

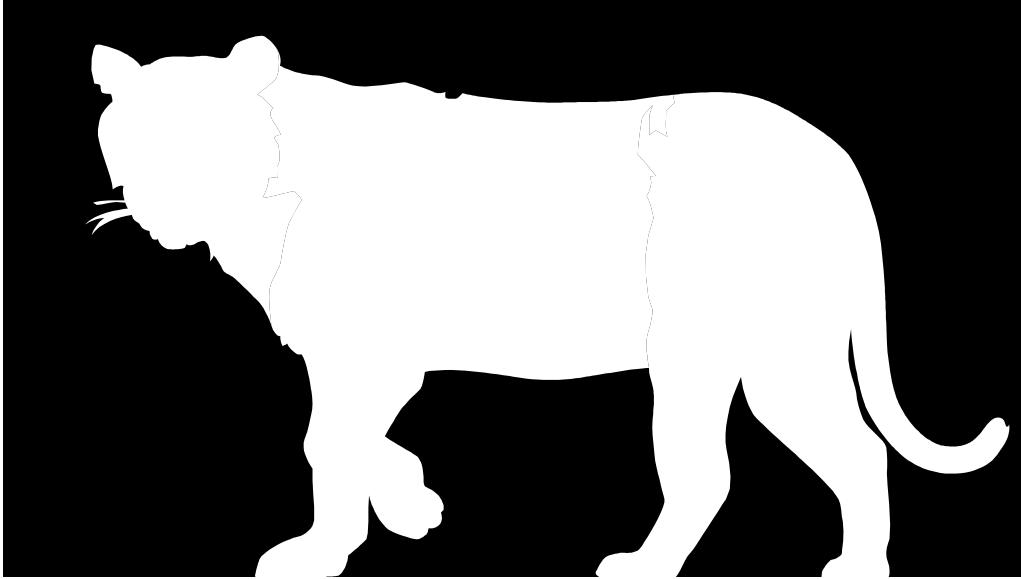
Daniel Hand High School
Program of Studies
2017-2018



Madison, Connecticut
www.danielhand.org

PROGRAM OF STUDIES

2017-2018



DANIEL HAND HIGH SCHOOL

www.danielhand.org

**286 Green Hill Road
Madison, Connecticut 06443**

Phone: 203-245-6350 Fax: 203-245-6356

**Published for the information of
Students, Parents, and Faculty**

Daniel Hand High School

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Madison, CT 06443-2299

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Website – www.danielhand.org

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Cynthia L. Schneider, *Assistant Principal*
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Daniel Hand High School

286 Green Hill Road, Madison, CT 06443-2299

Anthony R. Salutari, Jr., Principal

Brian B. Bodner, Assistant Principal

Cynthia L. Schneider, Assistant Principal

Dear Students:

Welcome to the 2017-2018 Program of Studies. This booklet has been prepared to help you choose a course of study for your high school years. Planning is an important part of a successful high school experience. We hope you find it helpful in making informed decisions.

Daniel Hand High School provides you with a high quality core curriculum in mathematics, English, social studies, science, and world languages. In addition, a wide range of choices are available in art, music, business, and technology education. Choosing appropriate courses based on your interest, skills, and goals is important in preparing you for your future beyond high school.

It is essential that you and your parents/guardians thoroughly review this booklet and discuss your options. Prior to selecting your courses for next year, it is recommended that you work closely with your teachers and school counselors. We strongly encourage you to think carefully about your choices. These courses become the foundation for future education and training that will support your goals.

An important aspect of your high school education is to broaden your experiences beyond the classroom walls. We encourage you to become involved in co-curricular and extracurricular activities in both the high school and the community. Some of the many possibilities available to you include clubs, athletics, student government, the arts, and community service endeavors. All of these provide opportunities for you to pursue interests and make new friendships.

The administration, faculty, and staff of Daniel Hand High School are here to provide you with the resources, support, and encouragement you will need to be successful.

Sincerely,



Anthony R. Salutari, Jr.
Principal

Tel: 203-245-6350 Fax 203-245-6356

TABLE OF CONTENTS

DANIEL HAND HIGH SCHOOL'S CORE VALUES AND BELIEFS	Page 1
DANIEL HAND HIGH SCHOOL'S LEARNING EXPECTATIONS	Page 1
STATEMENT OF EQUAL OPPORTUNITY	Page 2
COURSE SELECTION AND SCHEDULING CHANGES	Page 2
CREDIT REQUIREMENTS	Page 3
GPA (GRADE POINT AVERAGE).....	Page 5
RANK IN CLASS	Page 6
HONOR ROLL	Page 6
LEVELS OF INSTRUCTION	Page 7
CONTRACTING FOR A LEVEL CHANGE	Page 7
ADVANCED PLACEMENT WORK	Page 7
UConn EARLY COLLEGE EXPERIENCE DESCRIPTION.....	Page 8
UConn EARLY COLLEGE EXPERIENCE COURSE LISTINGS.....	Page 9
COLLEGE AND CAREER PATHWAYS PROGRAM.....	Page 10
CAREER CLUSTER SEQUENCES	Page 11
INDEPENDENT PROJECT PILOT NEW ELECTIVE OFFERING	Page 14
CAREER AND TECHNICAL EDUCATION DEPARTMENT.....	Page 15
BUSINESS COURSE OFFERINGS	Page 15
FAMILY/CONSUMER SCIENCE COURSE OFFERINGS	Page 21
TECHNOLOGY AND ENGINEERING COURSE OFFERINGS	Page 26
ART DEPARTMENT COURSE OFFERINGS.....	Page 33
ENGLISH DEPARTMENT COURSE OFFERINGS	Page 39
ENGLISH DEPARTMENT SUMMER READING	Page 39
THEATER ARTS COURSE OFFERINGS	Page 48
HEALTH EDUCATION COURSE OFFERINGS	Page 50
MATHEMATICS DEPARTMENT COURSE OFFERINGS	Page 51
MUSIC DEPARTMENT COURSE OFFERINGS	Page 60
PHYSICAL EDUCATION DEPARTMENT COURSE OFFERINGS.....	Page 65
SCIENCE DEPARTMENT COURSE OFFERINGS	Page 67
SOCIAL STUDIES DEPARTMENT COURSE OFFERINGS.....	Page 76
SPECIAL SERVICES COURSE OFFERINGS	Page 84
WORLD LANGUAGES DEPARTMENT COURSE OFFERINGS.....	Page 86
FOUR YEAR EDUCATIONAL PLAN.....	Page 96
STUDENT APPEAL FOR A CHANGE IN SCHEDULE.....	Page 98
OVERRIDE REQUEST APPLICATION.....	Page 99
TIME MANAGEMENT PLANNER	Page 100

Daniel Hand High School's Core Values and Beliefs

Our primary purpose is to graduate successful life-long learners who are responsible citizens in the global community. Daniel Hand High School students, in collaboration with educators, parents, and the Madison community, will develop as motivated, self-reliant, creative, and ethical individuals who respect differences in others.

Core Values and Beliefs Statement:

The Daniel Hand High School community believes that the mission of our school is to support all students by providing them with challenging educational opportunities which will prepare them to be globally aware citizens of the 21st century. To succeed in this mission, we recognize that our students must demonstrate competence in oral and written communication; understand effective and responsible use of technology; and develop critical thinking, problem solving, and creativity. In addition, it is critical that our students respect and contribute to the diverse, multicultural community and international community in which they live.

We are committed to the following:

- All students meet or exceed high performance standards in rigorous core and related arts programs.
- All students will have access to appropriate programs and services.
- All students will be provided opportunities to learn in a safe and secure school facility.
- All students will respond to success and failure with reflection and resiliency.
- School facilities and instructional resources will support 21st century learning and enhance educational experiences for all students.
- All students will be supported in learning environments that foster a climate of respect for all.
- Staff and administration will create and encourage student participation in activities that foster students' wellness and physical health.
- All students will benefit from support services delivered in a student-centered school that addresses social-emotional development and well-being.
- All students and staff will benefit from collaboration and partnership with civic, business, higher education, and other community groups and resources.

Daniel Hand High School's Learning Expectations

Academic Competencies:

1. Demonstrate proficiency and fluency in communication to meet the demands of the global community:
 - 1A. Writing - Write effectively for a variety of purposes.
 - 1B. Presenting - Speak effectively and clearly; listen actively.
 - 1C. Comprehending – Understand written, auditory, and/or visual materials.
2. Use technology effectively and responsibly.
3. Apply effective and efficient strategies to gather information and materials, think critically, and create innovative solutions to problems.
4. Demonstrate creative expression and skill through a performance or a product.

Civic and Social Competency:

5. Demonstrate respect for others and oneself and contribute to the success of others.

STATEMENT OF EQUAL OPPORTUNITY

It is the policy of the Board of Education of Madison that no person shall be excluded from employment or participation in, be denied the benefits of or, be subjected to unlawful discrimination under any educational or employment program or activity because of age, color, marital status, national origin, physical disability, race, creed, or sex. This policy includes but is not limited to course offerings, athletic programs, guidance and counseling, and test procedures. While separation of students in certain specific activities and facilities may be warranted in the best interest of the students' physical or emotional or social well-being, and while unequal aggregate expenditure of funds for members of a particular group of students will not in and of itself constitute a violation of this policy, it is the explicit intent of the Board to provide genuinely equal opportunity for all students in all program areas. The grievance procedure, which will permit students to communicate grievances related to the Title IX Regulations, can be found in the *Handbook for Students and Parents*.

COURSE SELECTION AND SCHEDULING CHANGES

During the winter, students select courses for the following year. It is necessary that careful thought and consideration be given to the selection of all courses since few schedule change requests will be honored in the fall. When selecting courses, students should keep in mind course requirements, individual interest, and the relation of courses to future goals.

After student schedules are finalized to start the school year, schedule changes and/or course adds and drops will only be approved in the following circumstances:

- Error made by counselor or data processing center
- Placement error made by recommending teacher
- Changes required as a result of failure or summer school results
- Adjustment in the building master schedule impacting student schedules

Extenuating circumstances will be considered by the administration.

Course Drops/Adds: Student Appeal for Change in Schedule

A student seeking to drop or add a course must see his/her guidance counselor and complete the *Student Appeal for Change in Schedule* form found in the Guidance Office. Students must continue to attend all classes currently on their schedule while the request is being considered. Students are responsible for any make-up work missed as a result of adding a course.

***Deadlines for ADDING a course:**

- 1.50 and 1.25 credit courses must be added within the first 30 school days of the course.
- 1.00 credit courses must be added within the first 20 school days of the course.
- 0.50 credit courses must be added within the first 15 school days of the course.
- 0.25 credit courses must be added within the first 10 school days of the course.

*Requests to add a course after the deadline will be reviewed by the Guidance Program Coordinator and Principal.

Deadlines for DROPPING a course:

- 1.50 and 1.25 credit courses must be dropped by the Trimester 2 mid-point of the course.
- 1.00 credit courses must be dropped by the end of the first Trimester of the course.
- 0.50 and 0.25 credit courses must be dropped by the mid-point of the course.

PLEASE NOTE IF DROPPING A COURSE:

- If a student drops a course prior to the withdrawal deadline above, the course will not appear on the student's transcript or permanent record.
- If a student drops a course after the withdrawal deadline above, the course will appear on the student's permanent record and transcript. "WP" will indicate the student was passing at the time of withdrawal, and a "WF" will indicate the student was failing at the time of withdrawal.
- A change in schedule may be made only if there is evidence of earnest and consistent effort on the part of the student to meet all expectations of the course and the terms for an override are met.
- No course drop will be considered unless the student schedule maintains the minimum enrollment requirements. (See Program of Studies Credit Requirement section).
- As a reference, copies of both the *Student Appeal for Change in Schedule* form and the *Override Request Application* form can be found in the back of the Program of Studies.

Repeating Courses

The following policy applies to courses being repeated due to failure:

Students who repeat a course due to failure will have both courses counted in class rank calculations. Both courses will appear on the students' permanent record card.

Online Courses

Courses taken online may be permitted, but only with prior approval. Generally, online courses are not approved to be taken in lieu of required courses, unless the course is being used for credit recovery. Students seeking approval must submit their proposals to the principal in advance of taking the course. An academic review committee will make a determination if online credits will be reflected in the student's transcript. No more than a total of four credits can be transferred over the course of the high school experience. Courses must be from a college recognized by the U.S. Department of Education and the Council of Higher Education. Credit recovery organizations may include: Area Cooperative Educational Services Summer Academy, Keystone, and Brigham Young University High School.

CREDIT REQUIREMENTS

Requirements for Enrollment (Course Load) and Promotion

A graduate of the Madison Public Schools must have earned a minimum of twenty-four (24) credits and must have met the credit distribution requirement. Students must have met performance standards in the following: reading, writing, and mathematics.

Requirements for Enrollment and Promotion and Graduation:

- Students in grades 9, 10, 11 are required to enroll in six and one-half (6.5) credits each year. They may take up to seven and one-half (7.5) credits if their schedule permits them to do so. The minimum enrollment requirement for seniors is six (6) credits. Students must carry a minimum of 4 courses a trimester. The students must earn four and one-half (4.5) credits during their senior year in order to be eligible for graduation, regardless of previously earned credits.
- The minimum requirements for promotion are as follows:
 - Grade 10 status, six (6) credits must be earned
 - Grade 11 status, twelve (12) credits must be earned
 - Grade 12 status, eighteen (18) credits must be earned

Credit Distribution Requirements

A graduate of the Madison Public Schools must have earned a minimum of twenty-four (24) credits. Additionally, students must have met the following credit distribution requirements:

- English: not fewer than four and one-half (4.5) credits
- Social Studies: Not fewer than three and one-half (3.5) credits
 - One (1) must be in United States History
 - One-half (.5) must be in Civics and American Government.
- Science: Not fewer than three (3) credits
- Mathematics: Not fewer than three and one-half (3.5) credits
- Physical Education: Not fewer than one and one-quarter (1.25) credits
- Arts or Music: Not fewer than one (1) credit
- CTE (Applied Education): Not fewer than one (1) credit
- Health: Not fewer than one (1) credit

Of the remaining elective credits, two must be part of a planned program reflecting exploratory interest in the areas of focus (Career Cluster Sequences) contained in the Daniel Hand High School Program of Studies.

District Performance Standards for Graduation

- **Mathematics Standard**
Students may meet this standard in one of the following ways:
 1. Meeting the state benchmark for the Math SAT.
 2. Achieving a combined average in the C range for three or more math courses.
 3. Satisfying the requirements as designated on the IEP for qualifying students.
- **Reading and Writing Standard**
Students may meet this standard in one of the following ways:
 1. Meeting the state benchmark for the Evidence-Based Reading & Writing (ERW) SAT.
 2. Achieving a combined average in the C range for three or more English courses.
 3. Producing a portfolio of written work in class that will be evaluated by a panel of teachers related to reading and writing.
 4. Satisfying the requirements as designated on the IEP for qualifying students.

Graduation Requirements

Students must complete all requirements in order to participate in graduation exercises.

For graduation from Daniel Hand High School, students must:

- Satisfactorily complete a rigorous academic program of study
- Achieve specific academic performance goals in each content area
- Fulfill the legally mandated number and distribution of credits

The detailed requirements and standards for graduation listed above agree with the goals of our schools adopted by the Board of Education. The faculty shall apply measures of achievement to provide evidence that each student has completed these requirements for graduation according to the terms specified above.

Additionally, in recognition of its responsibility for the education of all youths in the school system, including those who drop out of school, the Board of Education shall provide alternative programs that will enable them to acquire a high school or vocational school diploma.

GPA (GRADE POINT AVERAGE)

Both a Weighted GPA and an Unweighted GPA will be calculated each trimester and reported on the transcript. Our school profile, which is submitted to colleges and universities annually, will have a detailed explanation of our grading system, including Weighted GPA and Unweighted GPA. (The profile is available from the DHHS website). Please go to www.danielhand.org/guidance for examples of how to calculate Weighted and Unweighted Grade Point Averages.

Unweighted Grade Point Average

Unweighted GPA is calculated using all courses (grades 9-12) without regard to level. No additional weighting or points are added for Honors or Advanced Placement courses. A four-point scale (4.0) is used. See chart below.

	Grade Point
Grade	All levels
A+	4.33
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D	1.00
F	0.00

Weighted Grade Point Average

Weighted GPA is calculated using courses taken in grades 10-12. Freshman courses are not included. The philosophy of DHHS is that freshman year is a transition during which there is significant social, emotional, and academic growth. Weighted GPA is determined by the grade earned and the level designation of the course. A four-point scale (4.0) is used. See chart below.

	Grade Point by Level		
Grade	1	2	3
A+	5.33	4.33	3.33
A	5.00	4.00	3.00
A-	4.67	3.67	2.67
B+	4.33	3.33	2.33
B	4.00	3.00	2.00
B-	3.67	2.67	1.67
C+	3.33	2.33	1.33
C	3.00	2.00	1.00
C-	2.67	1.67	0.67
D	2.00	1.00	0.33
F	0.00	0.00	0.00

RANK IN CLASS

Rank in class is calculated using the Weighted GPA. The class rank, or decile, for a graduating student will not be officially reported on the student's academic transcript. Daniel Hand High School will calculate rank for the purpose of determining which students are eligible for Senior Honors and for some scholarships and awards.

Senior Honors are defined as the top ten ranking positions in the class for honors recognition and shall include the class valedictorian, salutatorian, class essayist, and senior scholars. If Daniel Hand High School has more than one student qualifying for top honors, the students tying for valedictorian honors will be named co-valedictorians. The next recipient will be named salutatorian followed by the class essayist. Final Senior Honors Rank will be based upon six trimesters, beginning sophomore year, plus the first and second trimesters of the student's senior year. An official Senior Honors Rank will be provided to candidates during the third trimester of their Senior year.

For students who have not been at Daniel Hand long enough for a Senior Honors Rank calculation, a Rank in Class is calculated for the purpose of determining eligibility for some scholarships and awards. Transfer students should see their guidance counselor for additional information.

Rank in class is governed under Board of Education policy #5128. If a situation exists which is not covered by this policy, it will be reviewed on a case by case basis by the Guidance Department and the building principal.

HONOR ROLL

The purpose of the honor roll at DHHS is to recognize strong academic performance and to encourage all students to maintain consistently high performance in all subjects. All courses will be included in the honors calculations. No student may maintain honor status with *any* grade lower than a C+.

High Honors: Unweighted GPA of 3.83 or higher

Honors: Unweighted GPA of 3.16 to 3.82

LEVELS OF INSTRUCTION

Students should read these descriptions carefully before making course selections:

LEVEL 1

Level 1 is highest level of instruction for college placement and/or college credit as well as for the work place. It includes Advanced Placement*, Early College Experience*, and Honors courses.

*Advanced Placement classes and ECE classes (UConn courses) are college level courses. Course content is prescribed by the current College Board's Advanced Placement syllabus and/or the University of Connecticut. The College Board Advanced Placement Examination is recommended for students taking AP Level courses.

LEVEL 2

Level 2 instruction is targeted for those students intending to enter a four year college or university or the work place. The pace and level of instruction are advanced, requiring high levels of organization and motivation.

LEVEL 3

Level 3 instruction is designed for students entering a four or two year college or university, technical programs, or the work place. Instruction at this level is more applied and less theoretical than Level 2.

CONTRACTING FOR A LEVEL CHANGE

Contracting up to a more advanced level is an option noted for some courses in the Program of Studies. Students who meet established prerequisites may contract up for higher level. The contract specifies the additional academic requirements that must be met in order to earn the advanced credit. After contracting for a higher level, any student seeking to drop back to a lower level must follow all of the requirements for dropping a course, as outlined in *The Handbook for Students and Parents* and in the *Program of Studies*, including filling out the *Student Appeal for Change in Schedule* form found in the Guidance Office and in the back of the *Program of Studies*.

ADVANCED PLACEMENT WORK

Students who are ready for more rigorous, college level course work will have the opportunity to pursue Advanced Placement courses. The Advanced Placement program, sponsored by the College Board, audits Daniel Hand High School course curricula and approves courses for Advanced Placement designation. This year Daniel Hand High School is offering Advanced Placement course work in art, English, history, mathematics, the sciences, social sciences, and world language. Students may register for Advanced Placement course work if they meet all of the prerequisites of the department offering the course. The general prerequisites include demonstrated academic achievement, the recommendation of the previous year teacher, and permission of the department coordinator. The College Board also offers a series of examinations in May of each year to those students who either have the academic background to take the examinations or who have taken AP course work. The students electing to take the examinations are required to pay an examination fee. Any student wishing to take AP exams for whom the fee presents a financial hardship should request a fee waiver from his or her guidance counselor. Colleges may award credit or waiver a requirement for students who successfully complete the Advanced Placement program and who score well on the Advanced Placement examinations. Students should check with the college they plan to attend.



Early College Experience Program (ECE)

Daniel Hand High School participates in the Early College Experience program offered by the University of Connecticut. This program, which is offered in high schools around the state, allows students to receive both high school credit and college credit from the University of Connecticut. Full Program details are found at www.ece.uconn.edu.

UConn Early College Experience (ECE) provides academically motivated students with the opportunity to take university courses while in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head-start on a college degree and other postsecondary opportunities. UConn ECE instructors are high school teachers certified as adjunct professors by the University. UConn ECE faculty foster independent learning, creativity and critical thinking – all important for success in college and careers. Daniel Hand High School offers UConn ECE courses in several disciplines. To support rigorous learning, University of Connecticut academic resources, including library and online classroom access, are available to all UConn ECE students.

- Students may take the Early College Experience program courses if they meet all the prerequisites of the department and the university. Registration is facilitated through the Guidance Office.
- Students must register in the University of Connecticut: Early College Experience (ECE) prior to the start of the course and are financially responsible for all fees associated with the course. (See below).
- Courses are taught by Daniel Hand staff members who are also adjunct professors for the University of Connecticut.
- Students must maintain a grade of C or better to be awarded the university's credits.
- Upon successful completion of an UConn ECE course, students may request a transcript from the University of Connecticut after graduation from DHHS.

Please carefully read all UConn/ECE registration materials and note registration deadlines, add/drop dates, and fees.

- University of Connecticut's Early College Experience Program requires registration in advance.
- Registration for students who would like to enroll in ECE for the next school year occurs at the beginning of June of the current school year and is coordinated through the DHHS Guidance Office.
- A per credit fee and a per course fee* are charged by UConn.
- You will be billed directly by UConn in the Fall, and you are financially responsible to UConn.
- An additional, non-refundable, add/drop fee* is charged for changes made during the add/drop period in late summer.
- All fees for courses dropped after the UConn add/drop period deadline are non-refundable.

(*See Guidance or the UConn ECE website www.ece.uconn.edu for current fees.)

THE UNIVERSITY OF CONNECTICUT

Early College Experience Program (ECE) at Daniel Hand High School

Daniel Hand High School Title/Number Course	The University of Connecticut: Early College Experience
AP CHEMISTRY # 351	<input checked="" type="checkbox"/> FALL CHEM 1127 Q General Chemistry I <input checked="" type="checkbox"/> SPRING CHEM 1128 Q General Chemistry II
AP ENGLISH LANGUAGE & COMPOSITION #041	<input checked="" type="checkbox"/> FULL YEAR ENGL1011 Seminar Writing through Literature
AP EUROPEAN HISTORY #192	<input checked="" type="checkbox"/> FULL YEAR HIST 1400 Modern Western Traditions
DISCRETE MATH #267	<input checked="" type="checkbox"/> FULL YEAR MATH 1030 Q Elementary Discrete Mathematics
MANDARIN 4 HONORS #446	<input checked="" type="checkbox"/> FULL YEAR CHIN 1114 Intermediate Chinese II
AP CALCULUS (AB) #272	<input checked="" type="checkbox"/> FALL MATH 1131 Q Calculus I
AP CALCULUS (BC) #271	<input checked="" type="checkbox"/> FALL MATH 1131 Q Calculus I <input checked="" type="checkbox"/> SPRING MATH 1132 Q Calculus II
AP U.S. HISTORY #171	<input checked="" type="checkbox"/> FALL HIST 1501: U.S. History to 1877 <input checked="" type="checkbox"/> SPRING HIST 1502: U.S. History since 1877
AP PHYSICS 1 #361	<input checked="" type="checkbox"/> FALL PHYS 1201 Q General Physics I <input checked="" type="checkbox"/> SPRING PHYS 1202 Q General Physics II
AP PHYSICS (C) #363	<input checked="" type="checkbox"/> FALL PHYS 1401 Q General Physics w/ Calculus I <input checked="" type="checkbox"/> SPRING PHYS 1402 Q General Physics w/ Calculus II
SPANISH 6 HONORS #451	<input checked="" type="checkbox"/> FULL YEAR SPAN 3178 Intermediate Spanish Composition
AP STATISTICS #291	<input checked="" type="checkbox"/> FULL YEAR STAT 1100 Q Elementary Concepts of Statistics
INTRODUCTION TO HUMAN RIGHTS #189	<input checked="" type="checkbox"/> FULL YEAR HRTS 1007 Introduction to Human Rights
INDIVIDUAL AND FAMILY DEVELOPMENT #577	<input checked="" type="checkbox"/> FULL YEAR HDFS 1070 Individual and Family Development THIS COURSE IS OFFERED EVERY OTHER YEAR. SEE CTE DEPARTMENT COURSE LISTINGS.

For additional information, contact the DHHS Guidance Office or visit
www.ece.uconn.edu

Please note: UConn ECE course offerings are subject to change and are based on course availability.

COLLEGE AND CAREER PATHWAYS PROGRAM

The College and Career Pathways Program in Connecticut is participating in its decennial review by the New England Association of Secondary Schools (NEASC). Due to this statewide process, NEASC may suspend the program for the duration of the review. The status of this review does not impact Daniel Hand High School course credit. Students will still earn high school credit. Upon completion of this review, we will notify all students enrolled in this program.

