic events. Attendance at all performances and rehearsals both in and out of school is mandatory. This course may be repeated for credit.



**CHORUS**

Grade 9, 10, 11, 12

1 Credit

(655)

Level 2 or 3

**Prerequisites: None**

This course is a performing ensemble open to any student who desires to learn how to sing and perform choral music. Through the development of basic musicianship skills, members of the chorus will become musically literate and perform a variety of high quality music selections. Beginners and experienced musicians are welcome. Attendance at all rehearsals and concerts both in and out of the school day is mandatory. This course may be repeated for credit.

**TREBLE CHORUS**

Grade 9, 10, 11, 12

1 Credit

(667)

Level 2 or 3

**Prerequisites: None**

This course is a performing ensemble open to students who desire to learn specialized vocal literature and choral artistry. Music from all periods and styles is studied and performed at regularly scheduled concerts. Special emphasis is given to understanding the voice as an instrument and learning advanced literature. Experienced musicians are encouraged to join. Attendance at all rehearsals and concerts both in and out of the school day is mandatory. This course may be repeated for credit.

**MUSIC****TECHNOLOGY**

(Enfield High)

Grades 9, 10, 11, 12

.5 Credit

(668)

Level 3

**Prerequisites: None**

This course is designed to introduce students to the software and hardware used in musical composition. With an emphasis on the Macintosh composition software Garageband, students will be guided through the step-by-step process of creating, recording, editing, producing and publishing their own songs and background music for radio and television commercials. Students will work on individual and group projects and present them to the class for feedback, revision and evaluation. Students should have an interest in learning about and creating music and be willing to participate in classroom activities.

**DIGITAL AUDIO  
PRODUCTION**

(Enfield High)

Grade 9, 10, 11, 12

.5 Credit

(669)

Level 3

**Prerequisites: None**

This course is designed for students who desire the opportunity to explore and learn a step-by-step approach to recording, editing and mixing music using Pro Tools computer software. Students will work on individual and group projects and present them to the class for feedback, revision, and evaluation. There is no prerequisite for this course but a functional knowledge of music technology, piano and music theory would be helpful.

**FOUNDATIONS OF  
MUSIC AND  
SONGWRITING**

Grade 9, 10, 11, 12

.5 Credit

(670)

Level 3

**Prerequisites: None**

This course provides students with an introduction to music theory, music styles and composition. Students will learn to read and write notes, rhythms and chords, along with how to listen to and analyze music. The curriculum will include opportunities to compose and arrange music. Technology hardware and software (where available) may be utilized to create music and also train the ear to identify chords, scales, rhythms, and intervals.

**PIANO CLASS**

Grades 9, 10, 11, 12

.5 credit

(675)

Level 3

**Prerequisites: None**

This class is designed for the student with little or no previous piano experience. Students learn basic piano techniques and music reading skills in group lab settings and individualized study. A variety of piano literature, written at appropriate performance grade level, is studied and the basics of music theory, lead sheet interpretation and music terminology are presented.

**GUITAR CLASS**

Grades 9, 10, 11, 12

.5 credit

(676)

Level 3

**Prerequisites: None**

This class is designed for the student with little or no previous guitar experience. Students learn basic guitar techniques and music reading skills in group lab settings and individualized study. A variety of guitar literature, written at appropriate performance grade level, is studied and the basics of music theory, lead sheet interpretation and music terminology are presented.



# PHYSICAL EDUCATION/HEALTH DEPARTMENT

The curriculum of the Physical Education/Health Department supports the mission of Enfield High School and Enrico Fermi High School. Our department provides instruction that focuses on the development of responsible individuals who strive to become lifelong learners. Embedded in our Physical Education/Health curricula are lessons that teach students to:

- Utilize critical thinking skills
- Express ideas in both verbal and written modes
- Use technology
- Understand roles and responsibilities as citizens
- Recognize multiple perspectives while acknowledging individual's rights to opinion
- Make appropriate academic, social, and personal choices

## COURSE OFFERINGS

COURSE NUMBER	COURSE	GRADES	CREDIT	GRADE WEIGHT
991	PHYSICAL EDUCATION/HEALTH	9	.5	3
992	PHYSICAL EDUCATION/HEALTH	10	.5	3
993	PHYSICAL EDUCATION/HEALTH	11	.5	3
994	PHYSICAL EDUCATION/HEALTH	12	.5	3



## COURSE DESCRIPTIONS

### PHYSICAL EDUCATION/ HEALTH

Grade 9  
.5 credit  
(991)  
Level 3

#### **Prerequisite(s): None**

This class is based on the philosophy that every student should participate in a variety of physical education activities and pursue an active and healthy lifestyle. Emphasis is placed on lifetime sports, an appreciation for lifetime physical fitness, personal wellness as well as team sports. Physical Education units include cooperative games, tennis, fitness and volleyball. Health units include substance abuse prevention, self-esteem, and nutrition.

### PHYSICAL EDUCATION/ HEALTH

Grade 10  
.5 Credit  
(992)  
Level 3

#### **Prerequisite(s): None**

This class is based on the philosophy that every student should participate in a variety of physical education activities and pursue an active and healthy lifestyle. Emphasis is placed on lifetime sports, an appreciation for lifetime physical fitness, personal wellness as well as team sports. Physical Education units include golf, soccer, and badminton. Health units include human growth and development.

### PHYSICAL EDUCATION/ HEALTH

Grade 11  
.5 Credit  
(993)  
Level 3

#### **Prerequisite(s): None**

This class is based on the philosophy that every student should participate in a variety of physical education activities and pursue an active and healthy lifestyle. Emphasis is placed on lifetime sports, an appreciation for lifetime physical fitness, personal wellness as well as team sports. Physical Education units include wellness, strength training, and water aerobics. Health units include mental health and disease prevention.

### PHYSICAL EDUCATION/ HEALTH

Grade 12  
.5 Credit  
(994)  
Level 3

#### **Prerequisite(s): None**

This class is based on the philosophy that every student should participate in a variety of physical education activities and pursue an active and healthy lifestyle. Emphasis is placed on lifetime sports, an appreciation for lifetime physical fitness, personal wellness as well as team sports. Physical Education units include ultimate frisbee, basketball, and softball. Health units include community first aid and CPR.



# READING DEPARTMENT

The curriculum of the Reading Department supports the mission of Enfield High School and Enrico Fermi High School. Our department offers a multi-level, diagnostic-based reading program for students whose reading levels are **significantly** below grade level. Small group instruction is based on students' individual instructional needs, reading levels, and independent learning styles. Instructional emphasis concentrates on word attack, vocabulary development and building, and reading comprehension strategies. Embedded in the Reading curriculum are lessons that teach students to:

- Monitor comprehension using metacognition during reading.
- Utilize critical thinking skills to read, interpret and respond in writing to fiction and informational texts.
- Choose and apply appropriate strategies when reading a variety of materials.
- Establish a purpose for reading that accounts for level of background/prior knowledge.
- Become more fluent readers.
- Improve higher order thinking skills.
- Recognize multiple perspectives and acknowledge and respect the right to individual opinions.
- Discover the reader within.

## ASSESSMENT

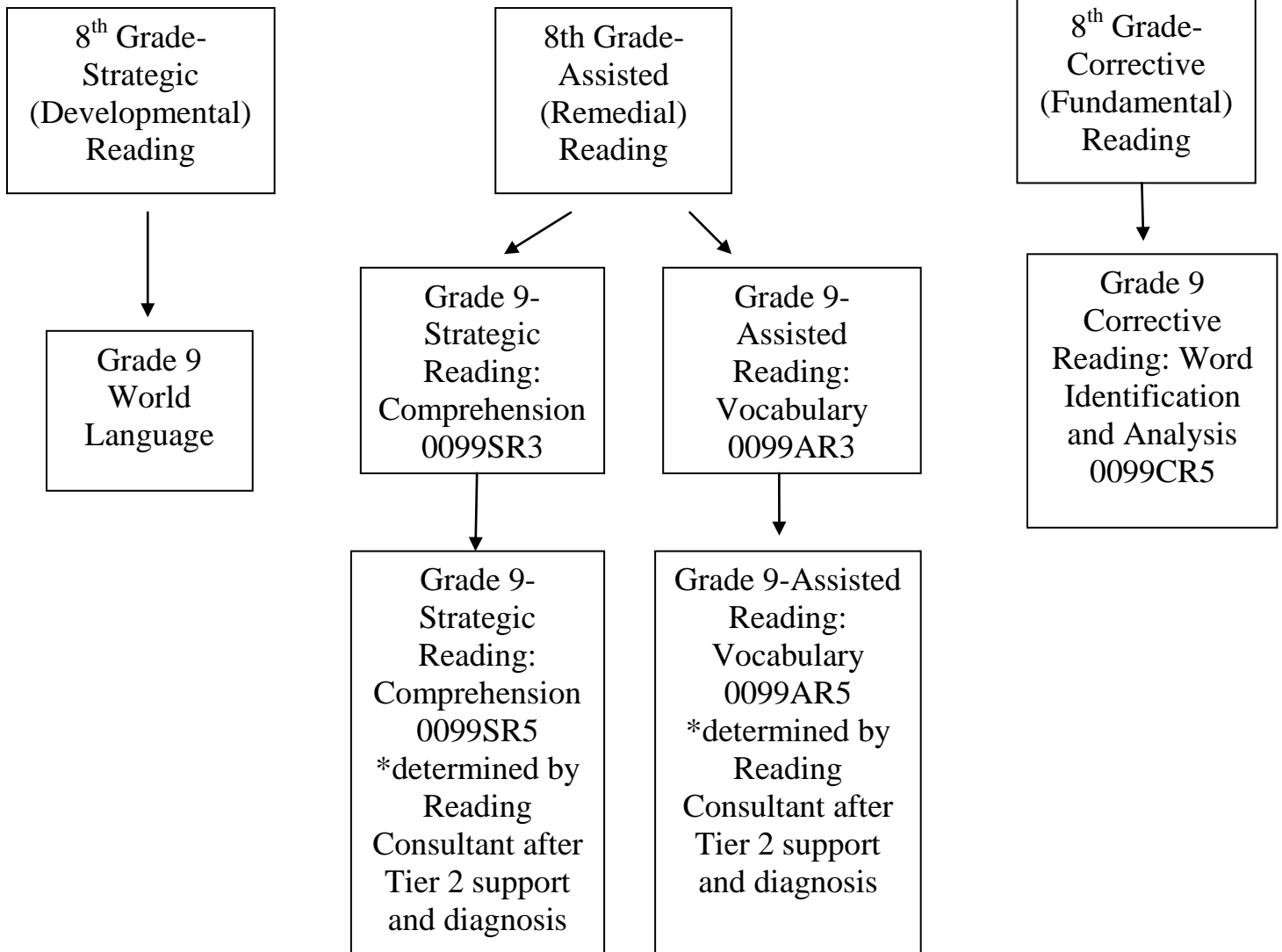
Evaluation of students' strengths and progress in the Reading program is ongoing. Since reading is an extremely complex process, there exists no single instrument or technique that assesses reading achievement effectively. To monitor student progress, a variety of measures may be used. These may include but are not limited to:

