

AMITY REGIONAL HIGH SCHOOL



PROGRAM OF STUDIES 2021-2022



Serving the towns of Bethany, Orange, and Woodbridge

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AMITY REGIONAL HIGH SCHOOL

PROGRAM OF STUDIES

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AMITY REGIONAL HIGH SCHOOL

PROGRAM OF STUDIES

TABLE OF CONTENTS

NEASC Accreditation Statement	Page 4
Core Values and Beliefs	Page 5
Learning Expectations	Page 6
Graduation Requirements	Pages 7-8
Mastery Based Diploma Assessment	Page 9
Leveling Information	Page 10
NCAA	Page 11
Waivers/CAPT	Page 12
AP Courses	Page 13
Course Failures/Summer School	Page 14
Career Clusters	Page 15
Career and Technical Education	Page 17
English	Page 36
Mathematics	Page 47
Physical Education/Health	Page 55
Reading	Page 59
Science	Page 61
Social Studies	Page 76
Visual and Performing Arts	Page 82
World Language	Page 102
Special Programs	Page 119



AMITY REGIONAL HIGH SCHOOL

PROGRAM OF STUDIES

NEASC Accreditation Statement

Amity Regional High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

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





AMITY REGIONAL HIGH SCHOOL

PROGRAM OF STUDIES

Amity Regional High School

Core Beliefs

The Amity Regional High School community is dedicated to three overarching principles that guide our be-

FAIRNESS

Compassion

Integrity

RESPECT

Collaboration

Communication

PASSION

Persistence

Inspiration



Mission Statement

The mission of Amity Regional High School is to create an inclusive community that affirms the contributions, strengths, and talents of all of its members. We bear a responsibility to ourselves and to the school community to develop in all students the skills and the desire necessary to become contributing members of a just society.



AMITY REGIONAL HIGH SCHOOL

PROGRAM OF STUDIES

Learning Expectations

Academic

- Students will demonstrate the ability to effectively read a range of texts with varying complexity.
- Students will produce and distribute a variety of writing designed to entertain, inform, or argue, as well build and present knowledge derived from research.
- Students will speak and listen effectively in order to comprehend ideas and information, collaborate, and present knowledge and ideas to a variety of audiences.
- Students will demonstrate a command of language convention through effective use of language in writing and speaking, and through the acquisition and use of domain-specific and academic vocabulary.
- Students will make sense of problems and persevere when solving them.
- Students will use appropriate tools strategically to solve problems.

Social

- Students will respect the rights, property and opinions of others.
- Students will regularly give to others unselfishly and be considerate and kind to all.
- Students will be aware of, and concerned for, the feelings of others and deal with others in a kind and sympathetic manner.
- Students will demonstrate an ability and commitment to work collaboratively with others.

Civic

- Students will exhibit personal integrity and ethical decision-making.
- Students will demonstrate social responsibility for the school environment by recognizing the impact of their decisions on others and themselves.
- Students will participate in meaningful activities within the school community.
- Students will demonstrate an awareness of their global responsibility to others and the environment.



AMITY REGIONAL HIGH SCHOOL

PROGRAM OF STUDIES

Graduation Requirements– Class of 2022

English:	4 Credits (4 Years)
Mathematics:	4 Credits (4 Years)
Science:	3.5 Credits (3 Years)
Social Studies:	3 Credits (3 Years)
World Language:	2 Credits (2 Years)
CTE and/or VPA:	1 Credit (1 Year)
Physical Education:	1.5 Credits (3 Years)
Health	.5 Credit
Additional coursework/Electives:	6 Credits

Total: 25 Credits

In addition to required Physical Education/Health courses in grades 9-11, students are required to carry a minimum of 6 credits in 3 of their 4 years and 7 credits in the other year to maintain full-time student status and matriculate toward earning a high school diploma.

Successful completion of an experiential or senior demonstration project or equivalent is also required.



AMITY REGIONAL HIGH SCHOOL

PROGRAM OF STUDIES

Graduation Requirements– Class of 2023 and beyond

Humanities Credits

English	4 Credits (4 Years)
Social Studies (including civics)	3 Credits (3 Years)
Arts	.5 Credit (1 semester)
Arts, Social Studies, or English Electives	1.5 Credits

9 Credits Total

Science, Technology, Engineering and Math9 Credits Total

Mathematics	4 Credits (4 Years)
Science	3.5 Credits (3 Years)
Career and Technology	.5 Credit (1 semester)
Math, Science, or CTE Electives	1 Credit

World Language	2 Credits (2 Years)
Physical Education and Wellness	1.5 Credits
Health and Safety	1 Credit (including 9th grade health class)
Electives	1.5 Credits
Mastery-Based Diploma Assessment	1 Credit
TOTAL	25 Credits

In addition to the above requirements, students are required to carry a minimum of 6 full credits per semester to maintain full-time student status and matriculate toward earning a high school diploma.



AMITY REGIONAL HIGH SCHOOL

PROGRAM OF STUDIES

Mastery Based Diploma Assessment

Vision (from CT State Dept of Education)

The vision for this work is to ensure all students are prepared for college, career and civic life through multiple and flexible pathways for learning, including mastery-based systems of accountability for student growth.

MBL places emphasis on rigorous college and career learning competencies and quality instruction and curriculum drawn from state graduation requirements and state content standards. Learning will emphasize authentic experiences and application of critical knowledge that students engage in at school, in the community or online.

For ARHS students in the Class of 2023 and beyond, students will need to earn:

.5 credit in Academic/Social/Civic Expectations--students will need to demonstrate "M" for each expectation at least 4 semesters before senior year. (An alternative project will be developed to be completed during senior year for those students who do not meet this requirement for credit)*

(*or at least 50% of the time enrolled at Amity for students who transfer in any time after 1st semester freshman year).

.5 credit in an authentic learning experience--Independent study, SIP, SSLP. Every student will finish coursework by the SSLP start date (all students must participate in one of the above programs to earn the .5 credit).

* This credit will be P/F and will NOT be included in G.P.A.



AMITY REGIONAL HIGH SCHOOL

PROGRAM OF STUDIES

Ability Grouping

A major responsibility of our educators is to offer appropriate level recommendations for each student according to the following criteria. All level recommendations are based on ability, performance, and test scores.

Level Guidelines – Program Focus

The focus of Amity's educational program is to offer a broad spectrum of learning experiences to all students. To this end, the district offers an academic program, which is suited to all levels of mastery. Following is a description of the various learning environments.

- *Level H:* Students enrolled in Level H courses will learn to analyze and synthesize content, to develop original and independent learning activities, and to focus on abstract reasoning and critical thinking. Students recommended for this instructional program will be expected to have achieved grades of C or above in a similar instructional program and/or have exhibited superior reading, writing, and thinking abilities.
- *Level 1:* The focus of this instructional level is to stress mastery and evaluation of content, to increase abstract reasoning and critical thinking skills, and to develop further independent learning activities. Students will develop and maintain the ability to make relevant applications of new concepts. Students entering this instructional program would be expected to have earned grades of C or above in a similar instructional program and/or to have exhibited an excellent mastery of reading, writing, and thinking skills.
- *Level 2:* Courses offered in this program will develop abstract reasoning and thinking skills and introduce students to independent learning activities. Students entering this instructional environment would be expected to have earned grades of C or above in a similar instructional program and/or to have exhibited an acceptable mastery of reading, writing, and thinking skills.
- *Level 3:* This instructional program will emphasize the effective use of present skills and the development of conceptual skills. Students entering this instructional program would be expected to have earned grades of C or above in a similar program and/or have exhibited an acceptable mastery of reading, writing, and thinking skills.
- *Level E:* The focus of Level Electives of instruction is to provide courses in which course objectives and activities are appropriate for all students. These courses receive the same weight in calculating WGPA as a Level 2 course.
- *Combined Level Courses:* In an effort to promote greater heterogeneity, Amity Regional High School offers some combined level courses. In combined level courses, students contract for academic level. Teachers then differentiate instruction, modify expectations, and calibrate assessments with the corresponding level in order to personalize the learning experience.



AMITY REGIONAL HIGH SCHOOL

PROGRAM OF STUDIES

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

The college-bound student athlete must meet academic and core course requirements in order to qualify for Division I or II college athletic eligibility. If you are a junior student athlete interested in participating in collegiate athletics at the aforementioned levels, see your counselor for updated and specific information regarding the NCAA Eligibility Guidelines.

In-depth description of NCAA requirements and policy is available in the NCAA Eligibility Center's *Guide for the College-Bound Student Athlete*, which is published on an annual basis. Here is the 2020-2021 guide:

http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/CBSA.pdf

When should a student register with the NCAA Eligibility Center?

When the NCAA Eligibility Center redesigned its registration website at www.eligibilitycenter.org, one of the most significant enhancements was the creation of the profile account. The profile account gives college-bound student-athletes the opportunity to make the best decision about their college choices earlier in their high school careers. Students may now choose from the traditional certification account for those wanting to attend and compete at Division I and II schools, or a free profile account for those attending Division III schools and students who are not yet sure at what school they want to attend and compete.

Registration for a profile account is free and easy. Students should expect 10 to 20 minutes to complete a profile account. Also, if a student with a profile account decides to compete at the Division I or II level, they can easily transition their profile account to a certification account. (A registration fee of \$80 (domestic/Canada) or \$135 (international) is required to begin the certification process.) Students can and should register for a free profile account at any time.

What requirements do I need satisfy in order to be able to receive scholarship money, practice, and compete at an NCAA Division I or II college or university?

You need to complete the following:

1. Graduate from high school;
2. Complete a minimum of 16 (for both Division I and Division II) core courses. An updated list of core courses offered at Amity is available here - <https://web1.ncaa.org/hportal/exec/hsAction> (Amity High School's code is 070965)
3. Present the required grade-point average (GPA) (see the sliding scale in the *Guide for the College-Bound Student Athlete*).
4. Present a qualifying test score on either the ACT or SAT (see the sliding scale in the *Guide for the College-Bound Student Athlete*) – Scores need to be sent directly to the NCAA by the student via the testing agency.
5. Complete the amateurism questionnaire and request final amateurism certification.
6. Make sure that you have completed and returned the signed transcript release form to your counselor.

NCAA Division I Requirements: http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/DI_ReqsFactSheet.pdf

NCAA Division II Requirements:

http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/DII_ReqsFactSheet.pdf



AMITY REGIONAL HIGH SCHOOL

PROGRAM OF STUDIES

Policy on Level Waivers

Teachers make course level recommendations for each student according to specific criteria. With parent permission, students may waive up or down one level only from the teacher recommended level. In some cases, students may be required to take an assessment prior to requesting the waiver. The decision to waive up or down should be subject to careful consideration and in collaboration with counselors, teachers, and department chairs.

Summer Assignments

Advanced Placement (AP) and Honors level require the completion of special summer reading assignments, which students are to obtain from the instructor of the AP or Honors course in which they are enrolling. Students who are unable to contact the course instructor should contact the department chairperson for that course or their school counselor.

Policy on Course Failures and Make Up Work

Students who fail a course may make up the course during the summer vacation by doing one of the following:



- With a teacher's permission a student may re-take a course examination following the successful and documented completion of a minimum of 30 hours of instruction. This may be done as part of a summer school program or private tutoring. If the examination is passed, the student will receive credit for the class and a grade of D- will replace the F on the student's transcript.
- Students may make up a failure in a course through the Amity Summer School Program by re-taking the course and successfully completing 60 hours of instruction and by passing the summer school class' final exam. The student will receive credit for the class and a grade of D- will replace the F on the student's transcript.

OR

- Students who fail a course during the regular school year also have the option to re-take the course for credit the following school year. The grade of F for the original class remains on the transcript.



AMITY REGIONAL HIGH SCHOOL

PROGRAM OF STUDIES

ADVANCED PLACEMENT COURSES

A program of college level curricula and examinations is available to qualified students in grades 10, 11, and 12. The College Board offers over 30 college-level courses. These courses follow a rigorous college curriculum. Most also have a summer assignment requirement. Students who enroll in AP courses are encouraged to take the AP exam for that course.

Arts

Art History

Music Theory

Studio Art: Drawing

Capstone

Seminar

Research

English

English Literature and Comprehension

English Language and Comprehension

History and Social Sciences

Psychology

United States History

United States Government and Politics

Mathematics / Computer Science

Calculus AB

Calculus BC

Statistics

Computer Science Principles

Computer Science A

World Language

French Language and Culture

Spanish Language and Culture

Spanish Literature and Culture

Latin

Chinese Language and Culture

Science

Biology

Chemistry

Environmental Science

Physics I

Physics C



AMITY REGIONAL HIGH SCHOOL

PROGRAM OF STUDIES

Summer School for Credit

Students may enroll in the Amity Summer School Program to earn new credit in a new course in order to advance to the next course or the next level in the course sequence, when appropriate. After successfully completing 60 hours for a half year course (.5 credits) or 120 hours for a full year course (1 credit). If the student is enrolled at Amity High School, the student's grade and credit will be posted on his/her Amity transcript and the grade will be averaged into his/her cumulative GPA/WGPA. Students who receive written approval from the department chair and an administrator, may take a summer school course at another school. This course may be used to advance to the next course in the course sequence. The course and grade will be recorded on the student's transcript as a transfer credit once official confirmation is received. However, no Amity credit will be awarded and the grade will not be averaged into the student's GPA.



AMITY REGIONAL HIGH SCHOOL

PROGRAM OF STUDIES

Career Clusters

In an effort to enhance each student's career awareness, the Connecticut Department of Education has identified sixteen Career Clusters. The clusters are occupations/career areas that share common knowledge and/or skills for career success. Amity High School offers a wide variety of courses that provide a foundation of knowledge for each career area. Below are suggested courses to take for specific career clusters, although many courses can cross multiple career areas. It is recommended that students use this chart as a point of reference when conferencing with his/her school counselor about appropriate course selection and post-secondary planning. Math and English skills are necessary for future success in all areas.

Manufacturing

Intro to Technical Drafting
 3D Computer Aided Drafting (CAD) Modeling
 Manufacturing I, II
 Materials, Design & Function
 Engineering Design I, II
 Physics
 Physics and Technology

STEM

Engineering Design I, II
 Algebra I, II
 Geometry
 Precalculus
 Calculus Topics, AP
 Statistics, AP
 Math Concepts & Theory
 Biology I, AP
 Physics I, AP
 Chemistry Intro, I, AP
 Human Anatomy & Physiology
 Impacts & Issues in Science
 Env. Earth Science
 Forensics
 Environmental Science LE, AP

Robotics
 Science Research Program
 Technical Applied Science
 Physics & Technology
 Nutrition & Exercise Science

Marketing, Sales and Service

Marketing
 Interior Design
 Communications I, II
 Advertising Design I, II

Transportation, Distribution and Logistics

Exploring Transportation
 Know Your Car
 Auto Maintenance
 Adv Auto Tech
 Physics
 Physics & Technology
Arts, Audiovisual Tech and Communication
 Communications I, II
 Ceramics I, II, III, IV
 Potter's Wheel
 Photography I, II, III, IV

Drawing & Painting I, II
 Advanced Drawing and Sculpture
 Intro to Art
 Advanced Art
 3D Sculpture
 AP Art History
 AP Studio Art
 Advertising Design I, II
 Video Pro
 Digital Video I, II
 Digital Media Technology
 Intro to Dance
 Introduction to Graphics
 Screen and Specialty Printing
 Intro to Acting
 Intro to Technical Theatre, Adv Tech Theatre
 Advanced Acting
 Acting and Directing for Film
 Music Appreciation
 Music Theory
 Career Training
 Journalism
 Broadcast Journalism
 Strings



AMITY REGIONAL HIGH SCHOOL

PROGRAM OF STUDIES

Music Theatre Workshop

Strings Ensemble

Symphony Orchestra

Symphonic Wind Ensemble

Concert Band

Concert Choir

Chamber Singers

Guitar in American Music

Strings, Jazz, Percussion, Brass, Woodwinds Workshops

Music Appreciation

Music Theory, AP Music Theory

Electronic Music

Voice Class

Business Management and Administration

AP Computing

Accounting I

Advanced Accounting

Economics

It's the Law

Entrepreneurship

Agriculture, Food

And Natural Resources

Nutrition

Exercise Science

Architecture & Construction

Construction I, II

Advanced Carpentry

Exploring Production

Intro to Technical Drafting

3D Computer Aided Drafting (CAD)

Modeling

Architectural Drafting

Education and Training

Child Development I, II

Psychology

Communications I, II

Finance

Statistics

Financial Literacy

Accounting I

Advanced Accounting

Government

and Public Administration

Critical Issues

Expository Writing

Journalism

Broadcast Journalism

US History I, II

Modern American Issues

Health Sciences

Anatomy & Physiology

Health 9

The Science of Food

Hospitality & Tourism

Culinary Essentials

Adv. Culinary I, II

International Cuisine

American Cuisine

Creative Kitchen

The Science of Food

Human Services

Psychology LE, AP

Sociology

It's the Law

Communications I, II

Information Technology

Introductory Computing

Intermediate Computing

AP Computing

Computer Applications

Web Page Design

Advanced Web Design

Law, Public Safety,

Corrections and Security

It's the Law

Critical Issues

Sociology

Psychology LE, AP

Communications I, II

Journalism

CAREER AND TECHNICAL EDUCATION

AMITY REGIONAL HIGH SCHOOL

Amity High School Manufacturing Pre-Apprenticeship Certificate Program

Through the Amity Pre-Apprenticeship program, students will have the opportunity to develop entry-level skills in pursuit of a career in manufacturing. Upon completion of the program, students will earn a Pre-Apprenticeship Completion Certificate 200 hour on the job (OJT) credit applicable to a manufacturing apprenticeship program registered with the CT Department of Labor's Office of Apprenticeship Training.

A student, as a registered pre-apprentice, may also earn additional on-the-job credits toward a Registered Apprenticeship if employed, on a part time basis, after school as part of a Work Based Learning release program that may be established by the school and an apprenticeship employer sponsor approved by the Office of Apprenticeship Training.

Pre-Apprentices can carry up to 2,000 hours of on-the-job experience into their registered apprenticeship program upon graduation similar to how an Advanced Placement (AP) program is designed and recognized.

Amity Pre-Apprenticeship Program requirements:

Students must earn a B+ or better in the Manufacturing 1 and Manufacturing 2 courses

Students must earn a C or better in all other courses taken as part of the program.

Career & Technical Education Courses

Manufacturing 1

Manufacturing 2

Any **two** of the following CTE Electives:

Introduction of Technical Drafting

3D CAD Modeling

Engineering Design 1

Engineering Design 2

Construction 1

Construction 2

Materials, Design & Functions

Math Course

Algebra 2 or Integrated Math 3

Science Course

Science & Tech or Physics or Chemistry

CAREER AND TECHNICAL EDUCATION

AMITY REGIONAL HIGH SCHOOL

CTE COURSES by CAREER CLUSTERS

CULINARY CAREER CLUSTERS

Hospitality & Tourism		
Course	Prerequisite	Grades
Culinary Essential		9-12
The Science of Food	2 years of Science	9-12
International Cuisine	Culinary I or Culinary Essentials or The Science of Food	10-12
American Regional Cuisine	Culinary I or Culinary Essentials or The Science of Food	10-12
The Creative Kitchen	Culinary I or Culinary Essentials or The Science of Food	10-12
Advanced Culinary I	Culinary I or Culinary Essentials or The Science of Food	10-12
Advanced Culinary II	Advanced Culinary I	10-12

BUSINESS and FAMILY & CONSUMER SCIENCES CAREER CLUSTERS

Business Management and Administration	
Economics	10-12
Entrepreneurship	10-12

Marketing, Sales and Service	
Marketing	10-12
Interior Design	10-12

Finance	
Financial Literacy (L1,2 or 3)	9-12
Accounting I	10-12
Advanced Accounting (LH)	10-12

Law, Public Safety, Corrections and Security	
It's the Law	10-12

CAREER AND TECHNICAL EDUCATION

AMITY REGIONAL HIGH SCHOOL

CTE COURSES by CAREER CLUSTERS

TECHNOLOGY CAREER CLUSTERS

Architecture & Construction		
Course	Prerequisite	Grades
Exploring Production & Construction		9
Introduction To Technical Drafting		9-12
Construction I		10-12
Construction II	Construction I	10-12
Advanced Carpentry	Construction I and Construction II	11-12
Architectural Drafting	Introduction To Technical Drafting	10-12

Manufacturing & Engineering		
Course	Prerequisite	Grades
Introduction To Technical Drafting		9-12
3D CAD Modeling	Introduction To Technical Drafting	9-12
Manufacturing I		10-12
Manufacturing II	Engineering Design I or Manufacturing I	10-12
Engineering Design I		10-12
Engineering Design II	Engineering Design I	10-12
Engineering Drafting	Introduction To Technical Drafting 3D CAD Modeling	10-12
Materials, Design & Function		11-12
Robotics	Geometry	10-12

Arts, Audio Visual Tech and Communications	
Digital Media Technology <i>(formerly called Computer Graphics & Video)</i>	9-12
Intro. To Graphics	10-12
Screen & Specialty Printing <i>(formerly called Silkscreening)</i>	10-12

Transportation, Dist. And Logistics		
Course	Prerequisite	Grades
Exploring Transportation and Alternative Energy		9-12
Know your Car		10-12
Auto Maintenance	Know your Car	10-12
Advanced Auto	Auto Maintenance	12

CAREER AND TECHNICAL EDUCATION

AMITY REGIONAL HIGH SCHOOL

BUSINESS

Business Education courses are designed to provide a basic background in general business education leading to: 1) an informed and thinking individual; 2) an understanding of business principles and procedures; and 3) an acquisition of specific skills for personal and business application. Because all computer-related courses require the use of a keyboard, students will find the typing courses particularly useful because they incorporate word processing skills.

Accounting I — Grades 10, 11, 12

Full Year - Level E 1 Credit

Accounting is known as the language of business. This course will introduce the area of manual and electronic accounting to students who may pursue business administration in college. The information and procedures reviewed also are invaluable in the management of personal financial matters. Students study accounting procedures involving data entry, accounts receivable, payable, and financial reports and review personal management skills such as check writing and filing of federal income taxes. Extensive electronic processing of accounting records is utilized. Computers and software used by students are modeled after the programs used in actual business settings, including general ledger and spreadsheet applications. Tutorial programs enable students to reinforce their accounting knowledge. This course has proven very helpful to students who pursue a degree in business.

Students will:

- Analyze business transactions into their debit and credit parts
- Complete the records of an accounting cycle with a comprehensive review problem in the format of a business simulation
- Process records through the computerized software coordinated with the class textbook

Advanced Accounting — Grades 10, 11, 12

Full Year - Level H 1 Credit

This course will provide students with an in-depth look into the complexities of keeping accounting records for a variety of business organizations. Students will be required to complete real world business calculations and transactions. They will have to integrate Mathematics and English skills while creating, analyzing and interpreting financial statements/information. It will cover all topics of Accounting one at a much faster pace as well as include many more in-depth calculations and procedures. These calculations may include payroll, Inventory valuation, bad debts, depreciation, taxes, and partnership and corporation accounting. Students will work with computers and related accounting software to record, process and analyze financial data. The formation and analysis of formal financial statements will be expected of students in this course. This course is extremely helpful to those students wishing to continue their education in the accounting or business administration field.

Students will:

- Be able to record many types of business transactions
- Calculate multiple adjustments businesses make during a fiscal period using a variety of standard accounting methods
- Process records through computerized accounting systems

CAREER AND TECHNICAL EDUCATION

AMITY REGIONAL HIGH SCHOOL

Economics — Grades 10, 11, 12

Half Year - Level E .5 Credit

The workings of the American economic system will be explored from a town, city, state, national, and international level. Topics for study and discussion will be developed from newspapers and magazines. Topics will include inter-relationships of government, business, consumers, scarcity, taxes, environment, government budgets, and inflation. This course is recommended to students planning to major in political sciences or liberal arts.

Students will:

- Describe the economic system of the United States
- Explain the economic inter-dependency among nations of the world
- Know the role of scarcity within the economic structure of any town, city, state, or national government

Entrepreneurship — Grades 10, 11, 12

Half year - Level E .5 Credit

Be your own boss! Start your own business! In this course, you will select a product/service and learn how to develop a complete strategic business plan which includes but is not limited to; writing a resume, designing a company logo, shopping for real estate, applying for a mortgage, and creating spreadsheets itemizing the financial elements of your business. These activities will be accomplished by evaluating case studies, open classroom discussion, studying successful entrepreneurs, and guest speakers. This course is best suited for an independent thinker.

Students will:

- Develop a business plan that can be executed successfully in the real world
- Analyze how the knowledge of basic economic, social, political and technological factors apply to the successful operation of business

It's the Law — Grades 10, 11, 12

Half year - Level E .5 Credit

Plea bargaining, slander, libel, search and seizure, rights, tort, felony, misdemeanor, assault, larceny, grand jury, warrant, bail, probable cause, sentencing, evidence - what do these terms mean?

This course is designed to help students understand the U.S. legal system and improve their ability to analyze, evaluate, and resolve legal issues. Students will be exposed to a variety of legal topics, types of law, the adversary system, adult and juvenile criminal systems, types of crimes and torts, insurance and civil litigation, and constitutional guarantees found in the Bill of Rights. The formal criminal process from accusation through the final appeal will be examined as will the study of landmark Supreme Court cases and their impact upon our judicial system and our everyday lives. Students may participate in mock trials, visit a Connecticut Superior Court, and participate in legal workshops.

