

Berlin High School

Program of Studies 2021-2022



Purpose. Passion. Pride.

COVER ART

Cover Art Created by Marina Vozvyshayeva, Class of 2021

About the Artist

Marina Vozvyshayeva is a senior in the Class of 2021. She is passionate about art, business, and programming. Marina is a member of the BHS Chapter of the National Honor Society, Secretary of the BHS DECA Business Club, a TechXpert, and Random Acts of Kindness Club member.

In the cover art piece, Marina celebrates multicultural diversity and the courses and opportunities the school has to offer its students. She hopes students enjoy their time at Berlin High and carry on the school spirit. Go Redcoats!

PRINCIPAL'S MESSAGE

Dear Student,

Welcome to the 2021-2022 Berlin High School Program of Studies. This document has been designed to help guide students in developing a personalized learning program and meet the Berlin Public Schools graduation requirements. I am proud of the wide array of core and elective courses that we offer to meet the individual needs and interests of our students. These opportunities allow our students to focus on academic **PURPOSE**, find a **PASSION**, and experience personal **PRIDE**. We encourage our students to prepare themselves for a variety of post-secondary options that include college, career, or service.

It is important that students review the 2021-2022 BHS Program of Studies with parents/guardians and discuss the many options available for your course of studies. I encourage all students to challenge themselves to take the most rigorous path that best suits their needs and interests in order to accomplish their personal post-secondary goals. Our teachers and school counselors are committed to student success, so it is important for students to partner with them in making decisions about their course of studies. They will provide our students with support and resources to help them be successful. In addition to our course offerings, students should explore our extensive co-curricular offerings as a way to complement their academic experience at Berlin High School and become an involved member of our school community. There is something of interest for everyone.

Upon completion of your course of studies at Berlin High School and meeting the Berlin Learner Outcomes, students can feel confident that they are ready for the challenges of the future.

Sincerely,



Eileen H. Eustis, Principal

TABLE OF CONTENTS

Berlin Public Schools / Berlin High School Contact Information.....	1
Statement of Core Values and Beliefs about Learning.....	2
Equal Opportunity and Non-Discrimination.....	2
Graduation Requirements.....	2
Credit Recovery – Summer School Policy.....	6
Credit Recovery – Tutoring Policy.....	6
Credit Enrichment Policy.....	7
Independent Study Program.....	7
SPARK Internship Program.....	8
SAT / SRBI Student Interventions.....	8
Library Media Center.....	8
Math Tutoring Center.....	8
Writing Center.....	9
School Counseling Department.....	9
Preparing Schedules.....	12
Course Override Policy.....	12
Schedule Change Policy.....	12
Transfer Students – Determining Grades and Credits.....	13
GPA for Transfer Students.....	14
Career Education.....	15
Sixteen Connecticut Career Clusters.....	15
Community Service Recognition.....	17
Available Options to Achieve College Credit.....	17
President’s Award / Honors Graduates.....	19
Honor Roll Qualifications.....	19
Grade Point Average Differentials.....	19
Honors Challenge.....	19
Academic Honors Citation.....	20
Seal of Biliteracy.....	20
Art Curriculum.....	21
Career Technical Education.....	25
Business Curriculum.....	25
English Curriculum.....	28
ESOL Curriculum.....	31
Family & Consumer Sciences Curriculum.....	32
Learning Center Curriculum.....	34
Mathematics Curriculum.....	36
Music and Theatre Arts Curriculum.....	41
Physical Education / Health & Wellness Curriculum.....	45
Reading Curriculum.....	47
Science Curriculum.....	47
Social Studies Curriculum.....	53
Technology Education Curriculum.....	56
World Language Curriculum.....	59
Important Course Registration Dates.....	62

BERLIN BOARD OF EDUCATION

238 Kensington Road
Berlin, Connecticut 06037
860.828.6581
www.berlinschools.org

Board of Education Members

Ms. Julia Dennis, President	Mr. Adam Salina
Mr. Steven Jenkins	Dr. Kari Sassu
Ms. Jaymee Miller	Ms. Tracy Sisti, Secretary
Mr. Timothy Oakes	Mr. Stephen Weber
Mr. Mark Pruzin	

Student Representatives

Ms. Lindsey Leary	Mr. Ryan McGowan
-------------------	------------------

Administrative Officers

Mr. Brian J. Benigni	Superintendent of Schools
Dr. Erin McGurk	Assistant Superintendent for Curriculum & Instruction
Mr. Jeffrey Cugno	Director of Operations
Ms. Ashley Dorsey	Director of Finance
Ms. Linda A. Holian	Director of Pupil Personnel Services
Ms. Denise Parsons	Director of Human Resources
Ms. Cynthia Martin	Supervisor of Special Education, 6-12
Dr. Michelle Zeuschner	Supervisor of Special Education, PK-5

Berlin High School Administration

Principal

Eileen H. Eustis

Assistant Principals

Katie M. Amenta
Barbara Ventura

Director of Athletics, Health, and Physical Education

David A. Francalanga

Department Leaders

Career Technical Education	Ms. Pamela Dennis
English	Ms. Laurie Pieciewicz
Fine Arts (K-12)	Mr. Tyler Boyle/Mr. David Holland
Mathematics	Mr. Ross Hanson
School Counseling (6-12)	Ms. Patricia Pires
Science	Mr. Adam Leonard
Social Studies	Mr. Jeffrey Cronk
World Language (7-12)	Ms. Jessica Ramy

STATEMENT OF CORE VALUES AND BELIEFS ABOUT LEARNING

All members of the Berlin High School community will engage collaboratively to ensure rigorous and relevant learning to cultivate transferable skills toward success in a global society.

Academic Expectations

- **EXPLORE** diverse perspectives and evaluate sources to express thoughtful judgments
- **THINK** flexibly, take responsible risks, and listen with understanding and empathy
- **SEEK** to solve problems creatively by developing solutions, findings, prototypes, performances, or media
- **BECOME** self-directed, self-reflective, independent learners

Social and Civic Expectations

- **EXHIBIT** personal, community, and environmental health
- **MODEL** kind and ethical conduct
- **CONTRIBUTE** to a safe and supportive society that respects our differences

EQUAL OPPORTUNITY AND NON-DISCRIMINATION

The Berlin Public School District is committed to a policy of equal opportunity and affirmative action for all qualified persons and does not discriminate in any educational program, activity, employment, or promotional opportunities on the basis of race, color, national origin, sex, disability, age, religion, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Inquiries regarding Berlin Public School's non-discrimination policies should be directed to Denise Parsons, Title IX Coordinator, Berlin Public Schools, 238 Kensington Road, Berlin, Connecticut 06037 or 860.828.6581. For Berlin High School building support related to Title IV and Title IX, please contact a high school administrator.

GRADUATION REQUIREMENTS

In order to satisfy the high school graduation requirements within Berlin Public Schools, a student must have satisfactorily completed his or her prescribed courses of study; completed a senior capstone project; demonstrated proficiency in basic skills identified by the Berlin Board of Education as established performance standards in literacy, mathematics, and science; and satisfied the legally mandated number and distribution of credits required to graduate from high school.

1. Required Coursework and Credits for Graduation

The Berlin Board of Education conforms with state law regarding credits for graduation from high school. In order to graduate from Berlin High School, students must earn credits and meet the credit distribution, as outlined below.

A credit is defined as the equivalent of one 40 minute class period for each school day of a school year. One-half credit is granted for a course with a 40 minute class period each school day for one semester or 90 days. A credit or part of a credit may also be awarded through a demonstration of mastery, based on competency and performance standards, in accordance with the guidelines adopted by the Connecticut State Board of Education. High school graduation credit will be granted to students upon the successful completion of online coursework in accordance with the Board's online coursework policy.

Credit Distribution of Required Courses

Class of 2022	Classes of 2023, 2024, and 2025
English..... 4 credits	Humanities 9 credits <i>(4.0 English; 3.0 Social Studies including US History and Civics; 1.0 Fine Arts including any combination of Art, Music, or Theatre; 1.0 electives from English, Social Studies, World Language, Art, Music, or Theatre)</i>
Mathematics..... 4 credits	STEM 9 credits <i>(3.0 Mathematics; 3.0 Science including Biology and Physical Science; 3.0 electives in Science, Mathematics, or Technology Education)</i>
Social Studies..... 3.5 credits <i>(including 1.0 credit US History and 1.0 credit Civics)</i>	Physical Education and Health and Safety 2 credits <i>(1.0 Physical Education; 1.0 Health and Wellness I and II)</i>
Science..... 4 credits <i>(including 1.0 credit Biology)</i>	World Language 1 credit
Physical Education 2 credits <i>(including 0.25 credit Health)</i>	Career and College Readiness 1 credit <i>(0.5 Personal Finance; 0.5 elective in Business, Family & Consumer Science, or Technology Education)</i>
Personal Finance..... 0.5 credit	Capstone 1 credit
Capstone Project..... 1 credit	Electives 4 credits
Electives..... 8 credits <i>(including 1.0 credit Art, Business, Family & Consumer Science, Music, Technology, or World Language)</i>	Required Total: 27 credits
Required Total: 27 credits	<i>Approved by the Berlin Board of Education on February 11, 2019</i>

2. Course Enrollment

All students are required to enroll in the course equivalent of seven (7) credits each year for four years. Under extraordinary circumstances, the high school principal may exempt students from this requirement.

A student who presents written documentation from a physician or advanced practice registered nurse stating that participation in physical education is not advisable because of the physical condition of the student, shall be excused from the physical education requirement. In such a case, an alternative for physical education will be provided to meet the requirement.

Any student who is deaf or hearing impaired may be exempted from any world language graduation requirement if his or her parent or guardian requests such exemption in writing.

In the event that a student transfers to Berlin High School during the senior year, the student must successfully complete a minimum of one semester in order to be eligible for a Berlin High School diploma.

3. Senior Capstone Project

The senior capstone project is a graduation requirement that allows students the opportunity to demonstrate attainment of the Berlin Learner Outcomes. Grade 12 students pose questions, conduct investigations, and develop original projects. Students demonstrate learning through informal and formal presentations of their findings to give insight into what they learned about the topic and themselves throughout their investigations.

4. District Performance Standards of Required Basic Skills

In addition to the credit requirements listed above in section 1, students must also demonstrate required basic skills by meeting the following performance standards in literacy, mathematics, and science.

1. Literacy Basic Skills Standard
 - a. Achieve a grade of 70 or better in three (3.0) BHS English courses OR
 - b. Achieve the College and Career Readiness Benchmark for the PSAT/NMSQT taken during the junior year OR
 - c. Achieve the College and Career Readiness Benchmark for the SAT OR
 - d. Portfolio review and assessment of student work
2. Mathematics Basic Skills Standard
 - a. Achieve a grade of 70 or better in two (2.0) BHS Mathematics courses OR
 - b. Achieve the College and Career Readiness Benchmark for the PSAT/NMSQT taken during the junior year OR
 - c. Achieve the College and Career Readiness Benchmark for the SAT OR
 - d. Portfolio review and assessment of student work
3. Science Basic Skills Standard
 - a. Achieve a grade of 70 or better in two (2.0) BHS Science courses OR
 - b. Achieve a score of 3 or better on the NGSS (Next Generation Science Standards) assessment taken in the junior year OR
 - c. Portfolio review and assessment of student work

5. General Provisions

Additional Support: Students who have not met the performance standards of basic skills by the end of the first marking period of senior year shall be assigned basic skills tutor support beginning in the second marking period. Assessments will be conducted during the second, third, and fourth marking periods for any seniors who have not met the performance standards of basic skills during the previous marking period.

Exemptions: Students with special needs and 504 students will be expected to meet district performance standards of basic skills for graduation as described in this policy unless exempted as indicated in their Individual Education Plan or 504 Plan. English Language Learners (ELL) may be exempted if they have not achieved a determined language proficiency level by the end of their first semester of junior year. Students who transfer into Berlin High School **during their senior year** must meet Berlin's performance standards of basic skills in order to graduate from Berlin High School unless such students have been exempted at the sole discretion of the Berlin High School principal. In considering any exemptions to the graduation requirements set forth in this policy, the Berlin High School principal may choose to review a student's prior academic profile and state/national assessment data.

Notification to Teachers, Students, and Parents: Frequent, ongoing communication between and among teachers, students, and parents is essential in creating home-school support for students to meet the required performance standards, particularly during senior year.

6. Alternative Programs

In certain situations, and with the approval of the principal, a student may complete the senior year elsewhere and still be awarded a Berlin High School diploma.

In order for a student to be eligible to receive a diploma while attending a different institution during the senior year, the student must meet the following requirements:

- Have earned a total of 21 credits prior to the senior year.
- Have a minimum cumulative GPA of 80 at the end of the junior year.
- Provide two letters of recommendation from Berlin High School teachers.
- Apply in writing to the high school principal by the end of Semester 1 of the junior year; application must include a detailed description of the program to which the student is planning to attend.
- The program must be an accredited educational program.
- Complete the senior capstone project prior to completion of the senior year.
- Receive approval from the high school principal prior to the start of the program.

A Berlin High School diploma will be issued after the principal conducts a review of credits earned in the approved program. The principal reserves the right to establish/expand/revise compliance reporting dates for any approved alternative senior year program at any time as part of this review process.

7. Graduation During Period of Expulsion

A student may graduate, i.e., be issued his/her diploma, during an expulsion period if the Board determines that the student has completed the necessary credits and met all other criteria required by the Board for graduation. This is separate from participation in the graduation ceremony, which would not be allowed during a period of expulsion.

8. Academic Advancement Program

Notwithstanding the graduation requirements in this policy, students shall be permitted to graduate from high school upon the successful completion of the academic advancement program established by the State Board of Education.

9. Alternative Pathways

Credit toward graduation shall be earned by successfully completing Board approved courses, but the high school principal shall be empowered to give such credit for alternative pathways of study which meet the objectives of standard courses. Primary alternatives shall be independent study and enrollment in courses for credit at other institutions. It shall be the responsibility of the high school counseling department and principal to ensure that each student maintains a balanced and educationally sound program.

10. Graduation Ceremony

In order to participate in the formal graduation ceremony, students must meet all the course credit requirements, have successfully completed the senior capstone project, and have met the district performance standards of basic skills by the date of graduation, as specified in sections 1, 3, and 4, respectively, of this policy. Parents and adult students will be informed in writing by the high school principal or designee during the second semester, but no later than April 1, of the individual status of each student relative to graduation requirements, including the necessity of successfully completing any courses in which the student may be currently enrolled.

CREDIT RECOVERY – SUMMER SCHOOL POLICY

1. A student who earns between 50 and 59 can retake the course in a 60-hour program and earn up to 1.0 credit. A student who earns between 60 and 100 and has not received credit due to attendance can retake the course in a 60-hour program and earn up to 1.0 credit. This must be at an approved remedial summer school program.
2. A student who earns under 50 for a course and wants to attend summer school can retake the entire course for 120 hours for 1.0 credit, which must be at an approved summer school program.
3. A student who has withdrawn or has been withdrawn from a course for the remainder of the school year may not use summer school to make up the work/credit missed.
4. Completion of pre-approved summer school courses will be reflected on the student's transcript; however, summer school grades are not computed into the student's GPA. Students will receive a grade of "P" (pass) or "F" (fail) upon completion of the course.
5. Students cannot repeat a class that they have already passed for the purpose of qualification/eligibility for co-curricular activities, including athletics.
6. Only 2.0 credits at a time may be taken in summer school.
7. Berlin High School offers summer school using Odysseyware, an interactive online program. Students complete their work independently, and a proctor is available to answer students' questions. Students work at their own pace to complete course requirements. All formal assessments must be taken during the summer school class, but lessons and projects are open to students 24 hours a day. Students seeking to earn up to 2.0 credits will need to complete work outside of the regularly scheduled class time in order to meet both courses' expectations by the end date. Students are expected to comply with attendance and behavior policies.
8. Berlin High School students may enroll in accredited summer school programs. Students must meet with their school counselor to fill out summer school credit recovery forms and then have them approved by the building principal. **Approval by the high school principal must be given in advance of the summer school program for any credits to be transferred to Berlin High School.** Official transcripts of credits and grades earned must be submitted for approval at the conclusion of any courses at other institutions.

CREDIT RECOVERY – TUTORING POLICY

1. Failed courses may be completed through tutoring arrangements made by the student's family. Such courses must be approved **by the high school principal prior to the beginning of the program.** A minimum of 50 must have been earned in the failed course.
2. Tutors for such courses must have the approval of the high school principal. The tutored make-up course curriculum must have the approval of the high school subject department supervisor. It is the responsibility of the family and tutor to make all necessary contacts with the principal and department supervisor.
3. A tutor must be a certified teacher in the subject being tutored.
4. Tutored courses must have final examinations. Such examinations must be approved by the high school subject department supervisor and will be valued at one-third of the final grade.
5. There is to be a minimum of 10 graded papers besides the final submitted by the tutor to the subject department supervisor (5 for a semester course). The tutor is to submit all completed assignments and exams, a summary of completed curriculum, a final recommended grade, a final examination, and credit to be awarded. All papers are corrected by the tutor.
6. Evidence of a minimum of 30 hours of tutoring for a 1.0 credit course or 15 hours for a 0.5 credit course must be submitted. These hours must extend over a six-week period for a 1.0 credit course or three weeks for a 0.5 credit course.
7. The credit and recommended grade are submitted directly to the high school principal or designee.
8. Work must be submitted at least one week prior to the start of the school year.

9. Students cannot repeat a course through tutoring that they have already passed for the purpose of qualification/eligibility for co-curricular activities, including athletics.
10. It is the student's and/or his/her family's responsibility to make all tutoring arrangements.
11. Completion of summer school courses will be reflected on the student's transcript; however, summer school grades are not computed into the student's GPA. Students will receive a grade of "P" (pass) or "F" (fail) upon completion of the course.
12. Only 2.0 credits at a time may be taken for credit recovery.

NOTE: A student who is completing diploma requirements must do so prior to the first day of the next school year to qualify for his/her original diploma. If this is not done, the student will receive the diploma for the academic year during which he/she completes his/her requirements. In these cases, the requirements of the new graduating class must be met.

CREDIT ENRICHMENT POLICY

1. Courses for the purpose of enrichment must meet one of the following criteria:
 - The course is not offered at Berlin High School,
 - The course is offered at Berlin High School but cannot fit into the student's schedule due to scheduling conflicts, or
 - The course meets a prerequisite for another course offered at Berlin High School and will be used for the purpose of accelerating the student's academic program.
2. Enrichment courses must be approved by the building principal prior to the commencement of the course. Enrichment request forms are available in the school counseling office.
3. Enrichment courses must be taken at an accredited institution. Students may also take enrichment courses through the West Hartford summer school program.
4. Enrichment courses will be treated as transfer courses (see transfer student policy).
5. Students who choose to take enrichment courses must still maintain 7.0 credits per school year in addition to the enrichment course, as designated by the Board of Education policy.

INDEPENDENT STUDY PROGRAM

A student may apply for a credited (.50 to 1.0 credit) independent study program with a teacher advisor. If the advisor is outside the school, the liaison will be a school counselor. Application is made to the independent study program coordinator. Approval of the program is required by the principal before it is undertaken. The principal also reviews and grants credit. Independent study programs are intended to enrich students' experiences. They provide in-depth opportunities for study beyond the school's regular offerings in areas where teachers' expertise cannot be accessed in regular programs. Courses from other institutions are not considered independent study programs. High school courses may not be replaced through the independent study program. Students must maintain a total of 7.0 credits in their schedule in addition to the independent study credit. A pass/fail grade is awarded at the conclusion of the study.

SPARK INTERNSHIP PROGRAM

The SPARK Internship Program aims to support Berlin High School students in their efforts to *explore* professional communities, *think* about potential career pathways, *seek* unique experiences and opportunities, *become* confident interacting with professionals, *exhibit* personal growth, *model* accountability, and *contribute* to a worthy organization. A student may apply to participate in the internship program to earn credit (.50 to 1.0 credit). Application is made to the Internship Coordinator. Approval of the program will be made by the Internship Coordinator before it is undertaken. Students will be required to complete 75 internship hours to be awarded .50 credit and 150 internship hours to be awarded 1.0 credit. High school courses may not be replaced through the Internship program. Students must maintain a total of 7.0 credits in their schedule in addition to the Internship program. A pass/fail grade is awarded at the conclusion of the program.

SAT / SRBI STUDENT INTERVENTIONS

Berlin High School is dedicated to the academic, social, and emotional success of all students. There is a comprehensive protocol in place in which students, struggling in any of these areas, will be identified using the Student Assistance Team (SAT) process followed by Scientific Researched-Based Interventions (SRBI) recommendations. Interventions range from Tier I teaching strategy interventions to more intense Tier II and Tier III specialized, individual instruction, counseling, or behavioral supports. In all cases, data will be used to determine areas of need and to measure the success rate following intervention(s). Questions regarding SAT or SRBI can be directed to a high school administrator.