College and Career Pathways Program is a nationally recognized program that enables students to receive community college credit while completing high school courses. Curricula in several Career and Technology Education courses at Daniel Hand High School are aligned with corresponding courses at Gateway Community College and one at Middlesex Community College. (See list below.) DHHS juniors can earn community college credit for completing these courses. They may also earn CCP credits for English, Algebra II, and Human Biology or Chemistry. Students will receive college credit for each of the College and Career Pathways Program aligned courses in which they maintain a grade of B- or better up to 12 college credits total. These credits are transferable to any Connecticut state university. Because College and Career Pathways Program is a national program, many out-of-state universities and private colleges also accept College and Career Pathways Program credits. There is no fee required for participation, and students do not have to attend either Gateway or Middlesex Community College during their enrollment in College and Career Pathways Program courses or after high school graduation. The purpose of the program is simply to encourage students to continue their post-secondary education. Upon successful completion of a CCP course or courses, students may request an official transcript directly from the community colleges.

The following CTE courses at Daniel Hand High School are aligned with Gateway Community College only, with the exception of T.V. Production. T.V. Production is aligned with Middlesex Community College only.

Accounting	Power and Energy Technology
Advanced Power and Energy Technology	Marketing II – Advertising and Promotions (formerly Sports and Entertainment Marketing)
Foods and Nutrition	T.V. Production
Marketing I	

In order to register for College and Career Pathways Program, students must:

- Enroll in one of the courses listed above during their **Junior** year
- Plan to enroll in or have completed Chemistry or Human Biology
- Plan to enroll in or have completed Algebra II
- Plan to enroll in Modern Communication **OR** maintain B- in English classes at DHHS for 4 years.

CAREER CLUSTER SEQUENCES

During your annual guidance interview, your school counselor will discuss your four-year educational plan as well as possible career interests. The following is an interdisciplinary listing of courses recommended for students in the various career clusters. Its focus is to prepare students with the skills and background necessary for entrance into a specialized institution of higher education or for direct entrance in their career field.

BUSINESS & FINANCE

Keyboarding/ Word Processing
Introduction to Business
Computer Applications
Dynamic Web Page Development
Accounting
Business Law
Marketing I & II
Personal Finance/Stock Analysis
Investing For Your Future –
Financial Investment Analysis Honors
International Business
Fundamentals of Criminal Justice
Modern Communication
Journalism
Statistics
Introduction to Computer Science
Introduction to Human Behavior
Advanced Placement Psychology
Advance Placement Macroeconomics
Economics
All World Languages
On Your Own
Hospitality and Tourism
Cooperative Work Experience I & II
Digital Photo I & II
Movie Making I & II
Algebra I & II
Pre-Calculus
Pre-College Algebra & Trigonometry
AP Computer Science A
Writing for Career and College
Entrepreneurship
Human Rights

GLOBAL STUDIES

Bible as Literature
Combat Literature
Literature and Film
All World Languages
Global History
AP European History
Draw and Design I & II
Darkroom Photography I & II
Digital Photo I & II
World Literature courses (grade 10)
AP English
World Traveler
Modern Middle East
Human Rights

AMERICAN STUDIES

Sports and American Culture
Combat Literature
Literature and Film
Darkroom Photography I & II
Painting Studio
Studio I & II
Digital Photo I & II
Advanced Placement Studio Art Drawing
U. S. History / Advanced Placement U. S. History
American Literature / American Literature Honors
Race, Literature, and Culture
Human Rights

CONSTRUCTION TECHNOLOGIES & DESIGN

Draw and Design I & II
Clay and Innovative Forms I & II
Printmaking
Painting Studio
Darkroom Photography I & II
Studio I & II
Digital Photo I & II
Advanced Placement Studio Art Drawing
Construction Systems
Advanced Construction Systems
Advanced Materials Processing
Boat Construction & Navigation
Computer Aided Drafting & Design
Engineering Design
Architectural Design
Advanced Robotics Engineering
Power & Energy Technology
Advanced Power & Energy Technology
Foundations of Engineering
Robotics Engineering
Interior Design
Dynamic Web Page Development
Keyboarding/Word Processing
Computer Applications
Modern Communication
Statistics
Introduction to Computer Science
Geometry
Chemistry
Physics
Integrated Science I & II
All World Languages
Integrated Algebra and Geometry
Marine Science and Technology
Algebra I & II
Alternative Energy Technology
AP Computer Science A
Introduction to Business
Entrepreneurship

ENVIRONMENTAL, NATURAL RESOURCES & AGRICULTURE

Draw and Design I & II
Darkroom Photography I & II
Digital Photo I & II
Digital Animation I & II
Keyboarding/Word Processing
Computer Applications
Business Law
Introduction to Computer Science
Statistics
Earth Science
Chemistry
Ecology
Topics in Science
Horticulture
Physics
Integrated Science I & II
Modern Communication
All World Languages
Marine Science and Technology
Algebra I & II
Pre-Calculus
Pre-College Algebra & Trigonometry
Alternative Energy Technology
AP Computer Science A
World Traveler

ARTS & MEDIA

Draw and Design I & II
Clay and Innovative Forms I & II
Printmaking
Movie Making I & II
Painting Studio
Darkroom Photography I & II
Studio I & II
Digital Animation I & II
Digital Photo I & II
Advanced Placement Studio Art Drawing
Dynamic Web Page Development
Computer Applications
Jazz Band
Symphonic Band
Concert Band
Chorus
Concert Choir
Show Choir/Show Choir Band
Music Theory 1 & 2
Waes Haeil Madrigals
String Orchestra / Sinfonietta / Chamber Orchestra
Piano 1 & 2
Creative Writing
Journalism
Introduction to T.V. Studio
TV Production
Video Journalism
All World Languages
Advanced Placement Psychology
Geometry
Video Game Design
Dramatics Workshop
Acting/Directing I
Advanced Acting/Directing II
Theater and History
Computer Aided Drafting & Design
Sports and American Culture

GOVERNMENT, EDUCATION, HUMAN SERVICES

Keyboarding/Word Processing
Computer Applications
Dynamic Web Page Development
Business Law
International Business
Health
Discovering Children
Individual and Family Development
Child Development
Little Hand Nursery School
Work Experience with Children
Modern Communication
All World Languages
Darkroom Photography I & II
Digital Photo I & II
Digital Animation I & II
Statistics
Economics
Civics and American Government
Fundamentals of Criminal Justice
Introduction to Human Behavior
Combat Literature
Literature and Film
Advanced Placement Psychology
Video Game Design
Introduction to Business
Philosophy
Human Rights

RETAIL, TOURISM, RECREATION & ENTREPRENEURIAL

Keyboarding/Word Processing
Introduction to Business
Dynamic Web Page Development
Computer Applications
Accounting
Business Law
Marketing I & II
International Business
Personal Finance/Stock Analysis
Investing For Your Future – Financial
Investment Analysis Honors
Introduction to Fashion
Retail Fashion and Merchandising
Foods & Nutrition
Bake Shop
International Foods
Chefs at Hand
Draw and Design I & II
Darkroom Photography I & II
Digital Animation I & II
Digital Photo I & II
Modern Communication
Journalism
All World Languages
Statistics
Introduction to Computer Science
Topics in Science
Economics
Introduction to Human Behavior
Advanced Placement Psychology
Hospitality and Tourism
AP Computer Science A
Entrepreneurship
Sports and American Culture

HEALTH & BIOSCIENCES

Keyboarding/Word Processing
Computer Applications
Dynamic Web Page Development
Business Law
Foods & Nutrition
All World Languages
Statistics
Chemistry
Physics
Integrated Science I & II
All Biology
Anatomy & Physiology
Topics in Science
Economics
Introduction to Human Behavior
Introduction to Forensic Science
Health
Digital Photo I & II
Digital Animation I & II
Algebra I & II
Pre-Calculus
Pre-College Algebra I & Trigonometry
Introduction to Business
All Physical Education Courses



HUMANITIES

Bible as Literature
Combat Literature
Literature and Film
Draw and Design I & II
Clay and Innovative Forms I & II
Printmaking
Movie Making I & II
Painting Studio
Darkroom Photography I & II
Studio I & II
Digital Animation I & II
Digital Photo I & II
Advanced Placement Studio Art Drawing
Advanced Placement European History
All World Languages
Global History
World Literature courses (grade 10)
Advanced Placement Psychology
Humanities
AP English
Literature and Writing
Philosophy
Human Rights

TECHNOLOGIES: MANUFACTURING, COMMUNICATIONS & REPAIR

Keyboarding/Word Processing
Computer Applications
Introduction to Business
Dynamic Web Page Development
Accounting
Business Law
Construction
Transportation
Materials Processing
Advanced Materials Processing
Computer Aided Drafting & Design
International Business
Engineering Design
Architectural Design
Advanced Robotics Engineering
T.V. Production
Video Journalism
Introduction to T.V. Studio
Boat Building & Navigation
Power & Energy Technology
Advanced Power & Energy Technology
Foundations of Engineering
Modern Communication
Draw and Design I & II
Movie Making I & II
Darkroom Photography I & II
Studio I & II
Digital Animation I & II
Digital Photo I & II
Cooperative Work Experience I & II
Marine Science and Technology
Physics
Integrated Science I & II
Principles of Ecology
Economics
Topics in Science
Chemistry
Introduction to Computer Science
Statistics
All World Languages
Algebra I & II
Geometry
Pre-Calculus
Pre-College Algebra & Trigonometry
Video Game Design
Alternative Energy Technology
AP Computer Science A
Entrepreneurship
Introduction to Calculus
Integrated Algebra and Geometry
Discrete Math



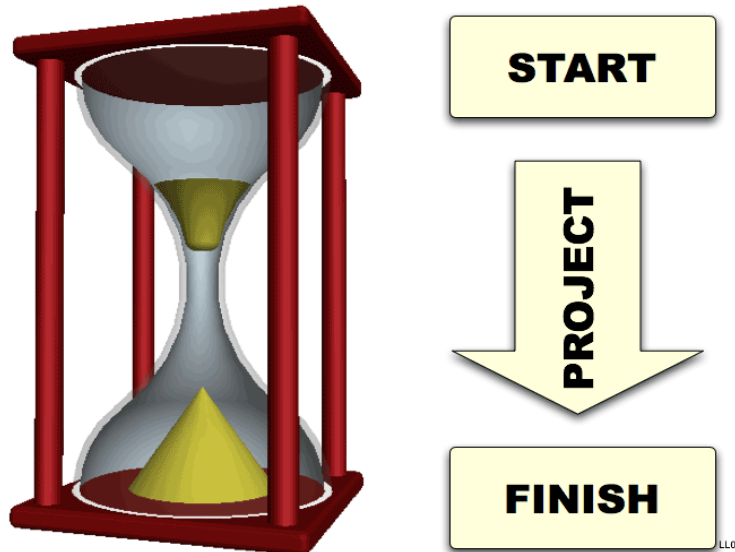
INDEPENDENT PROJECT PILOT NEW ELECTIVE OFFERING

Independent Project .5 Credit
Grades 11-12
Level 2
Trimesters: 1

Course No. 001

This new elective is unlike any other course offered at DHHS because nearly all of the work will be completed independently, though students will have the support of an instructor and their classmates to help them through challenges. The purpose of the Independent Project is to help students become more independent, develop perseverance, become better critical and creative thinkers, and help them better plan their futures.

In this course, students complete an approved project of their own design, investigating a topic that is both interesting and challenging. Students then investigate an issue or an idea related to this topic, sharing the knowledge, skills, and insight gained from the exploration of resources with the instructor. In the end, students will create a product that showcases their chosen criteria and then share this product with a panel. Independent Project components will be scored Pass/Fail using corresponding rubrics. All components of the project must meet passing requirements, but multiple attempts may be made as needed. This type of project is increasingly popular nation-wide; consequently, colleges and universities are accustomed to seeing Pass/Fail grades for similar courses.



CAREER AND TECHNICAL EDUCATION DEPARTMENT BUSINESS COURSE OFFERINGS

Grade	Communication & Technology	Finance	Business Administration	Career Education
9	Keyboarding/Word Processing Computer Applications		Introduction to Business	
10	Keyboarding/Word Processing Computer Applications Dynamic Web Page Development Video Game Design	Personal Finance/Stock Analysis	Introduction to Business Marketing I Fundamentals of Criminal Justice	
11-12	Computer Applications Dynamic Web Page Development Video Game Design	Accounting Personal Finance/ Stock Analysis Investing For Your Future – Financial Investment Analysis Honors	Marketing I Marketing II -Advertising and Promotions International Business Business Law Fundamentals of Criminal Justice Entrepreneurship	On Your Own Cooperative Work Experience I and II

Success in today's complex society requires varied technical, social, and business skills. Our program is a 21st century skills driven program that recognizes and addresses the technological needs of our changing society. We are dedicated to preparing students for a rapidly changing world by enhancing each student's knowledge and skills in business, computers, and information technology. The mission of our department focuses on a rigorous and quality educational experience that offers students the opportunities to master the knowledge, applications, and attitudes to succeed in school, in life, and in the workplace. The knowledge, skills, and ethics taught are necessary for active, life-long participation in a global, informational society which in turn fosters success in one's personal life, college study, and career choice.

Students will be able to independently use their learning to:

1. Function as an economically and financially literate citizen in domestic and international venues.
2. Understand how a business operates and its role within society and the economy.
3. Select and apply appropriate technology for making personal and business decisions.
4. Communicate effectively as writers, listeners, and speakers in diverse social and business settings.
5. Apply the critical-thinking skills needed to function in multiple roles as citizens, consumers, workers, managers, and business owners.

The Connecticut State Department of Education requires our Career and Technical Education (CTE) program to conduct a concentrator exam in different subjects. The purpose of this assessment is tied to funding through the Carl D. Perkins Grant that Daniel Hand receives. This grant helps the CTE department purchase technology and equipment to help provide meaningful educational opportunities in support of our curriculum. Student participation will help us to ensure we can continue to receive funding. At the conclusion of some of our courses, students may be required to take a State assessment in April or May.

COMMUNICATION & TECHNOLOGY

Keyboarding/Word Processing .5 Credit

Course No. 461

Grades 9-10

Trimesters: 1

Students who wish to improve their speed, technique, and proficiency in MS Word should enroll in this course. Students strive to reach speeds of between 40-60 words per minute or more. Emphasis will be placed on document formatting and learning features of Microsoft Word 2010 such as creating merged documents, creating a report, formatting tables, formatting newsletters, enhancing documents with graphics and using the developer tool to create forms. This course is recommended for all students whether they are college bound or plan on entering the job market after graduation.

Dynamic Web Page Development .5 Credit

Course No. 466

Grades 10-12

Trimesters: 1

Students in this course learn to design, create, and update web pages coding with HTML and Dreamweaver CS5. Topics include: elements of design, planning a web site, coding web pages with HTML, using tables, creating forms, working with graphics and animation, and evaluating sites for credibility. Students will be introduced to Photoshop and Flash to create and enhance original web graphics and animations. The class will culminate with a final project allowing students to create unique websites on the topic of their choice.

Video Game Design .5 Credit

Course No. 551

Grades 10-12

Trimesters: 1

This course provides students with an introduction to the principles of computer game design/development. Students will learn to analyze, design, and create interactive, three dimensional animation and games. The evolution of the video game industry will be studied and analyzed in terms of its development. Instruction will include an overview of 3D graphics, modeling, texturing, lighting, animation, and rules of game play. Several software platforms will be utilized to create graphics to be used in individual projects. Upon completion, students should be able to demonstrate knowledge of the major aspects of simulation, game design, and development. No programming experience is required.

Computer Applications .5 Credit

Course No. 469

Grades 9-12

Trimesters: 1

The purpose of this course is to provide students with the computer concepts required by post-secondary schools and in the workplace. Students learn all of the components of Microsoft Office that include Word, Excel, PowerPoint, and Access. Students will also apply this knowledge to Google Drive to develop collaborative projects. Students who successfully complete this course become experienced computer users who should have no difficulty adapting to different platforms and programs.

FINANCE

Accounting 1 Credit
Grades 11-12
Trimesters: 2

CTE Credit: Course No. 490
Math Credit: Course No. 491

This introductory accounting course familiarizes students with the accounting principles and practices commonly used in business. Students work with journals, ledgers, work sheets, and financial statements. The students will check records, bank reconciliations, and financial reports. Automated accounting software is incorporated to expand students' familiarity with "real life" accounting practices. This course is beneficial to students who plan on majoring in business administration at the post-secondary level.

NOTE: Only those students who take this course as a junior and for CTE credit are eligible for College and Career Pathways Credit (see below).

College and Career Pathways Program – Gateway Community College credit is available to juniors enrolled in this course who successfully complete the application process and earn at least a B-. Please see page 10 for new information about this program.

Personal Finance/Stock Analysis .5 Credit
Grades 10-12
Trimesters: 1

Course No. 496

This course will prepare students to take an active role in their future finances. Units of study will include evaluating stock portfolios, bonds, mutual funds, planning monthly budgets, evaluating and establishing credit, time value of money, saving and investing, and planning for retirement. Students will become familiar with stock market concepts and terminology by participating in an online stock competition and will be responsible for tracking their daily income and expenses.

Investing For Your Future – Financial Investment Analysis Honors .5 Credit
Grades 11-12
Level 1
Trimesters: 1

Course No. 489

Prerequisite: Personal Finance/Stock Analysis.

This course will focus on the analysis and evaluation of financial securities and investments. Students will explore stocks, bonds, mutual funds, real estate, and speculative investments among other investment vehicles. Students will learn how to build an investment portfolio as they determine risk versus return of different investments. Students will learn the advantages to investing early, the power of compounding interest, and how investing wisely can help gain financial independence.



BUSINESS ADMINISTRATION

Introduction to Business .5 Credit

Course No. 462

Grade 9-10

Trimesters: 1

This course is designed to introduce students to different disciplines of business so that one can learn to be an effective business leader. Students will explore and discuss business topics related to marketing, international business, accounting, personal finance, business law, and entrepreneurship. Students will also develop personal business skills such as time management, professional growth, and communication. Students will learn to leverage a variety of technology for efficient business use.

Marketing I .5 Credit

Course No. 494

Grades 10-12

Trimesters: 1

This introduction to marketing course gives students an overview of the marketplace, where products and services are exchanged. Students will be introduced to such topics as market analysis, branding, target marketing, market segmentation, pricing, promotion, advertising, social responsibility, and the structure of the free enterprise system including copyrights and trademarks. Marketing is an excellent course for students interested in careers in business, as well as students who want to be more informed consumers and understand the business world around them.

College and Career Pathways Program – Gateway Community College credit is available to juniors enrolled in this course who successfully complete the application process and earn at least a B-. Please see page 10 for new information about this program.

Marketing II – Advertising and Promotions .5 Credit

Course No. 495

Grades 11-12

Trimesters: 1

Prerequisite: Marketing I.

Marketing II is an advanced marketing class designed for students who want to learn and develop effective advertising and promotional strategies. Students will analyze and evaluate several strategies currently being used by professional marketing firms and companies. Students will determine what it takes to create a successful advertising campaign. Students will examine legal and ethical issues that exist in advertising including the Truth in Advertising law. Students will create their own advertising campaigns utilizing a variety of media and analyze the cost associated with it.

College and Career Pathways Program – Gateway Community College credit is available to juniors enrolled in this course who successfully complete the application process and earn at least a B-. Please see page 10 for new information about this program.

Business Law .5 Credit
Grades 10-12
Trimesters: 1

Course No. 498

This course covers such topics as the history and development of law, kinds of law, crimes and torts, contracts, and the court system. The vocational aspects of the course include careers in law and basic legal information. Students develop an understanding of rights and obligations in meeting the legal demands of society. This course is recommended for students who have an interest in law and/or business.

International Business .5 Credit
Grades 11-12
Trimesters: 1

Course No. 497

This course will provide students with an understanding of the interdisciplinary nature of international business. The course will cover the development of international business; theories and methods of international trade; the effects of economics, political and cultural environments on international business and trade; impact of geography in business transactions; legal aspects of international business; and developing an effective international marketing strategy. This course is highly recommended for those students interested in business or finance.

Fundamentals of Criminal Justice .5 Credit
Grades 10-12
Trimesters: 1

Course No. 488

Fundamentals of Criminal Justice is designed to introduce students to the fields of law enforcement, the court system, and correctional system. They will learn about the trial processes and interpret police ethics and constitutional laws in relation to law enforcement operations. This course will also explore the multitude of careers available in the criminal justice system. Students will be taught the basic skills needed for these jobs.

Entrepreneurship .5 Credit
Grades 10-12
Trimesters: 1

Course No. 463

Prerequisite: Introduction to Business.

This course is designed for students interested in operating and managing their own business. Students will have a chance to learn and develop skills and characteristics that are common among successful entrepreneurs. Students will have the opportunity to simulate the process of starting a company, by designing and marketing a "real world" product. Throughout the course, students will need to utilize their problem-solving, decision-making, social, and teamwork skills to attain individual and group goals. By the end of the course, students should be able to understand the entrepreneurial process including identifying a business opportunity, presenting a business plan, and marketing a product or service.

CAREER EDUCATION

On Your Own .5 Credit
Grades 11-12
Trimesters: 1

Course No. 562

This course is a must for everyone, both college bound students and those who will be entering the job market after high school graduation. All of the skills that are essential for independent living will be taught. Units of instruction cover career planning, apartment hunting, job hunting, home repair, laundry, banking, budgeting, taxes, and meal planning and preparation.

Cooperative Work Experience I 1 Credit for Class
(Two credits for both 480 and 481 only) 1 Credit for Work Experience
Grade 11
Trimesters: 2

Course No. 480
Course No. 481

Cooperative Work Experience I is a class designed to equip juniors and seniors with the skills necessary to succeed in today's workplace. Students in CWE will be able to identify postsecondary choices, develop skills and strategies for necessary employment acquisition, and develop skills for the work place, personal life, and life-long learning. Students in CWE will develop a professional portfolio to reflect their goals and job skills. Along with the career exploration class that will meet daily for two trimesters, students may participate in a paid-on-the-job work experience. In order to obtain credit for work, students must secure employment within six weeks of the start of class.

Cooperative Work Experience II 1 Credit for Class
(Two credits for both 482 and 483 only) 1 Credit for Work Experience
Grade 12
Trimesters: 2

Course No. 482
Course No. 483

Cooperative Work Experience II is a class designed for seniors who are interested in preparing for the world of work. Classroom studies may be integrated with paid work experience in a field related to a student's academic or career goals. Each student will develop an individual training plan that will address job specific knowledge and skills needed to meet their goals. In order to obtain credit for work, students must secure employment within six weeks of the start of class. **Students interested in this course must get teacher and coordinator approval.**



**CAREER AND TECHNICAL EDUCATION DEPARTMENT
FAMILY/CONSUMER SCIENCE COURSE OFFERINGS**

Grade	Fashion Technology	Living Environments	Child Development	Nutrition Technology
9	Introduction to Fashion* (2017-2018)	Interior Design	Discovering Children	Foods & Nutrition
10	Introduction to Fashion* (2017-2018) Retail Fashion and Merchandising* (2018-2019)	Interior Design	Discovering Children Child Development Little Hand Nursery School Lab	Foods & Nutrition Chefs at Hand
11-12	Introduction to Fashion* (2017-2018) Retail Fashion and Merchandising* (2018-2019)	On Your Own Interior Design	Discovering Children Child Development Little Hand Nursery School Lab Work Experience with Children UConn/ECE Individual & Family Development * (2018-2019)	Foods & Nutrition International Foods Chefs at Hand Hospitality & Tourism Bake Shop

*These courses are offered in alternate years.

The Family/Consumer Science Department prepares students to become independent. Emphasis in this program is placed on encouraging students to become responsible citizens, workers, and parents. Courses alert them to their rights and responsibilities as consumers and assist them in personal development. Students are provided with opportunities to explore careers in childcare, early childhood education, fashion, design, and food service.

Students will be able to independently use their learning to:

1. Strengthen the well-being of individuals and families across the lifespan;
2. Become responsible citizens and leaders in family, community, and work settings;
3. Address problems in diverse family, community, and work environments;
4. Function effectively as providers and consumers of goods and services.

The Connecticut State Department of Education requires our Career and Technical Education (CTE) program to conduct a concentrator exam in different subjects. The purpose of this assessment is tied to funding through the Carl D. Perkins Grant that Daniel Hand receives. This grant helps the CTE department purchase technology and equipment to help provide meaningful educational opportunities in support of our curriculum. Student participation will help us to ensure we can continue to receive funding. At the conclusion of some of our courses, students may be required to take a State assessment in April or May.

FASHION TECHNOLOGY

Introduction to Fashion .5 Credit

Course No. 558

Grades 9-12

Trimesters: 1

This course is intended to give a broad introduction to the fashion industry. The history and psychology of fashion will familiarize students with social, economic, and political influences of the industry. A unit on textiles and apparel provides students with an overview of the elements and principles of design. After studying famous fashion designers, students will draft and sketch several outfits of their own. Units on careers, clothing care, and wardrobe planning will also be addressed. Students will apply problem solving skills and develop creativity throughout the trimester.

Retail Fashion and Merchandising .5 Credit

Course No. 560

Grades 10-12

Trimesters: 1

This advanced course is an in-depth look at the fashion industry, with a focus on retailing and merchandising. Fashion designers will also be highlighted throughout the trimester. Units of study include: store planning and display, fashion buying, market research, advertising, and fashion writing. Students will create and design advertisements in the form of a magazine layout, a bulletin board, and a 3D display case. Product, price, place, and promotion are emphasized. Students will utilize technology to enhance all projects.

LIVING ENVIRONMENTS

Interior Design .5 Credit

Course No. 561

Grades 9-12

Trimesters: 1

Students will be able to identify various housing, furniture, and window styles. They will learn how to draw floor plans using traditional architectural tools and symbols. Using the principles of design, color, furnishings, fabric, and fixtures, students will design a variety of interior spaces on design boards and in 3D CAD software. This course is suggested for students with interests in architecture, interior design, or art.

On Your Own .5 Credit

Course No. 562

Grades 11-12

Trimesters: 1

This course is a must for everyone, both college bound students and those who will be entering the job market after high school graduation. All of the skills that are essential for independent living will be taught. Units of instruction cover career planning, apartment hunting, job hunting, home repair, laundry, banking, budgeting, taxes, and meal planning and preparation.

CHILD DEVELOPMENT

Discovering Children .5 Credit

Course No. 567

Grades 9-12

Trimesters: 1

This class gives students an overview of the social, emotional, physical, and intellectual development of children ages two to five. As part of the course, students will have the opportunity to observe children in the DHHS's "Little Hand" Nursery School to gain insight into the individual differences among nursery school children. Students also help to organize learning activities such as games, music, and storytelling in the "Little Hand" lab. This course is open to all students.

