

# Terryville High School

## 2018-2019



## PROGRAM OF STUDIES

[www.plymouth.k12.ct.us/thhs](http://www.plymouth.k12.ct.us/thhs)

Dear Students/Parents:

As you plan for the 2018-2019 school year we would like you to carefully consider all the choices available to you at Terryville High School. The Program of Studies provides you with course descriptions, graduation requirements, and also outlines minimum requirements for college entrance.

Use this program to stay on track with your goals. Be sure to discuss your options with your parents or guardians. Remember to use your teachers and school counselors as resources throughout the course selection process. Your high school education is the cornerstone of building a successful future and it all starts with your planning from year to year.

Three things to consider while making course selections:

1. Do these courses help me fulfill graduation requirements at THS? (Page 3)
2. Will the courses I've selected make me competitive in my goals of being accepted to a college, technical school, military branch, or for a job opportunity? (Page 6)
3. How will these courses help me become a better person creatively, academically, and/or socially? (Page 1)

As you read and use this Program of Studies Booklet, please do not hesitate to contact the Administrative Staff or your School Counselor if you have any questions or if you wish additional information. We are most willing to assist you in the important process of course selection.

Take advantage of your high school years and challenge yourself both personally and academically.

Sincerely,

Lori Lusitani  
School Counselor (A-K)

Michael McGowan  
School Counselor (L-Z)

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# **Terryville High School Core Values, Beliefs and Learning Expectations**

Teaching and learning are ongoing and evolving processes by all stakeholders at Terryville High School. We are a close-knit community where students participate and prosper in an environment that is safe and comfortable. Students are encouraged and supported to maximize their full potential utilizing available resources.

## **Core Values**

- **Trust**
- **Service**
- **Collective**
- **Practicality**
- **Community**
- **Dedication to Improvement**

## **Beliefs About Learning**

- **Teachers recognize the importance of continuing to learn and implement 21st Century Skills**
- **Students and teachers are most successful in a comfortable, collegial, safe and inviting environment**
- **Service and participation are crucial values to incorporate into life**
- **Flexibility, creativity, and adaptability are necessary in a world of varying amounts of resources**
- **Learning is a collective process**
- **Staff are committed to student growth**

## **Learning Expectations**

- B* Build a capacity to work independently and collaboratively**
- O* Organize thoughts to write effectively**
- U* Uphold civic values**
- N* Navigate technology responsibly**
- C* Communicate clearly**
- E* Empower yourself through reading**

1. **(B) Work independently and collaboratively to question, analyze, evaluate and synthesize information to create solutions and products.**
2. **(O) Write effectively using a variety of modes to communicate ideas to various audiences.**
3. **(U) Contribute positively to a diverse culture that respects others, fosters responsibility, reflects ethical standards, promotes personal wellness including college and career readiness, and embraces community engagement and global awareness.**
4. **(N) Demonstrate technological literacy using appropriate and relevant digital tools for multiple purposes.**
5. **(C) Communicate effectively using a variety of methods and media to engage an identified audience through speaking, listening and presenting.**
6. **(E) Read various media to comprehend, learn, interpret, analyze and evaluate.**

**(Unanimously Adopted June 21, 2017)**

## **KEY TO USING THE PROGRAM OF STUDIES**

1. Aptitude and achievement testing, classroom performance, motivation, and teacher/counselor recommendation will be utilized in the placement procedure.
2. It is strongly recommended that students challenge themselves with a schedule that is commensurate with their ability. A student may, therefore, be refused entry to a course that is lower than the student's indicated academic ability.
3. Courses generally have pre-requisites which must be completed before enrollment. However, if the teacher judges that the student has sufficient background for success in the higher level course based on previous comparable coursework an exception may be permitted.
4. Summer school make-up or tutorial may be recommended before enrollment is permitted in a sequential course. This can be arranged through the Counseling Department.

**NOTE:** Classes in this Program of Studies will be offered based on student enrollment and subject to final approval by the administration. Every course listed may not be offered every year. The course selection sheet the students receive will reflect any changes or deletions.

# TERRYVILLE HIGH SCHOOL GRADUATION REQUIREMENTS

23 credits in the following subjects must be earned:

English	4 Credits
Math	3 Credits
Social Studies	3 Credits (Civics, US History I and II)
Science	3 Credits (Biology required)
Physical Education	1 Credit
Health	.5 Credit
Art or Vocational	1 Credit

Students will have completed a minimum of thirty (30) hours of Community Service through a non-profit agency or organization. [Click here for the Community Service Form](#)

## 9<sup>TH</sup> GRADE

English

Math

World History through Current Events

Physical Science

Spanish or French

Physical Education (1/2 year)

Band/Chorus or

Elective

## 10<sup>TH</sup> GRADE

English

Math

US History I & Civics

Biology

Foreign Language or Elective

Band/Chorus or Elective

Physical Education (1/2 year)

Health (1/2 year)

## 11<sup>TH</sup> GRADE

English Math

US History II

Science

Three Upper Level Electives

## 12<sup>TH</sup> GRADE

English

Six Upper Level Electives

### Credits Needed for Grade Promotion:

Sophomore Status- 5.5 Credits

Junior Status – 11 Credits

Senior Status – 17 Credits

## GUIDELINES

The grading system is based on the following scale:

Excellent	90-100	(5 on Rubric)
Approaching Excellency	80-89	(4 on Rubric)
Proficient	70-79	(3 on Rubric)
Developing	65-69	(2 on Rubric)
Failure	64 and Below	(1 on Rubric)
Incomplete	INC	
Withdrawn/Pass	WP	
Withdrawn/Failure	WF	
No Credit Granted	NC	
No Grade Issued	NG	
Audit	AUD	

1. Students with "Incompletes" are given a reasonable but definite time limit to complete the work; "Incompletes" not made up will be considered failures.
2. For determining class rank, subjects are weighted-i.e., Calculus has a higher weight than Applied Mathematics, giving recognition to the student involved in the more demanding level. See Appendix B.
3. Honor Roll is determined at the end of each quarter. See Appendix A-1 for Honor Roll Description.
4. Numerical grades are issued on report cards to reflect student achievement. A minimum grade of 65% is required to pass a course. Any student receiving a final grade lower than a 50% in a course is not eligible to attend summer school for that class.
5. If a subject is dropped after the first three weeks of school, the subject will appear on all official school records as a Withdrawn/Failure (W/F). W/F carries a final average of 60 and will be calculated into the cumulative GPA. This will affect class rank, participation in athletics, and National Honor Society status.

## **ADMISSION TO COLLEGE**

Schools vary widely as to the high school subjects required for admission. The following list may serve as a guideline, but early planning is essential. College websites outline in detail specific courses which are required for admission, but consultation with a school counselor and college admissions personnel is advised.

### **MINIMUM GUIDELINES FOR FUTURE EDUCATION**

#### **1. Four-year Degree Granting Colleges require:**

English	4 years
Mathematics	At least 3 years (Algebra & Geometry). Many want 4 depending on major field of study.
Science	2 years of laboratory courses. Many require Biology and Chemistry
Language**	2 years minimum of one language. 3-4 years of one language may be required.
Social Studies	3 years - including US History I & II.

Schools of Allied Health, Architecture, Business, Engineering, and Nursing may exceed the above guidelines. Please consult with your counselor regarding these areas.

**\*\*IT IS STRONGLY RECOMMENDED THAT STUDENTS WHO INTEND TO ENTER A FOUR-YEAR COLLEGE PURSUE THE STUDY OF ONE WORLD LANGUAGE FOR NO LESS THAN THREE (3) YEARS.**

#### **II. Two-year Junior & Community College Transfer Program**

Associates Degree: Requirements generally follow those listed for 4-year colleges. Transfer is made in the third year to the 4-year college, where a major is elected for the final two years.