LIBRARY MEDIA CENTER

The Thomas F. Galvin Library Media Center is a central resource for Berlin High School students and teachers. As a center for collaborative instruction, research, independent reading, and other activities, the library is open to all members of the school community. The library media center also houses the technology integration specialist, who supports the one-to-one Chromebook initiative and provides technology support and training to the entire Berlin High community. The library contains over 20,000 volumes and subscribes to a variety of electronic databases. Twenty-five internet-linked Macs are available for student use, complementing students' individual Chromebooks. Available for student use is a dedicated printer, a document scanner, and a copier. The library subscribes to more than 60 periodicals and 5 newspapers. The library is open every school day. Students are welcome as part of a class, as independent learners sent by a teacher, and as study hall members who have first obtained a pass from a subject teacher.

MATH TUTORING CENTER

The Math Tutoring Center is a resource that offers peer tutoring in mathematics. Students should visit the Berlin High School website, under Student Services, to see when math tutors are available. Students may seek a tutor during the day while in study hall, or after school. The Math Tutoring Center is located in Room 2220.

WRITING CENTER

The Writing Center is a resource that offers one-on-one tutoring for any type of writing assignment. Students may make an appointment to receive assistance from a trained peer tutor in any stage of the writing process. Students should visit the Berlin High School website to register for an appointment during a study hall or after school. The Writing Center is located in room 1500.

SCHOOL COUNSELING DEPARTMENT

The mission of the school counseling department is to assist students in maximizing their educational and personal development and self-fulfillment. To accomplish these ends, the school counseling department works with the entire educational community in a proactive manner, providing services for students, parents, and instructional staff. The school counseling department delivers lessons from a comprehensive school counseling curriculum structured to anticipate and nurture the academic, career, and personal/social growth of all students as they pass through different developmental stages in their high school career. In addition to individual counseling, school counselors assist students with school transitions, goal setting and achievement, decision-making and problem solving, and post-secondary career and college planning. Specific school counseling programs are made available and presented to all parents of students in grades 9-12.

School Counseling Workshops

Freshman Workshop **1/4 Year**

HS22106G09
.25 credit

Freshman Workshop meets once per rotation during the first quarter to focus on transition to high school. This course, led by school counselors, provides freshmen with the skills, strategies, network, and experiences needed to successfully navigate the culture of high school life. Concepts include, but are not limited to, academic planning, goal setting, organization, healthy relationships, problem solving, learning styles, study skills, test taking strategies, and library media and technology resources. This course is graded as Pass/Fail.

Sophomore Workshop **1/4 Year**

HS22106G10
.25 credit

Sophomore Workshop meets once per rotation during the second quarter to focus on career exploration. This course, led by school counselors, equips students with the skills to make career choices in relation to knowledge of self and

knowledge of the world of work. Students will apply strategies to achieve future career success and satisfaction. Concepts include, but are not limited to, career readiness, assessment of skills and personal qualities, locating and evaluating career resources, understanding the global workforce, and developing an interest-driven success plan. This course is graded as Pass/Fail.

Junior Workshop **1/4 Year**

HS22106G11
.25 credit

Junior Workshop meets once per rotation during the third quarter. This course, led by school counselors, equips students with the skills needed to prepare for and achieve postsecondary goals. Concepts include, but are not limited to, resume writing, interviewing skills, job and college applications, searching for appropriate postsecondary programs, and financial aid. Students will set postsecondary goals and create a detailed success plan. This course is graded as Pass/Fail.

College Admission

Grades, courses taken, counselors' and teachers' recommendations, activities (athletics, clubs, community service), and national standardized testing such as the SAT and ACT are the factors a college admissions office considers in determining student acceptance. Students are urged to meet with their school counselor and visit post-secondary programs with their parents in order to gain more detailed information. Success in a full, challenging academic program, including the senior year, is the best preparation for post-secondary admission and eventual post-secondary success.

Recommended Courses for College/University Admission

English	4 years
Math	4 years Including Geometry and Algebra II
Science	3 years (4 recommended) Including laboratory courses
Social Studies	3 years (4 recommended) Including US History
World Language	2 years in one language (3-4 recommended)
Electives	Some schools look specifically for Fine Arts and/or Career and Technical Education electives

For students pursuing entrance to highly competitive colleges and universities, it is recommended that students pursue Advanced, AP, ECE, and Honors courses as appropriate. Students should meet with their counselors to develop a plan specifically designed to meet the student's future plans.

NCAA Clearinghouse Course Requirements for Athletes Focusing on Division I and II

Student-athletes must:

- Complete their registration by going to www.eligibilitycenter.org during their junior year.
- Take the SAT, ACT, or both and send scores to the Clearinghouse using the Eligibility Center Code "9999" so that scores are sent directly to the NCAA.
- Ask the school counselor to send transcripts at the end of their junior year.
- Continually review courses to see that they match Berlin High School's list of approved courses for eligibility.
- Review amateurism responses and request final amateurism certification.
- After graduation, request all official transcripts from all high schools the student-athlete attended be sent to the NCAA Clearinghouse (i.e., GHAA and transfer schools).



<p style="text-align: center;">Academic – Eligibility Requirements Division I: 16 Core Courses</p> <ul style="list-style-type: none"> • Graduate from high school • 4 years English • 3 years math (Algebra I or higher) • 2 years natural or physical science • 1 additional year of English, math, or natural or physical science • 2 years social science • 4 years of additional core courses • Earn at least a 2.3 GPA in core courses • Earn an SAT combined score or ACT sum score that matches the student’s core-course GPA on the Division I sliding scale <p>NCAA Division I requires 10 core courses to be completed prior to the seventh semester of high school. (Seven of the ten must be a combination of English, math, or natural/physical science.)</p> <p>These 10 courses will be “locked in” at the seventh semester of high school and <u>cannot be retaken</u> for grade improvement.</p>	<p style="text-align: center;">Academic – Eligibility Requirements Division II: 16 Core Courses</p> <ul style="list-style-type: none"> • Graduate from high school • 3 years English • 2 years math (Algebra I or higher) • 2 years natural or physical science • 3 additional years of English, math, or natural or physical science • 2 years social science • 4 years of additional core courses • Earn at least a 2.2 GPA in core courses • Earn an SAT combined score or ACT sum score that matches the student’s core-course GPA on the Division II sliding scale
---	---

Berlin High School Co-Curricular Eligibility

A student has eight (8) consecutive semesters or four (4) consecutive years of eligibility from the date of entry into the ninth grade to be eligible for interscholastic competition. Students are **NOT ELIGIBLE** for interscholastic athletics, cheerleading, or other co-curricular activities (eligibility is declared on the day report cards are distributed or 14 days after the close of the term, whichever comes first) if:

1. A student is not taking at least four (4) credits of work.
2. A student has not passed at least four (4) credits at the end of the last regular marking period (previous year’s credits for fall session).
3. A student has not attained a minimum cumulative average of 70 at the end of the last regular marking period. For the fall season, the final grade point average (GPA) of the previous school year must be 70 or higher. This does not apply to incoming freshmen. **Summer school results do not change end of year GPAs and, therefore, will not have any effect on eligibility status for athletics or other co-curricular activities.**
4. A student has changed schools without a change of legal residence in grades 10, 11, or 12 (Transfer Rule II; see complete Rule for exceptions).
5. A student plays or practices with an outside team or group in the same sport while a member of the school team after the first scheduled game in any season (Rule II.E; see exceptions).
6. A student plays under an assumed name on an outside team.
7. A student receives personal economic gain for participation in any CIAC sport (Rule II.F).
8. A student has reached his/her 20th birthday. A student-athlete will not be allowed to start a season or compete during a season in which their 20th birthday falls.

Notes:

1. Courses included in the four credits of work must be courses in which the student has not previously received credit. Therefore, a student taking the same level of world language for the second time cannot count this course if he/she received credit in the course previously.
2. Copies of the CIAC Rules may be viewed and downloaded from the CIAC website (<http://ciacsports.com/site>). Click “Students/Parents” and then select “Eligibility Rules.” Due to the complexity and exceptions to these and other CIAC rules, any questions regarding eligibility should be discussed with the athletic director.

3. A student who is ineligible, but plans on gaining eligibility during a given season, cannot participate with an outside team or group in the same sport while awaiting eligibility. This causes ineligibility.
4. An ineligible student, at the discretion of the coach and the athletic director, may practice with the team in order to maintain physical condition and skills. This may be denied by school officials at any time. This “possibility” does not apply to students who are ineligible for athletics due to CIAC regulations. It applies only to Berlin High School eligibility (i.e., 70 passing grade).
5. In all cases of eligibility, only credits earned at Berlin High School or credits granted by a certified or accredited school and pre-approved by Berlin High School may be used.
6. If in doubt, find out before doing anything!

PREPARING SCHEDULES

Students receive teacher recommendations in PowerSchool. Parents and students are asked to discuss course selections and recommendations together. If parents or students feel that an adjustment is needed for a course recommendation, an override form must be completed. Students will enter course selections into PowerSchool. The school counselor will review student selections individually with each student to evaluate the program as it relates to each student’s personal goals. Courses are then scheduled according to the spaces available and the period the sections are offered.

Courses identified by Roman numerals are sequential courses and must be taken in numerical order. For example: Spanish I must be taken and passed before a student may take Spanish II. Failure of a course will require making up the deficiency before going on to the next course in sequence. Two or more courses in the same sequence may not be taken in one school semester. In order to provide for the needs of students, some courses are ability grouped. Groupings include the following levels: *Honors* courses, which include Advanced Placement and UConn ECE; *advanced* courses; *college preparatory* courses; and *resource* courses. Many courses are heterogeneous so that students may benefit from a wide range of experiences in a challenging curriculum.

COURSE OVERRIDE POLICY

Berlin High School supports students interested in further challenging themselves in their academic pursuits. While teachers will recommend students for particular courses, students may choose to enroll in a course other than the recommended course with the use of a Berlin High School override application. Override applications can be found in the school counseling office or online.

Override Application

- Override applications will be due to the student’s counselor **no later than the last school day prior to the April break.**
- Course enrollment is done according to availability of space in the course requested.

SCHEDULE CHANGE POLICY

Course Changes (Add/Drops, Level Changes, Withdrawals)

Students are required to carry a **minimum of 7.0 credits per year** in accordance with Board of Education policy.

- Course changes will not be honored after the fifth school day, with the exception of course level changes.
- **Core course level changes only** will be honored until the last day of September. Should it be decided that a student is struggling and in need of a level change, conversations should be taking place with the student, parent, counselor, and teacher to discuss the need for the change prior to the end of September. This

information will be brought to the Supervisor of School Counseling. If necessary, the Supervisor of School Counseling will bring any scheduling issues to administration for review. Evidence of progress monitoring and class assessments must indicate a student’s difficulty with the class to warrant the possible change.

- **NO** changes will be honored after the aforementioned schedule change dates, but course withdrawal can be requested.
- Any course from which a student has withdrawn beyond the aforementioned schedule change dates will receive a “W” for withdrawal from a course, and this will be reflected on the student’s transcript.
- In the event of leveling down, there is no blending of grades. Partial credit may be awarded if the student has completed the entire quarter with a passing grade (60 or better).
- Withdrawals may be requested, but require administrative review and may or may not be granted.
- Requests for specific teachers will not be considered.

TRANSFER STUDENTS – DETERMINING GRADES AND CREDITS

Students Transferring into Berlin High School After Completion of 1+ Years at Another High School:

When a student transfers into Berlin High School from another accredited high school, consideration will be given to successfully fulfilled requirements of the sending high school with respect to criteria for successful completion of grades 9, 10, 11, and 12, as well as graduation requirements.

Grade Classification for Transfer Students:

- | | |
|-------------------------------|--|
| One completed year | Enter as a Grade 10 student |
| Two completed years | Enter as a Grade 11 student |
| Three or more completed years | *In possession of 18 credits or more, enter as a Grade 12 student |
| | *In possession of fewer than 18 credits, enter as a Grade 11 student |

When a student transfers into Berlin High School having completed 1+ years at another high school, those courses will be noted in the student’s cumulative file and transcript as courses completed in curriculum categories, e.g., English, Mathematics, Science, Biology, Social Studies, US History, Civics, PE, Health, Personal Finance, and World Language, toward the credits required for graduation from Berlin High School. The accepted credits from another high school will be listed on the Berlin High School transcript as “TR Math, TR English, TR Science, TR Social Studies, TR Elective, TR Biology, TR US History, TR Civics, TR PE, and TR Health,” and they will be given the credit value based upon Carnegie units, **but NO grade will be listed**. Senior students applying to colleges will need to provide a transcript from their previous school in addition to their Berlin High School transcript in order to provide accurate information to the college on courses taken at each high school.

Students Transferring Into Berlin High School After the Start of the School Year: When a student has taken courses at another school during any part of a high school year, grades and/or credits will be reviewed by counselors. Students will be granted credits commensurate with the number of hours (i.e., Carnegie units) spent in each class at each high school. Attempts will be made to achieve continuity in courses between the sending high school and Berlin High School. Berlin High School cannot guarantee that students will be able to complete and/or earn credit in classes started at a sending school.

Credit Grid for Both Berlin High School and Transfer Students and the Credit That They Should Have Earned at the End of Each Grade Level: All Berlin High School students starting from ninth grade are required to achieve 27 credits to graduate. Students can be considered on target for graduating in four years by achieving the following credit totals:

At the end of:	BHS students should have:
9 th Grade	6.75 credits
10 th Grade	13.50 credits
11 th Grade	20.25 credits
12 th Grade	27.00 credits

Transfer Students: Since the Connecticut State Department of Education recommends that students achieve 25 credits for graduation, *transfer students* can be considered on target for graduating in four years by achieving the following credit totals:

At the end of:	BHS students should have:
9 th Grade	6.25 credits
10 th Grade	12.50 credits
11 th Grade	18.75 credits
12 th Grade	25.00 credits

Transfer students are responsible for fulfilling Berlin High School’s “core” requirements, and they will be scheduled for Berlin High School’s minimum of 7.0 credits per year.

Credit Recovery: If students should fall below the credit recommendations above, they can request permission to pursue a pre-approved form of credit recovery in order to graduate in four years. A letter will go home at the end of each year to those students who are below recommended credit totals outlining a graduation plan. (See Credit Recovery section.)

Transcripts: When transfer students are requesting transcripts for post-secondary education or career options, the Berlin High School transcript will list the credit awarded for accepted courses transferred from outside accredited institutions as specified previously, along with the courses taken at Berlin High School. Again, if a complete high school record is required for colleges and/or employment, **transfer students will be responsible for contacting their previous high school(s) to request that their official transcript(s) be sent to each college and/or employer.**

Home-Schooled Students: Home-schooled students wishing to receive a diploma from Berlin High School must attend Berlin High School for two years of education, one of which must be their final year. The principal shall evaluate the student’s prior educational experiences and determine what, if any, credits to meet graduation requirements have been earned. A student may be required to take a Berlin High School exam, provide a portfolio of evidence of learning, or otherwise demonstrate mastery of content to be awarded credit. After enrolling in Berlin High School, these students must satisfy all additional distribution and credit requirements in appropriate subject areas, as determined by the school counselor and the principal. The decision of the principal shall be final.

GPA FOR TRANSFER STUDENTS

GPA’s indicated in Berlin High School’s grading system for transfer students include **only courses taken at Berlin High School**. Berlin High School does not report class rank. “Internal” computation of class rank applies only to students who have completed their final two years of formal education at Berlin High School (junior and senior year). Class rank is computed solely for determining class valedictorian and salutatorian and is not published on students’ transcripts. Therefore, students who transfer in after the start of junior year will not have met the criteria for valedictorian or salutatorian.

Honors: Any student transferring in as a senior with a 90 average or above during senior year is eligible to be indicated as an honors student in the graduation program and to wear an honor cord at graduation.

Note for Students Enrolled in Coursework at Outside Institutions or Magnet Schools, Such as GHAA: Courses completed at outside schools will not be included in GPA at Berlin High School. Such courses would be recorded as transfer credits only, as described above.

CAREER EDUCATION

Information about possible careers is available to students in the library media center, the school counseling suite, and on Naviance. Students may see school counselors or library media personnel in order to make use of the material in these areas.

SIXTEEN CONNECTICUT CAREER CLUSTERS



At different times throughout the school year, students meet with their counselors to discuss their educational plans related to career and post-secondary interests. The Connecticut Career Clusters listed on the following pages are sixteen groupings of vocational areas as developed by the Connecticut Department of Education. Each cluster is accompanied by a listing of courses that can help students explore and prepare for entry into that career cluster.

<p>Agriculture, Food, and Natural Resources Anatomy and Physiology Baking and Pastry Arts I/II Biology (all levels) Business Law Chemistry (all levels) Culinary Arts I/II Earth Science (all levels) Economics Environmental Science (all levels) Foods/Fitness for a Healthy Lifestyle Horticulture Marine Biology Physics (all levels) ProStart: Rest. Mgmt. & Culinary Arts I Statistics (all levels) World Languages (all levels) Zoology</p> <p>Architecture and Construction 2-D Art and Design (all levels) 3-D Art and Design (all levels) Algebra I/II Architectural Design Business Technologies & Applications Digital Photography Drawing (all levels) Geometry (all levels) Introduction to STEM Design Jewelry & Metalsmithing Painting I/II Physics (all levels) Pottery I/II Wood & Manufacturing I/II World Languages (all levels)</p>	<p>Arts, Audio-Visual Technology, and Communications 21st Century Journalism and Media Literacy 2-D Art and Design (all levels) 3-D Art and Design (all levels) Advanced American Studies Bella Voce Business Technologies & Applications Civics Communications Computer Technology Concert Band I/II Creative Writing Digital Art I/II Digital Media & Moviemaking Digital Photography Drawing (all levels) History of Popular Music Introduction to Sociology Jewelry & Metalsmithing Men's Choir Music Technology I/II Music Theory (all levels) Painting I/II Piano (all levels) Pottery I/II Psychology (all levels) Speech Technical Theatre I/II Television Production I/II Theatre I/II Treble Chorale Video Game Design I/II World Languages (all levels)</p>	<p>Business Management and Administration Accounting (all levels) Business Law Business Survey Business Technologies & Applications Communications Digital Media & Moviemaking Economics Introduction to Law Introduction to Sociology Marketing I/II Personal Finance Psychology (all levels) Speech Sports in American Society Statistics (all levels) Television Production I/II Visual Arts (all levels/courses) World Languages (all levels)</p> <p>Education and Training Child Development I/II Creative Writing Health & Wellness I/II UConn Introduction to Individual and Family Development Introduction to Sociology Marketing I/II Music Technology I/II Music Theory (all levels) Piano (all levels) Psychology (all levels) Visual Arts (all levels/courses) World Languages (all levels)</p>
--	--	--

<p>Finance Accounting (all levels) Business Law Business Survey Business Technologies & Applications Economics Marketing I/II Personal Finance Statistics (all levels) World Languages (all levels)</p> <p>Government and Public Administration Accounting (all levels) Advanced American Studies Anatomy and Physiology AP US Government & Politics Biology (all levels) Business Law Chemistry (all levels) Child Development I/II Civics Communications Debating Current Events Firefighter Firefighting Leadership US History (all levels) Human Rights and Social Justice Introduction to Law</p> <p>Health Science Anatomy and Physiology Biology (all levels) Foods and Fitness for a Healthy Lifestyle Health/Physical Education UConn Introduction to Individual and Family Development Introduction to Law Introduction to Sociology Lifetimes Activities I/II Physics (all levels) Psychology (all levels) US History (all levels) World Languages (all levels)</p> <p>Hospitality and Tourism Baking and Pastry Arts I/II Culinary Arts I/II Economics Foods and Fitness for a Healthy Lifestyle UConn Introduction to Individual and Family Development Introduction to Sociology Marketing I/II ProStart: Restaurant Management and Culinary Arts I Psychology (all levels) Sports in American Society Visual Arts (all levels/courses) World Languages (all levels)</p>	<p>Human Services Anatomy and Physiology Biology (all levels) Chemistry (all levels) Child Development I/II Firefighter Firefighting Leadership Forensic Science Health/Physical Education UConn Introduction to Individual and Family Development Introduction to Sociology ProStart: Restaurant Management and Culinary Arts I Psychology (all levels) World Languages (all levels)</p> <p>Information Technology 21st Century Journalism and Media Literacy Communications Computer Science (all levels) Computer Technology Conflicts in Reel History Creative Writing Digital Art I/II Digital Media & Moviemaking Digital Photography Music Technology I/II Reel American History Video Game Design I/II World Languages (all levels)</p> <p>Law, Public Safety, Corrections, and Security Advanced American Studies AP US Government & Politics Business Law Civics Digital Photography Drawing (all levels) Firefighter Firefighting Leadership Introduction to Law Introduction to Sociology Psychology (all levels) US History (all levels) World Languages (all levels)</p> <p>Manufacturing Technology Architectural Design Computer Technology Introduction to STEM Design Physics (all levels) Power I/II Wood & Manufacturing I/II</p>	<p>Marketing 21st Century Journalism and Media Literacy Accounting (all levels) Business Law Business Survey Business Technologies & Applications Creative Writing Digital Media & Moviemaking Economics Introduction to Sociology Marketing I/II Probability and Statistics I/II Psychology (all levels) UConn Statistics Visual Arts (all levels/courses) World Languages (all levels)</p> <p>Science, Technology, Engineering, and Mathematics (STEM) Algebra (all levels) Anatomy and Physiology Architectural Design Biology (all levels) Calculus (all levels) Chemistry (all levels) Computer Science (all levels) Computer Technology Digital Art I/II Drawing (all levels) Earth Science (all levels) Engineering Design & Robotics I/II Geometry (all levels) Introduction to STEM Design Physics (all levels) Power I/II Precalculus (all levels) Statistics (all levels) Video Game Design I/II Wood & Manufacturing I/II World Languages (all levels) Zoology</p> <p>Transportation, Distribution, and Logistics Power I/II Statistics (all levels)</p>
--	--	--

COMMUNITY SERVICE RECOGNITION

A student who completes 120 hours of approved community service will receive recognition at graduation including a notation on the graduation program and a special citation awarded to the student. The community service must be approved by the person in charge of the related activity and cannot be a “required” service. The community service must be unpaid and voluntary. This can be within the school or in the community. The reporting portion of the form must be completed after the activity and signed by the person in charge of the activity, attesting to the hours the student devoted to the service. The school counseling secretary will record the information. At the end of each year, the hours completed for the year will be totaled. The hours for the citation must be completed by the beginning of quarter 4, senior year, and will be verified at that time.

