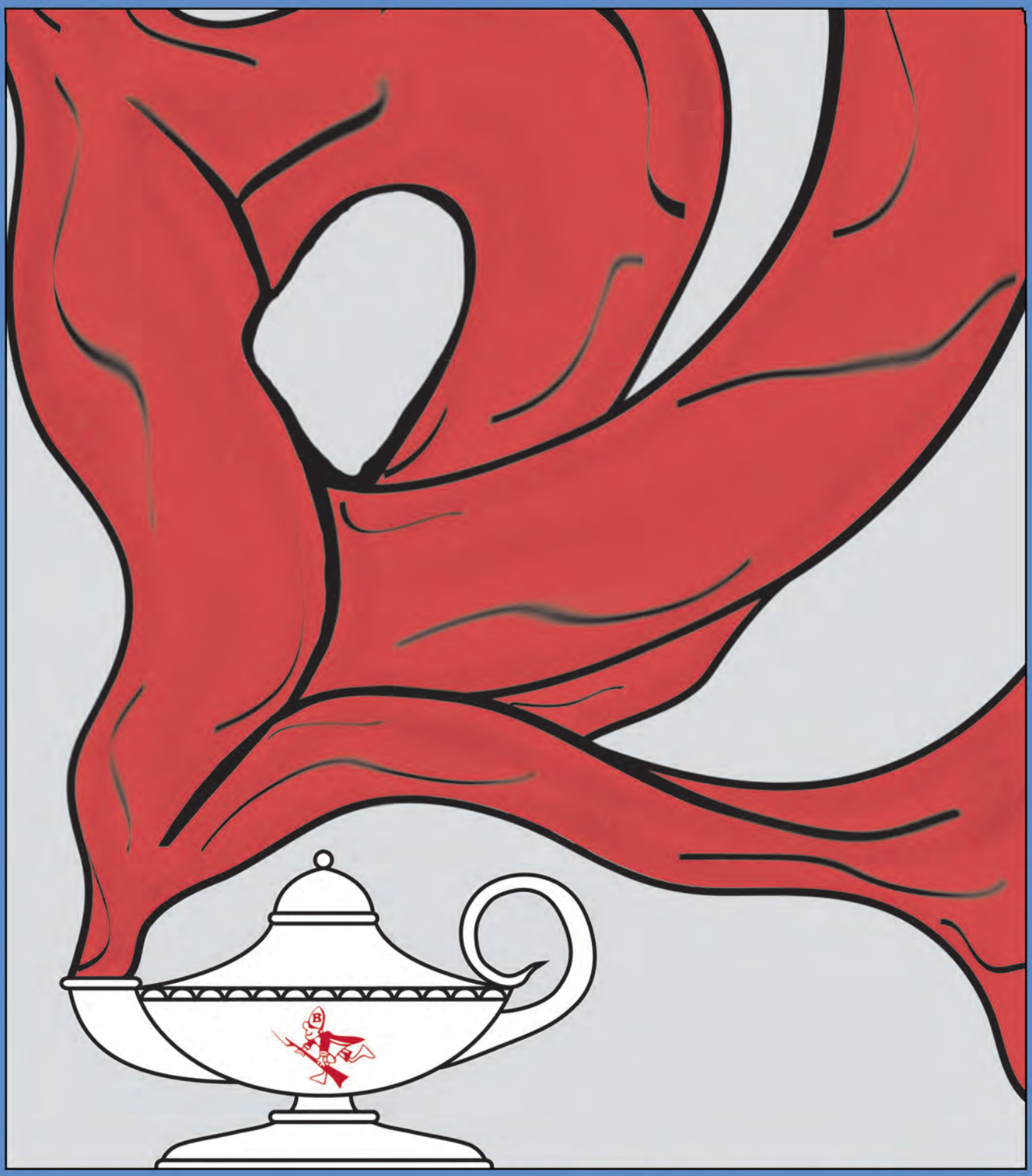
Berlin High School



Program of Studies
2018-2019

BERLIN PUBLIC SCHOOLS

Cover Design: Joseph Kulinski '19

Berlin High School

2018 - 2019

Collage Design: Sam Turgeon '21

PRINCIPAL'S MESSAGE

Dear Students and Parents,

The Berlin High School Statement of Core Values and Beliefs about Learning reveals our collective commitment for all members of the Berlin High School community to "engage collaboratively to ensure rigorous and relevant learning," so that they will continue to "cultivate transferable skills toward success in a global society."

Therefore, at BHS, we are focused on helping you become successful, productive, and vital citizens who contribute to our society in significant and remarkable ways. The quality of the instruction that you shall receive, the rigor of the curricula, and the broad selection of coursework will prepare you well for the complex and competitive world that awaits you beyond graduation. As you read through the Berlin High School 2018-2019 Program of Studies, you will find a range of choices that will help you establish your personal plan of study, which can either be of your own design or derived from the included sample course sequences. You will see that the quality and scope of options for study at BHS will afford you access to exceptional learning experiences. Whether you are certain about your college or career path or you remain undecided at this time, this program of studies can meet your needs. At BHS, you will not only be able to pursue your interests, but also expand your capacities. You will increase your awareness of a variety of disciplines through the elective areas, ensuring that you benefit from a comprehensive education.

This is an exciting time to be a high school student because there are so many new technologies, new teaching techniques, and new understandings about learning, resulting in an educational climate that is more student driven than ever before. In our school we want you to explore, think, seek, and become self-directed and independent learners, which means that student responsibility is paramount. We will provide you with the supports you need to become self-sufficient to reach your goals. BHS continues to enrich our programming resulting in high academic standards, rigor of course expectations, and the challenges put forth by teachers to students to constantly excel. At BHS, student performance is held to the highest standards, retaining the belief that there is no substitute for good old-fashioned hard work.

Upon completion of your program of studies, you will be able to live your life beyond high school with the confidence that you have acquired an impressive collection of transferable skills equipping you for the challenges and changes that college, careers, and all of your other endeavors may present. I hope that you examine this program of studies with interest and excitement because it can serve as a map as you strive to realize your dreams. On behalf of the faculty and administration, I wish you every continued success!

Sincerely,

Barbara Ventura

Barbara Ventura
Interim Principal

TABLE OF CONTENTS

BERLIN BOARD OF EDUCATION

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

Board of Education Members

Richard Aroian
Jeffrey Cugno
Julia Dennis
Jake Fisher
Jaymee Miller
Frederick Morley
Timothy Oakes
Dr. Kari Sassu, Secretary
Matthew Tencza, President

Student Representatives

Alexander Halkias
Jasmine Nappi

Administrative Officers

Brian J. Benigni ..... Superintendent of Schools
Eva Gallupe..... Director of Business Operations
Linda A. Holian ..... Director of Pupil Personnel Services
Cindy Martin..... Supervisor of Special Education, 6-12
Michelle Zeuschner..... Supervisor of Special Education, PK-5
Denise Parsons ..... Director of Human Resources

Berlin High School Administration

Interim Principal
Barbara Ventura

Assistant Principals
Jeffrey L. Cronk, Interim
Kelly S. Maio

Athletic Director
Jeff Mauri

Department Heads

English ..... Laurie Piecewicz
Mathematics ..... Eileen Thurston
School Counseling ..... Patricia Pires
Science ..... Mary Salerno
Social Studies..... Jeffrey Cronk

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

1. Credit Requirements

In order to graduate from Berlin High School, students must earn a total of **27 credits** as outlined below. In addition, students must also successfully complete a Senior Capstone Project and meet the established district performance standards of required basic skills in reading, writing, mathematics, and science.

Credit Distribution of Required Courses

English.....4 credits

Mathematics .....4 credits

Social Studies .....3.5 credits
(including 1 credit US History and 1 credit Civics)

Science.....4 credits
(*including 1 credit Biology)*

Physical Education .....2 credits
(*including .25 credit Health)*

Personal Finance.....0.5 credits
(*beginning with the Class of 2020)*

Capstone Project.....1 credit

Electives .....8 credits
(including 1 credit Art, Business, F&CS, Music, Technology, or World Language)

Required Total: 27 credits

2. Course Enrollment

All students must enroll in a **minimum of 7 credits each year for four years**. Only under extraordinary circumstances, the high school principal may exempt students from this requirement.

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 prepares students to function effectively in an interdependent global community. Grade 12 students pursue ideas or challenges through the design and development of substantive questions and actions. Based on this personalized investigation, students:

- Explore, define, and solve complex problems
- Critically interpret, evaluate, and synthesize information
- Conduct themselves in an ethical, responsible, and respectful manner
- Collaborate with others to produce a unified work and/or heightened understanding
- Seek out and make sense of alternate points of views (as needed)
- Examine current problems, areas of focus, and progress to modify direction (as needed)

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 Standard of Required Basic Skills**
   In addition to the credit requirements in section 1, students must also demonstrate required basic skills by meeting the following performance standards in reading, writing, mathematics, and science.

Reading and Writing Standard of Basic Skills

Berlin High School graduates will successfully comprehend, interpret, and evaluate pieces of fiction and non-fiction writing. Berlin High School graduates will demonstrate an overall understanding of reading selections, including inferential as well as literal interpretations.

Means of Assessment: Students will have a variety of opportunities to demonstrate achievement in the reading and writing standard. Any of the following are accepted as evidence of achievement:

- A student may meet or exceed the national average score for the PSAT or SAT in evidence-based reading and writing taken prior to graduation; or
- A student may meet or exceed the national average score on an administration of the SAT Subject Test in Literature; or
- A student may meet or exceed the national average score on an administration of the ACT in English or Reading; or
- A student may meet or exceed the state average on a mastery examination approved by the State Board of Education; or
- A student may pass all reading and writing requirements within the Capstone Project; or
- A student may demonstrate proficiency in reading and writing by achieving an average final grade of 70 in three credits of coursework.

Mathematics Standard of Basic Skills

Berlin High School graduates will satisfactorily complete multi-step real world mathematical problems that require demonstration of basic mathematical operations and conceptual understanding in mathematics. Students may be provided with any required formulas and may be permitted the use of calculators (where appropriate) in completing the task. Students will explain in writing, or in a pictorial, graphical, or algebraic representation, how he/she arrived at their answers to the problem.

Means of Assessment: Students will have a variety of opportunities to demonstrate achievement in the mathematics standard. Any of the following are accepted as evidence of achievement:

- A student may meet or exceed the national average score for the PSAT or SAT in the math section taken prior to graduation; or
- A student may meet or exceed the national average score on an administration of the ACT in math; or
- A student may meet or exceed the state average on a mastery examination approved by the State Board of Education; or
- A student may demonstrate proficiency in math by meeting baseline standards; or
- A student may demonstrate proficiency in math by achieving an average final grade of 70 in three credits of coursework.

Science Standard of Basic Skills

Berlin High School graduates will satisfactorily demonstrate an understanding of scientific concepts and processes, experimental design and interpretations, and current issues related to science affecting society.

Means of Assessment: Students will have a variety of opportunities to demonstrate achievement in the science standard. Any of the following are accepted as evidence of achievement:

- A student may meet or exceed the national average score on an administration of the ACT in science; or
- A student may demonstrate proficiency by meeting or exceeding standards on embedded inquiry-based lab assignments in three science courses as assessed with the Berlin High School Science Rubric; or
- A student may meet or exceed the state average on a mastery examination approved by the State Board of Education; or
- A student may demonstrate proficiency in science by achieving an average final grade of 70 in three credits of coursework.

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 students with 504 plans 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:

- 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 which the student is planning to attend
- verify that the program is 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 of Education determines that the student has completed the necessary credits and met all other criteria required by the Board of Education 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. **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 done through the West Hartford 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 by August 31st 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 the following criteria:
   a. The course is not offered at Berlin High School,
   b. The course is offered at Berlin High School, but cannot fit into the student's schedule due to scheduling conflicts, or
   c. 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.

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. Doors open at 7:20 am and the library is staffed until 3:15 pm. 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.

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.

College Admission

Grades, difficulty of courses taken, counselors' and teachers' recommendations, activities (athletics, clubs, community service), and national standardized testing such as the SAT and ACT are the most important factors a college admissions office considers in determining student acceptance. Students are urged to meet with their school counselor and visit colleges 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 college admission and eventual college success.

Recommended Course Sequence for Four-Year Highly Competitive Colleges/Universities

The following chart is a recommended sequence of courses students should strongly consider for admission into a competitive four-year post-secondary institution. Students will meet with their counselor in order to develop a program of studies specifically designed to meet the student's future plans.

Grade 9	Grade 10
Advanced English 9 Honors Geometry Advanced Chemistry World and Its People World Language II Art or Career Technical Education Physical Education and Health	Advanced American Studies Honors Algebra II AP Computer Science A or AP Computer Science Principles AP UConn Biology AP US Government & Politics World Language III Art or Career Technical Education Physical Education
Grade 11	**Grade 12**
AP English Language and Composition or UConn Seminar in Academic Writing Honors Precalculus AP Computer Science A or AP Computer Science Principles AP US History AP UConn Chemistry or AP UConn Environmental Science World Language IV Art or Career Technical Education Physical Education Core Department Electives	AP UConn English Literature and Composition, UConn ECE Seminar in Academic Writing, or AP English Language and Composition AP UConn ECE Calculus AB, UConn Discrete Mathematics, AP UConn ECE Statistics, and/or Honors Calculus AP Psychology, AP World History, or AP US Government & Politics AP UConn ECE Physics, AP UConn ECE Environmental Science, and/or AP UConn ECE Chemistry World Language V Art or Career Technical Education Physical Education Core Department Electives

Recommended Course Sequence for Four-Year Moderately Competitive Colleges/Universities
Each student is recommended by his/her counselor to take as rigorous an academic program as can be carried.