#### **III. Two-year Colleges and Community Technical Colleges - Associates Degree**

English	4 years
Mathematics	at least 2 years (Algebra and/or Geometry may be required).
Science	Biology (Chemistry or Physics may be required).
Social Studies	Meet secondary school requirements.

Some programs of study require additional Math and Science courses - see your counselor.

#### **IV. Certificate Programs**

These programs require a high school diploma and generally follow the high school requirements. See counselor for information on specific programs.



## **COURSE LEVEL DESCRIPTIONS**

Students should select their courses with attention to their goals and aspirations, previous preparation, achievement level to date, standardized testing data, and motivation. Teachers will make recommendations about courses and levels based on their work with the student. If a student wishes to register for a course not recommended by his/her teacher, the parent and student will need to sign a Course Change Request Form.

### **Advanced Placement (AP) & Early College Experience (ECE) Courses:**

The AP and ECE programs are cooperative educational endeavors between secondary schools and colleges/universities. These programs give high school students exposure to college level material and responsibilities. Students must be willing to commit to the rigorous expectations and requirements of college level study.

AP courses follow the guidelines as put forth by the College Board, with the expectation that students who register for an AP course will take the AP exam in May (please contact your counselor for information regarding exam fees). Student performance on the AP exam may result in college credit. Students who register for two or more AP courses should consider a parent-student-school conference with their counselor to discuss the projected course load.

ECE courses follow the guidelines as put forth by UCONN and their Early College Experience program. Students who register for these courses must receive a C or better for the year in order to receive UCONN credit. ECE is a concurrent enrollment program that allows motivated high school students to take UCONN courses at their high school, for both college and high school credit. Every course taken through UCONN ECE is equivalent to the same course at the University of Connecticut. To receive college credit, a fee is required with the student registration form.

### **Honors (H) & College Preparatory (CP) Courses:**

All courses at Terryville High School are rigorous, intellectually stimulating, challenging, and provide rich experiences and excellent preparation for college study. Students will discover common factors in both Honors and College Prep courses relative to curriculum and assessment. However, the main differences between the levels is that Honors homework assignments tend to be longer and more comprehensive (including extensive reading and writing assignments), the course itself is faster paced, and instructional material is more complex and presented at a greater depth. Consider that the quality of the course content is comparable, but the quantity of material and work is much greater at the Honors level. Students enrolled in Honors courses need to be committed to extended study and prep time, be disciplined and independent with their work habits, and demonstrate self-motivation.

## ENGLISH COURSES

### **FRESHMAN ENGLISH - Literature & Language Arts**

#### **Full Year – College Prep (1 Credit) Honors (1 Credit)**

The freshman course focuses on the introduction of literary devices, various themes in literature and literary styles through the lens of author's purpose. The course also includes instruction in writing, highlighting the process of traditional literary analysis as well as editing and revising. The course fosters the ability to think critically and reflectively according to the level. Instruction centers around common core standards: speaking and listening (accountable talk), development of language (diction and syntax), best practices for reading analysis and the writing process. Instruction emphasizes development and improvement of written and verbal communication skills through formal writing, class discussion, and presentations. The course requires both daily and long-term assignments appropriately scaffolded for the level. Research and formatting skills are introduced using the MLA style guidelines. College Prep focuses on developing the foundational skills necessary to read and communicate effectively. Students in Honors are expected to enhance foundational skills already in place while reading more complex texts and learning how to produce increasingly sophisticated pieces of writing.

**\*\*\*Prerequisite: Eighth Grade Teacher Recommendation**

### **SOPHOMORE ENGLISH - Literature & Language Arts**

#### **Full Year – College Prep (1 Credit) Honors (1 Credit)**

Sophomore English is an integrated language arts program which focuses on reading and interpreting early American literature as well as the modes of writing. The Sophomore course follows the trajectory of the pre-American identity, ranging from pre-1600s with Native American tribes, the establishment of the colonies, the creation of the American government, and the rapid social changes the new nation endured in the early 1900s. The primary trajectory is a focus on the development of the American identity as well as the modern impact. Selections of short stories, myths, plays, novels, and poetry provide for the development of each individual unit. Similar to the Freshman English course, instruction centers around common core standards: speaking and listening, development of language, and best practices for reading analysis and the writing process. Instruction continues to emphasize development and improvement of written and verbal communication skills through formal and informal writing, frequent class discussions, and presentations, especially in preparation for Junior year. Students should expect both daily and long term assignments. Students in Honors are expected to read more complex texts, effectively work independently and interdependently, and produce more sophisticated pieces of writing.

**\*\*\*Prerequisite for Honors: Honors English with an 85 average, or teacher recommendation**

## **JUNIOR ENGLISH - Literature & Language Arts**

### **Full Year – College Prep (1 Credit) Honors (1 Credit)**

The American Literature, a survey course for juniors, is an integrated language arts program, which focuses on reading and interpreting literature of the various periods and genres of the American Literary tradition as well as on the four modes of writing. Literature study includes pre-Colonial to contemporary American Literature, as well as multi-cultural selections. The course also includes instruction in speaking, listening, and writing, with regular attention given to grammar, usage, and vocabulary development. Students develop oral presentation skills through class discussions, presentation of their writing, and formal speaking assignment. Students should expect both daily and long-term assignments, appropriately gauged to their level. Students will continue their use of research fundamentals. Students in Honors are expected to read more complex texts, work independently, and produce more sophisticated pieces of writing.

**\*\*\*Prerequisite for Honors: Honors English with an 85 average, or teacher recommendations.**

## **JUNIOR ADVANCED PLACEMENT – Language and Composition**

### **Full year (1 Credit)**

The Junior Advanced Placement Program in language and Composition is a seminar that requires close reading and critical interpretation of writing, particularly non-fiction. In addition, students will engage in the process of analyzing graphics and visual aids in relation to written text. This is an extensive writing program encompassing a variety of styles and audiences with emphasis on vocabulary development, syntax, diction, and mechanics. Students will develop research skills and the ability to evaluate both primary and secondary sources. Through their writing, students are encouraged to find meaning in what they read, interpret beyond the surface level, reflect with thoughtful perception, support with textual passages, and write with stylistic maturity. Assignments include conducting research and writing argument papers in MLA format.

*Per College Board:* The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts.

**Students take the AP exam in the spring.**

**\*\*\*Prerequisites: Honors Sophomore English with final average of at least 85 and/ or teacher recommendation.**

## **SENIOR ENGLISH - Literature & Language Arts**

### **Full Year – College Prep (1 Credit) Honors (1 Credit)**

The Senior English course is an inquiry based course that focuses on questions and the seeking of answers. It is, by definition, the process of asking questions and trying out answers. While there are no right or correct answers, the course's purpose is intended to stimulate thought, to encourage critical examination of what others have to say, and to develop independent ideas. The voices presented in these units are intended for students to consider and then reflect on their own views in light of what these other writers present. The essential questions are designed to allow students the ability to hear multiple perspectives and develop their own answers in response. Class discussion is a core element as is thoughtful, reflective responses. Key units include: *How Do I Know Who I Am? How Do I Know What I Know? What is Really Important? What is a Good Idea? What Can We Learn From the Past? And What Will the Future Be Like?*

This course continues to foster the ability to think critically and reflectively. The large amount of instruction which is centered around discussion mean that accountable talk (speaking and listening

standards) remain a key element of our assessment. In addition, other common core standards such as the aforementioned best practices for reading analysis and the writing process continue to emphasize development and the improvement of written and verbal communication skills through formal writing, class discussion, and presentations.