AVAILABLE OPTIONS TO ACHIEVE COLLEGE CREDIT

Berlin High School provides students the opportunity to achieve college credits while still in high school through three program options:

Advanced Placement

Advanced Placement courses are approved by the College Board and are designed for students to challenge themselves academically and set themselves apart in the college admission process. Students can earn college credit based upon the score they earn on the AP exam and the AP exam credit policy of their attending college. Students must register for the AP exam by November 1 online through College Board and also with the school counseling office, and exams take place during the first two weeks of May. There is a fee associated with the AP exam.

AP Courses:

AP 2-D Art and Design	AP English Literature and Composition
AP 3-D Art and Design	AP Environmental Science
AP Biology	AP Music Theory
AP Calculus	AP Physics
AP Chemistry	AP Psychology
AP Computer Science A	AP Statistics
AP Computer Science Principles	AP US Government & Politics
AP Drawing	AP US History
AP English Language and Composition	AP World History

Note: While the College Board indicates that an AP score of 3 or higher is desirable, acceptance of scores for credit varies amongst colleges and universities, many of whom require scores of 4 or 5. Please check with your desired institutions of higher education.

* Note: Any student earning a score of 3 and higher on any AP examination who enrolls at Western, Southern, Eastern, or Central Connecticut State University, or one of Connecticut’s 12 community colleges, will get course credits equivalent to a specific course in the general education or elective category.

UConn Early College Experience (ECE)

UConn Early College Experience courses provide students the opportunity to preview college work and build confidence in their readiness for college. UConn ECE instructors are high school teachers certified as adjunct professors by the university. To earn college credits, students must first complete the application and registration processes at ece.uconn.edu. There are fees and tuition costs associated with registering for the UConn course(s).

* Note: Effective 2019-2020, the grade that a student earns will appear on their UConn transcript as reported by the instructor. Students who wish to withdraw from a course after September 30 must complete a Withdrawal Form (WAU/W) by the posted deadlines, otherwise the instructor will calculate the student's final grade according to the grading scheme applied to all students in the course. Students should meet with their teacher and school counselor for further clarification.

UConn ECE Courses:

- UConn ECE Biology
- UConn ECE Calculus AB
- UConn ECE Chemistry
- UConn ECE Discrete Math
- UConn ECE Drawing
- UConn ECE English Literature and Composition
- UConn ECE Environmental Science
- UConn ECE Introduction to Individual and Family Development
- UConn ECE Physics
- UConn ECE Seminar in Academic Writing
- UConn ECE Spanish V
- UConn ECE Statistics



Note: UConn ECE courses are accepted for transfer at many colleges and universities, but not all. For the UConn ECE database that reveals the schools most likely to accept ECE credits, go to http://eceapps.uconn.edu/credit_transfer_database/. Please access this database frequently, as the listing is subject to change.

College Career Pathways (CCP)

The College Career Pathways program (CCP) allows Berlin High School students to earn college credit from Tunxis Community College and Capital Community College through partnered programs with Tunxis/Capital and Berlin High School college-certified instructors. Students can earn dual credit, i.e., credit from Berlin High School and Tunxis or Capital, contingent upon the approval of both institutions and the student's successful completion of the course(s).

College credit is available for the following Tunxis courses at Berlin High School:

- Basic Accounting (ACC100) – Accounting I
- Principles of Accounting (ACC113) – Accounting II



College credit is available for the following Capital courses at Berlin High School:

- Mobile Computer Science Principles (CSC*117) – AP/CCP Mobile Computer Science Principles



PRESIDENT'S AWARD / HONORS GRADUATES

The President's Education Award, established by the US Department of Education, recognizes and honors outstanding education achievement. To qualify, the recipient must have the following qualifications: A graduating senior must have a weighted, not rounded up, 90% or higher 4-year average, calculated after finalized quarter 3 grades.

If a graduating senior meets the criteria, he/she is recognized at graduation as both an Honors Graduate and recipient of the President's Education Award – a combined recognition.

HONOR ROLL QUALIFICATIONS

Berlin High School publishes its honor roll after the close of each quarter and at the end of the school year. Only unweighted averages are used, and averages are not rounded up. In order to qualify, students must be enrolled in a minimum of 5.0 credits per year. The criteria are as follows:

High Honors:	91% average with no grade below 85
Honors:	85% average with no grade below 80

GRADE POINT AVERAGE DIFFERENTIALS

Differentials are added to certain courses in consideration of difficulty for purposes of establishing the student's cumulative grade point average. For courses that are designated as Honors, eight points will be added. For Advanced courses, four points will be added. Note: The points are not added to the grade itself, but are computed into the grade points when factoring GPA. *If a student levels down from an honors or advanced course, they are not awarded any differential points from the former course.*

HONORS CHALLENGE

The Honors Challenge is offered for select courses in elective areas that are heterogeneously grouped. This opportunity is available to students who have a strong desire to strengthen their depth of knowledge and development of skills in a given course. Students will have options to take on more complex, in-depth exploration of course material through a variety of assignments or assessments, independent projects, co-curricular, or experiential activities. Honors Challenge expectations are developed by each elective department for designated courses.

Students will earn Honors credit upon successful completion of the Honors Challenge expectations as outlined for each designated course and successful completion of the course.

ACADEMIC HONORS CITATION

This program is designed to motivate academically strong students to enroll in the most demanding high school course offerings and to give recognition to students who achieve high averages in academically demanding courses. An academic honors citation is possible for each student who meets the requirements. Each qualifying student will receive a special citation. Eligibility is calculated by the School Counseling Supervisor after quarter three of the senior year. Students are recognized with a certificate at the end of senior year.

General Requirements:

1. Weighted average of 85 or above in all courses
2. Weighted average of 85 or better in 10 academic credits in the following departments: English, Mathematics, Science, Social Studies, and World Language
3. Weighted Average of 88 or better **in at least two** of the following departmental sequences (exceptions as noted):
 - a. English: Advanced English 9, Advanced American Studies, AP English Language and Composition, AP UConn ECE English Literature and Composition
 - b. Mathematics: Honors Geometry, Honors Algebra II, Honors Precalculus, AP Calculus or AP UConn ECE Statistics, and UConn ECE Discrete Mathematics
 - c. Science: Advanced Chemistry, AP Biology, AP Chemistry, AP UConn ECE Environmental Science, AP UConn ECE Physics
 - d. Social Studies: Modern World History, Civics, AP US History, AP Psychology, AP US Government & Politics, or AP World History
 - e. World Language: Five years in one language (four years when five are not available)

SEAL OF BILITERACY

Students are eligible to earn the Connecticut Seal of Biliteracy, an honor open to both native and non-native speakers of English. Students who meet specific criteria to demonstrate mastery of English and another language will receive the Seal of Biliteracy on their diploma upon graduation, and will receive special recognition at the graduation ceremony.



Various pathways enable students to become proficient in multiple languages, such as World Language courses or the ESOL program at Berlin High School, private language instruction, and heritage language knowledge. Proficiency in both languages must include both social and academic language use and proficiency in all domains (speaking, listening, reading, and writing). For additional information including requirements that must be completed to earn the Seal of Biliteracy students should see their school counselor, World Language teacher, or ESOL teacher.



ART CURRICULUM

The BHS Art Department offers a wide variety of opportunities to engage in the visual arts. Students could try a range of new media and techniques through the following courses: Drawing I and II, Painting I and II, Digital Photography, Digital Art I and II, 2-D Design I and II, Pottery I and II, 3-D Design I and II, and Jewelry & Metalsmithing. Opportunities for exposure to new technologies such as the virtual reality painting software Google Tiltbrush, and the drawing/painting/design iPad app ProCreate, will also be integrated.

Also, if students are interested in diving deeper into their art studies, there are opportunities to specialize in an area and work their way up through our honors and advanced courses. Students can earn college credit in our UConn ECE Drawing course, or choose the AP Art Studio Art class where they create a portfolio in one of three areas of focus: Drawing, 2-D Art and Design, or 3-D Art and Design.

Our curriculum works to nurture the student’s ability to communicate visually while building 21st century skills that would apply to any career path.

Students wishing to receive Honors Challenge credit for designated courses must complete the approved contract process established by the department. Please see the teachers within the department for more information. Honors Challenge courses are designated in the chart below and within each course description.

Grade	Drawing/Painting	2-D Design	3-D Design
Grade 9	Drawing I Drawing II◄ Painting I Painting II	2-D Art and Design I 2-D Art and Design II Digital Photography Digital Art I Digital Art II◄	3-D Art and Design I 3-D Art and Design II Jewelry & Metalsmithing Pottery I Pottery II
Grade 10	Drawing I Drawing II◄ UConn ECE Drawing**+ Painting I Painting II	2-D Art and Design I 2-D Art and Design II Digital Photography Digital Art I Digital Art II◄	3-D Art and Design I 3-D Art and Design II Jewelry & Metalsmithing Pottery I Pottery II
Grades 11 and 12	Drawing I Drawing II◄ UConn ECE Drawing**+ Painting I Painting II AP Drawing**+	2-D Art and Design I 2-D Art and Design II Digital Photography Digital Art I Digital Art II◄ AP 2-D Art and Design**+	3-D Art and Design I 3-D Art and Design II Jewelry & Metalsmithing Pottery I Pottery II AP 3-D Art and Design**+

** Indicates an **Honors** level course

◄ **Honors Challenge** available

+ For success in the UConn ECE and AP courses, it is suggested that students take multiple Level I and II courses within a strand before taking the Honors Level course.

Drawing/Painting

Drawing I HS05156G12
1/2 Year .50 credit

Grades 9, 10, 11, and 12

Drawing is thought to be at the root of all visual communication, therefore this course serves as a great foundation for all other Art courses. Students will develop their skills of observation through line awareness/sensitivity, proportion, composition, value, perspective, portraiture, and figure studies. Lessons will focus both on achieving realism as well as exploring narrative storytelling through comics and graphic novels. Students will also explore media including but not limited to: pencil, ink, pen, and charcoal. *No prior skills required.*

Drawing II HS05156G22
1/2 Year .50 credit

Grades 9, 10, 11, and 12

Prerequisite: Drawing I

This course serves as an extension of Drawing I in that students will apply skills previously learned to problem solve different concepts. Creativity through personal voice and composition is nurtured through storytelling and illustration. Media as well as size, surface, and concept development are explored further with more personal choice as we continue to develop signature styles and preferences. *This course is a great precursor for the UConn ECE Drawing and AP Drawing courses.*

Painting I HS05157G12
1/2 Year .50 credit

Grades 9, 10, 11, and 12

The joy of color is at the heart of painting and color theory. Different techniques such as washes, sponging, masking, and others are practiced through studies based on observation as well as references. Students will work one quarter with watercolors, focusing on flowers and landscapes, and the other quarter with acrylics, focusing on still life and portrait. *Prior drawing skills are helpful, but not required.*

Painting II HS05157G22
1/2 Year .50 credit

Grades 9, 10, 11, and 12

Prerequisite: Painting I

This course serves as an extension of Painting I in that students will apply previously learned skills to problem solve new concepts such as expressive color usage to create a watercolor pet portrait. Creativity through personal expression and composition is nurtured. Watercolors and acrylics will both be explored further, in addition to more abstract work and techniques. *This course is a great precursor for the AP Drawing course.*

2-D Design

2-D Art and Design I HS05154G12
1/2 Year .50 credit

Grades 9, 10, 11, and 12

This is a visual communications course that explores the elements and principles of design, composition, and color theory in a variety of ways. As our world is increasingly becoming more visual, this course will explore ways to create meaning through symbolism. This course also teaches students how to read and interpret visual media; problem solve design challenges; and critically think, apply, and convey meaning in their own artwork. Students will create artwork using but not limited to pencil, colored pencil, pen and ink, cut paper collage, and paint. The 2-D Design classes are the hand-based complement to the more technology-driven Digital Art classes. *No prior skills required.*

2-D Art and Design II HS05154G22
1/2 Year .50 credit

Grades 9, 10, 11, and 12

Prerequisite: 2-D Art and Design I

This course is an extension of 2-D Art and Design I. It requires the student to apply the skills previously learned while learning skills in new art media. Emphasis will be placed on concept development. A variety of hand-based materials, techniques, and processes will continue to be explored. *This course is a great precursor for the AP 2-D Art and Design course.*

Digital Art I HS05162G12
1/2 Year .50 credit

Grades 9, 10, 11, and 12

We live in a world driven by technology. Digital Art I is about learning how to create art on the computer using the new Adobe CC Suite. While exploring visual aesthetics (such as the elements and principles of design, compositional rules, and hierarchy) students will use Adobe Photoshop and Illustrator software to explore areas of digital collaging, retouching, logo design, and poster design. Students will also explore the business aspects of design such as the creation of a brand/identity, advertising campaigns, copyright infringement issues, and working with client specifications. The Digital Art classes are the technological complement to the more hand-based 2-D Art and Design classes. *No prior skills required.*

Digital Art II HS05162G22
1/2 Year .50 credit

Grades 9, 10, 11, and 12

Prerequisite: Digital Art I

Digital Art II is focused on learning advanced skills in the Adobe CC Suite, encompassing both print and interactive media. Emphasis will be placed on concept development. Students will learn to push their design skills and develop a sense of style. *This course is a great precursor for the AP 2-D Art and Design course.*

Digital Photography **HS05167G**
1/2 Year **.50 credit**

Grades 9, 10, 11, and 12

This course aims to advance skills by teaching visual composition, timing, lighting, and build a sense of professionalism in photography. Students will learn how to better use their smartphones as well as a DSLR camera. They will also learn post-processing skills and techniques using the Adobe CC suite. Students will be covering topics such as the history of photography, still life, landscape, portrait photography, and other student-driven lessons. *No prior skills required. This course is a nice complement to the Digital Art and 2-D Art and Design courses.*

3-D Design

3-D Art and Design I **HS05158G12**
1/2 Year **.50 credit**

Grades 9, 10, 11, and 12

This course is about creating three dimensional artworks in a variety of media. The focus of the class will be split between fine and commercial art and design, covering traditional sculptural projects as well as STEAM-based 3-D design media. Students will create artwork using but not limited to media such as clay, paper, cardboard, wire, foamcore, mixed media, and repurposed materials. *No prior skills required. This class is a nice complement to Pottery I and II as well as Jewelry & Metalsmithing.*

3-D Art and Design II **HS05158G22**
1/2 Year **.50 credit**

Grades 9, 10, 11, and 12

Prerequisite: Sculpture I or 3-D Art and Design I

This course is an extension of 3-D Art and Design I. It requires the student to apply the skills previously learned while incorporating new skills and media. Emphasis will be placed on concept development. *This course is a nice complement to Pottery I and II as well as the Jewelry & Metalsmithing course. It is also a great precursor to the AP 3-D Art and Design course.*

Jewelry & Metalsmithing **HS05166**
1/2 Year **.50 credit**

Grades 9, 10, 11, and 12

Students will explore the art of working three dimensionally with a variety of materials including but not limited to clay, wire, and metal. Emphasis will be placed on design, craftsmanship, and the relationship between form and function. Knowledge of the metalsmithing process will include sawing, piercing, shaping, texturing, soldering, and enameling (painting with fire). *No prior skills required.*

Pottery I **HS05159G13**
1/2 Year **.50 credit**

Grades 9, 10, 11, and 12

Pottery I is all about creating using the medium of clay. Students will focus on both introductory hand building techniques such as pinch, coil, drape, and slab construction. Students will also be introduced to basic wheel throwing techniques. Pottery pieces will be functional and/or decorative and finished with a variety of glazes and decorating techniques. *No prior skills required. This course is a nice complement to the 3-D Art and Design courses as well as Jewelry & Metalsmithing.*

Pottery II **HS05159G23**
1/2 Year **.50 credit**

Grades 9, 10, 11, and 12

Prerequisite: Pottery I

Pottery II is all about advanced hand building and wheel throwing techniques using the medium of clay. Emphasis will be placed on concept development as students learn how to create more complex forms. Projects include but are not limited to bowls, vases, teapots, and non-traditional combined methods. *This course in conjunction with the 3-D Design I and II and Jewelry & Metalsmithing courses are a great precursor to the AP 3-D Art and Design course.*

Advanced Studies in Art

AP 2-D Art and Design** **HS05171H2D**

AP 3-D Art and Design** **HS05171H3D**

AP Drawing** **HS05172H**

Full Year **1.00 credit**

Grades 11 and 12

These courses are intended for motivated students who are interested in artistically developing their personal voice through the development of a portfolio. The portfolios will have two sections: Sustained Investigation and Selected Works. Students will be working on in-depth, inquiry-based art and design making. A minimum of 10 works along with process documentation will be completed and submitted digitally to the College Board. In preparation of the Selected Works portion, students will choose and prepare five original quality works from their Sustained Investigation to submit to the College Board. Due to the fast-paced nature of this course, it is highly recommended that students have prior knowledge and understanding of skills in whichever strand they choose by taking those corresponding courses offered by the department to help them understand and develop more complex concepts and sophisticated techniques for their artwork. Students will learn how to actualize their ideas through concept development and artistic behaviors. An AP Art exhibition will take place in the spring to celebrate students and their work. Successful completion will result in AP College Board credit. Students are individually responsible for the costs associated with the Advanced Placement examination.

UConn ECE Drawing**

Full Year

Grades 10, 11, and 12

Prerequisite: Drawing II

This class will explore the technical principles of the drawing process through careful observation of objects, their structure, and the space that they occupy. Drawing is a process of exploration, concentration, decision-making, risk taking, and understanding relationships. We will cover the formal aspects of perspective, contour, composition, scale, form (organic and

HS05156H

1.00 credit

geometric), line, structure, and value relationships. The objective of this course is to provide the skills, vocabulary, and understanding of direct and accurate observational drawing as a process and language upon which you can develop, explore, and expand for college credit. A UConn ECE Drawing exhibition will take place in the spring to celebrate students and their work. Successful completion of the course will result in 3 UConn credits. Students are individually responsible for costs associated with University of Connecticut credit. *This course is a great complement to the AP Drawing course.*



Julie Loughlin '21



Nancy Ingenito '20

CAREER TECHNICAL EDUCATION (CTE)

Career Technical Education includes the **Business Department**, the **Family & Consumer Sciences Department**, and the **Technology Education Department**.

Departments are listed alphabetically throughout this booklet.

BUSINESS CURRICULUM

The Business Department curriculum is fully aligned with the National Standards for Business Education, which is based on the conviction that business education competencies are essential for all students. The Business curriculum ensures all students rigorous and relevant lessons that cultivate transferable skills. Students have the opportunity to explore the fundamentals of management, model ethical behavior in the workplace, and learn to value diverse perspectives in a global economy, all while becoming self-directed, self-reflective independent learners.

Students wishing to receive Honors Challenge credit for designated courses must complete the approved contract process established by the department. Please see the department coordinator or teachers within the department for more information. Honors Challenge courses are designated in the chart below and within each course description.

Grade	Accounting and Finance	Business Management and Administration
Grade 9	Business Survey ⁺	Business Survey ⁺ Business Technologies & Applications
Grade 10	CCP Accounting I ⁺ Business Survey ⁺ Economics Personal Finance ⁺	Business Law Business Technologies & Applications Communications [◄] Marketing I
Grade 11	CCP Accounting I ⁺ CCP Accounting II [*] Business Survey ⁺ Economics Personal Finance ⁺	Business Law Business Technologies & Applications Communications [◄] Marketing I Marketing II [◄]
Grade 12	CCP Accounting I ⁺ CCP Accounting II [*] Accounting III Business Survey ⁺ Economics Personal Finance ⁺	Business Law Business Technologies & Applications Communications [◄] Marketing I Marketing II [◄]

* Indicates an **Advanced** level course

◄ **Honors Challenge** available

⁺ Personal Finance is a graduation requirement; successful completion of CCP Accounting I, Business Survey, or Personal Finance will satisfy this requirement.