Grade 9	Grade 10
English 9 or Advanced English 9 Geometry or Honors Geometry Chemistry or Advanced Chemistry World and Its People World Language I or II Art or Career Technical Education Physical Education and Health	Advanced American Studies or American Literature Algebra II or Honors Algebra II Biology or Advanced Biology Civics World Language II or III Art or Career Technical Education Physical Education
Grade 11	**Grade 12**
Junior Seminar: Critical Reading, Writing, and Thinking; AP English Language and Composition; or UConn ECE Seminar in Academic Writing Precalculus, Honors Precalculus, College Algebra & Math Modeling, or Probability and Statistics US History or AP US History Earth and Space Science, Physics, or Anatomy and Physiology World Language III or IV Physical Education	AP UConn ECE English Literature and Composition, AP English Language and Composition, or UConn ECE Seminar in Academic Writing Honors Calculus, Calculus Concepts, AP Computer Science A, or AP Computer Science Principles AP Psychology or Social Studies Electives Physics, Anatomy and Physiology, or AP UConn ECE Environmental Science World Language IV or V Physical Education

Recommended Course Sequence for Two-Year Colleges or Vocational/Technical Training

Grade 9	Grade 10
English 9 Balanced Algebra I/Geometry I or Algebra I Integrated Earth and Physical Science World and Its People World Language Art or Career Technical Education Physical Education and Health	American Literature Balanced Algebra I/Geometry II Biology Civics World Language Art or Career Technical Education Physical Education
Grade 11	**Grade 12**
Junior Seminar: Critical Reading, Writing, and Thinking Balanced Algebra I/Geometry III US History Chemistry or Science Electives Art or Career Technical Education Physical Education	Senior English Electives (2) Trigonometry, Probability and Statistics I/II, Financial Algebra, Algebra II, or Contemporary Math Social Studies Elective(s) Science Elective(s) Art or Career Technical Education Physical Education

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., GHAMAS, GHAA, transfer schools).

Academic – Eligibility Requirements Division I: 16 Core Courses	**Academic – Eligibility Requirements** Division II: 16 Core Courses
• 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 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.) These 10 courses will be "locked in" at the seventh semester of high school and <u>cannot be retaken</u> for grade improvement.	• 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

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 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.
6. If a student plays or practices with an outside team in the same sport while a member of the school team after the first scheduled game in any season (Rule II.E; see exceptions).
7. A student plays under an assumed name on an outside team.
8. A student receives personal economic gain for participation in any CIAC sport (Rule II.F).
9. 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: CIAC Sports. Click "CIAC" then "Students/Parents" and then click "Eligibility Rules." Due to the complexity and exceptions to these rules 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 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 then 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 year. 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. Most 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 in April**.
- Override applications will not be accepted after this point, and override requests will not be honored.
- 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, and Health, 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:
9th Grade	6.75 credits
10th Grade	13.50 credits
11th Grade	20.25 credits
12th 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:
9th Grade	6.25 credits
10th Grade	12.50 credits
11th Grade	18.75 credits
12th 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. (See Credit Recovery section.)

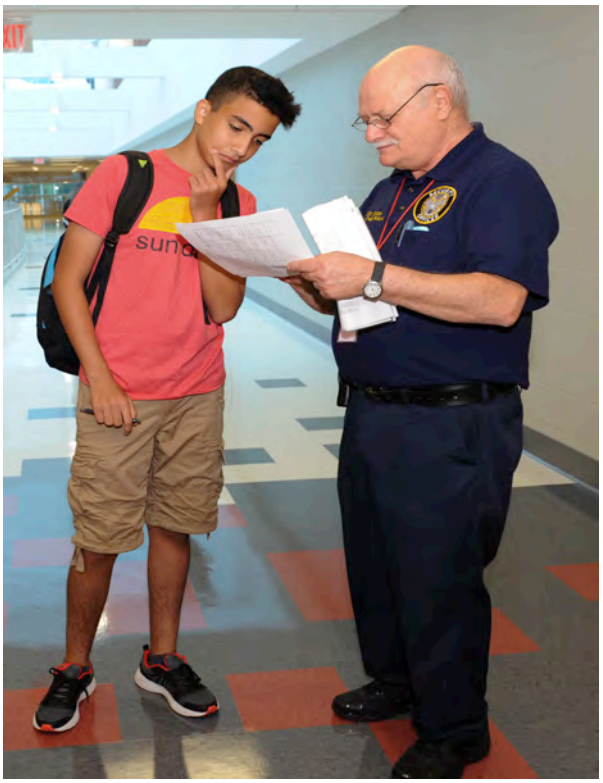
Transcripts: When transfer students are requesting transcripts for post-secondary education or career options, the Berlin High School transcript will list the credit awarded for accepted courses transferred from previous high schools as specified previously, along with the courses taken at Berlin High 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.**

GPA FOR TRANSFER STUDENTS

GPAs 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 **eight quarters** at Berlin High. Class rank is computed solely for determining class valedictorian and salutatorian and is not published on students' transcripts. Students who transfer to Berlin High School during their freshman or beginning of their sophomore year will be included in Berlin High School's GPA. Students who transfer into Berlin High School after this time **will not have met** this eight quarter criteria and will **NOT** be included in Berlin High School's GPA.

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 GHAMAS or 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 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.

Agriculture, Food, and Natural Resources
Anatomy and Physiology
Baking and Pastry Arts I/II
Biology (all levels)
Biotechnology
Business Law
Chemistry (all levels)
Earth Science electives
Economics
Environmental Science (all levels)
Foods and Fitness for a Healthy Lifestyle
Horticulture
Introduction to Law
Marine Biology I/II
Physics (all levels)
ProStart: Restaurant Management and Culinary Arts I/II
Statistics (all levels)
World Languages (all levels)

Architecture and Construction
Algebra I/II
Architectural Design
Basic House Wiring
Digital Photography
UConn Discrete Mathematics
Geometry (all levels)
Intro to Business Technologies
Introduction to CAD & Design
Introduction to Electrical Energy
Manufacturing Technology
Physics (all levels)
Woods I/II
World Language (all levels)
World of Technology

Arts, Audio-Visual Technology, and Communications
2-D Design I/II
Advanced American Studies
AP Studio Art (all categories)
Art Survey
Bella Voce
Broadcast Journalism I/II
Civics
Communicating for Success
Concert Band I/II
Creative Writing
Digital Art I/II
Digital Media & Moviemaking
Digital Photography
Drawing (all levels)
The History of Symbolism in Works of Art: Scandal in the Studio I/II
Intro to Business Technologies
Introduction to Sociology
Jewelry & Metalsmithing
Journalism
Men's Choir
Mixed Media
Music Technology I/II
Musical Theater Workshop
Music Theory (all levels)
Painting I/II
PC Build and Repair
Piano (all levels)
Pottery (all levels)
Psychology (all levels)
Sculpture (all levels)
Speech
Technical Theater
Television Production I/II
Treble Chorale
World Languages (all levels)
World of Technology

Business Management and Administration
Accounting (all levels)
Business Law
Business Survey
Communicating for Success
Digital Art I/II
Digital Media & Moviemaking
Digital Photography
UConn Discrete Mathematics
Economics
Financial Algebra
Intro to Business Technologies
Introduction to Law
Introduction to Sociology
Marketing I/II
Personal Finance
Psychology (all levels)
Speech
Sports in American Society
Statistics (all levels)
Survey in Business
Television Production I/II
World Languages (all levels)

Education and Training
Child Development
Creative Writing
Health
Introduction to Anthropology
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)
World Languages (all levels)

Finance
Accounting (all levels)
Business Law
Business Survey
UConn Discrete Mathematics
Financial Algebra
Intro to Business Technologies
Marketing I/II
Personal Finance
Statistics (all levels)
World Languages (all levels)

Government and Public Administration
Advanced American Studies
Anatomy and Physiology
AP US Government & Politics
Biology (all levels)
Biotechnology
Business Law
Chemistry (all levels)
Child Development
Civics
Communicating for Success
Firefighter
Firefighting Leadership
Introduction to Electrical Energy
US History (all levels)

Health Science
Foods and Fitness for a Healthy Lifestyle
Health/Physical Education
Honors Humanities
Introduction to Anthropology
Introduction to Law
Introduction to Sociology
Lifetimes Activities I/II
Physics (all levels)
Psychology (all levels)
UConn Introduction to Individual and Family Development
US History (all levels)
World Languages (all levels)

Hospitality and Tourism
Baking and Pastry Arts I/II
Digital Photography
Economics
UConn Introduction to Individual and Family Development
Introduction to Sociology
Marketing I/II
ProStart: Restaurant Management and Culinary Arts I/II
Psychology (all levels)
Sports in American Society
World Languages (all levels)

Human Services
Anatomy and Physiology
Biology (all levels)
Biotechnology
Chemistry (all levels)
Child Development
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/II
Psychology (all levels)
World Languages (all levels)

Information Technology
AP Computer Science A
AP Computer Science Principles
Broadcast Journalism I/II
Communicating for Success
Conflicts in Reel History
Creative Writing
Digital Art I/II
Digital Media and Movie-Making
Digital Photography
Journalism
Modern Applications of Math
Music Technology I/II
PC Build and Repair
Reel American History
World Languages (all levels)
World of Technology

Law, Public Safety, Corrections, and Security
Advanced American Studies
AP US Government & Politics
Business Law
Civics
Firefighter
Firefighting Leadership
Introduction to Anthropology
Introduction to Law
Introduction to Sociology
Psychology (all levels)
US History (all levels)
World Languages (all levels)

Manufacturing Technology
Architectural Design
Introduction to CAD & Design
Manufacturing Technology
PC Build and Repair
Physics (all levels)
Woods I/II

Marketing
2-D Design I/II
Accounting (all levels)
Broadcast Journalism I/II
Business Law
Communicating for Success
Creative Writing
Digital Art I/II
Digital Media and Moviemaking
Digital Photography
UConn Discrete Mathematics
Economics
Financial Algebra
Introduction to Business Technologies
Introduction to Sociology
Marketing I/II
Probability and Statistics I/II
Psychology (all levels)
UConn Statistics
World Languages (all levels)

Science, Technology, Engineering, and Mathematics (STEM)
Algebra (all levels)
Anatomy and Physiology
AP Computer Science A
AP Computer Science Principles
Architectural Design
Biology (all levels)
Calculus (all levels)
Chemistry (all levels)
UConn Discrete Mathematics
Earth Science electives
Engineering Design & Robotics
Geometry (all levels)
Introduction to CAD & Design
Introduction to Power Transportation Systems
Manufacturing Technology
Physics (all levels)
Precalculus (all levels)
Statistics (all levels)
Transportation Systems
Woods I/II
World Languages (all levels)
World of Technology

Transportation, Distribution, and Logistics
Automotive Transportation Systems
UConn Discrete Mathematics
Introduction to Power Transportation Systems
Statistics (all levels)
Transportation Systems

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

AP 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 in February through 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 Biology
- AP Calculus
- AP Chemistry
- AP Computer Science A
- AP Computer Science Principles
- AP English Language and Composition
- AP English Literature and Composition
- AP Environmental Science
- AP Music Theory
- AP Physics
- AP Psychology
- AP Statistics
- AP Studio Art 2-D Design
- AP Studio Art 3-D Design
- AP Studio Art Drawing/Painting
- AP US Government & Politics
- AP US History
- 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.

UConn Early College Experience (ECE)

UConn ECE 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. Students must then successfully complete the course with a C or above. There are fees and tuition costs associated with registering for the UConn course(s).

UConn ECE Courses:

- UConn ECE Biology
- UConn ECE Calculus AB
- UConn ECE Chemistry
- UConn ECE Discrete Mathematics
- 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://web2.uconn.edu/ece/credit_transfer_database/index.php. Please access this database frequently, as the listing is subject to change.

Tunxis Community College Career Pathways (CCP)

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

Tunxis Community College

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

- Basic Accounting (ACC100) – Accounting I
- Principles of Accounting (ACC113) – Accounting II
- Business Communications (COM100) – Communicating for Success

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. Two credits must be in honors or advanced courses.

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*.