Students will:

- Comprehend their rights and responsibilities under the Bill of Rights in relation to the Criminal Justice System
- Analyze criminal activity and its punishment

CAREER AND TECHNICAL EDUCATION

AMITY REGIONAL HIGH SCHOOL

Marketing — Grades 10, 11, 12

Full Year - Level E 1 Credit

Marketing is an intense yearlong course that explores all seven functions of marketing. This course is modeled after college/university level curricula. Topics of study include: product development, pricing, buying, promoting, advertising, selling, financing, wholesaling, packaging, and retailing. A major part of the course grades are hands-on projects which are developed both individually and in a group setting. The intense final exam is a capstone-like group project which encompasses the entire course and is implemented during the last five weeks of the school year.

Students will:

- Originate and develop a computer generated marketing campaign for a product or service
- Become acquainted with functions of marketing

Financial Literacy — Grades 9, 10, 11, 12

Half year - Level 1, 2, 3 .5 Credit

This half year course is an intense class designed to prepare students to be a financially responsible adult. To begin the process, students will establish lifetime financial goals and a budget by investigating career options and potential income and expenditures. Also included in this course is the evaluation of the banking system which we will accomplish by analyzing the effects of the economic decisions implemented by the governors of the central banking system and federal/state politicians. Students will leave the course with a firm understanding of banking, checking, IRAs, taxation, credit, insurance, and government run programs such as Social Security, Medicare, and Medicaid.

Students will:

- Identify ways to use and protect their credit
- Use a checking account effectively
- Read and complete a loan application

TECHNOLOGY EDUCATION

Technology Education presents exciting technical courses with many hands-on activities in communications, manufacturing, construction, transportation and biotechnology. Students gain real life experience and skills while actively learning how to use the technologies that shape the way we work and live.

COMMUNICATIONS TECHNOLOGY

Introduction to Graphics — Grades 10, 11, 12

Half year - Level E .5 Credit

In this course, students will explore and develop skills related to Graphics Technology. Measuring systems, graphic design, image analysis, digital print production, digital image manipulation will be introduced. Students will use technical and design skills along with state of the art software & high-end output devices to produce display graphics, post-cards, business cards, note pads and display ads. Package design will be introduced and students will create a scale model of some product packaging. Up-to-date Adobe Creative Suite applications will be used heavily in this class and all projects are computer based.

Students will:

CAREER AND TECHNICAL EDUCATION

AMITY REGIONAL HIGH SCHOOL

- Use computers to design, prepare layouts and complete a variety of problem solving activities.
- Gain exposure to modern techniques for graphic reproduction
- Use tools and equipment found within the digital print and graphics technology industry.

Screen and Specialty Printing — Grades 10, 11, 12

(formerly known as Silkscreening)

Half year - Level E .5 Credit

In this course students learn the exciting process of screen printing, computer controlled vinyl cutting and specialty techniques using digital imaging technologies. Students are given time to work on their own projects including the printing of shirts, stickers, and imaging to a variety of other substrates. Students work with a rotary t-shirt press and professional screen printing equipment. They learn advanced techniques of these printing processes which include computer generated design and multi-color printing. They will also work with digital sign making, display graphics and state of the art vinyl cutting equipment.

Students will:

- Use computers and complex software to solve layout and design problems.
- Learn advanced topics of screen printing including color separation, multicolor/halftone reproduction
- Use the tools and equipment of the screen printing and display graphics industry.

Digital Media Technology — Grades 9, 10, 11, 12

(formerly called Computer Graphics and Video)

Half year - Level E .5 Credit

Students will learn to use software and systems to create high end display & animated graphics, movie clips, graphic designs, large format posters suitable for framing, 3D modeling & Cad, Android Apps and more. This hands-on course is designed to provide introductory experiences with a broad selection of creative software and systems, giving students opportunities to produce projects that are interesting and valuable to them. Additionally, these experiences can help students make informed decisions about elective course selection as they move through Amity and as they begin to make decisions about career paths. Students will have opportunities to develop a focus area of interest, making this a student centered and somewhat individualized experience. The applications used in the course will change over time as technology evolves and as trends emerge.

Students will:

- Have multiple experiences with modern software applications that are related primarily to communication technologies.
- Gain technical competencies that are helpful in making future CTE & STEM course selections tied to areas of interest.
- Create a variety of projects that may be printed and mounted to rigid materials or saved digitally for computer display.

CAREER AND TECHNICAL EDUCATION

AMITY REGIONAL HIGH SCHOOL

Introductory Computing — Grades 9, 10, 11, 12

Half year - Level E .5 Credit

Prerequisite: Grade of B or better in Algebra I.

This course provides an introduction to computer science topics using Visual Basic.NET as the coding language. After an introduction to the features of the language, emphasis shifts to problem-solving techniques and algorithm development.

Students will:

- Gain mastery in the following features of an introductory language: assignment, input/output, arithmetic operations, program control, and looping.
- Program using the built-in data types integer, real, string and Boolean
- Develop simple algorithms to solve problems
- Learn to program in a modular style that produces readable and maintainable code

Intermediate Computing — Grades 9, 10, 11, 12

Half year - Level 1 .5 Credit

Prerequisite: A Grade of C or better in Introductory Computing or permission of Department Chair.

This course builds on the communications and programming skills learned in Introductory Computing.

Topics taught include advanced Visual Basic.NET, logic, extracting and writing data to files, integrating menus and toolbars into applications, the use of dialog and owned forms, along with creating multiple document interface applications. Students will increase their ability to solve problems as they prepare for the advanced study of computer programming.

Students will:

- Program using data types of strings and arrays and use them to accomplish the tasks of sorting and searching
- Understand and learn introductory Object Oriented Programming (OOP)
- Program using functions with parameter lists and be able to distinguish between formal parameters and actual parameters
- Program in a modular style that produces readable and maintainable code

Computer Applications — Grades 9, 10, 11, 12

Half year - Level E .5 Credit

Are you looking forward to starting college or entering the workplace? This course will provide you with the essentials necessary to be prepared for the workforce. No matter what field of study you intend on pursuing, these skills are an absolute necessity. Among the computer software programs that students will use are Microsoft Excel (spreadsheet), Word (database), and PowerPoint (presentations combining text, graphics, color, sound, and animation). A desire to learn and work independently as well as with other students will be a primary focus of the learning process.

Students will:

- Demonstrate an ability to prepare and interpret spreadsheet data
- Interact in sharing ideas and opinions in the process of completing work
- Create and develop technology-assisted presentations using the Microsoft PowerPoint graphics software program

CAREER AND TECHNICAL EDUCATION

AMITY REGIONAL HIGH SCHOOL

Web Design — Grades 9, 10, 11, 12

Half year - Level E .5 Credit

Introduction to Web Design covers a range of areas involved in creating and maintaining a multi-page web site. After looking at the Internet and what it entails, students will learn the basic elements of an (X) HTML web page. Students will have the opportunity to learn how to use a web design program as another means to creating web pages. Also, students will utilize a graphic design program to create their own images for their web sites. After completing structured learning activities, students will plan, document and create web sites demonstrating their understanding of the elements of design and coding they have learned.

Students will:

- Create a simple web page using the correct codes
- Create lists and tables on a web page
- Code a web page given all the images, texts, and links to appear on the page
- Design and create a web site of four or more pages
- Learn about plagiarism, copyright infringement and ethical use of information they will incorporate on their pages
- Design various graphics using Adobe Photoshop

PRODUCTION COURSES

Intro to Technical Drafting — Grades 9, 10, 11, 12

Half year - Level E .5 Credit

Technical drawing is one of the most important and satisfying skills one can have for a career in the engineering, architectural and mechanical fields. Students taking this course will learn and use industry standards of technical drafting to represent objects. Students will utilize both traditional methods of technical drawing by hand as well as networked computers equipped with AutoCAD software. Students will learn to do drafting assignments on this computer program and understand the power computers bring to technical drafting. They will learn to produce multi-color productions of their work on A-E size color plotters. Sketching, geometric construction, multi-view, sectioning, isometric, and auxiliary views are a few types of drawings that students will learn. Students will also learn how to use a laser engraver with a CAD system.

Students will:

- Learn the correct use of drafting tools and instruments in completing industry related drawings
- Learn the basic commands of AutoCAD to complete industry related drawings.
- Save to and print to various printers and plotters using a network environment.
- Use industrially accepted standards in drawing and dimensioning.
- Learn how to do orthographic projection, sections, geometric construction, dimensioning, architectural and pictorial drawings
- Design and build a design using CAD and a laser engraving system

CAREER AND TECHNICAL EDUCATION

AMITY REGIONAL HIGH SCHOOL

3D CAD Modeling — Grades 9, 10, 11, 12

Half year - Level E .5 Credit

Prerequisite: Introduction to Technical Drafting

3D CAD Modeling is a growing industry used by many fields to design and create prototypes for a number of items including but not limited to toy designs, automotive and machine parts, architectural models, etc. Networked computers will be used to teach students how to design and create 3D CAD Models using 3D CAD software. Students will also learn the power of rapid prototyping to create actual prototypes in 3D.

Students will:

- Learn the basics of a 3D CAD program to create 3D CAD models
- Learn the power of rapid prototyping using a Dimension 3D Model Printer and a laser engraver system to create physical models

Architectural Drafting — Grades 10, 11, 12

Full year - Level E 1 Credit

Prerequisites: Introduction to Technical Drafting

This course will be offered in alternate years and will be offered in 2021-2022

Students will design and plan a "dream house" and learn the fundamentals of residential architectural design. Each student will draw a set of working plans for a residence. Autodesk Revit will be utilized in the design and production process. Finally, students will create a scale model of their housing using AutoCAD and an Epilog Laser Engraving system. This is a "must" course for students who, in the future, want to design and build their own home or consider careers in architecture or construction.

Students will:

- Learn the basics of house construction and in groups, construct a house model using a set of plans
- Learn residential architectural design concepts and codes
- Produce a complete set of plans for a single-family house
- Create a scale model of their house using AutoCAD, an Epilog Laser Engraver and other materials

Engineering Drafting — Grades 10, 11, 12

Full year - Level E 1 Credit

Prerequisite: Intro to Technical Drafting and 3D CAD Modeling

This course will be offered in alternate years and will be offered in 2022-2023.

Students will learn advanced techniques of the Autodesk programs "AutoCAD" and "Inventor." Advanced techniques of AutoCAD will include real world projects that cover the topics of geometric tolerance, working drawings, detailed drawings, gears, cams, map drawings and Pattern Developments. Using Autodesk Inventor, students will cover more advanced topics including sheet metal designs, stress analysis, rendering and animated assemblies that utilize different mechanisms, gears and cams. Students will also design 3D CAD models on the computer and create them using a Di-

CAREER AND TECHNICAL EDUCATION

AMITY REGIONAL HIGH SCHOOL

mension 3D model printer. The main objective of this course is to help prepare students for post high school education in a variety of technological fields including engineering.

Students will:

- Work in large drawing formats using AutoCAD
- Create working, detailed, assembly, cam, and gear drawings
- Use AutoCAD software for advanced drafting techniques
- Use Autodesk Inventor software to design advanced 3D CAD models
- Use a Dimension 3D modeler and Epilog laser engraving system to create prototypes that were designed on the computer.

Exploring Production & Construction – Grade 9

Half Year - Level E .5 Credit

Students will work together on a variety of activities to learn new skills and techniques in manufacturing and construction. They will develop, plan, and manufacture desired items and will learn the basic phases of the manufacturing process. Students demonstrate their ability to perform building operations with basic competency and safety. Planning includes the efficient use of available resources and sketching drawings to scale. Students will continue to learn more about themselves and the world of production through the unique challenges offered by this course.

Students will:

- Demonstrate an understanding of the safe use of all the tools and power equipment available in the Tech. Ed. Lab
- Develop their problem-solving skills
- Develop an insight into the impact of technology on society
- Explore real world problems that involve using tools, materials, processes, and systems in the context of the five technological systems

Materials, Design and Function — Grades 11 and 12

Half Year - Level E .5 Credit

The course will allow students to use metal, wood, plastic and reclaimed materials to create various forms whether sculptural or functional. Students will learn the basic techniques to create geometric, abstract and organic forms. The course will include discussions of metal sculpture history with an exploration of an artist's creative process. Students will also learn how to operate and use various metal fabrication power equipment, CNC equipment and hand tools to create various designs. All students will be required to pass a safety test before working with any equipment.

Students will:

- Be proficient at creating balanced functional and sculptural works of art using metal, wood, plastic and other materials as a medium
- Interpret and develop creative expression in three dimensional art forms
- Research and develop artistic and technical skills that will lead them toward a career
- Utilize different welding techniques
- Operate metal fabrication equipment, CNC equipment, hand tools and CAD/CAM software

CAREER AND TECHNICAL EDUCATION

AMITY REGIONAL HIGH SCHOOL

Manufacturing I — Grades 10, 11, 12

Half Year - Level E .5 Credit

Students will learn to safely operate a wide variety of machinery and tools. Some of the equipment will include: milling machines, metal lathes, surface grinders, and welding equipment. Students will also learn to make production parts and hold tolerances up to .001". Current manufacturing philosophies such as LEAN, JIT, 5S, and Kaizen will be discussed and implemented in the classroom. This course is recommended for any student interested in mechanical engineering or a career in manufacturing.

Students will:

- Learn the steps of the manufacturing process
- Safely use many of the hand and machine tools associated with manufacturing
- Produce a product using a variety of media

Manufacturing II — Grades 10, 11, 12

Half Year - Level E .5 Credit

Prerequisite: Manufacturing I or Engineering Design I or permission of the Department Chair

This half year course is offered to students interested in expanding the skills learned in Manufacturing I. Manufacturing I requires students to manually operate a variety of machines. In Manufacturing II students will operate many of the same machines but will use computers to program the machines. The course starts by using basic G-code to program the machines. Students progress to MasterCam to program the Machines. MasterCam is a 3-D modeling software that will program the machines to make what is modeled on the screen. This is the basics of CAM-Computer Aided Machining. This course is a must for students interested in today's cutting edge manufacturing processes or any student pursuing engineering in college.

Students will:

- Expand on the skills learned in Manufacturing I
- Use CAM to create solid models
- Learn the basics of CNC machining
- Program machining centers to make parts

Construction I — Grades 10, 11, 12

Half Year - Level E .5 Credit

Building a structure with your own hands is one of life's most satisfying and fun experiences. Students who like to build will really enjoy using the current technology in this course. The student will gain hands-on experience in blueprint reading, the drawing and development of plans, cost estimating, the use of hand and power tools, and actual construction of various objects and structures. This experience will help you do the things you want to do around the house or to begin thinking about a career in the construction trades and construction engineering.

Students will:

- Learn about the construction business
- Demonstrate knowledge of planning, blueprint reading and making, and cost estimating
- Use various hand and machine tools in the construction of a structure
- Exhibit the appropriate safety on the job site and in using tools

CAREER AND TECHNICAL EDUCATION

AMITY REGIONAL HIGH SCHOOL

Construction II — Grades 10, 11, 12

Half Year - Level E .5 Credit

Prerequisite: Construction I or permission of the Department Chair

This course is a more in-depth study of construction practices. Focus will be on more advanced designing of structures, interpretation of architectural blueprints, and detailed construction of structures. Students will use hand and power tools and will learn to use them to produce complex structures with finish details.

Students will:

- Expand on skills learned in Construction I, including proper safety procedures
- Work with architectural blueprints
- Produce a more advanced and detailed structure
- Use additional hand and machine tools in construction

Advanced Carpentry — Grades 11, 12

Half Year - Level E .5 Credit

Prerequisite: Construction I and Construction II or permission of the Instructor/Department Chairperson

This course focuses on some of the finer methods and materials used in carpentry. Students will study and practice the creation of more difficult structures and items such as cabinets and furniture. Advanced and decorative joinery, as well as fine finish techniques will be used. Emphasis is placed on the design and aesthetics of projects while continuing students' experience with hand and power tools.

Students will:

- Identify important aesthetic elements when designing projects.
- Create complex, decorative, and functional wood joints.
- Use jigs, fixtures, and other advanced techniques when operating shop equipment.
- Use creative problem-solving processes to identify solutions throughout the building process.

Engineering Design I – Grades 10, 11, 12

Half Year - Level E .5 Credit

Prerequisite: Geometry

Engineering Design will be a two semester course.

This course will show students the engineering design process and how it is affected by materials and the manufacturing process. Students will be given real-life problems, so they can apply the engineering design process, and build the solution. This course is for Amity students who are interested in design engineering or the skilled laborer who in turn works with Engineers. This course will better prepare the students to see how ideas are turned into a design, further molded into a solution and ultimately be produced. It will also prepare students for entry level jobs in the manufacturing industry as well as post graduate programs in the field of engineering.

Students will:

- Know how to approach a problem using the engineering design process
- Increase their understanding of the design process and its limits due to the manufacturing process and material properties

CAREER AND TECHNICAL EDUCATION

AMITY REGIONAL HIGH SCHOOL

Engineering Design II — Grades 10, 11, 12

Half Year - Level E .5 Credit

Prerequisite: Engineering Design I

This course builds on the concepts in Engineering Design I. Topics will cover examples and projects from different engineering fields, including mechanical, electrical, computer science, and civil engineering.

Students will:

- Expand their experience with the ability to design and build their solutions using 3D solid modeling, CAD/CAM, and CNC machines including miller, router, and lathe
- Explore the different engineering disciplines and solve problems relating to each

Robotics— Grades 10, 11, 12

Half Year- Level E .5 Credit

Prerequisite: Geometry

The Robotics course will introduce students to the theory, use, and programming of robots. Students will design, build, program and test various robotic devices in order to accomplish specific tasks. The course is designed for students who may be thinking about a career in engineering or other technical fields.

Students will:

- Explain the fundamentals of the engineering design process
- Design, build and test robotic systems to perform various objectives

TRANSPORTATION COURSES

Exploring Transportation and Alternative Energy— Grade 9

Half Year - Level E .5 Credit

The activities in this course are designed to acquaint students with the potential of the technical areas of transportation and alternative energy. Invention is encouraged in all of these areas. Transportation activities could include working with vehicles like hot air balloons and mousetrap powered cars. Alternative energy will be explored in-depth and students will learn the theories and science behind this exciting field, as well as work with the technologies and see them function in hands-on projects. Students will learn more about themselves and others while becoming more familiar with new technological areas.

Students will:

- Explore various systems of transportation and alternative energy through hands-on activities
- Build and test hot air balloons and mousetrap powered vehicles
- Use projects in alternative energy to learn theories behind the technologies
- Build, test, and analyze alternative energy devices

Know Your Car — Grades 10, 11, 12

Half Year - Level E .5 Credit

This is an excellent course for anyone who owns or drives a car. Students in this course develop an understanding of the rapid changes in technology associated with the automobile and its many systems. In addition, students will learn

CAREER AND TECHNICAL EDUCATION

AMITY REGIONAL HIGH SCHOOL

about a variety of motoring situations such as how to plan for long trips, what equipment to use for driving in poor weather conditions, and how to select automotive accessories and equipment to get the most value. This is a practical course that will provide students with the confidence to talk with their car mechanic about what is wrong with the vehicle. Students will have the opportunity to learn how to perform basic auto servicing on an actual vehicle. In this course, students also will learn how the automobile works, what care and maintenance it requires, and how to look for and prevent impending problems.

Students will:

- Learn about the many systems that make up a car
- Explore new technical changes associated with today's automobile
- Perform safely the basic automotive maintenance of a car
- Acquire skills in describing problems in mechanical terms

Auto Maintenance — Grades 10, 11, 12

Half Year - Level E .5 Credit

Prerequisite: Know Your Car

Are you a young man or woman who is especially interested in cars and want to learn more about how they work? If so, this is the course for you! Students will learn and do the actual routine maintenance procedures required to keep a modern automobile running at top efficiency. Many of the car's operational systems will be covered in class. Work performed on real vehicles makes this course a real hands-on experience for those who want to get to the nitty-gritty of auto maintenance.

Students will:

- Perform basic automotive maintenance safely
- Set up a maintenance schedule to keep a car running at top performance
- Use tools associated with today's car
- Investigate environmental issues concerning auto maintenance and performance.

Advanced Automotive Technology — Grade 12

Full Year – Level E 1 Credit

Prerequisite: Know Your Car & Auto Maintenance

Advanced Automotive Technology provides students with a career pathway towards NATEF (National Automotive Technician's Educational Foundation) and ASE (Automotive Service Excellence) certifications. The course is geared toward students who are interested in pursuing postsecondary opportunities in the automotive field. Students will be provided the opportunity to explore career and placement opportunities in the automotive field.

Students will:

- Achieve performance levels that will be transferable between institutions and programs for college credit
- Identify the purposes and explain the importance of ASE and NATEF to the automotive service industry.
- Identify career opportunities in the automotive industries
- Explain how to become a certified automotive technician

CAREER AND TECHNICAL EDUCATION

AMITY REGIONAL HIGH SCHOOL

FAMILY STUDIES

The philosophy of the Family Studies courses reflect Amity's Common Core of Learning goal to prepare students for life by offering them opportunities to acquire skills and competencies in the areas of careers and family living. Course variety gives students the chance to experience growth and learning in many of the areas essential to becoming productive and contributing members of society. Family Studies courses provide students with opportunities to pursue academic excellence through a variety of learning experiences which address the needs of a diverse student population. Heterogeneous grouping allows for experiences which reflect a microcosm of society (mutual respect, sense of caring/cooperation, sense of community etc.). The various electives offered by Family Studies should interest students who will pursue post-secondary education, are job bound or wish to develop personal and leisure time interests.

Culinary Essentials- Grades 9, 10, 11, 12

Half Year - Level E .5 Credit

This course introduces students to basic baking and cooking skills and techniques. Students will begin by building a safety and sanitation foundation that will allow them to practice food preparation and procedures safely under proper conditions. Culinary Essentials will serve as a prerequisite and provide students with the necessary skills to enter all of the advanced culinary classes offered in the program.

Students will:

- Identify and practice safety and sanitation procedures.
- Practice measuring, conversion and portioning techniques.
- Explain the functions of ingredients and effectively read standardized recipes.
- Produce a variety of quick breads and yeast breads.
- Identify the parts and functions of eggs and produce various recipes using eggs.
- Describe and demonstrate the processes for preparing baked goods and desserts.
- Prepare a variety of soups and sandwiches using previous baking knowledge.
- Plan and execute meal planning and production (including various proteins, pastas, grains, fruits, vegetables, and salads.)

International Cuisine — Grades 10, 11, 12

Half Year - Level E .5 Credit

Prerequisite: Culinary Skills I or Culinary Essentials or The Science of Food

Students will be given the opportunity to explore and experiment with unusual foods, culinary techniques, and specialized equipment. Food patterns of different countries and regions such as China, Japan, Mexico, France, Italy, Greece, Germany, and the Middle East are studied from a cultural and nutritional point of view.

Students will:

- Describe the food customs/culture of various countries of the world
- Recognize and prepare foods native to each of these countries
- Modify international recipes so that they become more suited to US food preparation techniques.

CAREER AND TECHNICAL EDUCATION

AMITY REGIONAL HIGH SCHOOL

American Cuisine — Grades 10, 11,12

Half Year - Level E .5 Credit

Prerequisite: Culinary Skills I or Culinary Essentials or The Science of Food

Students will learn how the combination of cultures has resulted in the creation of American cuisine. The course features food preparation and service of regional American foods.

Students will:

- Trace the development of cuisine in the United States
- Prepare foods that are representative of various regions of the United States

Creative Kitchen – Grades 10, 11, 12

Half Year - Level E .5 Credit

Prerequisite: Culinary Skills I or Culinary Essentials or the Science of Food

This course is designed for those students who would like to pursue some non-traditional aspects of cooking. Special emphasis will be placed on hors d'oeuvres, holiday creations, multi-component dishes and presentation, and the versatility of the egg. Students will employ their knowledge from previous culinary classes as they are exposed to more advanced techniques.

Students will:

- Demonstrate skills and techniques in applied education mini-projects
- Explore a variety of options related to their personal interests
- Investigate employment opportunities related to the culinary arts.

The Science of Food –Grade 11, 12

Half-Year – Level E .5 credits CTE or Science

(No lab period)

Pre-requisite: 2 years of science

This course will be split between the traditional classroom setting and the culinary kitchen. Students enrolled in this course will study the biology, chemistry and physics associated with ingredients, food preparation and cooking techniques. This class gives students the opportunity to learn about the reactions and changes that are happening in our food and cooking techniques to create flavors. Students will also be given the opportunity to take this information into the kitchen and experiment with different equipment, techniques and ingredients. Topics covered will include solutions and solubility, caramelization, phase changes, salts and their role in our food and diet, the Maillard reaction and many more.

Students will:

- investigate the science behind culinary procedures
- execute recipes that utilize physics and chemistry techniques
- apply classroom knowledge to a lab setting and vice-versa

CAREER AND TECHNICAL EDUCATION

AMITY REGIONAL HIGH SCHOOL

Advanced Culinary I – Grades 10, 11, 12

Half Year – Level E .5 Credit

Prerequisite: Culinary Skills I or Culinary Essentials or The Science of Food

Advanced Culinary I is a one semester course exploring the competencies, characteristics and expectations of careers in foodservice and hospitality management. This course includes topics such as sanitation, nutrition, fundamentals of cooking and baking, and investigation of leadership competencies essential to success in the world of work. This class will emphasize employability competencies and students will develop marketable skills for future employment in food-service and hospitality operations. These objectives will be achieved thru an action based hands on learning experience. The students will be given the opportunity to start a catering business targeting the Amity community.