CCP Accounting I⁺ **HS12104G12**
Full Year **1.00 credit**
Grades 10, 11, and 12
Students will learn that accounting is the language of business and that it provides the financial knowledge and analytical skills needed by both businesses and individuals. Students will complete accounting cycles for proprietorships and corporations using Excel and accounting software. This course is highly recommended for students considering a business major in college. College credit is available for ACC100.

CCP Accounting II* **HS12104G22**
Full Year **1.00 credit**
Grades 11 and 12
Prerequisite: CCP Accounting I
This course further develops financial analysis and interpretation of concepts learned in Accounting I. Advanced theory and generally accepted accounting principles (GAAP) are emphasized to facilitate further study at the post-secondary level. College credit is available for ACC113.

Accounting III **HS12104G33**
1/2 Year **.50 credit**
Grade 12
Prerequisite: CCP Accounting II
This advanced course is for students who are looking to pursue a career in the field of accounting or financial management. Students will have a basic understanding of the role of financial and managerial accounting. Financial and managerial methods are studied with an emphasis placed on analyzing, processing, interpreting, and communicating financial data to aid in decision making.

Business Law **HS12054G**
Full Year **1.00 credit**
Grades 10, 11, and 12
This course offers students an understanding of business and personal law as it applies to consumers, citizens, and employees/employers. The study of criminal law, courts, procedures, torts, contracts, business ethics, and other legal situations encountered in daily endeavors are covered. Students engage in collaborative learning experiences when analyzing law-related current events, preparing for and carrying out debates, mock trials, and mock town hall meetings.

Business Survey⁺ **HS12051G**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12
This introductory business course offers students an online interactive experience to explore units in Digital Communication, Marketing, Business Law, Economics, Personal Finance, Accounting, International Business, Management, and Entrepreneurship based on the National Standards for Business Education. Each unit incorporates real world activities utilizing Microsoft Office and Google applications.

Business Technologies & Applications **HS10005G**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12
This course gives students a foundation in 21st century technology skills crucial to effective communication. Students learn techniques to manage, format, chart, and analyze data as well as examine desktop publishing and presentation software. Students will increase understanding of the capabilities of various applications for data, collaboration, virtual meetings, images, and graphics in the classroom and beyond. While developing computer competency, students work through task-oriented applications around a business theme. This program is self-paced and tutorial in nature.

Communications[▲] **HS12009G**
Full Year **1.00 credit**
Grades 10, 11, and 12
Students will learn to communicate effectively, solve problems, work collaboratively, and present themselves professionally. These soft skills are critical to a student's success. Students who can demonstrate strong soft skills have a competitive advantage in today's workforce. Students will engage in hands-on activities that integrate a wide range of skills including: team building, listening, public speaking, preparing business correspondence, and applying appropriate business etiquette.

Economics **HS12105G**
1/2 Year **.50 credit**
Grades 10, 11, and 12
This Junior Achievement sponsored curriculum reinforces principles of micro- and macroeconomics by having students ask: What are the basic characteristics of the U.S. economic system? What is the buzz in our country around private property, the price system, competition, and entrepreneurship? How do economic principles influence business decisions in the U.S. and global markets, and what role does government play in a market economy? Students will be introduced to a variety of consumer issues while reinforcing important academic and leadership skills such as research and data analysis, problem solving, and critical thinking.

Marketing I **HS12152G1**
Full Year **1.00 credit**
Grades 10, 11, and 12
This introductory course allows students the opportunity to explore the world of marketing. This course is designed to provide a broad based foundation for the field of marketing and the marketing mix. Students will have opportunities to work creatively with numerous forms of technology while collaborating with others. Areas of emphasis include product promotion, product development, pricing, selling, and consumer behavior. Through this course students can opt to become members of DECA, a nationally recognized student organization, and interact with other students nationwide. Through DECA there are numerous opportunities made available to high school students such as local and nationwide leadership conferences and competitive events. In addition, students will participate in running the BHS school store.

Marketing II⁴
Full Year
Grades 11 and 12

HS12152G2
1.00 credit

Prerequisite: Marketing I

This course is a continuation of Marketing I and is designed to allow students to further enhance their marketing abilities. The first half of the course will focus upon learning about entrepreneurial concepts while developing academic skills, creative thinking, and problem solving. Students will have opportunities to explore areas of marketing interests including: Sports & Entertainment marketing, Fashion marketing, International marketing, Hospitality & Tourism marketing, Digital marketing, and Retail Merchandising. This course features blended learning utilizing a teacher-facilitated, student-centered environment that leverages various forms of technology to strengthen classroom learning. Through this course students can also opt to become members of DECA.

Personal Finance⁺
1/2 Year

HS12101G
.50 credit

Grades 10, 11, and 12

Students will be introduced to a wide variety of personal finance topics that reflect current trends and issues consumers face in the marketplace, including career planning, spending plans, managing savings and checking accounts, credit, insurances, investing, and other types of financial services. The course will teach students to identify and prioritize their personal money management goals, develop a budget, track their income and spending to stay within their budget, comprehend the impact of time on the value of money, understand the cost of using credit, and protect their assets as they begin to accumulate money. In addition, students will complete real-life simulations and utilize online applications to manage finances.



ENGLISH CURRICULUM

The English Department strives to support the academic, social, and civic expectations of Berlin High School in all of its courses, particularly emphasizing reading critically, writing effectively, communicating clearly and persuasively, and using a variety of resources for academic, technological, and practical purposes. Four full years of English (4 credits) are required for a Berlin High School diploma. They must be taken as part of the regular high school offerings as described in this booklet for all students enrolled in the high school. Additional courses or electives may be taken, but there is an expectation that one full credit of Berlin High School English be successfully completed during each year of high school. **Course placement is based primarily on teacher recommendation.**

Writing Requirements: The development of writing skills is an objective of each course. In order to receive credit for each course, the student is expected to complete writing assignments in a satisfactory manner.

<i>Typical Course Sequence in English</i>		
Grade	College Preparatory	Advanced/Honors
Grade 9	English 9	Advanced English 9*
Grade 10	American Literature	Advanced American Studies*
Grade 11	Junior Seminar: Critical Reading, Writing, and Thinking	AP English Language and Composition** UConn ECE Seminar in Academic Writing**
Grade 12	21 st Century Journalism and Media Literacy American Voices & Modern Issues Creative Writing Issues and Methods in Writing and Peer Tutoring Mythology Speech Sports Literature	AP English Language and Composition** AP UConn ECE English Literature and Composition** UConn ECE Seminar in Academic Writing**

Grade	Available Electives
Grades 10, 11, and 12	21 st Century Journalism and Media Literacy American Voices & Modern Issues Creative Writing Issues and Methods in Writing and Peer Tutoring Mythology Speech Sports Literature

* Indicates an **Advanced** level course

** Indicates an **Honors** level course

With the exception of Issues and Methods in Writing and Peer Tutoring, all English courses are NCAA approved courses.

English Core Classes

English 9 **HS01001G**
Full Year **1.00 credit**
Grade 9 **NCAA Eligible**

In this course, attention is given to writing and the development of communication skills including accurate language usage in written and oral form. A wide breadth of literature, primarily British and American, is read and studied. Comprehension and interpretation of fiction and nonfiction texts is a main focus throughout the year.

Advanced English 9* **HS01001E**
Full Year **1.00 credit**
Grade 9 **NCAA Eligible**

Students selected for this course work intensively on writing and literature at advanced levels. Considerable writing, including essays and research papers, are required. Critical interpretation skills are a main focus.

Advanced American Studies* **HS01002E**
Full Year **1.00 credit**
Grade 10 **NCAA Eligible**

This course integrates the study of American history and American literature. During the study of each theme, students have opportunities to develop their communication skills including grammar, writing, oral presentations and discussions, vocabulary, composition, and critical analysis while studying the history, art, and literature related to the themes. Research techniques and the development of SAT-level vocabulary, reading comprehension, and writing skills are also emphasized.

American Literature **HS01054G**
Full Year **1.00 credit**
Grade 10 **NCAA Eligible**

This course includes instruction in communication skills and literature. There is a strong emphasis on American literature and the development of composition through the writing process. Vocabulary and essays are included in this course with a focus on American literature after 1900 during the second semester.

**Junior Seminar: Critical Reading,
Writing, and Thinking** **HS01003G**
Full Year **1.00 credit**
Grade 11 **NCAA Eligible**

Junior Seminar students will analyze multiple interpretations of stories, drama, poetry, and nonfiction pieces. They will gather relevant information from a variety of authoritative print and digital sources. Students will produce high quality written work in various rhetorical modes. They will use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. Students will initiate and participate effectively in a range of collaborative discussions.

**AP English Language and
Composition**** **HS01005H**
Full Year **1.00 credit**
Grades 11 and 12 **NCAA Eligible**

This course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Students will be made aware of the interactions among a writer's purposes, audience expectations, and subjects as well as how the generic conventions and the resources of language contribute to effectiveness in writing. This is a demanding course that will yield substantial benefits to the conscientious student. All students enrolled in this course are expected to demonstrate mature initiative through preparation and willing cooperation. Students enrolling in this course are expected to take the AP exam in May. Students are individually responsible for the costs associated with the Advanced Placement examination.

**AP UConn ECE English Literature
and Composition **** **HS01006H**
Full Year **1.00 credit**
Grade 12 **NCAA Eligible**

This course requires substantial and challenging reading, critical thinking, and analytical writing. Readings will include selections from various nonfiction as well as fiction genres. Students will consider the readings in light of a variety of critical approaches. Writing will be our primary medium for exploring meaning. Students will study and employ important grammatical, syntactic, and stylistic elements as a strategy to improve their own writing. Students will interact with the writing process across a range of compositional and assessment strategies. Students will satisfy the requirements for **English 1011**, as described in the curriculum handbook of the University of Connecticut. All students enrolled in this course are expected to demonstrate mature initiative, thorough preparation, and willing cooperation. Students enrolling in this course are expected to achieve University of Connecticut credit, as well as take the Advanced Placement examination in May. Students are individually responsible for the costs associated with University of Connecticut credit and the Advanced Placement examination.

**UConn ECE Seminar in
Academic Writing**** **HS01103H**
Full Year **1.00 credit**
Grades 11 and 12 **NCAA Eligible**

Students in this introductory college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of how rhetoric and language work. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composition abilities through argumentation and reflection. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts, taught in

thematic units. Students interpret and work with essays, letters, speeches, images, and imaginative literature concerning such topics as politics, education, language, and popular culture. Students frequently confer about their writing in class peer review and editing sessions while instruction in academic writing through interdisciplinary reading is included. Assignments emphasize interpretation, argumentation, and reflection. Students will engage in the revision of formal assignments and will receive instruction on grammar, mechanics, and style. Students who satisfactorily complete this course will satisfy credit requirements for **English 1010**, as described in the curriculum handbook of the University of Connecticut. Students are individually responsible for costs associated with University of Connecticut credit.

Senior English Courses

Senior students who are not enrolled in AP UConn ECE English Literature and Composition or UConn ECE Seminar in Academic Writing will **select two .50 credit courses** to fulfill the requirements of their final full year of English at Berlin High School. The senior course program addresses all English Language Arts Common Core State Standards by allowing student choice in classes designed to encompass reading, writing, and speaking/listening skills. Students in grades 10 or 11 may choose to take a senior English course, but preference will be given to seniors. *Please note that a course taken during the sophomore or junior year will not count toward the two-course requirement for seniors. Courses will run based upon enrollment.*

21st Century Journalism and

Media Literacy

1/2 Year

Grades 10, 11, and 12

HS11101G

.50 credit

NCAA Eligible

This course is a study of the ways in which information is gathered and communicated through print and digital platforms. Students will learn to be discerning consumers of media while also engaging in ethical research, applying interviewing and reporting techniques, and writing for online media as well as traditional print. Students will develop skills in writing, speaking, performing, and collaborating through various performance-based assessments. Articles and productions may be submitted to The Redcoat Review and shared with the wider Berlin High School community.

American Voices & Modern Issues **HS01065G**

1/2 Year

Grades 10, 11, and 12

.50 credit

NCAA Eligible

American Voices & Modern Issues explores the diversification of the American culture by introducing students to key historical, cultural, and literary events in our history through the experiences, eyewitness accounts, and memories of those individuals who experienced them firsthand. The course includes thematic units that establish the historical, cultural, social, and political contexts of the changing voices of America through primary source documents, short stories, novels, memoirs, essays, and poetry. Students will engage in discussions and debate about current issues and policies facing American society today. Students will connect literature with relevant current events that connect conflict, style, and theme.

Creative Writing

1/2 Year

Grades 10, 11, and 12

HS01104G

.50 credit

NCAA Eligible

A semester course designed as an outlet for student creativity. The goal is to provide opportunity, guidance, and feedback for student writers. The class will present various genres, styles, and activities to provide students with a wide range of inspiration for their writing. Student selected texts will support their writing study in the areas of memoir, poetry, children's literature, and a variety of modern genres. A portfolio of writings from several different genres will be submitted to a local or national publication.

Issues and Methods in Writing and Peer Tutoring

1/2 Year

Grades 10, 11, and 12

HS01149G

.50 credit

Prerequisite: Students must receive teacher recommendation prior to enrollment.

This course combines the exploration of writing studies with the application of tutoring skills. Working in collaboration with the BHS Writing Center, students will read, reflect, and respond to influential essays from the fields of composition and tutoring studies. Students will engage in a variety of writing assignments and will consistently reflect upon their own habits and practices in order to further develop their writing skills. As a result, students will gain new insight into their own writing practices, helping them transfer what they know about writing from one course or subject to another. Through a range of course assignments, students will conduct hands-on research and examine practical approaches to peer tutoring, which will teach them to assist others in various stages of drafting and revising. Upon successful completion of this course, students with a semester average of 90 or higher are encouraged to apply to become peer tutors in the BHS Writing Center.

Mythology **HS04350G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**
 This course will focus on the various gods/goddesses and stories that form Greek mythology. Time will be spent focusing on the mythology of other cultures as well, including mythical religions from Rome, China, India, and the Netherlands. Students will study and read interesting myths about various deities, analyzing the creation of the gods/goddesses as a means of explaining how/why things happened on Earth. Included will be the study of the epic hero through research of figures including Hercules, Perseus, Theseus, and Jason. Additionally, this course will take an extensive look at religious conceptions of hell derived from various cultures. Included in this section will be studies of the various ideas involving creation and the Apocalypse. By the end of course, students will have a clearer understanding of what mythology is, why it was developed, and how it has survived in various forms throughout the centuries. Several writing assignments, a research presentation, videotape projects, and mythology web quests will be required to successfully complete the course.

Speech **HS01151G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**
 This class provides students with a chance to learn and practice the skills of public speaking. Students will analyze such literary concepts as audience, tone, bias, and purpose by asking students to analyze those elements in the works of others and then incorporate those into their own speeches. There is an emphasis on the writing process, peer collaboration and feedback, and oral presentation skills. The final exam for this course is a formal speech delivered to an audience of peers and teachers.

Sports Literature **HS01099G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**
 This course will focus on various pieces of nonfiction based on historical American sports stories, in a variety of sports, both collegiate and professional. The material will include a variety of genres such as memoirs, autobiographies, and news and magazine articles. Along with the required readings, students will be responsible for a number of writing assignments and a research presentation using a myriad of media formats. Required reading includes the stories that have shaped American sports history.

ESOL CURRICULUM

The ESOL Department provides instruction and support to English Learners (ELs) developing English proficiency for success in both social and academic settings. The ESOL Department assists ELs in comfortably integrating within the school community and is committed to ensuring they become responsible and productive members of society. ESOL English supports the Connecticut State Department of Education CELP Standards and the Common Core State Standards. Enrollment is determined by the ESOL Coordinator.

Grade 9 ESOL English **EL01001G**
Grade 10 ESOL English **EL01002G**
Grade 11 ESOL English **EL01003G**
Grade 12 ESOL English **EL01004G**
Full Year **1.00 credit**
 This skill-centered course focuses on developing reading, writing, listening, speaking, and critical thinking skills within context. Reading strategies are explicitly taught and practiced through examination of many different types of fiction and nonfiction text at demanding reading levels. Grammar practice and vocabulary development stem from readings. Skills for effective writing are developed and practiced.

ESOL US History **EL04103G**
Full Year **1.00 credit**
 This course develops reading, writing, listening, speaking, and critical thinking skills through the examination of US history, geography, economics, and government, as well as relevant current events topics. Students build extensive academic vocabulary and word knowledge (affixes and roots). Also of primary focus are note-taking skills and essay-writing skills.

ESOL World History **EL04051G**
Full Year **1.00 credit**
 This course develops reading, writing, listening, speaking, and critical thinking skills through the examination of world history, geography, economics, and government, as well as relevant current events topics. Students build extensive academic vocabulary and word knowledge (affixes and roots). Also of primary focus are note-taking skills and essay-writing skills. This course covers world history from the dawn of civilization to the present.

ESOL Study Support **EL01992G**
Full Year **.50 credit**
 This course provides one-on-one or small group assistance to ELs toward success in meeting the same standards and expectations as their non-EL peers. Students focus on study skills, reading strategies, and writing skills applied to classes outside the ESOL program.

FAMILY & CONSUMER SCIENCES CURRICULUM

The Family & Consumer Sciences curriculum prepares students to enhance the quality of personal and work life in a diverse global society. Courses stress critical thinking, managing resources, consumer awareness, and hands-on skill development. Students explore a variety of skills and careers related to food service, child development, and the development of individuals across their lifespan.

Students wishing to receive Honors Challenge credit for designated courses must complete the approved contract process established by the department. Please see the department coordinator or teachers within the department for more information. Honors Challenge courses are designated in the chart below and within each course description.

Grade	Child Development	Culinary Arts
Grade 9		Baking and Pastry Arts I Culinary Arts I Foods and Fitness for a Healthy Lifestyle
Grade 10	Child Development I Child Development II	Baking and Pastry Arts I Baking and Pastry Arts II◄ Culinary Arts I Culinary Arts II◄ Foods and Fitness for a Healthy Lifestyle ProStart: Restaurant Management and Culinary Arts I
Grades 11 and 12	Child Development I Child Development II UConn ECE Introduction to Individual and Family Development**	Baking and Pastry Arts I Baking and Pastry Arts II◄ Culinary Arts I Culinary Arts II◄ Foods and Fitness for a Healthy Lifestyle ProStart: Restaurant Management and Culinary Arts I

** Indicates an **Honors** level course

◄ **Honors Challenge** available

Child Development

Child Development I **HS22204G**
1/2 Year **.50 credit**
Grades 10, 11, and 12

This course imparts knowledge and practical experience in child development, from conception to age four. Students will explore the physical, emotional, social, and intellectual development and how these impact how a child learns and grows. Topics include consideration of the roles, responsibilities, and challenges of parenthood; human sexuality; pregnancy; prenatal development; preparation for birth; the birth process; heredity; and the environment. Students will also have the opportunity to take on the role of teacher and observer in the play school program that will allow students to observe preschool children.

Child Development II **HS22204G2**
1/2 Year **.50 credit**
Grades 10, 11, and 12

Prerequisite: Child Development I

This course is the study of children aged four through adolescence. Students will plan and implement a school-based nursery school. Observations may take place at local daycare centers, nursery schools, or in classroom settings. Areas addressed will be the value of play, preschool curriculum development, preschool classroom management, the school-aged child 4-12, and adolescence. This course is recommended for those interested in careers in early childhood and elementary education, childcare, social sciences, and medical fields.

UConn ECE Introduction to Individual and Family Development**
(UConn HDFS 1070) **HS22999H**
Full Year **1.00 credit**
Grades 11 and 12

Students successfully completing this full year UConn course are eligible for 3 credits from UConn. This course is an introduction to the general study of human development from conception through old age. Students will examine physical, intellectual, social, and emotional growth across the life span, and gain understanding that development results from the interdependence of these areas at every stage. The life span perspective of development is a means of understanding the challenges, conflicts, and achievements that are central to people in every part of the world and at every age. Students are individually responsible for costs associated with the University of Connecticut.

Culinary Arts

Baking and Pastry Arts I **HS16056G12**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12

Students will learn the basic skills and role of ingredients in baking. This course will provide an opportunity to work with a team to bake various types of baked goods. Students will develop the ability to determine and evaluate methods of preparation of baked products, become familiar with various baking tools and equipment, and work effectively within a team.

Baking and Pastry Arts II* **HS16056G22**
1/2 Year **.50 credit**
Grades 10, 11, and 12

Prerequisite: Baking and Pastry Arts I

This course will provide students with advanced baking skills and knowledge of baking tools and equipment. Emphasis is placed on advanced pastry preparation and presentation, as well as the creation of specialty desserts.

Culinary Arts I **HS22202G01**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12

Students will apply basic cooking techniques to food preparation in the areas of breakfast foods, salads, vegetables, grains, sandwiches, casseroles, and some basic desserts. This course begins with the study of kitchen safety and sanitation and includes a focus on personal nutrition, kitchen math, culinary vocabulary, lab organization, and equipment. Students will use appropriate technology and problem solving skills during cooking labs.