- Diagnostic assessments
- Standardized tests
- Formative and Summative assessments
- Daily observations
- Classwork
- Journals
- Homework
- Projects

### COURSE OFFERINGS

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
0099CR5	CORRECTIVE READING: WORD IDENTIFICATION AND ANALYSIS	9, 10, 11, 12	1	3
0099AR3	ASSISTED READING: VOCABULARY	9, 10, 11, 12	.5	3
0099AR5	ASSISTED READING: VOCABULARY	9, 10, 11, 12	1	3
0099SR3	STRATEGIC READING: COMPREHENSION	9, 10, 11, 12	.5	3
0099SR5	STRATEGIC READING: COMPREHENSION	9, 10, 11, 12	1	3

Secondary Reading Department Course Progression from JFK to HS



## COURSE DESCRIPTIONS

Reading courses are designed to address SRBI and thus should be flexible in allowing students to transition between levels as needed. The recommendation of the Reading Consultant and Reading Department Chair are necessary to make these adjustments.

### **CORRECTIVE READING: WORD IDENTIFICATION AND ANALYSIS**

**Prerequisite(s):** Teacher recommendation, based on the results of a standardized diagnostic reading evaluation test, and state testing.

Grade 9, 10, 11, 12  
1 credit  
(0099CR5)  
Level 3

This course is taught 5 days per week and will assist students who are in need of intensive instruction to increase proficiency in word analysis, word identification, oral fluency and general comprehension.

### **ASSISTED READING: VOCABULARY**

**Prerequisite(s):** Teacher recommendation, based on the results of a standardized diagnostic reading evaluation test, and state testing.

Grades 9, 10, 11, 12  
.5 credits  
(0099AR3)  
Level 3

This course is taught 3 days per week and will assist students who are in need of moderate instruction to increase proficiency in literal and inferential comprehension with an emphasis on vocabulary development.

1 credit  
(0099AR5)  
Level 3

This course is taught 5 days per week and will assist students who are in need of intensive instruction to increase proficiency in literal and inferential comprehension with an emphasis on vocabulary development.

### **STRATEGIC READING: COMPREHENSION**

**Prerequisite(s):** Teacher recommendation, based on the results of a standardized diagnostic reading evaluation test, and state testing.

Grades 9, 10, 11, 12  
.5 credits  
(0099SR3)  
Level 3

This course is taught 3 days per week and will assist students who are in need of moderate instruction to increase proficiency in literal and inferential comprehension and to improve written responses which address **state testing** and the Literacy District Performance Task (DPT) standards.

1 credit  
(0099SR5)  
Level 3

This course is taught 5 days per week and will assist students who are in need of intensive instruction to increase proficiency in literal and inferential comprehension and to improve written responses which address **state testing** and the Literacy District Performance Task (DPT) standards.



## SCIENCE DEPARTMENT

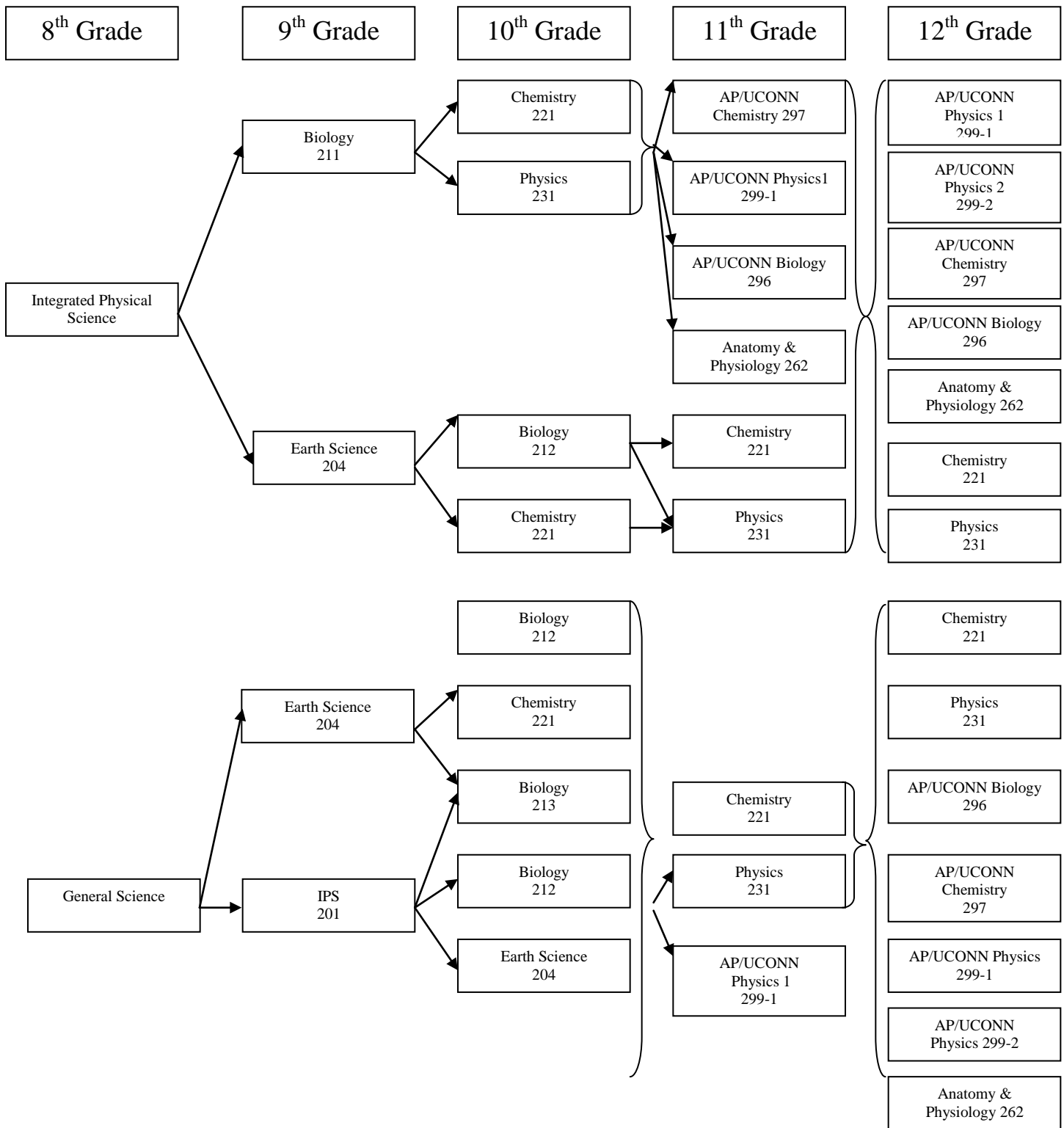
The curriculum of the Science Department supports the mission of both Enfield High School and Enrico Fermi High School. Our department provides instruction that focuses on challenging students to think, question, hypothesize, accumulate and interpret data, and draw conclusions. Embedded in our science curricula are lessons that teach students to:

- Use critical thinking skills
- Express ideas in verbal and written modes
- Solve problems using a variety of skills and reasoning strategies
- Use multiple resources and technologies to access, organize, create, evaluate, and present information and/or products
- Understand their roles and exercise their responsibilities as citizens
- Demonstrate the knowledge necessary to make appropriate academic, social, and personal choices

### COURSE OFFERINGS

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
201	INTEGRATED PHYSICAL SCIENCE	9	1	3
204	EARTH SCIENCE	9, 10, 11, 12	1	3
211	BIOLOGY	9	1	3
212	BIOLOGY	10, 11, 12	1	3
221	CHEMISTRY	10, 11, 12	1	2
231	PHYSICS	10, 11, 12	1	2
262	ANATOMY AND PHYSIOLOGY	11, 12	1	2
296	[AP BIOLOGY] UCONN BIOLOGY	11, 12	1	1
297	[AP CHEMISTRY] UCONN CHEMISTRY	11, 12	1	1
299-1	[AP PHYSICS 1] UCONN PHYSICS	10, 11, 12	1	1
299-2	[AP PHYSICS 2] UCONN PHYSICS	11, 12	1	1

# Science Department



**\*Please refer to course descriptions for specific prerequisites.**

## COURSE DESCRIPTIONS

### **INTEGRATED PHYSICAL SCIENCE**

Grade 9  
1 credit  
(201)  
Level 3

#### **Prerequisite(s): None**

Integrated Physical Science 201 is appropriate for most students entering ninth grade. An emphasis is placed on how to use the scientific method to solve problems that scientists face.

### **EARTH SCIENCE**

Grades 9, 10, 11, 12  
1 Credit  
(204)  
Level 3

#### **Prerequisite(s): C or better in Grade 8 mathematics & science**

Topics include astronomy, earth chemistry, geology, oceanography, meteorology, paleontology, and environmental issues. Lab experiments, mineral and rock identification, computer simulations and hands-on activities are included in this course.

### **BIOLOGY**

Grades 9, 10, 11, 12  
1 Credit

#### **Prerequisite(s): See Below**

Biology provides an understanding of basic biological principles. Emphasis is placed on cell structure and function, evolution, genetics, biodiversity, comparative studies, ecology, and human anatomy and physiology. Laboratory investigation and experimentation are conducted.

(211)  
Level 3

#### **Prerequisite(s): Recommendation of Grade 8 science teacher and B or better in both Grade 8 math and science courses**

This course offers motivate and interested students' additional enrichment opportunities that are designed to explore the topics above in depth.

(212)  
Level 3

#### **Prerequisite(s): Passing Grade in previous high school science course**

This is a college preparatory course designed to explore the topics above.

### **CHEMISTRY**

Grades 10, 11, 12  
1 Credit  
(221)  
Level 2

#### **Prerequisite(s): C or better in Algebra 1 (113/114) and all previous high school science courses**

Through extensive use of lab activities, demonstrations, and computer simulations, students gain an understanding of the properties of matter and the nature of chemical change. Inquiry and problem solving are stressed.