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 Supervisor of School Counseling after quarter 3 of the 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: Business, 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. Business: Four business courses
   b. English: Advanced English 9, Advanced American Studies, AP English Language and Composition, AP UConn ECE English Literature and Composition
   c. Mathematics: Honors Geometry, Honors Algebra II, Honors Precalculus, AP Calculus or AP UConn ECE Statistics, and UConn ECE Discrete Mathematics
   d. Science: Advanced Chemistry, AP Biology, AP Chemistry, AP UConn ECE Environmental Science, AP UConn ECE Physics
   e. Social Studies: World and Its People, Civics, AP US History, AP Psychology, AP US Government & Politics, or AP World History
   f. World Language: Five years in one language (four years when five are not available)

ART CURRICULUM

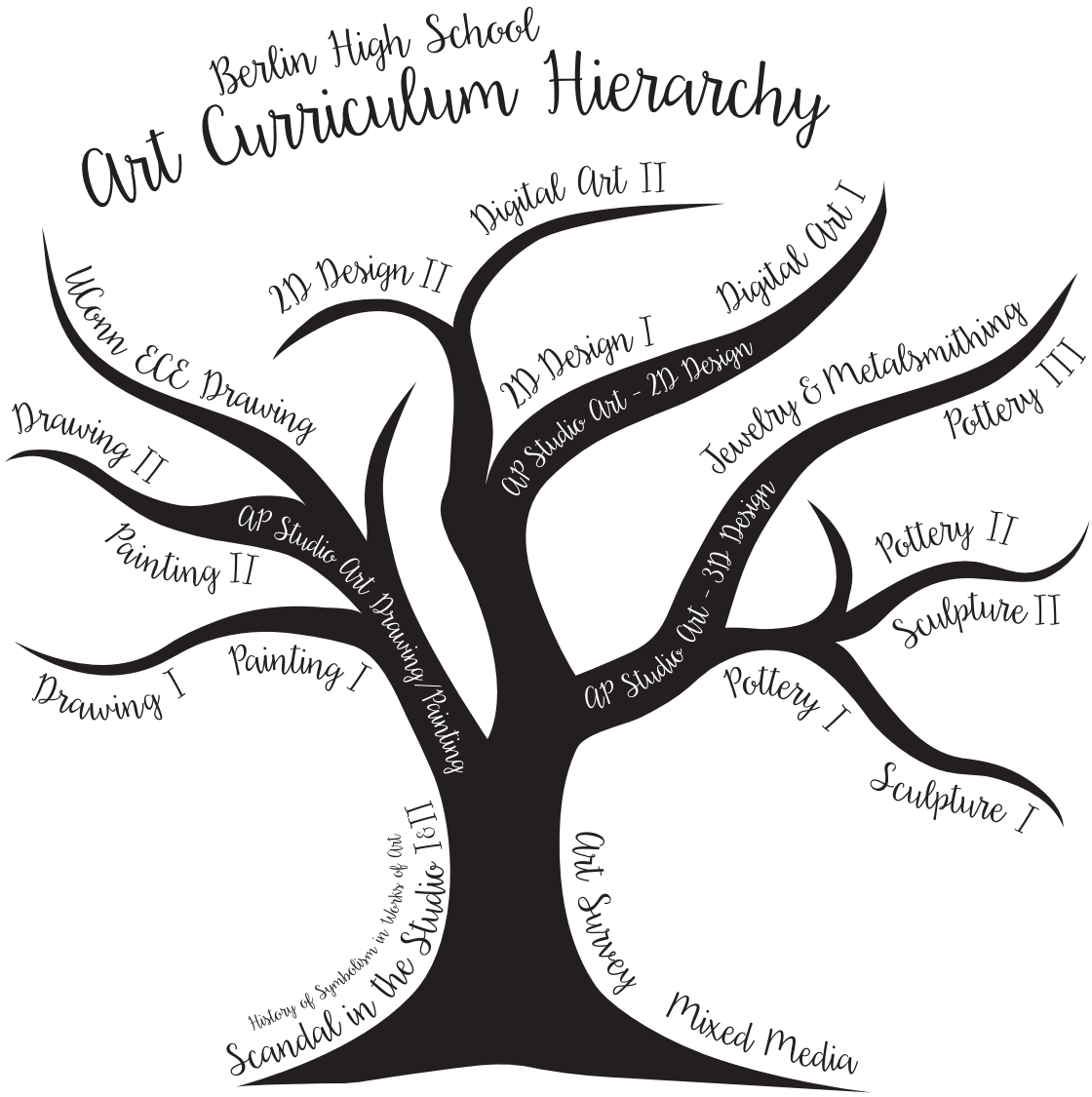
Grade 9	Grade 10	Grade 11	Grade 12	Course Name
X	X	X	X	2-D Design I
X	X	X	X	2-D Design II
X	X	X	X	Art Survey
X	X	X	X	Digital Art I
X	X	X	X	Digital Art II
X	X	X	X	Drawing I
X	X	X	X	Drawing II
	X	X	X	**UConn ECE Drawing
X	X	X	X	The History of Symbolism in Works of Art: Scandal in the Studio I
X	X	X	X	The History of Symbolism in Works of Art: Scandal in the Studio II
X	X	X	X	Jewelry & Metalsmithing
X	X	X	X	Mixed Media
X	X	X	X	Painting I
X	X	X	X	Painting II
X	X	X	X	Pottery I
X	X	X	X	Pottery II
	X	X	X	Pottery III

Grade 9	Grade 10	Grade 11	Grade 12	Course Name
X	X	X	X	Sculpture I
X	X	X	X	Sculpture II
		X	X	**AP Studio Art 2-D Design **AP Studio Art 3-D Design **AP Studio Art Drawing/Painting

* Indicates an **Advanced** level course
** Indicates an **Honors** level course

The Art Department curriculum is aligned with National and State Visual Arts Standards and works to nurture the student's ability to understand and communicate visually.

Structure of the Art Curriculum at Berlin High School



Earn College Credit in the Arts!

UConn ECE Drawing

AP Studio Art: Drawing/Painting, 2D Design, 3D Design

2-D Design I **HS05154G12**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12
2-D Design I 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 the formal design aesthetics needed to create meaning within artwork that is realistic, abstract, and/or non-objective. This course also teaches students how to read and interpret visual media, problem solve design challenges, critically think, and 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 Design II **HS05154G22**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12
Prerequisite: 2-D Design I
This course is an extension of 2-D Design I. It requires the student to apply the skills previously learned while learning new design skills. Emphasis will be placed on concept development to prepare students for the rigor of AP Studio Art. A variety of hand-based materials, techniques, and processes will continue to be explored. *This course is a great precursor for the AP Studio Art 2-D Design course.*

Art Survey **HS05151G**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12
Art Survey is specifically intended for the beginning art student as it serves as an introductory course to all other courses in the Art Department. Students will have the opportunity to explore 2-D Design, Art History, Digital Art, Drawing, Mixed Media, Painting, Pottery, and Sculpture. *No prior skills required.*

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. While exploring visual design aesthetics (such as the elements and principles of design, compositional rules, and hierarchy) students will be using 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 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 how to use Adobe Photoshop, Illustrator, and InDesign software together to support more advanced design work. Emphasis in this course will be placed on concept development to prepare students for the rigor of AP Studio Art. New skills will build onto the skills explored in Digital Art I. *This course is a great precursor for the AP Studio Art 2-D Design course.*

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 documentation, 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. They 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 encouraged. Media as well as work size are explored. *This course is a great precursor for the UConn ECE Drawing and AP Studio Art Drawing/Painting courses.*

****UConn ECE Drawing** **HS05156H**
Full Year **1.00 credit**
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 entails an involvement of all the senses; it is a process of exploration, concentration, decision-making, risk taking, learning, and understanding relationships. We will cover the formal aspects of perspective, contour, composition, scale, form (organic and 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. An exclusive UConn ECE Drawing Show will take place in the spring to celebrate students and their work. Successful completion of the course will result in 3 UConn credits. *This course is a great complement to the AP Studio Art Drawing/Painting course*.

The History of Symbolism in Works of Art: Scandal in the Studio I HS05152G12
1/2 Year .50 credit
Grades 9, 10, 11, and 12
The art world is all about intriguing visual communication, for instance through body language and eye contact. Artists are sensitive to details, subtleties, and the unspoken. This is an opportunity to take part in round table thematic discussions, applying decoding skills and uncovering clues/symbols, often unveiling scandalous stories of love, hate, hope, despair, hardship, and overall life, from multiple perspectives. Looking at situations or artworks from different points of view will give students the understanding to be more empathetic toward others, while developing their personal voice in the painting of the unique stories of their own lives and/or artwork. Personal reflection and understanding of topics is encouraged through discussion. No prior experience required, just a sense of wonder and curiosity. Supporting hands-on activities and field trips will be part of the learning process. *This is a great precursor to AP Studio Art courses in helping students understand and develop more complex concepts for their artwork.*

The History of Symbolism in Works of Art: Scandal in the Studio II HS05152G22
1/2 Year .50 credit
Grades 9, 10, 11, and 12
This course serves as an extension to Scandal in the Studio I. We will continue to tease out how different themes repeat themselves throughout time and around the globe. *This is a great precursor to AP Studio Art courses in helping students understand and develop more complex concepts for their artwork.*

Jewelry & Metalsmithing HS05166
1/2 Year .50 credit
Grades 9, 10, 11, and 12
Students will explore the art of working three-dimensionally with metal. Students will design and create individual jewelry pieces inspired by historical and contemporary artworks. Emphasis will be placed on design, craftsmanship, and the relationship between form and function. The aim of this course is to provide students with a working knowledge of the metalsmithing process, including sawing, piercing, shaping, texturing, and soldering. Students will utilize several finishing and decorating techniques to complete their work. *No prior skills required.*

Mixed Media HS05155G12
1/2 Year .50 credit
Grades 9, 10, 11, and 12
Imagine learning how to make art out of anything you find! Mixed Media is a non-traditional art course that encourages growing in the processes of experimentation, problem solving, integrating methods and materials, and learning to listen and follow your own artistic intuition. Students will be mixing, layering, and combining techniques and processes with multiple forms of media, including but not limited to: pencil, charcoal, watercolor, acrylic, ink, collage, photography, and digital art, while incorporating sculptural elements, textures, and found objects into their work. Students will be encouraged to find their personal voice and style. *It is recommended, but not required, that students have taken a Level 1 course in the Art Department prior to this course.*

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 reference. Students will work one quarter with watercolors and the other quarter with acrylics. *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. Creativity through personal expression and composition is nurtured. Watercolors and acrylics will both be explored further. *This course is a great precursor for the AP Studio Art Drawing/ Painting course.*

Pottery I HS05159G13
1/2 Year .50 credit
Grades 9, 10, 11, and 12
Within this course, students will learn about the properties of clay and how to prepare it for use. This course will focus on hand building techniques such as pinch, coil, and slab, and introduce students to the potter's wheel. Students will learn basic throwing skills and will create common forms on the wheel. Pottery pieces will be functional and/or decorative and finished with a variety of glazes and decorating techniques. *No prior skills required.*

Pottery II HS05159G23
1/2 Year .50 credit
Grades 9, 10, 11, and 12
Prerequisite: Pottery I
Students will explore more advanced hand building and wheel throwing techniques, including bowls, vases, teapots, and non-traditional combined methods. The course will have a concentration on conceptual development and advanced glazing and decorating techniques. Projects and class content will reference historical and contemporary ceramics.

Pottery III **HS05159G33**
1/2 Year **.50 credit**
Grades 10, 11, and 12
Prerequisite: Pottery II
This class is for advanced students who are serious about furthering their pottery skills. A combination of elaborate hand building, wheel throwing, and glazing techniques will be utilized for each project. Students will be guided through the development of sophisticated concepts and forms. *This course is a great precursor for the AP Studio Art 3-D Design course.*

Sculpture I **HS05158G12**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12
Students will design and create three-dimensional artwork using a variety of expressive media which may include clay, wire, balsa foam, and recyclables. Projects will explore art history while utilizing both additive and subtractive techniques to work in both relief and sculpture-in-the-round. A wide variety of sculptural procedures and subject matter will be examined along with several finishing methods. *No prior skills required.*

Sculpture II **HS05158G22**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12
Prerequisite: Sculpture I
Within this course, students will explore complex areas of sculpture in greater depth, with special emphasis on conceptual and technical development. Projects and class content will reference historical and contemporary sculpture. Traditional media, such as wood, wire, plaster, and clay may be utilized, as well as unconventional materials such as cardboard, found objects, and recyclables. *This course is a great precursor for the AP Studio Art 3-D Design course.*

****AP Studio Art 2-D Design** **HS05171H2D**
****AP Studio Art 3-D Design** **HS05171H3D**
****AP Studio Art Drawing/Painting** **HS05172H**
Full Year **1.00 credit**
Grades 11 and 12
AP Studio Art is intended for motivated students who are interested in artistically developing their personal voice through the development of a portfolio. An AP portfolio consists of 12 works in a breadth section, 12 in a concentration of the student's choice, and 5 quality pieces that could be pulled from either the breadth or concentration sections. It is the student's choice to focus all 24 pieces in either Drawing/Painting, 2-D Design, or 3-D Design strands. 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 as well as the *Scandal in the Studio* course to help them understand and develop more complex concepts for their artwork. Students will learn how to actualize their ideas through concept development and artistic behaviors. An exclusive AP Studio Art Show will take place in the spring to celebrate students and their work. Successful completion will result in AP College Board credit.

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

Grade 9	Grade 10	Grade 11	Grade 12	Course Name
	X	X	X	CCP Accounting I
		X	X	*CCP Accounting II
		X	X	Accounting III
	X	X	X	Business Law
X	X	X	X	Business Survey
	X	X	X	CCP Communicating for Success
	X	X	X	Economics
X	X	X	X	Introduction to Business Technologies
	X	X	X	Marketing I
		X	X	Marketing II
X	X	X	X	Personal Finance
		X	X	Survey in Business

* Indicates an **Advanced** level course
** Indicates an **Honors** level course

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. Students have an opportunity to explore the basics of personal finance, the decision-making techniques needed to be savvy consumers and ethical employees, the economic principles of an increasingly international marketplace, and the processes by which businesses operate. In addition, these standards provide a solid educational foundation for students who want to successfully complete college programs in various business disciplines.

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: Completion of 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**
Grades 11 and 12
Prerequisite: Completion of 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 Citizenship, Marketing, Business Law, Economics, 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 Drive.

CCP Communicating for Success 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. College credit is available for COM100.

Economics HS12105G

1/2 Year **.50 credit**

Grades 10, 11, and 12

This course utilizes the Junior Achievement (JA) Economics Program which reinforces concepts of micro and macro economics by having students explore the basic characteristics of the US economic system and how economic principles influence business decisions. It also introduces students to career opportunities, consumer issues, and helps reinforce important academic and leadership skills including research and data analysis, problem solving, and critical thinking.