**\*\*\*Prerequisite: Junior English Teacher Recommendation**

## **SENIOR ADVANCED PLACEMENT ENGLISH – Literature & Composition**

### **Full Year (1 Credit)**

The Senior Advanced Placement Program in literature and composition is a seminar that requires close reading and critical interpretation of themes and styles for the major literary genres: fiction, poetry, and drama. This course engages students to explore and respond to diverse and imaginative literature, making connections between the literary world and their world. The course includes an extensive writing program with emphasis on vocabulary development, syntax, diction, and mechanics. Through their writing, students are encouraged to find meaning in what they read, interpret beyond the surface level, reflect with thoughtful perception, support with textual passages, and write with stylistic maturity. Writing assignments include timed writings, analytical essays, and the extended comparison/contrast paper due at the end of the course.

*Per College Board: The AP English Literature and Composition course focuses on reading, analyzing and writing about imaginative literature (fiction, poetry, drama) from various periods.*

**Students take the AP Exam in the spring.**

**\*\*\* Prerequisites: Honors Junior English with final average of at least 85 and/or teacher recommendation.**

## **SOCIAL STUDIES COURSES**

### **WORLD HISTORY THROUGH CURRENT EVENTS**

#### **Full Year (1 Credit)**

World History Through Current Events is a full year course all freshman are required to take. It is designed to foster a study of world history using current events in the world as a topical starting point for learning. Topics discussed during the year include a study of the history of ancient civilizations such as the Middle East and Asia as well as major events of the 20th and 21st centuries focusing on World War I and the events of September 11, 2001 and how both those events were global “game changers.” These topics will be examined through an historic perspective to give meaning and understanding to our current day situation. There will be an emphasis on geography to provide the proper perspective to the importance of our environment to current events. The development of modern governmental systems throughout the world will be traced and applied to help students understand their place in the world.

**\*\*\*Prerequisite: None**

### **CIVICS**

#### **Half Year – (1/2 Credit)**

Civics is a half year course that must be taken and passed by all Sophomores except those who choose to take A.P. United States Government (pending Board of Education approval) in their sophomore year. Topics include a study of major historic documents that lead to the creation of the Declaration of Independence and the United States Constitution. The Constitution is studied in depth highlighting the concepts of checks and balances and the three branches of government. A study of state and local government is included in this course, which examines an overview of the criminal justice system, the role of the citizen, as well as the development of federal and state agencies, the role of the media and political parties highlighting the process of our democratic republic. Throughout the course, current events and developments are also examined.

### **UNITED STATES HISTORY I**

#### **Half Year – (1/2 Credit)**

United States History Part I is a half year course that must be taken and passed by all Sophomores except those who choose to take A.P. United States Government (pending Board of Education approval) in their sophomore year. U.S. History I is the study of the nation's development beginning with an overview of the period of Reconstruction after the Civil War and focusing on the events from the late 1800's up to the eve of World War I. Topics of study include the opening of the West to non-native settlement, industrialization, urbanization, immigration, the development of the era of big business, and all the events that lead to an era of great change in the daily lives of all Americans. Social, cultural, and political developments are explored in depth. The course concludes with a study of America's imperialist period highlighting America's expansion to a world-wide power and ultimately bringing the United States into the family of nations that exploded into World War I.

**ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS (pending Board of Education approval)**

**Full Year - sophomore elective taken in place of Civics and U.S. History I - (1 credit)**

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. The expectation is for students who take A.P. U.S. Government and Politics to continue on to take A.P. United States History.

**Students are strongly encouraged to take the AP Exam in May which will also exempt them from the Final Exam.**

**\*\*\*Prerequisite: Teacher Recommendation**

**UNITED STATES HISTORY II — Reconstruction Through the Modern Era**

**Full Year – College Prep (1 Credit) Honors (1 Credit)**

United States History Part II is the study of the country's history from World War I through the present day. There is a brief overview of the content covered in United States History Part I, but the bulk of the course is spent studying the developments and events, confrontations and achievements of World War I that shaped the events of the 20th and 21st centuries. The goal of the course is to connect the recent past to the events of today so students can exit the course understanding the historic roots of modern American society. This course, taken in the junior year, must be passed as a requirement for graduation.

**\*\*\*Prerequisite for Honors: An 85 average or teacher recommendation.**

**\*\*\*Prerequisite for Honors: An 85 average or teacher recommendation**

## **ADVANCED PLACEMENT UNITED STATES HISTORY**

### **Full year (1 Credit)**

The AP US History course is designed to provide students with analytical skills and factual knowledge necessary to deal critically with the problems and materials in US History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by introductory college courses. Students should learn to assess historical materials, their relevance to a given interpretive problem, reliability, and importance, and then weigh the evidence and interpretations presented in historical scholarship. An AP US History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Course content and themes include: American diversity, American identity, culture, demographic changes, economic transformations, environment, globalization, engagement, politics and citizenship, colonial and revolutionary legacies, reform, diverse movements, and religion. This elective course is offered to juniors although it will encompass a thorough review of United States History Part I from the teaching perspective of an Advanced Placement course. This course must be passed as a requirement for graduation.

**Students are strongly encouraged to take the AP Exam in May which will also exempt them from the Final Exam.**

**\*\*\*Prerequisite: Teacher Recommendation**

## **SOCIOLOGY/PSYCHOLOGY**

### **Full year - College Prep (1 Credit)**

Sociology is the study of human relationships. This course will cover various topics including people and their world; cultural values, norms and sanctions; the organization of society; collective behavior; social institutions; sociology applied to social problems; social groups, stratification, minorities, the family, education, and mass society.

Psychology is the study of mind and behavior. Psychology encompasses the study of human behavior for students who want to understand themselves and others better. The subject areas to be considered include the scope of psychology, psychological methods, biological influences on behavior including sleeping and dreaming, sensation and perception, the development of personality, the growth of the individual from birth through death, as well as an examination of intelligence, health, and abnormal psychology.

**\*\*\*Prerequisite: Senior Elective**

## **ADVANCED PLACEMENT PSYCHOLOGY**

### **Full year (1 Credit)**

Advanced Placement Psychology provides an overview of the current psychological theory and practice. Students will explore the systematic and scientific study of the behavior and mental processes of humans and other animals. Students will be exposed to the principles, concepts and phenomena associated with major subfields within psychology, including biological bases of behavior, cognitive and emotional processes, and diagnosis and treatment of psychological disorders. In accordance with the driving principles of current psychological practice, this course will emphasize scientific method and procedure, ethical standards in research, and critical thinking skills. Student academic performance is expected to meet or exceed the rigorous requirements of an introductory-level college survey course. Student work will be required outside of class time.

**\*\*\*Prerequisite: Senior Elective, successful completion of Biology, teacher recommendation. (For those seniors enrolling in AP Psychology who wish to take Sociology, the option is available for them to take the first half of the year of the Sociology/Psychology course only and receive 1/2 credit)**

## **SCIENCE COURSES**

### **PHYSICAL SCIENCE**

#### **Full year – College Prep (1 Credit) Honors(1 Credit)**

The College Prep course will cover basic concepts in the Physical Sciences. The scientific method which is the basis of all science is stressed. Content covered in the Chemistry portion of the course includes lab safety, atomic structure, the elements and the periodic table, chemical nomenclature, bonding and reactions, acids and bases and carbon chemistry. Physics topics include energy transformations, thermodynamics, electricity and magnetism. If time permits other areas will be explored.