### **PHYSICS**

Grades 10, 11, 12  
1 credit  
(231)

#### **Prerequisite(s): B- or better in all previous high school science courses.**

This course examines fundamental principles and laws of the physical world through scientific exploration, interpreting media

Level 2 sources, observing demonstrations, conducting student led laboratory investigations, performing conceptual and mathematical reasoning, and building hands-on projects. Topics include motion, state of matter, waves, sound and light, optics, heat, electricity, and electrical circuits.

**ANATOMY AND  
PHYSIOLOGY**

Grades 11, 12  
1 Credit  
(262)  
Level 2

**Prerequisite(s): B or better in Biology (211 or 212) and Chemistry (221)**

This course is specifically designed for college-bound students seriously considering a career in the medical field. The course covers the structure and function of the human body. Extensive dissection is required in this course.

**[AP BIOLOGY]  
UCONN  
BIOLOGY**

Grades 11, 12  
1 Credit  
(296)  
Level 1

**Prerequisite(s): Teacher recommendation, B or better in Biology (211 or 212), Chemistry (221), and Physics (231); Physics may be taken concurrently.**

This is a college level introductory biology class. Students must possess an intensive level of focus and concentration to succeed. A significant amount of time may be needed to prepare for class. Topics include in depth study of cell structure and function, evolution, genetics, classification, ecology, and human anatomy and physiology. Dissection is required in this course. Two double laboratory periods per week are required. College credit may be available for qualified students through the UCONN Early College Experience. Students taking this course are encouraged to take the Advanced Placement Exam.

**[AP CHEMISTRY]  
UCONN  
CHEMISTRY**

Grades 11, 12  
1 Credit  
(297)  
Level 1

**Prerequisite(s): Teacher recommendation, B or better in Algebra 2 (131, 132, or 133), Biology (211 or 212), Chemistry (221), and Physics (231); Physics may be taken concurrently.**

This is a college level introductory chemistry course. Students must possess an intensive level of focus and concentration to succeed. A significant amount of time may be needed to prepare for class. Topics include in-depth study of kinetics, equilibrium, electrochemistry, chemical bonding, stoichiometry, and qualitative analysis. Two double laboratory periods per week are required. College credit through the UCONN Early College Experience may be available, for qualified students, at Enrico Fermi High School only. Students taking this course are encouraged to take the Advanced Placement Exam.

**AP PHYSICS 1  
UCONN PHYSICS  
1201Q**

Grades 10, 11, 12

1 Credit

(299-1)

Level 1

**Prerequisite(s): Teacher recommendation, B or better in Algebra 1 (112) and Geometry (121 or 122) and B or better in all previous high school science courses.**

This is a college level introductory algebra based physics course. Emphasis is placed on scientific inquiry and critical thinking. Topics include: Kinematics, Newton's Laws of Motion, Torque, Rotational Motion, Angular Momentum, Gravitation, Circular Motion, Work-Energy-Power, Linear Momentum, Oscillations, Mechanical Waves, Sound, Electrostatics and Electric Circuits. College credit may be earned through the UCONN Early College Experience (ECE) and/or the Advanced Placement Exam.

**AP PHYSICS 2  
UCONN PHYSICS  
1202Q**

Grades 11, 12

1 Credit

(299-2)

Level 1

**Prerequisites: Teacher Recommendation, B or better in Algebra 2 (131-132) and B or better in all previous high school science courses. AP Physics 1 or Physics 231 (Physics 231 2013-204 only)**

This is a college level introductory algebra based physics course. Emphasis is placed on scientific inquiry and critical thinking. Topics include: Fluid Statics and Dynamics, Thermodynamics with Kinetic Theory, Pressure and Volume diagrams and Probability, Electrostatics, Electric Circuits with Capacitors, Magnetic Fields, Electromagnetism, Optics, and topics in Modern Physics. College credit may be earned through the UCONN Early College Experience (ECE) and/or the Advanced Placement (AP) Exam.



## SOCIAL STUDIES DEPARTMENT

The curriculum of the Social Studies Department supports the mission of Enfield High School and Enrico Fermi High School. Our department provides instruction that focuses on the development of responsible individuals who strive to become lifelong learners. Embedded in our Social Studies curricula are lessons that teach students to:

- Utilize critical thinking skills
- Express ideas in both verbal and written modes
- Use technology
- Understand roles and responsibilities as citizens
- Recognize multiple perspectives while acknowledging individual's rights to opinion
- Make appropriate academic, social, and personal choices

### COURSE OFFERINGS

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
404	WORLD HISTORY	9	1	3
407	MODERN WORLD HISTORY	10	.5	3
415	UNITED STATES HISTORY	11	1	3
416	AP UNITED STATES HISTORY	11	1	1
438	INTRODUCTION TO PSYCHOLOGY	12	.5	3
440	PSYCHOLOGY	12	.5	1
439	SOCIOLOGY	12	.5	2
454	FILM STUDIES: THE HISTORY OF FILM	12	.5	3
455	PHILOSOPHY	12	.5	1
465	CONNECTICUT/ ENFIELD HISTORY	12	.5	3
467	GENOCIDE	12	.5	2

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
469	LAW, CRIME AND SOCIETY	12	.5	3
470	CIVICS	10, 11, 12	.5	3



# Social Studies Department

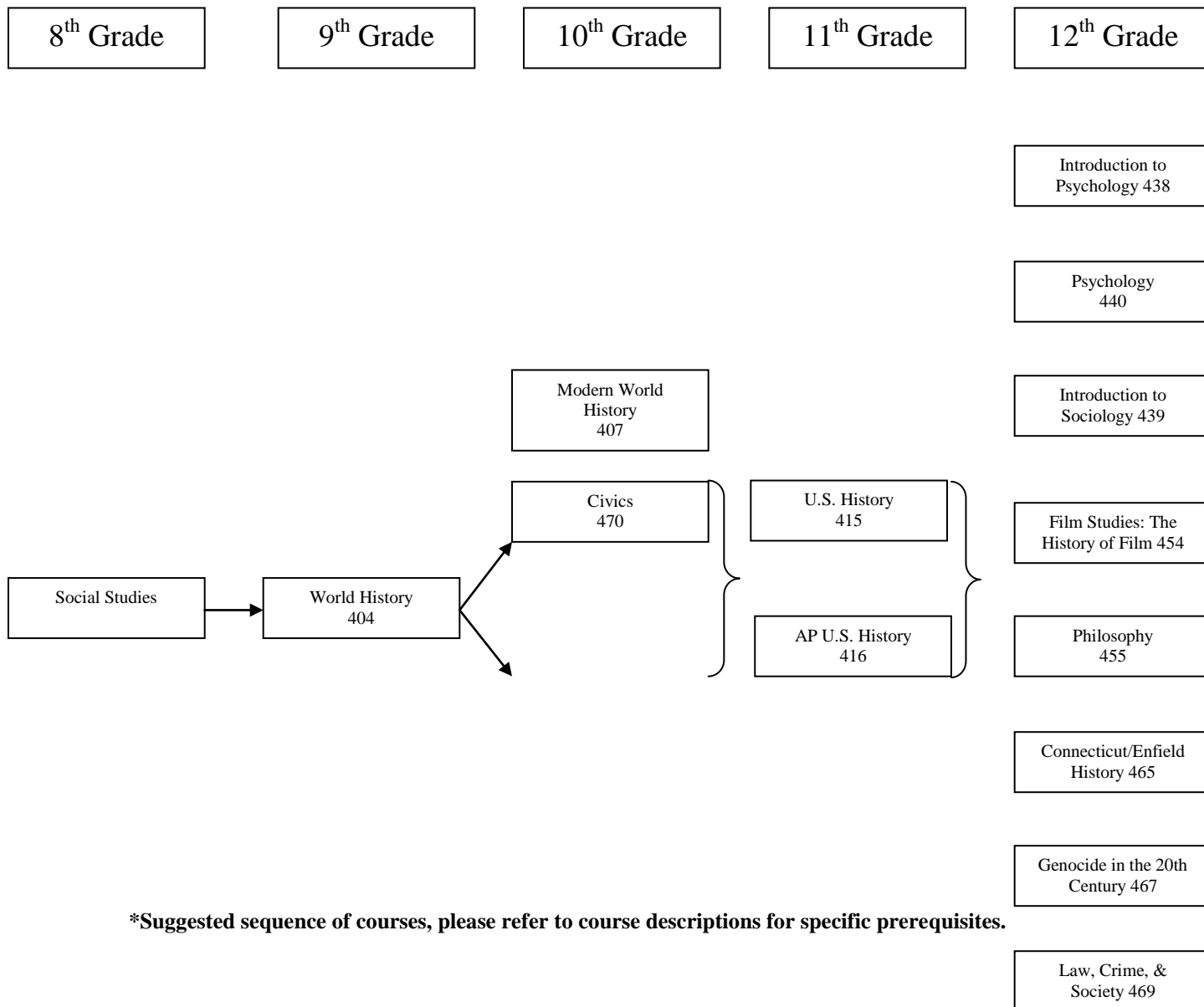
8<sup>th</sup> Grade

9<sup>th</sup> Grade

10<sup>th</sup> Grade

11<sup>th</sup> Grade

12<sup>th</sup> Grade



**\*Suggested sequence of courses, please refer to course descriptions for specific prerequisites.**



## COURSE DESCRIPTIONS

### **WORLD HISTORY**

Grade 9  
1 credit

#### **Prerequisite(s): None**

This course is a survey of world history. While a significant amount of time is spent on western civilization, emphasis is placed on interactions among the major civilizations of both east and west. In addition to learning historical content, students are exposed to social studies skill development, in particular, reading for content knowledge and writing with purpose. Sample topics include ancient civilizations, the middle ages, the Renaissance, and the modern period.

(404)  
Level 3

World History 404 is college preparatory and appropriate for most students entering ninth grade.

### **MODERN WORLD HISTORY**

Grade 10  
.5 Credit  
(407)  
Level 3

#### **Prerequisite(s): None**

Modern World History is a survey and problem-solving course that examines modern histories and current events associated with regions of conflict throughout the world. Students study the historical backgrounds of numerous current conflicts and use their acquired knowledge to propose resolutions to those conflicts. Sample topics include the world wars, decolonization and the third world, and current events.

### **UNITED STATES HISTORY**

Grade 11  
1 Credit

#### **Prerequisite(s): None**

Students study American History and culture from the period of settlement to contemporary America. Emphasis is on relationships between important historical events in a chronological perspective.