Introduction to Business Technologies HS10005G

Full Year **1.00 credit**

Grades 9, 10, 11, and 12

This course will give students a foundation in 21st century technology skills crucial to effective communication. Students will 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.

Marketing I HS12152G1

Full Year **1.0 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 II HS12152G2

Full Year **1.00 credit**

Grades 11 and 12

Prerequisite: Completion of 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 HS12101G

1/2 Year **.50 credit**

Grades 9, 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.

Survey in Business HS12055G

1/2 Year **.50 credit**

Grades 11 and 12

This course is designed to give college-bound students an introduction to business through an online interactive system. Students will explore business topics of their choice, careers, and *Microsoft® Office* applications. See **Business Survey** course description for topics.

ENGLISH CURRICULUM

Grade 9	Grade 10	Grade 11	Grade 12	NCAA	Course Name
	X			X	*Advanced American Studies
	X			X	American Literature
	X	X	X	X	American Voices & Modern Issues
	X	X	X		Broadcast Journalism I
	X	X	X		Broadcast Journalism II
	X	X	X	X	Creative Writing
X				X	English 9
X				X	*Advanced English 9
		X	X	X	**AP English Language and Composition
			X	X	**AP UConn ECE English Literature and Composition
	X	X	X		Issues and Methods in Writing and Peer Tutoring
	X	X	X	X	Journalism
		X		X	Junior Seminar: Critical Reading, Writing, and Thinking
			X		*Advanced Literature and Psychology *[may fulfill English or Social Studies credit]*
	X	X	X	X	Mythology
	X	X	X		Philosophy and Literature
	X	X	X	X	Science Fiction and Fantasy
		X	X	X	**UConn ECE Seminar in Academic Writing
	X	X	X	X	Speech
	X	X	X	X	Sports Literature
	X	X	X		Theatre Arts

* Indicates an **Advanced** level course
** Indicates an **Honors** level course

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.

Writing Requirements: The development of writing skills is an objective of each course. To achieve this objective, a substantial student effort is required. Therefore, in order to receive credit for each course, the student is expected to complete writing assignments in a satisfactory manner.

Honors and Advanced Classes: In order to participate in an Honors or Advanced level English course, students must be recommended by their current ELA or English teacher.

English Core Classes

***Advanced American Studies HS01002E**
Full Year 1.00 credit
Grade 10 NCAA Eligible
Prerequisite: Grade 9 English teacher recommendation
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.

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
Prerequisite: Grade 8 Language Arts teacher/counselor recommendation
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.

****AP English Language and Composition HS01005H**
Full Year 1.00 credit
Grades 11 and 12 NCAA Eligible
Prerequisite: Grade 10 English teacher recommendation
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. The teachers expect each student enrolled in this course to take the Advanced Placement examination. 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
Prerequisite: Grade 11 English teacher recommendation
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. **English 1011** is a seminar in writing about some of the world's best literature. *Academic Expectations:* AP UConn ECE English Literature and Composition is a demanding course that will yield substantial benefits to the conscientious student. Everybody involved in this course is expected to demonstrate mature initiative, thorough preparation, and willing cooperation. Students who complete this course with a "C" or better will be awarded University of Connecticut credit. As well, students who complete this course are prepared to take the Advanced Placement examination. We expect each member of this class to achieve University of Connecticut credit, as well as take the Advanced Placement examination. Students are individually responsible for costs associated with University of Connecticut credit and the Advanced Placement examination. Financial assistance is available for AP test fees with demonstration of need. Please see your counselor.

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.

****UConn ECE Seminar in Academic Writing** **HS01103H**
Full Year **1.00 credit**
Grades 11 and 12 **NCAA Eligible**
Prerequisite: Teacher recommendation and previous coursework at the advanced level in grades 9 and 10, or superior performance in American Literature with final grade of 90 or above
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 complete this course with a "C" or better 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 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.***

American Voices & Modern Issues **HS01065G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**
Prerequisite: Teacher recommendation
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.

Broadcast Journalism I **HS11149G12**
1/2 Year **.50 credit**
Grades 10, 11, and 12
This course provides students the opportunity to learn multiple aspects of broadcast journalism (television and radio) in three lab settings: the radio studio (WERB), the television studio, and the computer lab (iMovie and Garageband). Working with technology education and English teachers, students will engage in activity-based assignments focusing on: pre-production of broadcasting segments (scripting and creating storyboards), production (filming in studio or location or live radio broadcasts), and post-production (revising and editing productions). Major projects include producing live radio shows for WERB and television productions in the Berlin High School studio. Units will take every opportunity to engage in relevant learning, document community activities, or participate in local contests that arise.

Broadcast Journalism II **HS11149G22**
1/2 Year **.50 credit**
Grades 10, 11, and 12
Prerequisite: Broadcast Journalism I or Television Production
This course is the application of the skills acquired in Broadcast Journalism I or TV Production in the three lab settings: the radio studio (WERB), the television studio, and the computer lab. Students should be proficient in using all equipment in these labs with minimal supervision. Students will run a production service for the school creating projects and productions for the school community. Students will run weekly production meetings, produce a weekly radio show, manage several productions, as well as support their peers' productions throughout the semester.

Creative Writing **HS01104G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**
Prerequisite: Teacher recommendation
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 **HS01149G**
1/2 Year **.50 credit**
Grades 10, 11, and 12
Prerequisite: Students must receive a 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.

Journalism **HS11101G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**
Prerequisite: Teacher recommendation
This course instructs students in the ethical questions and skills of journalism. Students will begin by exploring the history of journalism and censorship. Students will then engage in research, study and apply interviewing and reporting techniques, and compare the experience of writing for online media and traditional print. In addition, students will maintain the Redcoat Review's online companion website. Students will develop skills in problem solving, critical thinking, and cooperative learning.

***Advanced Literature and Psychology** **HS01053E**
1/2 Year **.50 credit**
Grade 12
Prerequisite: Teacher recommendation, prior or concurrent experience in Introduction to Psychology or AP Psychology, and advanced coursework in English
This co-taught English and Social Studies course promotes understanding of selected literary works in terms of their experiential values and relevance to daily living. The focus is on works in which characters confront life with the need to integrate self and deepen their relationship with the world. Coursework revolves around three learning goals: to introduce the psychological approach to literature as an interpretive perspective; to enable students to appreciate this approach as a valuable tool in the search for meaning; and to offer various perspectives for the literary analysis of theme, symbol, and character. Course readings include a variety of texts such as William Golding's *Lord of the Flies*, Kurt Vonnegut's *Slaughterhouse Five*, Elie Wiesel's *Night*, F. Scott Fitzgerald's *The Great Gatsby*, Zora Neal Hurston's *Their Eyes Were Watching God*, and Tim O'Brien's *The Things They Carried*. Independent research and extensive writing is emphasized throughout the course. Students may elect to take this course in fulfillment of either an English or Social Studies credit.

Mythology **HS04350G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**
Prerequisite: Teacher recommendation
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.

Philosophy and Literature **HS04306G**
1/2 Year **.50 credit**
Grades 10, 11, and 12
Prerequisite: Teacher recommendation
This course provides an introduction to philosophical thinking rather than a full survey of philosophical disciplines, focusing on several characteristic examples that illustrate how classical and modern thinkers formulate their questions and how they grapple with their issues in contrast to ordinary, religious, and scientific consciousness. The following questions will be considered through various readings: Is knowledge possible; does it come from reason or from experience; what is the ultimate substance of the world (is it material or ideal); are human actions free or determined; does God exist; why is there evil; and are moral norms relative or absolute? In addition, the course will include preliminary orientation about the notion of philosophical argument, its various forms, and the ways arguments should be analyzed.

Science Fiction and Fantasy **HS01061G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**
Prerequisite: Teacher recommendation
This course will explore the genres of science fiction and fantasy. It will focus on works by some of the greatest authors of science fiction and fantasy including, but not limited to, Isaac Asimov, Ray Bradbury, Aldous Huxley, H.G. Wells, J.R.R. Tolkien, and Philip Pullman. We will explore the literary value of these works, study author style and craft, draw parallels between their world and ours, and examine their historical and social significance. Novels, short stories, film, and poetry will be essential in exploring these ideas. Students will be expected to engage in critical analysis and discussion of these works. The use of technology is heavily emphasized.

Speech **HS01151G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**
Prerequisite: Teacher recommendation
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**
Prerequisite: Teacher recommendation
This course will focus on various pieces of nonfiction based on historical American sports stories, focusing on 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.

Theatre Arts **HS05051G**
1/2 Year **.50 credit**
Grades 10, 11, and 12
Prerequisite: Teacher recommendation
This class allows students with an interest in theater to gain knowledge on all aspects of drama. It studies the history of theater from ancient to modern times, allowing students the opportunity to study classic Greek tragedies, Renaissance plays, and a variety of modern scripts. They will be expected to critically analyze the historical and cultural aspects of each piece. Students will also study improvisation techniques, set design, and theatrical production on and off the stage.

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

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

* Indicates an **Advanced** level course
** Indicates an **Honors** level course

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.

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 9, 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.

Child Development **HS22204G**
1/2 Year **.50 credit**
Grades 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 parent-hood; human sexuality; pregnancy; prenatal develop-ment; 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.

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

****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.

ProStart: Restaurant Management and Culinary Arts I **HS22202G12**
Full Year **1.00 credit**
Grades 10 and 11
Prerequisite: Algebra I or permission of instructor; students may receive Honors quality points for receiving at least an 80% average in the course and 70% or above on the National Restaurant Association Educational Foundation's (NRAEF) ProStart 1 competency exam
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 that can lead to scholarships and travel, and work toward National Restaurant Association Educational Foundation certificates by passing the national standardized test.

***ProStart: Restaurant Management and Culinary Arts II** **HS22202G22**
Full Year **1.00 credit**
Grades 11 and 12
Prerequisite: ProStart I; students may receive Honors quality points for receiving at least an 80% average in the course and 70% or above on the National Restaurant Association Educational Foundation's (NRAEF) ProStart 1 competency exam
This course is a continuation of study from ProStart 1. Level II units include *Breakfast Food and Sandwiches; Nutrition; Controlling Foodservice Costs; Salads and Garnishing; Purchasing and Inventory; Meat, Poultry and Seafood; Marketing and the Menu; Desserts and Baked Goods; Sustainability: The Greening of Foodservice; Global Cuisines 1 & 2: The Americas;* and *European, Mediterranean, and Eastern Cuisines*. Students may have an opportunity to compete in culinary or management competitions that can lead to scholarships and travel, and work toward National Restaurant Association Educational Foundation certificates by passing the national standardized test. A mentored work experience may be offered. Students who meet academic standards, complete a checklist of competencies, and participate in at least 400 hours of a mentored work experience are awarded the ProStart National Certificate of Achievement. More than 60 colleges and universities offer scholarship and/or college-credit benefits to certificate holders.

LEARNING CENTER CURRICULUM

Grade 9	Grade 10	Grade 11	Grade 12	Course Name
X	X	X	X	Advocacy and the Community
X	X	X	X	Alternative Learning Strategies
X	X	X	X	Learning Center Biology
X	X	X	X	Learning Center Civics
X	X	X	X	Learning Center English 9, 10, 11, 12
X	X	X	X	Learning Center Life Skills
X	X	X	X	Learning Center Math 9, 10, 11, 12
X	X	X	X	Learning Center Reading
X	X	X	X	Learning Center Science
X	X	X	X	Learning Center US History
X	X			Learning Strategies, Grades 9 and 10
		X	X	Learning Strategies, Grades 11 and 12
X	X			Structured Study Support, Grades 9 and 10
		X	X	Structured Study Support, Grades 11 and 12

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.

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
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
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
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,
Grades 9 and 10 LC22005G12
Full Year 1.00 credit
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.

Learning Strategies,
Grades 11 and 12 LC22005G22
Full Year 1.00 credit
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,
Grades 9 and 10 **LC22003G12**
Full Year **1.00 credit**

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,
Grades 11 and 12 **LC22003G22**
Full Year **1.00 credit**

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

Grade 9	Grade 10	Grade 11	Grade 12	NCAA	Course Name
X	X	X	X		Academic Math Support
X	X			X	Algebra I
X^	X	X	X	X	Algebra II
X†	X	X		X	**Honors Algebra II
	X	X		X	Algebra IIA
		X	X	X	Algebra IIB
X	X			X	Balanced Algebra I/Geometry I
	X	X		X	Balanced Algebra I/Geometry II
		X	X	X	Balanced Algebra I/Geometry III
		X†	X	X	**Honors Calculus
			X	X	Calculus Concepts
		X†	X	X	**AP UConn ECE Calculus AB
		X	X	X	College Algebra & Math Modeling
			X		Financial Algebra
	X	X	X	X	**AP Computer Science A
	X	X	X	X	**AP Computer Science Principles
			X		Contemporary Math
		X	X	X	**UConn ECE Discrete Mathematics (UConn Math 1030Q)
X	X	X	X	X	Geometry
X†	X			X	**Honors Geometry
		X	X		Modern Applications of Math – A Computer Based Course
		X	X	X	Precalculus
	X†	X	X	X	**Honors Precalculus
		X	X	X	Probability and Statistics I
		X	X	X	Probability and Statistics II
		X	X	X	Probability and Statistics II – Sports Statistics
		X	X	X	**AP UConn ECE Statistics
		X	X	X	Trigonometry (Semester 2 Only)

* Indicates an **Advanced** level course
** Indicates an **Honors** level course
† This course is for honors students who want to double up freshman year and then take Calculus III independent study in their senior year
^ Can be doubled with Geometry

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).