"Little Hand" Nursery School Lab .5 Credit

Course No. 571

Grades 10-12

Trimesters: 1

Prerequisite: Child Development.

Nursery School Lab is an advanced course where students have the opportunity to work in "Little Hand" nursery three days a week. Students will take on a leadership role and be responsible for teaching small groups. They will have the opportunity to work with specific age groups. This class gives students hands-on experience as a teacher. As students observe, plan, and direct the activities for "Little Hand" Nursery School, they gain experience working directly with children. Students will problem solve to address various issues they encounter as they work in the nursery school. This course is recommended for anyone interested in being a teacher, daycare provider, nurse, doctor, or parent.

Child Development .5 Credit

Course No. 570

Grades 10-12

Trimesters: 1

Students will study the various stages of child development from infancy to age 5. Child Development will build a positive understanding of children's growth and a solid foundation of parenting skills. Child Development students learn theories and techniques to use when working with children through class activities, presentations, discussion, videos, and guest speakers. Students will also explore different types of child care and related careers. Child Development is recommended for anyone interested in being a teacher, daycare provider, nurse, doctor, or parent. It also is a great foundation for students interested in psychology, sociology, and human development.

Work Experience with Children .5 Credit

Course No. 573

Grades 10-12

6 weeks in July, August

The setting for this course is the "Red Barn Children's Center" in Clinton, a summer camp program for children ages four to seven. The students will plan and carry out directed play activities as well as complete observations concerning the children's social and physical development. Students who are interested in this course are interviewed and then must be selected by the staff of "Red Barn Children's Center". Students selecting this course must carry a full course load during the academic year.

Individual and Family Development 1 DHHS Credit
University of Connecticut, Early College Experience
(Individual and Family Development: HDFS 1070) 3 UConn Credits
Grades 11-12
Level 1
Trimesters: 2

Course No. 577

As part of the University of Connecticut Early College Experience, this course provides an excellent opportunity for students who wish to enter the fields of nursing or teaching. The course focuses on the developing individual within the context of the family life cycle. This includes psychosocial theory, intellectual development, and genetics. Human development will be studied as related to children's play, expression of feeling, developmental tasks, media influence, bullying, peer groups, risk behaviors, identity formation, and communication. This course also includes a field work component. Only students who are registered in the UConn/ECE program for this course and earn a grade of B or better will receive UConn/ECE credit. This is an essential class for anyone interested in being a teacher, daycare provider, nurse, doctor, or parent. It also is a great foundation for students interested in psychology, sociology, and human development.

**PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION
AND FEE DETAILS.**

NUTRITION TECHNOLOGY

Foods and Nutrition .5 Credit
Grades 9-12
Trimesters: 1

Course No. 574

Foods and Nutrition is an introduction to food preparation, nutrition, and meal planning. Current surveys indicate that many adults do not have the skills needed to plan and prepare well balanced meals for themselves and their families. This course introduces the fundamental concepts, skills, and techniques in basic cookery. Emphasis is placed on recipe conversion, measurements, terminology, classical knife cuts, safe food, and equipment handling. This course emphasizes the relationship among food, food choices, and nutrition to meet the needs of individuals and groups.

College and Career Pathways Program – Gateway Community College credit is available to juniors enrolled in this course who successfully complete the application process and earn at least a B-. Please see page 10 for new information about this program.

International Foods .5 Credit
Grades 9 -12
Trimesters: 1

Course No. 575

Students will prepare regional foods using authentic equipment and cookware. Students will explore influences on cuisine including the culture, resources, geography, and climate of other countries. International Foods will show students how to make food choices focused on fresh, affordable foods from diverse cultural traditions.

Chefs at Hand .5 Credit

Course No. 576

Grades 10-12

Trimesters: 1

Prerequisite: Foods and Nutrition, Bake Shop, or International Foods.

This advanced course provides students with the opportunity to work in the Tiger Café, a restaurant open to faculty and staff. Students in Chefs at Hand work together to manage, plan, prepare, and sell a variety of foods and gain experience in each job in the restaurant. The restaurant industry and various careers are explored. Students with an interest in culinary arts, business, or entrepreneurship would benefit from taking Chefs at Hand.

Hospitality and Tourism .5 Credit

Course No. 499

Grades 11-12

Trimesters: 1

Hospitality and Tourism provides students with an understanding of the key elements associated with the following industries: lodging, travel, recreation, food services, and leisure services. Students will examine the hospitality and tourism industry and will gain an understanding of the many careers available. As part of this interactive, project-based course, students will have the opportunity to research, design, plan, and market an event.

Bake Shop .5 Credit

Course No. 580

Grades 9-12

Trimesters: 1

Bake Shop provides students with the opportunity to explore the creative world of cooking with a focus on the art of baking. Students will prepare breads, pastries, cakes, and cookies. The baking craft applies principles of math and chemistry in creating the final products.



CAREER AND TECHNICAL EDUCATION DEPARTMENT TECHNOLOGY AND ENGINEERING COURSE OFFERINGS

Grade	Engineering	Construction	Transportation	Marine Technology	Communication
9	Foundations of Engineering Computer Aided Drafting Robotics Engineering	Architectural Design Materials Processing Construction Systems	Alternative Energy Technology		Introduction to T.V. Studio T.V. Production
10	Foundations of Engineering Computer Aided Drafting and Design Engineering Design Video Game Design Robotics Engineering Advanced Robotics Engineering	Materials Processing Advanced Materials Processing Construction Systems Architectural Design Advanced Construction Systems	Alternative Energy Technology Boat Building and Navigation Power and Energy Technology Advanced Power and Energy Technology	Boat Building and Navigation Power and Energy Technology Advanced Power and Energy Technology	Introduction to T.V. Studio T.V. Production Video Journalism
11	Foundations of Engineering Computer Aided Drafting and Design Engineering Design Robotics Engineering Advanced Robotics Engineering Video Game Design	Materials Processing Advanced Materials Processing Construction Systems Architectural Design Advanced Construction Systems	Alternative Energy Technology Boat Building and Navigation Power and Energy Technology Advanced Power and Energy Technology	Boat Building and Navigation Power and Energy Technology Advanced Power and Energy Technology	T.V. Production Video Journalism
12	Foundations of Engineering Computer Aided Drafting and Design Engineering Design Robotics Engineering Advanced Robotics Engineering Video Game Design	Materials Processing Advanced Materials Processing Construction Systems Architectural Design Advanced Construction Systems	Alternative Energy Technology Boat Building and Navigation Power and Energy Technology Advanced Power and Energy Technology	Boat Building and Navigation Power and Energy Technology Advanced Power and Energy Technology Marine Science and Technology	T.V. Production Video Journalism

The Technology and Engineering Department offers a program that is 21st century skills driven and addresses the technological needs of our changing society. Our goal is to prepare Daniel Hand students with the skills, strategies, and confidence to be adaptable in our ever changing environment. This preparation incorporates collaborative, application oriented, activity-based strategies to develop critical thinking skills while solving real-world problems. The department articulates five career pathways: Engineering, Construction, Transportation, Marine Technology, and Communications.

The Connecticut State Department of Education requires our Career and Technical Education (CTE) program to conduct a concentrator exam in different subjects. The purpose of this assessment is tied to funding through the Carl D. Perkins Grant that Daniel Hand receives. This grant helps the CTE department purchase technology and equipment to help provide meaningful educational opportunities in support of our curriculum. Student participation will help us to ensure we can continue to receive funding. At the conclusion of some of our courses, students may be required to take a State assessment in April or May.

ENGINEERING, CONSTRUCTION, TRANSPORTATION, AND MARINE TECHNOLOGY COURSES

Foundations of Engineering .5 Credit
Grades 9-12
Trimesters: 1

Course No. 540

Foundations of Engineering is an introductory technology/engineering course designed to introduce all first year students to the fundamentals of Engineering. This course will provide students with opportunities to develop fundamental technological literacy as they learn about the history, systems, and processes of invention and innovation. Hands-on activities will allow students to select and use technology along with math and science to explore solutions to various problems inherent in today's society. Group and individual lessons will engage students in creating ideas, developing innovations, conducting experiments, gathering and analyzing data, and constructing practical solutions in solving these problems. Students in this course will develop an understanding of the engineering design process, which will prepare them for other, more specialized, Technology Education courses.

Engineering Design .5 Credit

Course No. 542

Grades 10-12

Trimesters: 1

Prerequisite: Student must earn a grade of C or better in Computer Aided Drafting and/or Foundations of Engineering.

This course is intended to stimulate students' ingenuity, intellectual talents, and practical skills in devising solutions to engineering design problems through authentic learning. Students will use the engineering design process to investigate, design, plan, create, and evaluate solutions to several engineering challenges and problems. Students will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. This course will provide a background for students who are interested in pursuing a degree in Engineering at the post-secondary level.

Robotics Engineering .5 Credit

Course No. 539

Grades 9-12

Trimesters: 1

Robotics is one of the fastest growing industries in the world. This course uses Intelitek's Robotics Engineering Curriculum (REC) with VEX robotics hardware to deliver course material in a step-by-step fashion. Basic robotic concepts are introduced followed by activities and projects to reinforce student learning. The fundamental activities walk the student through some of the more difficult math and science concepts and break them down into simpler components for the student to understand and relate to. Knowledge in robotics engineering requires a mix of backgrounds, including mechanical, electrical, and programming. The Robotics Engineering Curriculum mixes these disciplines together with hands-on activities to create a blended learning experience.

Possible Projects: Building robots from a Kit, VEX robotics competition.

Advanced Robotics Engineering .5 Credit

Course No. 545

Grades 10-12

Trimesters: 1

Prerequisite: Student must earn a grade of B or better in Robotics Engineering.

Students who have succeeded in Robotics Engineering are encouraged to sign up for this course which continues the Intelitek's Robotics Engineering Curriculum (REC) with VEX robotics hardware to deliver course material in a step-by-step fashion. Advanced robotic concepts are introduced followed by activities and projects to reinforce student learning. The Advanced Robotics Engineering curriculum expands the students' learning using the REC and focuses on solving problems with building the VEX competition robot.

Possible Projects: Building robots from a kit, VEX robotics competition.



Video Game Design .5 Credit

Course No. 551

Grades 10-12

Trimesters: 1

This course provides students with an introduction to the principles of computer game design/development. Students will learn to analyze, design, and create interactive, three dimensional animation and games. The evolution of the video game industry will be studied and analyzed in terms of its development. Instruction will include an overview of 3D graphics, modeling, texturing, lighting, animation, and rules of game play. Several software platforms will be utilized to create graphics to be used in individual projects. Upon completion, students should be able to demonstrate knowledge of the major aspects of simulation, game design, and development. No programming experience is required.

Architectural Design .5 Credit

Course No. 543

Grades 9-12

Trimesters: 1

This course provides a solid foundation for students who are interested in pursuing a possible career and/or degree in Architecture. Students will learn how to interpret, plan, and design the many parts of a residential building which will be used to design a home of their choice. Local building codes will be introduced along with practical designing techniques. The house design will include floor plans, foundation plans, plot plans, elevations, site plans, and perspective drawings. A computer aided drafting program (Chief Architect) will be used to allow students to think creatively and critically in solving problems related to the design of their home.

Construction Systems .5 Credit

Course No. 506

Grades 9-12

Trimesters: 1

This course provides students with an understanding of the key principles associated with residential building construction. An understanding of the process of how structures are designed and constructed will be emphasized. Students will learn major concepts and principles through hands-on activities and projects. Units of study include: safe use of hand and power tools, building materials, structural elements, forces, blueprint reading, building codes, overview of mechanical trades, and building process.

Materials Processing .5 Credit

Course No. 521

Grades 9-12

Trimesters: 1

This project-based course introduces students to the basic skills required for working with different types of materials. Students will gain an understanding of the characteristics and properties of different materials such as wood and metal. The curriculum provides students with challenging problems that result in the design and manufacturing of various projects. Units of study include safe use of hand and power tools, measurement, properties of materials, pattern development, separating, fastening, and finishing processes.

Advanced Materials Processing .5 Credit

Course No. 520

Grades 10-12

Trimesters: 1

Prerequisite: Student must earn a grade of C or better in the Materials Processing course.

This course is designed to provide those students who have taken Materials Processing with an opportunity to further enhance their knowledge and technical skills in processing different materials. Students will be expected to apply their prior knowledge along with learning new and advanced skills in solving design challenges. This will be done through complex hands-on projects.

Alternative Energy Technology .5 Credit

Course No. 531

Grades 9-12

Trimesters: 1

Alternative Energy Technology will focus on the importance of establishing and building sustainable energy options. Students will discover how their decisions can impact the environment through education, career opportunities, and daily routines. This hands-on course will explore technology and its impact on the environment, both positive and negative. Power technology concepts are studied as they apply to internal combustion engines, as well as alternative fuels for this widely used power source. Students will develop projects that can be applied to the topics covered: alternative energy, recycling, water preservation and purification, transportation, waste management, and environmental remediation. During this course, students design, construct, analyze, and test various models while becoming familiar with differing aspects of energy conversion, propulsion, control, and suspension systems.

Possible Projects: Alternative Energy Vehicles, Solar Lanterns, Wind Indicators, Solar Heating, Wind Power, Water Power Activities.

Power and Energy Technology .5 Credit

Course No. 533

Grades 10-12

Trimesters: 1

This course is a must for anyone who plans on driving a car. Designed for the beginner, Power and Energy Technology requires no experience in Technology Education, and it familiarizes students with basic concepts in engine related and automotive technology. Students will learn the basics of maintaining an automobile from checking the oil and coolant to purchasing tires and fixing flats. Students have the option to work on their own car. Safety in and around the automobile will be stressed throughout the course. The class starts by learning the basics of the internal combustion engine and moves on to familiarize learners with the use of basic shop tools and machinery. A major portion of the course is devoted to developing the skills and knowledge necessary to purchase, own, maintain, and repair an automobile. Students with career interests in the automotive field would also benefit from this course.

Possible Projects: Auto Repair and Maintenance, Small Engine Work, Metal Fabrication, Welding, Body Work, Performance Parts, Brake Repair, Tune Up.

College and Career Pathways Program – Gateway Community College credit is available to juniors enrolled in this course who successfully complete the application process and earn at least a B-. Please see page 10 for new information about this program.

Advanced Power and Energy Technology .5 Credit

Course No. 534

Grades 10-12

Trimesters: 1

Prerequisite: Student must earn a grade of C or better in the Power and Energy Technology course.

This course continues the students' experience with engine related and automotive technology. Students continue with activities related to the internal combustion engine and learn more advanced uses of shop tools and machinery. During this course students continue activities dealing with small engine maintenance, vehicle maintenance, fabrication and customization, and automotive systems diagnosis and repair with possible exploration of alternative forms of energy for transportation. A major portion of this course is devoted to the students' individual project interests. Students with career interest in the automotive field would benefit from taking Advanced Power and Energy Technology.

College and Career Pathways Program – Gateway Community College credit is available to juniors enrolled in this course who successfully complete the application process and earn at least a B-. Please see page 10 for new information about this program.

Marine Science & Technology 1 Credit (0.5 Credits CTE/0.5 Credits Science)

Course No. 379

Grades 11-12

Level 2

Trimesters: 2

Prerequisite: Successful completion of Biological Systems or Biology - Honors or a minimum grade of B in General Biology.

Marine Science and Technology explores the marine environment, examines the chemical, biological, and geological properties of the sea as well as aquaculture based careers such as boatbuilding, trapping, farming, and maintenance of organisms. Boat construction, fishing rod building, physical, chemical, and ecosystem studies related to oceanography will be part of this “hands-on” course. Many forms of coastal ecology will be explored including water chemistry, rocky shore, sandy shore, estuaries, and pelagic zones. Mandatory field trips will support the curriculum and provide school to career practical experience, which includes data collection and lab report writing. Interdisciplinary projects will also be incorporated to widen the students’ understanding of maritime-based careers and marine life. Students will also work with the Madison Shellfish Commission on continuing projects related to oystering and clamming. Course work will include the State of Connecticut Safe Boaters curriculum which will allow students the opportunity to apply for their CT Safe Boaters/Personal Water Craft Certificate. This course is team-taught by a member of the Science department and a member of the Career and Technical Education department.

Boat Building and Navigation .5 Credit

Course No. 530

Grades 10-12

Trimesters: 1

Boat Building and Navigation explores all stages of boat building from layout and lofting to hull assembly and finishing techniques. Students in this course have an opportunity to construct their own boat with available plans ranging from small plywood canoes to a 14’ skiff. Light design sketching, modeling, and full scale boat construction will be part of this “hands-on” course. Many forms of boating and navigation will also be explored including boating basics, knot tying, legal requirements, water sports, safety, and GPS (Global Positioning Systems). In addition, students who successfully complete the course will have the opportunity to receive the State of Connecticut Safe Boating Certificate. This certificate is mandatory for all persons wishing to operate a vessel upon state waters.

Computer Aided Drafting and Design .5 Credit

Course No. 541

Grades 9-12

Trimesters: 1

This is an introductory course developed to communicate design ideas through the techniques and processes learned in a computer aided drafting program called SolidWorks. The focus will revolve around the understanding of several different principles of engineering drawing to help develop solutions to problems. Students will learn how to create a variety of 2D and 3D drawings and make those drawings become reality within our 3D printer lab.

Advanced Construction Systems .5 Credit

Course No. 508

Grades 10-12

Trimesters: 1

Prerequisite: Construction Systems.

This course is designed to provide those students who have taken Construction Systems with an opportunity to further investigate the construction industry. Students will become familiar with all aspects of construction technology including construction management, material resources, tools, light/heavy construction processes, mechanical support systems, current developments, career opportunities, and impacts on society. Heavy emphasis will be placed on practical application of the skills presented in class through a wide variety of student activities and hands-on projects. Students will also have the opportunity to work toward acquiring or completing the construction certification offered by the National Home Builders Association.

COMMUNICATION COURSES**Introduction to T.V. Studio .5 Credit**

Course No. 544

Grades 9-10

Trimesters: 1

This course introduces students to the basic concepts of video production technology. Students start by learning basic camera operation and move on to become familiar with the complete video production process. During this course, cooperative activities are completed dealing with pre-production, camera operation, shot composition, microphones, and interviewing. A major portion of Introduction to T.V. Studio is devoted to learning non-linear editing skills on Apple iMac computers and applying that knowledge towards the creation of several video projects. Students with career interests in the communication field would benefit from taking Introduction to T.V. Studio. Introduction to T.V. Studio is a prerequisite to T.V. Production.

T.V. Production .5 Credit

Course No. 546

Grades 9-12

Trimesters: 1

Prerequisite: Introduction to T.V. Studio.

This communication course is designed to provide students with an opportunity to learn and practice the processes involved in live television broadcasting and broadcast journalism. Students work in front of the camera as reporters and behind the scenes as directors and studio control room technicians. Multiple camera talk show productions are introduced as well as Apple's Final Cut Pro X editing software. Students examine video production techniques including lighting, audio, color grading, studio camera work, and studio directing. Students will learn how to format scripts properly for broadcast news and will produce news segments for the statewide Fox 61 Student News Program.

College and Career Pathways Program – Middlesex Community College credit is available to juniors enrolled in this course who successfully complete the application process and earn at least a B-. Please see page 10 for information about this program.

Video Journalism .5 Credit
Grades 10-12
Trimesters: 1
Prerequisite: T.V. Production.

Course No. 550

This course will address advanced video and TV studio production with an emphasis on the application of electronic news gathering techniques towards a weekly Tiger Talk school news production. Through lectures, hands-on labs, and projects, students will learn and apply studio control room and field production techniques. Students in Video Journalism will acquire technical knowledge and competencies in camera operation, lens theory, switching, advanced Apple Final Cut video editing, audio and tracking, lighting, picture composition, shot planning, continuity, scripting/writing, and interviewing. Students will also research possible careers in the communications industry.



TIGER TALK

ART DEPARTMENT COURSE OFFERINGS

Grade	Drawing Painting	Ceramics Mixed Media	Photography Digital Arts
9	Draw & Design I & II Printmaking	Clay & Innovative Forms I & II	Digital Animation I & II Digital Photo I & II Movie Making I & II
10	Draw & Design I & II Printmaking Painting Studio	Clay & Innovative Forms I & II	Digital Animation I & II Digital Photo I & II Movie Making I & II Darkroom Photography I & II
11	Draw & Design I & II Printmaking Painting Studio Studio I & II	Clay & Innovative Forms I & II	Digital Animation I & II Digital Photo I & II Movie Making I & II Darkroom Photography I & II
12	Draw & Design I & II Printmaking Painting Studio Studio I & II* AP Studio Art Drawing** **AP Studio Art Drawing requires at least three consecutive courses in this strand as well as the other prerequisites listed in the course description.	Clay & Innovative Forms I & II Studio I & II* *Studio I, with a concentration in ceramics, requires two courses in this strand and at least one Draw and Design class.	Digital Animation I & II Digital Photo I & II Movie Making I & II Darkroom Photography I & II Studio I & II* *Studio I, with a concentration in photography and/or digital media, requires two courses in this strand and at least one Draw and Design class.

MAJOR GOALS OF THE ART PROGRAM

To help students:

- Think divergently and become adept at idea generation.
- Use creative problem-solving skills and techniques.
- Critically analyze and interpret visual images using written and oral expression.
- Communicate by using visual images to create an intended impact.
- Identify and assess the quality of works of art with a sophisticated understanding of the elements and principles of artistic expression.
- Develop awareness of our cultural heritage and the heritage of others.
- Create with artistic vision by synthesizing skills and concepts.
- Develop awareness of the unique relationship between art and technology.
- Value the relationship between art and the environment.
- Develop skill in and appreciation of fine craftsmanship.

In planning a program in Art, students should note the following and self-advocate to schedule the necessary elective offerings to achieve their goals:

Students wishing to pursue careers in applied and visual arts such as: film, photography, architecture, fashion merchandising, interior, industrial, entertainment, and graphic design are strongly encouraged to enroll in Draw and Design I & II in order to build the necessary skills and portfolios needed for college.

The Drawing and Painting strand, including AP Studio Art Drawing, is highly recommended for students wishing to attend an Art program, college, or university after graduation.

Draw & Design I .5 Credit

Course No. 614

Grades 9-12

Trimesters: 1

This course is an introduction to drawing, design, and painting. Students create work in two-dimensional art forms such as landscape, still life, figure, and portraiture. Media and techniques include linear perspective, color theory, printmaking, and painting. Students are introduced to idea generation, composition and design, art history, technology, and development of ideas and themes in artwork. Sketchbooks are required.

Draw & Design II .5 Credit

Course No. 616

Grades 9-12

Trimesters: 1

Prerequisite: Draw and Design I.

Drawing from life is emphasized. Subjects include still life, portraits, landscapes, and architecture with an emphasis on linear perspective. Graphic design, printmaking, value studies, and abstraction are examples of units of study. Art history, computer technology, and thematic development works are integrated into units of study. Sketchbooks are required.

Painting Studio .5 Credit

Course No. 624

Grades 10-12

Trimesters: 1

Prerequisite: Draw & Design II.

This is a course in the tools and techniques of painting using acrylics, watercolors, and inks. Thumbnails, gesture drawings, and color studies as methods of idea development and planning are emphasized. Monotypes and monoprints may be introduced as “painterly prints.” Subjects include portrait, figure, still life, landscape, linear and atmospheric perspective, and abstraction. Art history, technology, and thematic works are used for idea concentration and idea generation. Sketchbooks are required.

Printmaking .5 Credit

Course No. 618

Grades 9-12

Trimesters: 1

This course is an introduction to the exciting possibilities of printmaking. Intaglio, relief, and planographic printing processes, including lino-cut, monoprints, dry point, and silkscreen, are explored. Create a unique artist’s book with a series of small prints! Learn how to silkscreen and create original wearable pieces of art for yourself and your friends! Art historical references and technology as they relate to printmaking will be introduced.

Clay & Innovative Forms I .5 Credit

Course No. 620

Grades 9-12

Trimesters: 1

Students will explore form and space by constructing, modeling, or carving forms. Students will experiment with a nonclay medium that may be limited to plaster, cardboard, wood, wire, or paper. The course is designed to introduce students to unique problems encountered in creating three-dimensional forms. Art history and technology are integrated where applicable. Working with theme is emphasized. Sketchbooks are required.

Clay & Innovative Forms II .5 Credit

Course No. 622

Grades 9-12

Trimesters: 1

Prerequisite: Clay & Innovative Forms I.

Students develop expertise in wheel thrown and hand built methods of construction. There is continued exploration with other media in relationship to clay. Surface treatment and various glazing and finishing methods are explored. Students experiment with functional as well as abstract, sculptural forms, and the work is based upon student developed themes. Art history and technology are integrated where applicable. Sketchbooks are required.

Digital Photo I .5 Credit

Course No. 638

Grades 9-12

Trimesters: 1

This course introduces students to the multiple benefits and the creative applications of digital photography. Students will explore technical and design aspects of digital photography. Operating principles of digital cameras, skills in digital photo manipulation techniques using Photoshop, as well as introduction to aesthetics and history of photography are offered. There is an emphasis on digital photography as it is used for fine art, advertising media, and the visual language of images. Students will use their own personal digital cameras for the course.

Digital Photo II .5 Credit

Course No. 647

Grades 9-12

Trimesters: 1

Prerequisite: Digital Photo I.

Using the knowledge and experience gained from Digital Photo I, students will learn advanced techniques of DSLR cameras. More complex techniques of photo editing in Photoshop will be explored. Self-expression becomes more sophisticated because of creative exploration of theme and idea generation. Aesthetics and history of photography will continue as well as an emphasis on digital photography as it is used for fine art, advertising media, communication, and the visual language of images. Students will use their own personal digital cameras for the course.

Digital Animation I .5 Credit

Course No. 640

Grades 9-12

Trimesters: 1

Students will be introduced to the creative process of pre-production, production, and post-production animation using Adobe Flash software. Students will utilize drawing and storyboarding as a means to design and create their own personal animated shorts. Students will learn the history of cartoon animation as well as the necessary technical skills to create, arrange, and edit music, video, graphics, text, sound effects, and voiceovers. Sketchbooks are required for idea generation and character development.