(415)  
Level 3

United States History 415 is college preparatory and appropriate for most students entering eleventh grade.

### **AP UNITED STATES HISTORY**

Grades 11, 12  
1 credit  
(416)  
Level 1

#### **Prerequisite(s): B or better average in previous high school social studies courses and teacher recommendation**

Advanced Placement United States History follows the rigorous college level curriculum established by the College Board. Students are expected to show a high degree of initiative and self-directed learning. Sample topics range from pre-Columbian North America to contemporary historical events. In addition to US History content, students develop skills that they will need in college with emphasis placed on advanced reading, writing, and verbal communication. This course has a summer reading and writing component that must be completed. Students taking this course are encouraged to take the Advanced Placement Exam.

**INTRODUCTION  
TO  
PSYCHOLOGY**

Grade 12  
.5 Credit  
(438)  
Level 3

**Prerequisite(s): None**

Topics include brain structure and function, sensation, perception learning, memory, intelligence, personality, and abnormal psychology.

**PSYCHOLOGY**

Grade 12  
.5 Credit  
(440)  
Level 1

**Prerequisite(s): B or better in a level one or level two English course and United States History, or the recommendation of a United States History teacher**

There is a high expectation of student performance with rigorous work requirements in this course. The topics include brain structure and function, sensation, perception learning, memory, intelligence, personality, and abnormal psychology. Students are expected to complete academic style research papers in the appropriate APA style.

**INTRODUCTION  
TO SOCIOLOGY**

Grade 12  
.5 Credit  
(439)  
Level 2

**Prerequisite(s): Recommendation of a United States History teacher**

This course is an introduction to the field of sociology and its role in today's world, focusing on concepts such as culture and cultural values, changes in society, group relationships, and social institutions. This course is designed as an introductory college seminar. Students are expected to complete academic style research papers in the appropriate APA style.

**FILM STUDIES:  
THE HISTORY  
OF FILM**

Grade 12  
.5 Credit  
(454)  
Level 3

**Prerequisite(s): None**

Film Studies examines the history of film making in America including prominent filmmakers and production techniques, the influence of the motion picture industry on American popular culture, and an examination of major film genres. Students will study the innovations in film making technology from the end of the 19<sup>th</sup> century through the modern era and motion pictures as a form of art. Classical films and exemplary motion pictures will be viewed, discussed and reviewed as students explore the many genres of the motion picture medium.

**PHILOSOPHY**

Grade 12  
.5 Credit  
(455)  
Level 1

**Prerequisite(s): B or better in a level one or level two English course, and United States History, or the recommendation of a United States History teacher.**

What is good? What is real? How do we know? These are the questions of philosophy which everyone asks, but few answer clearly. Using the writings of several great philosophers, students come to understand various viewpoints on the large questions of life, truth, beauty, and reality, and on the question of self. This course is designed as an introductory college seminar in philosophy.

**CONNECTICUT/  
ENFIELD  
HISTORY**

Grade 12  
.5 Credit  
(465)  
Level 3

**Prerequisite(s): None**

This course examines various topics of Connecticut history including the influence of the Connecticut River, politics, government, the Puritan religion, housing, employment, transportation, and state and local personalities. State and local current events are integrated into the course.

**GENOCIDE IN  
THE 20<sup>TH</sup>  
CENTURY**

Grade 12  
.5 Credit  
(467)  
Level 2

**Prerequisite(s): Recommendation of a United States History teacher**

Emphasis in this course is on Hitler's rise to power in Nazi Germany. Students study the development, use, and conditions of the concentration camps where millions of civilians were sent to die. Students gain an understanding of the people and events of the Holocaust and other acts of genocide. These genocides include Armenia, Bosnia, Cambodia, Rwanda, and Darfur. There is an emphasis on the study of racism, intolerance and stereotyping.

**LAW, CRIME  
AND SOCIETY**

Grade 12  
.5 Credit  
(469)  
Level 3

**Prerequisite(s): None**

This course examines the American legal system. Topics include history of United States law, courts, property law, criminal law, contracts, family and juvenile law, and civil liberties. Students gain insights into rights and responsibilities according to our American legal system. Lawyers and law enforcement officials are invited to speak. Major emphasis is placed on understanding student and citizen rights.

**CIVICS**

Grades 10, 11, 12  
.5 Credit

**Prerequisite(s): None**

This course examines the rights and responsibilities of citizenship. Students study systems of government, the Constitution and Bill of Rights, the political process, local, state, and national governments, the legal system, the economy, and the United States role in world affairs.

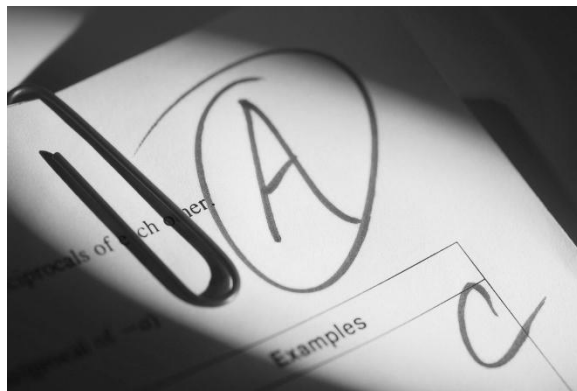
(470)  
Level 3

Civics 470 is college preparatory and appropriate for most students.



# SPECIAL EDUCATION DEPARTMENT

Students who have been evaluated and determined to be eligible for special education services, as defined by state and federal statutes, may receive services through the Special Education Department. Within this department academic, social/emotional, and vocational needs are met on an individual basis as determined by the Planning and Placement Team. Members of this team meet annually to develop Individual Educational Plans for identified students. Individual Transition Plans are developed for these students following their fifteenth birthday. A continuum of services and programs, including co-teaching, is available to ensure that students requiring Special Education services are educated in the least restrictive environment. These services are provided while supporting the Mission Statement and Student Learning Outcomes at both high schools.



## **TECHNOLOGY EDUCATION DEPARTMENT**

The curriculum of the Technology Education Department supports the mission of Enfield High School and Enrico Fermi High School. Technology is using knowledge, tools, and skills to increase potential, solve practical problems, and modify the world. Our program is open to all students and is developed around the major areas of communication, manufacturing, construction, and transportation. Technology Education prepares students for work and for additional studies after high school. A combination of theory and practical application develops technical and consumer competency skills. Embedded in our Technology Education Departments curricula are lessons that teach students to:

- Solve problems using a variety of skills and reasoning strategies across all disciplines
- Use multiple resources and technologies to access, organize, create, evaluate, and present information

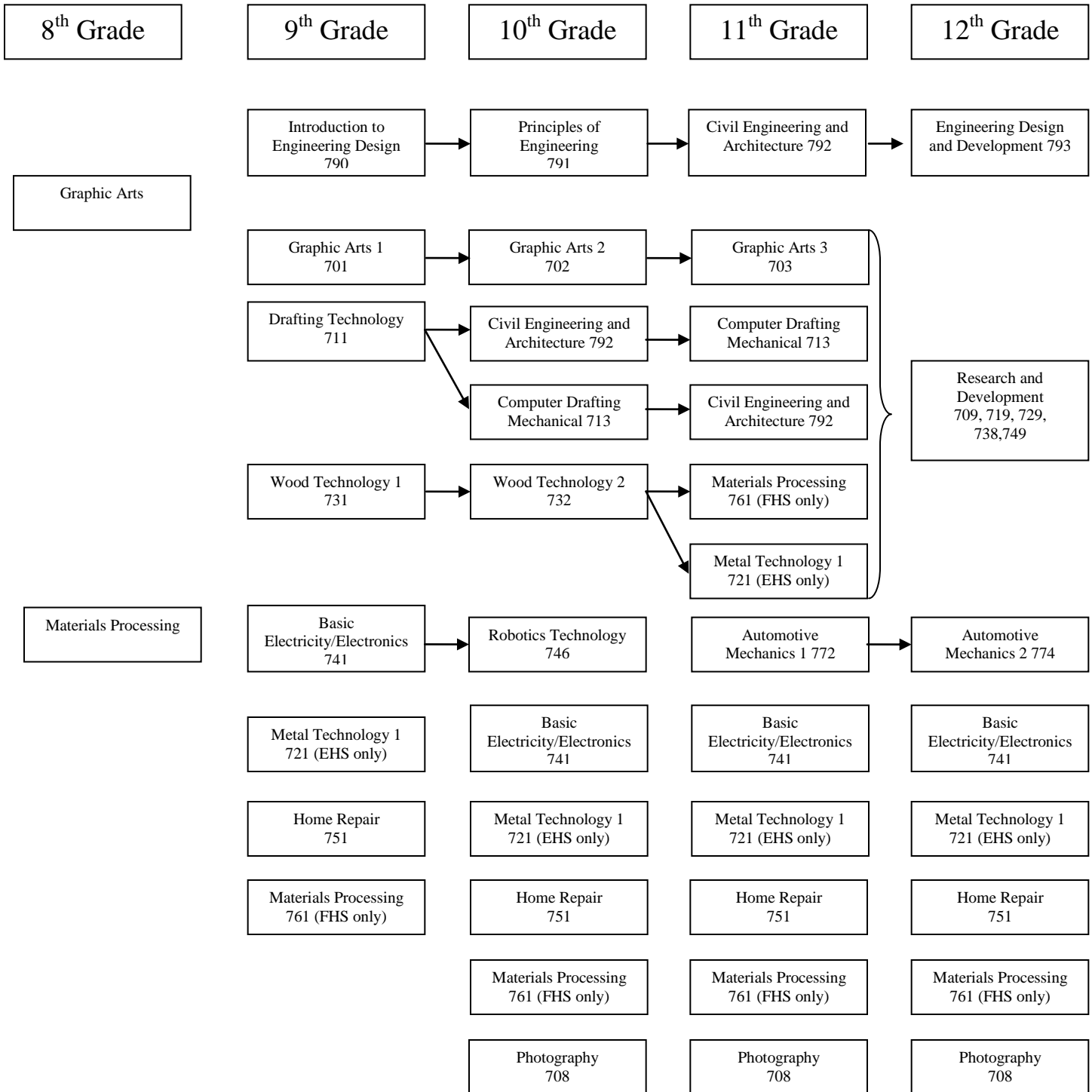
### **COURSE OFFERINGS**

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
701	GRAPHIC ARTS I	9, 10, 11, 12	1	3
702	GRAPHIC ARTS 2	10, 11, 12	1	3
703	GRAPHIC ARTS 3	11, 12	1	3
708	PHOTOGRAPHY	10, 11, 12	.5	3
709, 719, 729, 739, 749	RESEARCH AND DEVELOPMENT	11, 12	To be determined	2 or 3
711	DRAFTING TECHNOLOGY	9, 10, 11, 12	1	3
713	COMPUTER DRAFTING-MECHANICAL	10, 11, 12	1	2
721	METAL TECHNOLOGY 1	9, 10, 11, 12	1	3
731	WOOD TECHNOLOGY 1	9, 10, 11, 12	1	3
732	WOOD TECHNOLOGY 2	10, 11, 12	1	3
741	BASIC ELECTRICITY/ELECTRONICS	9, 10, 11, 12	1	3