The Honors level course is designed for students who are self-motivated in the classroom. Students should have a strong background in Language Arts and Math with good reading, writing, and analytical skills. Concepts in Physics and Chemistry and the Scientific Method are studied. Chemistry topics include laboratory safety, atomic structure, the periodic table, chemical bonding, nomenclature and reactions, acids and bases and carbon chemistry. Physics topics include energy transformations, thermodynamics, electricity, and magnetism. If time permits other areas will also be explored.

**\*\*\*Prerequisite: (for both College Prep & Honors Level) Eighth grade teacher recommendation.**



## **BIOLOGY**

### **Full year – College Prep (1 Credit) Honors (1 Credit)**

The College Prep course will cover basic concepts in the Biological Sciences as required by the state of Connecticut. Content area includes lab safety, scientific method, microscopy, chemistry of living things, microbiology, the diversity of life, genetics, evolution and ecological issues relating to the interdependence of living organisms and populations.

**\*\*\* Prerequisite: Passing grade in Physical Science**

The Honors level course is designed for motivated students. Strong skills in reading, writing, and analysis are required. Content area includes lab safety, scientific method, microscopy, chemistry of living things, microbiology, the diversity of life, genetics, evolution and ecological issues relating to the interdependence of living organisms and populations.

**\*\*\* Prerequisite: A minimum grade of 80 in Honors Physical Science or teacher recommendation.**

## **ADVANCED PLACEMENT BIOLOGY**

### **Full year - (1 Credit)**

This course is the equivalent of two semester college courses. The curriculum reflects the AP program syllabus so that students are prepared to take the Advanced Placement Biology Exam developed by the College Board. AP Biology is a rigorously demanding course requiring considerable work outside of class and the ability to work independently on assignments. This course relies on students having a prerequisite knowledge of biology and chemistry to build from.

This course meets two class periods a day (10 periods a week), with mandatory labs scheduled throughout the year. Students should prepare for a minimum of one hour a night of homework in AP Biology, and plan to devote extra hours on weekends to keep up with course demands. Students are strongly encouraged to take the AP Exam in May which will also exempt them from the Final Exam.

**\*\*\*Prerequisite: 87 minimum average in both Honors Biology and Chemistry**

## **CHEMISTRY**

### **Full year – Honors (1 Credit)**

This course introduces students to the laws and relationships that govern the properties, composition, and reactions of matter. The course expands on these concepts introduced in Physical Science by blending laboratory experiences with computer-based activities and classroom instruction and demonstrations.

**\*\*\* Prerequisite: Students must have received an Average of 80 in Honors Physical Science and Honors Biology or an 85 in College Prep Physical Science and College Prep Biology. Students also must possess good math skills to be successful in the course.**

## **ENVIRONMENTAL SCIENCE**

### **Full year – College Prep (1 Credit)**

This course is an exploration of the Earth's biomes and ecosystems. Through readings, group discussions, laboratory and field studies, and research projects, student will gain an appreciation for the interconnected relationships among all living things, the environment, and the impact of humans on the environment. Among the topics of investigation are biodiversity, wildlife management, conservation of resources, and pollution and its effects on plant and animal life.

**\*\*\*Prerequisite: This course is open to students who have a passing grade in Biology.**

## **PHYSICS**

### **Full year - Honors (1 Credit)**

Physics is a study of matter, its effects on motion, and its interactions with energy. Physics attempts to explain the fundamental mechanisms of other sciences in order to gain an understanding of how our universe behaves. Topics covered include kinematics, dynamics, and work and energy. The course also touches on modern concepts such as relativity. The course blends numerous laboratory activities, computer modeling and multi-media presentations to give students a solid background in these areas. Connections with other sciences and math are frequently incorporated into the course.

**\*\*\*Prerequisite: The course is open to seniors or juniors who have completed Honors Physical Science, Honors Biology and Chemistry courses with an 85 average. Students must have passed Honors Algebra II and Pre-calculus with an 85 average.**

## **HUMAN ANATOMY AND PHYSIOLOGY**

### **Full year – Honors (1 Credit)**

This is an introductory course in human anatomy and physiology tailored for students interested in human health and medical careers and related fields. Classes center on the organization, structure, function, maintenance and continuity of the human body. The laboratory work includes animal organ dissections along with the dissections of preserved specimens, such as the cat or fetal pig. Dissections are designed to reinforce understanding of the principles and concepts of human anatomy and physiology. This course is rigorous in both the anatomical complexity and metabolic explanations of bodily functions

**\*\*\* Prerequisite: A minimum grade of 85 in Honors Biology, or with teacher recommendation**

## **FORENSIC SCIENCE**

### **Half year – College Prep (1/2 Credit)**

This half year course is designed to introduce students to the scientific principles and laboratory and field methods employed by forensic scientists. Students will take on the roles of a crime scene investigator, forensic scientist, and medical examiner in order to gain a better understanding of various tests and techniques. Students will incorporate Biology, Chemistry, and Physics concepts in evidence collection, fingerprinting, hair and fiber analysis, and blood typing. Students will also discuss and investigate case studies as well as the relationship between forensics and the law.

**\*\*\* Prerequisite: Juniors and seniors with a minimum grade of an 80 in Biology and teacher recommendation.**

## MATHEMATICS COURSES

### **ALGEBRA I**

#### **Full year – College Prep (1 Credit)**

Algebra I College Prep includes the tools of algebra, functions and graphs, equations and inequalities, exponents and polynomials.

**\*\*\*Prerequisite: Eighth grade teacher recommendation.**

### **GEOMETRY**

#### **Full year - College Prep (1 Credit) Honors (1Credit)**

Geometry I is an informal approach to plan and space geometry. Topics include the language of geometry, angles, polygons, polyhedral transformations, measurement, similarity and circles. An interactive approach is stressed.

**\*\*\*Prerequisite: College Prep Algebra I with a minimum grade of 70.**

Honors Geometry is a formal approach to plane and space geometry. Topics covered in this course include the nature of proof, reasoning, logic, parallels, congruence, perpendiculars, polygons, similarity and transformation in the plane. A review of algebra skills and practice on college preparatory tests is also included.

**\*\*\*Prerequisite: A minimum grade of 80 in Honors Algebra I and teacher recommendation.**

### **ALGEBRA II**

#### **Full year – College Prep (1 Credit) Honors (1 Credit)**

College Prep Algebra II includes topics such as linear and quadratic equations and inequalities, sequences and series, rational and irrational numbers, exponents, functions, and trigonometric functions.

**\*\*\*Prerequisite: A minimum grade of 70 in College Prep Geometry.**

Honors Algebra II includes topics such as solution of linear and quadratic equations and inequalities, study of rational, irrational, real, and complex numbers, exponents, sequences, and trigonometric functions and applications.

**\*\*\* Prerequisite: A minimum grade of 80 in Honors Geometry and teacher recommendation.**

## **PRE-CALCULUS**

### **Full Year - College Prep (1 Credit) Honors (1 Credit)**

The course includes: topics in logic, analysis of functions, functions, equations and inequalities, integers, polynomials, rational functions, trigonometric identities and equations, recursion and mathematical induction, polar coordinates and complex numbers, and characteristics and binomial theorem.

**\*\*\*Prerequisite: A minimum grade of 80 is required in Honors Algebra II and teacher recommendation. Students will be required to have a graphing calculator.**

## **ADVANCED PLACEMENT CALCULUS**

### **Full Year (1 Credit)**

Calculus is an Advanced Placement Course and allows the student to earn credit in college, by passing the Advanced Placement Calculus Test in mid-May. This course follows the Advanced Placement Calculus AB Curriculum. Students may take the AP Exam in the spring.