Digital Animation II .5 Credit

Course No. 646

Grades 9-12

Trimesters: 1

Prerequisite: Digital Animation I.

Students will continue to explore and develop the technical skill, knowledge, and experience required to work with animation software (Adobe Flash, Photoshop). Students will engage in the creative process of pre-production, production, and post production. Careers in animation will be introduced as well as contemporary animation in various genres. Animated graphics, flash-based web sites, three-dimensional modeling, and action script programming will be incorporated into projects. Sketchbooks are required for idea generation, for successful communication of ideas, and for character development.

Movie Making I .5 Credit

Course No. 626

Grades 9-12

Trimesters: 1

This course introduces students to the motion picture filmmaking process with an emphasis on creating innovative and professional quality short films using digital media. Students become acquainted with the creative and artistic aspects of digital storytelling. Students use a variety of digital media in the pre-production process by writing scripts and drawing out storyboards. Students work in groups in the production and post-production process by editing video with music and sound effects to convey their stories. The course also introduces students to film history from the late eighteenth century to 1950. Students are not required to have a camcorder, but it is recommended.

Movie Making II .5 Credit

Course No. 627

Grades 9-12

Trimesters: 1

Prerequisite: Movie Making I.

This course builds upon the skills developed in Movie Making I. Production and editing of videos is emphasized with the opportunity to write and produce unique videos using special effects, video graphics, claymation, and other creative applications. The course introduces students to film history from 1950 to the present time.

Darkroom Photography I .5 Credit

Course No. 629

Grades 10-12

Trimesters: 1

The goal of this course is to introduce students to traditional black and white film photography, as this is the basis for all photography being created today. A working knowledge of manual camera functions and their impact on photo imagery, including zone exposure, aperture, and shutter speed settings will be explored. Skills in darkroom techniques including film development and the use of enlargers, test strips, filters, burning, dodging, and chemistry will be mastered. The elements and principles of design and composition are also fostered through this unique media form.

Darkroom Photography II .5 Credit

Course No. 631

Grades 10-12

Trimesters: 1

Prerequisite: Darkroom Photography I.

Photography II builds on the skills and techniques learned in the introductory course, Darkroom Photography I. Emphasis is on aesthetic quality and experimental technique with an opportunity to develop a unique visual style. Techniques include darkroom special effects processes, computer enhanced images, and other technologies.

Studio I .5 Credit

Course No. 633

Grades 10-12

Trimesters: 1

Prerequisite: Completion of at least 2 sequential prerequisites in one of the Art strands in addition to Drawing & Design I. (See Course Offering Chart.)

This course is an introduction to the complex world of design and visual communication. Students will expand their foundational and conceptual skills and build their design vocabulary to orchestrate composition for desired impact on the viewer. Using creative problem solving, students will develop thematic works, connect image with concept, and refine technical skill. Sketchbooks are required and used for idea generation, idea development, and skill building. Students will begin a digital portfolio for submission to colleges. Visitations by college representatives with images of student portfolios that have been accepted to various colleges are part of the course.

Studio II .5 Credit

Course No. 636

Grades 11-12

Trimesters: 1

Prerequisite: Completion of Studio I.

Together with the instructor, students evaluate their current portfolio work in terms of their strengths and growth areas. After assessing what is needed to complete their portfolio, assignments are developed cooperatively with the instructor and are based upon individual student need. Students will have the opportunity to explore concepts, media, and techniques in depth. Using creative problem solving, students refine skills in conceptual thinking and design communication. Experimentation with integrating processes/media is encouraged. Students are required to maintain a sketchbook and will expand their digital portfolio. Visitations by college representatives with images of student portfolios that have been accepted to various colleges are part of the course.



Grades 12

Level 1

Trimesters: 2

Prerequisite: B+ or higher in all art courses, which must include at least three consecutive courses in the Drawing/Painting strand, and Teacher Recommendation. The Art Department will make the final selection based on portfolio review. (See Course Offerings Chart).

This course provides an opportunity for highly motivated students to experience intensive instruction equivalent to that of an introductory college studio art foundation in the high school environment. Students in AP Studio Art create a portfolio of a minimum of 25 pieces of art in a variety of media, techniques, and subject matter. Much of the work students do will be personal interpretation of the assignments. This course is divided into three sections: quality, breadth, and concentration. Emphasis is placed on drawing from observation; the application of organizational principles; the development of a body of work of personal choice; the recognition of the role of the history of art; the application of critical thinking skills in written, oral, and problem-solving form. Students will be expected to work both in school and at home (1 hour a day) in order to complete the portfolio requirements for the AP Exam (submission of the portfolio).

In addition to completing regularly assigned homework, students are expected to:

- Complete summer assignments.
- Complete all assignments on time.
- Use sketchbooks on a daily basis.
- Write a detailed thesis statement that clearly outlines the concentration and depth of theme.
- Create 12 works for Concentration section.
- Create 12 works, one slide of each is submitted, for the Breadth section.
- Research and write a paper.
- Participate in cooperative groups, class discussions and critiques on a regular basis.
- Plan and participate in a group AP show during the third trimester.



ENGLISH DEPARTMENT COURSE OFFERINGS

Grade	Honors - Level 1	College Prep - Level 2
9		Literature and Writing
10	World Literature Honors	World Literature
11	American Literature Honors	American Literature
12	UConn/ECE Advanced Placement English Humanities Race, Literature, and Culture	Bible as Literature Combat Literature Creative Writing Journalism Literature and Film Modern Communication Writing for Career and College

The placement of courses in this chart is what is typical. See the flow chart at the end of the English section to see all of the options.

ENGLISH DEPARTMENT MAJOR AIMS

In every course offered by the English Department the objectives are as follows:

- To improve each student's reading, composition, listening, and speaking skills.
- To foster an appreciation of the printed word and to provide enjoyable reading experiences.
- To encourage independent, clear, and logical thinking.

The English Department offers courses at two levels:

Honors - Level 1 For students who are exceptionally competent in English language and literature - advanced readers, independent learners, self-motivated learners, self-initiated learners, strong writing skills, consistent class preparation.

College Prep - Level 2 For those students prepared to engage in a rigorous language arts program.

Note: DHHS requires 4.5 credits of English for graduation.

ENGLISH DEPARTMENT SUMMER READING

Please see your summer reading list for details. The summer reading list can also be found on the web at www.danielhand.org or www.madison.k12.ct.us.

ENGLISH COURSES: GRADE NINE

Literature and Writing 1 Credit
Grade 9
Trimesters: 2

Course No. 012

This unlevelled course is intended to prepare students for the rigor of high school reading and writing. While exploring personal as well as alternate perspectives students will practice writing for different purposes and audiences, with an emphasis on producing writing that is clear, concise, and thoughtful. Students will be exposed to a wide variety of literature and non-fiction, both self-chosen and assigned, from ancient texts to current day best sellers, to build a repertoire of reading strategies. Students will show learning using oral and written formats, performance based assessments, and traditional tests and quizzes. Students will have grammar and usage instruction, based on feedback from writing assignments. There will also be an emphasis on vocabulary development throughout the course.



Exploring Literacy .5 Credit
Grade 9
Trimesters: 1

Course No. 094

Exploring Literacy is designed to reinforce skills and strategies to improve reading comprehension, fluency, vocabulary, and written expression and to introduce skills that will be needed in the students' English class. Small group instruction is utilized with diagnostic, multi-sensory teaching. Instruction is guided by the individual needs of the students, as well as by input from guidance counselors, special education program managers, and other instructional personnel. Reading selections include works of fiction, nonfiction, short stories, newspapers, and magazines. Interest and readability levels of the reading material are carefully considered so that the students will experience successful and motivating literacy experiences.

Notes:

- **Exploring Literacy does NOT fulfill graduation requirements for credit in English.**
- **This course requires Teacher Recommendation.**

ENGLISH COURSES: GRADE TEN

World Literature Honors 1.5 Credits

Course No. 021

Grade 10

Level 1

Trimesters: 3

Prerequisite: A minimum grade of B+ in Course 012 (Freshman English) and teacher recommendation.

In this course students will study the foundational stories that make up the canon of historical works that have shaped our world, exploring a broad range of ancient texts, the elements of tragedy, and the transformation of heroes and archetypes over time. The purpose of this course is to provide students with a foundation for advanced academic study, to expand students' ability to think originally and from multiple perspectives, and to refine speaking and writing skills. In addition to the specific understandings for each unit, the following overarching understandings apply to the entire course:

- Writers use a cyclical process of planning, drafting, revising, editing, publishing, and reflecting to make their writing better.
- Audience and purpose influence the structure, language, and style to achieve a goal effectively.
- Readers and writers come to discussions prepared with text evidence to support their ideas or point of view.
- Readers read a wide variety of texts to broaden their perspective and understanding.
- Readers apply specific and varying strategies to understand a variety of texts.

Homework: The typical homework assignment in this course will take approximately 40 minutes to complete.

World Literature 1.5 Credits

Course No. 022

Grade 10

Level 2

Trimesters: 3

Prerequisite: Course 012 (Freshman English).

In this course students will explore world literature from antiquity to current day, tracing values and attitudes across time and cultures to foster an awareness of the world beyond our borders. The purpose of this course is to expand students' ability to think originally and from multiple perspectives and to foster the development of speaking and writing skills. In addition to the specific understanding for each unit, the following overarching and understandings apply to the entire course:

- Writers use a cyclical process of planning, drafting, revising, editing, publishing, and reflecting to make their writing better.
- Readers and writers come to discussions prepared with text evidence to support their ideas or point of view.
- Readers read a wide variety of texts to broaden their perspective and understanding.

ENGLISH COURSES: GRADE ELEVEN

A passing grade in Course 031 or 032 is required to graduate.

American Literature Honors 1 Credit

Course No. 031

Grade 11

Level 1

Trimesters: 2

Prerequisite: A minimum grade of B in Course 021 (Sophomore English level 1), or A- in Course 022 (Sophomore English level 2), OR teacher recommendation.

This rigorous course is designed for the independent reader and writer who is prepared to continue honing his/her writing skills through the cyclical process of planning, drafting, revising, editing, publishing, and reflecting. This course thematically explores American ideals through the literature produced here, from the time of the earliest colonists to today. Besides viewing them in historical and cultural contexts, students will explore major works of literature through lenses such as race, class, and gender to name a few, responding through writing, discussion, and oral presentations. Students will complete at least one college application/personal narrative essay.

Homework: The typical homework assignment in this course will take approximately 40 minutes to complete.

American Literature 1 Credit

Course No. 032

Grade 11

Level 2

Trimesters: 2

Prerequisite: Course 021 (Sophomore English level 1) or Course 022 (Sophomore English level 2).

This course thematically explores American ideals through the literature produced here, from the time of the earliest colonists to today. A wide variety of texts and film are offered to differentiate the course. Students will explore the literature through lenses such as race, class, and gender to name a few, responding through writing, discussion, and oral presentations. There is an emphasis on the cyclical process of planning, drafting, revising, editing, publishing and reflecting to make writing better. Students will complete at least one college application/personal narrative essay.

ENGLISH COURSES: GRADES ELEVEN AND TWELVE

In addition to American Literature (either course 031 or 032), juniors seeking to enrich their background or to follow their interests may select English electives from the list of the options available to juniors and seniors. Placement in these electives will depend upon available space. For planning purposes, juniors should note that all seniors must take 1.0 English credit during senior year, unless waived by the Principal.

Seniors at Daniel Hand High School typically fulfill graduation requirements in English by taking trimester elective courses. Before making selections, seniors are advised to read carefully the following stipulations:

- Seniors are required to take a minimum of one credit in English, but may take additional courses as enrollment allows.
- Students do not have to take both a writing course and a literature course, since both writing and reading are incorporated into each course.
- Seniors in Advanced Placement English may, in addition, take English courses to enrich their background or to follow their interests.

Race, Literature, and Culture .5 Credit

Course No. 085

Grades 11- 12

Level 1

Trimesters: 1

Prerequisite: American Literature.

In Race, Literature, and Culture, students will study texts from the slavery era to the modern day. They will examine the ways that black Americans have been viewed and treated throughout history, develop a multi-faceted working knowledge of “race”, and consider why race is still a prevalent topic today. Students should expect to read all types of texts, from classic novels and speeches to the songs of Beyoncé and Tupac Shakur. By the end of the course, students will have developed a detailed awareness of the factors that contribute to the construction of the black American identity. Essays, class discussions and presentations, and cooperative group activities are integral components of the course.

Homework: The typical homework assignment in this course will take approximately 45 minutes to complete.

The Bible as Literature .5 Credit

Course No. 077

Grades 11-12

Level 2

Trimesters: 1

The Bible as Literature is a survey of the Old and New Testament of the Bible. The course includes readings from Greek mythology and modern literature for comparative purposes. Students examine the biblical concepts of democracy, freedom, justice, life, death, and marriage, as well as their impact on modern-day literature, the legal system, etc. Most importantly, the course explores the numerous literary allusions which have the Bible as a source.

Combat Literature .5 Credit

Course No. 072

Grades 11-12

Level 2

Trimesters: 1

War has been one of the most prevalent topics in literature throughout time. This course will look at modern war from World War I & II and Vietnam to the War on Terror. Students will study the transition or change in sentiment towards war and how the literature both shapes and reflects this change. Students will have a unique opportunity to study literature (Hemingway, Salinger, O'Brien, etc.) and film (*Saving Private Ryan*, *Forrest Gump*, *The Hurt Locker*) to trace the various sentiments of different subcultures. Students should expect daily reading assignments, journal writing, and thought provoking, rigorous assessments.

Creative Writing .5 Credit

Course No. 066

Grades 11-12

Level 2

Trimesters: 1

Creative Writing highlights techniques of expressive writing in the autobiography, poems, fiction, and drama. Students keep writing journals and share some of their work with the class. Readings and written exercises are assigned to help students acquire greater awareness of the writing styles of established authors and to experiment with new techniques in their own expressive writing. Students produce several finished pieces throughout the term, with a major work as a culminating activity. Students are encouraged to submit their work to the school literary magazine, the *Phoenix*.

Journalism .5 Credit
Grades 11-12
Level 2
Trimesters: 1

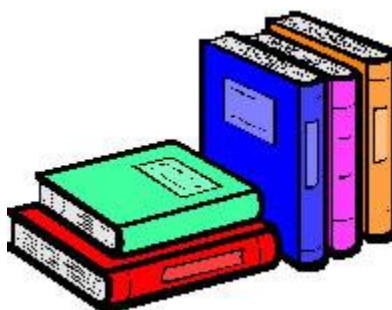
Course No. 068

Journalism students examine the First Amendment as well as the ethical and legal concerns of journalists. In addition, the course focuses on interviewing skills, evaluating newsworthiness, and current events. Students have a number of assignments that cover the full range of journalistic writing. These activities result in major articles submitted for grading during the course. In addition, students assess newspaper writing style, learn to edit and ready copy, and experience the process of publishing a newspaper. Students are encouraged to submit their revised articles to many print and online publications. This course heavily relies on technology and online resources.

Literature and Film .5 Credit
Grades 11-12
Level 2
Trimesters: 1

Course No. 073

With a strong emphasis on literary analysis, this course exposes students to the vocabulary of film and adaptation. Through a focused study of iconic films, students will identify and critique the cinematic techniques used to create meaning in film. Once that foundation is set, students will read a variety of short-form and long-form literature and consider the decisions that screenwriters, directors, cinematographers, and actors make when adapting these works for the big screen. Students will also engage in critical, historical, and theoretical analysis of film to understand its cultural impact. Successful students will view films in and outside of school, read literature that has been adapted into film, complete formal scene and film analyses, as well as read and write film reviews.



ENGLISH COURSES: GRADE TWELVE

Advanced Placement English (Literature & Composition) 1.5 DHHS Credits

Course No. 041

University of Connecticut, Early College Experience

(Seminar in Writing through Literature: ENGL 1011) 4 UConn Credits

Grade 12

Level 1

Trimesters: 3

Prerequisite: Successful completion of American Literature as well as teacher recommendation.

This course is part of the University of Connecticut's *Early College Experience Program*. Students may also earn college credit or Advanced Placement status by good performance on the Advanced Placement examinations. Only students who are registered in the UConn/ECE program for this course and earn a grade of C or better will receive UConn/ECE credit.

AP/UConn English requires students to become skilled readers of literature written in various genres, periods, disciplines, and rhetorical contexts. Students read to understand a work's complexity, as well as its richness of meaning, and to analyze how that meaning is embodied in literary form.

AP/UConn English students also work to become confident writers who control a wide range of rhetorical strategies and who possess a keen sense of audience and purpose. Peer evaluation and student/teacher conferencing help students develop revision skills. Written assignments include a variety of personal essays, literary analyses, creative writing assignments, research-based writings, oral presentations, and multi-disciplinary projects.

Homework: The typical homework assignment in this course will take over 60 minutes to complete.

<p>PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION AND FEE DETAILS.</p>
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Humanities 1 Credit (0.5 Credits English / 0.5 Credits Social Studies)

Course No. 080

Grade 12

Level 1

Trimesters: 2

Prerequisite: U.S. History and American Literature.

Humanities is a course intended for the very capable and highly motivated student dedicated to academic study. The purpose of the course is to explore the interdisciplinary nature of history, literature, art, and music. The course will be co-taught by one English teacher and one history teacher, supplemented throughout the course by teacher presentations from the art and music departments. The humanities utilize a specific way of thinking about and responding to the world, prompting people to examine and make sense of the human experience in general and their individual experiences in particular. The humanities enable people to reflect upon their lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic way about the challenges faced in their families, their communities, and as a nation. The Humanities course requires students to read extensively and critically, make presentations, respond to materials in written essays, and to actively participate in discussions.

Homework: The typical homework assignment in this course will take approximately 45 minutes to complete.

Modern Communication 1 Credit

Course No. 070

Grade 12

Level 2

Trimesters: 2

Through interactive, project-based instruction, students will learn the various forms of English communication in a technology based course. Topics of study include how to prepare for the “real world”, how to choose a career, how to make business contacts, business letters, and resume writing. There is a focus on the creation and delivery of effective oral presentations. Students will have opportunities to demonstrate listening, oral, and written skills in both individual and collaborative projects. Students will also study literature that explores the themes and issues that are consistent with the human work experience such as personal success, professional success, and ethics. This course is team-taught by a member of the English department and a member of the Career and Technical Education department; however, students earn 1.0 credit in English only.

Writing for Career and College .5 Credit

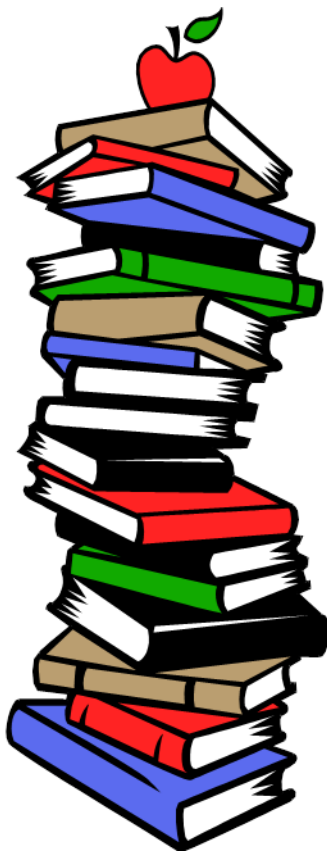
Course No. 095

Grade 12

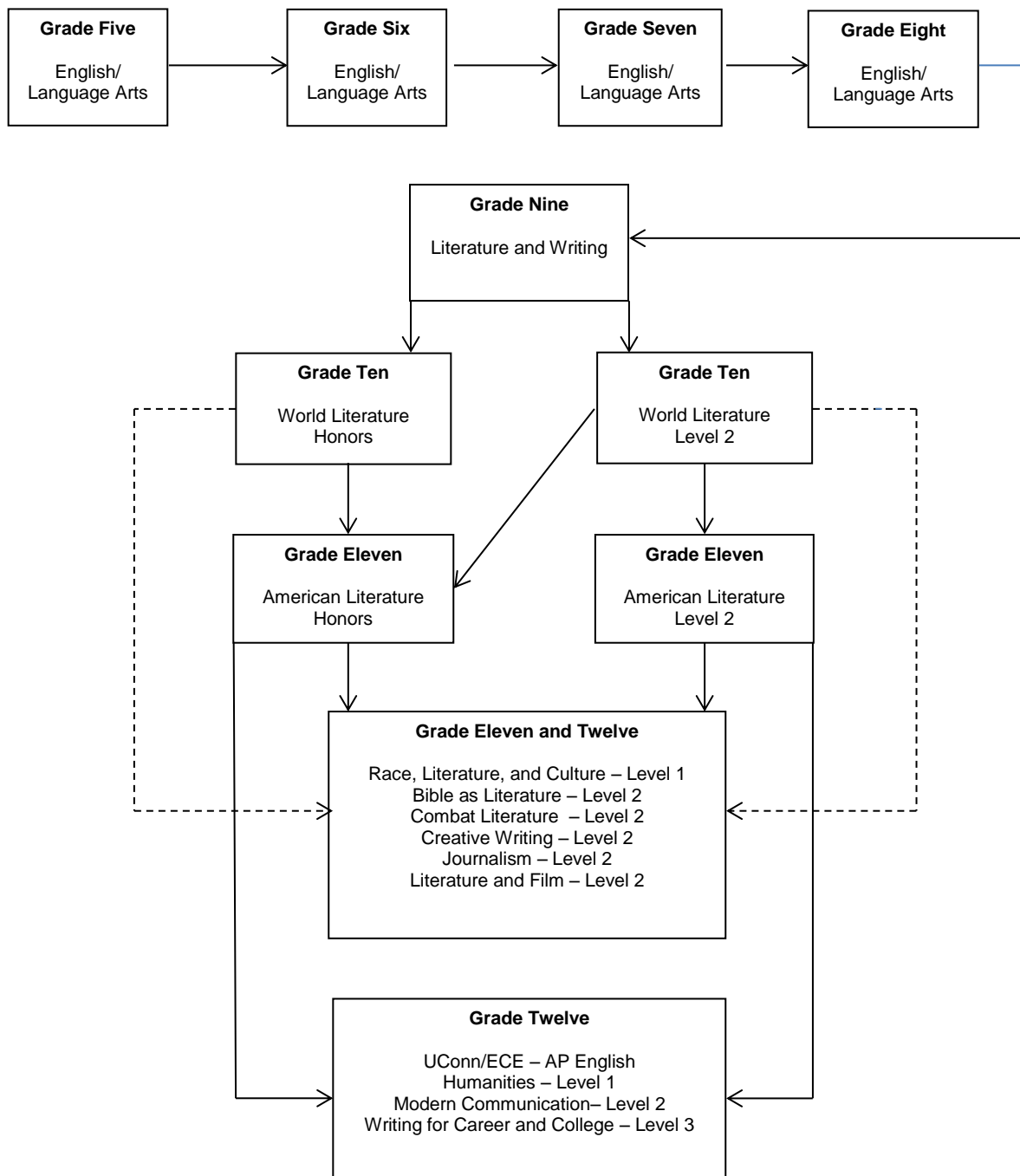
Level 3

Trimesters: 1

This writing course, for students who want to improve writing fluency, uses short stories, novels, and magazine articles as mentor texts to help guide and focus student writing. Having a choice of writing topics and mentor authors allows students to personalize aspects of the course. Students will follow the cyclical process of planning, drafting, revising, editing, publishing, and reflecting to make their writing better.



English / Language Arts Sequence of Courses Grades 5-12



Dashed arrows indicate optional courses for juniors in addition to the required American Literature course.

THEATER ARTS COURSE OFFERINGS

These courses do not earn English credit.

Grade	
9	Dramatics Workshop Acting/Directing I
10	Dramatics Workshop Acting/Directing I Advanced Acting/Directing II
11	Dramatics Workshop Acting/Directing I Advanced Acting/Directing II Theater and History
12	Dramatics Workshop Acting/Directing I Advanced Acting/Directing II Theater and History

These courses are offered based on staffing and student interest.

THE THEATER ARTS PROGRAM

The theater arts program allows students the opportunity to explore many aspects of the theater arts within different venues. Knowledge and skills in acting, performing, directing, writing, theater literature, history, and technical theater are emphasized.

The theater arts program at the high school level recognizes that students will be approaching class work with a variety of abilities, experiences, and personal interests. The program is flexible enough to allow for this variation. Students who say “yes” to learning, to trying new ideas and approaches, and to committing to the work and discipline of theater will grow personally and develop theatrical skills as well as life skills in a positive and dynamic way.

Courses include development of original work, designs, and performances in informal and formal theater settings. Important aspects of the program are acting, directing, playwriting, designing, and producing in all areas of theatrical presentation, and the accompanying aspects of management and organization.

Dramatics Workshop .5 Credit
Grades 9-12
Trimesters: 1

Course No. 502

Students will learn and demonstrate their understanding of the primary principles / techniques of theater. The class will require the students to perform, to critique both live and filmed performances, to write and understand reviews. In addition students will become familiar with the fundamentals of directing, staging, blocking, set design, and lighting. The students will understand how to approach a character, a scene, and how to work within an ensemble effectively. There may be trips to Long Wharf, Hartford Stage, or New York.

Acting/Directing I .5 Credit

Course No. 503

Grades 9-12

Trimesters: 1

Prerequisite: Dramatics Workshop or Eighth Grade Performance.

Building on what was learned from Dramatics Workshop, the students will study in greater depth the techniques of acting and directing culminating in a final production. They will become familiar with the techniques of directing, blocking, staging, and prop use. In addition, they will experiment with lighting and makeup techniques and how those techniques enhance or detract from the production. They will study the filmed productions of plays to see these techniques. Students will be expected to write reviews, character studies, and rewrite scenes from the viewed productions. They will stage their rewrites, critique orally and in writing live performances and filmed versions. There may be trips to Long Wharf, Hartford Stage, or New York.

Advanced Acting/Directing II .5 Credit

Course No. 504

Grades 10-12

Trimesters: 1

Prerequisite: Acting/ Directing I.

Each student will select a pre-approved play to analyze in terms of acting and directing techniques. During the trimester, they will present their findings, in writing and in performance to the class. They will illustrate to the class via acting exercises how the aim of the actor and the director was achieved, or why it was not achieved and how it could have been achieved. Deadlines will be set. The students will demonstrate the validity of their findings by performing a segment of their selected play. This will include their understanding and use of directing, staging, props, make-up, and lighting. The class will be required to critique professionally a variety of performances. There may be trips to Long Wharf, Hartford Stage, or New York.