Students will:

- Explore how different methods of heat transfer directly affect the final product outcome.
- Identify the causes and conditions necessary for biological contaminations to occur.
- Evaluate the characteristics of leadership in both social and organizational settings.
- Analyze the values and practices that define ethical conduct.
- Demonstrate quality service, in a catering experience

Advanced Culinary II — Grades 10, 11, 12

Half Year – Level E .5 Credit

Prerequisite: Advanced Culinary I

*** Students taking the Advanced Culinary 2 course have the opportunity to also earn credits through Gateway Community College for the course HSP 101 Principles of Food Preparation.**

Advanced Culinary II is a one semester course, providing students continuing instruction of the competencies, characteristics, and expectations of careers in foodservice and hospitality management careers. Topics include units on the preparation of sauces-stocks-soups; appetizers; meats; poultry; seafood; fruits and vegetables; salads and dressings; starches; herbs and spices; baking; desserts; hot and cold beverage service; and the various table service skills and styles utilized in the foodservice industry. Instruction also includes units on marketing, employment law, accounting, human resources, purchasing, inventory controls, pricing and profitability, and assessment of the leadership skills essential to a successful hospitality management career

Students will:

- Analyze topics that are related to the management competencies and needed to be successful in the hospitality industry, including menu development, food & beverage trends, marketing and promotions, business/ financial management, employment/legal issues, human resources, and technology applications
- Examine models of leadership that govern multiple types of operations so as to identify common characteristics in each model
- Plan an appropriate menu for a catering experience
- Convert recipes and perform yield cost analyses.
- Demonstrate quality service, in a catering experience

CAREER AND TECHNICAL EDUCATION

AMITY REGIONAL HIGH SCHOOL

Interior Design – Grades 10, 11, 12

Half Year - Level E .5 Credit

This course is designed to provide students with a basic knowledge of interior design principles. Topics include: study of the elements and principles of design which determine the selection and use of home furnishings; study of housing and the space necessary for the physical, social and psychological needs of an individual; and examination of background and accessory arrangements related to interior decorating problems. Students are given the opportunity to develop their own ideas related to living environments.

Students will:

- Examine housing and home furnishing trends and markets
- Suggest and develop suitable home designs for various groupings of people
- Create attractive/functional home accessories

ENGLISH

AMITY REGIONAL HIGH SCHOOL

- Compose essays that include evidence from course texts to support analysis and reflection
- Demonstrate and apply command of mechanics and usage

English III — Grade 11

Full Year - Levels 1, 2, 3

1 Credit

Students entering English III LH must complete a summer reading assignment designed especially for this course

This course continues to improve students' reading, writing, speaking and listening skills through the study of literature. For all academic levels the emphasis is on British writers. Genres include the short story, novel, drama, poetry, and personal narrative. Students respond to literature in a variety of written and oral modes, examining author's choices and identifying theme. There is an emphasis on vocabulary study and on the use of the conventions of standard English grammar, with a strong focus on the revision process and preparation for the SAT.

Juniors also may enroll in selected senior half year elective courses such as Journalism, Modern American Novel, or Creative Writing or Writer's Workshop: Peer Tutor Training. Enrollment in these courses as a junior is optional and does not satisfy the senior English requirement.

Students will:

- Demonstrate Common Core literacy skills of reading, writing, speaking and listening
- Read selected classics of British literature and determine ways supplemented by literary and informational texts.
- Compose analytic essays that explore and defend interpretations of texts using specific textual references
- Compose a reflective personal narrative which will become the foundation of the college application essay
- Edit and revise written work demonstrating proficiency in standard English grammar and usage

AP English Literature and Composition – Grade 11

Full Year – Level H

1 Credit

Prerequisites: Completion of English 2 LH or L1

Students entering AP Literature and Composition must complete a summer reading assignment designed especially for this course.

AP English Literature and Composition is designed for highly motivated, highly skilled, and independent students who have a strong interest in sophisticated literary analysis and analytical writing. The course focuses on selected classic and contemporary works of British and American literature that have shaped Western culture. Particular emphasis is placed on how authors use literary devices, such as figurative language or imagery, to create meaning. This course is designed for students planning to take the Advanced Placement English Literature and Composition Exam.

Students will:

- Demonstrate Common Core literacy skills in preparation for both the SAT and the AP Literature Exam.
- Read selected classics of British and American literature and determine the ways in which these works have shaped Western culture
- Analyze the stylistic features utilized by authors to achieve their desired effect
- Compose detailed analytic essays that explore and defend interpretation of a text using specific textual references

ENGLISH

AMITY REGIONAL HIGH SCHOOL

SENIOR YEAR ENGLISH ELECTIVES

Senior Year English Requirement

Each senior must carry one English course for each semester he/she is enrolled. Taking one or more elective courses prior to the senior year does not exempt students from the senior requirement. **Department Chair approval is required for students in lower grades interested in taking a senior elective course.**

The Amity Regional High School English Department strongly recommends that when selecting English electives for senior year, each student selects one Reading Intensive Course (R) and one Writing Intensive Course (W). (Of course, students will both read and write in every English class, but following this guideline will ensure a more balanced schedule in which all essential literacy skills will be developed.)

Reading Intensive/Literature Courses (R)

The Graphic Novel
Modern American Novel
Shakespeare
World Literature
Philosophy (elective credit only)
Other Voices, Other Rooms: Literature of the “Other” America
Literature and Music: A Reflection of Culture
True Crime Narratives

Writing Intensive Courses (W)

Creative Writing
Journalism
Poetry
Writing for College and Career Readiness

R/W Courses

AP Language
AP Capstone (Research & Seminar)
Humanities
Communications I and II (focus on Speaking/Listening skills)

ENGLISH

AMITY REGIONAL HIGH SCHOOL

Communications I – Grades 11, 12

Half Year - Level 3 .5 Credit

This course surveys communication forms in today's society. Frequent presentations, written responses, and research projects evaluate student progress. Selected projects explore the elements and barriers to communication experience. Students acquire interpersonal and problem-solving skills in specific group activities. Oral Presentation skills are assessed through individual and paired presentations. Students practice interpersonal and problem-solving skills in specific group activities.

Students will:

- Identify and categorize intended and subconscious messages sent via verbal and non-verbal communication
- Assemble and execute formal presentations using computer presentation software
- Conceptualize, plan, and produce a video project
- Utilize internet search engines and web pages for research
- Understand the role of media sources in society and their relationship to current events

Communications II – Grade 12

Half Year - Level 3 .5 Credit

The emphasis in this course continues to focus on the Speaking and Listening skills introduced in Communication I. Students will study advertising, news media, film, and Internet sources. Students will create and produce recorded programs and will become familiar with the technical aspects of performance. Oral Presentation skills are assessed through individual and paired presentations, as well as peer and self-evaluations each marking period. Students practice interpersonal and problem-solving skills in specific group activities.

Students will:

- Plan and perform a demonstration speech.
- Recognize advertising as a form of communication
- Plan and produce video programs using proper terminology while developing shooting scripts and storyboards
- Employ effective strategies in a job interview

Creative Writing – Grades 11, 12

Half Year - Levels 1, 2, 3 .5 Credit

Students in this course learn and practice various techniques in the creation of short stories, poems, children's literature, and dramatic scripts. They analyze and discuss the work of classmates and selected authors and adapt elements of craftsmanship to facilitate the expression of their own experiences and imagination. Students may keep a daily journal to build their powers of observation and expression. They are expected to enhance their editing and revision skills. Creative writing is not a remedial writing course.

Students will:

- Confidently express, through language, perceptions of self and the world
- Appraise, using sound standards, their own and others' use of language

ENGLISH

AMITY REGIONAL HIGH SCHOOL

- Summarize, interpret, analyze, and present personal writings and the writings of others
- Observe and record with precision the detailed ways in which people of varied ages, gender, and social status, experience and express their reality
- Write scripts, short stories, poetry, and an original children's picture book, using a process which includes free writing, observation, research, experimentation with form and content, drafting, revision, editing, and sharing with others

AP English Language and Composition- Grade 12

Full Year- Level H

1 Credit

Prerequisites: Completion of AP English Literature and Composition or English III L1

Students entering AP Language and Composition must complete a summer reading assignment designed especially for this course.

This course is designed for highly motivated, highly skilled students who have a strong interest in the studies of language and nonfiction writing. The course focuses on the way writers shape ideas with a particular awareness of the following: rhetorical situation, appeals, arrangement, style, modes of argumentation, and more. Students will read and analyze selected essays-Pre-20th century, modern, and contemporary works-and develop an array of strategies to enhance their own writing. Students also will study the conventions of the English language and cultivate the ability to avoid fallacies in argumentation while writing many papers, which are analyzed in depth by peers and the instructor.

Students will:

- Identify the thesis of a nonfiction work and distinguish its leading from secondary points
- Judge the validity with which conclusions are drawn from evidence
- Construct and sustain a logical argument
- Annotate and cite sources appropriately
- Develop an individual voice as a writer
- Select and utilize suitable rhetorical methods and stylistic approaches in developing essays
- Master AP test-taking strategies

AP Seminar – Grades 11, 12

Full Year – Level H

1 Credit

May be taken alone or as year 1 of the AP Capstone Diploma Program

Note: This course may NOT replace English III as the junior English course.

Students in this course will learn research methods and master writing and presentation skills. The students themselves, with input from the instructor, will select topics of personal interest to explore (topics may be cross-curricular). Students will conduct research and consider an issue from multiple perspectives; evaluate the strength of an argument; and make logical, fact-based decisions. Students will develop skills associated with writing effective thesis papers, collaborating with peers, and delivering effective multimodal presentations.

ENGLISH

AMITY REGIONAL HIGH SCHOOL

Students will:

- Identify and contextualize an issue, and seek out answers that reflect multiple perspectives
- Use technology to access and manage information
- Evaluate the validity of an argument and credibility of sources and evidence
- Formulate a complex and well-reasoned argument that uses support from multiple sources and links evidence with claims
- Write an effective thesis paper that adheres to established conventions of grammar usage, style, and mechanics
- Communicate an argument in an engaging oral presentation that uses appropriate media and incorporates effective techniques of design and delivery

AP Research – Grade 12

Full Year – Level H

1 Credit

Satisfies the senior English requirement

AP Research is the sequential course to AP Seminar and the final course for AP Capstone. In the course, students will work with the instructor to formulate a research question based on a real-world topic and issue. Students will then design, plan, and conduct a year-long, research-based investigation in which they learn and apply methods and practices to address the question. The course culminates in two major assessments. First is an academic paper of 4,000-5,000 words. Second is a presentation with an oral defense during which the student will answer 3-4 questions from a panel of evaluators. If a student earns scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of his/her choosing, s/he will receive the AP Capstone Diploma, which signifies outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, if a student earns scores of 3 or higher in AP Seminar and AP Research only, s/he will receive the AP Seminar and Research Certificate.

Students will:

- Design, plan, and conduct a year-long research-based investigation to address a research question.
- Understand principles of discipline-specific research methods (e.g., qualitative, quantitative, mixed).
- Employ appropriate disciplinary research methods to develop, manage, and conduct an in-depth study or investigation in an area of student's own interest, culminating in a 4000–5000 word paper .
- Present (using appropriate media) and defend the research design, approach, and findings to a panel.
- Document their processes and curate the artifacts of the development of their scholarly work in a portfolio.

Writing for College and Career Readiness (formerly called Expository Writing) – Grade 12

Half Year - Levels 1, 2

.5 Credit

This course is recommended for seniors as preparation for college and/or career. Primarily a writing course, this program will also develop critical thinking and reading skills. Students will be encouraged to write across all disciplines, make personal connections, and explore current world issues in their writing. They will read sample essays that model the principles and strategies of effective writing.

Students write six to eight papers which are analyzed by the instructor as well as by peer review. Revision and the

ENGLISH

AMITY REGIONAL HIGH SCHOOL

study of the conventions of grammar and usage are important components of this course.

Students will:

- Write nonfiction informative, narrative, and argumentative essays about a variety of topics, using effective technique, well-chosen details, well-structured sequences, valid reasoning and relevant and sufficient evidence.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, to conduct short as well as more sustained research projects
- Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, re-writing, etc.
- Develop an individual voice as a writer

Writing for College and Career Readiness – Grade 12

Half Year - Level 3

.5 Credit

Primarily a composition course, Writing for College and Career Readiness involves frequent writing and focuses on the improvement of students' writing skills through the use of a workshop atmosphere, with each student progressing at his/her own pace. Students will also complete a journal response every day that they are in the classroom and they will be expected to write daily. Students' work is collected and evaluated through the use of a required writing portfolio, which will be developed and showcase major assignments that demonstrate the progress students have made throughout the semester. This course is recommended for students planning to attend college or entering the world of work.

Students will:

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, re-writing, or trying a new approach.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- Write and organize ideas appropriately for the task, purpose, and audience
- With guidance from others, use the writing process to develop and strengthen writing

Humanities – Grade 12

Full Year - Levels H, 1, 2 (by contract)

1 Credit

This challenging full-year course is intended for college-bound seniors interested in an intensive study of trends in literature, history, art, and music that have shaped Western culture. It is team taught by English and Social Studies teachers. Students taking this course for Level 2 credit should have been enrolled in Level 2 English and/or history classes in previous years. Teachers will differentiate assignments and expectations according to the contracted level. This course satisfies the senior English requirement. **This course can also be taken for History credit.**

ENGLISH

AMITY REGIONAL HIGH SCHOOL

Students will:

- Identify important terms, places, people and events of each period studied
- Articulate a brief statement of the philosophy or worldview of each period
- Articulate how the significant works of literature of each period reflect the culture
- Develop historical thinking skills including research and analysis of historical sources in order to understand the concept of historical causation
- Research elements of a culture using a wide range of electronic and print sources and integrate findings in a coherent report

Journalism – Grades 11, 12

Half Year - Level 1, 2 .5 Credit

Work in this course focuses on writing news stories, features, and editorials. Also covered are the principles and techniques of research and interviewing, exploring the role of news media in terms of social responsibility, developing a sound journalistic writing style, and comparing print and non-print journalism including on-line publications. Students are expected to improve writing skills, to become more discerning news consumers, and to broaden their knowledge of local and global issues.

Students will:

- Demonstrate journalistic writing skills and style in writing hard news stories, editorials and features
- Understand and use appropriate terminology
- Demonstrate the ability to interview people and incorporate that information in written articles
- Research a significant issue that affects the school and students, using a wide range of electronic and print sources, as well as interviews, and create from the data an investigative report in appropriate journalistic format

Literature and Music: A Reflection of Culture– Grade 12

Half Year– Levels H, 1, 2 (by contract) .5 Credit

In this half-year course, students will compare literature with song lyrics in an attempt to uncover their historic and cultural significance, while exploring theme, character, structure, and literary devices. Inquiry and critical thinking are crucial to success in the course, and students will therefore be encouraged to question the meaning generated by language and texts. Careful attention will be given to close reading and to identifying the universal significance of each work. Students will gain an awareness of each text's purpose and wider context in shaping its meaning.

Students will:

- Read and analyze selections of literature (including novels, short stories, and poetry), song lyrics, and non-fiction texts that explore the source of popularity and nature of trends.
- Select the musical genre of their choice for an extended independent project
- Gain an awareness of each text's purpose and wider context in shaping its meaning.

ENGLISH

AMITY REGIONAL HIGH SCHOOL

Modern American Novel – Grade 12

Half Year - Levels 1, 2 .5 Credit

This course features prominent American novelists of the 20th Century including Steinbeck, Hurston, Guest, O'Brien, Salinger, Kesey, Morrison, and Naylor. Class discussion focuses on themes and character development with an emphasis on trends and American culture. Students read one novel every two to three weeks and complete an essay of three to five pages for each novel.

Students will:

- Understand how authors create novels through character and theme development, imagery, symbolism, tone and mood
- Explain how novels reflect particular visions of the American psyche and the culture of the period
- Compare and contrast novelists' visions to gain insight into and see connections between perspectives
- Demonstrate increased skill in writing and higher level thinking

Other Voices, Other Rooms: Literature of the “Other” America– Grades 11, 12

Half Year– Levels H, 1, 2 (by contract) .5 Credit

“Us people will go on livin' when all them people is gone,” promises John Steinbeck. *“We're the people that live. They ain't gonna wipe us out. Why, we're the people - we go on.”* The American Dream is an integral part of the landscape of America, but what of the voices kept silent for so long? This half-year senior elective English course, will explore recent literature of American identity left out of the larger, more familiar, story--focusing on ideas of race/ ethnicity, gender/sexuality, class, and disability-- and their intersectionality. Through a survey of their literature and discussion of what these works suggest about particular social questions and their complex intersections in American literary expression, new American voices will emerge. This course asks students to critically reimagine a new American Dream, one that is broad, inclusive, and ultimately hopeful. This is a reading-intensive course.

True Crime Narrative – Grade 12

Half Year – Level E .5 Credit

The “True Crime” genre focuses on retelling real crimes that have occurred. In the form of novels, podcasts, docuseries, documentaries and sitcoms, this genre continues to grow in popularity, and people continue to be captivated by the mal-intent of others and the cases surrounding the crimes. The issue, however, is that all of these mediums may be told not by the accused/accusers themselves, but by the writers of media. This poses a problem: how do consumers of this media distinguish between what is fact versus what is the narrative that the writers create? This is what this course will examine: how to distinguish reality versus biased embellishment (possibly even pure fiction) in “True Crime” stories. This is a reading-intensive course. Disclaimer: the subject matter covered in this course may be disturbing to some.

Students will:

- Read a variety of “True Crime” stories.
- Compare and contrast various retellings of the same crime.
- Analyze the narrative development within a “True Crime” story.
- Analyze the narrator’s role in telling a “True Crime” story.

ENGLISH

AMITY REGIONAL HIGH SCHOOL

World Literature – Grade 12

Half Year - Levels H, 1, 2, 3 .5 Credit

Students in this course will apply critical skills to representative literature of various types and lengths by authors from various countries. The course is organized in thematic units that stress social and emotional diversity and the common experience of literature. Class ability will determine literature selections and the frequency of writing assignments.

Students will:

- Understand the cultural and philosophical bases of a broad spectrum of world literature
- Reflect upon the universal themes that exist in world literature
- Formulate essential questions for further exploration
- Demonstrate increased skill in writing and higher level thinking
- Understand the influence that time, place, and cultural values have on theme and form

Reading and Writing Poetry – Grade 12

Half Year - Level H, 1, 2 (by contract) .5 Credit

The course focuses on the evolution of poetry. The emphasis will be on close reading and analysis of the work of poets from different eras in history. The students will learn about forms, such as the sonnet and the ballad, and about kinds of poems, such as elegies and nature poems. They will then have a chance to write these types of poems. Students will have the opportunity to contract for the appropriate level.

Students will:

- Respond to a wide range of forms and kinds poetry.
- Contrast and compare the works of prominent poets from different eras in history.
- Write original poetry which reflects principles and practices examined in the course
- Memorize and present poetry

Shakespeare – Grade 12

Half Year – Level H or 1 .5 Credit

This course enables students to extend and deepen their enjoyment of Shakespeare. The plays studied will represent a sampling of Shakespeare's tragedies, histories, and comedies. The emphasis is on reading for meaning and on discussion of important humanistic and philosophical issues in the plays. Written assignments of various lengths and types are required in conjunction with each play.

Students will:

- Read and speak the language of Shakespeare with fluidity and understanding
- Demonstrate an understanding of the richness and multiplicity of meaning in Shakespeare's plays
- Draw comparisons and contrasts of characters and themes in various Shakespearean works
- Draw connections between the social/political issues represented in the plays and similar issues of the present day

ENGLISH

AMITY REGIONAL HIGH SCHOOL

The Graphic Novel – Grades 11, 12

Half Year – Levels 1, 2, 3 .5 Credit

What exactly is a graphic novel? Is it art? Is it literature? How do we “read” graphic novels, what (and how) do they express that other media cannot, and to what extent do our cultural assumptions affect the way we interpret them? Students in this writing-intensive course will work to answer these and other such questions as they collaborate to construct a working definition of the “graphic novel” and explore its history, production, and social/cultural receptions. To that end, students will not only read a variety of visual texts, but also study the “language” of the comics medium, engage in both written and oral critical analyses of graphic novels, and apply what they learn to modern-day visual graphic narratives. Students will also create graphic narratives of their own.

Students will:

- Understand the conventions, “language,” and “grammar” of the graphic novel as a medium and be able to explain and demonstrate their uses and effects
- Use technology to learn and practice both language arts and visual literacy skills
- Make use of both print and electronic resources to foster research in the composition of critical and analytical essays
- Compare graphic and literary forms of art, identifying both their shared components (narration, character development, setting, symbols, theme, etc.) and the components exclusive to graphic novels in order to understand how these components influence meaning
- Compare and contrast notions of authorship between traditional literature and graphic novels, identifying the strategies and methods used by writer, artists, and writer-artists

Philosophy – Grade 12

Half Year - Level H, 1 or 2 (by contract) .5 Credit

Note: This enrichment course does not fulfill the senior English graduation requirement.

This introductory course covers a wide breadth of concepts, problems and proposed solutions central to the study of Western philosophy. Readings will address the development and progression of philosophical thought and argument from ancient Greek to modern day thinkers. This course is aimed at enabling students to write more clearly and think more deeply about fundamental issues of thought and inquiry.

Students will:

- Contemplate and discuss the nature of philosophy
- Argue and discuss theories that have shaped human thought and existence
- Reflect upon truth and knowledge
- Formulate essential questions for further exploration
- Demonstrate increased skill in writing and higher level thinking

MATHEMATICS

AMITY REGIONAL HIGH SCHOOL

Course Sequence

Grade 9	Integrated Math I	Algebra I L3	Algebra I L2	Algebra I L1	Geometry L2	Geometry L1	
Grade 10	Integrated Math 2	Geometry L3	Geometry L2	Geometry L1	Algebra II L2	Algebra II L1	Algebra II LH
Grade 11	Integrated Math 3	Algebra II L3	Algebra II L2	Algebra II L1	Algebra III with Trig L2	PreCalculus L1	PreCalculus LH
Grade 12	Math Concepts L2/3	Math Concepts L2/3	Algebra III with Trig L2 Statistics	PreCalculus L1 Statistics L1	PreCalculus L1 Statistics L1	Calculus L1 Statistics L1	AP Calculus AB/ BC AP Statistics

As shown above, standard six (6) course pathways of mathematics education at Amity High School are dependent on a student's ninth grade entry course. Variations and lane changes are common for a number of reasons. Some examples include teacher recommendations, placement assessments, parent/student decisions, met prerequisites, and other earned credits. Any course descriptions which include minimum grades or level of prior courses as prerequisites must be adhered to. All described prerequisites supersede any possible variation interpreted from the diagram above.

Use of a graphing calculator will be required for Algebra II and courses beyond.

Summer school courses taken for credit or advancement in sequence must be approved in writing by the Mathematics Department Chair and the Director of Counseling Services.

Integrated I: Algebra and Geometry – Grade 9

Full Year – Level 3

1 Credit

Students will partake in an integrated approach to master both algebraic and geometric core standards. Integrated I is intended to be a 2-year course. To create a more personalized learning experience, Integrated classes use a blended instruction approach in a co-taught classroom environment. Students will be assessed as to their incoming level of Algebra readiness before investigating Algebra I and Geometry topics. Starting with number sense, inequalities, vocabulary, and calculator basics, students continue to build Algebraic skillsets upon a framework supported by Geometric diagrams and relationships.

Students will:

- Comprehend geometry vocabulary, basic postulates, and theorems, with a focus on proper notation
- Solve equations arising through geometric relationship (including variables on both sides, no/all solutions)
- Describe functions (proper notation, domain, range, increasing, decreasing)
- Graph all forms of linear functions, graph inequalities, and plot geometric figures on a coordinate plane

MATHEMATICS

AMITY REGIONAL HIGH SCHOOL

- Evaluate formulas (area, volume, etc.) to reinforce order of operations
- Calculate slope (rate of change) and write equations of lines

Integrated II: Algebra and Geometry – Grade 10

Full Year – Level 3

1 Credit

Prerequisites: Completion of Integrated I or placement by the Department Chair.

In the second year of the Integrated I course, students will continue to master both algebraic and geometric core standards through a blended instruction approach in a co-taught classroom. Students continue to build Algebraic skill-sets upon a framework supported by Geometric diagrams and relationships.

Students will:

- Solve systems graphically and algebraically, work with parallel and perpendicular lines
- Evaluate basic exponents, explore properties and graphs of exponential functions
- Graph a triangle on a coordinate plane given the equation of 3 lines, solve similar triangles, determine congruent triangles (SSS, SAS, ASA, HL), and apply the Triangle Sum Theorem
- Perform operations with polynomials, simplify radicals, solve equations involving square roots, and utilize the Pythagorean Theorem
- Understand the areas of basic polygons, parallelograms, and composite figures
- Identify areas of polygons, parallelograms, and special parallelograms, plot and identify quadrilateral types, and identify type of quadrilaterals
- Understand properties and graphs of quadratic functions, determine zeroes, solve and solve quadratic equations by factoring (include area of polygons and proportions)
- Perform transformations of figures and functions, compare linear functions, exponential functions, and quadratic functions by examining graphs and structure

Integrated III: Algebra II and Statistics – Grade 11

Full Year – Level 3

1 Credit

Prerequisites: Completion of Integrated II or placement by the Department Chair.

Recommendations: Passing grade in Integrated II or teacher recommendation with department chair permission.