Culinary Arts II* **HS22202G02**
1/2 Year **.50 credit**

Grades 10, 11, and 12

Prerequisite: Culinary Arts I

Students will apply basic and advanced cooking techniques to food preparation in the areas of stocks, soups, sauces, and proteins. This course begins with a review of kitchen safety and sanitation and includes a focus on menu writing, food presentation with garnishing, recent topics in nutrition, and working with more advanced recipes. Students will be introduced to career opportunities in the nutrition and culinary fields.

Foods and Fitness for a Healthy Lifestyle **HS16054G**
1/2 Year **.50 credit**

Grades 9, 10, 11, and 12

The purpose of the course is to develop lifelong healthy individuals through an understanding of how nutrition is related to physical activity, thus creating a lifetime of complete wellness with an emphasis on nutritious cooking techniques, healthy choices, personal fitness, and real world issues and challenges affecting the wellness of teens every day. This program focuses on the roles food plays in our lives along the supply chain, from field to plate. The relationship between food, health, justice, and the environment will be explored, incorporating hands-on laboratory experiences in nutritional food preparation, exercise, and health behavior management to attain personal goals.

ProStart: Restaurant Management and Culinary Arts I **HS22202G12**
Full Year **1.00 credit**

Grades 10, 11, and 12

Prerequisite: Baking and Pastry Arts I and II or Culinary Arts I and II

ProStart, or *Foundations of Restaurant Management and Culinary Arts*, is a two-year curriculum developed by the National Restaurant Association Educational Foundation (NRAEF). During the first year of the course career skills are emphasized, along with the basics of foodservice operations. Food exploration and preparation are also explored. Units include: *Keeping Food Safe; Workplace Safety; Professionalism; Equipment and Techniques; Stocks, Sauces and Soups; Communication; Management Essentials; Fruits and Vegetables; Serving Your Guest; Potatoes and Grains; and Building a Successful Career in the Industry*. Students may have an opportunity to compete in culinary or management competitions.

LEARNING CENTER CURRICULUM

Learning Center classes are designed for students found eligible for special education services. In these courses, teachers assist and encourage students to challenge themselves to achieve in the least restrictive environment considered to be academically and/or socially appropriate. Academic expectations focus on increasing students' abilities to communicate clearly and persuasively, solve problems creatively, read critically, and write effectively.

Grade	Available Electives
Grades 9, 10, 11, and 12	Adaptive Physical Education Advocacy and the Community Alternative Learning Strategies Learning Center Biology Learning Center Civics Learning Center English 9, 10, 11, 12 Learning Center Life Skills Learning Center Math 9, 10, 11, 12 Learning Center Reading Learning Center Science Learning Center US History
Grades 9 and 10	Learning Strategies, Grades 9 and 10 Structured Study Support, Grades 9 and 10
Grades 11 and 12	Learning Strategies, Grades 11 and 12 Structured Study Support, Grades 11 and 12

Adaptive Physical Education **HS08007G22**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12
 Units of instruction will include: lifetime activities, personal wellness, international games, racquet sports, group games, cooperative games, corporate games, and leisure games adapted in accordance with students' individual needs. Offered to students whose Individualized Education Plan (IEP) indicates a need for specialized instruction.

Advocacy and the Community **LC22251B**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12
 This course is designed to meet the individual needs of students. Students will learn self-advocacy skills as well as independent living skills. Offered to special education students whose IEPs indicate a need for specialized instruction.

Alternative Learning Strategies **LC22207G**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12
 The purpose of this course is to offer special education to students whose exceptionality impacts their ability to problem solve, socialize, and communicate with others at an age appropriate level. The overall focus is on teaching social, life, and communication skills so that these students are able to develop into independent problem solvers, self-advocators, lifelong learners, and productive members of society.

Learning Center Biology **LC03051B**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12
 This course is designed for students with a variety of learning styles that require a multimodality or multisensory approach to acquire general biology curriculum. The course emphasizes the practical skills of applying the Scientific Method to everyday scenarios along with the ability to identify the traits that make organisms living. It is designed so that students utilize their higher order thinking skills to attain grade-level content. Topics covered in this course include: chemistry of life, cells, DNA/RNA, genetics, evolution, and ecology. Students also complete lab experiences throughout the year to further apply and solidify content taught. *This course is offered every other year.*

Learning Center Civics **LC04161B**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12 **NCAA Eligible**
 Students will study the historical and contemporary conflicts of constitutional principles. They will investigate the rights and responsibilities of citizens. *This course is offered every other year.*

Learning Center English, Grade 9 LC01001B
Learning Center English, Grade 10 LC01002B
Learning Center English, Grade 11 LC01003B
Learning Center English, Grade 12 LC01004B
Full Year 1.00 credit

Grades 9, 10, 11, and 12 NCAA Eligible
This course is structured for students who need to improve their knowledge and usage of basic English and written expression skills. Areas addressed may include spelling, vocabulary, grammar, word usage, paragraph development, creative writing, reference/ research skills, and literature.

Learning Center Life Skills LC22206B
Full Year 1.00 credit
Grades 9, 10, 11, and 12

This course is designed to meet the individual needs of students to assist them in daily living skills that are necessary to participate as independently as possible in the community. Instruction will be offered in money and time management, food preparation, goal setting, and relationships.

Learning Center Math 9 LC02002B9
Learning Center Math 10 LC02002B10
Learning Center Math 11 LC02002B11
Learning Center Math 12 LC02002B12
Full Year 1.00 credit

This course is structured for students who need to reinforce and/or expand foundational math skills. Concentration of instruction is placed on arithmetic operations, rational numbers, area/volume, ratio and proportion, solving equations and inequalities, and geometry. This course is offered to special education students whose IEPs indicate a need for specialized instruction. Participation in Learning Center Math will meet the Berlin High School graduation requirement for math.

Learning Center Reading LC01068B
Full Year 1.00 credit
Grades 9, 10, 11, and 12

This course is for students who significantly struggle in the areas of reading comprehension, fluency, vocabulary, writing, and/or decoding/encoding. To improve these skills, specialized instruction, based on the student's areas of need and current reading level, is provided. Explicit instruction provides students with the thinking processes and strategies to improve their reading and writing skills.

Learning Center Science LC03202B
Full Year 1.00 credit
Grades 9, 10, 11, and 12

This course is structured for students who need a multimodality instructional approach; it will explore practical applications of science to everyday life.

Learning Center US History LC04101B
Full Year 1.00 credit
Grades 9, 10, 11, and 12 NCAA Eligible

This course is designed for students requiring an alternate approach to acquiring grade level history

standards. It will focus on 20th century United States American History with a strong emphasis on its connection to the world today. Three different thematic units will be explored including: foreign policy, social justice, and economics. This course will continue to prepare learners to be responsible and informed citizens who are ready to contribute to American society. *This course is offered every other year.*

Learning Strategies, LC22005G12
Grades 9 and 10 1.00 credit
Full Year

The purpose of this course is to offer students an opportunity to receive remediation and specialized instruction in their areas of need, which will enable them to be successful in classes and monitor progress toward goals and objectives. Specialized instruction will be afforded in reading, writing, numeracy, and transition skills.

Learning Strategies, LC22005G22
Grades 11 and 12 1.00 credit
Full Year

The purpose of this course is to offer students an opportunity to receive remediation and specialized instruction in their areas of need, which will enable them to be successful in their classes and monitor their progress toward their goals and objectives. Specialized instruction will be afforded in reading, writing, numeracy, and transition skills. Students may have the option to take this course with a reduction in the number of meeting days and earn a .50 credit.

Structured Study Support, LC22003G12
Grades 9 and 10 1.00 credit
Full Year

The purpose of this course is to provide a structured study hall and/or time for remediation. Students will be made accountable for maintaining a planner, keeping an organized notebook, and bringing the appropriate materials. Students will receive instruction in test-taking strategies, note-taking, and study skills. Enrollment is determined by a PPT and/or consultation between the school counselor and the Student Assistance Team. Students may have the option to take this course for 1/2 year and .50 credit based on their academic progress.

Structured Study Support, LC22003G22
Grades 11 and 12 1.00 credit
Full Year

The purpose of this course is to provide a structured study hall and/or time for remediation. Students will be made accountable for maintaining a planner, keeping an organized notebook, and bringing the appropriate materials. Students will receive instruction in test-taking strategies, note-taking, and study skills. Enrollment is determined by a PPT and/or consultation between the school counselor and the Student Assistance Team. Students may have the option to take this course for 1/2 year and .50 credit based on their academic progress.



MATHEMATICS CURRICULUM

The Mathematics Department offers courses encompassing a wide range of student abilities and pursuits. Each course emphasizes a variety of problem solving methods and strategies. Integrated into each course are applications to real-life situations utilizing data and current technology. Students are encouraged to solve problems creatively and to communicate their results clearly and persuasively. The Berlin High School Math Department requires a TI-30XIIS calculator and highly recommends/requires a TI-84 Plus Graphing calculator (see course descriptions). **Course placement is based primarily on teacher recommendation.**

<i>Typical Course Sequence in Mathematics</i>			
Grade	College Preparatory	College Preparatory	Advanced/Honors
Grade 8	Algebra Concepts	Algebra I (some students may take Algebra I in the 9th grade)	Honors Algebra I
Grade 9	Algebra I	Geometry	Honors Geometry**
Grade 10	Geometry	Algebra II	Honors Algebra II**
Grade 11	Algebra II Balanced Algebra I/ Geometry III	Precalculus	Honors Precalculus**
Grade 12	Precalculus College Algebra & Math Modeling Algebra II Contemporary Math Probability and Statistics I Probability and Statistics II Probability and Statistics II – Sports Statistics UConn ECE Discrete Math**	Calculus Concepts Honors Calculus** Probability and Statistics I Probability and Statistics II Probability and Statistics II – Sports Statistics UConn ECE Discrete Math**	Honors Calculus** AP UConn ECE Calculus AB** UConn ECE Discrete Math** Honors Multivariable Calculus**

Grade	Available Electives										
Grade 9	Computer Science Discoveries I Computer Science Discoveries II										
Grade 10	AP/CCP Mobile Computer Science Principles** Computer Science Discoveries I Computer Science Discoveries II										
Grades 11 and 12	<table border="0"> <tr> <td>AP/CCP Mobile Computer Science Principles**</td> <td>Probability and Statistics I</td> </tr> <tr> <td>AP Computer Science A**</td> <td>Probability and Statistics II</td> </tr> <tr> <td>Computer Science Discoveries I</td> <td>Probability and Statistics II – Sports</td> </tr> <tr> <td>Computer Science Discoveries II</td> <td>Statistics</td> </tr> <tr> <td>UConn ECE Discrete Math**</td> <td>AP UConn ECE Statistics**</td> </tr> </table>	AP/CCP Mobile Computer Science Principles**	Probability and Statistics I	AP Computer Science A**	Probability and Statistics II	Computer Science Discoveries I	Probability and Statistics II – Sports	Computer Science Discoveries II	Statistics	UConn ECE Discrete Math**	AP UConn ECE Statistics**
AP/CCP Mobile Computer Science Principles**	Probability and Statistics I										
AP Computer Science A**	Probability and Statistics II										
Computer Science Discoveries I	Probability and Statistics II – Sports										
Computer Science Discoveries II	Statistics										
UConn ECE Discrete Math**	AP UConn ECE Statistics**										

** Indicates an **Honors** level course

With the exception of Mathematical Problem Solving Lab and Contemporary Math, all Mathematics courses are NCAA approved courses.

Note: Students doubling up with Geometry and Algebra II as freshmen and meeting with success can take Precalculus as a sophomore, AP Calculus or Honors Calculus as a junior, and will be offered Calculus III either via an online course or the Honors Multivariable Calculus course as a senior.

Mathematics Core Courses

Mathematical Problem Solving Lab HS02001B14
1/2 Year .50 credit
Grades 9, 10, 11, and 12

Prerequisite: Results from SBAC, PSAT, and/or SAT and results from BHS Math Department Baseline Assessment
This course provides students the opportunity to strengthen and acquire the fundamental math skills necessary for the continued study of mathematics. The course will increase a student's working knowledge of the CCSS-M standards for Algebra, Functions, Geometry, Modeling, Problem Solving, and Statistics and Probability. Classes will provide both individualized and group instruction, focusing on a student's ability to understand and solve both multi-step and open-ended problems. Each student will have the opportunity to test out at the end of Semester 1. Students who demonstrate the need for continuing support will be enrolled for Semester 2. *The course is Pass/Fail and credit received for this course will not count toward the Mathematics credit requirement necessary for graduation.*

Algebra I HS02052G
Full Year 1.00 credit
Grades 9 and 10 NCAA Eligible

Prerequisite: 8th Grade Algebra Concepts
This course includes a study of the real number system, first degree equations and inequalities, functions, graphs, exponents and radicals, and an introduction to quadratic expressions and equations. Problem solving and

applications to real-life situations are emphasized. The curriculum utilizes real data and technology to help visualize the material. A scientific calculator is required for this course.

Balanced Algebra I/Geometry III HS02174G33
Full Year 1.00 credit (.67 cr. NCAA)
Grades 11 and 12 NCAA Eligible

Prerequisite: Balanced Algebra I/Geometry II
This is the third of a three-course sequence that is aligned to the CCSS-M standards for Algebra I and Geometry. This course spirals off content presented in Balanced Algebra I/Geometry I and II. Topics of study include linear regression, solving systems of equations, laws of exponents (integer exponents), simplifying radicals, polynomial operations, factoring, solving quadratic equations, and quadrilaterals. Computer technology as well as scientific and graphing calculators are integrated into coursework. A comprehensive look at applications of these topics is integrated into the curriculum.

Geometry HS02072G
Full Year 1.00 credit
Grades 9, 10, 11, and 12 NCAA Eligible

Prerequisite: Algebra I
This course uses deductive and inductive reasoning to investigate parallel lines and planes, quadrilaterals, similar polygons, right triangles, trigonometry, and circles. Hands-on activities, technology, and algebraic proof are utilized to develop the concepts presented in class. A scientific calculator is required for this course.

Honors Geometry** **HS02072H**
Full Year **1.00 credit**
Grades 9 and 10 **NCAA Eligible**

Prerequisite: Honors Algebra I

This course includes the topics listed for Geometry, but the topics are covered in greater depth. Additional topics may include coordinate geometry and geometric constructions. A greater emphasis is given to logic and more rigorous treatment is applied to deductive proof and critical thinking. A scientific calculator is required.

Algebra IIA **HS02056G12**
Full year **1.00 credit (.5 cr. NCAA)**
Grades 10 and 11 **NCAA Eligible**

Prerequisite: Geometry or Balanced Algebra I/Geometry III

This course is designed to strengthen and extend the concepts learned in Algebra I and introduce the essential concepts in Algebra II. Topics include equations and inequalities in one variable; graphing linear, exponential, and quadratic equations; problem solving; and operations with polynomials. Graphing is emphasized in relation to all functions studied. A scientific calculator is required.

Algebra IIB **HS02056G22**
Full Year **1.00 credit (.5 cr. NCAA)**
Grades 11 and 12 **NCAA Eligible**

Prerequisite: Algebra IIA

This course is designed to extend the topics learned in Algebra IIA and provide a basic introduction to statistics. Algebra IIB topics include quadratic equations with an emphasis on complex numbers and polynomial and radical functions. This course will also take an introductory look at the theory and use of statistics. A scientific calculator is required for this course.

Algebra II **HS02056G**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12 **NCAA Eligible**

Prerequisite: Geometry

This course is a continuation of Algebra I with emphasis on the concepts of linear, quadratic, and exponential functions, polynomials, rational expressions, radicals, irrational numbers, complex numbers, problem solving, data analysis, and technology. A scientific calculator is required for this course.

Honors Algebra II** **HS02056H**
Full Year **1.00 credit**
Grades 9, 10, and 11 **NCAA Eligible**

Prerequisite: Honors Algebra I or Honors Geometry

This course includes the study of all topics listed for Algebra II with more rigorous treatment.

College Algebra & Math Modeling **HS02057G**
Full Year **1.00 credit**
Grades 11 and 12 **NCAA Eligible**

Prerequisite: Algebra II

This course emphasizes two components necessary for success in future math courses. The first component consists of basic algebraic notions and their

manipulations. The second component consists of the practice of solving multi-step problems from other disciplines, called mathematical modeling. The topics include probability, systems of equations, polynomials, functions, quadratic equations, complex numbers, rational expressions, and exponential and logarithmic functions. This course is strongly recommended for students whose algebra skills need reinforcement. This course can be taken before Precalculus; however, not once a student has earned credit for Precalculus. A TI-84 Plus Graphing Calculator is required.

Precalculus **HS02110G**
Full Year **1.00 credit**
Grades 11 and 12 **NCAA Eligible**

Prerequisite: Algebra II

This course includes the study of polynomial, rational, exponential, and logarithmic functions and their graphs. There is a concentrated study of trigonometry. Time permitting, additional topics include sequence and series and analytic geometry. The TI-84 Plus Graphing Calculator is highly recommended for this course and will be integrated into coursework.

Honors Precalculus** **HS02110H**
Full Year **1.00 credit**
Grades 10, 11, and 12 **NCAA Eligible**

Prerequisite: Honors Algebra II

This course includes a rigorous, in-depth study and application of linear, quadratic, higher degree polynomials, rational, exponential, logarithmic, and trigonometric functions. Vectors, laws of trigonometry, conic sections, and polar coordinates are also studied and used to solve various application problems. Additional topics include counting principles and probability. A graphing calculator is required for this course.

Contemporary Math **HS02061G**
Full Year **1.00 credit**
Grades 12

Prerequisite: Teacher recommendation

This course includes a review and application of algebra topics. The course will cover topics including: ratios, proportions, and similar figures; interpreting data; investments and budgeting; probability; everyday word problems; working with triangles including introduction to trigonometry, matrices, and logarithms. A four function calculator is required.

Calculus Concepts **HS02121G**
Full Year **1.00 credit**
Grade 12 **NCAA Eligible**

Prerequisite: Precalculus

This course includes the study of the following topics, with supporting algebraic topics: limits, derivatives, optimization, related rates, and anti-derivatives of algebraic, trigonometric, exponential, and logarithmic functions. Time permitting, additional topics include the definite integral as well as techniques and applications of integration. Graphing calculators are integrated into the coursework.

Honors Calculus** **HS02121H**
Full Year **1.00 credit**
Grades 11 and 12 **NCAA Eligible**
Prerequisite: Precalculus or Calculus Concepts
 This course includes the study of the following topics, with supporting algebraic topics: limits, derivatives, and extreme values of algebraic, trigonometric, exponential, and logarithmic functions. Additional topics include techniques and applications of anti-differentiation and integration. The TI-84 Plus Graphing Calculator is integrated into and required for this course.

AP UConn ECE Calculus AB** **HS02124H**
AP Calculus (UConn Math 1131Q and 1132Q)
Full Year **1.25 credit**
Grades 11 and 12 **NCAA Eligible**
Prerequisite: Honors Precalculus
 This course is offered in conjunction with the University of Connecticut Early College Experience (ECE) program. This advanced course in mathematics provides a comprehensive and rigorous development of the concept of function (including polynomial, rational, trigonometric, logarithmic, and exponential), limits, continuity, differentiation, integration, infinite series, and polar coordinates. The TI-84 Plus Graphing Calculator is required for this course. Calculus also has one additional class period per week. This course will provide the background needed for any student who desires to take the UConn and/or Advanced Placement AB Examination in Calculus. Each member of this class is expected to achieve University of Connecticut credit, as well as take the Advanced Placement examination. Students are individually responsible for costs associated with the University of Connecticut and the Advanced Placement examination.

Honors Multivariable Calculus** **HS02122H**
Full Year **1.00 credit**
Grade 12 **NCAA Eligible**
Prerequisite: AP UConn ECE Calculus AB
 Multivariable Calculus extends concepts of Calculus into three (and more) dimensions. In this course, students will analyze space curves, surfaces, and solids in three dimensions. Students will learn about new coordinate systems, vector functions and fields, partial differentiation, iterated and multiple integrals, line and surface integrals, Green's theorem, and Stokes' theorem.

Mathematics Electives

Probability and Statistics I **HS02201G**
1/2 Year **.50 credit**
Grades 11 and 12 **NCAA Eligible**
Prerequisite: Algebra II
 This course is designed to provide the background necessary to interpret statistical data. It will include

elementary probability and the fundamental statistics needed to interpret and prepare research materials. Students may not earn credit for both Probability and Statistics I/II and AP/UConn ECE Statistics.

Probability and Statistics II **HS02202G**
1/2 Year **.50 credit**
Grades 11 and 12 **NCAA Eligible**
Prerequisite: Probability and Statistics I
 This course builds on topics found in Probability and Statistics I. It is designed to provide the background necessary to interpret statistical data in your everyday life and your career. Topics of study include normal probability distributions, hypothesis testing, and confidence intervals. Time permitting, correlation and regression will be included. There is a focus on the relevance of statistics through the use of "real world" examples. Graphing calculators are integrated into this course. Students may not earn credit for both Probability and Statistics I/II and AP/UConn ECE Statistics.