Theater and History 1 Credit

Course No. 505

Grades 11-12

Trimesters: 2

Prerequisite: Advanced Acting/Directing II.

Students will read and discuss some or all of the plays listed below:

Antigone - Sophocles*An Enemy of the People* – Henrik Ibsen*A Swedish Tiger* – Goran Gillingner*Streamers* – David Rabe*Frost/Nixon* – Peter Morgan (British)*Spring Awakening* – Frank Wedekind (Original), Steven Sater (Book/Lyrics), Duncan Sheik (Music)*In Darfur* – Winter Miller*The Dear Boy* – Dan O'Brien

They will research the impact that history and society had on the playwright and the play. They will also discuss how art forms and the media were similarly impacted. Students may view a film of the play where applicable.

During the second trimester, students will be working on their script, reading, discussing, and viewing the listed plays. They will develop an original scene, with specific deadlines, referencing an historical event. As part of their final project the students will present a staged reading of their script.

There may be trips to Long Wharf, Hartford Stage, or New York.

HEALTH EDUCATION COURSE OFFERINGS

Grade	Course
9	Freshman Health
10	Sophomore Health
11 - 12	Junior/Senior Health
12	Senior Health (for 2017-2018 only)

Health Education is designed to help students assume responsibility for their health and the health of others. Courses focus on the development of the following health skills: Accessing information, Analyzing Influences, Decision-Making and Goal-Setting, Communication, Self-Management, and Advocacy.

Please Note: Courses must be taken in grade level sequence, and passing each health course is required for graduation. Only seniors who earn 89.5 or higher are exempt from the junior/senior health final exam during senior year.

Health .25 Credit

Course No. 380

Grade 9

Health topics will be taught in physical education. Topics to be studied include anatomy, contraceptives, nutrition, and drugs.

Health .25 Credit

Course No. 382

Grade 10

Prerequisite: Successful completion of 9th grade health.

Students will develop Health skills while studying units on substance abuse prevention, nutrition, growth and development, and disease prevention. Topics for discussion include Lyme disease, pregnancy and birth, communication skills, Fetal Alcohol Syndrome, substance abuse prevention, and sexually transmitted diseases.

Junior/Senior Health .5 Credit

Course No. 388

Grades 11-12

Prerequisite: Successful completion of 10th grade health.

Students will continue the development of Health skills while studying units of substance abuse prevention, growth and development, and disease prevention. Topics for discussion include stress reduction, HIV testing and treatment, suicide prevention, blood and organ donation, drinking and driving, alcohol abuse, violence in relationships, and contraception. Guest speakers from Madison Youth and Family Services will be invited to discuss violence reduction in relationships.

Senior Health .25 Credit

Course No. 384

Grade 12

Prerequisite: Successful completion of 11th grade health in 2016-2017.

Students who successfully completed Junior Health in 2016-2017 must take Senior Health to finish their health requirement.

Students will continue to develop Health skills while studying units of substance abuse prevention, consumer health, nutrition, growth and development, and disease prevention. Topics for discussion will include food additives, cultural differences, cancer risk prevention, resolving roommate issues, chemical dependency in the family, and the grieving process. An additional topic will be developing healthy relationships which will include discussions about dealing with and lessening the risk of sexual assault. Several community guest lecturers will speak on topics of class interest.

MATHEMATICS DEPARTMENT COURSE OFFERINGS

Grade	Level 1	Level 2		Level 3	
9	Geometry –Honors Introduction to Computer Science	Algebra I Introduction to Computer Science	Geometry	Algebra I	Integrated Algebra and Geometry
10	Algebra II-Honors Introduction to Computer Science	Geometry Introduction to Computer Science	Algebra II	Geometry	Algebra I
11	Pre-Calculus –Honors Introduction to Computer Science AP Computer Science A	Algebra II Introduction to Computer Science	Pre-College Algebra and Trigonometry Pre-Calculus	Algebra II	Geometry Accounting
12	UConn/ECE Advanced Placement Calculus I + II (BC) UConn/ECE Advanced Placement Calculus I (AB) Introduction to Computer Science UConn/ECE Advanced Placement Statistics AP Computer Science A	Pre-College Algebra and Trigonometry Pre-Calculus Introduction to Computer Science	Statistics Introduction to Calculus	Pre-College Algebra and Trigonometry UConn/ECE Discrete Math Statistics	Accounting Algebra II

The placement of courses in this chart is what is typical. See the flow chart at the end of the math section to see all of the options.

In the Mathematics Department, Levels 1, 2, and 3 are defined as follows:

Level 1 - For students who have demonstrated exceptional skills in mathematics, who are considering mathematics or science related careers, and who meet the criteria established by the Mathematics Department.

Level 2 - For students who may have a commitment to mathematics or science related careers or who wish to pursue a rigorous and demanding college-bound sequence of study.

Level 3 - For students who wish to pursue an academic program in preparation for college or a technical field, but at a pace that allows for the review of skills that have not been previously mastered.

Notes:

- The State of Connecticut requires three (3) credits of mathematics for graduation. DHHS requires 3.5 credits for graduation.
- Student placements are based on performance in the previous math course. A student will not be recommended for a course unless he/she has met the prerequisite that is found at the top of the course description.
- The average of a student's exam (midterms and final) grades must be 65 or greater to remain in level 1 or level 2.
- **An A average and a teacher recommendation is required in a current course before a student will be considered for advancement to a higher level.**

Integrated Algebra and Geometry 1.0 Credit

Course No. 231

Grade 9

Level 3

Trimesters: 2

Prerequisite: Pre-Algebra A or Pre-Algebra B or the equivalent.

This course is offered to students who have completed Pre-Algebra. The students will extend their mathematical skills as they explore and solve problems using algebra and geometry skills. They will work cooperatively and use technology to investigate real world problems.

Algebra I 1.5 Credit

Course No. 232

Grade 9

Level 2

Trimesters: 3

Prerequisite: Pre-Algebra A with the minimum grade of B.

The Algebra I level 2 curriculum is tied to the Connecticut State Standards and the needs of college bound students. Units focus on mastery of big ideas and transfer of skills to complex real-life tasks. Units include patterns, linear functions, statistical modeling, systems of equations and inequalities, quadratic and absolute value functions, and exponential functions. This course, which serves as the foundation for subsequent math courses, is rigorous and focuses on depth of understanding.

Algebra I 1.5 Credit

Course No. 233

Grades 9-10

Level 3

Trimesters: 3

Prerequisite: Pre-Algebra A with a minimum grade of C or Pre-Algebra B with a minimum grade of B.

The Algebra I level 3 curriculum is tied to the Connecticut State Standards and the needs of college bound students. Units focus on mastery of big ideas and transfer of skills to complex real-life tasks. Units include patterns, linear functions, statistical modeling, systems of equations and inequalities, quadratic functions, and exponential functions. The pace of this course allows for more time on each topic and review of prerequisite skills. Algebra I serves as the foundation for subsequent math courses at this level.

Geometry - Honors 1 Credit

Course No. 241

Grades 9-10

Level 1

Trimesters: 2

Prerequisite: Algebra I Level 2 with a final grade of A and a teacher recommendation.

This course will fully explore topics in plane, solid, and coordinate geometry through the study of spatial relationships and the use of an articulated, logical deductive system. Rigorous proofs will be an integral part of this course. Geometric concepts will be reinforced utilizing algebraic skills.

Geometry 1 Credit

Course No. 242

Grades 9-10

Level 2

Trimesters: 2

Prerequisite: For incoming freshmen, Algebra I Level 2 with a minimum grade of B.

This course will explore topics in plane, solid, and coordinate geometry, with emphasis on the development of an articulated, logical, and deductive system centered on proof. Applications of algebra will be used throughout the course to reinforce the concepts covered in geometry.

Geometry 1 Credit

Course No. 243

Grades 10-11

Level 3

Trimesters: 2

Prerequisite: Algebra I.

This geometry course is presented through the study of visual patterns. Topics in plane and solid geometry are studied through the traditional postulates with algebra integrated throughout the course. Transformations and measurement, including area and volume, are explored as well as an introduction to the concept of proof.

Algebra II - Honors 1 Credit

Course No. 251

Grades 10-11

Level 1

Trimesters: 2

Prerequisite: Geometry - Honors with a minimum grade of B. Algebra I with a grade of A and teacher recommendation.

This course extends the content learned in Algebra I. Linear quadratic, polynomial, rational, exponential, and logarithmic functions and complex numbers are studied in detail. The use of both real and complex numbers will be explored. Advanced problem solving is a key component of this course. Topics in trigonometry will also be introduced.

Algebra II 1 Credit

Course No. 252

Grades 10-11

Level 2

Trimesters: 2

Prerequisite: Algebra I Level 2 with minimum grade of B- and Geometry Level 2 with minimum grade of C **OR** Algebra I Level 2 with minimum grade of C+ and Geometry Level 2 with minimum grade of B.

This course extends the content learned in Algebra I. Linear functions, quadratic functions, polynomial, and rational exponential functions, logarithmic functions, trigonometric functions, and the complex numbers are studied in detail. Problem solving is an integral part of the course focus. Scientific and graphing calculators will be used as tools to broaden the students' mathematical experience.

Algebra II 1 Credit

Course No. 253

Grades 11-12

Level 3

Trimesters: 2

Prerequisite: Algebra I Level 3 with minimum grades of C- and Geometry with minimum grades of C-.

This course extends the content learned in Algebra I. New topics will include the study of functions, with particular emphasis on linear, quadratic, logarithmic, and exponential functions. An introduction to complex numbers will be included. Problem solving will focus on real world applications.

Pre-College Algebra and Trigonometry 1 Credit

Course No. 260

Grades 11-12

Level 2

Trimesters: 2

Prerequisite: Algebra II Level 2 with a minimum grade of C- or Algebra II Level 3 with an A and teacher recommendation.

This course extends Algebra II topics and introduces major topics of trigonometry. It serves as a bridge between Algebra II and Pre-calculus and is designed to prepare students for post-secondary mathematics courses.

**Pre-Calculus - Honors** 1 Credit

Course No. 261

Grade 11

Level 1

Trimesters: 2

Prerequisite: Algebra II – Honors with a minimum grade of B. Algebra II Level 2 with a minimum grade of A, teacher recommendation and successful completion of trigonometric unit from Algebra II - Honors.

This course is primarily designed as a preparation for Advanced Placement Calculus. Students who meet the requirements for this course will be provided with a rich mathematical foundation upon which to build. Trigonometry, polar coordinates, conic sections, vectors, sequences, and the limit and the derivative of a function will be among the topics covered. The graphing calculator use will be integrated throughout the course. Students must have a graphing calculator for home use.

Pre-Calculus 1 Credit

Course No. 262

Grades 11-12

Level 2

Trimesters: 2

Prerequisite: Algebra II Level 2 with a minimum grade of B.

This course is designed to prepare students for calculus. The first trimester will cover polynomial, rational, power, exponential, and logarithmic functions. The second trimester will focus on trigonometric functions. The graphing calculator use will be integrated throughout the course. Students must have a graphing calculator for home use.

Introduction to Calculus 1 Credit

Course No. 289

Grade 12

Level 2

Trimesters: 2

Prerequisite: Pre-Calculus Level 2 with a minimum grade of B- and teacher recommendation.

Students will review prerequisite algebra and geometry skills and then move on to beginning calculus topics which lean heavily on concepts of limits and differentiation. This course is not intended to prepare students for the AP Calculus exam or satisfy university requirements for a full one trimester calculus course. Students must have access to a graphing calculator at their home for this course. The graphing calculator use will be integrated throughout the course.

Advanced Placement Calculus (BC) 1.5 DHHS Credits

Course No. 271

University of Connecticut, Early College Experience**(Calculus I and II: MATH 1131Q / MATH 1132Q)** 8 UConn Credits

Grade 12

Level 1

Trimesters: 3

Prerequisite: Pre-Calculus Honors with a minimum grade of B or Pre-Calculus with a minimum grade of A.

This challenging course allows students to preview college work, build confidence, and earn college credit. It is concerned with developing student understanding of calculus concepts and providing experiences in theory, fundamentals, and applications. Concepts will be explored graphically, numerically, analytically, and verbally. This course focuses on all the topics of differential and integral calculus and investigates polynomial approximations and series. Polar graphs, parametric equations, and differential equations will be included. The curriculum in this course will also be sufficient preparation for the AP Calculus BC Exam. Graphing calculator use will be integrated throughout the course. Students must have a graphing calculator for home use. Only students who are registered in the UConn/ECE program and earn a grade of C or better will receive UConn/ECE credit.

Homework: The typical homework assignment in this course will take approximately 45 minutes to complete.

PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION AND FEE DETAILS.**Advanced Placement Calculus (AB)** 1 DHHS Credit

Course No. 272

University of Connecticut, Early College Experience**(Calculus I: MATH 1131Q)** 4 UConn Credits

Grade 12

Level 1

Trimesters: 2

Prerequisite: Pre-Calculus Honors with a minimum grade of B or Pre-Calculus with a minimum grade of A.

The course is designed to build a strong foundation in the basics of calculus: differentiation and integration. Students are introduced to new ways of thinking about math including graphical, numerical, and analytical approaches. Modeling, problem solving, and data analysis emphasizing real life data will also be studied. The curriculum in this course will also be sufficient preparation for the AP Calculus AB Exam. The graphing calculator use will be integrated throughout the course. Students must have a graphing calculator for home use. Only students who are registered in the UConn/ECE program for this course and earn a grade of C or better will receive UConn/ECE credit.

Homework: The typical homework assignment in this course will take approximately 45 minutes to complete.

PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION AND FEE DETAILS.

Advanced Placement Statistics 1 DHHS Credit
University of Connecticut, Early College Experience
(Elementary Concepts of Statistics: STAT 1100Q) 4 UConn Credits
Grade 12
Level 1
Trimesters: 2
Prerequisite: Pre-Calculus Honors with a minimum grade of B- or Pre-Calculus with a minimum grade of A.

Course No. 291

This course will use modern methods of data analysis to explore and master all topics necessary for success on the AP Statistics exam. Students will explore the four broad conceptual themes: exploring data, planning a study, probability, and statistical inference. Technology will play an essential role in the learning through graphical representation, simulation, and experimentation. The graphing calculator use will be integrated throughout the course. Students must have a graphing calculator for home use. Only students who are registered in the UConn/ECE program for this course and earn a grade of C or better will receive UConn/ECE credit.

PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION AND FEE DETAILS.

Discrete Math .5 DHHS Credit
University of Connecticut, Early College Experience
(Elem. Discrete Mathematics: MATH 1030Q) 3 UConn Credits
Grade 12
Level 3
Trimesters: 1
Prerequisite: Algebra II Level 3 with minimum grade of C.

Course No. 267

This course has been designed to extend the high school mathematics experience of level 3 students after they complete Algebra II. Each chapter introduced is independent of the other and focuses more on applications, modeling, and use of technology rather than abstract algebraic concepts. Topics covered will include but not necessarily be limited to finances, probability, election theory, and graph theory. Only students who are registered in the UConn/ECE program for this course and earn a grade of C or better will receive UConn/ECE credit.

PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION AND FEE DETAILS.

Introduction to Computer Science 1 Credit
Grades 9-12
Level 2; Contract for Level 1*
Trimesters: 2
Prerequisite: Successful completion of Algebra I.

Course No. 288

This course will provide an in-depth introduction to computer programming using a modern programming language. Students will learn how to design and develop programs and will learn the major programming topics including: program flow and control, iteration, branching, data structures, functions, user-interface design, file input/output, arrays, lists, and algorithms. In addition, object-oriented, design and development concepts will be introduced. This is a hands-on class, and students should be prepared to spend a considerable amount of time working on their projects outside of class.

***Students may sign a contract which will specify academic requirements that must be met in order for Level 1 credit to be granted. After contracting for Level 1 credit, any student seeking to drop to Level 2 must follow all of the requirements for dropping a course. (See description in the Program of Studies.)**

Advanced Placement Computer Science A 1 Credit

Course No. 281

Grades 11-12

Level 1

Trimesters: 2

Prerequisite: Students should have completed both of these courses:

- a) Algebra II Level 2 with a final grade of A- or higher **OR** Algebra II Level 1 with a final grade of B- or higher.
- b) Introduction to Computer Science Level 2 with a final grade of A **OR** Introduction to Computer Science Level 1 with a final grade of B- or higher

Teacher recommendation is required in all cases, and may replace the Introduction to Computer Science prerequisite.

AP Computer Science A is an introductory college-level computer programming course that focuses on problem solving through the use of computer programming. The course follows the College Board's AP Computer Science curriculum, with a goal of preparing students for the AP Computer Science A exam. Students will understand and be able to use the concepts, techniques, and skills typically covered in a typical college-level introductory computer science course. Specifically, students will be able to analyze problems and design and implement software solutions to these problems using an object oriented approach. Students will become sufficient in writing, executing, testing, and debugging programs in the Java programming language.

Statistics 1.0 Credit

Course No. 292

Grade 12

Level 2

Trimesters: 2

Prerequisite: Algebra II Level 2 with a minimum grade of C.

This two trimester course provides students with a range of topics in both probability and statistics. Students learn how to collect and graph data, calculate and interpret linear regression, design experiments, sample, and compute probabilities. Students will also learn how to use sample statistics to infer conclusions about population parameters. Students must have a graphing calculator for home use.

Statistics .5 Credit

Course No. 293

Grade 12

Level 3

Trimesters: 1

Prerequisite: Algebra II Level 3 with a minimum grade of C.

This one trimester course provides students with an overview of statistics. Students learn how to collect and graph data, calculate and interpret linear regression, design experiments, and sample randomly. Graphing calculators will be provided for students to facilitate modeling and interpreting data.

Accounting 1 Credit

Grades 11-12

Level 2

Trimesters: 2

Prerequisite: Teacher Recommendation.

CTE Credit: Course No. 490

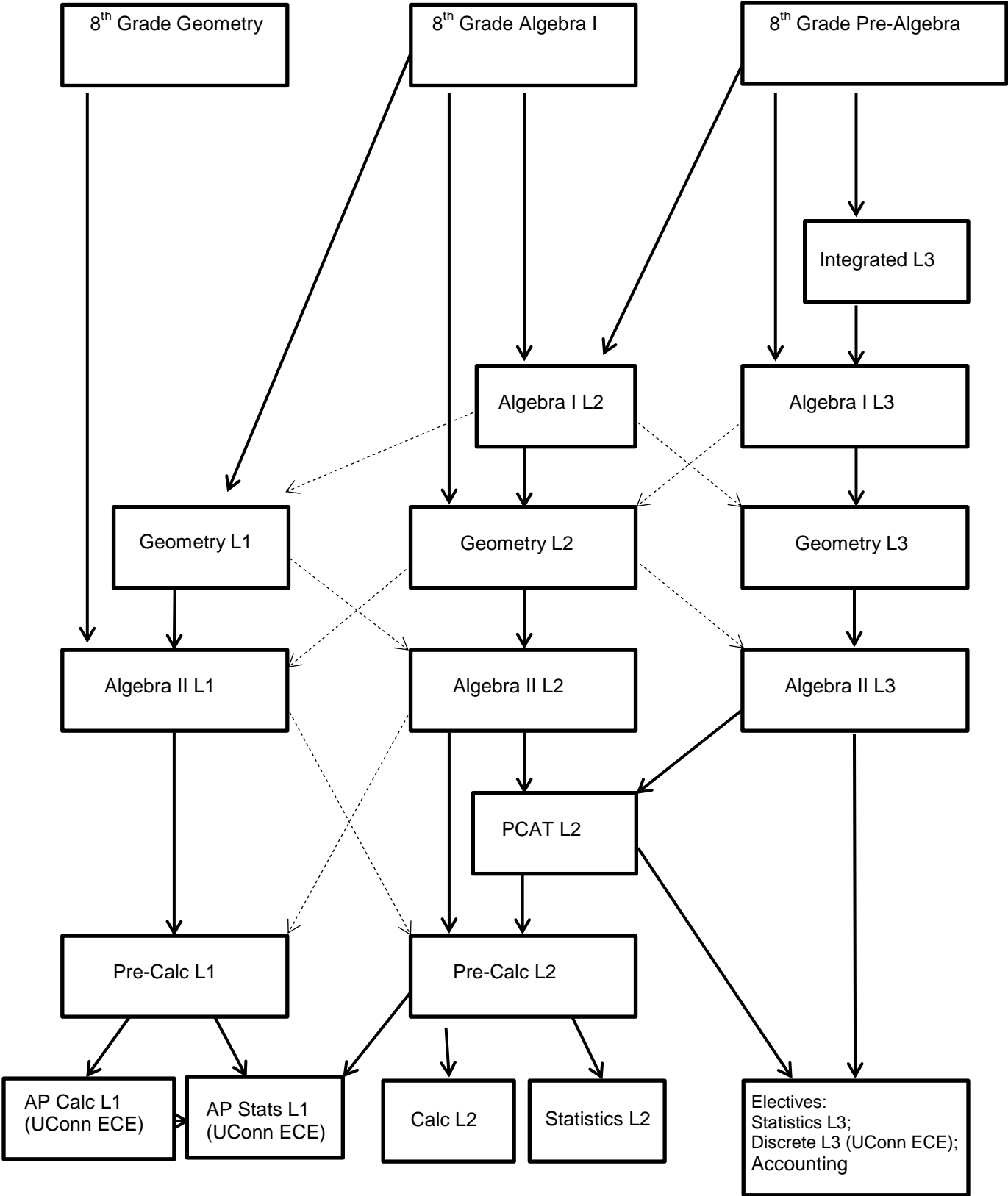
Math Credit: Course No. 491

This introductory accounting course familiarizes students with the accounting principles and practices commonly used in business. Students work with journals, ledgers, work sheets, and financial statements. The students will check records, bank reconciliations, and financial reports. Automated accounting software is incorporated to expand students' familiarity with "real life" accounting practices. This course is beneficial to students who plan on majoring in business administration at the post-secondary level.

NOTE: Only those students who take this course as a junior and for CTE credit are eligible for College and Career Pathways Credit (see CTE course listing).



Mathematics Sequence of Courses Grades 8 – 12



Note: Intro to Comp. Sci. L1, L2 may be taken any year as a math credit, provided the prerequisites have been met.

AP Computer Science A
See prerequisites.

Key: Solid arrows indicate standard pathways. Dashed arrows indicate non-standard pathways based on student performance in previous courses.

MUSIC DEPARTMENT COURSE OFFERINGS

Grade	General	Instrumental	String	Vocal
9	Music Theory 1 Music Theory 2 Piano 1 Piano 2	Concert Band Jazz Band	String Orchestra Chamber Orchestra	Chorus Show Choir Show Choir Band Waes Haeil Madrigals
10	Music Theory 1 Music Theory 2 Piano 1 Piano 2	Concert Band Jazz Band	String Orchestra Chamber Orchestra	Chorus Show Choir Show Choir Band Waes Haeil Madrigals
11	Music Theory 1 Music Theory 2 Piano 1 Piano 2	Symphonic Band Jazz Band	Sinfonietta Chamber Orchestra	Chorus Concert Choir Show Choir Show Choir Band Waes Haeil Madrigals
12	Music Theory 1 Music Theory 2 Piano 1 Piano 2	Symphonic Band Jazz Band	Sinfonietta Chamber Orchestra	Chorus Concert Choir Show Choir Show Choir Band Waes Haeil Madrigals

Daniel Hand High School offers an outstanding music program. Students are encouraged to participate in a four-year program or to select courses as their schedules permit.

Concert Band 1 Credit

Course No. 707

Grades 9-10

Trimesters: 3 (40 minute periods)

Prerequisite: Successful completion of Concert Band at Polson Middle School.

Students new to Daniel Hand High School who did not complete both the grade 7 and grade 8 band courses at Polson must audition with the middle school and high school band director and demonstrate an appropriate level of performance, as well as take a music theory entrance exam.

This course is open to any student in grades 9 – 10 who shows a proficiency in playing a band instrument. Band meets daily throughout the school year. Two major concerts are performed yearly. Students will be evaluated on both an individual and group performance basis. Attendance at all performances is required. Through the rehearsal and performance of culturally diverse music from different time periods, students will refine the skills of ensemble playing, which include phrasing, balance, and interpretation of music. Students attend a mandatory one-week band camp at the high school in August to prepare for marching season. Marching at football games, parades, and one major activity such as an exchange concert, band day at West Point, or Disney World are some of the exciting activities of the band.

Symphonic Band 1 Credit

Course No. 706

Grades 11-12

Trimesters: 3 (40 minute periods)

Prerequisite: Concert Band (Course 707). Any student who has not taken Concert Band or students new to Daniel Hand High School must audition with the band director and demonstrate an appropriate level of performance.

This course is open to any student in grades 11 – 12 who shows a proficiency in playing a band instrument. Band meets daily throughout the school year. Two major concerts are performed yearly. Students will be evaluated on both an individual and group performance basis. Attendance at all performances is required. Through the rehearsal and performance of culturally diverse music from different time periods, students will refine the skills of ensemble playing, which include phrasing, balance, and interpretation of music. Students attend a mandatory one-week band camp at the high school in August to prepare for marching season. Marching at football games, parades, and one major activity such as an exchange concert, band day at West Point, or Disney World are some of the exciting activities of the band.

Chorus 1 Credit

Course No. 712

Grades 9-12

Trimesters: 3 (40 minute periods)

The Chorus is made up of those students with good music reading ability, proper use of voice as an instrument, and an ability to hold to their assigned part against other parts or accompaniment. The course is made up of students who will develop skills in sight-reading, independent part-singing, and proper vocal technique. All freshmen and sophomores will be placed in this course.

Concert Choir 1 Credit

Course No. 715

Grades 11-12

Trimesters: 3 (40 minute periods)

Students in Concert Choir must be able to demonstrate an advanced level of musicianship. Students must be able to demonstrate proper vocal technique, music reading ability, and an ability to hold to their assigned part against other parts or accompaniment.

String Orchestra 1 Credit

Course No. 721

Grades 9-10

Trimesters: 3 (40 minute periods)

Prerequisite: Recommendation from the middle school orchestra director for incoming freshmen. Students new to Daniel Hand High School must demonstrate an appropriate level of performance.