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
746	ROBOTICS TECHNOLOGY	10, 11, 12	1	3
751	HOME REPAIR	9, 10, 11, 12	.5	3
761	MATERIAL PROCESSING SCIENCE AND TECHNOLOGY (FHS)	9, 10, 11, 12	1	3
772	AUTOMOTIVE MECHANICS 1	10, 11	2	3
774	AUTOMOTIVE MECHANICS 2	11, 12	2	3
790	INTRODUCTION TO ENGINEERING DESIGN	9, 10, 11, 12	1	2
791	PRINCIPLES OF ENGINEERING	10, 11, 12	1	2
792	CIVIL ENGINEERING AND ARCHITECTURE	11, 12	1	2
793	ENGINEERING DESIGN AND DEVELOPMENT	12	1	2



# Technology Education





## COURSE DESCRIPTIONS

### **GRAPHIC ARTS 1**

Grades 9, 10, 11, 12

1 credit

(701)

Level 3

#### **Prerequisite(s): None**

This course is designed to acquaint students with the operation and organization of the graphic arts industry. Students explore offset printing press operation, design of printed material, process photography, bookbinding, and screen-printing.

### **GRAPHIC ARTS 2**

Grades 10, 11, 12

1 Credit

(702)

Level 3

#### **Prerequisite(s): Graphic Arts 1 (701)**

This course extends graphic arts exploration in advanced computer typography and desktop publishing. Students will participate in advanced techniques of offset press operation.

### **GRAPHIC ARTS 3**

Grades 11, 12

1 Credit

(703)

Level 3

#### **Prerequisite(s): Graphic Arts 1 and 2 (701 and 702)**

Graphic Arts 3 enables students to develop their interests and skills further. The course simulates a small graphic arts business environment where students are responsible for the completion of school-related publications.

### **PHOTOGRAPHY**

Grades 10, 11, 12

.5 Credit

(708)

Level 3

#### **Prerequisite(s): None**

This course explores conventional cameras, digital cameras, film composition, lighting, darkroom development, computer printing and scanning, enlarging, and dry mounting. Students take and develop photographs.

### **DRAFTING**

#### **TECHNOLOGY**

Grades 9, 10, 11, 12

1 credit

(711)

Level 3

#### **Prerequisite(s): None**

This computer-based drawing course provides an introduction to the basic principles of computer aided drafting and design (CADD). The student creates basic two-dimensional and three-dimensional drawings that relate to various disciplines such as engineering, architecture, interior design, and manufacturing. Topics covered include multi-view drawings, floor plans, house elevations and three-dimensional model design. This course is recommended for students who are planning to enter engineering fields such as mechanical, civil, architecture, interior design or manufacturing.

### **COMPUTER**

#### **DRAFTING**

#### **MECHANICAL**

Grades 10, 11, 12

1 Credit

(713)

Level 2

#### **Prerequisite(s): Drafting Technology (711)**

This course provides skills and knowledge pertaining to the three-dimensional modeling of parts, assemblies and prototype designs. The students use three-dimensional modeling software to research, design and draw concept prototype parts and assemblies which solve a particular problem. The final student project includes assembly animation and hands-on construction of a prototype design. The student will present their final project to the class using presentation software.

**METAL  
TECHNOLOGY 1**  
Grades 9, 10, 11, 12  
1 Credit  
(721) (EHS)  
Level 3

**Prerequisite(s): None**

This course familiarizes students with the common types of materials and methods of fabrication used in metal technology. Students learn how materials are taken from their natural state and processed into a useable product. Students are required to complete projects in a variety of metals.

**WOOD  
TECHNOLOGY 1**  
Grades 9, 10, 11, 12  
1 Credit  
(731)  
Level 3

**Prerequisite(s): None**

This course familiarizes students with the common types of materials and methods of fabrication utilized in wood technologies. Basic skill development in hand tool and machine operation is stressed. Students are required to complete a variety of projects.

**WOOD  
TECHNOLOGY 2**  
Grades 10, 11, 12  
1 Credit  
(732)  
Level 3

**Prerequisite(s): Wood Technology 1 (731)**

This course expands those areas studied in Wood Technology 1. Emphasis is placed on cabinet construction, carpentry, furniture refinishing, and machine work. Students are required to complete advanced level projects and maintain a weekly journal.

**BASIC  
ELECTRICITY/  
ELECTRONICS**  
Grades 9, 10, 11, 12  
1 Credit  
(741)  
Level 3

**Prerequisite(s): None**

In this course students investigate the phenomena of electricity and its role in the development of electronics. Circuit theory and the transition from analog to digital technology are studied. Students study the progression of electronics from tubes and transistors to integrated circuits. Activities include building circuits and using electronic components.

**ROBOTICS  
TECHNOLOGY**  
Grades 10, 11, 12  
1 Credit  
(746)  
Level 3

**Prerequisite(s): None**

Students explore the application of industrial based robotics systems and how they interface with current mass production. Topics include defining, programming and controlling robots. The course is extremely helpful to those students interested in participating on the FIRST Robotics Team.

**RESEARCH AND  
DEVELOPMENT**  
Grades 11, 12  
Credits to be  
determined  
(709) (719) (729)  
(738) (749)  
Level 2 or 3

**Prerequisite(s): Prior study in the area of intended independent study.**

Research and development courses are designed to expand an area of individual interest beyond the basic course offerings. Refer to the independent study section of this *Program of Studies* for specific details.

**HOME REPAIR**

Grades 9, 10, 11, 12  
.5 Credit  
(751)  
Level 3

**Prerequisite(s): None**

This course introduces students to basic residential electrical circuits, plumbing, masonry, and wood frame construction. Emphasis is placed on safety practices, tool and material identification, project calculations, and proper hand and power tool operation.

**MATERIAL PROCESSING SCIENCE AND TECHNOLOGY**

Grades 9, 10, 11, 12  
1 Credit  
(761) (FHS)  
Level 3

**Prerequisite(s): None**

In Material Processing Science and Technology, students classify, alter, finish, and enhance materials and manipulate their basic properties. Engineering lessons include magnetic levitation, structural limit testing, aerodynamics and flight, and other challenging engineering exercises. Students investigate ways to improve the properties of substances. Students operate power machines commonly used in industrial applications. Computer assisted manufacturing and design are covered.

**AUTOMOTIVE MECHANICS 1**

Grades 10, 11  
2 Credits  
(772)  
Level 3

**Prerequisite(s): None**

Students learn the basic skills of automotive service. Topics include brake, suspension, ignition and fuel systems, and wheel mounting and balancing. Students use equipment found in modern service centers.

**AUTOMOTIVE MECHANICS 2**

Grades 11, 12  
2 Credits  
(774)  
Level 3

**Prerequisite(s): C or better in Auto Mechanics 1 (772)**

This course is a continuation of Automotive Mechanics 1. Upon completion, students have job entry skills in automotives.

**INTRODUCTION TO ENGINEERING DESIGN**

Grades 9, 10, 11, 12  
1 Credit  
(790)  
Level 2

**Prerequisite(s): Algebra 1 (may be taken concurrently)**

This is the first in a four course engineering sequence. It will introduce students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Students use 3D solid modeling design software to design solutions to engineering problems. Students will learn how to document their work and to communicate solutions to members of the professional community.

**PRINCIPLES OF ENGINEERING**

Grades 10, 11, 12  
1 Credit  
(791)  
Level 2

**Prerequisite(s) Introduction to Engineering Design (790), Geometry (may be taken concurrently)**

This is the second course in a four course engineering sequence. This course introduces students to major concepts in engineering. Students employ engineering and scientific concepts to solve engineering design problems. Students will develop problem-solving skills and apply these skills to research and design.

**CIVIL  
ENGINEERING  
AND  
ARCHITECTURE**

Grades 11, 12

1 Credit

(792)

Level 2

**Prerequisite(s): None**

Students learn about various aspects of civil engineering and architecture and apply their knowledge to the design and development of residential and commercial properties and structures. In addition, students use 3D design software to design and document solutions for major course projects. Students communicate and present solutions to their peers and members of a professional community of engineers and architects.

**ENGINEERING  
DESIGN AND  
DEVELOPMENT**

Grade 12

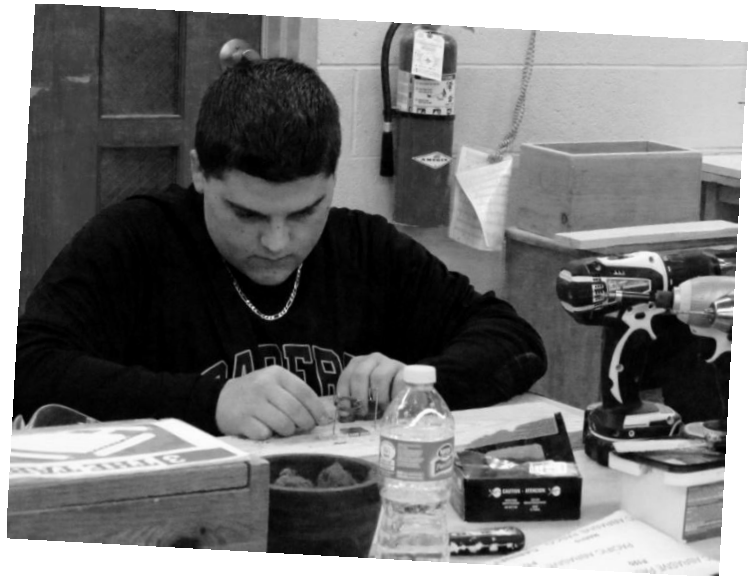
1 Credit

(793)

Level 2

**Prerequisite(s): Intro to Engineering Design (790), Principles of Engineering (791), and Civil Engineering and Architecture (793).**

In this capstone course, students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams design, build and test their solutions while working closely with industrial professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel.