Structure of the Mathematics Curriculum at Berlin High School Grades 8-12

8th Grade	Algebra Concepts	Algebra I #	Honors Algebra I
9th Grade	Algebra I, Balanced Algebra I/Geometry I	Geometry, Algebra I	Honors Geometry, Geometry
10th Grade	Balanced Algebra I/ Geometry II	Algebra II, Balanced Algebra I/Geometry III, Algebra IIA, AP Computer Science A, AP Computer Science Principles	Honors Algebra II, Algebra II, AP Computer Science A, AP Computer Science Principles
11th Grade	Balanced Algebra I/ Geometry III	Precalculus, College Algebra & Math Modeling, Probability and Statistics I/II, Probability and Statistics II – Sports Statistics, Modern Applications of Math, Algebra IIA or B, AP Computer Science A, AP Computer Science Principles	Honors Precalculus, Precalculus, College Algebra & Math Modeling, UConn Discrete or AP UConn ECE Statistics, AP Computer Science A, AP Computer Science Principles
12th Grade	Algebra II, Financial Algebra, Probability and Statistics I/II♦, Probability and Statistics II – Sports Statistics♦, Trigonometry, Algebra IIA, Contemporary Math ♦must be at least concurrent with Algebra II	Calculus Concepts, Honors Calculus, Precalculus, UConn Discrete, AP UConn ECE Statistics, Probability and Statistics I/II, Probability and Statistics II – Sports Statistics, Modern Applications of Math, Algebra IIB, AP Computer Science A, AP Computer Science Principles, Contemporary Math	AP UConn ECE Calculus AB, Honors Calculus, Calculus Concepts, UConn Discrete, AP UConn ECE Statistics, Probability and Statistics II – Sports Statistics, Modern Applications of Math, AP Computer Science A, AP Computer Science Principles

#Some students may take Algebra I in the 9th grade.

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 via an online course as a senior.

Academic Math Support **HS02001B14**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12
Prerequisite: Results from the SBAC, PSAT, and/or SAT and results from the 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.*

Balanced Algebra I/Geometry I **HS02174G13**
Full Year **1.00 credit (.67 credit NCAA)**
Grades 9 and 10 **NCAA Eligible**
Prerequisite: Pre-Algebra and/or teacher recommendation
This is the first of a three-course sequence that is aligned to the CCSS-M standards for Algebra I and Geometry. This course emphasizes problem solving utilizing concepts from algebra, geometry, probability and statistics, and discrete mathematics. Topics of study include Pythagorean Theorem, probability and decision-making, properties of real numbers and algebraic expressions, solving linear equations, ratios and proportions, area of sectors and arc length, similarity and dilations, properties of parallel and perpendicular lines transformation, and isometrics. Computer technology and scientific calculators are integrated into coursework.

Algebra I **HS02052G**
Full Year **1.00 credit**
Grades 9 and 10 **NCAA Eligible**
Prerequisite: 8th Grade Algebra Concepts and teacher recommendation
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 II **HS02174G23**
Full Year **1.00 credit (.67 cr. NCAA)**
Grades 10 and 11 **NCAA Eligible**
Prerequisite: Balanced Algebra I/Geometry I, Algebra I, or teacher recommendation
This is the second of a three-course sequence that is aligned to the CCSS-M standards for Algebra I and Geometry. This course emphasizes problem solving utilizing concepts from algebra, geometry, and basic probability. The coursework spirals off the content presented in Balanced Algebra I/Geometry I. Topics of study include solving and graphing linear equations including rational numbers in any form, solving linear inequalities, solving application problems involving linear equations, ratios, rates, and proportions. Topics also include properties and theorems involving segments, angles, and polygons. Also included are defining, evaluating, comparing and modeling with functions, analyzing data through scatter plots and best-fit lines, basic right-triangle trigonometry, coordinate geometry, geometric constructions, and properties and theorems involving circles. Computer technology and scientific and graphing calculators are integrated into coursework.

Balanced Algebra I/Geometry III **HS02174G33**
Full Year **1.00 credit (.67 cr. NCAA)**
Grades 11 and 12 **NCAA Eligible**
Prerequisite: Successful completion of Balanced Algebra I/Geometry II or teacher recommendation
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 solving systems of equations, laws of exponents (including radicals and integer exponents), interpreting data, polynomial operations, factoring, solving quadratic equations, and quadrilaterals. Computer technology and 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 and teacher recommendation
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 and teacher recommendation
This course includes the topics listed for Geometry, but the topics are covered in greater depth. Additional topics may include coordinate geometry and transformations. 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, Honors Geometry, and teacher recommendation
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 linear functions, 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 Pre-Calculus. A TI-84 Plus Graphing Calculator is required.

Trigonometry **HS02103G**
1/2 Year (Semester 2 Only) **.50 credit**
Grades 11 and 12 **NCAA Eligible**
Prerequisite: Balanced Algebra I/Geometry III or Algebra II and teacher recommendation
This course introduces students to the major topics found in a college trigonometry course. Students will study properties and many real-world applications of the six trigonometric functions. Computer technology, scientific calculators, and graphing calculators are integrated into coursework. Students may not earn credit for both Trigonometry and Precalculus.

Probability and Statistics I **HS02201G**
1/2 Year **.50 credit**
Grades 11 and 12 **NCAA Eligible**
Prerequisite: Algebra II and teacher recommendation
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 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: 75% or better in Probability and Statistics I and teacher recommendation
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.

Precalculus **HS02110G**
Full Year **1.00 credit**
Grades 11 and 12 **NCAA Eligible**
Prerequisite: Algebra II and teacher recommendation
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 and teacher recommendation
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: Completion of Algebra II (75 or below) or Balanced Algebra I/Geometry III (75 or below)
The following topics of an algebra review are incorporated in this course: Rules of integral exponents and the four operations (addition, subtraction, multiplication, division) on polynomials, factoring, solving systems of two equations in two variables, solving linear equations, solving formulas, and word problems involving linear equations. Also included are geometric concepts, consumer finance, and an introduction to probability and statistics.

Financial Algebra **HS02155G**
Full Year **1.00 credit**
Grade 12
Prerequisite: Balanced Algebra I/Geometry III, and teacher recommendation
This course covers financial topics such as banking, checking and savings accounts, mortgages, income tax, consumer credit investing, employment, independent living, budgets, and automobile ownership. Selected topics from Algebra I and II, Geometry, Precalculus and Probability and Statistics are integrated into coursework. Computer technology, scientific calculators, and graphing calculators will be used to support classroom instruction.

****UConn ECE Discrete Mathematics (UConn Math 1030Q)** **HS02102H**
1/2 Year **.50 credit (Semester 1)**
Grades 11 and 12 **NCAA Eligible**
Prerequisite: Precalculus and teacher recommendation
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. UConn credit will be granted to pre-registered students with a grade of C or better. Students are individually responsible for costs associated with the University of Connecticut.

Calculus Concepts **HS02121G**
Full Year **1.00 credit**
Grade 12 **NCAA Eligible**
Prerequisite: Precalculus and teacher recommendation
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 and teacher recommendation
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.

Modern Applications of Math – A Computer Based Course HS02153G
Full Year 1.00 credit
Grades 11 and 12
Prerequisite: Algebra II and teacher recommendation
This course spirals off Algebra II and Geometry topics and applies them to modern-day problems and uses. Topics of study include sabermetrics (the study of baseball statistics), vector and matrices in relation to computer graphics, discrete math and its role in computer programming, and game theory (strategic decision making). Each topic will have a computer-based component associated with it to support classroom instruction. A technology-based project will be integrated into each quarter. A TI-84 Plus Graphing Calculator is required for this course.

****AP Computer Science A HS10157H**
Full Year 1.25 credit (includes a lab)
Grades 10, 11, and 12 NCAA Eligible
Prerequisite: Completion of Geometry with an 80 or higher or teacher recommendation; must be taken in conjunction with another math course
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.

****AP Computer Science Principles HS10001H**
Full Year 1.00 credit
Grades 10, 11, and 12 NCAA Eligible
Prerequisite: Completion of Geometry with an 80 or higher or teacher recommendation; must be taken in conjunction with another 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. The seven big ideas are Creativity, Abstraction, Data & Information, Algorithms, Programming, Internet, and Global Impact. Students will prepare to take the AP exam, consisting of a two-part exam, one multiple choice and one performance task, completed in class.

****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 and teacher recommendation
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. UConn credit will be granted to pre-registered students with a grade of C or better. Students are individually responsible for costs associated with the University of Connecticut and the Advanced Placement examination.

****AP UConn ECE Statistics (STAT-1100 QC) HS02203H**
Full Year 1.00 credit
Grades 11 and 12 NCAA Eligible
Prerequisite: Precalculus and teacher recommendation
This course is offered in conjunction with the University of Connecticut Early College Experience (ECE) program. Instruction includes a standard approach to statistical analysis primarily for students of business and economics. Topics of study include elementary probability, sampling distributions, confidence intervals and hypothesis testing, regression and correlation, and exploratory data analysis. Statistical functions of the graphing calculator are integrated into the coursework. The TI-84 Plus Graphing Calculator is highly recommended for this course. UConn credit will be granted to pre-registered students with a grade of C or better. This course will prepare students for the Statistics Advanced Placement examination. Students are individually responsible for costs associated with the University of Connecticut and the Advanced Placement examination.

MUSIC CURRICULUM

Grade 9	Grade 10	Grade 11	Grade 12	Course Name
X	X	X	X	Beginning Band
	X	X	X	Bella Voce
X				Concert Band I
	X	X	X	Concert Band II
X	X	X	X	History of Rock and Roll
X	X	X	X	Men's Choir
	X	X	X	Music Technology I
	X	X	X	Music Technology II
	X	X	X	Music Theory I
	X	X	X	Music Theory II
		X	X	**AP Music Theory
X	X	X	X	Musical Theater Workshop
X	X	X	X	Percussion Ensemble
X	X	X	X	Piano I
X	X	X	X	Piano II
X	X	X	X	Piano III
X	X	X	X	Piano IV
X	X	X	X	Technical Theater
X	X	X	X	Treble Chorale

* Indicates an **Advanced** level course
** Indicates an **Honors** level course

The Music Department at Berlin High School is committed to developing life-long participants in, and appreciators of, music. Music offers students an opportunity to develop both creative and critical skills which enable them to relate their musical experiences to history and culture. Through a variety of course offerings such as choral performance, instrumental performance, music technology, keyboard skills, music theory, and music history, students develop communication and problem solving skills in a collaborative atmosphere. Emphasis is placed on the mastery of performance fundamentals for both vocal and instrumental ensembles as well as the development of individuality through expression and the creative process.

Beginning Band **HS05101G**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12
This course is open to any student who wishes to learn a wind instrument. No experience with music is necessary. Students will learn the fundamentals of playing a wind instrument and present a small concert at the end of the year. Assessments will consist of daily participation and individual playing exams.

Bella Voce **HS05110G33**
Full Year **1.00 credit**
Grades 10, 11, and 12
Prerequisite: Permission of instructor through audition
This advanced level choral ensemble is designed to improve the individual student's quality of singing (with emphasis on breathing, diction, musicianship, style, and interpretation) so they can better understand how to perform as an individual and an ensemble member. In addition, advanced choral literature will be used to continue development of music literacy skills, and overall musical abilities. 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 chorus 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 freshmen entering the Berlin High School Band program. In this course, students will continue to develop technical and musical skills on their individual instrument. Through the use of appropriate exercises and literature, students will develop fundamental skills on their instrument related to proper tone production and technique, 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 will be 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: Successful completion of 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 will be held in August. In addition, the concert band and its members will travel to regional and national festivals to perform and compete.

History of Rock and Roll **HS05118G**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12
This course will give students a broad, comprehensive understanding of the genre of music known as Rock and Roll. Students will begin their study with the "field hollers" of the 1800s and conclude with recent developments and advances in rock and roll. Special focus will be placed on significant artists and developments of the genre. Grading will consist of daily participation, written exams, and journal writing.

Men's Choir **HS05110G43**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12
Men's Choir consists of all male students. This choral ensemble can serve as a year of training and transition for the first year chorister who wants to continue singing in grades 10 through 12, or for male 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**.**

Music Technology I **HS10249G12**
1/2 Year **.50 credit**
Grades 10, 11, and 12
This course is designed to introduce students to the world of digital audio and MIDI computer recording. By using the tools of digital recording, students will create their own musical compositions and arrangements for use in a variety of applications. The course will explore the electronic keyboard, MIDI and audio recording, music theory, notation, arranging, composition, music production, and performance.

Music Technology II **HS10249G22**
1/2 Year **.50 credit**
Grades 10, 11, and 12
Prerequisite: Successful completion of Music Technology I
This course is a continuation of Music Technology I and will build upon previous experience with the fundamentals of music technology and sound engineering to integrate students' knowledge of traditional musical elements with past and current technologies used to capture, create, mix, and present music. Students will explore the creative and aesthetic implications of music technology and sound engineering through class projects.

Music Theory I **HS05113G12**
1/2 Year **.50 credit**
Grades 10, 11, and 12
Prerequisite: *One year of band, chorus, or piano*
Music Theory I is intended for those students interested in a deeper understanding of the inner workings of music and composition. The course will explore the fundamentals of harmony, intervals, rhythm, music analysis, and basic composition. Grading will include daily participation, written tests, homework, and a comprehensive final exam.