String players with two or more years of experience will comprise the string orchestra. A variety of music literature will be studied and performed, with the emphasis on each student's own improvement and active participation in concerts, exchange programs, festivals, and other musical activities. Attendance at all musical performances is required. Through the varied repertoire, students will enhance their ability and understanding of instrument and bow technique, interpretation of music, and balance reaching toward a higher level of musicianship. Students will be assessed as a group as well as individually.

Sinfonietta 1 Credit

Course No. 725

Grades 11-12

Trimesters: 3 (40 minute periods)

Prerequisite: Students new to Daniel Hand High School must demonstrate an appropriate level of performance.

String players with four or more years of experience will comprise the string orchestra. A variety of music literature will be studied and performed, with the emphasis on each student's own improvement and active participation in concerts, exchange programs, festivals, and other musical activities. Attendance at all musical performances is required. Through the varied repertoire, students will enhance their ability and understanding of instrument and bow technique, interpretation of music, and balance reaching toward a higher level of musicianship. Students will be assessed as a group as well as individually.

Piano 1 .5 Credit

Course No. 743

Grades 9-12

Trimesters: 1

This approach to class piano instruction provides an introduction to the keyboard designed to promote music reading, performance skills, and self-expression. Repertoire will range from classical to popular musical styles. Students will also learn the basics of music theory as they relate to playing the piano.

This course is designed for the beginning student with little or no experience on the piano.

Piano 2 .5 Credit

Course No. 744

Grades 9-12

Trimesters: 1

Prerequisite: Successful completion of Piano 1 or recommendation from the middle/high school music teacher. Students new to Daniel Hand High School or who have not taken this course must demonstrate an appropriate level of achievement on piano.

This class is an extension of the Piano 1 course and includes the review and further development of music reading, performance skills, and self-expression. Repertoire will range from classical to popular musical styles. Students will also further their knowledge of music theory as well as prepare more advanced piano literature. A main component of this course will focus on the individual preparation of several pieces of music as a culminating activity.

Music Theory 1 .5 Credit

Course No. 741

Grades 9-12

Trimesters: 1

Music provides a way for students to express themselves artistically, but music also enhances intelligence and creativity. Music Theory 1 is designed to develop students' visual and aural understanding of the structure of music. Students will study the language and symbols of music. Not only will students learn to read various musical elements, such as scales, chords, pitch notations, and time signatures, they will also learn to construct these elements themselves. The course also teaches students to understand basic forms in music compositions, including the skill of notation. As students learn these various aspects of music theory, they will undergo ear training to teach them to recognize these elements aurally as well.

Music Theory 2 .5 Credit

Course No. 742

Grades 9-12

Trimesters: 1

Prerequisite: Successful completion of Music Theory 1 or recommendation from the middle/high school music teacher. Students new to Daniel Hand High School must demonstrate an appropriate level of achievement.

Music Theory 2 is designed to further develop students' visual and aural understanding of the structure of music. Concepts and studies introduced in Music Theory 1 will be revisited and further elaborated upon. Students will continue to use knowledge gained over the two courses to compose and/or arrange music. Ear training will be an integral part of this course.

Jazz Band 1 Credit

Course No. 703

Grades 9-12

Trimesters: 3 (51 minute periods)

This ensemble is open to any student who shows proficiency in playing alto sax, tenor sax, baritone sax, trumpet, trombone, drum set, piano, guitar, or bass guitar. Enrollment is determined by audition, which will be held during the first two weeks of school. All styles of jazz band music will be played, including swing, rock, Latin, and more. Two major concerts will be performed yearly. The group will also have opportunities to perform at outside functions throughout the year.

Note: Class will meet from 2:04 p.m. - 2:55 p.m. Monday & Wednesday through Friday. Athletic coaches and activity advisors have been informed about the need for students enrolled in this class to miss 25 minutes of practice/activity.

Chamber Orchestra 1 Credit

Course No. 722

Grades 9-12

Trimesters: 3 (51 minute periods)

Chamber Orchestra will be made up of students who have shown outstanding musical ability on their string instrument through an audition process. The group will study and rehearse advanced orchestral repertoire, chamber music, and chamber ensemble techniques. The performances will include the bi-yearly concerts as well as outside functions. Membership in this ensemble is determined by audition, which will be held during the spring of the previous year.

Note: Class will meet from 2:04 p.m. – 2:55 p.m. Monday & Wednesday through Friday. Athletic coaches and activity advisors have been informed about the need for students enrolled in this class to miss 25 minutes of practice/activity.

Show Choir .7 Credit

Course No. 719

Grades 9-12

Trimesters: 2 (51 minute periods)

The Show Choir is made up of those students with outstanding music reading ability and the confidence to combine singing and dancing in a small group setting. The choir will perform at various occasions, which require a smaller performing group. Membership is determined by audition, which will be held during the spring of the previous year.

Note: Class will meet from 2:04 p.m. – 2:55 p.m. Monday & Wednesday through Friday. Athletic coaches and activity advisors have been informed about the need for students enrolled in this class to miss 25 minutes of practice/activity.

Show Choir Band .4 Credit
Grades 9-12
Trimesters: 2 (51 minute periods)

Course No. 726

This ensemble is open to students who have demonstrated a high level of musicianship and proficiency in their instrument. Enrollment is determined by audition, which will be held during the spring of the previous year. Instrumentation and song selection will vary each year depending on the theme of the show. Students are required to perform with the Show Choir outside of the school day in concerts and festivals throughout the year.

Note: Class will meet from 2:04 p.m. – 2:55 p.m. Wednesday and Friday. Athletic coaches and activity advisors have been informed about the need for students enrolled in this class to miss 25 minutes of practice/activity.

Waes Haeil Madrigals .3 Credit
Grades 9-12
Trimesters: 1 (51 minute periods)

Course No. 717

Waes Haeil Madrigals will be made up of students who have shown outstanding vocal ability through an audition process. The group will study and rehearse madrigal style music from the 16th century to the present. The style will be primarily "a capella," and performances will take place on various occasions and for many outside functions. Membership is determined by audition, which will be held during the spring of the previous year.

Note: Class will meet from 2:04 p.m. – 2:55 p.m. Monday & Wednesday through Friday. Athletic coaches and activity advisors have been informed about the need for students enrolled in this class to miss 25 minutes of practice/activity.

Flag Squad No Credit
Grades 9-12
Trimesters: 3 (See schedule below)

Course No. 709

The flag squad is selected by tryouts during the spring of the previous year. Students do not need prior experience and will be taught a flag routine by our current flag squad members. A squad of twenty will be selected. Performing at all home football games and parades with the Tiger Marching Band is the main activity of this group.

Note: Class will meet 7:00 p.m. - 9:00 p.m. on Thursday nights.



**PHYSICAL EDUCATION DEPARTMENT
WELLNESS/EXERCISE SCIENCE PROGRAM OFFERINGS**

Grade	Trimester 1	Trimester 2	Trimester 3
9	Fitness Testing Ultimate Frisbee Personal Fitness Flag Football Partner Dance Project Adventure –New Games Health Topics	Fitness Testing Volleyball Basketball Personal Fitness Partner Dance Project Adventure –New Games Health Topics	Fitness Testing Ultimate Frisbee Personal Fitness Flag Football Partner Dance Project Adventure –New Games Health Topics
10	Fitness Testing First Aid Badminton I Starball Swing Dancing Weight Training Project Adventure –Team Building	Fitness Testing First Aid Badminton I Starball Swing Dancing Weight Training Project Adventure –Team Building	Fitness Testing First Aid Badminton I Starball Swing Dancing Weight Training Project Adventure –Team Building
11 - 12	Fitness Testing Adult CPR /AED Self Defense for Women Weight Training II Street Hockey Archery Badminton II Pickleball Recreational Games	Fitness Testing Adult CPR /AED Self Defense for Women Weight Training II Street Hockey Pickleball Badminton II Recreational Games	Fitness Testing Adult CPR /AED Self Defense for Women Weight Training II Street Hockey Archery Badminton II Pickleball Recreational Games

The Physical Education program at Daniel Hand High School stimulates and guides the intellectual, social, emotional, and physical development of all high school students, including those with special needs. Students are provided with a balanced sequential program of age appropriate activities such as fitness, rhythm and dance, cooperative games, movement education, as well as individual and team activities. Students will value physical activity and its contribution to a healthy lifestyle. Students will appreciate the relationships with others that result from participation in physical activity. Students will learn the knowledge and skills to select and participate in physical activity safely, competently, and with personal satisfaction. Students will develop health-related fitness, physical competence, cognitive understanding, and a positive attitude about physical activity. Students will respect the role that regular physical activity plays in their pursuit of lifelong health and physically active lifestyle.

The Physical Education program provides an environment conducive to learning, enjoying, and building self-confidence. A physically educated person has learned skills necessary to perform a variety of physical activities, is physically fit, participates regularly in physical activity, knows the implications of and the benefits from involvement in physical activities, and values physical activity and its contribution to a healthful lifestyle.

Passing Physical Education is required for graduation.

Freshmen .25 Credit Health / .25 Credit Physical Education
Trimesters: 1

Course No. 910

All physical education classes meet for one trimester. Each student will be enrolled in one trimester of physical education per year. Health topics will be taught as a component of the Physical Education curriculum.

Sophomores .5 Credit
Trimesters: 1

Course No. 920

All physical education classes meet for one trimester. Each student will be enrolled in one trimester of physical education per year.

Juniors .5 Credit
Trimesters: 1

Course No. 928

All physical education classes meet for one trimester. Each student will be enrolled in one trimester of physical education per year.

Self Defense for Women .5 Credit
Grade 11
Trimesters: 1

Course No. 931

The course is designed to teach defensive and offensive skills which can be used in the event of a physical confrontation or a life-threatening situation. Lessons in safety and prevention are the main goals. This course is open to female high school juniors.



SCIENCE DEPARTMENT COURSE OFFERINGS

Grade	Level 1	Level 2	Level 3
9	Biology - Honors	Integrated Science I Integrated Science II	
10	Biology - Honors Chemistry - Honors	Biological Systems Chemistry	General Biology
11	Chemistry-Honors UConn/ECE Advanced Placement Chemistry UConn/ECE Advanced Placement Physics 1 Advanced Placement Biology	Biological Systems Chemistry Physics Human Biology Anatomy & Physiology Introduction to Forensic Science Principles of Ecology Marine Science and Technology	Horticulture Topics in Science
12	Chemistry - Honors UConn/ECE Advanced Placement Chemistry UConn/ECE Advanced Placement Physics 1 UConn/ECE Advanced Placement Physics(C) Advanced Placement Biology	Biological Systems Chemistry Physics Human Biology Anatomy & Physiology Introduction to Forensic Science Principles of Ecology Marine Science and Technology	Horticulture Topics in Science

The placement of courses in this chart is what is typical. See the flow chart at the end of the science section to see all of the options.

In the Science Department, Levels 1, 2, and 3 are defined as follows:

- Level 1** Suggested for students who have demonstrated exceptional skills in math and science and reading and have a strong interest in science.
- Level 2** Suggested for students who have demonstrated adequate skills in math and science and reading and are interested in pursuing a college preparatory program.
- Level 3** Suggested for those who have experienced difficulty with math, science, and reading skills. Level 3 courses will stress the development of these skills. Students should formulate their own program from the three levels of courses with the help of their parents, guidance counselor, and science teacher.

Note:

- Students should be guided by the prerequisite list in each course description.
- Students should not sacrifice breadth of coverage for concentration in any area.
- The Madison Board of Education requires three credits of science as a graduation requirement.
- All science courses with the exception of Topics in Science are considered to be lab based courses.

Biology - Honors 1.5 Credits

Course No. 301

Grades 9-10

Level 1

Trimesters: 3

Prerequisite: Freshmen entering the course must have earned an A- or better in 8th grade Science and Language Arts, and a B+ or better in Algebra. Sophomores entering the course must have earned an A- or better in Integrated Science I and II and English, and a B+ or better in Level 2 Algebra I.

This course considers life on all levels of organization, with an emphasis on how living things function on a molecular and cellular level. Individual organisms are considered as they relate to themselves, to others, and to the biosphere. Higher order thinking and strong reading comprehension skills are necessary for success in this course. Laboratory investigations challenge the students to use these skills to make observations, formulate ideas, and draw conclusions about biological phenomena.

Homework: The typical homework assignment in this course will take approximately 40 minutes to complete.

Integrated Science I .5 Credit

Course No. 316

Grade 9

Level 2

Trimesters: 1

In Integrated Science I students will explore a variety of physical phenomena and the methods used to acquire scientific knowledge. Topics considered for study include science skills, structure of matter, states and properties of matter, chemical interactions, energy, and carbon chemistry. The course relies heavily on inquiry based lab investigations, writing formal lab reports, as well as mathematical problem solving in science.

Integrated Science II .5 Credit

Course No. 317

Grade 9

Level 2

Trimesters: 1

This course acquaints students with the introductory principles of astronomy and the function of Earth's system. Emphasis is placed on stars, the origin and evolution of the Earth System, cosmology, geochemical cycles and energy, and the human interactions with Earth's geologic and environmental systems. Students in this course will participate in inquiry-type lab investigations and complete a research assignment. Students will also work collaboratively on problem based learning projects.

Note: This course may be taken prior to Integrated Science I.

Biological Systems 1.25 Credits

Course No. 312

Grades 10-12

Level 2

Trimesters: 2.5

Prerequisite: C or better in Integrated Science I and II.

This course involves the study of the broad fundamental principles governing living things. Levels of organization from the cellular level to the biosphere are examined. It includes the fundamental properties and life functions of microscopic organisms, plants, and animals. Laboratory investigations and scientific laboratory reports are designed to support concepts discussed in class and to teach concepts by inquiry.

General Biology 1 Credit

Course No. 313

Grade 10

Level 3

Trimesters: 2

This introductory biology course will examine the basic structure and function of living things. In the first trimester, the study of cells will be examined as they relate to living things and the environment. The scientific method will be used to explore how living things react to environmental variables, both abiotic and biotic. In the second trimester major emphasis will be on genetics as well as evolutionary trends. Laboratory investigations and activities are designed to support concepts discussed during the course.

Human Biology 1 Credit

Course No. 320

Grades 11-12

Level 2

Trimesters: 2

Prerequisite: Successful completion of General Biology with an average of B or better.

Students will study the structure and function of the nervous, endocrine, cardiovascular, immune, and digestive systems. Particular emphasis is placed on understanding how these systems function in a health state, so as to understand illness and disease better. Student-centered learning is a focus of this course. Students will be taught how to ask questions and will take it upon themselves to answer those questions. They will also be taught research skills, self-reliance, time management, and responsibility. There are no traditional assessments but rather a set of projects that allow students to showcase what they have learned over the course of each unit of study. Dissection of a fetal pig is included in this course in order to give students first-hand experience with the various organs associated with the body systems covered (alternative assignments will be available). It is designed to follow a course in Biology.

Chemistry - Honors 1.5 Credits

Course No. 341

Grades 10-12

Level 1

Trimesters: 3

Prerequisite: Successful completion of Biology - Honors with an average of B- or better or Biological Systems with an average of A- or better, as well as completion of 8th Grade Algebra or Level 2 Algebra I with a B+ or better and concurrent enrollment in Level 1 or 2 Algebra II.

This course emphasizes chemical principles, such as stoichiometry, energy, atomic theory, chemical periodicity, and properties of gases, liquids, and solids. The student will maintain a laboratory journal of his/her experiments and analyze data in written reports, quizzes, and tests. This course is intended for students who are considering majoring in science. This course requires strong problem solving skills, independent study skills, and critical thinking.

Homework: The typical homework assignment in this course will take approximately 60 minutes to complete.

Chemistry 1.25 Credits

Course No. 342

Grades 10-12

Level 2

Trimesters: 2.5

Prerequisite: Successful completion of Biological Systems or Biology - Honors, as well as Algebra I Level 2 with a grade average of C+ or better. Students must have completed or be concurrently enrolled in Geometry.

This course emphasizes a blend of problem-solving and inquiry and a conceptual perspective of chemical principles, including but not limited to atomic theory, chemical periodicity, molecular theory of the states of matter, chemical reactions, stoichiometry, and energy conservation and transfer. The student will be expected to solve problems using prerequisite math skills. The student will be expected to investigate, document, analyze, evaluate, and communicate qualitative and quantitative information being learned.

Advanced Placement Chemistry 1.5 DHHS Credits

Course No. 351

University of Connecticut, Early College Experience**(General Chemistry I and II: CHEM 1127Q / CHEM 1128Q) 8 UConn Credits**

Grades 11-12

Level 1

Trimesters: 3

Prerequisite: Successful completion of Chemistry Honors with a B- or better.

This course is designed to provide a foundation for more advanced courses in chemistry. Topics include atomic theory, physical and chemical behavior of gases, liquids, solids, and solutions, as well as thermodynamics, kinetics, equilibrium systems, electrochemistry, and nuclear chemistry. First semester labs focus on quantitative measurements illustrating the laws of chemical combination. Second semester labs focus on equilibrium in solutions and qualitative reactions of the common cations and anions. Daily classes are "lecture based" and students are treated as they will be treated when attending college. All students are encouraged to take the AP Examination.

Only students who are registered in the UConn/ECE program for this course and earn a grade of C or better will receive UConn/ECE credit.

Homework: The typical homework assignment in this course will take over 60 minutes to complete.

Note: Students will start laboratory experiments at 7 AM.

PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION AND FEE DETAILS.



Advanced Placement Physics 1 1.5 DHHS Credits Course No. 361
University of Connecticut, Early College Experience
(General Physics I and II: FALL PHYS 1201 Q / SPRING PHYS 1202 Q) 8 UConn Credits
Grades 11-12
Level 1
Trimesters: 3

Prerequisites: Successful completion of Algebra II Honors with a B- or better or Algebra II Level 2 with an A- or better. Successful completion of Chemistry-Honors with a B- or better or successful completion of Chemistry Level 2 with an A- or better or successful completion of UConn ECE Chemistry with a C+ or better.

This course covers basic principles of physics using algebra and trigonometry. Topics covered are Newtonian mechanics (including rotation and oscillation), fluid mechanics, thermal physics, electricity and magnetism, waves and optics, and some topics of modern physics. The level and content of the course is typical of what the student would experience in a first year general physics college course. The course will allow students the opportunity to prepare for the Advanced Placement Physics 1 Examination. All students are encouraged to take the AP Examination.

Only students who are registered in the UConn/ECE program for this course and earn a grade of C or better will receive UConn/ECE credit.

Homework: The typical homework assignment in this course will take over 60 minutes to complete.

PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION AND FEE DETAILS.

Advanced Placement Physics (C) 1.5 DHHS Credits Course No. 363
University of Connecticut, Early College Experience
(General Physics with Calculus I and II: FALL PHYS 1401Q /SPRING PHYS 1402Q) 8 UConn Credits
Grades 11-12
Level 1
Trimesters: 3

Prerequisite: Successful completion of Honors Pre-Calculus with a C+ or better or Level 2 Pre-Calculus with a B+ or better. Successful completion of Chemistry-Honors with a B- or better or successful completion of Chemistry Level 2 with an A- or better or successful completion of UConn/ECE Chemistry with a C+ or better. Successful completion of or concurrent enrollment in AP Calculus (BC) or AP Calculus (AB).

AP Physics C is offered to students who have successfully completed or are concurrently enrolled in AP Calculus (BC) or AP Calculus (AB) and who are planning to study physical science or engineering in college. This course will prepare the student for the Mechanics portion of the AP Physics C exam. Electricity and magnetism will also be covered. The use of calculus in problem solving and derivations will increase as the course progresses and will be used freely in formulating principles and in solving problems during the second half of the course when electricity and magnetism are covered. All students are encouraged to take the AP Examination.

Only students who are registered in the UConn/ECE program for this course and earn a grade of C or better will receive UConn/ECE credit.

Homework: The typical homework assignment in this course will take over 60 minutes to complete.

PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION AND FEE DETAILS.

Physics 1.0 Credits

Course No. 362

Grades 11-12

Level 2

Trimesters: 2

Prerequisite: C or better in Level 2 Algebra II; A or better in Level 3 Algebra II.

This course provides the student with an introduction to the fundamental concepts of matter and energy. The ideas presented are developed in a progression from simpler to more complex. The principles studied in this course are force, momentum, energy and work, and electricity and magnetism. In addition, special topics covered may include wave motion, light and sound, and thermodynamics. Students are expected to learn the fundamental concepts of physics, to place physics in historical and societal context, and to further develop their understanding and application of both mathematics and the scientific process. There is a strong laboratory component to this course.

Homework: The typical homework assignment in this course will take approximately 45 minutes to complete.

Advanced Placement Biology 1.5 Credits

Course No. 370

Grades 11-12

Level 1

Trimesters: 3

Prerequisite: B in Biology-Honors or an A in Biological Systems AND a B in Chemistry-Honors or an A in Chemistry Level 2.

This course is designed to be the equivalent of a full year, introductory biology course in college, usually taken by biology majors during their first year. It will prepare students to take the National Advanced Placement Biology Exam. The curriculum suggested by Educational Testing Service and the College Board will be completed with an emphasis on molecular biology. First trimester will include a detailed look at cell biochemistry, cell division, and the mechanisms of photosynthesis and cellular respiration. Second trimester will focus on genetics (Mendelian, molecular, and biotechnology applications of DNA) and evolution. Studies will end in the third trimester with a look at organism classification and phylogeny. Students will do an independent study of ecology. A significant portion of the course will include sophisticated laboratory investigations recommended by the College Board. These labs will require students to apply effective strategies for inquiry-based problem solving as well as analysis and interpretation of data. A summer assignment will be given as review of biology and chemistry prerequisites. All students are encouraged to take the National AP Examination.

Homework: The typical homework assignment in this course will take over 60 minutes to complete.

Introduction to Horticulture .5 Credit

Course No. 364

Grades 11-12

Level 3

Trimesters: 1

Prerequisite: Successful completion of General Biology, Biological Systems, or Biology- Honors.

This course is designed to introduce students to gardening and horticulture techniques. Time will be spent in the greenhouse, where students will conduct plant experiments and care for individual plant projects. In addition, students will spend time outdoors working in the class garden, working on landscaping projects, and caring for the nature trail on school property. The students will learn to use reference sources in planning and implementing their projects.

Topics in Science .5 Credit

Course No. 366

Grades 11-12

Level 3

Trimesters: 1

Prerequisite: Successful completion of General Biology, Biological Systems, or Biology - Honors.

This course will investigate how developments in physics, chemistry, and biology relate to the major issues in our society. Emphasis will be placed on helping the student to develop skills in analyzing and reaching decisions on social issues in science using specific principles in science and how these principles relate to life in our society. Discussion and outside reading will be major components of the course.

Introduction to Forensic Science .5 Credit

Course No. 367

Grades 11-12

Level 2

Trimesters: 1

Prerequisite: Successful completion Biology - Honors or Biological Systems, or a minimum grade of B in General Biology.

This course is designed for students interested in understanding what forensic science is and how it incorporates other fields of science, such as biology, chemistry, and physics. It is an introductory course for students who have interest in pursuing a career in forensic science. A broad range of topics, including observation techniques, DNA, hair, fiber and blood analysis, and fingerprinting, will be explored using laboratory techniques and activities. These topics will be applied and discussed in terms of forensic science and how these techniques are used to solve crimes.

Anatomy and Physiology .5 Credit

Course No. 372

Grades 11-12

Level 2

Trimesters: 1

Prerequisite: Successful completion of Biological Systems, Biology - Honors, Chemistry, or Human Biology.

Anatomy and Physiology explores the relationship between structure and function as it relates to the human body. Starting with an overview of vocabulary terms and organization of the human body, this one trimester course is designed for students interested in the medical field. All body systems discussed help students understand how anatomy and physiology are linked. This information is used later by students as they research what is happening when disorders affect the human body.

Principles of Ecology .5 Credit

Course No. 375

Grades 11-12

Level 2

Trimesters: 1

Prerequisite: Successful completion of Biological Systems or Biology – Honors, or a minimum grade of B in General Biology.

Ecology is defined as the relationship of organisms to their environment. Emphasis in this course is placed on the study of ecosystems, which are communities of living organisms and non-living environments functioning together. The laboratory exercises will take place in the environmental study area located on the school grounds, at Bauer Farm, and at Hammonasset Beach State Park. A major component of the course includes an ecology-based independent research project.