**\*\*\* Prerequisite: A minimum grade of 80 in Pre-Calculus and teacher recommendation.**

## **ADVANCED PLACEMENT STATISTICS**

### **Full Year (1 Credit)**

Advanced Placement Statistics is a full year, non-calculus based, college-level introductory statistics course in which students are introduced to four major concepts: collecting and exploring data, descriptive methods, probability, and statistical inferences. Students will gather data, analyze it both numerically and graphically, and then draw conclusions from it. Graphing calculators will be used in class daily. It is highly recommended that students purchase their own TI-84 graphing calculator for home use. Students will have the opportunity to take the Advanced Placement Statistics exam in the spring. Students who successfully complete this course, AND pass the AP exam may receive college credit and /or advanced placement for a one-semester Introductory College statistics course.

**\*\*\*Prerequisite: Successful completion of Pre-Calculus OR Functions & Trigonometry with a grade of 80 or better.**

**\*Students who have not completed Pre-Calculus may take AP Statistics if, and only if, they are enrolled in Pre-Calculus at the same time AND receive teacher recommendation. Students will be required to have a graphing calculator.**

## WORLD LANGUAGES COURSES

### **FRENCH I**

#### **Full year (1 Credit)**

This beginning French course uses an integrated learning system designed to provide students with immediately useful language skills. There is a balanced focus on the four language skills of listening, speaking, reading, and writing. Vocabulary and basic grammatical structures are introduced in real-life contexts. Conversations and communication activities, both written and oral, are student centered. CD's and videos are used to reinforce pronunciation and comprehension. Interdisciplinary readings are used to gain insight in French culture.

**\*\*\* Prerequisite: 75 average in English, or teacher recommendation.**

### **FRENCH II**

#### **Full year (1 Credit)**

This course uses the integrated, spiral approach of an honors class with new grammatical structures and additional, practical vocabulary. Oral proficiency is improved through student to student cooperative work. Writing skills are further developed by means of free expression compositions. Students compare and contrast the French culture with their own, thereby learning to think critically.

**\*\*\* Prerequisite: French I with a minimum 75 average or teacher recommendation.**

### **FRENCH III**

#### **Full year (1 Credit)**

French III is a continuation in the development of language skills of listening, speaking, reading and writing. Students acquire speaking skills in real life situations. Additional practical vocabulary and more advanced structures are introduced. Communication activities, both written and oral, are student centered. Cultural themes and an interdisciplinary reading are an integral part of each cluster. Students will learn about everyday life in French speaking countries around the world.

**\*\*\* Prerequisite: French II with a minimum 75 average or teacher recommendation.**

## **FRENCH IV**

### **Full year – Honors (1 Credit)**

In French IV the acquisition of vocabulary used in everyday life is emphasized. Writing, reading and speaking skills are fostered. Some advanced grammatical structures are introduced. Oral proficiency is increased through student to student cooperative work and teacher to student exchanges. Interesting topics and projects are researched on the Internet.

**\*\*\*Prerequisite: French III with a minimum 75 average or teacher recommendation.**

## **SPANISH I**

### **Full Year (1 Credit)**

This beginning Spanish course uses an integrated learning system designed to provide students with immediately useful language skills. There is a balanced focus on the four language skills of listening, speaking, reading, and writing. Vocabulary and basic grammatical structures are introduced in real-life contexts. Conversations and communication activities, both written and oral, are student centered. CD's and videos are used to reinforce pronunciation and comprehension. Interdisciplinary readings are used to gain insight in Spanish culture.

**\*\*\*Prerequisite: Eighth grade teacher recommendation.**

## **SPANISH II**

### **Full Year (1 Credit)**

Oral proficiency is improved through student to student cooperative work. Writing skills are further developed by means of free expression compositions. Students compare and contrast the Spanish culture with their own, thereby learning to think critically.

**\*\*\* Prerequisite: College Prep Spanish I**

## **SPANISH III**

### **Full year (1 Credit)**

Spanish III is a continuation in the development of the language skills of listening, speaking, reading and writing. Students acquire speaking skills in real life situations. Additional practical vocabulary and more advanced structures are introduced. Communication activities, both written and oral, are student centered. Cultural themes and interdisciplinary reading are an integral part of each cluster. Students will learn about everyday life in Spanish-speaking countries around the world

**\*\*\*Prerequisite: Spanish II.**

## **SPANISH IV**

### **Honors- Full year (1 Credit)**

In Spanish IV the acquisition of vocabulary used in everyday life is emphasized. Writing, reading and speaking skills are fostered. Some advanced grammatical structures are introduced. Oral proficiency is increased through student to student cooperative work and teacher to student exchanges. Interesting topics and projects are researched on the Internet.

**\*\*\*Prerequisite: Spanish III with a minimum 75 average, or teacher recommendation.**

## **INTERMEDIATE SPANISH COMPOSITION - UCONNCE COURSE**

### **Full year (3 College Credits)**

This advanced language course aims for increased proficiency in reading and writing skills. Written communication will be facilitated by the study of literary selections, cultural readings, films, short films, grammar, and vocabulary. Readings are focused on authentic cultural documents and texts, which are used throughout the year, with more in-depth analysis and discussion. The class will be taught in, and students are expected to use, Spanish exclusively.

**\*\*\* Prerequisite: Three years of Spanish with a minimum 75 average AND teacher recommendation.**

## **BUSINESS EDUCATION**

### **ACCOUNTING I**

#### **Full year- Honors (1 Credit)**

Accounting I is a course of study designed to introduce students to basic accounting theory. Double entry accounting is taught with instruction in both manual and automated accounting systems. The standard text material is interfaced with the microcomputer. Accounting theory and its practical application is taught by requiring each student to keep the records of a small business for a fiscal period.

**\*\*\*Prerequisite: Juniors & Seniors only.**

### **PERSONAL FINANCIAL MANAGEMENT**

**Half year – College Prep (1/2 Credit)** Students exiting high school are often faced with the uncertainty of the future, the confusion of the job market, and the difficulty of managing personal finances. As students enter the 21st century, it is imperative that they have the most up-to-date financial, economic, and legal skills possible to compete in today and tomorrow's world. Colleges want prepared high school students and businesses need prepared workers. This course will provide students with the skills for financial independence.

**\*\*\* Prerequisite: None**

### **E-COMMERCE ENTREPRENEURSHIP**

#### **Full year- Honors (1 Credit)**

The E-Commerce Entrepreneurship course introduces students to the world of e-commerce and develops academic skills, creative thinking, and problem solving through the completion of a comprehensive e-commerce business project. Students and teachers utilize a variety of Internet-based technologies - including Joomla! and WordPress (or an equivalent) to set up, develop, and maintain a fully functioning online store. As part of their coursework, students and teachers participate in synchronous and asynchronous online technical seminars, on-site field trips, and virtual conferences facilities by content experts, high school teachers, and technology professionals.

**\*\*\* Prerequisite: None**

**Juniors and Seniors only.**

## COMPUTER EDUCATION

### **TELEVISION PRODUCTION I**

#### **Half year – College Prep (1/2 Credit)**

The purpose of this course is to enable students to develop skills in the production of television programs. The content includes: terminology related to television production, roles of the operation of video equipment, script writing and storyboarding for production, roles of the television production team, direction and production, editing techniques, critical analysis of television production, responsible use of information technology, career opportunities in the field of television production, and history of television and its role as an element of the mass media. Students will have the opportunity to do live television broadcasts from Terryville High School and to produce documentaries that will air on the Plymouth 16 local cable channel.