Music Theory II **HS05113G22**
1/2 Year **.50 credit**
Grades 10, 11, and 12
Prerequisite: Music Theory I
Music Theory II will continue where Music Theory I finishes. By the end of this course students will be able to compose and analyze music in four-part harmony and complex rhythms and meter signatures. Grading will include daily participation, written tests, homework, and a comprehensive final exam.

****AP Music Theory** **HS05114H**
Full Year **1.00 credit**
Grades 11 and 12
Prerequisite: Music Theory I
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, AP Music Theory courses extend and build 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.

Musical Theater Workshop **HS05052G**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12
Musical Theater Workshop explores the basics of musical theater song and scene performance. Students will perform musical theater songs (solos and duets), learn the basics of musical theater history, and learn general stage directions. Grading is based on daily participation, song performances, critiques of student performances, and assignments. The course culminates in a mock musical theater audition.

Percussion Ensemble **HS05106G**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12
Prerequisite: Student purchase of some equipment
No music experience is necessary to take Percussion Ensemble. Students will learn the basics of music reading and percussion performance and will receive instruction on mallet percussion, Latin percussion, battery percussion, and various auxiliary percussion instruments. Grading will be based on daily participation, playing tests, and a group performance exam.

Piano I **HS05107G14**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12
Piano I is open to all students, regardless of musical knowledge or experience. This class will cover the fundamentals of reading music and playing piano. Students set their own pace for learning. Grading will be based on daily participation, playing tests, and a comprehensive final performance exam.

Piano II **HS05107G24**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12
Prerequisite: Piano I or audition for instructor
This course continues the lessons that were started in the Piano I method book and will focus on the continuing development of fundamental playing skills and musical knowledge. Grading will be based on daily participation, playing tests, and a comprehensive final performance exam.

Piano III **HS05107G34**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12
Prerequisite: Piano II or audition for instructor
Piano III is designed for the intermediate to advanced pianist. Coursework will include exercises in the intermediate method book or music currently being studied in private instruction. Grading will be based on daily participation, playing tests, and a comprehensive final performance exam.

Piano IV **HS05107G44**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12
Prerequisite: Piano III or audition for instructor
Piano IV is intended for the advanced pianist who wishes to further develop his/her skills in reading and performing. Emphasis will be placed on scales and arpeggios, work in the advanced method book, and performance of standard solo literature. Grading will be based on daily participation, playing tests, and a comprehensive final performance exam.

Technical Theater **HS05056G**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12
This course is an exploration of the duties of stage technicians and their contribution to the total aesthetic effect of a dramatic production. Topics covered will include design research and principles; scene shop organization; painting and construction techniques; equipment use and maintenance; principles and application of sound, lighting, and computer technology; the use of special effects; costume and makeup considerations and selection; publicity and business management; theater safety; and the function of technical stage personnel in production work. Technical theater will incorporate academic study and hands-on application of knowledge and skills.

Treble Chorale **HS05110G13**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12
Treble Chorale consists of all female students. This choral ensemble can serve as a year of training and transition for the first year chorister who wants to continue singing in grades 10 through 12, or for female 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.*

PHYSICAL EDUCATION / HEALTH CURRICULUM

Grade 9	Grade 10	Grade 11	Grade 12	Course Name
X				Adaptive Physical Education (Grade 9)
	X	X	X	Adaptive Physical Education (Grades 10, 11, and 12)
X				Health
	X	X	X	Lifetime Activities I
	X	X	X	Lifetime Activities II
X				PE Grade 9
	X			PE Grade 10
		X	X	PE Grades 11 and 12
X				Unified PE (Grade 9)
	X	X	X	Unified PE (Grades 10, 11, and 12)

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 grade 9 Health 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.

Adaptive Physical Education **HS08007G12**
1/4 Year **.25 credit**
Grade 9
Emphasis is placed on skill development in the following units of instruction: lifetime activities, personal wellness, international games, racquet sports, group games, cooperative games, corporate games, and leisure games adapted in accordance with students' individual needs.

Adaptive Physical Education **HS08007G22**
1/2 Year **.50 credit**
Grades 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.

Health **HS08057G**
1/4 Year **0.25 credit**
Grade 9
Health topics include global health issues, nutrition, addiction, alcohol, tobacco and other drugs, reproduction, and sexually transmitted infections.

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 9 **HS08001G12**
1/4 Year **0.25 credit**
Emphasis is placed on skill development in the following units of instruction: lifetime activities, personal wellness, international games, racquet sports, group games, cooperative games, corporate games, and leisure games.

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 Grades 11 and 12 **HS08001G**
1/2 Year **.50 credit**
As part of the grade 11 program, health topics are offered with emphasis on stimulating critical thinking regarding substance abuse, smoking, and AIDS education. Activities at this level are designed to develop an interest in physical fitness and leisure time activities. The following units of instruction are offered: lifetime activities, personal wellness, international games, racquet sports, group games, cooperative games, corporate games, and leisure games.

Unified PE – Grade 9 **HS08049G12**
1/4 Year **.25 credit**
Prerequisite: Recommendation of a physical education/ wellness teacher, special education teacher, or school counselor
This course is open to freshmen students who are interested in participating in a Unified Sports model. This model emphasizes cooperation, problem solving, and forming relationships between peers. A diverse group of students will work together creating a supportive learning environment while engaging in sport and fitness activities. Unified Physical Education combines general education students with students with disabilities to work in a one-on-one physical education setting. General education students will be assessed based on collaboration, communication, responsibility, and leadership.

Unified PE –
Grades 10, 11, and 12 **HS08049G22**
1/2 Year **.50 credit**
Prerequisite: Recommendation of a physical education/ wellness teacher, special education teacher, or school counselor and an application for acceptance
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.

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 –
Grades 9 and 10 **HS01066B12**
Academic Reading –
Grades 11 and 12 **HS01066B22**
Full Year **1.00 credit**
Students who are not reading up to their potential are scheduled for Academic Reading. These students are referred 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. The focus is on individualized and group instruction in reading, listening, and viewing critically as well as writing and communicating effectively. Students will have the opportunity to test out at the end of Semester 1.

SCIENCE CURRICULUM

Grade 9	Grade 10	Grade 11	Grade 12	NCAA	Course Name
		X	X	X	Anatomy and Physiology
	X	X	X	X	Astronomy I
	X	X	X	X	Astronomy II
	X			X	Biology
	X			X	*Advanced Biology
	X	X	X	X	**AP UConn ECE Biology (Honors)
		X	X	X	Biotechnology
	X	X	X		Busting Myths in Science
	X	X	X		Catastrophic Events in Science
X		X	X	X	Chemistry
X				X	*Advanced Chemistry
		X	X	X	**AP UConn ECE Chemistry (Honors)
	X	X	X		Cooking Chemistry
		X	X	X	Earth and Space Science
		X	X	X	Environmental Science
		X	X	X	**AP UConn ECE Environmental Science
		X	X	X	Forensic Science
		X	X	X	Horticulture
X				X	Integrated Earth & Physical Science
		X	X	X	Marine Biology I
		X	X	X	Marine Biology II
		X	X	X	Physics
			X	X	**AP UConn ECE Physics (Honors)

* Indicates an **Advanced** level course
** Indicates an **Honors** level course

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 thinking flexibly, reading critically, solving problems creatively and collaboratively, and developing skills that are transferable for success in a global society.

All students are required to successfully complete one year of biology. Successful completion of a total of 4.0 credits in science (including biology) is required in order to graduate. All science courses, including semester and full year courses, may be used toward fulfilling the total number of science credits needed for graduation.

Structure of the Science Curriculum at Berlin High School Grades 9-12

9th Grade	Integrated Earth & Physical Science	Chemistry	Advanced Chemistry
10th Grade	Biology	Biology or Advanced Biology	Advanced Biology or AP UConn ECE Biology
11th Grade	Chemistry or Science Electives	Earth and Space Science or Physics, and concurrent Science Electives	AP UConn ECE Science (Biology, Chemistry, or Environmental Science)
12th Grade	Chemistry or Physics or Anatomy and Physiology or Science Electives	Physics, and/or Anatomy and Physiology and/or Science Electives or AP UConn ECE Science (Biology, Chemistry, Environmental Science)	AP UConn ECE Physics and/or Anatomy and Physiology and/or AP UConn ECE Science (Biology, Chemistry, or Environmental Science) Science Electives

Science Core Classes

Anatomy and Physiology **HS03053G**
Full Year **1.25 credit**
Grades 11 and 12 **NCAA Eligible**
Prerequisite: Biology, Chemistry, and science teacher recommendation; 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 week.

Biology **HS03051G**
Full Year **1.25 credit**
Grade 10 **NCAA Eligible**
This is a general biology course with an emphasis on the application of the Scientific Method and relevance of biology 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 week. Successful completion of this course fulfills the Biology graduation requirement.

***Advanced Biology** **HS03051E**
Full Year **1.25 credit**
Grade 10 **NCAA Eligible**
Prerequisite: Successful completion of Chemistry or Advanced Chemistry with an average of 88 or above and science teacher recommendation
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 will be emphasized. This course includes one double lab period per week. Successful completion of this course fulfills the Biology graduation requirement.

****AP UConn ECE Biology (Honors) HS03056H**
Full Year **1.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**
Prerequisite: Successful completion of Advanced Chemistry with an average of 88 or above and science teacher recommendation
Students enrolling in this class must be aware that this is a college level course and will be taught as such. Topics covered 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) 9th ed, Campbell 2011. Students electing to enroll in this course must participate in field trips and fetal pig dissection. Students electing to enroll 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 the University of Connecticut credit and the Advanced Placement examination. There are two double lab periods scheduled per week. 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.

Chemistry **HS03101G**
Full Year **1.25 credit**
Grades 9 **NCAA Eligible**
(may be taken in grades 11 or 12 as an elective)
Prerequisite: Successful completion of Algebra I or Balanced Algebra I/Geometry II and science teacher recommendation
This course is an introductory course in chemistry for the college-bound student with grade appropriate math skills. The course utilizes as much mathematics as is necessary for the basic material and offers the application of chemistry to everyday life. Laboratory reports utilizing a technical writing format will be required. Concepts include the properties and structure of matter, the periodic table, writing chemical formulas and balancing equations, acids & bases, gas laws, and nuclear chemistry. This course includes one double lab period per week.

***Advanced Chemistry** **HS03101E**
Full Year **1.25 credit**
Grade 9 **NCAA Eligible**
Prerequisite: Successful completion of Honors Algebra I and science teacher recommendation
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, and organic chemistry. Problem solving and critical laboratory report writing will be emphasized as well as required. This course includes one double lab period per week.

****AP UConn ECE Chemistry (Honors)** **HS03106H**
Full Year **1.5 credit**
Grades 11 and 12 **NCAA Eligible**
Prerequisites: Advanced Chemistry with an average of 88 or higher, teacher recommendation, and completion of Algebra II (may not be concurrently enrolled), and completion of a Summer Chemistry Problem Set
Students enrolling in this class must be aware that this is a college level course and will be taught as such. Topics covered 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 week. 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.

Earth and Space Science **HS03008G**
Full Year **1.25 credit**
Grades 11 and 12 **NCAA Eligible**
Prerequisite: Any level of Chemistry and Biology
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, the scientific method will be applied to solving problems related to the units of study. This course includes one double lab period per week.

Integrated Earth & Physical Science HS03201G
Full Year 1.25 credit
Grade 9 NCAA Eligible
Prerequisite: Teacher recommendation and concurrent enrollment in Academic Math Support, Balanced Algebra I/Geometry I, 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 the structure of matter; chemistry and composition of the atmosphere; weather; 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, the scientific method 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 week.

Physics HS03151G
Full Year 1.25 credit
Grades 11 and 12 NCAA Eligible
Prerequisite: Successful completion of Geometry and Algebra II and concurrent enrollment in Precalculus or College Algebra & Math Modeling, and science teacher recommendation
A full-year lab course in the principles of physics and problem solving for college preparatory students with strong math backgrounds. Topics include measurement, mechanics, hydrostatics, aerodynamics, optics, sound, electricity, and an introduction to modern physics. This course includes one double lab period per week.

****AP UConn ECE**
Physics (Honors) HS03155H
Full Year 1.50 credit
Grade 12 NCAA Eligible
Prerequisite: Honors Precalculus, concurrent enrollment in senior level Honors Math, and teacher recommendation
Students enrolling in this class must be aware that this is a college level course and will be taught as such. Topics covered 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, hydrostatics, thermodynamics, optics, sound, electricity, magnetism, and an introduction to modern physics. The course includes two double lab periods per week. 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 credit and the Advanced Placement examination.

Science Electives

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, origin of chemical elements, novae and supernovae, white dwarfs, neutron stars, black holes, active 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 kinds of galaxies and their properties; clusters and superclusters of galaxies; and current events in astronomy.

Biotechnology HS14252G
1/2 Year .50 credit
Grades 11 and 12 NCAA Eligible
Prerequisite: Chemistry, Biology, and science teacher recommendation
The themes of this single semester course are fermentation, microorganisms, and DNA manipulation. Using up-to-date laboratory methods and technology, students will explore our ability to engineer DNA to enable harmless forms of microbes to produce useful products. The inquiry-based course includes the history of biotechnology, techniques in DNA science, microbiology, fermentation, genetics, forensics, and related societal issues. This course is highly recommended for serious juniors and seniors who plan to major in the biological or medical fields in college.

Busting Myths in Science HS03210G
1/2 Year .50 credit
Grades 10, 11, and 12
Prerequisite: Successful completion of any full year core science course
This is a project and lab-based course based on the hit TV show *MythBusters*. By utilizing the scientific method students will prove or debunk advertising claims, online videos, and myths in science. Students will communicate their finding in numerous ways, including video presentations, PowerPoint presentations, and written reports.