Probability and Statistics II – Sports Statistics **HS02209G**
1/2 Year **.50 credit**
Grades 11 and 12 **NCAA Eligible**
Prerequisite: Probability and Statistics I
 This course is designed to take the properties examined in Probability and Statistics I and use them to make decisions about the sports world. We will use hypothesis testing to analyze streaks, strategies, and differences in equipment and technique, use probability and correlation to predict ability and outcomes, and gain insight on how a general manager or coach can inform his/her actions. Note: Due to the significant similarities in content skills shared between the two courses, students may not earn credit for both Probability and Statistics II – Sports Statistics and Probability and Statistics II.

AP UConn ECE Statistics** **HS02203H**
(STAT-1100 QC) **1.00 credit**
Full Year **NCAA Eligible**
Prerequisite: Precalculus
 This course is offered in conjunction with the University of Connecticut Early College Experience (ECE) program. Topics of study include elementary probability, sampling distributions, confidence intervals and hypothesis testing, regression and correlation, and exploratory data analysis. Using the TI-84 graphing calculator to aid in statistical analysis is an integral part of this course. The TI-84 Plus Graphing Calculator is required. Students enrolling in this course are expected to take the AP Statistics exam in May. Students are individually responsible for costs associated with the University of Connecticut and the Advanced Placement examination.

UConn ECE Discrete Mathematics**
(UConn Math 1030Q) **HS02102H**
1/2 Year **.50 credit**
Grades 11 and 12 **NCAA Eligible**

Prerequisite: Algebra II

This course is offered in conjunction with the University of Connecticut Early College Experience (ECE) program. This course emphasizes problem solving through the following concepts: voting methods, apportionment methods, mathematics of money, counting principles and probability, and graph theory. Students are individually responsible for costs associated with the University of Connecticut.

Computer Science

Computer Science Discoveries I **HS10012G**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12 **NCAA Eligible**

Computer Science Discoveries is an introductory computer science course. Mapped to CTSA standards, this course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user centered design, and data while inspiring students as they build their own websites, apps, animations, games, and physical computer systems. Students will cover three units pertaining to problem solving and computing, web development, and interactive animations and games.

Computer Science Discoveries II **HS10013G**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12 **NCAA Eligible**

Prerequisite: Computer Science Discoveries I

Computer Science Discoveries is an introductory computer science course. Mapped to CTSA standards, this course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user centered design, and data while inspiring students as they build their own websites, apps, animations, games, and physical computing systems. Students will cover three units pertaining to the design process, data and society, and physical computing.

**AP/CCP Mobile Computer
Science Principles**** **HS10001H**
Full Year **1.00 credit**
Grades 10, 11, and 12 **NCAA Eligible**

Prerequisite: Algebra I; students may NOT take Computer Science Discoveries I or Computer Science Discoveries II once AP/CCP Computer Science Principles has been completed; students in grades 10 and 11 must be concurrently registered for another core (full year) math course

This course introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and understanding how computing changes the world. This rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. The major areas of study in the course are organized around seven big ideas, which encompass ideas foundational to studying computer science. These big ideas connect students to a curriculum scope that includes the art of programming, but is not programming-centric. Students will use block-based programming to solve a variety of problems by creating mobile apps. The seven big ideas are Creativity, Abstraction, Data & Information, Algorithms, Programming, Internet, and Global Impact. Students enrolling in this course are expected to take the AP exam in May, consisting of a two-part exam, one multiple choice and one performance task, completed in class. College credit is available for CSC*117 at Capital Community College through the Career College Pathways program (CCP). Students are individually responsible for the cost associated with the Advanced Placement examination.

AP Computer Science A** **HS10157H**
Full Year **1.00 credit**
Grades 11 and 12 **NCAA Eligible**

Prerequisite: Students must currently be enrolled in or have previously taken Algebra II; students may NOT take Computer Science Discoveries I or Computer Science Discoveries II once AP Computer Science A has been completed

The AP Computer Science A course is an introductory course in computer science. Because the design and implementation of computer programs to solve problems involves skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and, when appropriate, reusable. At the same time, the design and implementation of computer programs are used as contexts for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course. Students enrolling in this course are expected to take the AP Computer Science A exam in May. Students are individually responsible for the cost associated with the Advanced Placement examination.

MUSIC AND THEATRE ARTS CURRICULUM

The Berlin High School Music and Theatre Arts Department is committed to fostering a community of creative, innovative, and passionate learners who appreciate cultural diversity in a global society through the performing arts. The performing arts offer students the opportunity to develop both creative and critical skills which enable them to relate their musical and theatre experiences to history and culture. Through a variety of course offerings such as vocal and instrumental performance ensembles, theatre performance and design, music theory, music history, music technology, and piano performance, students develop communication and problem-solving skills in a collaborative atmosphere. All learners will be provided with meaningful opportunities in the performing arts to further develop a deeper form of self-expression, empowering them to become lifelong participants, appreciators, and advocates of the performing arts.

Students wishing to receive Honors Challenge credit for designated courses must complete the approved contract process established by the department. Please see the department coordinator or teachers within the department for more information. Honors Challenge courses are designated in the chart below and within each course description.

Grade	Performance	Theatre	Non-Performance
Grade 9	Men's Choir Treble Chorale Concert Band I	Technical Theatre I Technical Theatre II Theatre I Theatre II	History of Popular Music Piano I Piano II
Grade 10	Bella Voce◄ Men's Choir Treble Chorale Concert Band II◄	Technical Theatre I Technical Theatre II Theatre I Theatre II	History of Popular Music Introduction to Music Theory Music Technology I Music Technology II Piano I Piano II Piano III Piano IV
Grades 11 and 12	Bella Voce◄ Men's Choir Treble Chorale Concert Band II◄	Technical Theatre I Technical Theatre II Theatre I Theatre II	History of Popular Music Introduction to Music Theory AP Music Theory** Music Technology I Music Technology II Piano I Piano II Piano III Piano IV

** Indicates an **Honors** level course

◄ **Honors Challenge** available

Performance Courses

Bella Voce[▲] **HS05110G33**
Full Year **1.00 credit**
Grades 10, 11, and 12

Prerequisite: Treble Chorale or Men's Choir, or permission of instructor through audition

This advanced level mixed choral ensemble is designed to improve the individual student's quality of singing by providing them with repertoire of higher difficulty, and a stronger emphasis on personal and ensemble musicianship. Individual students are strongly encouraged to audition for extracurricular music ensembles in addition to regional, divisional, and national honors ensembles. This ensemble will participate in several adjudication festivals and performances. Participation in performances is a requirement of this course.

Men's Choir **HS05110G43**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12

Men's Choir consists of students who sing either tenor or bass. This ensemble serves as a year of training and transition for the first year high school chorister who wants to continue singing in grades 10 through 12, or for tenor and bass students who want to focus on their specific vocal instrument. Through the use of appropriate exercises and choral literature, emphasis will be on developing a foundation of healthy vocal production technique, instilling musicianship through performance and the study of basic theory, and fostering a sense of community within the chorus through mutual respect and support. Participation in choral performances is a requirement of this course.

Treble Chorale **HS05110G13**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12

Treble Chorale consists of students who sing either soprano or alto. This ensemble serves as a year of training and transition for the first year high school chorister who wants to continue singing in grades 10 through 12, or for soprano and alto students who want to focus on their specific vocal instrument. Through the use of appropriate exercises and choral literature, emphasis will be on developing a foundation of healthy vocal production technique, instilling musicianship through performance and the study of basic theory, and fostering a sense of community within the chorus through mutual respect and support. Participation in choral performances is a requirement of this course.

Concert Band I **HS05102G12**
Full Year **1.00 credit**
Grade 9

Prerequisite: Participation in middle school band or audition

Concert Band I is a full year course for ninth grade students entering the Berlin High School Band program. In this course, students will continue to develop independent musicianship in a smaller ensemble setting. Through the use of appropriate exercises and literature, emphasis will be placed on the development of fundamental skills related to proper tone production, musical literacy, basic music theory, and musicianship. Through performance, students will gain valuable and memorable musical experiences. Students will be required to attend all football games, events, and required rehearsals in the evening. A required, one week marching band camp is held in August. In addition, the concert band and its members will travel to regional and national festivals to perform and compete.

Concert Band II[▲] **HS05102G22**
Full Year **1.00 credit**
Grades 10, 11, and 12

Prerequisite: Concert Band I or audition

Concert Band II is a full year course for students in grades 10 through 12. The course will provide a large ensemble setting for students who wish to develop both their individual skills on a musical instrument and their skills as an ensemble member. Students will study varied musical literature to develop these skills. Students will be given many opportunities for performance throughout the school year. Students will be required to attend all football games, events, and required rehearsals in the evening. A required, one week marching band camp is held in August. In addition, the concert band and its members will travel to regional and national festivals to perform and compete.

Theatre Courses

Technical Theatre I **HS05056G11**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12

Technical Theatre I will introduce students to the basic duties and responsibilities of stage technicians and crew members and their contribution to a theatrical performance. Students will research theatre safety, painting and construction techniques, equipment use and maintenance, basic application of sound and lighting equipment, and the function of technical stage personnel in a production. This academic study will come together with hands on application via student participation in the preparation and execution processes for any and all large-scale performances that take place in the building.

Technical Theatre II HS05056G12

1/2 Year

.50 credit

Grades 9, 10, 11, and 12

Prerequisite: Technical Theatre I

Students enrolled in Technical Theatre II will continue to build upon the skills learned in Technical Theatre I while also researching basic theatrical design principals, in addition to preparing to take stage personnel leadership roles. Design units will include advanced set design and construction, advanced design and application of sound and lighting equipment, costume and makeup considerations, properties building, and basic elements of publicity design. Students are encouraged to apply for production leadership roles such as Stage Manager or Assistant Stage Manager for the various theatrical productions that take place throughout the year.

Theatre I

HS05052G11

1/2 Year

.50 credit

Grades 9, 10, 11, and 12

This introductory level theatre course introduces students to the basic skills and techniques of acting, in addition to play analysis. Students will practice the effective use of vocal technique for the stage, characterization, physical movement, and other performance techniques required of actors. In addition, students will research and read the history of theatre and a variety of scripts, analyzing the connections to history and culture. Peer evaluation, collaborative learning, and emphasis on characterization and monologue performance are important elements in this course. The semester ends with an in-class monologue showcase.

Theatre II

HS05052G12

1/2 Year

.50 credit

Grades 9, 10, 11, and 12

Prerequisite: Theatre I, or permission of instructor

Theatre II further develops the skills learned in Theatre I, in addition to exploring improvisation and characterization at an advanced level. Students will work together on duet and multi-character scenes, and they will continue their study of script analysis, adding elements such as playwriting and directing. Peer evaluation, collaborative learning, and emphasis on scene study are important elements in this course. The semester ends with an in-class showcase of one-acts or scenes.



Non-Performance Courses

History of Popular Music

HS05118G

1/2 Year

.50 credit

Grades 9, 10, 11, and 12

This elective course will examine the rise and development of various types of popular music as powerful, creative forces in American society and culture. Course assignments will encourage students to engage with and examine major forms of American popular music including jazz, rock, pop, and hip-hop. The course will highlight pioneering artists and musicians who have influenced current musical trends across the cultural landscape.

Introduction to Music Theory

HS05113G

1/2 Year

.50 credit

Grades 10, 11, and 12

Prerequisite: One year of band, chorus, or piano, or permission of instructor

Introduction to Music Theory teaches students the building blocks of music: scale, structure, rhythmic counting, chord building, proper voice leading technique, and harmonic analysis. This course lays the foundation for further study in the AP Music Theory course.

AP Music Theory**

HS05114H

Full Year

1.00 credit

Grades 11 and 12

Prerequisite: Introduction to Music Theory, or permission of instructor. It is strongly suggested that students enrolled in this class are also enrolled in a chorus, band, or piano course.

This course is designed to be the equivalent of a first-year music theory college course as specified by the College Board. AP Music Theory develops students' understanding of musical structure and compositional procedures. Usually intended for students who already possess performance-level skills, the AP Music Theory course extends and builds upon students' knowledge of intervals, scales, chords, metric/rhythmic patterns, and the ways they interact in a composition. Musical notation, analysis, composition, and aural skills are important components of this course. Students enrolling in this course are expected to take the Advanced Placement examination in May. Students are individually responsible for the costs associated with the Advanced Placement examination.

Music Technology I **HS10249G12**
1/2 Year **.50 credit**

Grades 10, 11, and 12

This course is designed to introduce students to the uses, concepts, techniques, and language of digital audio and digital music production. Students will create their own musical compositions, arrangements, beats, and soundscapes through hands-on use of current technology. The course will also explore the electronic keyboard, audio recording techniques, basic music theory and notation, and live electronic music performance.

Music Technology II **HS10249G22**
1/2 Year **.50 credit**

Grades 10, 11, and 12

Prerequisite: Music Technology I

This course is a continuation of Music Technology I and will build upon previous experience with music technology and digital music production. Through the use of current technologies, students will create, capture, and present their own digital music compositions. Students will also explore various amateur and professional applications of digital music production including its use in film and television, electronic dance music, hip-hop, and more.

Piano I **HS05107G14**
1/2 Year **.50 credit**

Grades 9, 10, 11, and 12

Piano I is an introductory level course open to all students, regardless of musical knowledge or experience. This class covers the fundamentals of reading musical notation and keyboard technique. Students set their own pace for learning and are provided with skill-level appropriate materials, in addition to direct feedback from the instructor, to help them further their development of piano playing skills.

Piano II **HS05107G24**
1/2 Year **.50 credit**

Grades 9, 10, 11, and 12

Prerequisite: Piano I, or permission of instructor through audition

Piano II continues building upon the skills and techniques that were started in Piano I by continuing the lessons found in the Piano I method book, in addition to the use of more intermediate musical repertoire. Emphasis is placed on mastering the fundamental skills learned in Piano I, and furthering the student's skills of music literacy and keyboard technique.

Piano III **HS05107G34**
1/2 Year **.50 credit**

Grades 10, 11, and 12

Prerequisite: Piano II, or permission of instructor through audition

Piano III is designed for the intermediate to advanced pianist. An intermediate level method book will be used to further music literacy skills, and keyboard technique, in addition to providing students with more advanced piano repertoire. In addition, students are encouraged to

supply their own musical repertoire (either from private instruction or through their own research) to practice and perform throughout the course.

Piano IV **HS05107G44**
1/2 Year **.50 credit**

Grades 10, 11, and 12

Prerequisite: Piano III, or permission of instructor through audition

Piano IV is intended to round out the skills and abilities necessary to be a successful advanced pianist who wishes to further develop their skills in music literacy and piano performance; advanced level method books, and musical repertoire, will be used to do this. In addition, students are encouraged to supply their own musical repertoire (either from private instruction or through their own research) to practice and perform throughout the course. Students will also develop their accompaniment skills, by accompanying other students enrolled in advanced level performing ensembles for rehearsals and performances.



PHYSICAL EDUCATION / HEALTH & WELLNESS CURRICULUM

For the Class of 2022: All students are required to take PE each year. Each student is required to complete 1.75 credits in Physical Education and .25 credits in Health Education for graduation. The PE curriculum is designed to promote and reinforce a healthy and active lifestyle. Team, individual, and cooperative sports activities, along with ongoing fitness assessments, are part of the process of helping students understand and improve and/or maintain their physical health and well-being. The curriculum also aims to develop responsible, ethical, and productive citizens. Individual and group instruction in a positive social setting encourages students to accept and appreciate diversity while allowing each student to explore their own potential.

The Health and Wellness curriculum is designed to develop critical thinking skills about today’s ever changing societal issues. Emphasis is placed on the importance of living a long, healthy lifestyle. The purpose is to supply students with practical and theoretical knowledge that will allow them to make smart choices, promoting sound personal, ethical, and moral character.

Beginning with the Class of 2023: Students are required to complete 1.0 credit in Physical Education and 1.0 credit in Health & Wellness. All ninth grade students are required to take one semester of Health & Wellness I for 0.5 credit. All tenth grade students are required to take one semester of PE Grade 10 for 0.5 credit. All eleventh grade students are required to take one semester of Health & Wellness II for 0.5 credit.

Grade	Available Electives
Grade 9	Health & Wellness I (required) Unified PE (elective)
Grade 10	Lifetime Activities I (elective) Lifetime Activities II (elective) PE Grade 10 (required) Unified PE (elective)
Grade 11	Health & Wellness II (required) Lifetime Activities I (elective) Lifetime Activities II (elective) Unified PE (elective)
Grade 12	Lifetime Activities I Lifetime Activities II PE Grade 12 Unified PE

Health & Wellness I **HS08052G9**
1/2 Year **.50 credit**
Grade 9

The freshman Health & Wellness curriculum has an emphasis on decision-making skills and personal choices that lead to a healthy lifestyle. Students are engaged in topics such as nutrition, substance abuse prevention, human growth and development, reproduction, stress management, mental and emotional health, safe use of social media, and youth suicide prevention. Students will engage in activities to improve and/or maintain their physical health and personal well-being through lifetime fitness and sports activities. The curriculum is aligned with the state health and physical education standards.

Health & Wellness II **HS08052G11**
1/2 Year **.50 credit**
Grade 11

Prerequisite: Health and Wellness I

The junior Health and Wellness curriculum has an emphasis on decision-making skills and personal choices that lead to a healthy lifestyle. Students are also engaged in topics such as Red Cross First Aid and CPR Training, substance abuse prevention, stress management, mental and emotional health, youth suicide prevention, contraception, sexually transmitted diseases/infections including HIV/AIDS, and disease prevention including cancer awareness and breast and testicular self-examination. Students will engage in activities to improve and/or maintain their physical health and personal well-being through lifetime fitness and sports activities. The curriculum is aligned with the state health and physical education standards.

Lifetime Activities I **HS08016G12**
1/2 Year **.50 credit**
Grades 10, 11, and 12

This course will focus on non-competitive “lifetime” activities. Bicycling will be the focus during good weather days. Introductory skills, techniques, basic maintenance, and road rules will be covered so students will have all of the tools needed for a lifetime of activity. Students will also have the opportunity to experience a variety of non-traditional activities including gardening, fishing, and yard games. When weather restricts students from going outside, the focus will remain on personal wellness which includes resistance training in the weight room, cardio-respiratory endurance, flexibility, yoga, and Pilates.

Lifetime Activities II **HS08016G22**
1/2 Year **.50 credit**
Grades 10, 11, and 12

Prerequisite: Lifetime Activities I

If you enjoyed Lifetime Activities I, this class is for you. Students will take a more serious look into bicycling. This class will go in depth into skills, techniques, maintenance, efficiency, and laws. Students participate in off campus rides regularly. Students will also have the opportunity to experience a variety of non-traditional activities including gardening, fishing, and yard games. When weather restricts students from going outside, the focus will remain on personal wellness which includes resistance training in the weight room, cardio-respiratory endurance, and flexibility. Students will participate in a more advanced level of yoga and Pilates workouts. This class features a deeper look into more popular styles of yoga, advanced poses, and core training.

PE Grade 10 **HS08001G22**
1/2 Year **.50 credit**

Under the grade 10 PE curriculum, PE lessons will include lifetime activities, personal wellness, international games, racquet sports, group games, cooperative games, corporate games, and leisure games.

PE Grade 12 **HS08001G**
1/2 Year **.50 credit**

Under the grade 12 PE curriculum, PE lessons will include lifetime activities, personal wellness, international games, racquet sports, group games, cooperative games, corporate games, and leisure games.

Unified PE –
Grades 9, 10, 11, and 12 **HS08049G22**
1/2 Year **.50 credit**

This course is for students interested in working closely with students with disabilities, considering a career path in special education or physical education/wellness, or those involved in Special Olympics. Unified Physical Education combines general education students with students with disabilities to work in a one-on-one physical education/health setting. Similar to a Unified Sports model, students work together, targeting skill progression at the appropriate pace and level. General education students are assessed based on collaboration, communication, responsibility, and leadership. **This course fulfills the requirement for PE that is necessary for graduation.**



READING CURRICULUM

The Reading Curriculum provides additional support for students to be able to read, listen, and view critically as well as write and communicate effectively. Instruction is presented in individual, small group, and whole group settings. Students make use of a wide variety of reading resources and texts, and are instructed to produce responses to text that effectively express, develop, substantiate, and extend their ideas.

Academic Reading

HS01066B

1/2 Year

.50 credit

The focus of this course is on individualized and group instruction in reading, listening, and viewing critically as well as writing and communicating effectively. Students are recommended by their teachers, school counselors,

or case managers in consultation with the reading staff. Curriculum-based measures, PSAT, and SAT scores will be taken into consideration when making recommendations. Students will have the opportunity to test out at the end of Semester 1.