# TEEN LEADERSHIP

The curriculum of the Teen Leadership course supports the mission of Enfield High School and Enrico Fermi High School. The course provides instruction that focuses on the development of responsible individuals who strive to become lifelong learners. Embedded in the Teen Leadership curricula are lessons that teach students to:

- Express ideas in both verbal and written modes
- Use technology
- Understand roles and responsibilities as citizens
- Recognize multiple perspectives while acknowledging individual’s rights to opinion
- Make appropriate academic, social, and personal choices

## COURSE OFFERINGS

COURSE NUMBER	COURSE	GRADES	CREDIT	GRADE WEIGHT
890	TEEN LEADERSHIP 1	9, 10, 11, 12	.5	3
892	TEEN LEADERSHIP 2	11, 12	.5	3

## COURSE DESCRIPTION

**TEEN LEADERSHIP 1**  
 Grades 9, 10, 11, 12  
 .5 credit  
 (890)  
 Level 3

**Prerequisite(s): None**  
 Students in Teen Leadership take part in a program of study designed to develop leadership, professional, and business skills. They develop healthy self-concepts and healthy relationships and learn to understand the concept of personal responsibility. Students develop an understanding of emotional intelligence including self-awareness, self-control, self-motivation, and social skills. Students develop skills in communication and understanding of personal image.

**TEEN LEADERSHIP 2**  
 Grades 11, 12  
 .5 credit  
 (892)  
 Level 3

**Prerequisite(s): Teen Leadership 1 (890)**  
 Students in Teen Leadership 2 will continue to develop leadership, communication and business skills. They will learn about money management, job applications and interviewing skills, public speaking and creative thinking. This course will also focus on interacting with others, taking personal responsibility and being proactive in their lives. Their successful completion will enhance their continued development as responsible individuals and lifelong learners.

## VISUAL ARTS DEPARTMENT

The curriculum of the Visual Arts Department supports the mission of Enfield High School and Enrico Fermi High School. Visual Arts education is a vital part of the total education experience. The Visual Arts Department provides individuals with instructional learning activities that focus on creativity and the development of responsible lifelong learners. Integrated in our Visual Arts curricula are lessons that teach students to:

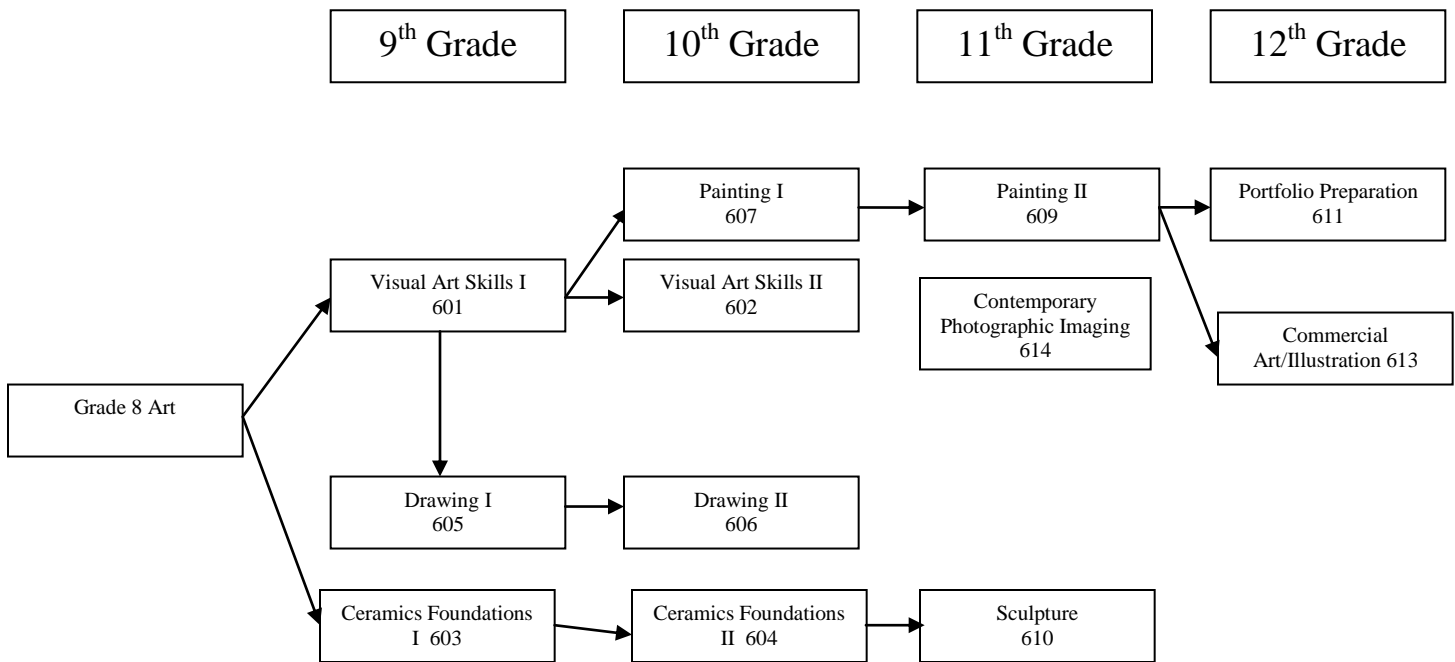
- Use critical thinking skills to read and respond to texts across all disciplines
- Solve problems using a variety of skills and reasoning strategies across all disciplines
- Use multiple resources, including technology, to access, organize, evaluate and present information and/or products
- Demonstrate the knowledge necessary to make appropriate academic, social, and personal choices
- Recognize multiple perspectives and acknowledge an individual's right to opinion

### COURSE OFFERINGS

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
601	VISUAL ART SKILLS 1	9, 10, 11, 12	.5	3
602	VISUAL ART SKILLS 2	9, 10, 11, 12	.5	2
603	CERAMICS FOUNDATION 1	9, 10, 11, 12	.5	3
604	CERAMICS FOUNDATION 2	10, 11, 12	.5	2
605	DRAWING 1	9, 10, 11, 12	.5	3
606	DRAWING 2	10, 11, 12	.5	2
607	PAINTING 1	10, 11, 12	.5	3
609	PAINTING 2	10, 11, 12	.5	2
610	SCULPTURE	10, 11, 12	.5	2
611	PORTFOLIO PREPARATION	12	1	1
613	COMMERCIAL ART/ILLUSTRATION	10, 11, 12	1	2
614	CONTEMPORARY PHOTOGRAPHIC IMAGING	10, 11, 12	.5	2



# Visual Arts Department



**\*Suggested sequence of courses, please refer to course descriptions for specific prerequisites.**

**All visual arts courses have pre-requisites with the exception to Visual Art Skills I (601) and Ceramics Foundations I (603)**



## COURSE DESCRIPTION

### **VISUAL ART SKILLS 1**

Grade 9, 10, 11, 12  
.5 credit  
(601)  
Level 3

#### **Prerequisite(s): None**

This course provides a studio environment in which students conceive and create original two and three-dimensional works of art. Students will apply skills that incorporate the principles of art and the elements of design to generate multiple solutions to a variety of art problems with emphasis on historical and cultural diversity.

### **VISUAL ART SKILLS 2**

Grade 9, 10, 11, 12  
.5 Credit  
(602)  
Level 2

#### **Prerequisite(s): C or better in Visual Art Skills 1 (601)**

Visual Art Skills 2 engages students in a variety of creative instructional activities with emphasis on the development of three—dimensional concepts and techniques. This course develops and facilitates a sequence of visual art skills previously applied in Visual Arts Skills 1. Students conceive and create original works of art that demonstrate a connection between personal expression and the use of art materials, techniques, and processes. Students generate multiple solutions to solve a variety of visual art problems.

### **CERAMICS FOUNDATION 1**

Grade 9, 10, 11, 12  
.5 Credit  
(603)  
Level 3

#### **Prerequisite(s): None**

Ceramics Foundation 1 develops basic skills and techniques of coil, slab, and wheel throwing with an emphasis on craftsmanship. Students gain experience with materials, surface treatment, and firing. Students demonstrate knowledge of the principles of art and elements of design to solve functional sculptural design problems. Students maintain a journal.

### **CERAMICS FOUNDATION 2**

Grade 10, 11, 12  
.5 Credit  
(604)  
Level 2

#### **Prerequisite(s): B- or better in Ceramics Foundation 1 (603)**

This is an advanced studio course designed to reinforce clay methods of construction and surface design. Long-term projects use both contemporary and historical concepts and techniques. Students create a three-dimensional portfolio of work incorporating personal concept development, alternative techniques, and a practical knowledge of ceramics.

### **DRAWING 1**

Grade 9, 10, 11, 12  
.5 credit  
(605)  
Level 3

#### **Prerequisite(s): C or better in Visual Art Skills 1 (601)**

This course develops and improves students' basic drawing skills. Drawing assignments range from simple to complex in subject matter including the human figure. Emphasis is on descriptive and expressive drawing techniques that develop students' ability to represent a three-dimensional world on a two-dimensional surface. Traditional and inventive drawing tools and media are explored.

**DRAWING 2**  
Grade 10, 11, 12  
.5 Credit  
(606)  
Level 2

**Prerequisite(s): B- or better in Drawing 1 (605)**  
This course emphasizes drawing quality in order to develop students' abilities, evaluate their strengths, and refine their drawing portfolios. Through a variety of mixed media approaches, students develop a personal drawing style. Students initiate, define, and solve challenging visual art problems independently and collaboratively.

**PAINTING 1**  
Grade 10, 11, 12  
.5 Credit  
(607)  
Level 3

**Prerequisite(s): C or better in Visual Art Skills 1 (601)**  
In this course students use a variety of painting media procedures and techniques. Students create paintings emphasizing the use of spatial strategies, color mixing, qualities of light, and principles of composition. Students study the relationship between form and content.

**PAINTING 2**  
Grade 10, 11, 12  
.5 Credit  
(609)  
Level 2

**Prerequisite(s): B- or better in Drawing 1 (605), and B- or better in Painting 1 (607)**  
This is a course for student painters in search of a personal style. Students achieve increasingly sophisticated levels of mastery through individual and group critiques. Students are expected to explore the relationship between sketchbook idea development and painting as a means of self-expression.

**SCULPTURE**  
Grade 10, 11, 12  
.5 Credit  
(610)  
Level 2

**Prerequisite(s): B- or better in Ceramics Foundation 1 (603)**  
The sculpture studio prepares students to think independently and critically, to gain a command of the technical process inherent to three-dimensional design, and to develop an understanding of sculptural issues. Students study form, plan, and line in three dimensions. Sculptural problems allow students to determine the visual content of their work.