This course is designed to continue the alternative sequence in a traditional mathematics program scope and sequence. This course will continue with the same model of the previous two integrated courses, except that it will integrate algebra 2 and statistics standards. The objectives of this course are to instruct students in the Algebra 2 and Statistics and Probability standards as found in the Common Core Standards and are directly related to the Common Core Domains of Algebra, Functions and Statistics and Probability.

Students will:

- Interpret categorical and quantitative data to make inferences and justify conclusion
- Use conditional probability and the Rules of Probability and use probability to make decision
- Build and work with linear, quadratic, and exponential model
- See structure in expressions and be able to create equations as well as reason with equations and inequalities

MATHEMATICS

AMITY REGIONAL HIGH SCHOOL

Algebra I – Grade 9

Full Year - Levels 1, 2, 3

1 Credit

Recommendations: Algebra I L1– B+ or better in 8th grade Comprehensive; Algebra I L2– C or better in 8th grade Comprehensive

Students will build upon previous knowledge of linear equations and relationships. They will learn to define, evaluate, and model situations utilizing linear, exponential and quadratic functions. Emphasis will be placed on using a variety of representations for each function; the algebraic equations, the graphs, and the corresponding tables.

Students will:

- Solve linear and quadratic equations
- Solve a system of linear equations and inequalities
- Graph linear, exponential, and quadratic functions
- Select appropriate methods/models for problem-solving and utilize function notation

Geometry – Grades 9, 10

Full Year - Grade 9: Levels 1

1 Credit

Grades 10: Levels 1, 2, 3

Prerequisite: Completion of Algebra I

Recommendations: Geometry L1 – A- or better in Algebra 1 L1 or B or better in 8th grade Adv. Math and teacher recommendation. Geometry L2 – B- or better in Algebra 1 L2.

This course will introduce students to the concepts of Euclidean Geometry. The course topics include identifying and comparing geometric shapes, area and volume, ratio and proportion, logic, and transformations. Students will apply geometric concepts to real life problems. Students will also use counting principles and the rules of probability, including conditional probability, to solve real world problems.

Students will:

- Understand and apply the properties of points, lines and planes, including parallel and perpendicular lines and planes, and intersecting lines and planes and their angles of incidence
- Classify figures in terms of congruence and similarity and apply these relationships
- Write geometric proofs
- Calculate and apply the concepts of perimeter, area, and geometric solids.
- Develop, use, and explain applications of ratio, proportion and trigonometric ratio
- Calculate the circumference and area of a circle
- Evaluate angles and segments of circles formed by intersecting chords, secants, and tangents

Algebra II – Grades 10, 11

Full Year - Levels H, 1, 2, 3

1 Credit

Prerequisite: Completion of Geometry.

Recommendations: Algebra II LH – A- or better in Geometry L1, an A in 8th grade Adv. Math

Algebra II L1 – B or better in Geometry L1 1 and a B or better in Algebra 1 L1 or 8th grade Adv. Math

Algebra II Level 2 – B- or better in Geometry L2 and a B- or better in Algebra 1

Students who do not meet the grading guidelines may discuss placement with the teacher.

Guidelines: Students enrolled in the honors level course should be comfortable analyzing and synthesizing content. A guiding philosophy behind the instructional practices of this course is an approach to instruction through which students (both independently and collaboratively) interact with their environment-by exploring concepts,

MATHEMATICS

AMITY REGIONAL HIGH SCHOOL

wrestling with questions, and developing problem – solving skills that lead to a deep understanding of the curriculum.

This course may be taken concurrently with Geometry in Grade 10 with written approval of the Mathematics Department Chair.

Students will continue to build on the concepts of functions that were introduced in Algebra 1. They will expand their knowledge of quadratic and exponential functions through modeling and their applications. Additionally, they will study polynomial, logarithmic and rational functions. Honors level will explore the Common Core plus topics such as: sequences and series, and data analysis.

Students will:

- Understand the effects of transformations on graphs of diverse functions including piecewise functions.
- Use various algebraic methods to solve quadratic equations including imaginary solutions.
- Explain the relationship between factors, roots, zeroes and x-intercepts and how do they relate to the associated polynomial equation and graph.
- Apply the definition of inverse functions to understand the relationship of exponential functions and logarithmic functions.

Algebra III with Trigonometry—Grades 11, 12

Full Year – Level 2 1 Credit

Prerequisites: Completion of Algebra II L1 or L2

Recommendations: Algebra 3 Recommendation

Algebra 3 Level 2 – a B or better in Algebra 2 Level 2

This course is designed to build upon students' knowledge of Algebra II concepts, including piece wise functions, polynomials, and parent functions. It will also cover factoring as a means to determine all roots of function, an introduction to rational functions and operations, and in-depth study of exponential and logarithmic functions, and the relationship between these functions. It will finish with an introductory look at trigonometric functions, including right-triangle trigonometry and its application to the unit circle. This course also uses an online software package (MathXL) to enhance and supplement classroom learning.

Students will:

- Build, simplify and solve rational, inverse and logarithmic functions
- See structure in expressions and interpret and transform functions
- Evaluate the six trigonometric functions

Precalculus – Grades 11, 12

Full Year - Levels H, 1, 1 Credit

Prerequisite: Completion of Algebra II L1 or LH

Recommendations: Precalculus Honors – B or better in Algebra II LH, an A in Algebra II L1 and teacher recommendation. Precalculus L1 – B or better in Algebra II L1

This course is designed to meet the needs of students who have demonstrated strong math ability and achievement in prior math classes. The first semester is a study of trigonometry with applications. Topics include circular functions, solutions of right and oblique triangles, equations and identities. Topics in the second semester include polar

MATHEMATICS

AMITY REGIONAL HIGH SCHOOL

coordinates (LH only), polar form of complex numbers, probability, statistics, conic sections, and rational functions. The L1 section uses an online software package (MATHXL) to enhance and supplement classroom learning.

Students will:

- Translate among and use numerical, algebraic, and graphical representation of functions
- Evaluate the six trigonometric functions and their inverses
- Solve triangle problems with real world applications
- Understand, apply, and use counting principles to predict real world outcomes
- Discern and select the correct probability model to solve specific problems

Mathematical Concepts & Theory – Grades 12

Full Year - Level 2, 3

Prerequisite: Algebra II or Integrated III or with written permission of department chair

This course is designed for students to take high order mathematical reasoning, problem solving methods and strategies, multiple representations of mathematical concepts, interdisciplinary connections and effective communication skills. SAT and ACT topics will be an early component of the course curriculum, followed by set theory, logics, number theory statistics and then math based financial literacy.

Students will:

- Apply algebra and geometry skills to real world problems
- Use technology to collect, organize, display and analyze data to reinforce, enhance and extend the understanding of statistics
- Use math to gain a deeper understanding of consumer topics

Calculus L1 – Grade 11, 12

Full Year – Level 1

1 Credit

Prerequisite: Completion of Precalculus L1 or LH

Recommendations: Grade of B or better in Precalculus L1.

This course is designed for students who want to learn the concepts of calculus but who do not plan to take the AP exam. The topics covered in this course include continuity, limit theory, and differentiation and integration of algebraic and transcendental functions. Problems involving the application of derivatives and integrals will be included throughout the curriculum. Evaluation of student performance is based on tests, quizzes, homework, projects and problem sets. A graphing calculator is used extensively in this course. This class is designed to meet the needs of students who have demonstrated exceptional ability and achievement in prior math courses.

Students will:

- Use derivation as a means to find instantaneous rate of change
- Use Integration to determine the summation of an infinite set
- Comprehend the meaning of the definite integral as a limit of Riemann sums
- Compare the relationship between the integral and derivatives of a function
- Solve and analyze real world applications using derivatives and integrals

MATHEMATICS

AMITY REGIONAL HIGH SCHOOL

Advanced Placement Calculus AB – Grades 11, 12

Full Year – Level H 1 Credit

Prerequisite: Completion of Precalculus

Recommendations: Grade of A- or better in Precalculus Level 1 or B- or better in Precalculus Honors and teacher recommendation.

This course requires a summer assignment and independent work on the part of the student.

The topics covered in this course include continuity, limit theory, and differentiation and integration of algebraic and transcendental functions, and applications of derivatives and integrals. Advanced techniques of integration and differential equations will also be covered. Evaluation of student performance is based on tests, quizzes, homework, projects and problem sets. A graphing calculator is used extensively in this course. This class is for students who have demonstrated exceptional ability and achievement in prior math courses. Students are expected to take the *Advanced Placement Calculus AB Exam*.

Students will:

- Use the derivative to solve a variety of problems
- Comprehend the meaning of the definite integral as a limit of Riemann sums
- Explain the significance of the Fundamental Theorems of Calculus as they convey the relationship between differentiation and integration
- Model real-world problems with a function, a differential equation, or an integral

Advanced Placement Calculus BC – Grades 11, 12

Full Year – Level H 1 Credit

Prerequisites: Completion of Precalculus

Recommendations: Grade of A + in Precalculus Level 1 or B+ or better in Precalculus Honors and teacher recommendation.

The course requires a summer assignment and independent work on the part of the student.

This course is designed for students planning to take the Advanced Placement Calculus BC Exam. Topics include limit theory, differentiation and integration of algebraic and transcendental functions and applications of derivatives and integrals. Parametric and polar equations, advanced techniques of integration, differential equations and infinite series will also be covered. Evaluation of student performance is based on tests, quizzes, homework, projects and problem sets. The graphing calculator is used extensively in this course. This class is for students who have demonstrated exceptional ability and achievement in prior math courses. Students are expected to take the *Advanced Placement Calculus BC Exam*.

Students will:

- Use the derivative to solve a variety of problems
- Comprehend the meaning of the definite integral as a limit of Riemann sums
- Explain the significance of the Fundamental Theorems of Calculus as they convey the relationship between differentiation and integration
- Model real-world problems with a function, a differential equation or an integral
- Determine whether an infinite series converges
- Express functions as sums of infinite series

MATHEMATICS

AMITY REGIONAL HIGH SCHOOL

AP Computer Science Principles – Grades 10, 11, 12

Full Year – Level H 1 Credit

Prerequisites: Successful completion of Geometry and teacher recommendation.

This course requires a summer assignment and independent work on the part of the student.

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cyber security concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. Students are expected to take the Advanced Placement Computer Science Principles Exam.

AP Computer Science A– Grades 10, 11, 12

Full year – Level H 1 Credit

Prerequisite: AP Computer Science Principles, Intermediate Computing or with instructor approval for students with programming experience.

A grade of B or better in Intermediate Computing.

Recommendations: Grade of B or better in Intermediate Computing

Grade of B or better in AP CSP

This course requires a summer assignment and independent work on the part of the student.

This full-year course consists of the study of the computer language JAVA. Advanced topics include reference types, algorithm analysis, advanced OOP programming, and the use of data structures such as arrays and lists to solve problems. This course may require a summer assignment and independent work on the part of the student. Students are expected to take the Advanced Placement Computer Science Exam.

PHYSICAL EDUCATION / HEALTH

AMITY REGIONAL HIGH SCHOOL

Physical Education – Grades 9, 10, 11

Courses include:

Physical Education / Health & Wellness for Grade 9– half year course (Grade 9 State of Connecticut graduation requirement) **.5 credit**

Physical Education (Grade 10-11, State of Connecticut graduation requirement)-

Full year– meets 2X per cycle .33 credit

Physical Education The Amity Physical Education program provides psychomotor, cognitive and affective content and learning experiences that promote optimum personal development. The curriculum provides opportunities for students to participate in a select number of activities aimed at mastering skill objectives and concepts that provide students with opportunities to become proficient movers in the units offered while enjoying and participating in sport specific content, lifetime activities and individual fitness. All students are urged to exhibit responsible social behavior that demonstrates a respect for oneself as well as others, while learning the values of physical activity and the role that it plays in their health.

Students will:

- Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities Students will participate regularly in physical activity.
- Incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings
- Choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle

Health 9

Half Year– Level E

.5 Credit

Our comprehensive, mandated curriculum includes units related to: Mental and Emotional Health, Substance Abuse & Addiction, Human Sexuality, and Nutrition. All Health Education classes are taught by state-certified and experienced health teachers.

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to access valid information, products, and services to enhance health
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to use goal-setting skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family, and community health.

PHYSICAL EDUCATION / HEALTH

AMITY REGIONAL HIGH SCHOOL

Unified Physical Education- Grades 9, 10, 11, 12

Half Year– Level E .5 Credit

This course combines students with special needs with typical students (partners) to engage in lifetime fitness and sports related concepts and activities in a physical education class setting. It also builds collaboration, empathy and persistence for all students who are enrolled in the class.

Essential Benchmarks:- Students will:

- Learn social interaction between students with special needs and typical peers.
- Improve fitness now and in the future by learning lifetime skills that will lead to an active and healthy lifestyle.
- Problem solve and support each other through leadership opportunities and student collaboration.
- Prepare for participation in interscholastic unified sports competition.

Adapted Physical Education – Grades 9,10,11,12

Full Year – Level E .5 Credit

Adapted Physical Education is geared toward students in the high school "SAILS Program" with a purpose of affording students physical fitness and life skills to lead a physically active lifestyle. Students in Adapted Physical Education are combined with typical students (partners) in the Unified Physical Education Class. The major goals of the course are for students to interact in a positive and supportive manner with each other, build self-confidence in their physical abilities and continue to demonstrate perseverance, collaboration, empathy and persistence for all students who are enrolled in the class.

Students will:

- Become capable in leading a physically active and healthy lifestyle
- Interact positively with others during physical activity
- Persevere through challenges
- Support peers in their endeavors

ELECTIVE COURSES

Teen Life 101 – Grades 10, 11

Half Year - Level E .5 Credit

While examining the latest trends in teen behavior, students will acquire the most up-to-date information regarding Mental and Emotional Health and Human Sexuality.

Essential Benchmarks for the *Mental and Emotional Health Unit*. Students will:

- Identify the criteria for evaluating the health of a relationship
- Identify behavioral risk factors that influence wellness and impact future success
- Interpret, analyze, and act on current information regarding optimal health
- Analyze the public health implications of messages conveyed by mass and social media (TV, radio, movies, Facebook, YouTube, etc.)

Essential Benchmarks for the *Human Sexuality Unit*.

Students will:

PHYSICAL EDUCATION / HEALTH

AMITY REGIONAL HIGH SCHOOL

- Explain the physiological and psychosocial process involved in human reproduction
- Differentiate between sexual identity and orientation, placing on strong emphasis on biological and psychological determinants.
- Interpret and evaluate the research regarding societal trends in comprehensive sexuality education programs
- Define and use correctly, vocabulary terms needed to communicate about human sexuality
- Apply a decision-making model to various situations relating to one's sexual health. Analyze the influence of friends, family, the media, society, and culture—on expressions of sexuality

Amity Advocates – Grades 11, 12

Half Year – Level E .5 Credit

The course is a .5 health credit. Although this is a semester course it can be taken up to two times, consecutively or non-consecutively, to serve as a full year course. It will run in both fall and spring semesters when possible based on enrollment. Please contact Mr. Rothbart for more information if you have any questions.

Amity Advocates will utilize authentic learning tasks to address health content specific to the Amity and BOWA community. The class will combine student-centered learning with a peer advocacy model to build a positive community for all current and future Amity students. Students will develop their own leadership and teaching styles to deliver health messages while working collaboratively with their peers to create real-world experiences.

Students will:

- Demonstrate positive collaboration skills with peers
- Demonstrate communication skills to plan activities with professional staff
- Demonstrate leadership and creativity
- Develop social interaction skills

The current courses Applied Exercise Science and Nutrition are .5 credit courses that run in both the fall and spring semester. Currently, these classes counts as a 0.5 science OR a 0.5 health credit, but cannot be used to fulfill both a science and health elective credit.

Applied Exercise Science- Grades 11,12

Half Year- Level E .5 Credit Health or Science

Prerequisites: 2 years of both science and 9th and 10th grade physical education courses

An introduction to the science of human movement in a hybrid format of both classroom and **active** participation in different areas of exercise. This course provides an overview of exercise physiology, sport and exercise psychology, biomechanics, motor behavior, sociocultural aspects of sport and exercise, sport nutrition, and other related topics. Also, this course provides information on the numerous areas of study and their applications within the field of Kinesiology.

PHYSICAL EDUCATION / HEALTH

AMITY REGIONAL HIGH SCHOOL

****There is an active component to this course where students will be required to actively design, teach and participate in a variety of exercise routines.****

Students will be required to have a change of clothes similarly to the current protocol in Physical Education.

Students will:

- Understand and apply the principles of exercise testing and prescription to diverse populations at various developmental stages and under a range of health conditions
- Describe physiological concepts related to exercise testing (i.e. maximal aerobic testing, anaerobic testing, body composition analysis).
- Design and implement a variety of fitness routines to train the four different aspects of physical fitness.

Nutrition- Grades 11,12

Half Year- Level E

.5 Credit Health or Science

Prerequisites: 2 years of science

The scientific principles relating to nutrition and physical fitness and the impact of diet and exercise on health and the quality of life will be studied in this course. The course will incorporate information from the areas of human physiology, nutrition, physical education and medicine. Specific topics will include a comprehensive study of macronutrients and micronutrients, personalized diet assessment and planning, individualized caloric and body requirements, body composition and weight control.

****There is no active component to this course****

Students will:

- Describe how good health and fitness are dependent upon a diet which supplies the essential nutrients in the proper amounts
- Analyze individual nutritional and caloric needs and design personalized diet plans to align with fitness/health related goals
- Understand the implications of diet related illnesses and their implications in our daily lives and lifelong wellness

READING

AMITY REGIONAL HIGH SCHOOL

The Reading Department teaches students how to learn and apply skills and strategies across content areas through strategic reading and response activities and the use of specific academic study skills. In general, Reading classes are designed for students who have Individualized Education Plans that include comprehension, fluency, and/or vocabulary goals. In addition, we offer support, assessment, and/or instruction to all students with varying needs related to acquiring the reading competencies necessary for success in the 21st century. Placement in Reading courses is determined by many factors, including: RTI, curriculum based assessments, informal and/or formal reading assessments, STAR data, teacher and/or counselor recommendations. A wide range of informational, narrative, and argumentative materials are used and include traditional print as well as those resources requiring students to access digital and online texts. The basis for instruction is teacher modeling, guided student practice, and independent application.

Developmental Reading – Grades 9, 10, 11, 12

Department Permission required

Full Year- 3X per cycle .33 Credit per 1X cycle

This individualized reading intervention course is designed for students reading substantially below grade level. Instruction will include introducing and reinforcing basic reading skills: sound-symbol relationships, semantic analysis, rules of syllabication, and comprehension strategies. A variety of individual, whole-class, and small group instruction is used. Students practice reading fiction and non-fiction texts and work on word study skills needed to build word knowledge, vocabulary, and strengthen comprehension. **A pass/fail grade is given.**

Students will:

- Utilize word recognition strategies, including contextual clues, picture clues, phonics, and structural analysis to develop and/or increase reading vocabulary acquisition
- Develop before, during, and after reading comprehension skills

Reading Through Word Analysis—Grades 9, 10, 11, 12

Credit based on frequency of course placement .33 credit per 1X cycle

This individualized reading intervention course incorporates a systematic approach to teaching students how to fluently encode and decode while reinforcing basic reading skills, including sound-symbol relationships, semantic analysis, and rules of syllabication. A variety of individual, whole-class, and small group instruction is used. Students practice reading in isolated and contextual situations. Students work on word study skills needed to build fluency, word knowledge, vocabulary, and strengthen comprehension. **A pass/fail grade is given.**

Students will:

- Utilize word recognition strategies, including contextual clues, text features, phonics, and structural analysis to develop and/or increase reading vocabulary acquisition
- Develop before, during, and after reading comprehension skills
- Develop automaticity

READING

AMITY REGIONAL HIGH SCHOOL

Reading Comprehension—Grades 9, 10, 11, 12

Credit based on frequency of course placement— .33 per 1X cycle

This individualized reading intervention course focuses on helping students consistently apply the strategies that effective readers use. Strategies include: predicting, connecting, note-taking, summarizing, determining purpose, interpreting, and developing questions. A variety of individual, whole-class, and small group instruction is used. Students will read a combination of fiction and non-fiction texts to help strengthen their comprehension skills. **A pass/fail grade is given.**

Students will:

- Develop before, during, and after reading comprehension skills
- Develop general and academic vocabulary

EL Reading – Grades 9, 10, 11, 12

Credit based on frequency of course placement— .33 per 1X cycle

Consideration for this course is determined by counselor in consultation with reading department and parents. Placement is determined by State mandated testing.

This course is for *English Learners* in need of developing or improving reading skills such as word recognition, vocabulary development, and reading comprehension. Students receive small group and individualized instruction that is differentiated in a way to address beginning, intermediate, and advanced levels of proficiency when students are asked to read and write in English. **A pass/fail grade is given.**

Students will:

- Utilize word recognition strategies, including contextual clues, text features, phonics, and structural analysis to develop and/or increase reading vocabulary acquisition
- Develop before, during, and after reading comprehension skills

Literacy Workshop – Grade 9

Full Year- 2X per cycle

.66 Credit

The course is designed to help students advance their higher order thinking and literacy skills, and become more strategic readers at the high school. Enrollment in this course is based on teacher and school counselor recommendations. Students are placed in this course based on the results of the reading section of the *STAR* assessment and teacher consultation. Students will be evaluated at the end of semester one. Any student who meets the exit criteria will be exited from the course.

Instruction addresses high school level reading tasks such as the critical analysis and evaluation of a wide variety of high-interest texts which vary widely in purpose, structure, content, and difficulty. Based on the Connecticut Common Core State Standards, this class specifically addresses the interconnected communication skills of listening, speaking, reading, and writing. Units covered are: study skills, test preparation, short story/fiction, research unit, and exploration of genre/memoir. Students will work on various literacy skills and tasks, as well as learn numerous study skills necessary to be successful in the high school and beyond.

Students will:

- Construct meaning, interpret, and respond critically to fiction and non-fiction texts
- Take a clear stand on an issue and support the position with accurate and relevant information
- Develop, substantiate, and defend ideas through a variety of media

SCIENCE

AMITY REGIONAL HIGH SCHOOL

SCIENCE SEQUENCE

	Honors / Level One	Level Two	Level Three
Grade 9	Biology I L1 Science Research Year 1 LH	Biology I L2	Biology I L3
Grade 10	Chemistry I LH/L1 Science Research Year 1 LH Advanced Science Research LH	Chemistry I L2	Chemistry I L3
Grade 11	Physics I L1 Human Anat & Phys. LH/L1 Marine Bio & Ocean. LH/L1	Physics I L2 Human Anat & Phys. L2 Marine Bio & Ocean. L2	Human Anat & Phys. L3 Science, Tech., & Engineering LE Integrated Science L3
	Advanced Courses: AP Biology LH AP Chemistry LH AP Env. Science LH AP Physics 1 LH Advanced Science Research LH	Semester Electives: Forensic Science LE/L1 Env. Science LE Impacts & Issues LE Nutrition LE Exercise Science LE The Science of Food LE	
Grade 12	Physics I L1 Human Anat & Phys. LH/L1 Marine Bio & Ocean. LH/L1	Physics I L2 Human Anat & Phys. L2 Marine Bio & Ocean. L2	Human Anat & Phys. L3 Science, Tech., & Engineering LE Integrated Science L3
	Advanced Courses: AP Biology LH AP Chemistry LH AP Env. Science LH AP Physics 1 LH AP Physics C LH Advanced Science Research LH	Semester Electives: Forensic Science LE/L1 Env. Science LE Impacts & Issues LE Nutrition LE Exercise Science LE The Science of Food LE	

SCIENCE

AMITY REGIONAL HIGH SCHOOL

The goals of the Science Department are to nurture an enjoyment of science, to understand its use in our everyday life, to foster an active awareness of the role science plays in local and global environmental issues and to help students manage the increasing volume of scientific information.

All courses emphasize the development of scientific skills needed for living in an increasingly technological society. These include reasoning and thinking skills, problem-solving, technical writing and reading scientific materials. All laboratory courses stress the mastery of proper laboratory techniques. In addition, good mathematical skills are important tools for chemistry and physics.

Students will:

- Formulate a testable hypothesis and design and carry out an experiment that reflects the logical connections to the scientific concepts guiding the hypothesis
- Use technology to collect and analyze data. Use mathematical tools and models to guide and improve the posing of questions, gathering of data, constructing explanations and communicating results
- Propose an explanation of a scientific investigation that is logically consistent and abides by the rules of evidence
- Communicate explanations and findings effectively; write and follow procedures; express concepts; review, interpret, and summarize data; create and interpret charts and diagrams; speak clearly and logically; and construct an explanation.

Biology I – Grade 9

Full Year - Levels 1, 2, 3 1.34 Credit

The study of science in Grade 9 emphasizes basic biological concepts and how they relate to the human and cultural conditions of the contemporary world. Major units of study include the chemical basis of life, cell structure and function, microbiology, botany, invertebrate and vertebrate zoology, human biology, genetics, aspects of evolution, and taxonomy. Ecological relationships in our environment also are considered. Laboratory investigations are designed to develop techniques and the intellectual process skills associated with the biological sciences. Science inquiry and Next Generation Science Standards are emphasized

Students will:

- Describe and demonstrate that cells have specialized structures to carry out cell functions and that most cell processes involve chemical reactions
- Analyze and interpret data supporting that DNA provides the instructions for specifying the characteristics of all organisms. Also that passing on genetic information is different in the cell division processes of mitosis and meiosis
- Differentiate between organisms using inherited characteristics and classify organisms using biological classification schemes
- Predict the flow of energy and materials through ecosystems from the sun by using food webs, trophic level pyramid models and population growth patterns
- Describe the capture of energy by plants in the process of photosynthesis and the storing and release of energy through cellular respiration

SCIENCE

AMITY REGIONAL HIGH SCHOOL

Chemistry I – Grades 10

Full Year – Levels H, 1, 2, 3

1.33 Credit

This course requires a summer assignment and independent work on the part of the student for LH and L1.