Catastrophic Events in Science **HS03049G**
1/2 Year **.50 credit**
Grades 10, 11, and 12
Prerequisite: Successful completion of any full year core science course
This course features topics of current interest such as: asteroid impacts, black holes, gamma ray bursts, super-volcanoes, climate change, epidemics, super-earthquakes, and tsunamis. The topics listed above may vary due to current events in science.

Cooking Chemistry **HS03105G**
1/2 Year **.50 credit**
Grades 10, 11, and 12
Prerequisite: Successful completion of Chemistry or Advanced Chemistry
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.

Environmental Science **HS03003G**
1/2 Year **.50 credit**
Grades 11 and 12 **NCAA Eligible**
Prerequisite: Biology
Environmental science is both relevant to students' personal experiences as well as vital to the future of our planet. In this semester-long course students will gain a better understanding of the human impact on the environment by expanding on ecological issues presented in biology. Some of the topics that will be covered include resource depletion and shifting to a more sustainable use of resources, and different types of pollution and their causes and solutions. Extensive emphasis will be placed on current events. All students will be required to maintain a weekly current events journal. Inquiry-based lab activities and field trips will also be included.

****AP UConn ECE**
Environmental Science **HS03207H**
Full Year **1.50 credit**
Grades 11 and 12 **NCAA Eligible**
Prerequisite: Biology, Chemistry, and science teacher recommendation
Students enrolling in this class must be aware that this is a college level course and will be taught as such. AP Environmental Science is designed to align with the Advanced Placement curriculum and UConn's Natural Resources and the Environment (NRE) 1000: Environmental Science course. It provides students with principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze both natural and human-made environmental problems, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students are expected to take the AP exam in May and achieve University of Connecticut credit. Students are individually responsible for the costs associated with the University of Connecticut credit and the Advanced Placement examination. There are two double lab periods scheduled per week.

Forensic Science **HS03202G**
1/2 Year **.50 credit**
Grades 11 and 12 **NCAA Eligible**
Prerequisite: Biology
This course will seek to investigate basic 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 analysis of crime scenes, blood, fingerprints, and bodily fluids. DNA fingerprints as well as the recognition of protein patterns found in fibers and cells left at a crime scene will be investigated.

Horticulture **HS03058G**
1/2 Year **.50 credit**
Grades 11 and 12 **NCAA Eligible**
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 I **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. An introduction to the ecology of coral reefs and deep sea hydrothermal vent communities will also be provided. Marine aquariums will be maintained and science field investigations in Long Island Sound, using Project Oceanology, will be completed.

Marine Biology II **HS03005G22**
1/2 Year **.50 credit**
Grades 11 and 12 (Semester 2) **NCAA Eligible**
Prerequisite: Marine Biology I
Students will study the anatomy and physiology of representative animals. Emphasis will be placed upon the structure of the organisms and how they are adapted to their particular habitat. Dissections are included. Field trips are planned in association with Project Oceanology.

SOCIAL STUDIES CURRICULUM

Grade 9	Grade 10	Grade 11	Grade 12	NCAA	Course Name
	X			X	Civics
		X	X	X	Conflicts in Reel History
		X	X	X	Global Poverty
	X	X	X	X	Greco Roman History and Culture
			X	X	**Honors Humanities
		X	X	X	Introduction to Anthropology
	X	X	X	X	Introduction to Law
	X	X	X	X	Introduction to Psychology
	X	X	X	X	Introduction to Sociology
			X		*Advanced Literature and Psychology *[may fulfill English or Social Studies credit]*
		X	X	X	**Political Theory
		X	X	X	**AP Psychology
		X	X	X	Reel American History
		X	X	X	Sports in American Society
	X	X	X	X	**AP US Government & Politics
		X		X	US History
		X	X	X	**AP US History
X				X	World and Its People
		X	X	X	**AP World History

* Indicates an **Advanced** level course
** Indicates an **Honors** level course

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.

Social Studies Core Classes

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.

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.

World and Its People **HS04061G**
Full Year **1.00 credit**
Grade 9 **NCAA Eligible**
Students enrolled in the full-year grade 9 course will study Africa, the Middle East, South Asia, and East Asia (particularly India, China, and Japan) through the lens of the five themes of Geographic Interconnections; Culture, Religions and Philosophies; Power, Authority, and Governance; Imperialism, Nationalism, and Sovereignty; and Human Rights and Social Justice.

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?

Global Poverty **HS04249G**
1/2 Year **.50 credit**
Grades 11 and 12 **NCAA Eligible**
Over one billion people in the world today live on less than $1/day. This course aims to explore why this is so, and what can be done about it. Students in this class will examine and compare basic living conditions in countries throughout the world. Students will also develop an understanding of basic economic principles and terminology, and evaluate different approaches to solving poverty and improving the daily lives of people around the world.

Greco Roman History and Culture **HS04058G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**
Students will examine the political, social, intellectual, and cultural histories of the two most prominent and impactful empires of the Mediterranean: Greece and Rome. Students will explore how each of these civilizations contributed to the development of Western Civilization. The chronology of the course will begin with Ancient Greece and end with the creation of the Byzantine Empire.

****Honors Humanities** **HS04302H**
Full Year **1.00 credit**
(English .50, Social Studies .50)
Grade 12 **NCAA Eligible**
This interdisciplinary class combines the study of philosophy, religion, art history, music, and psychology showing students the interconnectedness of ideas in our lives. A sampling of topics will include the philosophical study of man's place in the universe, good and evil, man and the state, the Florentine Renaissance, and creativity in our lives. Readings will be taken from Plato, Hume, Machiavelli, the Bible, the Koran, Bhagavad Gita, Buddhist sources, and other historical writings.

Introduction to Anthropology **HS04251G**
1/2 Year **.50 credit**
Grades 11 and 12 **NCAA Eligible**
Anthropology is the cross-cultural study of human societies. This course is taught at the college level and a sophisticated level of student participation is expected. The course covers a wide range of societies worldwide and suggests what we might learn about ourselves based on an intensive examination of people whose cultures differ from our own.

Introduction to Law **HS04162G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**
In this course, students will examine the reasons why one should know law and how it applies to our everyday lives. Concepts such as jurisdiction (federal, state, and local), preparation for a trial, jury selection, types of courts, and types of laws (criminal and civil) will be studied.

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.

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.

***Advanced Literature and Psychology** **HS01053E**
1/2 Year **.50 credit**
Grade 12
Prerequisite: Teacher recommendation, prior or concurrent experience in Introduction to Psychology or AP Psychology, and advanced coursework in English
This co-taught English and Social Studies course promotes understanding of selected literary works in terms of their experiential values and relevance to daily living. The focus is on works in which characters confront life with the need to integrate self and deepen their relationship with the world. Coursework revolves around three learning goals: to introduce the psychological approach to literature as an interpretive perspective; to enable students to appreciate this approach as a valuable tool in the search for meaning; and to offer various perspectives for the literary analysis of theme, symbol, and character. Course readings include a variety of texts such as William Golding's *Lord of the Flies*, Kurt Vonnegut's *Slaughterhouse Five*, Elie Wiesel's *Night*, F. Scott Fitzgerald's *The Great Gatsby*, Zora Neal Hurston's *Their Eyes Were Watching God*, and Tim O'Brien's *The Things They Carried*. Independent research and extensive writing is emphasized throughout the course. Students may elect to take this course in fulfillment of either an English or Social Studies credit.

****Political Theory** **HS04153H**
1/2 Year **.50 credit**
Grades 11 and 12 **NCAA Eligible**
This class will be run as a Socratic seminar where students will analyze political theories and institutions and their relevance to the present. Students will discuss how assumptions about human nature, economics, and individualism dictate politics. They will question why politics is not an exact science and why politicians disagree. Students will determine when and if people should rebel against their government, and develop their own ideas on who should hold more power than others, if at all. They will question what creates justice in society, determine why the world is the way it is today, develop their own educated views on politics, and make predictions for the future.

****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. We encourage each member of this class to take the AP examination. Students are individually responsible for costs associated with the AP examination.

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 U.S. 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**
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.

****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. Each member of this class is expected to take the AP examination. Students are individually responsible for the costs associated with the Advanced Placement examination.

****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. Admission to an AP course should depend upon a student's commitment to the subject as well as high aptitude. Student responsibility for reading and digesting material is required. Each member of this class is expected to take the AP examination. Students are individually responsible for the costs associated with the Advanced Placement examination.

****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. Each member of this class is expected to take the AP examination. Students are individually responsible for the costs associated with the examination.

TECHNOLOGY EDUCATION CURRICULUM

Grade 9	Grade 10	Grade 11	Grade 12	Course Name
	X	X	X	Architectural Design
	X	X	X	Automotive Transportation Systems
	X	X	X	Basic House Wiring
	X	X	X	Basic Plumbing & HVAC
	X	X	X	Digital Media & Moviemaking
	X	X	X	Digital Photography
	X	X	X	Engineering Design & Robotics
		X	X	Firefighter
		X	X	Firefighting Leadership
	X	X	X	Introduction to CAD & Design
	X	X	X	Introduction to Electrical Energy
	X	X	X	Introduction to Mobile Apps & Video Game Design
	X	X	X	Introduction to Power Transportation Systems
	X	X	X	Manufacturing Technology
	X	X	X	PC Build and Repair

Grade 9	Grade 10	Grade 11	Grade 12	Course Name
	X	X	X	Television Production
	X	X	X	Transportation Systems
	X	X	X	Woods I
		X	X	Woods II
X	X	X	X	World of Technology
	X	X	X	Yearbook

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, Construction, and Engineering. Some classes may not be offered every year. Check the course descriptions for additional details.

What can I do with a major in Technology Education?

- Architectural Engineer
- Automotive Service Tech/Service Writer
- Broadcast Engineer
- Civil Engineer
- Construction Contractor
- Electrical Engineer
- Electrical Inspector
- Firefighter
- Forensic Photographer
- Graphic Designer
- Human Resource Instructor/Supervisor
- Industrial Designer
- Industrial Engineering Technician
- Manufacturer's Representative
- Manufacturing Engineer
- Materials Engineer
- Numerical Control Machine Operator
- Safety Professional
- Studio Photographer
- Technology Education Teacher
- TV/Radio Announcer
- TV/Radio Engineer
- Video Studio Management
- Video Technician

Students following college preparatory, technical, business, or general programs of study are encouraged to include technology education courses in their schedules. Courses in the Technology Education Department include topics in the following areas: transportation, construction, communication, and manufacturing. 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.

Architectural Design HS21103G
1/2 Year .50 credit
Grades 10, 11, and 12
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.

Automotive Transportation Systems HS20103G
1/2 Year .50 credit
Grades 10, 11, and 12
Prerequisite: *Intro to Power Transportation Systems*
This course introduces students to the varied automotive systems using a STEM-based approach to integrate power lab-based activities with computer-based diagnostics, mathematics, and science using varied lessons. Technical communications include repair orders, vehicle diagnostics, and repair manuals. It encompasses automotive safety, tools, and laser front end alignment geometry, basic engine cooling, lubrication, fuel, electrical, emissions, tires, brakes, suspension, and steering systems. This course uses both lecture and activity-based lessons designed to develop students' awareness of automotive system fundamentals and safety. Welding and sheet metal fabrication along with other auto body experiences will be included. Students will investigate other power systems such as bio fuel, diesel, electric motors, and hybrid vehicles. An opportunity will be afforded to design, build an electric powered vehicle, and compete with other high schools in Connecticut. 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. The job employment outlook for mechanics with a 14 to 18 month technical education in 2020 is excellent with an estimated 43.6% job growth from 2010 and a fourth year average annual wage of $61,230.

Basic House Wiring **HS17103G**
1/2 Year **.50 credit**
Grades 10, 11, and 12
Offered on odd numbered graduating years
This course is the study of residential and commercial wiring systems. Basic House Wiring is offered to all students who have an interest in working with electricity and enjoy working with both their hands and heads. The course covers the fundamentals of residential wiring for students who are career bound or those students who wish to learn how to perform their own electrical work. The student will understand terminology, switches, circuit protection devices, outlets and fixtures, maintaining and upgrading existing wiring, tools of the trade, and career opportunities. This half year course will cover not only the "how" but also the "why" of safe household wiring. Hands-on and classroom participation activities are stressed.

Basic Plumbing & HVAC **HS17059G**
1/2 Year **.50 credit**
Grades 10, 11, and 12
This course is the study of residential plumbing and HVAC systems. Basic plumbing is offered to all students who have an interest in working with plumbing or heating and enjoy working with both their hands and heads. This course covers the fundamentals of residential plumbing for students who are career bound or those students who wish to learn how to perform their own plumbing work. The student will understand terminology, maintaining and upgrading existing plumbing, tools of the trade, and career opportunities. This half year course will cover not only the "how" but also the "why" of safe plumbing and HVAC. Hands-on and classroom participation activities are stressed.

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.

Digital Photography **HS11054G**
1/2 Year **.50 credit**
Grades 10, 11, and 12
This student-centered course emphasizes the technology of imaging and its uses. Students are introduced to digital imaging and software, the history of photography, cameras, lenses, light in photography, light sensitive media, and composition. Lab time occurs daily with a variety of engaging and interesting projects such as pinhole photography, design in photography, portrait photography, multimedia, and Photoshop projects.

Engineering Design & Robotics **HS21006G**
Full Year **1.00 credit**
Grades 10, 11, and 12
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.