**\*\*\* Prerequisite: None**

### **TELEVISION PRODUCTION II**

#### **Half year – College Prep (1/2 Credit)**

The purpose of this course is to provide students the opportunity to apply television skills in the planning, directing, and recording of television programs; demonstrate the ability to write script and dialogue for a television program, and demonstrate the ability to produce a television program. Students will develop advanced skills in television production and learn to synthesize these skills in planning, directing, and producing television programs. The goal of this course is for students to gain independence in planning, writing, producing, supervising, and performing in television programs.

**\*\*\*Prerequisite: Television Production I or permission of instructor.**

### **DIGITAL MEDIA AND MOVIE MAKING (DM3)**

**Full year – College Prep (1 Credit)** The Digital Media and Movie Making (DM3) course develops and enhances the academic (language arts and science), creative thinking, digital media literacy, filmmaking skills of students while increasing their knowledge of film making careers through the completion of multiple digital film projects. The projects include research, story development, script writing, computer assisted design, computer animation, digital audio, digital photography and digital video production. Students organize movie production teams and assume positions on the team to complete their final digital film projects. Students should be prepared to take part in occasional field trips which involve collaborating with industry professions across the state.

**\*\*\* Prerequisite: None**

### **COMPUTER GRAPHICS**

#### **Full Year – College Prep (1Credit)**

Computer Graphics is a year-long introduction to the computer as a graphic design and artist's tool. Students learn basic use and application of vector illustration using Adobe Illustrator, raster image using Adobe Photoshop, and scanning software programs throughout the artistic and design processes. Emphasis is on "hands on" use of the computer, and how the computer can aid the artist's and designer's problem solving process through interactive visual alternatives.



## **TECHNOLOGY EDUCATION**

### **EXPLORING TECHNOLOGIES I – Half year – College Prep (1/2 Credit)**

This course is designed to allow students the opportunity to experience and appreciate working with various types of woods, veneers, plastics, castings, and metal forming equipment. Students will learn proper techniques when working with the above mediums to achieve projects that are well designed and properly constructed. Students will also apply the basic concepts of drafting the design.

**\*\*\* Prerequisite: None**

### **WOODS I – Half year – College Prep (1/2 Credit)**

This course is designed to allow students the opportunity to learn about the fabrication of wood products associated with basic cabinetry and furniture construction. Through group activities and individual projects, students will become familiar with the proper use of hand tools, as well as, stationary and portable woodworking machines. Emphasis will be placed on safety and proper procedures, as well as, critical thinking skills.

**\*\*\* Prerequisite: None**

### **WOODS II – Full Year– College Prep (1 Credit)**

Students will be introduced to more advanced concepts of design and construction of quality furniture and cabinetry. Techniques of joinery, finishes, and development of concept to fabrication will be the focus of this class.

**\*\*\* Prerequisite: Woods I**

### **CONSTRUCTION I – Half year – College Prep (1/2 Credit)**

Construction I is an in-depth study of modern building methods and materials. Students learn typical house construction details, from building the foundation to completing the roof. Modern carpentry practices are described in simple language. Students learn how to use both hand and power tools correctly and safely. Special emphasis is placed on framing procedures.

**\*\*\* Prerequisite: None**

### **CONSTRUCTION II – Full year – College Prep (1 Credit)**

Construction II is an extension of Construction I with emphasis placed on the work site. Students will learn to interpret drawings and use various lay out techniques that will be used throughout various projects. Practical uses of math, science, and problem solving skills will be applied to the construction site environment. The goal of this course is for students to gain independence in carpentry and construction.

## FAMILY AND CONSUMER SCIENCE

### **FOODS I**

#### **Half year – College Prep (1/2 Credit)**

This course is designed to introduce students to basic principles and practices of food preparation and nutrition. This practical, up-to-date course will focus on the latest dietary advice to help students make healthful food choices. This course includes basic food preparation with emphasis on nutritional awareness in planning and preparing quick and easy meals. Other topics include safety and sanitation in the kitchen, etiquette, table setting, and consumer decisions.

**\*\*\* Prerequisite: None**

### **FOODS II**

#### **Full year – College Prep (1 Credit)**

Foods II is an advanced level course covering the study of international food preparation, nutrition, consumer concerns, and culture. Regional American cookery is also explored. This course will include labs in food preparation, lectures, demonstration and projects.

**\*\*\*Prerequisite: Foods I and teacher recommendation.**

### **VOCATIONAL FOODS**

#### **Full year – College Prep (1 Credit)**

This program is designed for juniors and seniors in quantity food production in the restaurant kitchen. This course provides training on large scale machines such as the grill and fryolator, slicers, range, choppers, steam equipment, and bakery training. Students are exposed to breakfast and luncheon preparation as well as catering on and off premises. In addition to these skills, students will receive instruction on job skills, human relations, cash register and math skills, with emphasis on professional appearance and proper safety and work habits.

**\*\*\*Prerequisite: Foods I and II and teacher recommendation.**

## ART

### **ART I**

#### **Full year – College Prep (1 Credit)**

Art I is an introduction to all types of media; i.e. painting, drawing, sculpture, printmaking and calligraphy. This course includes art appreciation and basic art techniques by creating realistic, abstract, or design artwork.

**\*\*\* Prerequisite: None**

### **CLAY**

#### **Half year – College Prep (1/2 Credit)**

Clay is designed to be an introductory class in hand building with clay. Functional and decorative 3-dimensional clay projects will be constructed by hand using various tools. Students who complete all hand building techniques will then be allowed to throw clay on the pottery wheel.

**\*\*\* Prerequisite: None**

### **STAINED GLASS & MOSAIC**

#### **Half year – College Prep (1/2 Credit)**

Student will complete a stained glass "window" hanging as well as a glass etching, glass box and a mosaic project. This course will introduce students to the technique of safely cutting and grinding glass, copper foiling, and soldering. Student may be responsible for supplying some materials.

**\*\*\* Prerequisite: None**

### **DRAWING**

#### **UConn ECE Course- Full Year – Honors (3 College Credits)**

University of Connecticut Early College Experience Program: A drawing course which will develop an awareness and understanding of how to construct drawings based on observation. Strategies such as perspective, composition, line weight, proportion and measurement are used in describing forms in space. In constructing drawings on observation, emphasis is placed on drawing exercises and assignments both in and outside of class. A final portfolio will be turned in at the end of the year. Students may be eligible for three (3) UConn credits, provided the student achieves a minimum of C+ for the course work they complete.

**\*\*\*Prerequisite: Grades 11 and 12.**

## MUSIC

### **TERRYVILLE HIGH SCHOOL BAND**

#### **Full year – College Prep (1 Credit)**

The band at Terryville High School is an outstanding group of musicians with over 70 members. As a member of this elite group, you will perform in some of the largest parades in the country with the Terryville High School Marching Band. You will also perform numerous concerts during the year and travel to perform in exciting places such as The Big "E", Virginia Beach, and Walt Disney World. Any student who played in middle school band can join. If you are not in band now but you have experience reading music on a band instrument, you can still join. If you do not know how to play an instrument yet but still want to join, see Mr. Keane to discuss your options. \*\*\* **Prerequisite: None**

### **TERRYVILLE HIGH SCHOOL CHORUS**

#### **Full year – College Prep (1 Credit)**

Do you like to sing and are pretty good at it? Would you like to perform great concerts and attend exciting trips with your friends? If so, you should sign up for Chorus. As a chorus member you will learn important elements of music, how to sight sing, and you will rehearse and perform some great music along the way. The songs you will sing include some great popular music you love, beautiful traditional music and more! We currently have 45 members including:

15 sopranos, 20 altos, and 10 baritones. As a member of the choir, you will go on exciting overnight trips to places such as Virginia Beach in Virginia and Disney in Florida. No prior experience is needed to sign up for this class. \*\*\* **Prerequisite: None**

### **PIANO CLASS**

#### **Half year – College Prep (1/2 Credit)**

A half-year course offered to any beginner student who has an interest in learning how to play a keyboard. No previous experience is required. Skills learned can be applied to any keyboard instrument. Basics learned give enough background to be able to play many songs. A student may take this class more than once if they wish to develop their fundamental keyboard skills further. \*\*\* **Prerequisite: None**

### **MUSIC APPRECIATION**

#### **Half year – College Prep (1/2 Credit)**

This course will explore the fundamentals of music theory including notations, scales, and basic chords. Students will learn basic piano skills in the process. This course will also explore the history of music from the middle ages to the present day. Students will listen to music from famous classical composers and will learn about the fascinating lives of these great musicians. Students will make connections between music of the past and present.