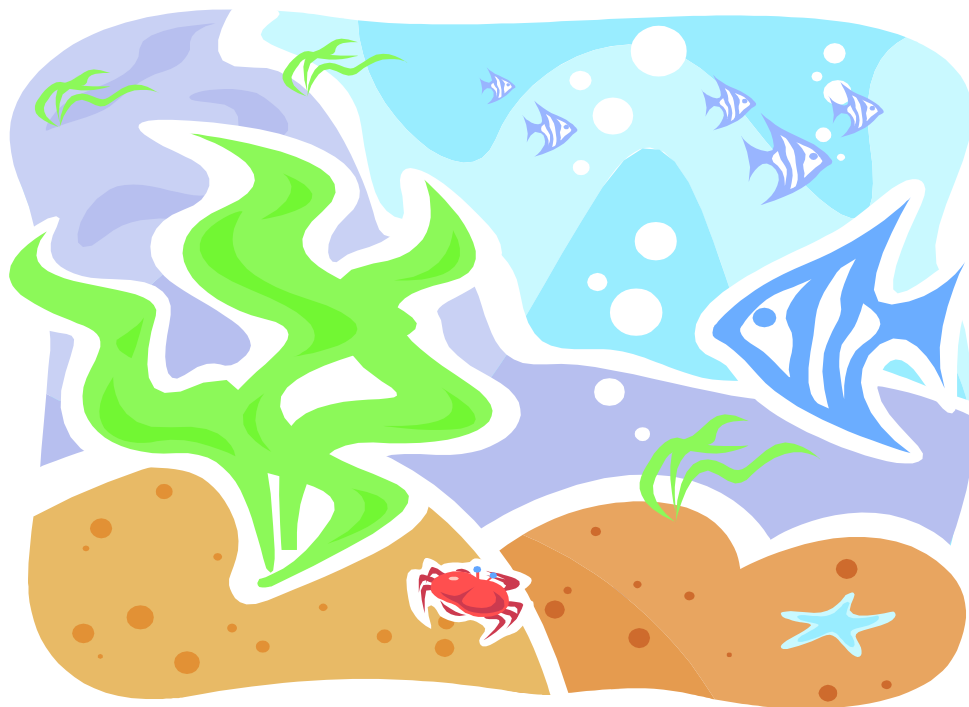
Grades 11-12

Level 2

Trimesters: 2

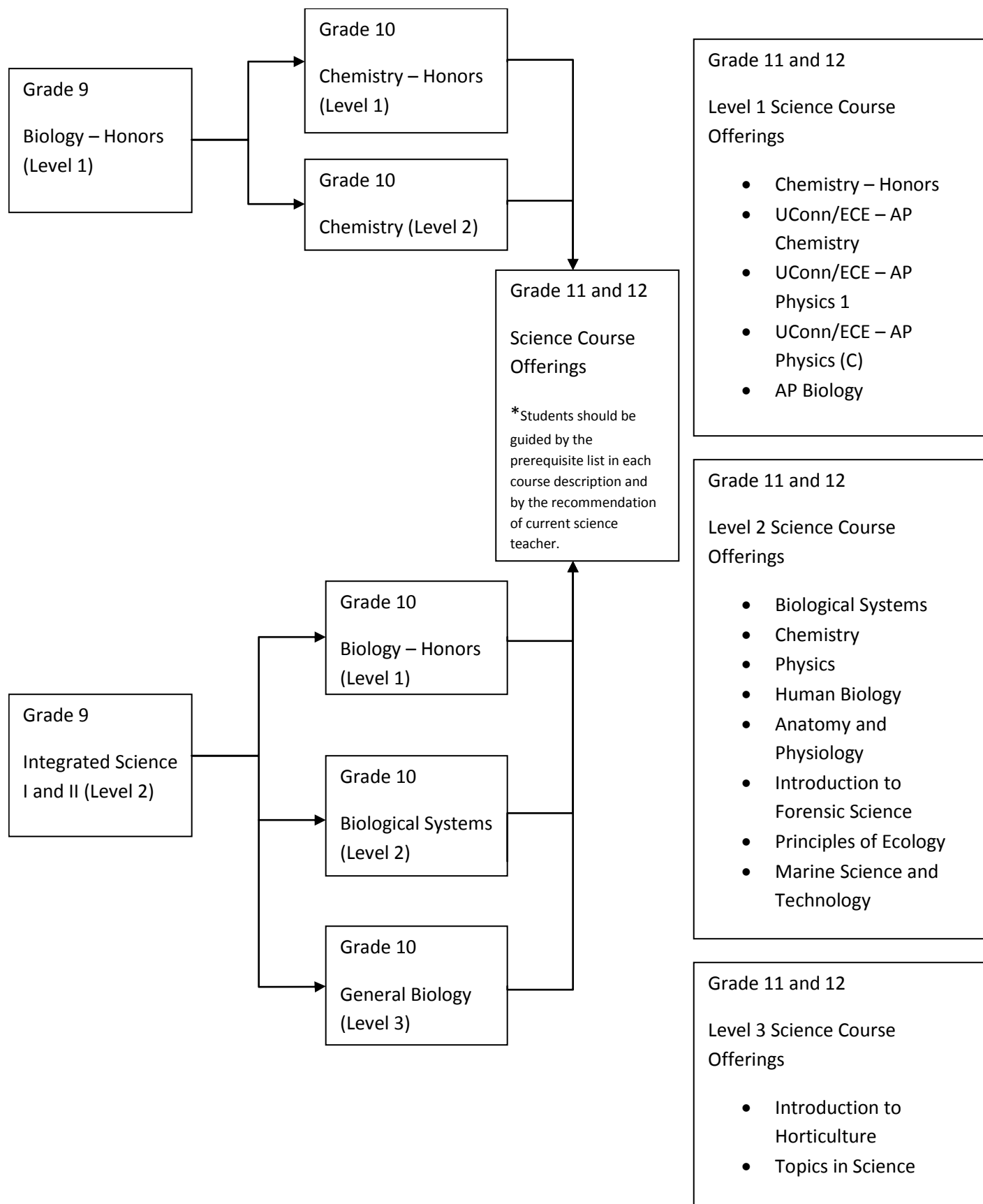
Prerequisite: Successful completion of Biological Systems or Biology - Honors or a minimum grade of B in General Biology.

Marine Science and Technology explores the marine environment, examines the chemical, biological, and geological properties of the sea as well as aquaculture based careers such as boatbuilding, trapping, farming, and maintenance of organisms. Boat construction, fishing rod building, physical, chemical, and ecosystem studies related to oceanography will be part of this “hands-on” course. Many forms of coastal ecology will be explored including water chemistry, rocky shore, sandy shore, estuaries, and pelagic zones. Mandatory field trips will support the curriculum and provide school to career practical experience, which includes data collection and lab report writing. Interdisciplinary projects will also be incorporated to widen the students’ understanding of maritime-based careers and marine life. Students will also work with the Madison Shellfish Commission on continuing projects related to oystering and clamming. Course work will include the State of Connecticut Safe Boaters curriculum which will allow students the opportunity to apply for their CT Safe Boaters/Personal Water Craft Certificate. This course is team-taught by a member of the Science department and a member of the Career and Technical Education department.



Science

Sequence of Courses in Grades 9 - 12



SOCIAL STUDIES DEPARTMENT COURSE OFFERINGS

Grade	Level 1	Level 2
9		Global Studies
10	Modern Middle East Philosophy World Traveler	Global Studies II (<u>Required</u> for 2017-2018 only) <u>Optional:</u> Economics Introduction to Human Behavior Sports and American Culture
11	UConn/ECE Advanced Placement United States History (<u>Required</u>) <u>Optional:</u> Modern Middle East Philosophy World Traveler	United States History (<u>Required</u>) Civics & American Government (<u>Required</u>) <u>Optional:</u> Economics Introduction to Human Behavior Sports and American Culture
12	UConn/ECE Advanced Placement European History UConn/ECE Introduction to Human Rights Advanced Placement Macroeconomics Advanced Placement Psychology Modern Middle East Philosophy World Traveler Humanities (See level two course description)	Economics Introduction to Human Behavior Sports and American Culture Civics & American Government (If not taken in grade 11)

The placement of courses in this chart is what is typical. See the flow chart at the end of the social studies section to see all of the options.

In the Social Studies Department, Levels 1 and 2 are defined as follows:

Level 1 courses are for those students who have exhibited exceptional skills in history and English, particularly in the areas of composition, historical analysis, and critical thinking and who meet the criteria established by the Social Studies Department.

Level 2 courses are for those students who are prepared to pursue a rigorous social studies program.

Notes:

- DHHS requires 3.5 credits of Social Studies for graduation. State law mandates that these credits include 1.0 credit in U.S. History and 0.5 credit in Civics & American Government.
- The Social Studies Department recommends that students take U.S. History as well as Civics & American Government in their junior year.
- The Social Studies Department strongly recommends that all students take a social studies course during their senior year.

SOCIAL STUDIES COURSE: GRADE NINE

Global Studies 1 Credit
Grade 9
Trimesters: 2

Course No. 182

Designed as an introduction to the social studies program at the high school, the Global Studies course examines significant developments in world history using a thematic approach and introduces the idea that globalization is not a recent phenomenon, but has existed throughout human history. Course content includes historical examples from the early modern world, exploring various themes that relate to global interactions of people, ideas, goods, and institutions. The course is not intended to be a survey of modern world history, but instead draws upon various social sciences (economics, political science, sociology, geography and history) to help students investigate how we, as a global society, got to be the way we are.

SOCIAL STUDIES REQUIRED COURSE: GRADE TEN (for 2017-18 only)

Global Studies II .5 Credit
Grade 10
Level 2
Trimesters: 1

Course No. 183

Emphasis is placed on political, economic, and cultural developments from the nineteenth century to the present. In addition to the study of Western societies, significant emphasis is placed on the non-Western world and world cultures. Research, critical thinking, writing, oral participation, primary source reading, and study skills are developed. This course, designed to follow Global History I, completes a two-course study of civilization for those students who took Global History I in 2016-17. It is required that all sophomores who took Global History I last year take this course.



SOCIAL STUDIES COURSE OPTIONS: GRADES TEN, ELEVEN, AND TWELVE

Economics .5 Credit
Grades 10-12
Level 2
Trimesters: 1

Course No. 191

This course investigates financial markets and social behaviors that have an impact on quality of life. Students gain an understanding of inflation, unemployment, interest rates, recessions, depressions, and recovery. Students will explore international trade and the evolution of the global marketplace as well as the impact of government and Federal Reserve policy on the well-being of the American population. Written analysis of data, synthesis of information, and modeling of various types of phenomena are an integral part of the course.



Introduction to Human Behavior .5 Credit
Grades 10-12
Level 2
Trimesters: 1

Course No. 196

This course is both an introduction to human behavior as a science and an attempt to apply some of the principles of the science to problems of coming of age in a complex society. Time permitting, the topics covered are as follows: history and methodology of psychology, development, the brain, personality, consciousness, dreams, sensation and perception, language, mental health, and social psychology. Successful completion of a research paper, a PowerPoint presentation, or an equivalent project is required in this course.

Modern Middle East .5 Credit
Grades 10-12
Level 1
Trimesters: 1

Course No. 184

In this course, students will investigate the modern Middle East with a goal of better understanding the region's place in a global society. Units of study will be organized around the historical origins of the modern Middle East and how those origins have led to conflicts among nation-states in the Middle East and North Africa, with a special focus on the Israel-Palestine conflicts. Social, political, and religious issues will be investigated through the lens of current events and trends, as well as the Middle East's historical struggles between independence and interdependence with the West.

Philosophy .5 Credit

Course No. 186

Grades 10-12

Level 1

Trimesters: 1

This course will introduce students to a variety of philosophical theories while guiding them through the development and analysis of their own philosophies. Students analyze works from the Eastern and Western philosophical tradition. Students address key philosophical questions such as what is beauty? What is good? How do we know? What is beyond the 5 senses? They will become familiar with a broad range of secular and multi-faith religious sources in order to develop a comprehensive understanding of philosophy. Students will study the basic principles of logic, including recognizing logical fallacies. They will be asked to apply principles to hypothetical and actual social, political, academic, and global workplace situations. Students will study the philosophical foundations and practical applications of ethical decision-making and conduct that are vital to a pluralistic and democratic society. A culminating activity involves presenting and defending one's own view of the world.

Sports and American Culture .5 Credit

Course No. 190

Grades 10-12

Level 2

Trimesters: 1

Among many twenty-first century Americans, the culture of sport has become something of a national obsession. How did we, as a nation, arrive at such a place? In what ways has race and gender within the world of sport mirrored or differed from the racial and gender inequities of American society? How different is our national sporting culture from a century ago? How different is our sporting culture from that of other countries today? How engrained has sports become in our "everyday culture"? These are some of the questions explored in this Sports and American Culture course. While this course largely concentrates on the late 20th century and the 21st century, students will learn how sports have developed with regards to different issues. We will explore the athlete as a popular cultural hero, issues of gender and race in the sporting world, and the extent to which debates within the sporting world have changed over time, in addition to examining the history of different sports, particularly those we think of as "national" sports.

World Traveler .5 Credit

Course No. 188

Grades 10-12

Level 1

Trimesters: 1

Consider a class experience in the form of a 60 day global travel experience. World Traveler integrates multicultural and multi-continental study, interdisciplinary coursework and techniques in safe travel into a comparative education that is truly global. This course is intended to stimulate our students' desire for future travel, arm them with the tools to experience cultures outside their comfort zone, and ensure meaningful engagement in the global community.

SOCIAL STUDIES REQUIRED COURSES: GRADE ELEVEN

Advanced Placement U.S. History 1.5 DHHS Credits

Course No.171

University of Connecticut, Early College Experience

(United States History to 1877: FALL HIST) 1501

(United States History since 1877: SPRING HIST) 1502 6 UConn Credits

Grade 11

Level 1

Trimesters: 3

Prerequisite: A level 1 social studies course with a minimum grade of B- or a level 2 social studies course with a minimum grade of A- and a genuine interest in the subject.

This course provides the student with an in-depth study of U.S. History. Emphasis is placed on the development of writing, critical thinking, oral participation, and research skills. Original source documents are examined, and extensive reading in economic, cultural, intellectual, and political history is assigned. Students who exhibit a seriousness of purpose, a positive attitude towards education, and high academic potential are encouraged to select this course. A summer assignment is required. Students who select this course are expected to take the AP exam.

Homework: The typical homework assignment in this course will take over 60 minutes to complete.

<p>PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION AND FEE DETAILS.</p>
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United States History 1 Credit

Course No. 172

Grade 11

Level 2

Trimesters: 2

Prerequisite: Civics and American Government.

In the U.S. History course, students will explore the themes of liberty, equality, opportunity, and America's place in the world through the historical lenses of the incredibly diverse groups that make up the American identity. In each unit of study, students will have the opportunity to engage in deep learning through inquiry and an increased focus on historical thinking. Learning in this course relies extensively on the reading and interpretation of primary sources and other forms of historical evidence, independent research, and the clear communication of ideas. By the end of the course, students will have developed their own understandings of how the United States has become what it is, and will be empowered to shape the nation in the 21st century.

Civics and American Government .5 Credit

Course No. 195

Grade 11-12

Level 2

Trimesters: 1

Civics is a course designed to help students become more knowledgeable, active, and effective citizens. Students will learn about the constitutional basis of American government as well as how government actually functions, the interaction of the branches of government, rights and responsibilities of citizens, and Connecticut state and local government. Students will take part in interactive simulations, debates, current events, and independent research. This course is required for graduation and includes students who were unable to take or successfully complete Civics and American Government in their junior year.

SOCIAL STUDIES COURSES: GRADE TWELVE

Advanced Placement European History 1.5 DHHS Credits

Course No. 192

University of Connecticut, Early College Experience

(Modern Western Traditions: HIST 1400) 3 UConn Credits

Grade 12

Level 1

Trimesters: 3

Prerequisite: A level 1 social studies course with a minimum grade of B- or a level 2 social studies course with a minimum grade of A- and a genuine interest in the subject.

As part of the University of Connecticut's *Early College Experience Program*, this course will give students the opportunity to earn three (3) college credits which are accepted by many other colleges in addition to the University of Connecticut. Only students who are registered in the UConn/ECE program for this course and earn a grade of C or better will receive UConn/ECE credit. This course also will allow students the opportunity to prepare for the Advanced Placement European History Exam.

During the course, the Renaissance period is studied as a transition from ancient to modern times. Eighteenth century economics, political and scientific revolutions are related to nineteenth and twentieth century problems of expansion, war, and peace. Students should be prepared to read widely, to examine historical documents carefully, and to evaluate historical interpretations critically. A summer assignment is required.

Homework: The typical homework assignment in this course will take approximately 45 minutes to complete.

**PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION
AND FEE DETAILS.**

Introduction to Human Rights 1 DHHS Credits

Course No. 189

University of Connecticut, Early College Experience

(Introduction to Human Rights: HRTS 1007) 3 UConn Credits

Grade 12

Level 1

Trimesters: 2

Prerequisite: A level 1 social studies course with a minimum grade of B- or a level 2 social studies course with a minimum grade of A- and a genuine interest in the subject.

In recent years, "human rights" has become among the most powerful ways of thinking about and fighting for a more just world. This course provides an introduction to the interdisciplinary study of human rights as a concept, a set of laws and institutions, and as a set of political and cultural practices. We begin by considering definitions, as well as historical and institutional foundations of human rights. We then focus on several particular human rights issues, groups of human rights, and human rights of certain groups of people. Along the way, we will take different disciplinary approaches – legal, philosophical, literary etc. – to our subject. By the end of the class, we will have developed an understanding of the institutions and processes related to human rights and a familiarity with key intellectual debates as well as differing policy and advocacy strategies. Homework: The typical homework assignment in this course will take approximately 45 minutes to complete.

**PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION
AND FEE DETAILS.**

Advanced Placement Macroeconomics 1 Credit

Course No. 180

Grade 12

Level 1

Trimesters: 2

Prerequisite: A level 1 social studies course with a minimum grade of B- or a level 2 social studies course with a minimum grade of A- and a genuine interest in the subject.

AP Macroeconomics gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. Particular emphasis is given to the study of Gross Domestic Production and how prices are determined. It also develops students' familiarity with various economic indicators and performance measures, stabilization policies, financial markets, economic growth, and international economics. Students will research and analyze data for the purpose of economic forecasting.

Advanced Placement Psychology 1.5 Credits

Course No. 198

Grade 12

Level 1

Trimesters: 3

Prerequisite: A level 1 social studies course with a minimum grade of B- or a level 2 social studies course with a minimum grade of A- and a genuine interest in the subject.

This rigorous, activity-oriented course provides an introduction to the systematic and scientific study of behavior and mental processes. Readings are college level and demand the ability to interpret and apply concepts learned in class. Students are exposed to principles and phenomena associated with each of the major subfields within psychology while learning the methods psychologists use in the research and study of their field. A summer reading assignment is required. Students who select this course are expected to take the AP exam.

Homework: The typical homework assignment in this course will take approximately 45 minutes to complete.

Humanities 1 Credit (0.5 Credits English 0.5 Credits Social Studies)

Course No. 080

Grade 12

Level 1

Trimesters: 2

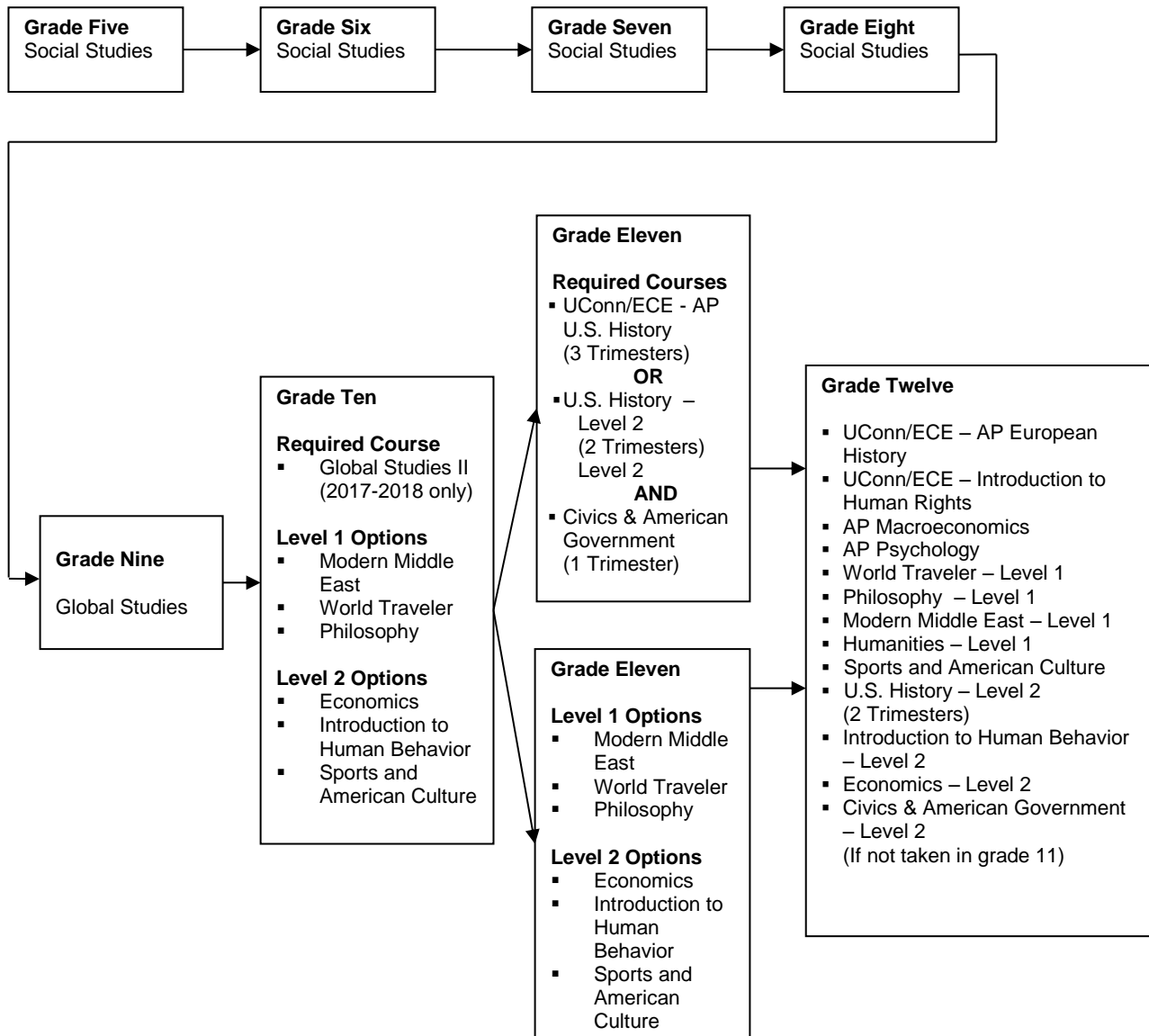
Prerequisite: U.S. History and American Literature.

Humanities is a course intended for the very capable and highly motivated student dedicated to academic study. The purpose of the course is to explore the interdisciplinary nature of history, literature, art, and music. The course will be co-taught by one English teacher and one history teacher, supplemented throughout the course by teacher presentations from the art and music departments. The humanities utilize a specific way of thinking about and responding to the world, prompting people to examine and make sense of the human experience in general and their individual experiences in particular. The humanities enable people to reflect upon their lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic way about the challenges faced in their families, their communities, and as a nation. The Humanities course requires students to read extensively and critically, make presentations, respond to materials in written essays, and to actively participate in discussions.

Homework: The typical homework assignment in this course will take approximately 45 minutes to complete.

Social Studies

Sequence of Courses Grades 5-12



*In Grade Ten, students may opt to take courses from either level.

SPECIAL SERVICES COURSE OFFERINGS

9	Math 9 English 9	Learning Connections Learning Strategies Study Center 2 Transition Internship
10	Math 10 English 10	
11	Math 11 English 11	
12	Math 12 English 12	

**Placement in these courses by prerequisite and recommendation only.
The school counselor will enter the appropriate course number.**

Learning Strategies Credit based on hours
2.5 hours/week equals .25 credits per trimester
5.0 hours/week equals .50 credits per trimester
Grades 9-12
Trimesters: 3

Learning Strategies is a course that provides students with specially designed instruction through the Study Center. These students learn skills and strategies in the areas of organization, time management, notetaking, reading comprehension, composition writing, math skills, test taking, and study skills.

Math .5 Credit per trimester
Grades 9-12
Trimesters: varies

The focus of this course is on the acquisition of the basic and transitional math skills. The skills include mathematical reasoning, problem-solving, consumer mathematics, and applied mathematics.

English .5 Credit per trimester
Grades 9-12
Trimesters: varies

Students will apply reading and writing to everyday life situations. Activities will emphasize reading for understanding and writing as a means for communication. Class discussions, presentations, and cooperative groups are integral components of the course.

Learning Connections 1 Credit
Grades 9-12
Trimesters: 2

The course curriculum is tailored to the individual needs of each student. It incorporates functional academic skills, social skills, daily living skills, vocational skills, and leisure and recreational activities. Instruction and activities take place in both the school and in the community in order to address transition needs and to maximize independence.

Transition Internship Credit based on hours
2.5 hours/week equals .25 credits per trimester
5.0 hours/week equals .50 credits per trimester
Grade 12
Trimesters: varies

Students will explore career areas of interest through supervised employment opportunities in the community. The emphasis will be on developing positive work habits that are necessary to become independent and responsible employees.

Study Center 2 Credit based on hours
Grades 9-12
2.5-4.0 hours/week equals .25 credit per trimester
4.5-6.5 hours/week equals .50 credit per trimester
Trimesters: 3

Prerequisite: Referral by the Student Support Team (SST) or Planning Placement Team (PPT) only.

The Madison Public School District provides a program that offers comprehensive counseling services within the school day. This program provides group and individual counseling to support students to overcome current emotional, behavioral, and academic difficulties that are interfering with school.

WORLD LANGUAGES DEPARTMENT COURSE OFFERINGS

Grade	Latin	French	Spanish	Mandarin Chinese
9	Latin 1	French 1 French 2	Spanish 1 Spanish 2 Spanish 3	Mandarin Chinese 1
10	Latin 1 Latin 2	French 1 French 2 French 3	Spanish 1 Spanish 2 Spanish 3 Spanish 4 Spanish 4 - Honors	Mandarin Chinese 1 Mandarin Chinese 2
11	Latin 1 Latin 2 Latin 3 - Honors	French 1 French 2 French 3 French 4 - Honors	Spanish 1 Spanish 2 Spanish 3 Spanish 4 Spanish 4 - Honors Spanish 5 AP Spanish 5	Mandarin Chinese 1 Mandarin Chinese 2 Mandarin Chinese 3
12	Latin 1 Latin 2 Latin 3 - Honors AP Latin 4	French 1 French 2 French 3 French 4 - Honors AP French 5	Spanish 1 Spanish 2 Spanish 3 Spanish 4 Spanish 4 - Honors Spanish 5 AP Spanish 5 Spanish 6 UConn/ECE Spanish 6 - Honors	Mandarin Chinese 1 Mandarin Chinese 2 Mandarin Chinese 3 UConn/ECE Mandarin Chinese 4 - Honors

The placement of courses in this chart is what is typical. See the flow chart at the end of the world language section to see all of the options.

The purpose of world language study at Daniel Hand High School is the development of communication skills in another language and an awareness of the similarities and differences among and across cultures. Students are provided a variety of programs (French, Spanish, Latin, and/or Mandarin Chinese) in which they acquire proficiency in another language through listening, speaking, reading, writing, viewing, and thinking critically. Student success depends a great deal on active participation in and out of class. The World Language Department strongly recommends three years or more of study in order to achieve proficiency in the language.