This is a college preparatory laboratory science course that involves the study of matter and energy relationships in chemical reactions, atomic structure and bonding, acids and bases, and other related topics. Students will read scientific texts, apply problem solving, use science inquiry to design and conduct experiments and apply science writing skills to writing formal laboratory reports. Excellent comprehension and problem-solving skills are required. Science inquiry and Next Generation Science Standards are emphasized. Because mathematical applications are stressed, the student's math level should coincide with the following guidelines for this course:

Students will:

- Apply science inquiry skills to design and carry out experiments
- Describe the structure of the atom. Discuss subatomic particles, their properties and arrangement in the atom, and the electric force that holds the nucleus and electrons together
- Describe the transferring or sharing of electrons that occurs when atoms interact and describe the resulting chemical bonds and types of compounds that form
- Describe the repeating patterns of physical and chemical properties that occur when elements are listed in the order according to the number of protons and identify the resulting families of elements.
- Recognize that the "Periodic Table" is a consequence of the repeating pattern of outermost electrons and their permitted energies
- Predict products of chemical reactions both qualitatively and quantitatively and evaluate the accompanying release or consumption of energy

Level	Prerequisite (Required)	Level	Grade (Recommended)	Concurrent Math Course (or higher)
Chem I LH	Algebra I	L1	A- or higher	Algebra II
	Biology I	L1	A- or higher	
Chem I L1	Algebra I	L1	B- or higher	Geometry
		L2	A- or higher	
	Biology I	L1	B- or higher	
		L2	A- or higher	
Chem I L2	Algebra I	L2	B- or higher	Geometry
		L3	A- or higher	
	Biology I	L2	B- or higher	
		L3	A- or higher	
Chem I L3	Biology I			Integrated Math

Physics I – Grades 11, 12

Full Year – Levels 1, 2

1.33 Credit

Students can take Physics I or AP Physics I for credit but not both.

This course includes measuring techniques, acceleration, force, momentum, energy, electricity, magnetism, sound, and light. It focuses on discoveries students will make in the laboratory and there is heavy emphasis on science problem solving and science inquiry. Algebra and geometry are used on a daily basis for all levels, and trigonometry is used routinely in L-1. Because mathematical applications are stressed, the student's math level should coincide with the following guidelines for this course:

SCIENCE

AMITY REGIONAL HIGH SCHOOL

Students will:

- Understand that objects change their motion only when a net force is applied and use laws of motion to calculate the effects of forces on the motion of objects.
- Employ the relationship $F = ma$ to determine the magnitude of the change in motion.
- Demonstrate that whenever one object exerts force on another, a force equal in magnitude and opposite in direction is exerted on the first object
- Understand that the total energy of the universe is constant and that energy can be considered to be either kinetic, potential, or energy contained by a field. Be able to compute energy transfers, both mechanical and electrical
- Understand that the electric force is a universal force that exists between any two charged objects and demonstrate that the strength of the force is directly proportional to the charges, and inversely proportional to the square of the distance between them

Level	Prerequisite (Required)	Level	Grade (Recommended)	Concurrent Math Course (or higher)
AP Physics 1	Algebra II	LH L1	B- or higher A- or higher	Pre-Calculus
	Chemistry I	LH L1	B- or higher A- or higher	
Physics I L1	Geometry	L1 L2	B- or higher A- or higher	Algebra II
	Chemistry I	L1 L2	B- or higher A- or higher	
Physics I L2	Geometry	L2 L3	B- or higher A- or higher	Algebra II
	Chemistry I	L2 L3	B- or higher A- or higher	
Science Technology & Engineering	2 years of science			Integrated Math

Human Anatomy and Physiology – Grades 11, 12

Full Year – Levels H, 1, 2, 3

1.33 Credit

This course offers in-depth coverage of the structure and function of the human body. Topics include cell structures and function, tissues, body organization and a detailed study of the human body systems in health and disease. The required laboratory work includes cell and tissue studies using the microscopes, comparative anatomy dissections, and experiments involving physiological processes such as respiration, heart rate and blood pressure.

Students will:

- Recognize that all organisms must be able to obtain and use resources, grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment
- Understand that the complexity and organization of organisms accommodates the need for obtaining, transforming, transporting, releasing, and eliminating the matter and energy used to sustain the organism
- Describe the functioning of the body as it is divided up among various organ systems and how these systems are interrelated
- Describe the anatomy and physiology of human tissues, organs and organ systems and understand the effect of disease on the functioning of these tissues, organs and organ systems

SCIENCE

AMITY REGIONAL HIGH SCHOOL

Level	Prerequisite (Required)	Level	Grade (Recommended)
Human Anatomy & Physiology LH	Biology I	L1	A- or higher
	Chemistry I	LH	B- or higher
		L1	A- or higher
Human Anatomy & Physiology L1	Biology I	L1	B- or higher
		L2	A- or higher
	Chemistry I	L1	B- or higher
		L2	A- or higher
Human Anatomy & Physiology L2	Biology I	L2	B- or higher
		L3	A- or higher
	Chemistry I	L2	B- or higher
		L3	A- or higher
Human Anatomy & Physiology L3	Biology I	L3	
	Chemistry I	L3	

Marine Biology and Oceanography – Grades 11, 12

Full Year – Levels H, 1, 2

1.33 Credit

This course investigates the human fascination with the ocean in a full year, advanced science course using an interdisciplinary approach to science inquiry featuring the ocean and its fascinating inhabitants. The main goal of the course is to increase science literacy for Amity students combining aspects of biology, earth science, history, engineering, math, physics and chemistry. Students will complete their own STEM project which may include building an autonomous underwater vehicle, building and deploying a monitoring buoy for data collection or designing equipment for maintaining scallops or salmon eggs in culture. Students will be prepared to make decisions to preserve and protect the ocean and its natural resources.

Students will:

- Summarize why and how we explore using ocean technologies – past and present
- Compare and contrast the structures and functions of marine organisms including microbes, plants, invertebrate and vertebrate animals. Students will recognize that biodiversity indicates a healthy ecosystem
- Describe the origin and the structure of the ocean basins, including the theory of plate tectonics
- Explain how marine organisms are adapted to the chemical and physical features of seawater and connect the fundamentals of biology as they relate to marine organisms
- Evaluate human impact on ocean environments, including Long Island Sound
- Design and carry out a STEM research project that requires aspects of science inquiry and engineering

Level	Prerequisite (Required)	Level	Grade (Recommended)
Marine Biology & Oceanography LH	Biology I	L1	A- or higher
	Chemistry I	LH	B- or higher
		L1	A- or higher
Marine Biology & Oceanography L1	Biology I	L1	B- or higher
		L2	A- or higher
	Chemistry I	L1	B- or higher
		L2	A- or higher
Marine Biology & Oceanography L2	Biology I	L2	B- or higher
		L3	A- or higher
	Chemistry I	L2	B- or higher
		L3	A- or higher

SCIENCE

AMITY REGIONAL HIGH SCHOOL

Advanced Placement Biology– Grades 11, 12

Full Year - Level H

1.33 Credit

This course requires a summer assignment and independent work on the part of the student.

This course is designed for students planning to take the Advanced Placement Biology Exam. The college-level curriculum of this course is a comprehensive survey of the biological world. It follows the outline of the Advanced Placement Biology Program.

Students will:

- Understand that cells have particular structures that underlie their function and be able to describe this relationship on both a macroscopic and molecular level (e.g. energy production, transport of molecules, waste disposal, synthesis of new molecules, and the storage of genetic material)
- Describe the function and structure of nucleic acids, including how the chemical and structural properties of DNA explain how the genetic information that underlies heredity is both encoded in genes and replicated
- Understand that species evolve over time and that evolution is the consequence of the interactions of the potential for a species to increase its numbers, the genetic variability of offspring due to mutation and recombination of genes, a finite supply of the resources required for life, and the ensuing selection by the environment of those offspring better able to survive and leave offspring
- Recognize that all organisms must be able to obtain and use resources, grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment and describe the method by which an organism regulates its internal environment

Level	Prerequisite (Required)	Level (Recommended)	Grade	Concurrent Math Course (or higher)
AP Biology	Biology I	L1	A- or higher	N/A
	Chemistry I	LH	B- or higher	
		L1	A- or higher	

Advanced Placement Chemistry – Grades 11, 12

Full Year – Level H

1.33 Credit

Chemistry I Level H

This course requires a summer assignment and independent work on the part of the student.

This course is designed for students planning to take the Advanced Placement Chemistry Exam. The college-level curriculum of this course is a comprehensive survey of chemistry. It follows the outline of the Advanced Placement Chemistry Program.

Students will:

- Analyze the structural differences among solids, liquids, and gases in terms of differences in the distances and angles between molecules or atoms and the energy that binds them together
- Understand that the total energy of the universe is constant and that although energy can be transferred by collisions in chemical and nuclear reactions, by light waves and other radiations, and in many other ways, it can never be destroyed. Analyze the disorder that occurs when energy transfers take place
- Use reactions that involve the transfer of either electrons (oxidation/reduction reactions) or hydrogen ions (acid/base reactions) between reacting ions, molecules, or atoms and reactions in which chemical bonds are broken by

SCIENCE

AMITY REGIONAL HIGH SCHOOL

heat or light to form very reactive radicals with electrons ready to form new bond

- Analyze the rates of chemical reactions and discuss the dependence of reaction rates on how often the reacting atoms and molecules encounter one another, on the temperature, and on the properties including shapes of the reacting species

Level	Prerequisite (Required)	Level (Recommended)	Grade	Concurrent Math Course (or higher)
AP Chemistry	Chemistry I	LH	B- or higher	Pre-Calculus
		L1	A- or higher	
	Algebra II	LH	B- or higher	
		L1	A- or higher	

Advanced Placement Physics I – Grades 11, 12

Full Year – Level H

1.33 Credit

Students can take Physics I or AP Physics 1 for credit but not both.

This course requires a summer assignment and independent work on the part of the student.

This course is designed for students planning to take the Advanced Placement Physics 1 Exam. The college-level curriculum of this course focuses on mechanics, electromagnetism, and waves. It follows the outline of the Advanced Placement Physics Program.

Students will:

- Use conservation laws and Newton's laws of motion with free-body diagrams to predict and describe translational and/or rotational motions of systems involving elastic, gravitational or friction forces
- Describe how fields in space such as electric and magnetic fields can be used to explain interactions
- Explain that changes which occur in a given system are constrained by laws of conservation. This includes momentum, energy, charge and mass.
- Describe how waves can transfer energy from one position to another without the transfer of mass.

Level	Prerequisite (Required)	Level (Recommended)	Grade	Concurrent Math Course (or higher)
AP Physics 1	Chemistry I	LH	B- or higher	Pre-Calculus
		L1	A- or higher	
	Algebra II	LH	B- or higher	
		L1	A- or higher	

SCIENCE

AMITY REGIONAL HIGH SCHOOL

Advanced Placement Physics C – Grade 12

Full Year – Level H 1.33 Credit

This is a second year Physics course

This course requires a summer assignment and independent work on the part of the student.

This course is designed for students planning to take the Advanced Placement Physics “C” Exam. The college-level curriculum of this course focuses on mechanics, electromagnetism, and modern physics. It follows the outline of the Advanced Placement Physics Program.

Students will:

- Use conservation laws and Newton’s laws of motion with free-body diagrams to predict and describe translational and/or rotational motions of systems involving elastic, gravitational or friction forces
- Create differential equations to describe physical situations such as approach to terminal velocity or simple harmonic motion. Solve such equations by numerical methods with a computer, by clever guessing and verification and/or by separation of variables
- Use calculus to predict the location of solid object’s center of mass or to create formulas for the gravitational, electric or magnetic field produced by a given distribution of mass, charge, or current
- Use Maxwell’s equations to discover the fundamental concepts of special relativity, including the universality of the speed of light, the Lorentz transformation, relativistic momentum and kinetic energy, and the mass-energy equivalence

Level	Prerequisite (Required)	Level (Recommended)	Grade	Concurrent Math Course (or higher)
AP Physics C	Physics I	AP 1	B- or higher	Calculus
		L1	A- or higher	
	Chemistry I	LH	B- or higher	
		L1	A- or higher	

Advanced Placement Environmental Science – Grades 11, 12

Full Year – Level H 1.33 Credit

This course requires a summer assignment and independent work on the part of the student.

This course is designed for students planning to take Advanced Placement Environmental Science Exam. The college-level curriculum of this course is a comprehensive survey of the environment and follows the outline of the College Board Advanced Placement Environmental Science Program.

Students will:

- Discuss the interconnectedness of the ecosystems which comprise the Earth and recognize that a changing environment can result in either the evolution or extinction of organisms, due to the rate at which organisms are able to adapt to a changing environment
- Recognize that humans have had an impact on the environment for millions of years and describe the rate and scale of man’s impact on the environment, due to technology and population growth. Recognize that understand-

SCIENCE

AMITY REGIONAL HIGH SCHOOL

ing population growth is essential to understanding how to maintain a Sustainable Earth

- Understand that nutrients may cycle indefinitely in an ecosystem, but that energy is continuously gained or lost and that as energy flows through systems, at each step more of it becomes unusable
- Recognize that an understanding of basic concepts and principles of science and technology should precede debate about the economics, policies, politics, and ethics of various science related challenges, but that the development of solutions must take into account cultural, social and economic factors

Level	Prerequisite (Required)	Level (Recommended)	Grade	Concurrent Math Course (or higher)
AP	Biology I	L1	A- or higher	Algebra II
Environmental Science	Chemistry I	LH	B- or higher	
		L1	A- or higher	

Forensic Science – Grades 11, 12

Half Year – Level E, 1 (by contract) .5 Credit

(No lab period)

Forensic Science is a one-semester course that introduces students to the science techniques used by forensic scientists. It is a hands on course and requires students to use science inquiry lab techniques and skills taught in Biology I and in Chemistry I. This course relies heavily on those skills to analyze samples collected at “crime scenes”. Students will participate in team activities to solve crimes and decipher clues. Mock courtroom presentations of their collected evidence is required. Typical lab activities deal with blood spatter analysis, crime scene recreation, hair analysis, fingerprinting techniques, and forensic anthropology topics. Research projects may be assigned throughout the semester to strengthen the students understanding of what it means to be a forensic scientist. Career opportunities in the field of forensics, law enforcement and laboratory analysis are explored.

Students will:

- Apply science principles learned in earlier science courses to forensic analysis
- Apply science inquiry skills to forensic analysis
- Learn and apply specific techniques used by forensic scientist
- Explore career opportunities in forensics and associated fields
- Utilize crime scene analysis skills to solve a crime while collaborating with a team

Impacts and Issues of Science and Technology – Grades 11, 12

Half Year - Level E .5 Credit

(No lab period)

Prerequisites: 2 years of science

This course deals with the application of science and technology to everyday life. New advances in science and the

SCIENCE

AMITY REGIONAL HIGH SCHOOL

technological applications will be studied as well as the impact which these advances have upon society. Topics may include artificial organs and organ transplants, new developments in reproductive medicine, developments in medicine which result in quality of life decisions, and the threat of nuclear, biological, and chemical warfare. Students will research the topics studied, discuss and debate the issues and propose possible solutions. Students may want to consider taking Impacts and Issues of Science and Technology for one semester and Environmental Science for another semester. Together these courses will cover many important issues which face us in the 21st century.

Students will:

- Describe the differences between scientific inquiry and technological design and the interdependence and the interconnectedness between science and technology. Recognize that technological solutions may create new problems
- Describe how scientists are influenced by societal, cultural, and personal beliefs and ways of viewing the world and recognize that science is not separate from society but rather science is part of society
- Describe how science distinguishes itself from other ways of knowing and from other bodies of knowledge through the use of empirical standards, logical arguments, and skepticism
- Recognize that changes in science usually occur as small modifications in extant knowledge and discuss how the daily work of science and engineering results in incremental advances in our understanding of the world and our ability to meet human needs and aspirations

Integrated Science I, II, or III – Grade 9, 10, 11, 12

(Integrated Science follows a yearly sequence. Integrated Science II will run in the 2021-2022 school year)

Full Year - Level 3

1 Credit

Integrated Science is a three year spiraled course encompassing the Next Generation Science Standards of life, earth and physical sciences. While the courses are designated Integrated Science I, II, III; students can take any course in the sequence at any time. This course is designed to explore a scientific phenomenon and to explain its relevance to the life earth and physical sciences as well as the overlap among disciplines.

Integrated Science I will cover how chemical reactions can impact structure and functions of matter to cycle matter and energy to support life on Earth.

Integrated Science II will cover the building blocks of the earth in the form of plate tectonics, weather and climate, as well as the building blocks of life such as cell structure, natural selection and growth and development.

Integrated Science III will cover adaptation, human impact on earth systems and ecosystem dynamics as well as how to use physical laws and phenomena to impact our future.

Students will:

- Explore phenomena relating atomic and chemical characteristics to the Earth systems that makes human life on Earth possible? (Year 1)
- Review scientific processes to explain the current state of all life on Earth at the cellular and organismal level. (Year 2)

Review scientific processes that must develop or change in order for life to adapt to the constantly changing ecosystems on Earth. (Year 3)

SCIENCE

AMITY REGIONAL HIGH SCHOOL

Environmental Science – Grades 11, 12

Half Year - Level E .5 Credit

(No lab period)

Prerequisites: 2 years of science

Students enrolled in this course will study fundamental principles of ecology and with environmental problems which confront our modern society. Topics covered will include basic ecology, population growth, endangered animals, energy use and conservation, nuclear power, world food problem, air pollution (ozone, greenhouse effect, smog), water pollution, solid and toxic waste disposal, and land use. Students will supplement reading text with current newspaper and periodical articles and internet sources.

Students will:

- Recognize that humans have had an impact on the environment for millions of years and describe the rate and scale of man's impact on the environment, due to technology and population growth. Recognize that understanding population growth is essential to understanding how to maintain a sustainable Earth
- Recognize that an understanding of basic concepts and principles of science and technology should precede debate about the economics, policies, and ethics of various science related challenges, but that the development of solutions must take into account cultural, social and economic factors
- Demonstrate ecological principals by using selected terrestrial organisms for study

Nutrition – Grades 11, 12

Half Year - Level E .5 Credit (Health or Science)

(No lab period; There is no active component to this class)

Prerequisites: 2 years of science

The scientific principles relating to nutrition and physical fitness and the impact of diet and exercise on health and the quality of life will be studied in this course. The course will incorporate information from the areas of human physiology, nutrition, physical education and medicine. Specific topics will include a comprehensive study of macronutrients and micronutrients, personalized diet assessment and planning, individualized caloric and body requirements, body composition and weight control.

Students will:

- Describe how good health and fitness are dependent upon a diet which supplies the essential nutrients in the proper amounts
- Analyze individual nutritional and caloric needs and design personalized diet plans to align with fitness/health related goals
- Understand the implications of diet related illnesses and their implications in our daily lives and lifelong wellness

Applied Exercise Science– Grade 11,12

Half Year- Level E .5 Credit Health OR Science

(No lab; There IS an active component to this course)

Prerequisites: 2 years of both science and 9th and 10th grade physical education courses

An introduction to the science of human movement in a hybrid format of both classroom and **active** participation in different areas of exercise. This course provides an overview of exercise physiology, sport and exercise psychology, bio-

SCIENCE

AMITY REGIONAL HIGH SCHOOL

mechanics, motor behavior, sociocultural aspects of sport and exercise, sport nutrition, and other related topics. Also, this course provides information on the numerous areas of study and their applications within the field of Kinesiology.

****There is an active component to this course where students will be required to actively design, teach and participate in a variety of exercise routines.****

Students will be required to have a change of clothes similarly to the current protocol in Physical Education.

Students will:

- Understand and apply the principles of exercise testing and prescription to diverse populations at various developmental stages and under a range of health conditions
- Describe physiological concepts related to exercise testing (i.e. maximal aerobic testing, anaerobic testing, body composition analysis).

Design and implement a variety of fitness routines to train the four different aspects of physical fitness.

Unified Science- Grades 10, 11, 12

Half Year– Level E

.5 Credit

This course does not fulfill the science distribution requirement.

This course is a half year application based course, but can be taken up to two semesters. Students may request additional semesters of enrollment. Requests will be reviewed on an individual basis. This course combines students with special needs with typical students (partners) to engage in science related concepts and activities in a science lab class setting. It also builds collaboration, empathy and persistence for all students who are enrolled in the class. Students enrolled in this course will work as partners with students enrolled in the Adapted Science Course to explore scientific phenomenon in the life and physical sciences. Students are expected to be leaders and role models as they problem solve and conduct lab experiments to explain scientific phenomenon. [Student application is found here.](#)

Essential Benchmarks:- Students will:

- Learn social interaction between students with special needs and typical peers.
- Collaborate and guide scientific learning and problem solving through science phenomenon and lab experimentation.
- Problem solve and support each other through leadership opportunities and student collaboration.

Adapted Science – Grades 9,10,11,12

Full Year – Level E

1 Credit

Adapted Science is geared toward students in the high school "SAILS Program" with a purpose of providing life and physical science skills to make informed safe decisions. Students in Adapted Science are combined with typical students (partners) in the Unified Science Class. The major goals of the course are for students to interact in a positive and supportive manner with each other. Students will learn the scientific method and use it to collaboratively explore scientific phenomenon through collaboration and experimentation. Students will build self-confidence in their problem solving abilities and continue to demonstrate perseverance, collaboration, empathy and persistence for all enrolled in the

SCIENCE

AMITY REGIONAL HIGH SCHOOL

course.

Students will:

- Become capable of thinking scientifically to make informed decisions
- Interact positively with others during science labs and group activities
- Persevere through challenges
- Understand life and physical science phenomenon
- Learn the scientific skill necessary to become a contributing member to a just society

Science Research Year 1– Grades 9, 10

Full Year – Level H 1 Credit

Students must apply for admission to this program. Acceptance into the program will be based on a science teacher recommendation, a written essay, and excellent academic grades. Students must be self-directed and capable of independent goal setting and achieving with instructional guidance.

During Year 1 students learn the components of scientific research including the scientific method and apply these concepts in various settings including designing and conducting an authentic science research project and communicating results by participation in at least one local science fair. Students also explore various applications of science topics through field trips, guest speakers and class projects.

Advanced Science Research – Grades 10, 11, 12

Full Year – Level H 1 Credit

Prerequisites: Completion of Science Res. Year 1

Students must apply for admission to this program. Acceptance into the program will be based on a science teacher recommendation, a written essay, and excellent academic grades. Students must be self-directed and capable of independent goal setting and achieving with instructional guidance. Collaboration with a mentor is mandatory for Advanced students.

Advanced students must receive SRP Instructor recommendation each year to continue in the program. This is an ongoing program that is taken in conjunction with the student's regular science course. There are several tiers to the program. Advanced students (Years 2-4) select their science research topic, locate an out-of-school mentor (either in industry or at a local university) and compete in a variety of science fairs. Advanced students pursue their selected research in depth, perform statistical (and other appropriate) analyses and compete at a number of local and/or national science fairs and competitions (when qualified). Students in this program will be offered a number of opportunities to participate in peer-directed research projects. In Years 2, 3, and 4 students are grouped together in a non-traditional classroom setting and are required to meet individually outside of class with their Science Research teacher on a schedule developed with the Science Research teacher to assess their progress and decide on an individualized plan of study via goal setting. All students participate in a mandatory culminating activity, Amity's Annual Science Symposium in the spring.

Students will:

- Search out, describe, explain and predict natural phenomena; collect interpret and analyze data; and share findings with peers
- Read, write, discuss and present coherent ideas about science

SCIENCE

AMITY REGIONAL HIGH SCHOOL

- Function as a member of a team to solve a scientific problem
- Explore career choices in various fields of science

Science, Technology, and Engineering LE– Grades 11, 12

Full Year - Level E Credits 1

Prerequisite – Completion of Algebra 1 or Integrated Math 2 and 2 years of science

Science, Technology, and Engineering is a course for students who are interested in physical science and its applications. They will apply various concepts such as forces, motion, electricity, power and energy to a number of hands-on projects using the engineering design process and scientific method. Students will apply basic mathematical skills to solve problems. This is a science course that compliments various career and technical education courses, but is not a requirement.

Students will:

- Apply the engineering design process to develop and build a model to solve a problem.
- Use the scientific method to formulate and test a hypothesis, examine data qualitatively and quantitatively, form a conclusion and evaluate their procedure.
- Study forces and motion and apply these principals to design and build model cars, planes, bridges, and other items.
- Compare simple machines and use their knowledge of energy conservation to design a model using simple machines to perform a task.
- Build simple circuits to demonstrate the conversion of electrical energy to other forms of energy such as thermal or mechanical energy.