\*\*\* **Prerequisite: None**

## **MUSIC LAB**

### **Full Year – College Prep (1 Credit)**

This course is designed to address the needs of students interested in more individual attention to focus on Jazz studies and advanced music studies.

### **INSTRUMENTAL LESSONS- (No Credit)**

Open to any student who is interested in learning to play a band instrument and eventually enter band or for a student who wishes to learn a second instrument. Lessons will be arranged once a week before school or during a study hall.

## **PHYSICAL EDUCATION AND HEALTH**

### **PHYSICAL EDUCATION REQUIREMENTS FOR GRADUATION – Half year (1/2 Credit)**

This course is required for all 9<sup>th</sup> grade students. Physical Education will teach students sound practices for physical activities in the adolescent years. It will also provide knowledge to become active, healthy productive adults.

**\*\*\*Prerequisite: Graduation Requirement**

### **PERSONAL FITNESS – Half year (1/2 Credit)**

This course is required for all 10<sup>th</sup> grade students. Personal Fitness and Health will teach students sound practices for physical activities in the adolescent years. In addition, the State Mandated Physical Fitness Test will be a strong concentration in this class.

**\*\*\*Prerequisite: Graduation Requirement**

### **HEALTH – Half year (1/2 Credit)**

This course is required for all 10<sup>th</sup> grade students. As required by State law, the Health Curriculum will include the following topics: building a healthy foundation; healthy and safe relationships; exploitation, abuse and sexual advocacy; first aid, concussion and CPR/AED use; nutrition and physical activity – which includes disease prevention; sexually transmitted diseases; drug and alcohol awareness; and the dangers of substance abuse. If you have any questions or comments concerning this program, please contact the building Principal.

**\*\*\*Prerequisite: Graduation Requirement**

## **ADDITIONAL PHYSICAL EDUCATION ELECTIVES**

**\*\*Graduation requirement: 1/2 Credit in the following Physical Education electives:**

### **WEIGHT TRAINING - Half year (1/2 Credit)**

This class will include three days of weight training and two days of fitness training. It does not include team sports, such as basketball, football, etc.

**\*\*Prerequisite: Junior/Senior Status**

### **TEAM SPORTS/INDIVIDUAL SPORTS - Half Year (1/2 Credit)**

This class will include volleyball, soccer, flag football, capture the flag, ultimate Frisbee, trail running/walking on the new cross country trail, badminton, etc.

**\*\*\* Prerequisite: Junior/Senior status.**

## **COLLEGE CREDIT PROGRAMS**

### **TUNXIS HIGH SCHOOL PARTNERSHIP PROGRAM**

The Partnership Program is a great opportunity for eligible juniors and seniors to enhance their academic experience and earn college credit while still in high school. This program is open to students currently in their junior or senior year who have an overall "B" average and are recommended. If admitted to the program, students will be eligible to take one course per semester free of charge. Students may take an on-line or on-campus class. Students will be responsible for their transportation to campus and book expenses.

**See your counselor for application procedures.**

### **UCONN EARLY COLLEGE EXPERIENCE**

By partnering with UConn, Terryville High School faculty offer college credit at a fraction of the cost through this cooperative program, with each course only costing \$120 to cover UConn's administrative fees. The content and rigor of the courses reflect that of the University and students who take these classes will earn three college credits for each course they pass successfully with a grade of C or better.

**See your counselor for application procedures.**

### **TUNXIS CCP PROGRAM**

College Career Pathways is a collaborative program between Terryville High School and Tunxis Community College. It is designed to allow high school students to sample the rigor of college academics, and possibly earn college credit, while attending high school. There is no fee to participate in the CCP program, though students will have to meet certain criteria set by the college to earn college credit

## **ADVANCED PLACEMENT (AP) PROGRAM**

Advanced Placement courses are offered in a variety of subject areas. Please see the descriptions outlined earlier in the Program of Studies. More than 90% of four year colleges in the United States award students college credit for a successful score on an AP Exam. For more information: [www.collegeboard.com/chooseAP](http://www.collegeboard.com/chooseAP)

## **SCHOOL TO CAREER**

The Plymouth School District has implemented the State of Connecticut's school-to-career (STC) initiative. The initiative continues to be a partnership between educators and local businesses and community leaders. Resources have been developed that will allow all students to participate in various STC activities. Activities include but are not limited to: informational interviewing, internships, site visits, guest speakers, job shadows, advisory programs, and student leadership programs.

The purpose of these activities is to provide students with an avenue to research various career options as well as to build connecting activities between what is learned in the classroom and the skills necessary to succeed in today's technologically advanced and fast-paced society.

For more information, or if you can provide resources, contact the School-to-Career office at 860-314-2777 Ext. 5412/5413.



## **APPENDIX A**

### **HONOR ROLL POLICY**

#### **High Honors**

- \*Average between 90% and 100%
- \*No grades below 90%

#### **Honors**

- \*Average between 85% and 100%
- \*No grades below 80%

#### **Honorable Mention**

- \*Average between 80% and 100%
- \*No grades below 70%

A student must be enrolled in a minimum of five graded courses to be eligible for the honor roll. Please notify the Counseling Department if you do not want your name published in the local newspaper.

## **APPENDIX B**

### **CLASS WEIGHTING/RANKING IN CLASS**

All classes, with the exception of pass/fail courses, resource room courses, physical education, and health are assigned weight value based on academic skills required and standards of work expected. These weights are utilized to determine class rank within a particular class, i.e. 14th highest out of a class of 120 students. Students, therefore, should select courses that challenge their abilities at the highest possible level. All students are encouraged to consult with their counselor regarding course selection, course weighting and class rank. All course weight values are indicated and explained in The Program of Studies.

Class Rank will be given to individual students through the Counseling Department for their junior and senior year. Rank sent to prospective future educational institutions will be cumulative reports of course work completed by the end of the junior year. A first quarter grade report of the senior year course work will also be sent.

In senior year, a seven semester plus 3<sup>rd</sup> quarter cumulative average will determine Valedictorian, Salutatorian, and Essayist of the graduating class.

## COMPUTERIZED WEIGHTING CHART

### Level of Course

AP Numeric Grade Point average x 1.20

H Numeric Grade Point average x 1.075

CP Numeric Grade Point average x 1.025

Students must be enrolled at Terryville High School for five of seven semesters to be assigned a rank in their class.

The value and weight of out of district transcripts will be determined by the student's counselor.

**Homeschooled students will receive a P for Pass on their transcripts.**

## SCHOOL WITHDRAWAL POLICY

Any student withdrawing from Terryville High School will have his/her permanent academic record forwarded to the new school.