**PORTFOLIO  
PREPARATION**  
Grade 12  
1 Credit  
(611)  
Level 1

**Prerequisite(s): Teacher recommendation**  
In this course students begin the process of assembling samples for a viable professional quality collection of work. Students' portfolios are developed, critiqued, and evaluated for submission to colleges.

**COMMERCIAL  
ART/  
ILLUSTRATION**

Grade 10, 11, 12

1 Credit

(613)

Level 2

**Prerequisite(s): B- or better in Drawing 1 (605)**

This course introduces students to graphic and illustration techniques in both the studio and computer lab. Students are engaged in a variety of design projects. Topics include logo and publication design with an emphasis on typography, illustration, and creative page layout. Students scan, import, generate, process, and combine images and text in color and black and white. The differences between computers and traditional techniques are introduced and discussed in critiquing students' final work.

**CONTEMPORARY  
PHOTOGRAPHIC  
IMAGING**

Grade 10, 11, 12

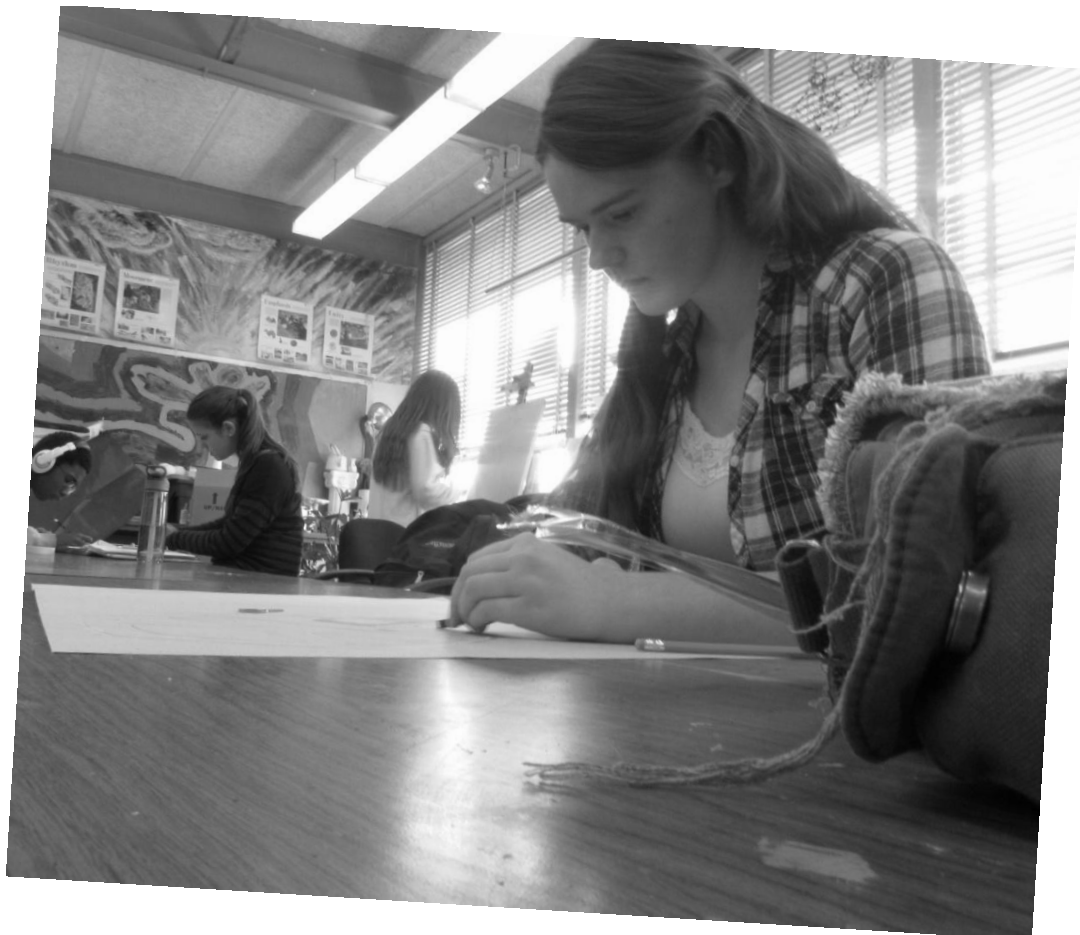
.5 Credit

(614)

Level 2

**Prerequisite(s): C or better in Visual Art Skills 1 (601)**

Students are introduced to contemporary photography through a series of design projects to increase their aesthetic perception of the world around them. This mixed media course stresses the transformational nature of photography through collage, assemblage, and digital imaging. Students are exposed to historical and contemporary concepts in the field of photography in order to develop a framework of reference for their own work.



## WORLD LANGUAGES DEPARTMENT

The curriculum of the World Languages Department supports the mission of Enfield High School and Enrico Fermi High School. Our department recognizes that the ability to communicate in a second language is a desirable, if not essential, goal for all students. Guided by a proficiency-based approach to instruction based on the ACTFL national standards, the department supports the acquisition of a second language as a life skill for all students. Embedded in our World Language curricula are lessons that teach students to:

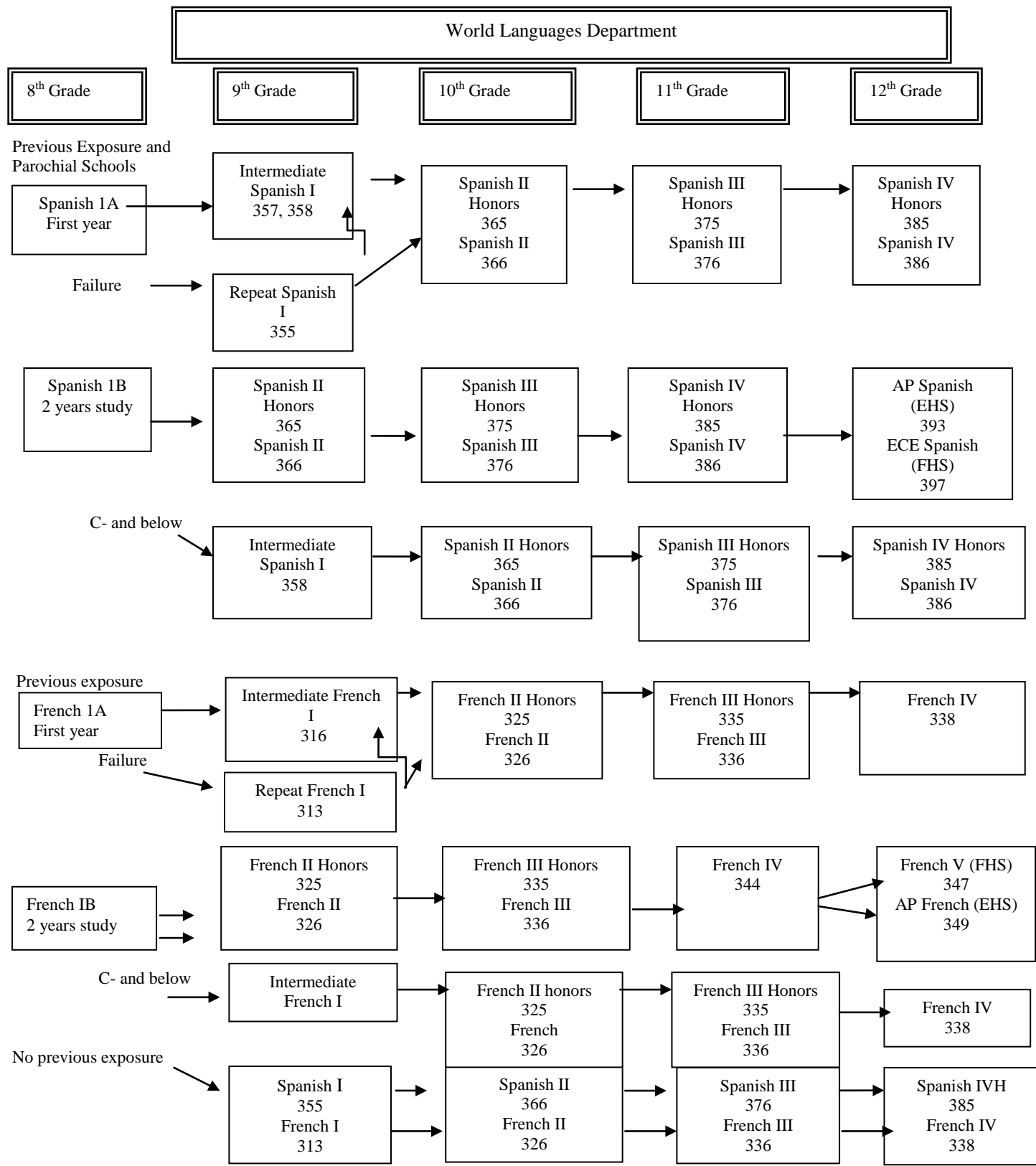
- Express ideas in both verbal and written modes
- Demonstrate an awareness and appreciation of language, culture, media, and the arts
- Use multiple resources and technologies
- Recognize multiple perspectives while acknowledging individual's rights to opinion

### COURSE OFFERINGS

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>GRADES</b>	<b>CREDIT</b>	<b>GRADE WEIGHT</b>
313	FRENCH I Elementary	9, 10, 11, 12	1	3
316	FRENCH I Intermediate	9, 10, 11, 12	1	3
325, 326	FRENCH II	9, 10, 11, 12	1	3
335, 336	FRENCH III	10, 11, 12	1	2
338	FRENCH IV	11, 12	1	1
347	FRENCH V (FHS)	12	1	1
349	AP FRENCH V LANGUAGE (EHS)	12	1	1
355	SPANISH I Elementary	9, 10, 11, 12	1	3
358	SPANISH I Intermediate	9, 10, 11, 12	1	3
365, 366	SPANISH II	9, 10, 11, 12	1	3
375, 376	SPANISH III	10, 11, 12	1	2
385	SPANISH IV (Pre-AP)	11, 12	1	1
386	SPANISH IV	11, 12	1	2
393	AP SPANISH LANGUAGE V (EHS)	12	1	1

397	ECE SPANISH V (FHS)	12	1	1
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Please refer to course description for specific prerequisites Revised 10/12

## COURSE DESCRIPTIONS

**FRENCH I**  
**Elementary**  
Grades 9, 10, 11, 12  
1 credit  
(313)  
Level 3

**Prerequisite(s): None**

This course is an introduction to French language and culture. The four skill areas of reading, writing, speaking, and listening are practiced and developed. Students strengthen their language skills and cultural understanding through the use of technology and on line practice. This course is designed for students who have never studied French.