Subtropical Ecosystems in Bermuda – Grades 9, 10, 11, 12

Level E .5 Credit

Students will study a subtropical ecosystem on site. Course content may include coral reefs and associated marine life, water and soil chemistry, subtropical island geology, terrestrial animal and plant life, subtropical weather patterns and the culture of a subtropical island. First-year students will participate in teacher-guided experiences. Second-year students will study selected first-year topics in depth and will design, perform, and report on an independent investigation or will participate in an international data collection through reef.org. Student selection is at the discretion of the project teachers. Two science teacher recommendations and a good behavioral record are required for selection. This course is a Concentrated Studies offering and students will receive a pass/fail grade.

Students will:

- Identify and describe selected marine plants and animals and the roles they play in the ecosystem
- Identify and describe selected terrestrial plants and animals and the roles they play in the ecosystem
- Describe the island's land forms and discuss their origins

Elementary- High School Science Mentorship Program – Grades 10, 11, 12

Level E .5 Credit

Students will study water quality to learn water quality monitoring techniques and to teach these techniques to sixth-grade students in a mentorship setting. The program takes place after school and culminates in a trip to a local river to

SCIENCE

AMITY REGIONAL HIGH SCHOOL

study the stream, obtain samples, perform water quality tests, and draw conclusions about the quality of the stream. Student selection is at the discretion of the program teachers. A recommendation from the student's previous year science teacher, an essay describing the student's reason for participating in the program, and a good behavioral record are required for selection. This course is a Concentrated Studies Offering, and students will receive a pass/fail grade.

Students will:

- Describe factors that affect the quality of water in a local stream
- Perform water quality monitoring tests and evaluate the quality of the water based on the test results
- Demonstrate teaching and mentoring techniques with sixth grade students

SOCIAL STUDIES

AMITY REGIONAL HIGH SCHOOL

Amity's Social Studies Program (Grades 9-12) is designed to provide students with a well-rounded study of the significant developments in history and the social sciences. Courses draw their content from a wide variety of social science disciplines. Emphasis is placed on the study of key concepts and the development of important skills necessary to become lifelong learners. These skills include reading comprehension, writing, research, oral communication, critical thinking and technology.

World History – Grade 9

Full Year - Levels 1, 2, 3

1 Credit

The World History program traces the development of world affairs from the late eighteenth century to the present day. The course explores the themes of revolution, nationalism, imperialism, world war and peace, and globalization. Emphasis is placed on the study of key concepts, research and technology skills and the further development of reading and writing strategies, including the argument and informative/explanatory essay. All students will be encouraged to think critically and communicate their ideas to others. The degree of emphasis will vary according to the level selected.

Students will:

- Develop writing skills and strategies for constructing the argument and informative/explanatory essay including the skills necessary to respond to contradictory data
- Utilize critical thinking skills to analyze and interpret primary and secondary source material
- Demonstrate an understanding of the various political and economic systems and their interdependence
- Evaluate the development of the desire for political autonomy and self-determination
- Examine attempts of various nations to limit arbitrary power and/or dictatorial rule
- Recognize the continuing importance of historical thinking and historical knowledge in their life and the world in which they live

Modern American History- Grade 10

Full Year - Levels 1, 2, 3

1 Credit

The Modern American History course is a chronological and thematic survey of U.S. history from the late 19th century (Post-Reconstruction) to the present. The content explores forces and factors which have shaped America and its role in the world today. This course analyzes selected problems and challenges of American democracy and further develops the historical critical thinking skills and content literacy strategies introduced during freshman year. The degree of emphasis and complexity of material varies according to the level selected.

Students will:

- Develop the necessary technical and analytical skills to research a social science issue, formulate and state a specific thesis, and defend the position in a well-organized and documented written product and/or oral presentation
- Utilize critical thinking skills to analyze and interpret primary and secondary source material
- Develop the knowledge and appreciation of American historical content with emphasis on the social, political, economic, and geographical skills of the social sciences
- Develop an understanding of their responsibilities as citizens through the study of history and politics in order to take their place as active participants in a democratic society

SOCIAL STUDIES

AMITY REGIONAL HIGH SCHOOL

AP U.S. History- Grade 10

Full Year – Level H

1 Credit

Recommended Prior Performance: Students should have a grade of A- or better in World History Level 1 with teacher recommendation.

This course requires a summer assignment and extensive independent work on the part of the student.

The Advanced Placement U.S. History course prepares students to take the national Advanced Placement exam and is the equivalent of a college level introductory U.S. History course. Course content addresses the Early America/Colonial America through the present day. The course explores historical thinking skills, thematic learning objectives, and required content organized into nine historical periods that run from the pre-colonial era to the present. Students will develop the necessary skills to assess thematic understanding and the application of historical thinking skills in the form of multiple choice questions, short-answer questions, document-based essay questions, and long-essay questions. Be aware that the timeline of the AP U.S. History course differs greatly from that of the Modern American History course as it starts with the Early America/Colonial period rather than Post-Reconstruction. It is highly recommended that you discuss your decision to take AP U.S. History with your World History teacher and counselor so that you fully understand the rigorous nature of this course and the potential impact of changing courses once the school year has begun. Students will:

- Analyze and interpret primary and secondary historical materials, utilize critical thinking skills, comprehend and master objective knowledge and writing skills found on the AP exam
- Develop the necessary technical and analytical skills to research a social science issue, formulate and state a specific thesis, and defend the position in a well-organized and documented written product and/or oral presentation
- Develop the knowledge and appreciation of American historical content with an emphasis on the social, political, economic, and geographical skills of the social sciences
- Develop an understanding of their responsibilities as citizens through the study of history and politics in order to take their place as active participants in a democratic society

American Government and Economic Policy- Grade 11

Full Year– Levels 1, 2, 3

1 Credit

This course meets the state graduation requirement for civics and American government.

This course will address key topics in civics and also include foundational concepts from both macroeconomics and microeconomics that support the study of U.S. economic policy. Students will learn how the national government functions and how the government represents the ideals and principles of the founding documents. They will also learn how state and local government function and how being an active participant in civic life is both a right and responsibility. In addition to understanding how government works the students will gain an understanding of economics and the policies this nation and other nations make to stay viable in today's global market. They will gain knowledge of how scarcity and the utilization of resources play an important role in economic and government decision-making. Students will also better understand taxation policies and how they can impact local, national, and international markets. . The degree of emphasis and complexity of material varies according to the level selected.

Students will:

- Explain how the founding documents are exemplified in today's government
- Expand on their experience with federal, state, and local governments
- Be able to participate in informed discussions involving the functioning of all three branches of government and economic policy

SOCIAL STUDIES

AMITY REGIONAL HIGH SCHOOL

- Explain how scarcity of resources contributes to economic decision making processes
- Discuss how supply and demand function in a market economy
- Explain how the United States contributes to the global economy

AP United States Government and Politics – Grade 11

Full Year– Level H

1 Credit

This course meets the state graduation requirement for civics and American government.

Recommended Prior Performance: Grade of B or better in Advanced Placement U.S. History with teacher recommendation or an A- or better in Modern American History with teacher recommendation.

The course requires a summer assignment and independent work on the part of the student.

This course is designed for students planning to take the Advanced Placement United States Government and Politics Exam and is designed to be the equivalent of an introductory United States Government class at the college level. This course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Students study concepts used to interpret U.S. government and politics and analyze specific topics including; Foundations of American Democracy, Interactions Among Branches of Government, Civil Rights & Civil Liberties, American Political Ideologies & Beliefs and Political Participation. In addition to understanding how government works students will get an understanding of economics and the policies this government and other governments make in order to successfully keep their country viable in today's global market.

Students will:

- Critically analyze how the founding documents are exemplified in today's government
- Expand and on their experience with federal, state, and local governments
- Interpret and argue about the relationship, structure and function of all three branches of government and economic policy
- Describe and compare important facts, concepts, and theories pertaining to U.S. government and politics.
- Interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats).
- Examine and explain how scarcity of resources contributes to economic decision making processes
- Discuss how supply and demand function in a market economy
- Analyze how the United States contributes to the global economy

Cultural Geography - Grades 11, 12

Half Year – Levels H, 1 or 2 (by contract) .5 Credit

This course will broaden students' knowledge of the geography, history, politics, religion, human rights issues, current events, and the unique culture of selected areas in the non-western world such as countries in Africa, the Middle East and Asia. The National Geography Standards will provide the framework for students as they further their understanding of global cultures and the concept of cultural interdependence. Additionally, students will take advantage of the numerous digital and technology resources available to them as they explore various regions of the world.

Students will:

- Use maps and other geographic representations, tools, and technologies to acquire, process, and report information

SOCIAL STUDIES

AMITY REGIONAL HIGH SCHOOL

- Describe physical and human characteristics of places
- Tell how culture and experience influence people's perception of places and regions
- Describe characteristics, distribution, and migration of human populations on Earth's surface
- Explain the characteristics, distributions, and complexity of Earth's cultural mosaics
- Compare patterns and networks of economic interdependence on Earth's surface
- Understand the process, patterns, and functions of human settlements
- Demonstrate how forces of cooperation and conflict among people influence the division and control of Earth's surface
- Explain how human actions modify the physical environment

Introduction to Sociology – Grades 11, 12

Half Year- Level H, 1, or 2 (by contract) .5 Credit

This course provides a general and broad introduction to the field of sociology and deals with the investigation and analysis of human relationships. Areas of concentration include methods of conducting sociological research, study of cultures, cultural change, deviance, social problems (crime, drug abuse, and alcoholism), social changes, and social institutions (marriage, family, and religion).

Students will:

- Practice and refine the necessary technical and analytical skills to research a social science issue, formulate and state a specific thesis, and defend the position in a well-organized and documented product and/or oral presentation
- Recognize and respect differences in culture, ethnicity, race and gender
- Research and analyze social issues and problems confronting society today
- Practice the various research techniques for conducting a sociological experiment

Multicultural Diversity in America – Grades 11, 12

Half Year- Level H, 1, or 2 (by contract) .5 Credit

Multicultural Diversity in America takes an in-depth look at and analysis of our complex American human mosaic and the conflicting ideas and problems concerning Americanization. This course will address topics such as immigration, racial, ethnic, gender, economic and religious discrimination, stereotypes and prejudice, assimilation and our unique cultural heritages. Case studies will focus on European, African American, Hispanic American / Latino, Asian American, Middle Eastern and Native American groups. Students in this course evaluate the role of these groups separately and as a whole, through current events and social and political issues, while developing an appreciation for our diverse and ever changing society.

Students will:

- Develop the critical thinking skills necessary to understand the diverse cultures and people that make-up the United States and their impact on our history and contemporary world
- Evaluate the roots of prejudice, discrimination, and racism and methods of lessening these social problems
- Analyze contemporary ethnic, racial and religious conflicts and assess the value of existing policies, and propose new policies where applicable
- Analyze a specific issue, and formulate an opinion with logic and proper documentation in written and oral fashion

SOCIAL STUDIES

AMITY REGIONAL HIGH SCHOOL

Critical Issues in Foreign & Domestic Politics – Grade 12

Full Year- Level H, 1, or 2 (by contract) 1 Credit

Critical Issues is a political science course that introduces students to American political theory and practice, comparative government, and international relations. This course is challenging, intended for college bound seniors, and is team taught by two Social Studies teachers. Rights and responsibilities of concerned citizenship will be presented through guest speakers and the students' direct political participation. Current events magazines and articles will be used as a starting point to analyze contemporary issues of the U.S. and the world. Students will develop college-level skills through extensive research, position and research papers, participation in a foreign diplomacy simulation, and a student organized seminar of contemporary domestic issues.

Students will:

- Develop and integrate quality decision-making systems into their responsibilities as students and mature adults
- Understand, analyze, and directly participate in the American political system
- Recognize and evaluate the similarities and differences between nations, their governments, their economics and their philosophies, in the international context
- Develop life-time learning skills for seeking and evaluating pertinent information on a topic and making quality decisions that will be expressed effectively in both oral and written fashion, as well as personal action where applicable

Humanities – Grade 12

Full Year – Level H, 1, or 2 (by contract) 1 Credit

This challenging full-year course is intended for college-bound seniors interested in an intensive study of trends in literature, history, art, and music that have shaped Western culture. It is team taught by English and Social Studies teachers. Students taking this course for Level 2 credit should have been enrolled in Level 2 English and/or history classes in previous years. Teachers will differentiate assignments and expectations according to the contracted level. **This course can also satisfies the senior English requirement.**

Students will:

- Identify important terms, places, people and events of each period studied
- Articulate a brief statement of the philosophy or world-view of each period
- Articulate how the significant works of literature of each period reflect the culture
- Develop historical thinking skills including research and analysis of historical sources in order to understand the concept of historical causation
- Research elements of a culture using a wide range of electronic and print sources and integrate finding in a coherent report

Psychology – Grade 12

Full Year - Level 1 or 2 (by contract) 1 Credit

Psychology is a challenging full year elective examining the study of behavior and mental processes. This course will provide students with a better understanding of their own behavior and that of others. Discussion, demonstration, additional readings, written responses, projects and performance tasks will allow students to develop a working knowledge of major themes in psychology. Topics to be covered include: research methods, biopsychology, cognition,

SOCIAL STUDIES

AMITY REGIONAL HIGH SCHOOL

learning theory, human development, personality, psychological disorders, methods of therapy, and social psychology. Students will:

- Improve their ability to reason scientifically about behavior, observe and listen accurately, interpret and read psychological findings, use several perspectives to explain causality, and evaluate the quality of psychological findings
- Understand and appreciate the role of technology in expanding psychology's boundaries
- Practice and refine the necessary technical and analytical skills to research a social science issue, formulate and state a specific thesis, and defend the position in a well-organized, research based product or oral presentation
- Use social science tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions

AP Psychology – Grade 12

Full Year – Level H 1 Credit

Recommended Prior Performance: Grade of B or better in AP United States Government and Politics or grade of A- or better in American Government and Economic Policy Level 1

The course requires a summer assignment and independent work on the part of the student.

This course is designed for students planning to take the Advanced Placement Psychology Exam and is designed to be the equivalent of an introductory psychology course at the college level. Topics to be covered include: research methods, biopsychology, cognition, learning theory, human development, personality, psychological disorders, methods of therapy, and social psychology. Readings are drawn from professional journals and other scholarly sources. Requirements include: student developed research projects, critical analysis papers, and various psychology-based performance assessment tasks. Testing in the course will be designed to assess critical thinking, ability to apply concepts, objective knowledge and writing skills. This class is for students who have demonstrated exceptional ability and achievement in prior social studies courses.

Students will:

- Utilize critical thinking skills, apply theoretical concepts, comprehend and master objective knowledge and writing skills found on the AP exam
- Improve their ability to reason scientifically about behavior, observe and listen accurately, interpret and read psychological findings cautiously, use several perspectives to explain causality, and evaluate the quality of psychological findings and the “generalizability” of results from sample to larger, more diverse populations
- Understand and appreciate the role of technology in expanding psychology's boundaries
- Practice and refine the necessary technical and analytical skills to research a social science issue, formulate and state a specific thesis, and defend the position in a well-organized and documented product and/or oral presentation
- Use social science tools and technology to explain the interactions of humans and the larger environment and the evolving consequences of those interactions

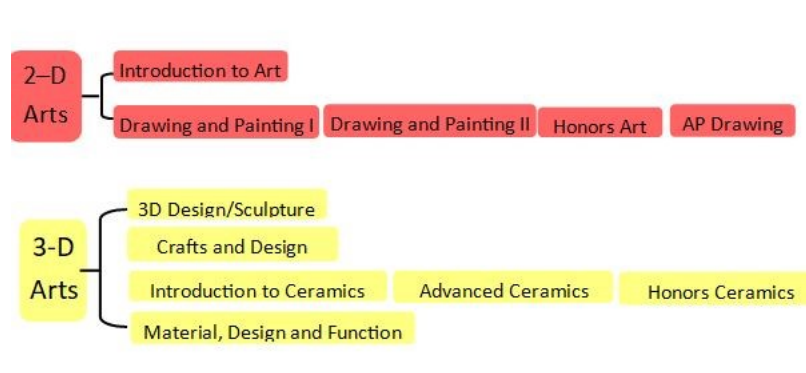


VISUAL AND PERFORMING ARTS

AMITY REGIONAL HIGH SCHOOL

The Visual and Performing Arts Department offers courses for students in grades nine through twelve. Courses are teacher-directed yet flexible to allow students to express themselves beyond course parameters. Please visit our website for more information.: <https://sites.google.com/amityschools.org/ahs-visual-and-performing/home>

The Visual Arts



2-Dimensional Design Courses

Introduction to Art – Grades 9, 10, 11, 12

Half Year - Level E .5 Credit

This course offers a variety of approaches to students' continued interest in developing artistic potential. Emphasis will be primarily in the two-dimensional techniques of drawing and painting; sculptural approaches may be incorporated into activities. The length of this elective allows for in-depth classes in free-hand drawing and painting techniques as well as research pertaining to various artists' work. It is expected the student will complete the required number of finished art works during the program. This course is designed to create a further interest in the study of art.

Students will:

- Develop an understanding of and be able to use the elements of art and principals of design in student's work
- Demonstrate understanding of figure drawing
- Demonstrate an understanding of perspective
- Develop an understanding of drawing/painting skills, techniques and use of various media

Drawing & Painting I – Grades 9, 10, 11, 12

Full Year - Level E 1 Credit

This is a full-year course in which beginners apply the fundamentals of drawing and painting to structured problems that lead to development of art skills, and creative problem solving ability. Using various drawing and painting media and techniques (pencil, charcoal, pen & ink, watercolor, acrylics), students will work from direct observation to study man-made and natural objects, still-life, perspective, landscape, figure, portraiture and design. Students will use the language of art to critique classwork and famous art to show understanding of the principles and elements of design.

VISUAL AND PERFORMING ARTS

AMITY REGIONAL HIGH SCHOOL

Assignments can be used for portfolios for college entrance.

Students will:

- Develop skills and fundamentals of drawing and painting
- Critique classwork and famous art showing principles of design

Drawing & Painting II - Grades 10, 11, 12

Full Year - Level E 1 Credit

Prerequisite: Drawing & Painting I

Independent problem solving and emphasis on design, drawing, and painting skills form the basis for this second year study. The self-directed student, with teacher guidance, will research, plan, and complete class assignments. The individual is encouraged to explore a wide variety of media. This course is directed for the student who may be planning to enter into an art career.

Students will:

- Research self-directed problem solving with emphasis on design, drawing and painting.

Honors Art & Portfolio Development – Grades 11, 12

Full Year - Level H 1 Credit

Prerequisite: Drawing and Painting II or approval by instructor

Criteria for acceptance include portfolio presentation, interview with Art Department staff and art teacher's recommendation. This course is designed for the student with proven superior ability and possible interest in continuing the study of art beyond high school. Course structure and emphasis includes student involvement in studio experience, art research, career orientation, written and class critiques, as well as independent activities. A substantial amount of work is required outside of class and on a daily classroom basis.

Students will:

- Demonstrate superior ability and interest in art beyond high school
- Involvement in studio art research, critiques and career orientation

AP Studio Art, Drawing – Grades 11, 12

Full Year – Level H 1 Credit

Prerequisites: Honors Art or approval by Instructor

The course requires a summer assignment and independent work on the part of the student.

This course is designed for students planning to take the Advanced Placement Studio Drawing Assessment and is designed for students who are seriously interested in the practical experience of art. The course will address a broad range of concepts including abstraction, observational, and inventive work, but will focus primarily on the issues of drawing. The AP assessment is not in written format, but is a portfolio submission that will be sectioned into Concentration (a body of work describing in-depth exploration of a particular artistic concern), Breadth (evidence of conceptual, perceptual, expressive, and technical range) and Quality that refers to a mastery of drawing that is apparent in composition, concept and execution of the works.

Students will:

- Demonstrate a wide range of knowledge about artists, schools, movements, styles and techniques

VISUAL AND PERFORMING ARTS

AMITY REGIONAL HIGH SCHOOL

- Express formal analysis of art beyond the European tradition
- Determine the function of works of art, patronage and chronology
- Understand the elements of art and fundamental art historical terminology
- Understand cross-currents among artistic traditions

3 Dimensional Design Courses

Crafts & Design – Grades 9, 10, 11, 12

Half Year - Level E .5 Credit

This program will give students an opportunity to use a variety of materials to solve problems and to develop skills while exploring their artistic potential. The emphasis of the course will be using techniques of traditional and contemporary crafts. Activities will be selected that will require many of the thinking skills acquired during the seventh and eighth grade programs. Developmental skills will be enhanced by a variety of new materials, tools, and time allotted to the student. This course will provide a foundation in basic ability, recognition and application to drawing, painting, and design through crafts. This course is designed to create a desire in the students who enroll to continue their study in all different aspects of art.

Students will:

- Be able to plan and execute projects using various techniques and media
- Track and assess progress relating to improvement of drawing, painting skills and design skills through personal evaluation
- Develop an awareness of aesthetic design and quality craftsmanship
- Recognize career possibilities within the design field

3D Design/Sculpture - Grades 9, 10, 11, 12

Half Year – Level E .5 Credit

Students will be introduced to 3-dimensions through the study of abstract, representational and functional sculpture. This class is intended to promote higher level thinking, help students build problem-solving skills, confidence and pride in their accomplishments. This course is designed to foster imagination and the skills necessary to produce 3-dimensional artworks.

Essential Benchmarks - Students will:

- Differentiate between abstract, representational functional and non-functional works of art
- Use a sketchbook to record potential designs and develop solutions to anticipated problems
- Become familiar with the range of sculpture materials suitable for each assignment

Materials, Design and Function – Grades 11, 12

Half Year – Level E – .5 Credit

The course will allow students to use metal, wood, plastic and reclaimed materials to create various forms whether sculptural or functional. Students will learn the basic techniques to create geometric, abstract and organic forms. The course will include discussions of metal sculpture history with an exploration of an artist's creative process. Students will also learn how to operate and use various metal fabrication power equipment, CNC equipment and hand tools to

VISUAL AND PERFORMING ARTS

AMITY REGIONAL HIGH SCHOOL

create various designs. All students will be required to pass a safety test before working with any equipment. Students will:

- Be proficient at creating balanced functional and sculptural works of art using metal, wood, plastic and other materials as a medium

Introduction to Ceramics and Pottery – Grades 9, 10, 11, 12

Half Year – Level E .5 Credit

This course introduces the basic hand building techniques of pinch, coil, and slab pottery and an introduction to the potter's wheel. Structured projects emphasize design quality and research of a selected pottery style in order to demonstrate the significance of art and world history. Students will read and gain knowledge of ceramics place in society today. Students will focus on improving the basic skills in order to create original and historical ceramic forms.

Students will:

- Demonstrate a skill in hand building techniques
- Make original and historical based ceramic forms
- Keep a sketchbook of works made and reading assignments.

Advanced Ceramics and Pottery – Grades 10, 11, 12

Half Year – Level E .5 Credit

Prerequisite: Introduction to Ceramics and Pottery

Expanding upon previous hand building potter's wheel knowledge, students will advance their skills through the creation of personalized functional and sculptural forms. Traditional and non-traditional forms using both the potter's wheel and hand building methods will be explored and researched in order to enhance the student's experience. Independent problem solving and emphasis on form, balance and finish work are the focus of this course.

Students will:

- Be proficient at creating balanced functional works of art using the pottery wheel and hand building methods.
- Interpret and develop creative expression in three dimensional art forms
- Research and develop artistic skills that will lead them toward a career in the visual arts

Honors Ceramics and Pottery – Grades 11, 12

Full Year – Level H 1 Credit

Prerequisite: Advanced Ceramics and Pottery or Instructor Approval

(This course can be taken a second time for credit)

Criteria for acceptance include a portfolio review and Fine Art teacher approval. This course is designed for the ceramic student with proven superior ability and possible interest in continuing the study of art beyond high school. Students will create engaging individual works of art that are influenced through self-guided research, museum visits and personal experience. Students will begin to understand a working studio environment through participation in kiln loading, clay making and general studio maintenance. A substantial amount of work is required outside of class and on a daily classroom basis. Essential

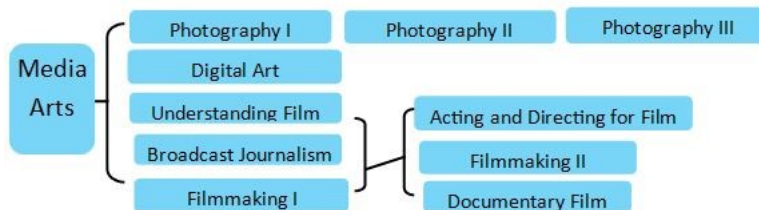
VISUAL AND PERFORMING ARTS

AMITY REGIONAL HIGH SCHOOL

Students will:

- Develop themes and works of art that explore individual interests
- Have an in depth understanding of studio maintenance and management
- Participate in classroom critiques and career orientation

Media Arts Courses



Photography I – Introduction to Digital Photography - Grades 9, 10, 11, 12

Half Year - Level E

.5 Credit

This course is designed to introduce students to the creative and fascinating world of photography with an emphasis on using the cameras we carry on a daily basis. Introduction to the history of photography from the inception of the camera through the digital process of today's world. There will be an over view of how to shoot images with proper composition, lighting and development of editing there images in the Photoshop program in the computer. Working with apertures, shutter speeds, and ISO are stressed. Photo I is a stress on the basics of how to see and the magic and excitement that that brings.