## SUMMER SCHOOL POLICIES

- Students eligible for summer school will have earned a final average in the range of 50-64. Upon successful completion of the course, the student will earn a 65 as their final grade on their transcript.
- Courses available will be determined by the need each year.
- Tuition and fees will be determined prior to enrollment. Students and parents will be notified by the Counseling Department.
- Students who have three absences will be removed from class(s) without refund or credit. Credit alternatives will be determined by each local board of education and may include but are not limited to:
  - On-line courses of study from accredited institutions
  - Supervised independent study
  - Supervised internship or community service
  - Completion of a project that demonstrates the student's capability for research, creative thinking, rigorous analysis and clear written and oral communication.

## **INDEPENDENT STUDY**

Independent Study courses are offered for junior and senior students who want to experience new learning in a subject not offered in the regular College Prep curriculum, or for a course a student was unable to enroll in due to a scheduling conflict. Independent study is not offered as a way to make up a failed course. The Independent Study course name will be listed on the transcript and only one Independent Study course may be taken at a time.

Independent Study courses are designed to offer students new learning, which the students will be evaluated on at the end of the course. The students must be highly motivated and actively engaged in 45 minutes of work, 180 days a year, to complete work equivalent to that of a one-credit course. Some student time will be used for meeting with the teacher –at least once per week–to monitor and assess student progress.

Any student seeking an Independent Study course for College Prep credit must forward this request to the Independent Study teacher by the end of the first week of school. A student seeking Service Credit must submit a proposal to the supervising teacher by the end of the first week of school and the teacher will draw up guidelines for the Service Credit. After the teacher submits a course syllabus (or guidelines for the service credit) and contract to the department chair, guidance, and principal; the student, parent/guardian, department chair, guidance counselor, and principal must sign the contract which will be kept on file in the guidance office.

The Independent Study teacher and the course subject department chair will grant credit upon successful completion of the course with a pass/fail grade (not computed as part of class rank or GPA) after review of the student portfolio. The student's report card and transcript will reflect the course name as Independent Study. If a student fails to comply with the terms of the Independent Study contract at any time, or withdraws from the course after the first four weeks of school, the student transcript will read withdrawal/pass or withdrawal/failure.

## **SENIOR INTERNSHIP EXPERIENCE**

In cooperation with Bristol Hospital, seniors can apply for a semester long internship at Bristol Hospital. Student will have an exploratory experience in a variety of areas within the hospital, which will help them narrow their area of interest. Credit will be awarded commensurate with the student's hours logged at the hospital. Hospital staff will award Pass or Fail for a grade. Student selection will be based on prior community service, volunteer work, GPA, and seriousness of purpose in the health field.

## **Bristol Technical Education Center** **(An Alternative Junior, Senior OR Post High School Option)**

### **Purpose**

The program offered at the Bristol Technical Education Center prepares individuals for employment in industry by providing instruction in the trade and technical fields. Students may also further their education after high school.

### **School Program**

The Bristol Technical Education Center offers a yearlong program in each trade. A student can participate in his/her junior & senior year, or as a post high school student. The school day begins at 8:05 a.m. and ends at 1:45 p.m. Upon successful completion of the school program, students receive a trade certificate. A student is expected to complete the entire year at the Bristol Technical Education Center. High school students graduate from their local high school receiving seven credits from Bristol Technical Education Center per year toward graduation.

### **Admission Procedures**

Any individual who wishes to be considered for admission to the Bristol Technical Education Center must file a Bristol Technical Education Center application form, which is available through the Counseling Department at Terryville High School.

Students must carefully schedule their courses in conjunction with their counselor beginning with the sophomore year in order to meet the necessary scheduling requirements.

Selection of applicants is determined by a cooperative effort between sending school counselors and the Bristol Technical Education Center Guidance Department on the basis of the following criteria: completion of the necessary state and high school requirements, academic achievement, attendance, standardized test scores, mandatory interview or shadow, and availability of openings in the desired trade area.

## **TRADE OFFERINGS**

### **Manufacturing Technology (Machine Tool)**

The Manufacturing Technology Program provides instruction on metal millers, grinders, lathes and computer numerical machinery (CNC). The machines contain computer controllers that direct the machine's operation. Theory is taught every day and is directed to all phases of information needed to use the various machines and machine accessories, as well as set up and operational procedures. The remainder of the day is project oriented, and the students make the tools necessary, such as V-blocks, 1-2-3 blocks and drill gauges.

### **Automotive Technology**

The automotive area offers instruction in the diagnosis and service techniques for motor vehicles. The first semester consists of a laboratory program where theory instruction is combined with practical application on operational jobs and projects. The second semester consists of theory programs with actual service and repair of late model customer-owned vehicles. The student works in a service atmosphere under the supervision of an instructor.

### **Heating, Ventilation, Air Conditioning and Refrigeration (HVAC)**

Students receive instruction in a broad range of environmental control areas, including heating, ventilation, and air conditioning and refrigeration systems. This includes basic electricity, circuitry, trouble shooting and the methods used for the installation of types of heating, cooling and refrigeration systems. Instruction is given on commercial and residential central air conditioning, ventilation, boilers and burners. Students receive credit toward apprenticeship in air conditioning, heating, cooling, oil burners or plumbing. EPA Certification is also offered.

### **Welding Technology**

The welding profession is a very important part of the manufacturing and construction fields. Students receive training in all phases of welding, including: Oxyacetylene Cutting and Brazing, Shielding Metal-Arc, M.I.G., T.I.G., and Plasma Cutting and Welding. Students receive instruction in shop math, blueprint reading, welding theory and safety. The students are exposed to fabrication and repair through production work and projects using various types of metals. Certification is available for students who successfully complete the course.

### **Electronics**

Students receive instruction in AC/DC theory, motors and motor controls, with emphasis on solid state devices, digital electronics theory, and practical trouble shooting and servicing of electronic equipment. Electricity and house wiring is also covered. Students apply the above to the repair, trouble shooting and servicing of electronic equipment, office machines and computers. Students receive credit toward an apprenticeship in the electrical field.

### **Culinary Arts**

Students train to enter the culinary arts field as apprentice cooks, chefs or bakers in the hotel and restaurant industry. The course provides instruction in planning and preparing menus. Instruction emphasizes recipes, proper food preparation, baking, ordering, inventory control, dining room management and banquet and catering service. The total program is planned to raise the level of student's proficiency through both production and individual dining experience. A modern cafeteria kitchen serves as the training area for the program. The general public is welcome to have lunch in our student operated restaurant. The program consists of theory programs with actual service and repair of late model customer-owned vehicles. The student works in a service atmosphere under the supervision of an instructor.

**Plymouth Equity Policy**  
**Plymouth Board of Education Policy**

"It is the policy of the Connecticut State Board of Education that no person shall be excluded from, denied the benefits of, or otherwise discriminated against under any program including employment, because of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, mental retardation and past/present history of mental disorder, learning disability and physical disability."

504 Coordinator	Building Principal	860-314-2777
IX Coordinator	Ms. Barbara Trinks	860-314-8005
<u>Director of Special Education and Pupil Personnel Services</u>	<u>Ms. Barbara Trinks</u>	<u>860-314-8005</u>

**Under Section 504 of the Rehabilitation Act of 1973**

The Rehabilitation Act of 1973, commonly referred to Section 504, is a nondiscrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

An eligible student under Section 504 is a student who (a) has, (b) has a record of having, or (c) is regarded as having, a physical or mental impairment which substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks. The 504 building coordinator is the principal. The district wide coordinator is Barbara Trinks.

The address for the Office of Civil Rights is:  
U.S Department of Education  
Office of Civil Rights  
33 Arch Street, Suite 900  
Boston, MA 02110-1491