Latin 1 1 Credit
Grades 9-12
Level 2
Trimesters: 2

Course No. 431

Students in Latin 1 will encounter for the first time the Latin language and Roman culture. Using the *Cambridge* Latin Course, students are taken to Pompeii to experience Roman life as it was in the first century A.D. Students will breathe new life into Latin by learning the basics of conversational Latin. Students will develop the techniques necessary to develop better vocabulary and grammar skills for both English and other world languages as well as build the foundations of the English grammar and the Latin vocabulary necessary for Latin 2. Latin 1 students will be immersed in the arts and entertainment of Ancient Rome, including gladiatorial combat. Students will be asked to answer the questions: "How does entertainment reflect the culture and values of a people?" and "How will studying Latin help me read and write in English?"

Latin 2 1 Credit
Grades 10-12
Level 2
Trimesters: 2

Course No. 432

Prerequisite: Successful completion of Latin 1.

Students in Latin 2 will continue using the *Cambridge* series in order to survey more of the Ancient World, including Britannia and Ancient Alexandria. As the grammar and language become more complex, students will focus on understanding and using these structures in both English and Latin. Students will be immersed in mythology, taking on the role of one of the gods of Ancient Rome, and will use their role to study the government of Ancient Rome, starting from its founding all the way to the end of the Empire and focusing on the wars of Rome. Students will be asked to answer the questions: "How does mythology shape us?" and "How does the people develop their government, and how does the government develop its people?"

Latin 3 - Honors 1 Credit
Grades 11-12
Level 1
Trimesters: 2

Course No. 433

Prerequisite: Successful completion of Latin 2 and teacher recommendation.

Students in Latin 3 will delve into the world of Latin literature. Designed to prepare students for the AP Latin 4 Honors course, the Latin 3 student will first encounter the works of Catullus and Ovid, reading some of the best poetry of the Roman people. Students will be immersed in the architecture of the time, while also studying the art inspired by the work of Ovid. The year will culminate in a preview to AP Latin 4 Honors, when students begin to study the great Roman epic, Vergil's *Aeneid*. Students will learn how poetry was heard to the Romans, while also analyzing that same poetry. Students will be asked to answer the questions: "How do we hear poetry?" and "What makes a hero?"

Advanced Placement Latin 4 1 Credit

Course No. 436

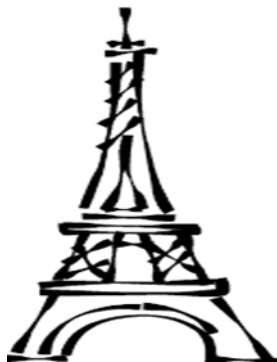
Grade 12

Level 1

Trimesters: 2

Prerequisite: Successful completion of Latin 3 – Honors and teacher recommendation.

Students in Latin 4 will follow the AP curriculum begun in Latin 3. Students will be reading the great Roman epic, Vergil's Aeneid, and will begin the commentary written by Caesar about Gallic Wars. The course acts as a culmination of themes, vocabulary, and grammar skills developed throughout the students' high school career. Students in Latin 4 will be asked to answer the questions: "How do the victors shape history?", "What makes a hero?", and "How does style shape meaning?" Students taking this course are encouraged to take the College Board's Advanced Placement Latin examination in May.

**French 1** 1 Credit

Course No. 421

Grades 9-12

Level 2

Trimesters: 2

This course introduces students to the French language through storytelling, acting, reading, and so much more! Students learn to communicate in French by participating in lessons that incorporate grammar, vocabulary, and culture through novels, games, songs, and skits. Lessons are based on real-life situation and prepare students to do everyday activities such as ordering at a restaurant, making friends, and talking about their own likes, dislikes, and habits. During this course students will continue to develop their French skills as they speak, read, and write more confidently! Successful completion of this course will prepare students for French 2.

French 2 1 Credit

Course No. 422

Grades 9-12

Level 2

Trimesters: 2

Prerequisite: Successful completion of French 1 or grade 8 French.

Students will review information learned the previous year and incorporate it with new, more advanced concepts learned during the second year of study. Active participation is essential in order to best benefit from each lesson. As concepts become more advanced, students will need more time to devote to readings and writing assignments and grammar study at home. Since both teacher and students will use French to communicate in the classroom, students will begin to be proficient speakers and writers of the language by the end of the year. The study of culture, grammar, and vocabulary intertwine in a variety of activities, including role-playing, age-appropriate readings, creative writing, and a video series.

French 3 1 Credit

Course No. 423

Grades 10-12

Level 2

Trimesters: 2

Prerequisite: Successful completion of French 2.

Taking the concepts mastered during French 1 and 2, French 3 brings student proficiency to a new level. More readings are introduced from a variety of sources as students continue to be actively involved in their learning. Role-playing still plays a major part in this course, although spontaneous discussions are evident due to increased proficiency. As in previous years, grammar, culture, and vocabulary intertwine to give students a well-rounded experience in language learning. Writing assignments reflecting each lesson's focus are a regular component of this course. Videos, recordings, and periodicals complete the list of ancillary materials used in French 3.

French 4 - Honors 1 Credit

Course No. 424

Grades 11-12

Level 1

Trimesters: 2

Prerequisite: Successful completion of French 3 and teacher recommendation.

French 4 Honors requires students to work actively in class and independently outside of class in order to improve proficiency. Students are exposed to a variety of popular literary works in French, as well as an ongoing focus on French culture and civilization. In-class discussions, role-playing, and written assignments are based upon these readings and on authentic audio and films used in class. Our goal for French 4 students is to reach a level whereby they can converse comfortably in the language, read authentic literature without extensive use of a dictionary, enjoy French language films, and explore French language media found on-line and elsewhere. As this course provides students with the stepping stones necessary to take the French 5 Advanced Placement Language and Culture course, students are expected to interact exclusively in French.

Advanced Placement French 5 1 DHHS Credit

Course No. 426

Grade 12

Level 1

Trimesters: 2

Prerequisite: Successful completion of French 4 Honors and teacher recommendation.

This course is designed for students who want to build advanced skills in reading, writing, listening, and speaking in the French language, while enhancing their cultural competency. Students engage in, and are assessed on, authentic use of the language and the understanding of its cultures by reading varied print materials, writing responses to prompted situations, listening to and viewing authentic audio and video sources related to everyday life and global issues, and speaking in response to simulated scenarios or formal presentation themes. Students must speak exclusively in French during the course. Students taking this course are encouraged to take the College Board's Advanced Placement French Language and Culture examination in May.



Spanish 1 1 Credit
Grades 9-12
Level 2
Trimesters: 2

Course No. 410

Spanish 1 is designed for students new to the district, students who are transferring from private school, or students who would like to improve their foundation in the Spanish language. Students develop their listening and oral proficiency skills and further their understanding of the structure of language by expanding their repertoire of strategies to use in reading and writing Spanish. As a result of participating in this course, students will be able to demonstrate their foundation of Spanish grammar. The authentic performance based assessments at the end of each unit include presentational and spontaneous interpersonal speaking, listening, reading, and writing. Successful completion of this course will prepare students for Spanish 2.

Spanish 2 1 Credit
Grade 9-12
Level 2
Trimesters: 2

Course No. 412

Prerequisite: Successful completion of Spanish 1.

Students continue to build upon the basic concepts learned during the previous year. Students are expected to participate actively by speaking Spanish only, by working responsibly alone and collaboratively with partners, and by carefully preparing written work. They will participate in a variety of ways including listening and speaking with the teacher, conversing with classmates in paired and group work, reading level appropriate passages, writing paragraphs and dictations, and viewing and reacting to level appropriate films in Spanish. The class provides exploration of the culture of Spanish speaking countries through the readings and films chosen by the department. Grammar study and vocabulary work are as important as the development of oral and listening skills in Spanish.

Spanish 3 1 Credit
Grades 9-12
Level 2
Trimesters: 2

Course No. 413

Prerequisite: Successful completion of Spanish 2. For incoming freshmen, grade 8 Spanish with a minimum grade of B-.

This course is designed for students who want to build upon novice skills acquired during the first two years of language study, so as to be able to understand and use intermediate level grammatical concepts and vocabulary. Students learn how to express themselves more confidently in the present, past, and future tenses while exploring the unit themes of "Navigating the World," "Heroes and Villains," "Mysteries of the World," and "Global Challenges." Students will build a larger bank of vocabulary and enhance their cultural competency by reading authentic stories and legends, listening to and viewing varied audio and visual sources, writing responses based upon a variety of topics, and speaking in response to course-related themes and prompts. Each unit will culminate with the completion of either an individual, paired, or group assessment, through which students will demonstrate and apply their understanding of skills acquired during each unit of study. Active student participation in Spanish is necessary to increase all language proficiency skills.

Spanish 4 1 Credit

Course No. 415

Grades 10-12

Level 2

Trimesters: 2

Prerequisite: Successful completion of Spanish 3.

This course is designed to provide an in-depth study of more advanced grammatical concepts as well as vocabulary building through culturally-based units. Students will uncover gems beneath the turmoil as they travel through four different countries. Students will continue to build upon their reading, writing and listening comprehension abilities in the target language and develop proficiency at an intermediate speaking level. Each unit will culminate with the completion of either an individual, paired, or group assessment, such as pitching a product or business idea to a group of venture capitalists, or planning a dream vacation. Active student participation in Spanish is necessary to increase all language proficiency skills.

Spanish 4 Honors 1 Credit

Course No. 414

Grades 10-12

Level 1

Trimesters: 2

Prerequisite: Spanish 3 with a minimum grade of A- and teacher recommendation.

This course is designed to provide students with the opportunity to build upon intermediate skills acquired during third year of language study and to further enhance their cultural competency, so as to be able to use more advanced language skills. Students engage in, and are assessed on, authentic use of the language and the understanding of its cultures by reading varied print materials, writing paragraph and page-length responses to prompted situations, listening to and viewing authentic audio and video sources related to everyday life and global issues, and speaking in response to simulated scenarios or formal presentation themes.

Spanish 5 1 Credit

Course No. 420

Grades 11-12

Level 2

Trimesters: 2

Prerequisite: Successful completion of Spanish 4 or Spanish 4 Honors.

This course is designed to provide an in-depth study of all grammatical concepts, including a challenging practice of the subjunctive mood. Students will continue to advance in their reading and listening comprehension of the target language, as well as their communication through speaking and writing. Throughout the course the students' views on Spanish and Hispanic cultures will be broadened. Active student participation in Spanish is necessary to increase all language proficiency skills.

Advanced Placement Spanish 5 1 Credit

Course No. 419

Grades 11-12

Level 1

Trimesters: 2

Prerequisite: Successful completion of Spanish 4 - Honors and teacher recommendation.

This course is designed for students who want to build advanced skills in reading, writing, listening, and speaking in the Spanish language, while enhancing their cultural competency. Students engage in, and are assessed on, authentic use of the language and the understanding of its cultures by reading varied print materials, writing and responses to prompted situations, listening to and viewing authentic audio and video sources related to everyday life and global issues, and speaking in response to simulated scenarios or formal presentation themes. Students must speak exclusively in Spanish during the course. Students taking this course are encouraged to take the College Board's Advanced Placement Spanish Language and Culture examination in May. Students must complete summer and "bridge" assignments to maintain and further fortify their language skills during periods when the course does not meet.

Spanish 6 Cinema and Conversation 1 Credit

Course No. 450

Grade 12

Level 2

Trimesters: 2

Prerequisite: Successful completion of Spanish 5 or AP Spanish 5.

This course is a comprehensive study of Hispanic culture through cinema. Students will watch several movies that explore daily life in a wide variety of themes, genres, and cultural experiences from Spain, Chile, Argentina, Mexico, and Colombia. Historic themes include the Mexican Revolution in the film *Como Agua Para Chocolate* and euthanasia in the film *Mar Adentro*, as well as contemporary issues concerning immigration in *El norte*. In addition there will be opportunities for class discussions, readings, and written compositions.

Spanish 6 Honors 1 DHHS Credit

Course No. 451

University of Connecticut, Early College Experience**(Intermediate Spanish Composition: SPAN 3178) 3 UConn Credits**

Grade 12

Level 1

Trimesters: 2

Prerequisite: Successful completion of AP Spanish 5 or Spanish 5 with a minimum grade of A and teacher recommendation.

This course emphasizes increased proficiency in the oral and written expression of the language. It provides a thorough review of relevant grammar and methodical practice in composition leading to command of practical idioms and vocabulary. Students will learn the necessary skills to become strong writers in Spanish by analyzing both Spanish and Latin American selections of authentic texts, including short stories, film, and contemporary articles. In the second trimester of the course, students will have the opportunity to select a work of Spanish or Latin American literature to analyze and research using scholarly sources. Spanish is spoken exclusively in this course. Students must complete a summer assignment to maintain and further fortify their language skills during periods when the course does not meet.

Only students who are registered in the UConn/ECE Program for this course and earn a C or better will receive UConn credit.

**PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION
AND FEE DETAILS.**



Mandarin Chinese 1 1 Credit
Grades 9-12
Level 2
Trimesters: 2

Course No. 441

This course is an introductory Chinese language course for students who have little or no prior experience in the language. The goal is to develop students' listening, speaking, reading, and writing skills in the Chinese language, as well as gain understanding of Chinese culture. Pinyin (phonetic symbols) will be used as a supplementary tool to learn the spoken language. Students will be asked to recognize either simplified or traditional forms of characters from memory. By the end of the course, students will be able to use their language skills to talk about school life, day to day activities, celebrations, traveling. Students will showcase their abilities through real-life scenarios such as creating a radical catalogue, or preparing to present a family photo album on a trip to China. Computer-assisted technology and online course materials are an integral part of the instruction in this class. Students will acquire basic Chinese computing skills and be proficient with the use of Microsoft Chinese IME or other equivalent programs in order to produce typed characters in both traditional and simplified forms.

Mandarin Chinese 2 1 Credit
Grades 10-12
Level 2
Trimesters: 2

Course No. 442

Prerequisite: Successful completion of Mandarin Chinese 1.

Themes from Mandarin Chinese 1 will be reviewed and developed further in order to help students acquire the skills necessary to reach a novice proficiency in communicating in Chinese. Continued exposure to the rich cultural and historical influences is imperative for understanding the Chinese language and people and for the correct use of Chinese in various situations. Both the character-based and Pinyin alphabets will continue to be used in this course. Active participation and thorough preparation in and out of class are crucial for success in becoming a proficient communicator in Chinese.

Mandarin Chinese 3 1 Credit

Course No. 445

Grades 11-12

Level 2

Trimesters: 2

Prerequisite: Successful completion of Mandarin Chinese 2.

Structures and themes from Mandarin Chinese 2 continue at a more rigorous pace in order to advance students to a novice proficiency in the written and spoken language. As in previous years, culture is the basis for learning activities in a Chinese class.

Mandarin Chinese 4 Honors 1 Credit

Course No. 446

University of Connecticut, Early College Experience

(Intermediate Chinese II: CHIN 1114) 3 UConn Credits

Grade 12

Trimesters: 2

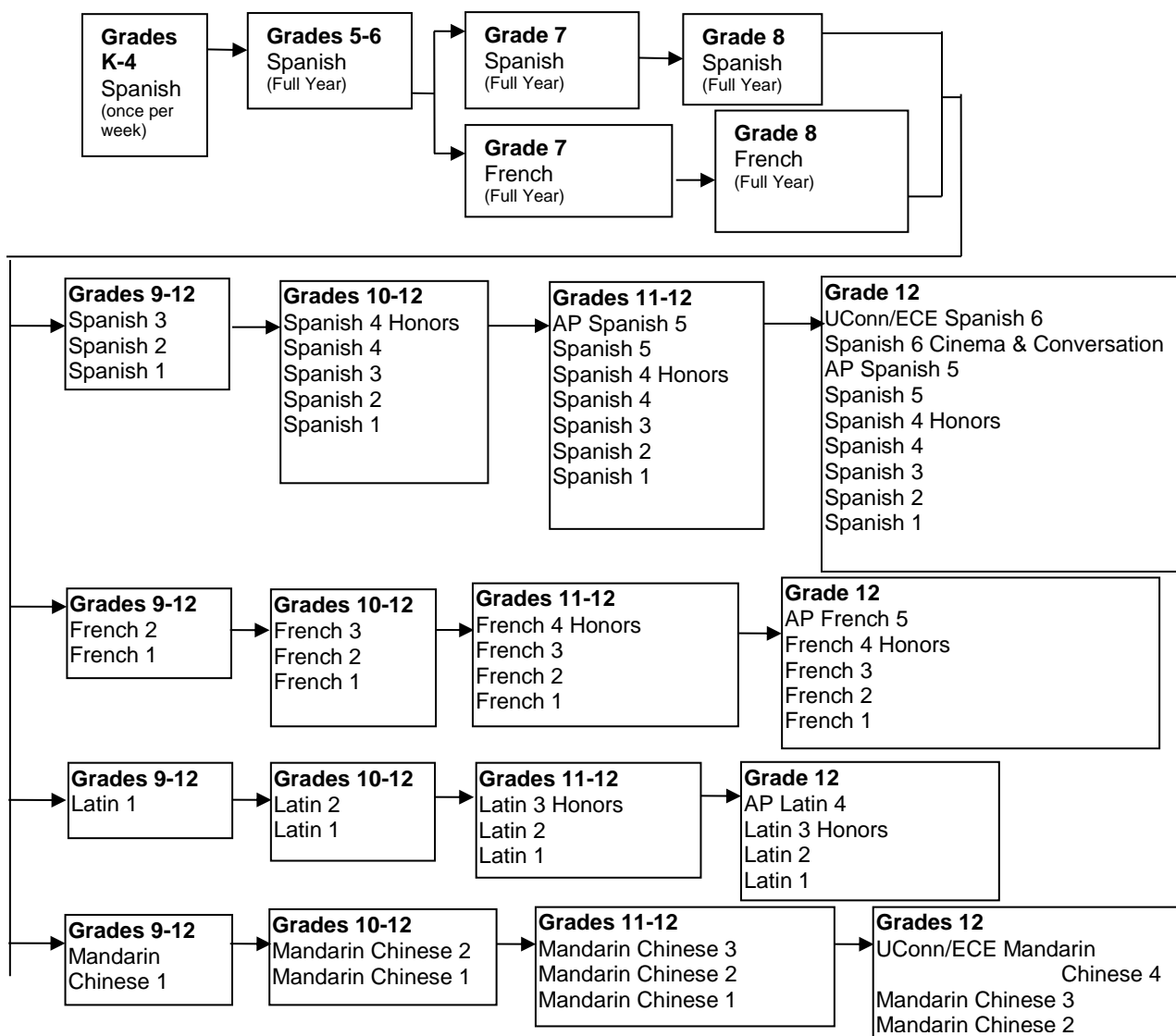
Prerequisite: Successful completion of Mandarin Chinese 3 and teacher recommendation.

Students will continue to expand their ability to communicate in both written and spoken Chinese. Active participation in class will be required of students as they work to expand their proficiency through text readings, interactive activities, and writing exercises. This class is for serious students who are committed to improving their proficiency in Mandarin Chinese. Only students who are registered in the UConn/ECE Program for this course and earn a C or better will receive UConn credit.

<p>PLEASE SEE NOTE ON PAGE 8 REGARDING EARLY COLLEGE EXPERIENCE REGISTRATION AND FEE DETAILS.</p>
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World Languages

Sequence of Courses Grades K – 12



Please note - Students should be guided by the prerequisite list in each course description and by the recommendation of the current World Language teacher.

If there is any question about the best placement for new enrollees to Daniel Hand High School, students should meet with the Program Coordinator for World Language for evaluation.

All World Language courses are two trimesters.

FOUR-YEAR EDUCATIONAL PLAN

Please use this page and the following flow charts of course sequence to assist in developing an educational plan for your four years at Daniel Hand High School. You may wish to re-read the preceding pages to have a clear understanding of requirements for graduation as well as course requirements for specific fields of post high school study. Be certain to ask as many questions as necessary of your teachers and guidance counselor to help you construct this plan.

Remember that this is only a tentative plan and, most likely, will be changed to some degree during your years at Daniel Hand High School.

High School Academic Planner Grade 9 and Grade 10

Grade 9	Grade 10
Educational Goal:	Educational Goal:
Career Goal:	Career Goal:
Credits	Credits
English:	English:
Math:	Math:
Science:	Science:
Social Studies:	Social Studies:
Physical Education:	Physical Education:
World Language:	World Language:
Health:	Health:
Electives:	Electives:
Career Cluster (Revise as needed)	Career Cluster (Revise as needed)
Activities:	Activities:
Total Credits:	Total Credits:

High School Academic Planner Grade 11 and Grade 12

Grade 11	Grade 12
Educational Goal:	Educational Goal:
Career Goal:	Career Goal:
Credits	Credits
English:	English:
Math:	English:
Science:	Math:
Civics:	Science:
US History:	Science:
PE:	Social Studies:
Health:	Social Studies
World Language:	PE:
Electives:	Health:
	World Language:
	Electives:
Career Cluster (Revise as needed)	Career Cluster (Revise as needed)
Activities:	Activities:
Total Credits:	Total Credits:

DANIEL HAND HIGH SCHOOL
STUDENT APPEAL FOR A CHANGE IN SCHEDULE

*****You must follow your current schedule until this change is approved by all appropriate faculty members*****

Student: _____ Grade: ____ Date: ____ Previous Override? Yes/No Course: _____

If this form is not signed & returned within 2 days the counselor and administrator will make the appropriate changes

Request to:

() Drop Course Name/Level: _____

- ☐ Check here if this course was an override. If so, please review your Override Request Application for important information related to dropping a course.

() Add Course Name/Level: _____

- ☐ Check here if this course is an override. If so, please complete the Override Request Application.

Deadlines for ADDING a course:

- 1.50 and 1.25 credit courses must be added within the first 30 school days of the course.
 - 1.00 credit courses must be added within the first 20 school days of the course.
 - 0.50 credit courses must be added within the first 15 school days of the course.
 - 0.25 credit courses must be added within the first 10 school days of the course.
- *Requests to add a course after the deadline will be reviewed by the Guidance Program Coordinator and Principal.

Deadlines for DROPPING a course:

- 1.50 and 1.25 credit courses must be dropped by the Trimester 2 mid-point of the course.
- 1.00 credit courses must be dropped by the end of the first Trimester of the course.
- 0.50 and 0.25 credit courses must be dropped by the mid-point of the course.

PLEASE NOTE IF DROPPING A COURSE:

- If a student drops a course prior to the withdrawal deadline above, the course will not appear on the student's transcript or permanent record.
- If a student drops a course after the withdrawal deadline above, the course will appear on the student's permanent record and transcript. "WP" will indicate the student was passing at the time of withdrawal, and a "WF" will indicate the student was failing at the time of withdrawal.
- A change in schedule may be made only if there is evidence of earnest and consistent effort on the part of the student to meet all expectations of the course and the terms for an override are met.
- No course drop will be considered unless the student schedule maintains the minimum enrollment requirements.

Student Explanation: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Counselor Comments (*include previous grades if necessary*):

Counselor Name: _____ Initial: _____ Date: _____

Current Teacher Comments:

Teacher Name: _____ Initial: _____ Date: _____

Coordinator Signature: _____ Approved: ____ Denied: ____ Date: _____

Administrator Decision/Signature: _____ Approved: ____ Denied: ____ Date: _____

JH10/15

OVERRIDE REQUEST APPLICATION

Student: _____ Current Grade: ____ Counselor: _____

Teacher **Recommended** Course: _____ Level: ____

Student/Parent/Guardian **Requested** Course: _____ Level: ____

Please review this document and complete the steps outlined below. Submit the completed Override Request Application to the Guidance Office by the deadline posted on the Course Request form.

1. Conference/conversation between the parent/guardian and the teacher. The teacher should sign and date below. Alternately, you may attach an e-mail from the teacher in lieu of a signature to confirm this conversation.

Teacher Signature: _____ Date: _____

2. If you have additional questions about the content of courses, you should contact the department coordinator.

3. If an override is still requested, the parent/guardian and student must review and sign the application below.

- In early spring, the number of sections of a course is determined after student course request sheets are submitted. (Override requests are considered when determining sections.)
- Students are placed in recommended courses first. If space in class permits, override request applications will be reviewed on a first come first served basis. Several factors impact placement.
- **Placement is not on a trial basis;** therefore, subsequent changes will not be made unless student submits a Student Appeal for Change in Schedule Form and this is approved by the principal. Please review the form as it contains important transcript information.
- If the student does not attain a final grade of C- or better in the non-recommended level or if a student drops the course, the following year the student will be placed in the recommended level with **no override option permitted.**
- The student in an override course will have available the same assistance as all other students. The parents/guardians will accept the responsibility to provide additional support if necessary.

I have read this document:

Student: _____ Date: _____

Parent/Guardian: _____ Date: _____

RETURN COMPLETED AND SIGNED DOCUMENT TO GUIDANCE.

For office use only:

Approved: ____ Not Approved: ____

Administrator: _____ Date: _____

Time Management Planner

Below are two charts that will help you understand and better manage your time commitments. Typically, classes will have no more than 30 minutes of daily homework (.5 hours). There might be more or less on any given day, but the average will be about 2.5 hours a week. However, some courses will regularly have more homework than this. In the *Program of Studies*, the amount of estimated homework time is noted in the course descriptions of courses that exceed the typical 30 minutes a night. As you select courses for next year, fill this information into the Homework Time Commitment Chart below. You won't know exactly when courses will meet or if you will get into all of your selected courses, but you will know how many trimesters the courses run and the homework requirements. This will help you estimate your schedule for the chart. Next, fill in the Other Time Commitments Chart. Total the two charts for an account of your daily time commitments after school dismissal. Review your selections and discuss this planner with your family. The goal is for you to achieve a balance among your free and family time, your academic commitments, and your extracurricular activities, in and out of school. Your Guidance Counselor can help you with your course selections.

Homework Time Commitment Chart					
Note: It may take you longer to complete homework in subjects you find difficult than what is estimated. You should consider this when completing your chart.					
Trimester 1 Classes	Daily Hmwk. Time	Trimester 2 Classes	Daily Hmwk. Time	Trimester 3 Classes	Daily Hmwk. Time
1		1		1	
2		2		2	
3		3		3	
4		4		4	
5		5		5	
6		6		6	

Other Time Commitments Chart					
Examples: Sports, Driver's Ed., SAT Prep., College Apps., Community Service, Music or other lessons, etc.					
Trimester 1 Activities	Time	Trimester 2 Activities	Time	Trimester 3 Activities	Time
Trimester 1 Total Time		Trimester 2 Total Time		Trimester 3 Total Time	