Students will:

- Work properly with composition in a photograph
- Adjust the camera's settings including shutter speed, aperture and ISO.\
- Work with digital processing to create suitable files for print
- Properly evaluate and assess the quality of a photograph through the critique process

Photography II – Intermediate Digital Photography

Grades 9, 10, 11, 12

Half Year - Level E

.5 Credit

Prerequisite: Photography I

This course builds from the skills of Photo 1 by focusing on the potential applications of Digital SLR cameras, flashes and light equipment for studio photography. Students will begin to build a portfolio of prints that demonstrate knowledge of the wide variety of technical and artistic possibilities. Knowledge of different manual camera settings, and artificial

VISUAL AND PERFORMING ARTS

AMITY REGIONAL HIGH SCHOOL

light sources will be covered throughout the semester. Students will also learn advanced processing skills within Photoshop for editing and creating digital art.

Students will:

- Demonstrate knowledge of basic camera lenses and equipment used with Digital SLR's
- Produce a variety of photographs that demonstrate the ability to work with depth-of-field, shutter speeds, visual adjustments, and altering lighting conditions
- Begin to Learn how to apply photography in authentic situations such as journalism, fine art and commercial use

Photography III – Advanced Digital Photography

Grades 11, 12

Full Year - Level E

1 Credit

Prerequisite: Photography I and II or Instructor Approval

This course can be taken a second time for credit

This course teaches students advanced technical and conceptual approaches to visual problems in photography. There will be an emphasis on independent and collaborative projects both with both an armature and professional themes. The course load works up to showing in a professional gallery in the area. Critiques will be on going throughout the class for skill and image success.

Students will:

- This course will offer the advanced student problem-solving opportunities in a range of visual and technical concepts
- Continue their personal exploration of emotional, social and visually powerful images with the idea of the view in mind
- Demonstrate the ability to work in a professional situation with poise and pleasing the client
- Create a portfolio that will be able to be used for business and entrance into art school

Understanding Film – Grades 9, 10, 11, 12

Half Year – Grades 9, 10, 11, 12 LE

Grades 10, 11, 12 LH

.5 Credit

Understanding Film is a course is for students who enjoy watching films, and want to develop skills to further appreciate, understand and enjoy this ever-changing art form. Students will view films through the lens of a director, cinematographer, editor and screenwriter and will understand how each contributes to the final cut of a film. A wide selection of films will be screened in class to enable the student to learn more about film structure and the role of film in our culture. Students will also have the opportunity to choose a film of their own choice, and view and study it in class.

Students will:

- Develop the vocabulary and critical viewing skills to understand and analyze film texts, audio and images
- Analyze the changing elements of film structure from the early 20th century to the present.
- Utilize the principles of media literacy to analyze, evaluate and create media

Filmmaking I – Grades 9, 10, 11, 12

VISUAL AND PERFORMING ARTS

AMITY REGIONAL HIGH SCHOOL

Half Year – Grades 9, 10, 11, 12 LE

Grades 10, 11, 12 LH .5 Credit

The object of this program is to introduce the student to video as an art form. It is designed to encourage creative and imaginative use of video through analysis and comprehension of the medium. Aspects of video production that will be covered include the visual image, story structure, camera techniques, and the impact of music. In pre-production students will create treatments, storyboards, and shooting scripts. During production students will use the video camera to demonstrate an understanding of specific techniques used in film. In the last phase of these short projects, students will learn to create a project in Final Cut Pro, and edit a basic sequence. Selected classic and contemporary films will be screened to serve as models for class work. The class is designed to be a hands-on experience.

Students will:

- Demonstrate knowledge of specific shot types
- Understand and demonstrate composition skills in filming and editing
- Be able to distinguish different genres of media communication
- Plan, create and execute several short videos

Filmmaking II - Grades 10, 11, 12

Full Year – 10, 11, 12 LE or LH 1 Credit

Prerequisite: Filmmaking I, Broadcast Journalism, or approval of the instructor

This class is for students who have video experience and want an advanced course in cinematography and editing techniques. Selected classic and contemporary films will be screened to serve as models for class work. Students will study various story structures found in film. Students will also learn how to appropriately use sound recording equipment during filming. This focus on sound will effectively enhance the quality of the film projects produced in the course. The students will script, storyboard, shoot and edit a selection of video projects. In the second semester students will work on an independent project by choosing to do an original short video. Students will leave the course with a firm understanding of why elements of the story are linked with the visuals.

Students will:

- Develop advanced digital editing and film writing competencies
- Demonstrate knowledge of various story structures
- Analyze film appropriately
- Understand the filmmaker's motivation and role of audience
- Develop ideas into creative works

Documentary Film – Grades 10, 11, 12

Half Year – 10, 11, 12 LE/LH .5 Credit

Prerequisite: Filmmaking I or Broadcast Journalism or approval by instructor

This course is designed for students with basic video skills to develop a focus in non-fiction filmmaking. Students will view and analyze a range of documentary and experimental films to better understand the concept of "truth." Students will both study and create their own non-fiction film projects. This course will provide a foundation for students to develop an understanding of how film can be used to research and study a variety of topics academically and artistically. Students should come to this course with a topic questions and/or ideas which they wish to explore and express visually using film as a canvas.

Students will:

- View and analyze non-fiction film and be able to write cohesively about their thoughts and ideas

VISUAL AND PERFORMING ARTS

AMITY REGIONAL HIGH SCHOOL

- Visually conceptualize the nature of truth in non-fiction film
- Create short independent films
- Use film as a medium to explore and study a variety of topics in other disciplines

Acting & Directing for Film

Grades 10, 11, 12

Half Year - LE/LH .5 Credit

Prerequisite: Introduction to Acting, Filmmaking I, or Broadcast Journalism or instructor approval.

(This course can be taken for recurring credit)

This advanced acting and video production course introduces students to development of skills in performance, script, and character development for on-camera acting and behind the camera directing techniques. Emphasis is placed on lecture/studio lab course work and project presentations which are designed to give the student actor and director a foundation in skills and techniques employed in film production, acting and auditioning for the camera.

Students will:

- Demonstrate advanced skills in film acting and directing techniques
- Demonstrate skill in analysis and interpretation of characters in film scripts
- Demonstrate advanced skill in implementing previously learned acting and film concepts
- Critically evaluate the work of classmates

Broadcast Journalism (Producing and Presenting the News) – Grades 9, 10, 11, 12

Full Year – Grade 9 LE

Grades 10, 11, 12 LE/LH 1 Credit

(This course can be taken for recurring credit– up to two times.)

This course will explore and develop concepts of television production for broadcast while establishing an understanding of media literacy. Designed to be a hands-on experience aspects of the course include: TV studio production and multi-camera live event coverage. As a main component of this course, students produce a morning news announcement show called *The Amity Update*. This show focuses on Amity news, sports, and weather in a live-to-tape broadcast every other day. During production, students incorporate various broadcast equipment and are tasked with fulfilling the many different jobs in the studio environment. Event coverage and content created by this course is shared with the larger Amity community through local educational access TV stations. Students may repeat this course for credit. These advanced students may act as associate producers – often working independently on video projects throughout the course.

Students will:

- Develop an understanding of media communications and its many facets.
- Work collaboratively as a team to produce various news programs.
- Enhance field/studio production techniques through immersion within the medium.
- Build a solid understanding of news writing for broadcast.

VISUAL AND PERFORMING ARTS

AMITY REGIONAL HIGH SCHOOL

Art History Courses

Intro to Art History - Grades 9, 10, 11, 12

Half Year - Level E .5 Credit

Have you ever wondered why some art is worth so much money? Do you know what "art" actually means? By taking this course, you will get an overview of the history of art by examining different themes which occur in art from around the world. You will have an opportunity to understand art both contextually and stylistically by exploring various factors in the creation of art such as materials, time, place and function. By the end of the course, you will be able to identify specific characteristics of art from different periods or places, and even explain why some works are worth so much! Students will be expected to read about art and create both written and project-based responses to the works they study which will prepare them for further study in AP art history.

Students will:

- Become proficient in analyzing specific characteristics of art from different places and times
- Examine, identify and discuss various themes related to the history of art
- Develop a greater sense of interpreting and understanding visual images
- Explore responding to art both in writing and by artistic means

AP Art History – Grades 11, 12

Full Year – Level H 1 Credit

Guidelines: Grade of A- in History, Literature or Art course **and** teacher recommendation. Students who do not meet the grading guidelines may discuss placement with teacher.

The course requires a summer assignment and independent work on the part of the student.

This course is designed for students planning to take the Advanced Placement Art History Assessment and provides an in depth understanding and comprehensive overview of how architecture, sculpture, painting and other art forms form our modern understanding of history. In the course, students examine history through the lens of the buildings and art that was created during each period of history beginning with global pre-history, moving through global contemporary. As required from the College Board, students will be required to memorize and understand 250 works of art and architecture from across both Western and Non-Western canons of art. Focus is given to content, context, form and function of each work. Evaluation of student performance is based on tests, quizzes, homework, and projects. This class is for students who have demonstrated exceptional ability in humanities or history courses, or who have an extraordinary interest in art. Advanced Placement courses are weighted as honors courses when computing Quality Point Average.

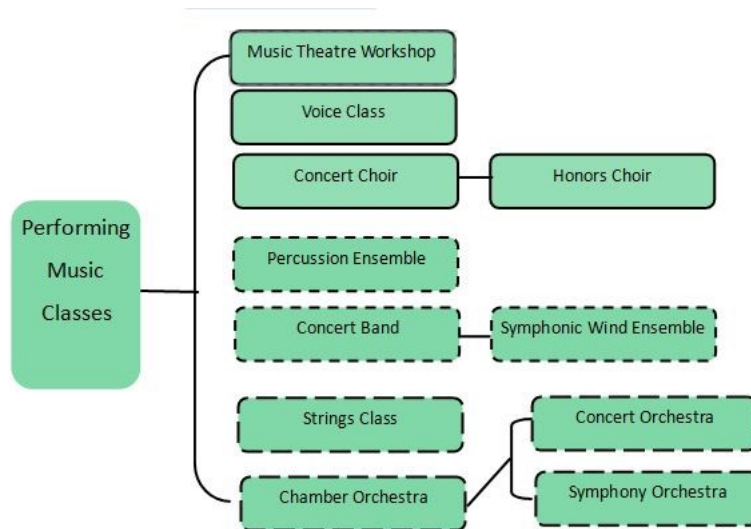
Students will:

- Demonstrate a wide range of knowledge about artists, schools, movements, styles and techniques
- Express formal analysis of art in context to culture, history and artistic tradition, both Western and Non Western
- Determine the function of works of art, patronage and chronology
- Understand the elements of art and fundamental art historical terminology
- Understand and analyze the required 250 works of art in terms of content, context, form and function.
- Understand cross currents among artistic traditions

VISUAL AND PERFORMING ARTS

AMITY REGIONAL HIGH SCHOOL

Performing Arts



Performing Music Courses

Strings – Grades 9, 10, 11, 12

Full Year – Level E 1 credit

Prerequisite: 8th Grade Strings, recommendation from director

Strings Class is designed to give more individualized instruction for intermediate level students who currently play (violin, viola, cello, upright bass). Instruction will focus on the fundamental aspects and skills necessary for long-term success. Fundamentals stressed include proper posture and playing position, development of characteristic tone quality and intonation, training in music literacy, and establishing efficient and effective practice habits. Strings class is ideal for those who were unable or only partially able to participate in an instrumental music class during previous school experiences. Or, for those already with experience but, may need a review and reinforcement of the fundamental skills that are vital for lasting musical development. Students in this class will join with members of Concert, Symphony, and Chamber Orchestra to create the Amity Orchestra, and perform select pieces together at the Winter and Spring concerts. Instrumental lessons are not required, but encouraged to enhance and expedite progress. Participation in all scheduled rehearsals, concerts, and other performing events is required.

Students will:

- Gain knowledge and fundamental skills necessary for long-term success.
- Understand and implement solutions to musical problems as members of an integrated ensemble.
- Critique one's own performance, as well as, their peer's through verbal and written reflection.

VISUAL AND PERFORMING ARTS

AMITY REGIONAL HIGH SCHOOL

- Develop efficient practice habits and self-assessment strategies to fulfill ensemble and individual goals.

Concert Orchestra – Grades 9, 10, 11, 12

Full Year – Level E 1 credit

Prerequisite: 8th Grade Strings, Strings class, recommendation from director

Concert Orchestra is a continuation of the middle school strings program at a more advanced level. It includes all 9th graders (unless accepted to Chamber Orchestra), as well as, 10-12th graders who desire further development in their orchestral skills and being a member of the Amity Orchestra! This class is designed for students who already have an understanding of basic music reading, correct playing position and sound tone production. Instruction emphasizes continued focus on the refinement of tone quality, technique, aural skills, music literacy, and ensemble playing. Students will rehearse and perform intermediate to advanced orchestra literature of various periods and styles and be exposed to some of the iconic works from the most famous composers. This ensemble will join with Symphony and Chamber Orchestra to form the Amity Orchestra, and perform select pieces together at the Winter and Spring concerts. Opportunities for solo and small ensemble performances are also offered. Participation in all scheduled rehearsals, concerts, and other performing events is required.

Students will:

- Discuss and implement solutions to musical problems as an integrated ensemble.
- Critique one's own performance, as well as, their peer's through verbal and written reflection.
- Perform standard literature of various time periods and styles in a manner that illustrates careful preparation and reflects an understanding and interpretation of the selection.
- Develop and utilize efficient practice habits and self-assessment strategies that effectively fulfill ensemble and individual purpose and goals.
- Further develop appropriate balance, blend, tone, intonation, and stylistic

Symphony Orchestra – Grades 10, 11 12

Full Year – Grades 10, 11, 12 LH 1 Credit

Prerequisite: Strings Class, Concert Orchestra, recommendation from director

Symphony Orchestra is a continuation of Concert Orchestra at a more advanced level. It is open to all students who currently play the violin, viola, cello or upright bass, and desire advanced training to refine their skills. The focus of this class is for students to rehearse and perform advanced orchestra literature and be exposed to some of the iconic works from the most famous composers. Instruction will emphasize refining advanced technical and expressive skills, artistic interpretation of music, and ensemble playing. Along with, application of music theory and music history to inform

VISUAL AND PERFORMING ARTS

AMITY REGIONAL HIGH SCHOOL

performance practice. This ensemble will join with Chamber and Concert Orchestra to form the Amity Orchestra, and perform select pieces together at the Winter and Spring concerts. Opportunities for solo and small ensemble performances are also offered. Participation in all scheduled rehearsals, concerts, and other performing events is required.

Students will:

- Discuss and implement solutions to musical problems as an integrated ensemble.
- Critique one's own performance, as well as, their peer's through verbal and written reflection.
- Perform standard literature of various time periods and styles in a manner that illustrates careful preparation and reflects an understanding and interpretation of the selection.
- Utilize efficient practice habits and self-assessment strategies that effectively fulfill ensemble and individual purpose and goals.
- Perform with appropriate balance, blend, tone, intonation, and stylistic interpretations.
- Demonstrate professional musicianship and performance etiquette.

Chamber Orchestra – Grades 9, 10, 11, 12

Full Year – Grade 9 Level E

Grades 10, 11, 12 Level H 1 credit

Prerequisite: By audition only. Private ~~are~~ are required.

Chamber Orchestra is a select group that performs professional level repertoire and is comprised of the most advanced orchestral musicians in the school. The focus of this class is for students to rehearse and perform high quality literature from the chamber orchestra repertoire. Instruction emphasizes overall concepts of self and ensemble expression, engagement, participation, and performance. Along with, musical concepts of ensemble and individual balance, blend, intonation, phrasing, dynamics, articulation, tone, rhythmic precision, and ensemble clarity. In addition to the chamber repertoire learned, this ensemble will join with Symphony and Concert Orchestra to form the Amity Orchestra, and perform select pieces together at the winter and spring concerts. Opportunities for solo and small ensemble performances are also offered. Participation in all scheduled rehearsals, concerts, and other performing events is required. Admission is by audition only and enrollment is limited to provide balanced instrumentation.

Students will:

- Identify and devise solutions to musical problems as an independent, integrated ensemble.
- Critique one's own performance, as well as, their peer's through verbal and written reflection.
- Perform chamber and full ensemble literature of various time periods and styles
- Perform with appropriate balance, blend, tone, intonation and stylistic interpretations.
- Exhibit professional musicianship and performance etiquette.

VISUAL AND PERFORMING ARTS

AMITY REGIONAL HIGH SCHOOL

promising students. Advanced ensemble techniques and music of greater difficulty will be studied. Members combine with Concert Band to form a Marching Band for home football games, Memorial Day parades and Music in Motion. Members will rehearse one evening per week, Saturday mornings and production week. Admission is by audition after completing a year of Concert Band. Visit www.amityband.org for more information.

Students will:

- Utilize advanced techniques of balance, blend and tone
- Perform advanced rhythmic notation and widen performance range on instrument
- Increase sight-reading skills with music of greater difficulty

Voice Class – Grades 9, 10, 11, 12

Half Year – Level E .5 Credit

This course emphasizes vocal technique and provides opportunities for students to develop their vocal musical potential. Voice class instructs students in basic fundamentals of vocal development such as strengthening vocal performance, the changing adolescent male voice, increase of sight-reading skills and professional stage presence.

Students will:

- Understand proper vocal technique and styles for vocal performance
- Understand elements of music through literature study
- Perform varied solo and ensemble repertoire

Music Theatre Workshop – Grades 9, 10, 11, 12

Half Year - Level E .5 Credit

This course emphasizes vocal techniques for musical theatre. The evolution of the Broadway musical will be analyzed and studied through a variety of repertoire and media. Students will develop skills and strategies for auditioning and performance through solo and ensemble studies.

Students will:

- Understand historical concepts of musical theater
- Understand the elements necessary to perform in musical theater including proper vocal techniques
- Perform musical theater repertoire as a soloist or in an ensemble

Concert Choir – Grades 9, 10, 11, 12

Full Year - Level E 1 Credit

Half Year for grade 9 only .5 Credit

This course can be taken more than once.

Concert Choir is open to all who love singing! A variety of choral literature representing many composers and musical periods is studied and performed. Voice production, vocal techniques, balance, blend, dynamics, phrasing and rhythm

VISUAL AND PERFORMING ARTS

AMITY REGIONAL HIGH SCHOOL

are aspects of choral singing studied. Development of music-reading skills through vocal sight-reading is emphasized throughout the year. This group presents several concerts throughout the year, and will join with Chamber Singers to perform larger choral works. ☐

Students will:

- Sing in tune with accompaniment ☐
- Read choral music at sight ☐
- Blend as a choral group ☐
- Demonstrate an understanding of the choral art form

Honors Choir – Grade 10, 11, 12

Full Year — LH 1 Credit

This course can be taken more than once.

Admission to Honors Choir is by audition only, after completing one year of Concert Choir.

Chamber Singers is comprised of singers who represent the most advanced choral musicians in the school and love making music. There is a major emphasis on further developing the ability to vocally sight-read music. Choral literature of various periods and styles will be studied and performed. This select group performs extensively within and around New Haven and participates in several music festivals in addition to performing in the school concert. Admission to Chamber Singers is by audition only, after completing one year of Concert Choir.

Students will:

- Exhibit exemplary choral group technique
- Demonstrate confidence in reading music at sight
- Express a deeper understanding of the choral art form
- Sing in tune without accompaniment

Performing Arts-Classroom Music

Internet Broadcast Radio - Grades 9, 10, 11, 12

Half Year - Level E .5 Credit

Designed to be an informative, comprehensive, hands-on experience; this class explores the basic fundamental aspects and concepts related to Internet Radio Broadcasting. Units of study include: Radio – then and now, pioneers, ambience, code of ethics, the art of the interview, news casts, podcasts, and the business side/career possibilities. Within each unit, students will choose topics of interest and “learn by doing” to complete all projects and assignments. A major element will be students creating their own news segments through research, written dialogues, interviewing, observation, and producing audio clips. Due to the nature of the course, several assignments and projects will need to be completed outside of the regularly scheduled class.

VISUAL AND PERFORMING ARTS

AMITY REGIONAL HIGH SCHOOL

Students will:

- Develop an understanding of radio communications throughout history and its many facets.
- Exhibit a solid understanding of news writing for broadcast.
- Work independently and collaboratively to create, record, and develop various news programs.
- Improve citizenship skills through increased engagement in the Amity community and beyond.
- Operate metal fabrication equipment, CNC equipment, hand tools and CAD/CAM software

Studio Recording – Grades 9, 10, 11, 12

Half Year - Level E

.5 Credit

This course is open to all students' grades 9-12. No music training is needed. This course will feature the use of introductory and advanced studio recording techniques. Students will learn how to engineer, mix and master vocal and instrumental music in the studio. Live performances will be recorded and mixed in the studio. Recording software Logic Pro and Pro Tools will be used on Apple computers and components. The mobile studio will also be used for recording all music department concerts throughout the year. Visit www.amityband.org for more information.

Students will:

- Produce quality recordings of student musicians
- Learn advanced recording techniques on state of the art equipment.
- Mix and master live performances

Music Appreciation – Grades 9, 10, 11, 12

Half Year - Level E

.5 Credit

Ever wonder how and why music has evolved over time? Or why music is such an essential part of our lives? In this class, we will trace the historical development of music and explore its functionalities. In doing so, you will gain a deeper understanding and appreciation for all types of music. Instruction will focus on examining specific forms, styles and genres in chronological order (Middle Ages - present) through listening, discussion, and analysis. Similarly, students will be exposed to some of the iconic works from the most famous composers and musicians from each genre. Students will complete two major projects at the end of each quarter; the first on a classical music composer and the second on a band or solo artist of their choice.

Students will:

- Obtain knowledge of various genres, composers, artists, forms, and styles of music throughout history.
- Identify, examine, and discuss music elements, characteristics, and forms of varied music genres.
- Develop a deeper understanding and appreciation for all types of music.
- Understand and engage with music through exploration, analysis, conveying ideas, and connecting.

VISUAL AND PERFORMING ARTS

AMITY REGIONAL HIGH SCHOOL

Guitar and its Role in American Music-Grades 9, 10, 11, 12

Half Year-Level E

.5 Credit

Meet the guitar...America's Voice! This class explores, in chronological order, the development and evolution of the guitar, and how it shaped our history, culture, and music as we know it today. Various stylistic periods and music genres will be studied. Beginning with the Blues and Rock n' Roll, which led to the invention of the electric guitar, British Invasion, and development of future genres. Such as, Glam, Alternative, Punk, Heavy Metal, and many others. Instruction will also cover fundamentals and equipment, and any other topic students are curious to learn more about! Students will work independently and collaboratively to study various genres and musicians of their choice. The opportunity for student performances in the form of class presentations are welcomed!

Students will:

- Obtain knowledge of guitar fundamentals and historical context.
- Identify equipment, styles, and techniques used by various artists.
- Identify music elements, characteristics, and forms of varied music genres.
- Understand the evolution and impact of the guitar on American music, history, and culture.
- Understand and engage with music through exploration, analysis, conveying ideas, and connecting.

Electronic Music – Grades 9, 10, 11, 12

Half Year - Level E

.5 Credit

This class features working with a Roland XP50MIDI workstation, Yamaha DX 7, Macintosh and Compaq computers, TEAC3600S reel-to-reel recorder and many different sequencing programs.

Students will:

- Create music on different sequencing components and programs
- Produce sound sources and effects on a reel-to reel recorder

Music Theory – Grades 9, 10, 11, 12

Full Year - Level E

1 Credit

The Music Theory class incorporates a study of musical notation with the creative process of composing. This class is open to all students regardless of musical experience.

Essential Benchmarks – Student will:

- Identify all notation symbols for composing
- Explore the creative process of composition
- Identify musical form both written and aurally

AP Music Theory – Grades 10, 11, 12

Full Year – Level H

1 Credit

Prerequisite – Completion of Music Theory

Guidelines: Grade A- or better in Music Theory and teacher recommendation **or** proficient score on departmental assessment.

VISUAL AND PERFORMING ARTS

AMITY REGIONAL HIGH SCHOOL

The course requires a summer assignment and independent work on the part of the student.

This course is a comprehensive investigation of 18th century harmonic practices, which have come to form the basis of our Western system of music. Students will strive to attain mastery of aural skills and cognitive concepts to a degree that is commensurate with a first-year collegiate music theory course. In addition to learning techniques and materials which pertain to writing and reading music, students will develop their listening, sight singing and analytical skills. All students enrolled in this course are expected to take the AP theory exam.

Students will:

- Identify musical forms written and aurally
- Create advanced music in a specific form
- Arrange music to a complex level required for a AP theory course
- Sight-sing music to a level required for an AP theory course
- Explore the creative process of composition

Performing Arts: Theater



Acting & Directing for Film- Grades 10, 11, 12

Half Year - LE/LH .5 Credit

(This course can be taken for recurring credit)

This advanced acting and video production course introduces students to development of skills in performance, script, and character development for on- camera acting and behind the camera directing techniques. Emphasis is placed on lecture/studio lab course work and project presentations which are designed to give the student actor and director a foundation in skills and techniques employed in film production, acting and auditioning for the camera.

Students will:

- Demonstrate advanced skills in film acting and directing techniques
- Demonstrate skill in analysis and interpretation of characters in film scripts
- Demonstrate advanced skill in implementing previously learned acting and film concepts

Children's Theater - Grades 9,10,11,12

Half Year- Level E .5 Credit

Students in this course will develop, write, rehearse and perform theater pieces for children who are elementary and middle school age. Pieces may include adaptations of familiar fairy tales, new parables or stories for children and socially relevant scenes to encourage young children to develop tolerance, understanding and problem-solving skills. Stu-

VISUAL AND PERFORMING ARTS

AMITY REGIONAL HIGH SCHOOL

dents will tour to area schools to present their work.