SCIENCE CURRICULUM

The Science Department strives to support the academic, social, and civic expectations of Berlin High School in all of its courses. All science courses encourage students to use a variety of academic and technological resources to become self-directed, self-reflective independent learners. Substantial emphasis is placed on cultivating effective communication, developing resilient and discerning problem solvers, growing innovative and imaginative designers, and supporting mindful and responsive collaboration, thereby developing skills that are transferable for success in a global society. **Course placement is based primarily on teacher recommendation.**

<i>Typical Course Sequence in Science</i>		
Grade	College Preparatory	Advanced/Honors
Grade 9	Integrated Earth & Physical Science Chemistry: Matter and Interactions	Advanced Chemistry*
Grade 10	Biology Advanced Biology*	Advanced Biology* AP UConn ECE Biology**
Grade 11	Chemistry: Investigations in Chemical Reactivity Earth & Space Science Physics Science Electives	AP UConn ECE Science (Biology, Chemistry, or Environmental Science)**
Grade 12	Additional Core Science and/or Science Electives	Anatomy and Physiology AP UConn ECE Science (Biology, Chemistry, Environmental Science, or Physics)** Science Electives

Grade	Available Electives
Grade 10	Astronomy I Astronomy II Busting Myths in Science Catastrophic Events in Science Cooking Chemistry AP UConn ECE Biology**
Grade 11	Anatomy and Physiology Astronomy I Astronomy II Busting Myths in Science Catastrophic Events in Science Cooking Chemistry Forensic Science Horticulture Marine Biology Zoology AP UConn ECE Biology** AP UConn ECE Chemistry** AP UConn ECE Environmental Science**
Grade 12	Anatomy and Physiology Astronomy I Astronomy II Busting Myths in Science Catastrophic Events in Science Cooking Chemistry Forensic Science Horticulture Marine Biology Zoology AP UConn ECE Biology** AP UConn ECE Chemistry** AP UConn ECE Environmental Science** AP UConn ECE Physics**

* Indicates an **Advanced** level course

** Indicates an **Honors** level course

With the exception of Cooking Chemistry and Horticulture, all Science courses are NCAA approved courses.

Science Core Courses

Biology

Full Year

Grade 10

This biology course emphasizes the application of science and engineering practices relevant to everyday life. Topics include investigations of the following: biochemistry, cell structure and function, genetics, DNA, evolution, photosynthesis, cellular respiration, and ecology. Critical thinking and applications will be emphasized. This course includes one double lab period per schedule rotation. Successful completion of this course fulfills the Biology graduation requirement.

HS03051G

1.25 credit

NCAA Eligible

Advanced Biology*

Full Year

Grade 10

Prerequisite: Chemistry or Advanced Chemistry

This full year lab course in the principles of modern biology is designed for college preparatory students who have superior reading, writing, and math skills along with a strong interest in science. Topics include investigations and in-depth discussions of the following: biochemistry, cell structure and function, genetics, DNA and molecular genetics, evolution, photosynthesis, cellular respiration, and ecology. Critical thinking, critical writing, problem solving, and applications of science and engineering practices will be emphasized. This course includes one double lab period per schedule rotation. Successful completion of this course fulfills the Biology graduation requirement.

HS03051E

1.25 credit

NCAA Eligible

AP UConn ECE Biology****Full Year****Grades 10, 11, and 12***Prerequisite: Advanced Chemistry*

Topics covered in this rigorous course are consistent with UConn BIO 1107 and 1108 and with the AP Biology Development Committee. Topics covered include biomolecules and cells, genetics and evolution, evolutionary history of biological diversity, plant and animal form and function, and ecology. Students use the college level text *Biology (AP) 11th ed, Campbell 2018*. Students electing to enroll in this course must participate in field trips and fetal pig dissection. Students enrolling in this course are expected to take the AP Biology exam in May and register with the UConn ECE program for the opportunity to earn UConn credits in BIO 1107 and BIO 1108. Students are individually responsible for the costs associated with University of Connecticut and the Advanced Placement examination. There are two double lab periods scheduled per schedule rotation. Successful completion of this course fulfills the Biology graduation requirement. Students may also take this AP course for full credit, in addition to having completed Biology.

HS03056H**1.50 credit****NCAA Eligible****Chemistry: Matter and Interactions HS03101G****Full Year****Grades 9***Prerequisite: Algebra I*

This course is an introductory course in chemistry for the college-bound student with grade appropriate math skills. The course offers the application of chemistry to everyday life while utilizing mathematics and computational thinking to quantify patterns using algebraic relationships. Laboratory investigations and assessments will focus on creating and refining models, problem solving skills, designing solutions, enhancing effective communication skills, and science and engineering practices. Concepts include the properties and structure of matter, the periodic table, writing chemical formulae and balancing equations, chemical quantities, acids & bases, nuclear chemistry, and organic chemistry. This course includes one double lab period per schedule rotation. This course is intended as an introductory full year chemistry course for students who have not yet taken high school level Biology or Earth Science courses.

1.25 credit**NCAA Eligible****Advanced Chemistry*****Full Year****Grade 9***Prerequisite: Honors Algebra I*

This is a full year lab course in the principles of modern chemistry for college preparatory students with superior math skills and a strong interest in science. Units include properties of matter, atomic structure, periodicity, chemical bonds and formulas, types of reactions, stoichiometry, gas laws, acids and bases, organic chemistry, and science and engineering practices. Problem solving and critical laboratory report writing is required. This course includes one double lab period per schedule rotation.

HS03101E**1.25 credit****NCAA Eligible****AP UConn ECE Chemistry******Full Year****Grades 11 and 12***Prerequisites: Advanced Chemistry and completion of Algebra II (may not be concurrently enrolled)*

Topics covered in this rigorous course are consistent with UConn CHEM 1127Q and 1128Q and with the AP Chemistry Development Committee. Topics covered include: properties/states/structure of matter, measurement, stoichiometry, solution chemistry, electron behavior and the quantum concept, covalent and ionic bonding, thermochemistry, gaseous/acid-base/precipitation equilibrium, spontaneity and rate of reaction, electrochemistry, and nuclear chemistry. Students use the college level text: *Flowers, Paul and Klaus, Theopold. Chemistry. Houston: OpenStax College, 2015. Print*. This course includes two double lab periods per schedule rotation. Students electing to enroll in this course are expected to take the AP exam in May and register with the UConn ECE program for the opportunity to earn UConn credits in CHEM 1127Q and 1128Q. Students are individually responsible for the costs associated with the University of Connecticut credit and the Advanced Placement examination.

HS03106H**1.5 credit****NCAA Eligible****Chemistry: Investigations in****Chemical Reactivity****Full Year****Grades 11 and 12***Prerequisites: Integrated Earth & Physical Science, Biology, and Algebra I; this course is not intended for students who have already completed a full year chemistry course.*

This course is an upperclassmen chemistry course for the college-bound student applying grade appropriate math skills. Science and engineering practices are applied to investigate crosscutting concepts such as energy and matter, structure and function, and stability and change. Effective communication skills are cultivated through model development, peer collaboration, discussion driven inquiry, and technical writing requirements. Core ideas include the structure and properties of matter, patterns in the periodic table, chemical reactions, and nuclear processes. This course includes one double lab period per schedule rotation.

HS03102G**1.25 credit****NCAA Eligible**

Earth & Space Science**Full Year****Grades 11 and 12**

Prerequisite: Chemistry and Biology (any levels). This course is not intended for students who have completed Integrated Earth & Physical Science.

This course covers the study of the physical and chemical components of the Earth, builds from prior knowledge in previous science courses, and focuses on the study of the Earth's lithosphere, atmosphere, hydrosphere, and its celestial environment. Students enrolled in this course analyze and describe Earth's interconnected systems and how they are changing due to natural processes and human influence. Units of study include: Earth's surface processes, topography, rocks, minerals, natural resource management, plate tectonics, earthquakes, volcanoes, geologic history, the atmosphere, weather, climate, oceanography, Earth in space, solar system, and stars. Throughout the year, science and engineering practices will be applied to solving problems related to the units of study. This course includes one double lab period per schedule rotation.

HS03008G**1.25 credit****NCAA Eligible****Integrated Earth & Physical Science HS03201G****Full Year****Grade 9**

Prerequisite: Teacher recommendation and concurrent enrollment in Mathematical Problem Solving Lab, or Algebra I

This course covers the study of the physical and chemical components of the Earth and provides students with foundational concepts necessary for future study in science. Units of study include formation of the solar system; composition of the atmosphere; weather; earthquakes; volcanoes and plate tectonics; energy and earth resources; human impacts on the environment; and electricity and magnetism. Students develop an understanding of interactions and interdependence within and between Earth systems and changes in Earth systems over time. Throughout the year, science and engineering practices and problem solving are stressed in class demonstrations and laboratory activities. Emphasis is placed on extending student learning through the integration of higher order thinking strategies. This course includes one double lab period per schedule rotation.

1.25 credit**NCAA Eligible****AP UConn ECE****Environmental Science******Full Year****Grades 11 and 12**

Prerequisite: Biology, Chemistry

Topics covered in this rigorous course are designed to align with the Advanced Placement curriculum and UConn's Natural Resources and the Environment (NRE) 1000: Environmental Science course. For students attending UConn after graduation this class meets UConn's general education Environmental Science literary requirement. This course provides students with principles, concepts, and methodologies required to understand the interrelationships of the natural world, identify and analyze both natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. Students electing to enroll in this course are expected to take the AP exam in May and register with the UConn ECE program for the opportunity to earn UConn credits. Students are individually responsible for the costs associated with the University of Connecticut and the Advanced Placement examination. There are two double lab periods scheduled per schedule rotation.

HS03207H**1.50 credit****NCAA Eligible****Physics****Full Year****Grades 11 and 12**

Prerequisite: Geometry and Algebra II

A full-year lab course in the principles of physics, science, and engineering practices and problem solving for college preparatory students with strong math backgrounds. Topics include measurement, mechanics, dynamics, optics, sound, electricity, and an introduction to modern physics. This course includes one double lab period per schedule rotation.

HS03151G**1.25 credit****NCAA Eligible****AP UConn ECE Physics******Full Year****Grade 12**

Prerequisite: Honors Precalculus, concurrent enrollment in senior level Honors Math

Topics covered in this rigorous course are consistent with UConn Physics (Non-Calculus) PHYS 1201Q and PHYS 1202Q. This is a full year lab course in the principles and applications of physics that requires extensive use of mathematics. Topics to be covered include mechanics, rotation, hydrostatics, thermodynamics, optics, sound, electricity, magnetism, and an introduction to modern physics. The course includes two double lab periods per schedule rotation. Students electing to enroll in this course are expected to take the AP Physics I exam in May and register with the UConn ECE program for the opportunity to earn UConn credits in PHYS 1201Q and PHYS 1202Q. Students are individually responsible for the costs associated with the University of Connecticut and the Advanced Placement examination.

HS03155H**1.50 credit****NCAA Eligible**

Science Electives

Anatomy and Physiology **HS03053G**
Full Year **1.25 credit**
Grades 11 and 12 **NCAA Eligible**
Prerequisite: Biology and Chemistry; students in grade 11 must be concurrently registered for another core (full year) science course

This course is designed for the student with a sincere interest in the biological sciences/medical field and includes a detailed study of the structures and functions of the human body. Each student is required to dissect a domestic cat, perform other dissections, and actively participate in various physiological experiments. This course includes one double lab per schedule rotation.

Astronomy I **HS03004G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**
Prerequisite: Successful completion of any full year core science course

Students will apply skills developed in previous science courses to investigate topics of current interest such as formation of stars, planets, habitable zones, Kepler mission, Mars missions, origin of chemical elements, novae and supernovae, white dwarfs, neutron stars, black holes, galaxies, quasars, asteroids, meteors, distances in space, and explore the possibility of life outside of Earth. The topics listed above may vary due to current events in astronomy.

Astronomy II **HS03004G2**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**
Prerequisite: Astronomy I

The skills and content of Astronomy I will be used to investigate NASA missions; Sun-Earth-Moon Systems; the solar system; spectral classification; binary and trinary star systems; the Sun as a star; stellar interiors; further exploration of star formation and stellar evolution; the structure of the Milky Way; the types of galaxies and their properties; clusters and superclusters of galaxies; and current events in astronomy.

Busting Myths in Science **HS03210G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**
Prerequisite: Successful completion of any full year core science course

This is a project and lab-based course based on the TV show *MythBusters*. By utilizing science and engineering practices students will prove or debunk advertising claims, online videos, and myths in science. Students will communicate their findings in numerous ways, including video presentations and modeling.

Catastrophic Events in Science **HS03049G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**
Prerequisite: Successful completion of any full year core science course

This course features a survey of devastating events that can, do, and will impact our world. The content focuses on current events as they are available, but also investigates the historical, scientific, and personal implications of local and global events in a project-based learning environment. Events of interest vary but may include hurricanes, earthquakes, heat waves, floods, war, alien invasion, black holes, asteroid impact, and super-volcanoes.

Cooking Chemistry **HS03105G**
1/2 Year **.50 credit**
Grades 10, 11, and 12
Offered Alternate Years

Prerequisite: Successful completion of any full year core science course

This semester-long science elective focuses on the chemical processes and reactions involved in food preparation. This course spices up the scientific concepts of acid-base chemistry, organic chemistry, biochemistry, and engineering. The course is designed to be an experimental and hands-on approach to applied chemistry. Each topic centers around edible experiments. Mixtures, phase changes, fermentation, and Maillard reactions have never tasted so good.

Forensic Science **HS03202G**
1/2 Year **.50 credit**
Grades 11 and 12 **NCAA Eligible**
Prerequisite: Biology

This course encourages students to investigate scientific concepts in a variety of disciplines including Earth Science, Biology, Chemistry, and Physics while solving crimes through hands-on experimentation. Extensive use of math is required to perform the laboratory assessments. Students will construct a portfolio from all of the laboratory exercises performed in the course. Topics covered in this course will be the investigations of crime scenes, evidence collection, and analysis of blood, fingerprints, and DNA fingerprinting. Student choice units of study as well as real-life case studies enhance the purposeful scientific analysis, problem solving skills, and creation of solutions applied in solving criminal cases.

Horticulture **HS03058G**
1/2 Year **.50 credit**
Grades 11 and 12
Prerequisite: Biology

Horticulture involves both the outdoor and indoor study of plant care. Students will become involved in seed germination of spring plants as well as learning other methods of plant propagation. Plant form and function will be introduced as part of the information necessary to perform the laboratory experiments. As the weather

warms, students will learn basic landscape techniques as they work in one of the two school courtyards. Students will learn through a combination of field, classroom, and laboratory activities. Hands-on activities will be emphasized and participation in the activities is required to successfully complete the course.

Marine Biology **HS03005G12**
1/2 Year **.50 credit**
Grades 11 and 12 (Semester 1) **NCAA Eligible**

Prerequisite: Biology

Students will study the physical, chemical, and biological aspects of the marine environment. Heavy emphasis will be on the chemistry of seawater and the ecology of estuaries. Marine aquariums will be maintained and science field investigations in Long Island Sound, using Project Oceanology, will be completed.

Zoology
1/2 Year
Grades 11 and 12

HS03061G
.50 credit
NCAA Eligible

Prerequisite: Biology

This course will examine aspects of the broader fields of evolutionary biology, comparative zoology, taxonomy, animal physiology, ethology, ecology, field biology, and conservation biology via the examination of the nine major animal phyla. Students in this course will gain a greater appreciation for the study of animals and the natural world in which all organisms coexist. This course will provide students with hands-on field and lab experiences which will showcase what life as a zoologist can entail. This is a dissection heavy course.



SOCIAL STUDIES CURRICULUM

The Berlin High School Social Studies Department is committed to the mission of developing responsible and ethical citizens as well as lifelong learners. Departmental courses actively engage students in the acquisition of theoretical, technological, and practical knowledge; rigorously challenge students to think creatively and critically; and encourage students to understand, accept, and appreciate the diverse nature of society. In particular, departmental courses prepare Berlin High School students to read critically, write effectively, and communicate clearly and persuasively. In this way the Social Studies Department, its faculty, and its courses provide students the skills to achieve and to fulfill the expectations of their school and community. **Course placement is based primarily on teacher recommendation.**

<i>Typical Course Sequence in Social Studies</i>		
Grade	College Preparatory	Advanced/Honors
Grade 9	Modern World History	
Grade 10	Civics	AP US Government & Politics**
Grade 11	US History	AP US History**
Grade 12	See Electives Listed Below	See Electives Listed Below

Grade	Available Electives	
Grade 10	Debating Current Events Introduction to Law Introduction to Psychology	Introduction to Sociology AP US Government & Politics**
Grade 11	Conflicts in Reel History Debating Current Events Human Rights and Social Justice Introduction to Law Introduction to Psychology AP Psychology**	Introduction to Sociology Reel American History Sports in American Society AP US Government & Politics** AP US History** AP World History**
Grade 12	Conflicts in Reel History Debating Current Events Human Rights and Social Justice Introduction to Law Introduction to Psychology AP Psychology** Psychology Lab	Introduction to Sociology Reel American History Sports in American Society AP US Government & Politics** AP US History** AP World History**

** Indicates an **Honors** level course

With the exception of Psychology Lab, all Social Studies courses are NCAA approved courses.

Social Studies Core Courses

Modern World History **HS04053G**
Full Year **1.00 credit**
Grade 9 **NCAA Eligible**

Students enrolled in the full-year grade 9 course will study the four themes of Culture, Conflict, and Change; Power, Authority, and Governance; Imperialism, Nationalism, and Sovereignty; and Human Rights and Social Justice, with a focus on Africa, the Middle East, China, India, Japan, Europe, Russia, and Latin America.

Civics **HS04161G**
Full Year **1.00 credit**
Grade 10 **NCAA Eligible**

Students will study the historical and contemporary conflicts of constitutional principles. They will investigate the rights and responsibilities of citizens, take positions on current issues, and participate in civic projects. Investigations of local, state, and federal governments will help prepare students to become active citizens in the present and future. Civics is a state-required course for graduation. Students are required to complete a performance-based assessment through the Civics course.

AP US Government & Politics** **HS04157H**
Full Year **1.00 credit**
Grades 10, 11, and 12 **NCAA Eligible**

This course is designed for students who are ready to meet the demands of college level work. Students will analyze and interpret political culture and behavior in the democratic process, rules governing elections, and political parties and agendas. They will critique both historical and contemporary events underpinning the ideologies and institutions of American government. Students enrolling in this course are expected to take the AP exam in May. Students are individually responsible for the costs associated with the Advanced Placement examination. **This course fulfills the requirement for Civics that is necessary for graduation.**

US History **HS04101G**
Full Year **1.00 credit**
Grade 11 **NCAA Eligible**

All students in Grade 11 enroll in US History or AP US History. The most important aspects of United States history from the 1880s to modern times are studied, with an emphasis on major social, cultural, political, and economic developments of the time period.

AP US History** **HS04104H**
Full Year **1.00 credit**
Grades 11 and 12 **NCAA Eligible**

The AP US History program is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. Students will learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations

presented in historical scholarship. Student responsibility for reading and digesting material is required. Students enrolling in this course are expected to take the AP exam in May. Students are individually responsible for the costs associated with the Advanced Placement examination. **This course fulfills the requirement for US History that is necessary for graduation.**

Social Studies Electives

Conflicts in Reel History **HS04156G**
1/2 Year **.50 credit**
Grades 11 and 12 **NCAA Eligible**

Movies teach us about conflicts between groups of people and nations. This course will begin by considering current conflicts and groups that wish to stop conflicts. The same conflict will be compared by viewing different video perspectives. Questions to ponder throughout the course may include: How have attempts at resolving conflicts created further problems? How do people and nations seek and react to change? What is the proper balance between the rights of the individual and the power of government?

Debating Current Events **HS04064G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**

Democracy works only when the people inform themselves about the issues of the day and are able to debate fellow citizens in a constructive manner. This course will offer the techniques of debate using a variety of current events. The hope is that students will build the habit of being informed on multiple perspectives while advocating for a particular position.

Human Rights and Social Justice **HS04259G**
1/2 Year **.50 credit**
Grades 11 and 12 **NCAA Eligible**

This course provides an interdisciplinary overview of the key questions and concerns shaping the study of human rights across the world. Students will explore the complexities underlying civil, political, economic, social, and cultural rights, both in theory and practice. Drawing on a variety of perspectives and cases from around the world, including the United States, students will be equipped to think comparatively and critically about a wide range of human rights issues and work to create and offer solutions to these issues.

Introduction to Law **HS04162G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**

This course serves as an introduction to legal systems in the United States and to give students a better understanding of how law impacts daily life. We will use case studies, individual research, group discussion/debate, guest speakers, mock trials, and possible field trips throughout the course. Concepts such as civil law, jurisdiction, and the court systems will be covered. In

addition, students will learn about the criminal justice process by applying multidisciplinary social sciences to understand, predict, and explain crime and contribute to the development of public policy within different communities.

Introduction to Psychology **HS04254G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**

Can you really have a “great personality?” What does “smart” mean? How do we define insanity? This course will examine ideas such as personality, intelligence, emotion, human development, and psychological disorders such as depression and addiction. Readings and films will include both literary and historical sources.

AP Psychology** **HS04256H**
Full Year **1.00 credit**
Grades 11 and 12 **NCAA Eligible**

The AP program offers a course and exam in psychology to qualified students who wish to complete studies in a postsecondary school equivalent to an introductory college course in psychology. The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Students enrolling in this course are expected to take the AP exam in May. Students are individually responsible for costs associated with the Advanced Placement examination.

Psychology Lab **HS04255G**
1/2 Year **1.00 credit**
Grade 12

This course will fulfill Capstone requirements.