**FRENCH I**  
**Intermediate**  
Grades 9, 10, 11, 12  
1 Credit  
(316)  
Level 3

**Prerequisite(s): See Below**

This course provides the continuation of the study of French for students with one year of language study at the middle school or by teacher recommendation for students who took Elementary French I at the high school. Students continue the development of reading, writing, speaking, and listening skills as well as improve their foundation. Language skills and cultural understanding are strengthened through the use of technology and on line practice. This course is designed to continue the development of language study and organizational skills with guided practice.

**FRENCH II**  
Grades 9, 10, 11, 12  
1 Credit

**Prerequisite(s): See Below**

Students continue to learn about life in French speaking countries around the world including France, Canada, and Africa. Students increase active vocabulary and develop reading, writing, listening, and comprehension skills. Students are expected to speak in French as much as possible in class. Instruction is delivered regularly in French. Language skills and cultural understanding are enhanced through the use of technology.

(325)  
Level 3

**Prerequisite(s): B+ or better in French IB at the middle school or by teacher recommendation in Elementary French I or Intermediate French I (315 or 316) at the high school.**

Students who select this course should be self-motivated and self-directed. There is a high expectation of student performance and rigorous work requirements. The target language is used regularly, supplemental readings will be provided and material is covered in more depth at a faster pace.

(326)  
Level 3

**Prerequisite(s): C or better in French IB at the middle school or by teacher recommendation of Elementary or Intermediate French I (315 or 316) at the high school.**

This course is designed to develop language study and organizational skills with guided practice while improving proficiency in the language.

**FRENCH III**  
Grades 10, 11, 12  
1 Credit

**Prerequisite(s): See Below**

Students expand their ability to communicate topics in French. Combined presentation of grammar, vocabulary, and culture offer students the opportunity to develop language proficiency as they increase cultural understanding. Class is taught primarily in French. Students expand their language skills and understanding through the use of technology.

(335)  
Level 2

**Prerequisite(s): B+ in French II (325 or 326) or better or teacher recommendation**

Students who select this course should be self-motivated and self-directed. There is a high expectation of student performance and rigorous work requirements. The target language is used regularly, supplemental readings are provided and material is covered in more depth at a faster pace.

(336)  
Level 2

**Prerequisite(s): C or better in French II (325 or 326) or teacher recommendation**

This course is designed to develop language study and organizational skills with guided practice.

**FRENCH IV**  
Grades 11, 12  
1 Credit  
(338)  
Level 1

**Prerequisite(s): C average or better in French III (335 or 336) or teacher recommendation**

At this advanced level of study, students develop greater proficiency in all four-language skills. Selections from French literature are read and discussed in French. Development of self-expression, advanced grammatical structures, and expansion of vocabulary occurs. A variety of media and technological connections are used. Class is taught primarily in French. Students actively participate in French. Successful completion of French IV prepares students for Advanced Placement French Language.

**FRENCH V**  
Grade 12  
1 Credit  
(347) (FHS)  
Level 1

**Prerequisite(s): B or better in French IV (344) or teacher recommendation**

UCONN French offers students the opportunity to increase their ability to speak, read, write, and understand French with greater facility. French is spoken extensively. Literary reading selections provide a representative cross-section of French literature and culture. Grammar study provides review of essential linguistic structures. Students speak and write French in formal and conversational situations with fluency and accuracy. College credit may be available for qualified students through UCONN Early College Experience.

**AP FRENCH LANGUAGE**  
Grade 12  
1 Credit  
(349) (EHS)

**Prerequisite(s): C+ or better in French IV (344) or teacher recommendation**

AP French Language offers an integrated thematic approach to the study of French language and culture. Students are expected to comprehend lectures and read excerpts from poetry, prose, and drama



Level 1 of moderate French difficulty. Cultural material is organized around relevant themes such as history, education, and family. Grammar study provides review of essential linguistic structures. Students speak and write French in formal and conversational situations with fluency and accuracy. Newspapers, magazine articles, and contemporary essays guide discussion, debate, and composition topics. Substantial preparation for the AP exam is provided. Class is taught in French. Students taking this course are expected to take the Advanced Placement Exam.

**SPANISH I  
Elementary**  
Grades 9, 10, 11, 12  
1 Credit  
(355)  
Level 3

**Prerequisite(s): None**  
This course is an introduction to Spanish language and culture. The four skill areas of reading, writing, speaking, and listening are practiced and developed within the framework of the units introduced. Students strengthen their language skills through the use of technology and on line practice. This course is designed for students who have never studied Spanish.

**SPANISH  
Intermediate I**  
Grades 9, 10, 11, 12  
1 Credit  
(358)  
Level 3

**Prerequisite(s): See Below**  
This course provides the continuation of the study of Spanish. For students with one year of language study at the middle school or by teacher recommendation for students who took Elementary Spanish I at the high school. Students continue the development of reading, writing, speaking, and listening skills as well as improve their foundation. Language skills and cultural understanding are strengthened through the use of technology and on line practice. Study and organizational skills will be emphasized. This course is designed to continue the development of language study and organizational skills with guided practice.

**SPANISH II**  
Grades 9, 10, 11, 12  
1 Credit

**Prerequisite(s): See Below**  
Students continue to explore the similarities and differences of Spain and Latin America with the United States through the study of the Spanish language and culture. Students increase active vocabulary and continue to develop reading, writing, listening, and comprehension skills in familiar, thematic situations. Students are expected to use Spanish in class to express basic needs with instruction delivered regularly in Spanish. Instruction is delivered regularly in Spanish. Language skills and cultural understanding are enhanced through the use of technology and online practice.

(365)  
Level 3

**Prerequisite(s): B+ or better in Spanish 1B middle school or teacher recommendation from Spanish I Elementary (355) or Intermediate Spanish I at the high school level (357 or 358)**  
Students who select this course should be self-motivated and self-directed. There is a high expectation of student performance and rigorous work requirements. The target language is used regularly, supplemental readings are provided, and material is covered in more

depth at a faster pace.

(366)  
Level 3

**Prerequisite(s): C or better in Spanish IB middle school or teacher recommendation from Elementary Spanish I (355) or Intermediate Spanish I at the high school level (357 or 358)**

This course is designed to develop language study and organizational skills with guided practice.

**SPANISH III**  
Grades 10, 11, 12  
1 Credit

**Prerequisite(s): See Below**

Students expand their ability to communicate in Spanish. Thematic units include major Spanish artists. Combined presentation of grammar, vocabulary, and culture offer students the opportunity to develop language proficiency as they increase cultural understanding. Class is taught primarily in Spanish. Students expand their language skills and understanding through the use of technology. Listening comprehension proficiency will be increased through the use of a telenovela series.

(375)  
Level 2

**Prerequisite(s): B in Spanish II (365 or 366) or better or teacher recommendation**

Students who select this course should be self-motivated and self-directed. There is a high expectation of student performance and rigorous work requirements. The target language is used regularly, supplemental readings are provided, and material is covered in more depth at a faster pace.

(376)  
Level 2

**Prerequisite(s): C- or better in Spanish II (365 or 366) or teacher recommendation**

This course is designed to develop language study and organizational skills with guided practice.

**SPANISH IV**  
Grades 11, 12  
1 Credit

**Prerequisite(s): See Below**

At this advanced level of study, students develop greater proficiency in all four-language skills. Selections from Hispanic literature are read and discussed in Spanish. Development of self-expression, advanced grammatical structures, and expansion of vocabulary occurs. A variety of media and technological connections are used. Class is taught primarily in Spanish. Students actively participate in Spanish. Successful completion of Spanish IV prepares students for AP Spanish Language and/or ECE Spanish. Listening comprehension proficiency will be increased through the continued use of a telenovela series.

(385)  
Level 1

**Prerequisite(s): B or better in Spanish III (375 or 376) or teacher recommendation**

Students who select this course should be self-motivated and self-directed. There is a high expectation of student performance and

rigorous work requirements. The target language is used regularly, supplemental readings are provided, and material is covered in more depth at a faster pace.

(386)  
Level 2

**Prerequisite(s): C- or better in Spanish III (375 or 376) or teacher recommendation**

This course is designed to continue to improve proficiency in the use of the language and understanding of the culture with guided practice and themed units. Review of grammatical concepts will be reinforced with all four skill areas practiced. Students will be expected to actively participate in class discussions in Spanish.

**AP SPANISH  
LANGUAGE V**

Grade 12  
1 credit  
(393) (EHS)  
Level 1

**Prerequisite(s): C+ or better in Spanish IV (385 or 386) or teacher recommendation**

AP Spanish Language offers an integrated thematic approach to the study of Spanish language and culture. Students are expected to comprehend lectures and read excerpts from poetry, prose, and drama of moderate Spanish difficulty. Cultural material is organized around relevant themes such as history, education, and family. Grammar study provides review of essential linguistic structures. Students speak and write with fluency and accuracy. Newspapers, magazine articles, and contemporary essays guide discussion, debate, and composition topics. Substantial preparation for the AP exam is provided. Class is taught in Spanish. Students taking this course are expected to take the Advanced Placement Exam.

**ECE SPANISH V**

Grade 12  
1 credit  
(397) (FHS)  
Level 1

**Prerequisite(s): B or better in Spanish IV (385 or 386) or teacher recommendation**

UCONN Spanish offers students the opportunity to increase their ability to speak, read, write, and understand Spanish with greater facility. Literary reading selections provide a representative cross-section of Spanish literature and culture. Grammar study provides review of essential linguistic structures. College credit may be available for qualified students through UCONN Early College Experience.

**UCONN Course Description: Spanish Composition**

(3178) 3 credits. This course offers students a thorough review of grammar and methodical practice in composition leading to command of practical idioms and vocabulary. Spanish is spoken extensively. Literary reading selections provide a representative cross-section of Spanish literature and culture. Grammar study provides review of essential linguistic structures.

**Spanish Conversation: Cultural Topics**

(3179) 3 credits. In-depth development of speaking skills through cultural readings, group discussions and oral presentations on selected topics concerning the Spanish speaking world. Spanish is spoken extensively. Students increase their knowledge of grammar and vocabulary allowing them to write and speak Spanish in formal and conversational situations with fluency and accuracy.