Firefighter **HS15152G1**
Full Year **1.00 credit**
Grades 11 and 12
Prerequisite: Must be at least 16 years of age
The study of firefighting is strongly STEM-based as students continually make connections to English, Physics, Chemistry, Mathematics, and Fire Science in relation to real-life fire situations. Participants learn to be effective problem solvers working with multiple academic disciplines simultaneously in a fast-paced environment. 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. With a positive job outlook by 2020 there will be over 110,000 openings with an average salary of over $60k. This course is correlated with the 2002 edition of NFPA 1001, Standard for Firefighter Professional Qualifications, Level I, widely accepted as the standard of knowledge and skills measurement for all firefighters in North America.

Firefighting Leadership **HS15199G**
Full Year **1.00 credit**
Grades 11 and 12
Prerequisite: Firefighter
Firefighting Leadership encourages students to take active leadership roles within the firefighting class. Acting as an officer causes students to integrate their problem solving, communications, and organizational skills together to accomplish the task. This combination of English (communications), Physics, Chemistry, Mathematics, and Fire Science makes this a true STEM-based class where students master transferable skills. Leaders work to be effective problem solvers working with multiple academic disciplines simultaneously in a fast-paced environment. 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. With a positive job outlook by 2020 there will be over 110,000 openings with an average salary of over $60k annually. This course is correlated to the 2002 edition of NFPA 1001, Standard for Firefighter Professional Qualifications, Level I, widely accepted as the standard of knowledge and skills measurement for all firefighters in North America.

Introduction to CAD & Design **HS21102G**
1/2 Year **.50 credit**
Grades 10, 11, and 12
Students will develop an understanding of the design process with an emphasis on the elements and principles of design as they relate to students' individual interests. The course explores design principles through hand sketching, drawing in CAD, model making, and presentation boards. The course also introduces students to various career opportunities including interior design, architecture, and engineering.

Introduction to Electrical Energy **HS17108G**
1/2 Year **.50 credit**
Grades 10, 11, and 12
This activity-based course introduces students to the rapidly changing and expanding field of electrical energy. This course will cover electrical safety, principles of electricity, tools, and alternative energy sources. Activities will include building electric motors, building a wind generator, and building a homemade speaker.

Introduction to Mobile Apps & Video Game Design **HS10160G**
1/2 Year **.50 credit**
Grades 10, 11, and 12
This course introduces students to the world of mobile app and video game design in a straightforward format. Students will have the opportunity to learn the creative and technical components required to launch a new app or video game. Students will develop the skills of art, science, and technology needed to design apps and video games. This course is intended for beginners with little or no prior programming experience.

Introduction to Power Transportation Systems **HS20102G**
1/2 Year **.50 credit**
Grades 10, 11, and 12
This is an introduction to transportation systems and internal combustion engines using a STEM-based approach to integrate transportation-based activities with mathematics and science using varied lessons. 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 have hands-on opportunities to discover the relationships between exhaust, intake, compression, power, electrical/ignition, cooling, carburetion, and lubrication of internal combustion engines. It encompasses lab safety, mass/speed calculations, and guidance and control devices. Students will learn engine operational theory, routine maintenance, and an emphasis on safety. An investigation of other power systems such as bio fuel, diesel, electric motors, and hybrid vehicles is also conducted.

Manufacturing Technology **HS13002G**
1/2 Year **.50 credit**
Grades 10, 11, and 12
This is a hands-on course that will involve students in many aspects of manufacturing and manufacturing engineering. Units of study will include sheet metal fabrication, machining and combining methods, computer aided drafting (CAD), and CNC machining. Student activities will involve designing, process engineering, and manufacturing unique individual and group projects.

PC Build and Repair **HS10252G**
1/2 Year **.50 credit**
Grades 10, 11, and 12
This course is a hands-on introduction to the field of computer hardware and software. If you are interested in building, repairing, or just upgrading your PC, this course is for you. The course will cover the following topics: how PCs work, how to install hardware and software, how to diagnose common computer problems, and basic networking. In addition, an overview of A+ certification will be included.

Television Production **HS11051G**
1/2 Year **.50 credit**
Grades 10, 11, and 12
This activity-based course introduces students to basic television production skills. Students will work in small groups applying the concepts and processes of pre-production (planning and scripting), production (BHS TV), and post-production techniques. Projects will include creating content for Berlin High students and FOX Student News.

Transportation Systems **HS20101G12**
1/2 Year **.50 credit**
Grades 10, 11, and 12
Students will discover and explore transportation systems dealing with air, space, land, and sea travel. Activities such as model building, brainstorming, computer simulations, and problem solving will be stressed.

Woods I **HS17006G**
1/2 Year **.50 credit**
Grades 10, 11, and 12
This is an introduction to woodworking using a STEM-based approach to integrate woodworking with mathematics and science using activity-based lessons. Instruction is 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. These skills are widely transferable into many trades and design related fields. Students will create, design, and construct personalized teacher assigned projects with teacher guidance and close supervision. The curriculum exposes students to employment opportunities within the woodworking field along with a historical and scientific look at wood/woodworking, plastics, and manufacturing.

Woods II **HS13054G**
1/2 Year **.50 credit**
Grades 11 and 12
Prerequisite: Woods I
This is a continuation of a STEM-based education in woodworking with mathematics, science, and problem solving using activity-based lessons. Instruction is designed to extend a student's awareness of various types of materials, measurement, layout, hand tools, and machinery with an emphasis on safety. The class will explore all aspects of woodworking including fasteners, materials, building practices, and building codes. Students will construct personal project(s) of their choice with teacher guidance and close supervision. 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 along with a historical and scientific look at wood/woodworking and residential construction marketplace. The job outlook is very positive for building trades and design related fields; the outlook for 2020 in the US is over 100,000 vacancies and an average third year salary of $42k to $61k.

World of Technology **HS21052G**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12
This course introduces students to the varied Technical Education areas using a STEM-based approach to integrate lab-based lessons/activities with communication, mathematics, and the sciences. Students will rotate between all technology education teachers through the six technology education labs, BHS TV studio, and the WERB 94.5 FM radio station. Each topic is designed as an exploration in the areas of Broadcast, Communications, Electronics, Design, Manufacturing, Woods, Transportation, and Fire-fighting. Students have opportunities to work both in teams and individually with the emphasis on pushing beyond the core academics into discovering where all subjects meet as a comprehensive activity. Broadcast puts the ability to develop scripts with the artistic act of video composition, lighting, sound recording, and editing. Woodworking joins artistic and functional design, measurement, machining, problem solving, and the chemistry of finish. The premise of World of Technology is to have students explore a variety of areas as well as start the development of transferable college or career skills.

Yearbook **HS11104G**
1/2 Year **.50 credit**
Grades 10, 11, and 12
Students enrolled in this team-taught, hands-on course will design and produce the Berlin High School yearbook, *The Lamp*. Students will learn various aspects of design, layout, desktop publishing, digital photography, imaging, marketing, and accounting. Student activities will develop team-building skills as they work as a small business while marketing, advertising, publishing, and selling the yearbook. Students are allowed to enroll in Yearbook for more than one section of this course in different terms. Students should be aware that additional time before and after school will be necessary to meet project deadlines.

WORLD LANGUAGE CURRICULUM

Grade 9	Grade 10	Grade 11	Grade 12	NCAA	Course Name
X	X	X	X	X	French I
X	X	X	X	X	French II
	X	X	X	X	French III
		X	X	X	*Advanced French IV
			X	X	**Honors French V
X	X	X	X	X	Spanish I
X	X	X	X	X	Spanish II
	X	X	X	X	Spanish III
		X	X	X	*Advanced Spanish IV
			X	X	**UConn ECE Spanish V

* Indicates an **Advanced** level course
** Indicates an **Honors** level course

The Berlin High School World Language Department is committed to the acquisition of skills set forth by The National Standards for World Language. These standards are the backbone of our curriculum and are based on the "Five C's" (communication, cultures, connections, comparisons, and communities). Students in a World Language class will read critically, write effectively, and communicate clearly in the target language in accordance with their level of proficiency. Standard-based and performance-based assessments are utilized as part of the evaluative process in all levels. Students will be expected to practice speaking, reading, and writing skills in and out of the classroom in order to build fluency and gain comfort in the target language. Task-specific oral and written rubrics will be used to assess student work.

French I **HS06121G**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12 **NCAA Eligible**
This is an introductory course in which students will begin to develop listening, reading, writing, and speaking skills in French, and will explore the diverse cultures of the French-speaking world. Multimedia resources are utilized to offer a variety of opportunities to hear and respond to native speakers. Cooperative learning and thematic writing activities are employed.

French II **HS06122G**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12 **NCAA Eligible**
Prerequisite: French I
The skills of listening, speaking, reading, and writing French are further developed within the context of real-life situations. There is a review of previously taught grammar and vocabulary. Additional grammatical concepts and verb tenses are introduced. French language writing exercises are assigned to provide practice in the use of grammatical construction and vocabulary. Communicative activities and texts are used to encourage an interest in and appreciation for the language and diverse cultures of the French-speaking world. By course completion, students are expected to have significant improvement in oral communication and listening comprehension.

French III **HS06123G**
Full Year **1.00 credit**
Grades 10, 11, and 12 **NCAA Eligible**
Prerequisite: French II
This course is a continuation of the skills and concepts presented in French II. There is a review of previously taught grammar and vocabulary, and additional grammatical concepts and verb tenses are introduced. There is an increased focus on speaking and listening skills. Students will communicate in French about such topics as family, school, and travel. Students will also continue their study of the diverse cultures of the French-speaking world.

***Advanced French IV** **HS06124E**
Full Year **1.00 credit**
Grades 11 and 12 **NCAA Eligible**
Prerequisite: French III
There is a review of previously taught grammar and vocabulary. Advanced grammatical concepts and verb tenses are introduced. This is a study of advanced French grammar needed to acquire strong skills in reading, writing, speaking, and understanding of the language. There is extensive conversation in French to help students develop the ability to speak and listen. Students will continue to study cultures of the French-speaking world.

****Honors French V** **HS06125H**
Full Year **1.00 credit**
Grade 12 **NCAA Eligible**
Prerequisite: French IV
This is a rigorous study of French based on the National Standards for World Language Instruction known as the "Five C's" (communication, cultures, connections, comparisons, and communities). Daily oral proficiency is stressed and formal essays are assigned. Literary selections from the francophone world are highlighted. French culture and civilization are studied along with advanced grammatical concepts. French art, history, and literature are also introduced.

Spanish I **HS06101G**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12 **NCAA Eligible**
This is an introductory course in which students will begin to develop listening, reading, writing, and speaking skills in Spanish, as well as explore the diverse cultures of the Spanish-speaking world. Multimedia resources are utilized to offer a variety of opportunities to hear and respond to native speakers. Cooperative learning and thematic writing activities are employed.

Spanish II **HS06102G**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12 **NCAA Eligible**
Prerequisite: Spanish I
The skills of listening, speaking, reading, and writing Spanish are further developed within the context of real-life situations. There is a review of previously taught grammar and vocabulary. Additional grammatical concepts and verb tenses are introduced. Spanish language writing exercises are assigned to provide practice in the use of grammatical construction and vocabulary. Communicative activities and texts are used to encourage an interest in and an appreciation for the language and diverse cultures of the Spanish-speaking world. By course completion, students are expected to have significant improvement in oral communication and listening comprehension.

Spanish III **HS06103G**
Full Year **1.00 credit**
Grades 10, 11, and 12 **NCAA Eligible**
Prerequisite: Spanish II
This course is a continuation of the skills and concepts presented in Spanish II. There is a review of previously taught grammar and vocabulary. Additional grammatical concepts and verb tenses are introduced. There is an enhanced focus on speaking and listening skills with a concentration on communicating in the past tense. Students will continue their study of the diverse cultures of the Spanish-speaking world.

***Advanced Spanish IV** **HS06104E**
Full Year **1.00 credit**
Grades 11 and 12 **NCAA Eligible**
Prerequisite: Spanish III
This course is a rigorous study of advanced Spanish grammar in order to acquire strong skills in the reading, writing, speaking, and understanding of the Spanish language. There is extensive conversation in the target language to help the students develop their ability to speak and to listen. There is a review of previously taught grammar and vocabulary. Advanced grammatical concepts and verb tenses are introduced. Spanish history, art, and literature are included in various readings and projects.

****UConn ECE Spanish V** **HS06112H**
Full Year **1.00 credit**
Grade 12 **NCAA Eligible**
Prerequisite: Spanish IV
This course is offered in conjunction with the University of Connecticut Early College Experience Program. College credit will be granted by the University of Connecticut upon successful completion of the course (grade of C). The National Standards for World Language Instruction, also known as the "Five C's" (communication, cultures, connections, comparesons, and communities), are the continuing focus of the Level V class. Hispanic civilization will be studied through contemporary readings and class discussions with history, art, religion, and politics used as the basis for both written and oral presentations. Work with advanced grammar/vocabulary and assigned writings will be the foundation of the course. Oral proficiency will be stressed. Students are individually responsible for costs associated with University of Connecticut credit and the Advanced Placement examination. Note: Students may also choose to take the Advanced Placement Spanish examination in the spring. These students should see their Spanish teacher for information on and preparation for this examination.

Notes

BERLIN HIGH SCHOOL

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

139 Patterson Way
Berlin, CT 06037
(860) 828-6577
Fax (860) 829-2169
www.berlinwall.org

Approved: Berlin High School Faculty 09/05/2017
Parent Stakeholders Group 09/06/2017
Student Government 09/06/2017
Berlin Board of Education 09/11/2017