Prerequisite: Successful completion of Introduction to Psychology or concurrent enrollment in AP Psychology
This course is designed for students to further explore topics they learned in Introduction to Psychology and/or AP Psychology. Students will research topics like sensation and perception, consciousness, development, psychological disorders, and social stigma. Students will design and conduct experiments and public awareness campaigns to learn more about topics while educating the community about important concepts in psychology.

Introduction to Sociology **HS04258G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**

The Introduction to Sociology curriculum is designed to allow students insight into and appreciation of the basic concepts of human relationships and their causes and consequences. This course will provide students with an understanding of these relationships through observation, research, readings, and discussions regarding topics such as self, school, and town community; American culture and society; group

dynamics; pop culture and mass media; social problems; social institutions; and human development.

Reel American History **HS04109G**
1/2 Year **.50 credit**
Grades 11 and 12 **NCAA Eligible**

Reel American History will tap into students’ personalized learning experiences. This course will be crafted based on student interest of American history. Areas that might be explored through film can include: immigration, slavery, the changing status and roles of women, the Great Depression, America’s role in World War II, etc. Questions to ponder throughout the course may include: How do Americans define freedom and equality and how have American conceptions of freedom and equality changed over the course of US history for members of various racial, ethnic, religious, gender, and minority groups? Is the United States a “just” society and how has the concept of justice evolved over time?

Sports in American Society **HS04149G**
1/2 Year **.50 credit**
Grades 11 and 12 **NCAA Eligible**

Offered Alternate Years

Students in this course will examine American history, society, and culture through the perspective of sports. Major topics of the course, including economic, ethnic, gender, and contemporary issues, will be explored through literature, film, research, and activities. Additionally, students will become familiar with social interaction, sports organization, social and psychological aspects of sports, team behavior, and the culture of sports at the professional, collegiate, high school, and youth levels. *This course is offered in even years.*

AP World History** **HS04057H**
Full Year **1.00 credit**
Grades 11 and 12 **NCAA Eligible**

This AP course, organized around key concepts and themes, covers six chronological periods of world history from 600 BCE to the present. The themes and key concepts are intended to provide foundational knowledge for future college-level coursework in history. Themes focus on interaction between humans and the environment; the development and interaction of cultures; state-building, expansion, and conflict; creation, expansion, and interaction of economic systems; and the development and transformation of social structures. The goal of the course is to develop historical thinking skills necessary to explore the broad trends and global processes. Accordingly, students will be able to craft historical arguments from historical evidence; use chronological reasoning and understand historical causation; compare and contextualize broader regional, national, and global processes; and engage in historical interpretation and synthesis. Students enrolling in this course are expected to take the AP exam in May. Students are individually responsible for costs associated with the Advanced Placement examination.

TECHNOLOGY EDUCATION CURRICULUM

The Technology Education curriculum consists of applied courses that are process ordered and activity based. Students apply the concepts and processes they learn in Technology Education as well as in core subject courses to challenging problems in the applied areas of Communication, Design & Engineering, and Manufacturing & Logistics. Some classes may not be offered every year. Check the course descriptions for additional details.

Students following college preparatory, technical, business, or general programs of study are encouraged to include technology education courses in their schedules. These courses are activity based (hands-on) and help develop problem solving skills. Students taking courses in technology education will become more aware of technology and its impact on society and the environment.

Students wishing to receive Honors Challenge credit for designated courses must complete the approved contract process established by the department. Please see the department coordinator or teachers within the department for more information. Honors Challenge courses are designated in the chart below and within each course description.

Grade	Communication	Design & Engineering	Manufacturing & Logistics
Grade 9	Television Production I	Introduction to STEM Design Video Game Design I	Power I Wood & Manufacturing I
Grade 10	Digital Media & Moviemaking Television Production I Television Production II	Architectural Design Computer Technology Engineering Design & Robotics I Introduction to STEM Design Video Game Design I Video Game Design II◀	Power I Power II Wood & Manufacturing I Wood & Manufacturing II◀
Grades 11 and 12	Digital Media & Moviemaking Television Production I Television Production II	Architectural Design Computer Technology Engineering Design & Robotics I Engineering Design & Robotics II Introduction to STEM Design Video Game Design I Video Game Design II◀	Firefighter Firefighting Leadership Power I Power II Wood & Manufacturing I Wood & Manufacturing II◀

◀Honors Challenge available

Communication

Digital Media & Moviemaking **HS11151G**
1/2 Year **.50 credit**
Grades 10, 11, and 12

This course introduces students to the world of digital video and imaging as a component of the rapidly evolving digital media industry. Students will develop and enhance academic skills, creative thinking skills, digital

media literacy, and moviemaking skills through the successful completion of individual and team projects.

Television Production I **HS11051G11**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12

This activity-based course introduces students to basic television skills through the video production process. Students will work in small groups applying the concepts and processes of pre-production (planning and scripting), production (filming), and post-production techniques (editing).

Television Production II HS11051G12
1/2 Year .50 credit

Grades 10, 11, and 12

Prerequisite: Television Production I

This activity-based course is a continuation of Television Production I. Students will work in small groups applying advanced concepts and processes of the video production process: pre-production, production, and post-production techniques. Students will work on location with portable TV equipment as well as in the BHS TV Studio.

Design & Engineering

Architectural Design HS21103G
1/2 Year .50 credit

Grades 10, 11, and 12

Prerequisite: Introduction to STEM Design

In this course students will learn why our houses are designed and constructed the way they are. Where are windows placed? What is a green home? Students will also have the opportunity to design their “dream” home, create a set of plans, and build a scale model of that home. Topics covered in this class include the different areas of the home, building codes, zoning, sustainability, and energy efficiency.

Computer Technology HS10252G
1/2 Year .50 credit

Grades 10, 11, and 12

This course is a hands-on introduction to the field of computer hardware, operating systems, software, and networking. The course will cover the following topics: how PCs work; how to build, upgrade, and troubleshoot personal computers; how to install hardware and software; how to diagnose common computer problems; and basic networking.

Engineering Design & Robotics I HS21006G11
Full Year 1.00 credit

Grades 10, 11, and 12

Prerequisite: Introduction to STEM Design

Students will develop an understanding of engineering design, robotics, and automation. Group and individual activities will engage students in creating ideas, developing innovations, and producing practical solutions. The course explores design principles, CAD, 3-D model making, and robotics concepts. Students will develop hands-on skills with emphasis on problem solving and innovation.

Engineering Design & Robotics II HS21006G12
Full Year 1.00 credit

Grades 11 and 12

Prerequisite: Engineering Design & Robotics I or instructor approval

This course is a continuation of Engineering Design and Robotics I, continuing to develop problem solving skills with a stronger emphasis on robotics. Activities are hands-on, team based (pairs or small groups), and focus on a variety of engineering related topics. Robotics related activities will concentrate on

constructing and programming a variety of “bots” used to solve “problems.”

Introduction to STEM Design HS21102G
1/2 Year .50 credit

Grades 9, 10, 11, and 12

This course will introduce the student to Computer Aided Design and the design process. The student will learn the basics of 3-D drafting and design software and their application in the engineering process. This course is a prerequisite to Engineering Design & Robotics I, Architectural Design, and Wood & Manufacturing II.

Video Game Design I HS10160G
1/2 Year .50 credit

Grades 9, 10, 11, and 12

This course introduces students to the world of video game design in a straightforward format. Students will use the Design Process to develop their ideas while learning the creative and technical components required to launch a new app or video game. Coding, graphic development, and storyboarding are just some of the skills built within this creative course. This course is intended for beginners with little or no prior programming experience.

Video Game Design II HS10160G2
1/2 Year .50 credit

Grades 10, 11, and 12

Prerequisite: Video Game Design I

This course is a continuation of Video Game Design I. Students will build upon the foundational skills learned of coding, design, and development. Students will be introduced to Sphero BOLT, which has an eye-catching, programmable 8x8 light matrix that opens up an endless array of coding and gaming possibilities.

Manufacturing & Logistics

Firefighter HS15152G1
1/2 Year .50 credit

Grades 11 and 12

Prerequisite: Must be at least 16 years of age

Firefighting develops students’ ability to work as part of a team where communication on the job is essential. Firefighters control and extinguish fires or respond to emergency situations where life, property, or the environment is at risk. Topics include PPE, SCBA, fire streams, water supply, RIT, forcible entry, extrication, and hazmat. Firefighting teaches multiple transferable life skills and covers the fundamentals of firefighting for students who have fire service career interests or those students who wish to learn. This course is a precursor to community involvement at a volunteer fire department.

Firefighting Leadership

1/2 Year

Grades 11 and 12*Prerequisite: Firefighter*

Firefighting Leadership encourages students to take active leadership roles within the firefighting class. Firefighters control and extinguish fires or respond to emergency situations where life, property, or the environment is at risk. Duties may include fire prevention, emergency medical service, freeing trapped individuals, hazardous material response, and search and rescue. The course covers the fundamentals of firefighting for students who have fire service career interests or those students who wish to learn as a precursor to community involvement at a volunteer fire department.

HS15199G**.50 credit****Wood & Manufacturing II**

1/2 Year

Grades 10, 11 and 12*Prerequisite: Wood & Manufacturing I and Introduction to STEM Design*

This is a continuation of Wood and Manufacturing I and is designed to extend a student's awareness of various types of materials, measurement, layout, hand tools, and machinery with a continued emphasis on safety. The class will continue to explore many aspects of woodworking and manufacturing with an emphasis on CNC techniques. This hands-on course will focus on both the student's independent skills and working collaboratively with others on various projects. The curriculum exposes students to employment opportunities within the woodworking field.

HS13054G**.50 credit****Power I**

1/2 Year

Grades 9, 10, 11, and 12

This is an introduction to transportation systems and internal combustion engines. Instruction is designed to develop students' awareness of various systems used in transportation. This course introduces students to both two and four cycle engines such as those used on lawn and garden equipment, trucks, and cars. Students will learn engine operational theory, routine maintenance, and an emphasis on safety. *This course is a prerequisite for Power II.*

HS20102G**.50 credit****Power II**

1/2 Year

Grades 10, 11, and 12*Prerequisite: Power I*

This course introduces students to the varied automotive systems encompassing automotive safety, tools, and laser front end alignment geometry, basic engine cooling, lubrication, fuel, electrical, emissions, tires, brakes, suspension, and steering systems. Welding and sheet metal fabrication along with other auto body experiences will be included. Students will learn the basics of automotive power system theory, repair, maintenance, and safety. Students are encouraged to perform basic maintenance of their own vehicles.

HS20103G**.50 credit****Wood & Manufacturing I**

1/2 Year

Grades 9, 10, 11, and 12

This is an introduction to woodworking and manufacturing designed to develop a student's awareness of various types of materials, measurement, layout, hand tools, and machinery with an emphasis on safety. Students will learn how to plan and design a project along with how to measure, select, cut, assemble, and finish materials into completed useful objects. Students will create, design, and construct personalized teacher assigned projects with teacher guidance and close supervision.

HS17006G**.50 credit**

WORLD LANGUAGE CURRICULUM

The mission of the Berlin World Language department is to motivate and inspire students to recognize the personal value and global benefit of learning languages. We create an environment that fosters students to take risks and communicate with confidence in and out of the classroom. Our goal is to ignite a passion in students to continuously develop language proficiency and intercultural competence.

The performance targets established for each course align with the American Council on the Teaching of Foreign Language’s levels of language proficiency. Students will begin their language program at the Novice level with the goal of acquiring Intermediate or Advanced level proficiency upon graduation.

Course placement is based primarily on teacher recommendation.

<i>Typical Course Sequence in World Languages</i>	
Course student is currently enrolled in:	Course student may enroll in next year:
Not currently taking a language	French I Spanish I
8 th grade French / French I 8 th grade Spanish / Spanish I	French II Spanish II Transitional Spanish (by teacher recommendation only)
Transitional Spanish	Spanish II
French II Spanish II	French III Spanish III
French III Spanish III	Advanced French IV* Advanced Spanish IV*
Advanced French IV* Advanced Spanish IV*	Honors French V** UConn ECE Spanish V**

* Indicates an **Advanced** level course

** Indicates an **Honors** level course

All World Language courses with the exception of Transitional Spanish are NCAA approved courses.

French I **HS06121G**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12 **NCAA Eligible**
Performance Target: Novice Mid
Extension Target: Novice High

This is an introductory course in which students will begin to develop the interpretive, presentational, and interpersonal modes of communication in French, through thematic units that explore daily life and the diverse cultures of the Francophone world. Authentic and French-language resources are utilized to offer a variety of opportunities to interpret and respond to French speakers. Students are encouraged to practice using the language as much as possible in and out of the classroom.

French II **HS06122G**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12 **NCAA Eligible**
Prerequisite: French I

Performance Target: Novice High
Extension Target: Intermediate Low

In this course, students will continue developing the interpretive, presentational, and interpersonal modes of communication in French. Cultural, thematic units related to school and family life, sports and leisure activities, and the intercultural influences between Africa and France will help students to expand their ability to describe their present lives and begin to describe past events. Authentic and French-language resources will continue to be utilized to offer a variety of opportunities to interpret and respond to French speakers. Students are encouraged to practice using the language as much as possible in and out of the classroom.

French III **HS06123G**
Full Year **1.00 credit**
Grades 10, 11, and 12 **NCAA Eligible**
Prerequisite: French II

Performance Target: Intermediate Low
Extension Target: Intermediate Mid

In this course, students will continue developing the interpretive, presentational, and interpersonal modes of communication in French. Cultural, thematic units related to travel, French meals and dining habits, school life, and leisure activities will help students to continue expanding their ability to describe events in their present lives and childhood. Authentic and French-language resources will continue to be utilized to offer a variety of opportunities to interpret and respond to French speakers. Students are expected to communicate with their teacher and peers in French as much as possible.

Advanced French IV* **HS06124E**
Full Year **1.00 credit**
Grades 11 and 12 **NCAA Eligible**
Prerequisite: French III

Performance Target: Intermediate Mid
Extension Target: Intermediate High

In this course, students will continue developing the interpretive, presentational, and interpersonal modes of communication in French with the goal of intermediate level proficiency. Cultural, thematic units related to school life in France, Châteaux of the Loire Valley, healthy lifestyle, and travel in Provence will help students to continue expanding their ability to describe events across multiple timeframes. Authentic and French-language resources will continue to be utilized to offer a variety of opportunities to interpret and respond to French speakers. Students are expected to communicate with their teacher and peers in French as much as possible. In the spring semester, students may take the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL). A proficiency score of Intermediate Mid (I-3), or higher, on each section fulfills the World Language requirement for the Seal of Biliteracy. Students are individually responsible for costs associated with the AAPPL.

Honors French V** **HS06125H**
Full Year **1.00 credit**
Grade 12 **NCAA Eligible**

Prerequisite: French IV

Performance Target: Intermediate High
Extension Target: Advanced Low

This course is designed to provide advanced and highly motivated students the opportunity to continue improving their language proficiency. In this course, French history and culture will be explored through the analysis of authentic resources and discussions relating to literature, travel, French-speaking Switzerland, and teenage life in Sénégal. Students will be encouraged to expand their vocabulary and apply advanced language skills in order to increase their speaking, writing, and listening proficiency. Students are expected to communicate with their teacher and peers in French. In the fall and/or spring semesters, students may take the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL). A proficiency score of Intermediate Mid (I-3), or higher, on each section fulfills the World Language requirement for the Seal of Biliteracy. Students are individually responsible for costs associated with the AAPPL.

Spanish I **HS06101G**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12 **NCAA Eligible**

Performance Target: Novice Mid
Extension Target: Novice High

This is an introductory course in which students will begin to develop the interpretive, presentational, and interpersonal modes of communication in Spanish through thematic units that explore daily life and the diverse cultures of the Spanish-speaking world. Authentic and Spanish-language resources are utilized to offer a variety of opportunities to interpret and respond to Spanish speakers. Students are encouraged to practice using the language as much as possible in and out of the classroom.

Transitional Spanish **HS24059G**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12
Prerequisite: Students will only be placed in this course by Spanish I teacher recommendation and permission of the World Language Supervisor

Performance Target: Novice Mid/Novice High
Extension Target: Intermediate Low

This course is for students with prior knowledge of Spanish. It will focus on practical communicative activities in real life situations and emphasize study skills for successful language acquisition. This course is designed to continue the development of the four skills of the target language: listening, speaking, reading, and writing through thematic cultural units. This course prepares students to continue improving their language performance prior to Spanish II.

Spanish II **HS06102G**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12 **NCAA Eligible**
Prerequisite: Spanish I or Transitional Spanish

Performance Target: Novice High
Extension Target: Intermediate Low

In this course, students will continue developing the interpretive, presentational, and interpersonal modes of communication in Spanish. Cultural, thematic units related to home and community life, celebrations, and leisure activities will help students to expand their ability to describe their present lives and begin to describe past events. Authentic and Spanish-language resources will continue to be utilized to offer a variety of opportunities to interpret and respond to Spanish speakers. Students are encouraged to practice using the language as much as possible in and out of the classroom.

Spanish III **HS06103G**
Full Year **1.00 credit**
Grades 10, 11, and 12 **NCAA Eligible**
Prerequisite: Spanish II

Performance Target: Intermediate Low
Extension Target: Intermediate Mid

In this course, students will continue developing the interpretive, presentational, and interpersonal modes of communication in Spanish. Cultural, thematic units related to vacations, sports/healthy lifestyle, Hispanic legends, and foods will help students to continue expanding their ability to describe events in their present lives and childhood. Authentic and Spanish-language resources will continue to be utilized to offer a variety of opportunities to interpret and respond to Spanish speakers. Students are expected to communicate with their teacher and peers in Spanish as much as possible.

Advanced Spanish IV* **HS06104E**
Full Year **1.00 credit**
Grades 11 and 12 **NCAA Eligible**
Prerequisite: Spanish III

Performance Target: Intermediate Mid
Extension Target: Intermediate High

In this course, students will continue developing the interpretive, presentational, and interpersonal modes of communication in Spanish with the goal of intermediate level proficiency. Cultural, thematic units related to nature and outdoor activities, the future and the environment, city life, and traveling in Spain will help students to continue expanding their ability to describe events across multiple timeframes. Authentic and Spanish-language resources will continue to be utilized to offer a variety of opportunities to interpret and respond to Spanish speakers. Students are expected to communicate with their teacher and peers in Spanish as much as possible. In the spring semester, students may take the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL). A proficiency score of Intermediate Mid (I-3), or higher, on each section fulfills the World Language requirement for the Seal of Biliteracy. Students are individually responsible for costs associated with the AAPPL.

UConn ECE Spanish V** **HS06112H**
Full Year **1.00 credit**
Grade 12 **NCAA Eligible**
Prerequisite: Spanish IV

Performance Target: Intermediate High
Extension Target: Advanced Low

This course is offered in conjunction with the University of Connecticut Early College Experience program and is designed to provide advanced and highly motivated students the opportunity to continue improving their language proficiency. In this course, Hispanic civilization will be explored through the analysis of authentic resources and discussions relating to contemporary culture, societal issues, history, art, religion, and politics. Students will be encouraged to expand their vocabulary and apply advanced language skills in order to increase their speaking, writing, and listening proficiency. Students are expected to communicate with their teacher and peers in Spanish. Students enrolling in this course are expected to register with the UConn ECE program for the opportunity to earn six college credits. In the fall and/or spring semesters, students may take the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL). A proficiency score of Intermediate Mid (I-3), or higher, on each section fulfills the World Language requirement for the Seal of Biliteracy. Students are individually responsible for costs associated with University of Connecticut credit and the AAPPL.

Important Course Registration Dates 2021-2022

Berlin High School

berlinschools.powerschool.com

February 15, 2021	Students receive the Program of Studies.
February 17 - 26, 2021	PowerSchool is open for students to make course requests.
February 26, 2021	Deadline to submit course requests in PowerSchool.
March 1 – April 9, 2021	School counselors meet individually with students to review course requests.
April 9, 2021	Deadline to submit Override Applications to school counselor.
5 school days after start of Semester 1	Deadline to make semester 1 elective course changes with school counselor.*
September 30, 2021	Deadline to make full year core course changes with school counselor.*
5 school days after start of Semester 2	Deadline to make semester 2 elective course changes with school counselor.*

**A course withdrawal request made after this deadline requires administrative review for approval. Any approved "withdrawal" will result in a "W" that will be reflected on the student's transcript.*

University of Connecticut/ECE Courses

ece.uconn.edu

April 30 - June 7, 2021	Online registration system open for application submission.
August 15 - September 16, 2021	Online registration system open for late application submission. Any transaction incurs a \$25 late fee.
August 15 - September 30, 2021	Online registration system open for course enrollment .
September 30, 2021	Deadline to drop a course without penalty.
December 12, 2021	Deadline to withdraw from fall courses, and all course fees must be paid. The course will appear on an official UConn transcript with a WAU or W as a final grade.
May 1, 2022	Deadline to withdraw from spring or full year courses, and all course fees must be paid. The course will appear on an official UConn transcript with a WAU or W as a final grade.

*Dates may be subject to change.
Please check with your school counselor for further information.*