Students will:

- Work collaboratively in many different mediums (acting, directing, design, writing)
- Understand new techniques in voice, movement, improvisation, character analysis, Playwriting, theatrical design directing.
- Apply critical thinking skills in text analysis study
- Produce a full children's production

Technical Theater – Grades 9, 10, 11, 12

Half Year - Level E .5 Credit

This course will provide students with an overview of the components of technical theater productions. Units include set design and construction, lighting design and application, sound production, costume research and design, and theater safety regulations. Students will apply their knowledge of technical theater to the actual production of selected plays.

Students will:

- Demonstrate introductory skills in all aspects of technical theater
- Understand the expertise associated with various occupations in the theater
- Understand and use the language of technical theater
- Demonstrate an understanding of the aesthetic and practical requirements of theatrical design

Theater I (formerly Intro. To Acting) – Grades 9, 10, 11, 12

Half Year - Level E .5 Credit

This course provides students with an overview of theater history and acting styles. Students will study voice, movement, character, and script analysis. The emphasis in this class will be practical and students will study and perform scenes from many different genres of theater.

Students will:

- Use voice and movement for conscious communication of thought, feeling and character
- Demonstrate skill in improvising action, dialogue and character
- Demonstrate skills of physical, emotional and social analysis through creating characters
- Critically evaluate the work of classmates

Theater II (formerly Advanced Acting) – Grades 10, 11, 12

Full Year - Level H 1 Credit

Prerequisite – Introduction to Acting, Children's Theater, Acting or Directing for Film

This full-year course is designed for talented and gifted students interested in acting. Students will study and rehearse

VISUAL AND PERFORMING ARTS

AMITY REGIONAL HIGH SCHOOL

advanced techniques in voice, movement, improvisation, and character analysis. In addition they will apply critical thinking skills in text analysis study. Students should expect written assignments ranging from research reports to character and scene analyses. Enrollment is limited to those who have instructor approval.

Students will:

- Demonstrate advanced skills in improvising action, dialogue and character
- Demonstrate skill in analysis and interpretation of characters in plays
- Demonstrate advanced skill in implementing previously learned acting concepts
- Critically evaluate the work of classmates

Theater III (Play Production)– Grades 10, 11, 12

Full Year - Level H 1 Credit

Prerequisite – any of the following: *Theater 1, Theater 2, Children's Theater, Acting and Directing for Film, Technical Theater.*

A course of study for student interested in expanding skill and knowledge in the area of acting technique, theater as an art, Theater Design, Directing and play production .This course is designed to provide students with experiences in all aspects of play production and to foster an appreciation of dramatic theater through instruction in theater history, the techniques of acting, dramatic interpretation, and the reading and writing of contemporary plays. Students will choose their own area of interest and concentration.

Depending on their concentration Students will:

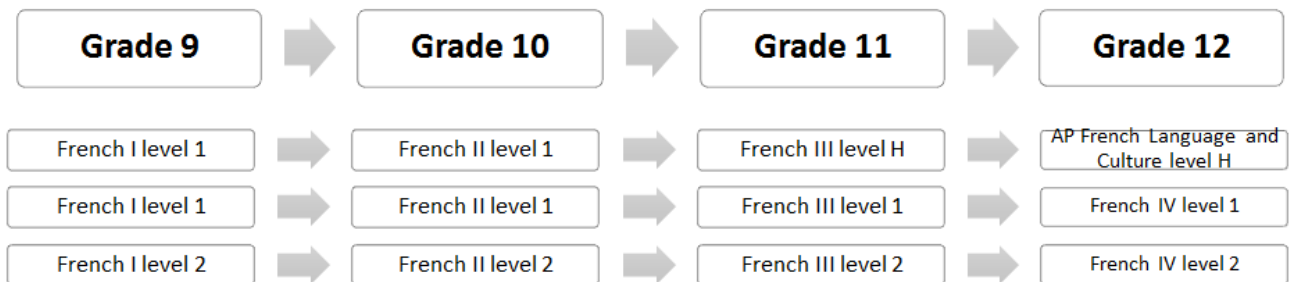
- Demonstrate advanced skills in action, dialogue and character
- Demonstrate advanced skills in Lighting, Sound, Scenery, Publicity, Costumes Makeup/Hair
- Demonstrate new techniques in directing and producing plays
- Demonstrate skill in analysis and interpretation of plays
- Demonstrate advanced skill in implementing previously learned theater concepts
- Critically evaluate the work of classmates

WORLD LANGUAGES

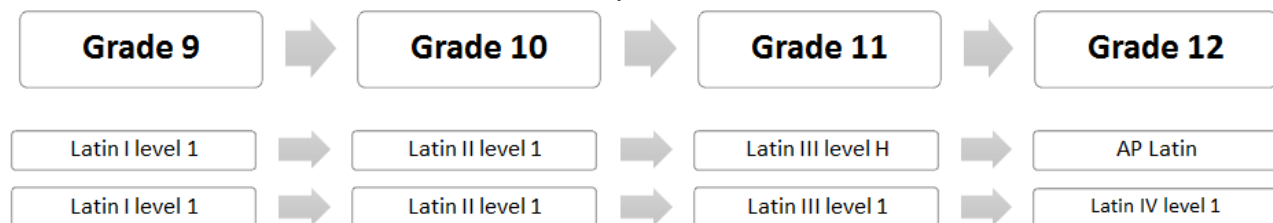
AMITY REGIONAL HIGH SCHOOL

The standard four-year pathways of World Language courses at Amity High School are dependent on a student's entry point into the language. Variations may occur for a number of reasons. Some examples include teacher recommendations, placement assessments, parent/student decisions, etc. Students with outside experience in a language should contact their school counselor before beginning the study of a language to determine proper placement.

French



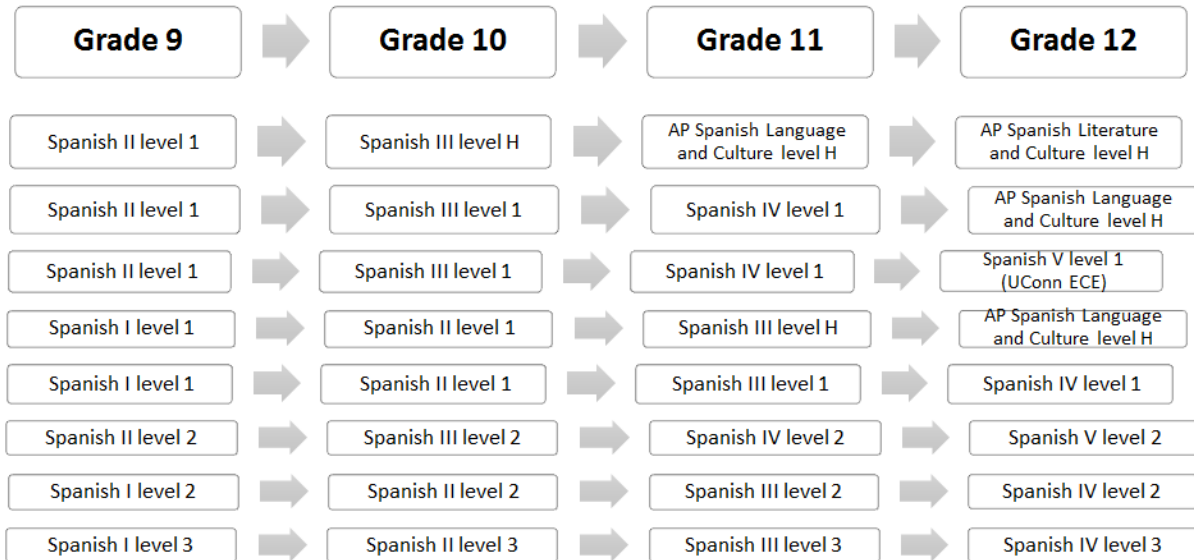
Latin



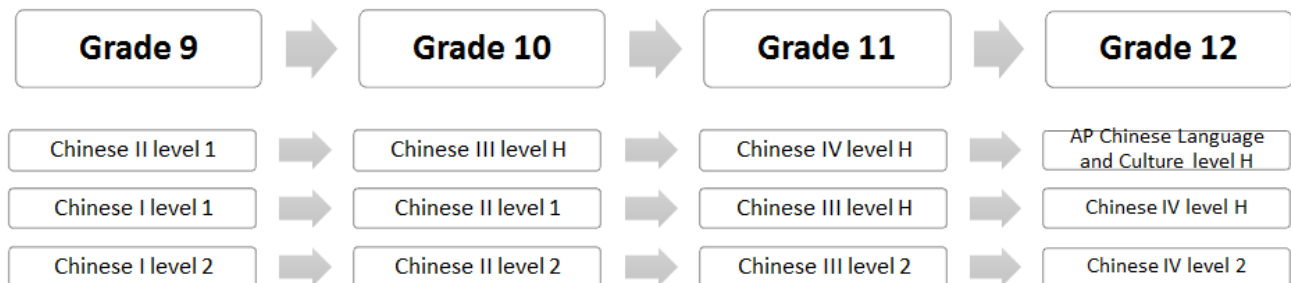
WORLD LANGUAGES

AMITY REGIONAL HIGH SCHOOL

Spanish



Chinese



WORLD LANGUAGES

AMITY REGIONAL HIGH SCHOOL

The study of one or more world languages is the key to the globalized world in the 21st century. Equipped with the ability to understand and communicate in other languages, and to understand differences and commonalities among world cultures, students who study other languages are increasingly competitive in their post-secondary studies and careers. Amity High School offers students the opportunity to study Spanish, Chinese, French, and Latin. Spanish and Chinese are offered in 7th and 8th grades, while the study of Latin and French are introduced at the 9th grade level. Students who have been successful in the study of a first language are encouraged to begin the study of a second language.

The main goal of Amity's world language program is to build students' communication skills in the target language. To assist students in improving their language proficiency, **modern language courses are taught primarily in the target language.** To empower students to increase their proficiency, each sequence of courses contains content essential for communication, assesses students on their skill mastery, and is paced accordingly. Because of the content, assessments, and pacing of each sequence of courses, **it is strongly suggested that students remain in the course and level for which they have been recommended.**

For Chinese, French, and Spanish, students build their interpretive (reading and listening), presentational (speaking and writing), and interpersonal (unrehearsed speaking between two or more people) skills. For Latin, students will improve their interpretive and presentational skills primarily through reading and writing, and they will also focus on making connections between Latin and English through the study of cognates.

The curricula in Amity's world language courses are aligned to state and national standards, and follow the ACTFL position statement that World Language classes should be conducted in the target language whenever possible. All of these standards are related to improving communication, increasing cultural awareness, making interdisciplinary connections, making comparisons among languages and cultures, and helping students to continue on the path of being lifelong learners.

The standard four-year pathways of World Language courses at Amity Regional High School are dependent on a student's entry point into the language. Variations may occur for a number of reasons. Some examples include teacher recommendations, placement assessments, parent/student decisions, etc. Students with outside experience in a language should contact their school counselor before beginning the study of a language to determine proper placement.

French I – Grades 9, 10, 11, 12

Full Year - Levels 1, 2

1 Credit

This course will provide students with a foundational knowledge of French. It will prepare them for future study of the language, and it will also provide them with the basic skills necessary to travel to a French-speaking country. Themes covered will include daily life and typical activities of young people in francophone countries. The goal of the course is for the students to be able to communicate about basic topics in French. In this course, students will improve their interpretive, presentational, and interpersonal skills in French, as speaking, listening, reading and writing are all part of the course.

WORLD LANGUAGES

AMITY REGIONAL HIGH SCHOOL

Students will:

- Communicate and exchange information about familiar topics and participate in short social interactions in everyday situations
- Write short messages and notes on familiar topics related to everyday life
- Understand spoken French related to familiar situations
- Understand simple texts related to familiar situations
- Demonstrate understanding of the similarities and differences between American culture and francophone cultures

French II – Grades 10, 11, 12

Full Year - Levels 1, 2 1 Credit

Prerequisite: French I

This course is a continuation of French I. Students will amplify their knowledge of French through the development of their interpretive, presentational, and interpersonal skills. This course will prepare students for advanced study of the language, and it will also give them practical skills for travel to a French-speaking country. Themes covered include a more in-depth study of daily life and activities of young people in francophone countries. The goal of the course is for the students to be able to communicate about a variety of topics in French. Speaking, listening, reading and writing are all part of the course.

Students will:

- Participate in conversations on a number of familiar topics about current, past, and future events
- Write narratives, dialogs, and journal entries on familiar topics
- Understand the main idea of simple presentations and conversations about familiar topics
- Understand the main idea of short authentic texts
- Demonstrate understanding of the similarities and differences between American culture and francophone cultures

French III – Grade 11, 12

Full Year - Level H 1 Credit

Prerequisite: French II level 1 and teacher recommendation

This advanced-level, pre-AP course is designed for students to achieve competence in both written and spoken French. Students will learn a sophisticated syntax in French. Students will be exposed to the trends and major works of French art and literature. They will explore francophone cultures as they relate to the themes of family & community, contemporary life, personal & public identities, and global challenges, and they will make comparisons with their own culture. Students will be able to use French in authentic situations.

Students will:

- Demonstrate understanding of, and communicate about expressive forms of the culture (e.g. literature, periodicals, films, television, websites and the fine arts) in order to explore their effects on the larger community.
- Describe, explain, express opinions about and analyze authentic works of literature and different types of media
- Interact in a variety of cultural contexts that reflect activities within the target culture
- Comprehend the main ideas and relevant details of live and recorded presentations of culturally significant songs,

WORLD LANGUAGES

AMITY REGIONAL HIGH SCHOOL

folk tales, plays, comedies and anecdotes

- Share personal reactions and feelings about authentic literary texts

French III – Grades 11, 12

Full Year – Level 1

1 Credit

Prerequisite: French II

This course is a continuation of French II. Students will amplify their knowledge of French and their speaking, understanding, and writing skills. Students will understand a more complex syntax in reading and writing in French. It will prepare them for advanced study of the language, but it will also give them practical skills for travel to a French-speaking country. Themes covered include a more in-depth study of daily life and activities of people in francophone countries. The goal of the course is for the students to be able to communicate about a variety of topics in French. Speaking, listening, reading and writing are all part of the course.

Students will:

- Participate in conversations on a number of familiar topics about current, past, and future events
- Exchange information about current and past events, as well as aspirations in their personal lives and the lives of their friends, families and others within their community.
- Recognize the characters and the significance of their roles when reading authentic literary texts and comprehend the main plot and relevant subplot(s).
- Share their personal reactions and feelings about authentic literary texts such as poems, plays, short stories and novels Understand the main idea of short authentic texts
- Demonstrate understanding of the similarities and differences between American culture and francophone cultures

French III – Grades 11, 12

Full Year – Level 2

1 Credit

Prerequisite: French II

This course is a continuation of French II. Students will amplify their knowledge of French and their speaking, understanding, and writing skills. Students will understand a more complex syntax in reading and writing in French. It will prepare them for advanced study of the language, but it will also give them practical skills for travel to a French-speaking country. Themes covered include a more in-depth study of daily life and activities of people in francophone countries. The goal of the course is for the students to be able to communicate about a variety of topics in French. Speaking, listening, reading and writing are all part of the course.

Students will:

- Participate in conversations on a number of familiar topics about current, past, and future events
- Exchange information about current and past events, as well as aspirations in their personal lives and the lives of their friends, families and others within their community.
- Recognize the characters and the significance of their roles when reading authentic literary texts and comprehend the main plot and relevant subplot(s).
- Share their personal reactions and feelings about authentic literary texts such as poems, plays, short stories and novels Understand the main idea of short authentic texts
- Demonstrate understanding of the similarities and differences between American culture and francophone cultures

WORLD LANGUAGES

AMITY REGIONAL HIGH SCHOOL

French IV, Advanced Placement Language – Grade 12

Full Year - Level H

1 Credit

Prerequisite: French III level H and teacher recommendation

This college-level course is designed for students to achieve competence in both written and spoken French. Students will be exposed to the trends and major works of French art and literature. They will explore francophone cultures as they relate to the themes of family and community, contemporary life, personal and public identities, and global challenges, and they will make comparisons with their own culture. Students will be able to use French in authentic situations. **This course requires a summer assignment and independent work on the part of the student. In addition, students are expected to take the Advanced Placement French Language Exam.**

This course may be offered as a UConn ECE course (equivalent FREN: 3250: Global Culture)

Students will:

- Participate with ease and confidence in conversations about a variety of contemporary topics
- Produce narrative and expository writing on a variety of topics in all time frames
- Understand French as spoken in news reports, podcasts, interviews, and films
- Read and understand a variety of literary, historical and informative texts
- Demonstrate an understanding of the perspectives of francophone cultures

French IV- Grade 12

Full Year – Levels 1, 2

1 Credit

Prerequisite: French III

This college-level course is designed for students to achieve competence in both written and spoken French. Students will be exposed to the trends and major works of French art and literature. They will explore francophone cultures as they relate to the themes of family and community, contemporary life, personal and public identities, and global challenges, and they will make comparisons with their own culture. Students will be able to use French in authentic situations. **This course is conducted in French.**

Students will:

- Participate with ease and confidence in conversations about a variety of contemporary topics
- Produce narrative and expository writing on a variety of topics in all time frames
- Understand French as spoken in news reports, podcasts, interviews, and films
- Read and understand a variety literary, historical and informative texts
- Demonstrate an understanding of the perspectives of francophone cultures

Latin I – Grades 9, 10, 11, 12

Full Year - Level 1

1 Credit

This is an introductory course aimed at developing the ability to read and understand Latin. Emphasis is placed on vocabulary, forms, syntax and reading. The close correlation between Latin words and English words is noted. This course includes a survey of Roman history, Roman life and classical mythology.

WORLD LANGUAGES

AMITY REGIONAL HIGH SCHOOL

Students will:

- Demonstrate reading comprehension by answering simple questions in Latin or English about short passages of Latin
- Demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level
- Translate appropriate passages of Latin
- Acquire a basic knowledge of the daily life of the ancient Romans
- Recognize common Latin roots and prefixes/suffixes in English vocabulary

Latin II – Grades 10, 11, 12

Full Year - Level 1

1 Credit

Prerequisite: Latin I

This course reviews first-year work and completes basic Latin grammar with accompanying Latin readings. The study of Latin's influence upon English is continued. Aspects of classical mythology and Roman civilization are studied.

Students will:

- Demonstrate a knowledge of the people and facts of Roman history and political life gained in part from their Latin readings, and relate that knowledge to an understanding of Roman perspectives
- Read and understand, with appropriate assistance, passages in Latin adapted from the original authors
- Demonstrate a knowledge of vocabulary, inflectional systems, and syntax appropriate to their reading level
- Recognize and make connections with Latin terminology and Roman culture in the sciences and humanities

Latin III – Grades 11, 12

Full Year - Level H

1 Credit

Prerequisite: Latin II and teacher recommendation

This pre-AP course is an intensified study of the Golden Age of Latin literature. This course requires intensive translation and in-depth analysis of literary selections such as rhetorical and poetic devices, meter and literary genres, and more complex and sophisticated grammatical structures.

Students will:

- Demonstrate an increased knowledge of Latin vocabulary and the English words to which they give rise
- Demonstrate a thorough understanding of the more complex and sophisticated elements of Latin grammar and poetic structures
- Comprehend and analyze the literary works of the major writers of Rome's Golden Age
- Demonstrate an in-depth knowledge and understanding of Roman history and culture as featured in the literature of the Ciceronian Age

Latin III – Grades 11, 12

Full Year - Level 1

1 Credit

Prerequisite: Latin II

In addition to a review of Latin grammar and vocabulary, the historical, political, and cultural features of Rome's Golden Age of literature are studied. This course requires intensive translation and in-depth analysis of literary selections such as rhetorical and poetic devices, meter and literary genres, and more complex and sophisticated grammatical structures.

WORLD LANGUAGES

AMITY REGIONAL HIGH SCHOOL

Students will:

- Read, understand and interpret prose and poetry of selected authors
- Demonstrate a broad knowledge of Roman history and culture gained from their reading of Latin authors, and use that knowledge in analyzing Roman culture
- Connect their knowledge of ancient history and culture to events and systems in the modern world

Latin IV Advanced Placement – Grade 12

Full Year - Level H

1 Credit

Prerequisite: Latin III H and teacher recommendation

This course requires a summer assignment and independent work on the part of the student.

This course follows the AP Vergil and Caesar curriculum, emphasizing critical reading and analysis of two exemplary Latin writers. Students intensively study advanced Latin grammar and literary composition, hone their writing skills, and discuss literary and cultural themes at a college level. Students are expected to take the Advanced Placement Latin Exam.

Students will:

- Demonstrate advanced skill at understanding and interpreting Latin poetry and prose
- Demonstrate a broad knowledge of Roman culture and history and use both to discuss contemporary issues
- Demonstrate greater ease at reading and translating complex Latin texts

Latin IV – Grade 12

Full Year - Level 1

1 Credit

Prerequisite: Latin III

This course requires a summer assignment and independent work on the part of the student.

This course focuses on Vergil and Caesar, emphasizing critical reading and analysis of two exemplary Latin writers. Students intensively study advanced Latin grammar and literary composition, hone their writing skills, and discuss literary and cultural themes.

Students will:

- Read, understand, and interpret prose and poetry
- Demonstrate a broad knowledge of Roman history and culture gained from their reading of Latin authors, and use that knowledge in analyzing Roman culture
- Connect their knowledge of ancient history and culture to events and systems in the modern world

Spanish I – Grades 9, 10, 11, 12

Full Year - Level 1, 2 (by contract)

1 Credit

This course is a fast-paced course for beginners in Spanish with no previous knowledge of the language. This course may also be appropriate for those students who have taken Spanish at the middle school level but need to strengthen and master basic concepts. Listening and speaking skills are taught with emphasis on pronunciation and intonation of spoken Spanish. Grammatical structures are presented, and reading and writing skills are gradually introduced. Students will become acquainted with Hispanic cultures and civilization. **This course is conducted in Spanish.**

WORLD LANGUAGES

AMITY REGIONAL HIGH SCHOOL

Students will:

- Understand the spoken language relating to familiar situations when spoken at a moderate speed
- Read selected passages within the context of acquired vocabulary and grammar
- Write short responses on a variety of topics, and answer personal questions within the acquired vocabulary and grammar
- Possess a knowledge of aspects of Hispanic cultures pertaining to leisure-time activities, festivals, and traditions

Spanish I – Grades 9, 10, 11, 12

Full Year - Level 3

1 Credit

This course is for beginners in Spanish with no previous knowledge of the language, or for students who were not initially successful in their studies of middle school Spanish. The pacing of this course allows students time to practice newly introduced concepts and use them in context. Listening and speaking skills are taught with emphasis on pronunciation and intonation of spoken Spanish. Grammatical structures are presented, and reading and writing skills are gradually introduced. Students will become acquainted with Hispanic cultures and civilization.

Students will:

- Understand the spoken language relating to familiar situations when spoken at a moderate speed
- Read selected passages within the context of acquired vocabulary and grammar
- Write basic sentences and answer personal questions within the acquired vocabulary and grammar
- Possess a knowledge of aspects of Hispanic cultures pertaining to leisure-time activities, festivals, and traditions

Spanish II – Grade 9, 10, 11, 12

Full Year – Level 1

1 Credit

Prerequisite: 8th grade advanced Spanish or Spanish I level 1, and teacher recommendation

This ***accelerated*** course is designed for those students who have successfully studied Spanish in 7th and 8th grades or have completed Spanish I. More sophisticated structures are studied and applied for communication. Students will learn how to communicate about events taking place in the past, present, and future time frames. Reading and writing of a more advanced nature are introduced.

Students will:

- Understand the spoken language relating to familiar situations when spoken at a moderate speed
- Initiate and respond to open ended questions related to current, past, and future events in special fields of interest
- Prepare and carry out memorized presentations related to course content
- Comprehend abridged and adapted written materials, as well as appropriate authentic materials
- Write letters or short compositions on familiar topics
- Demonstrate knowledge of the similarities, differences, and connections between the United States' culture and the cultures of the Spanish speaking world

Spanish II – Grade 9, 10, 11, 12

Full Year - Level 2

1 Credit

Prerequisites: Spanish I or successful completion of 8th grade Spanish

This course is designed for those students who have successfully studied Spanish in 7th and 8th grades or have complet-

WORLD LANGUAGES

AMITY REGIONAL HIGH SCHOOL

ed Spanish I. More sophisticated structures are studied, practiced, and applied for communication. The skills of reading short passages and writing paragraphs are reinforced and practiced.

Students will:

- Understand the spoken language relating to familiar situations when spoken at a moderate speed with some repetition
- Initiate and respond to simple statements about current, past, and future events in special fields of interest
- Comprehend abridged or adapted printed material dealing with course content
- Write letters or short compositions on familiar topics after guided and modeled instruction
- Demonstrate knowledge of the similarities, differences, and connections between the United States' culture and the cultures of the Spanish speaking world

Spanish II – Grade 9, 10, 11, 12

Full Year - Level 3

1 Credit

Prerequisites: Spanish I L3

This course is a continuation of Spanish I level 3. . More sophisticated structures are studied which vary according to each level. Reading and writing of a more difficult nature are introduced.

Students will:

- Understand the spoken language relating to familiar situations when spoken at a moderate speed with repetition
- Initiate and respond to simple statements about topics related to course content
- Comprehend written materials dealing with course content with scaffolding
- Write short responses to questions or prompts, with the use of scaffolding and modeling
- Demonstrate knowledge of the similarities, differences, and connections between the United States' culture and the cultures of the Spanish speaking world.

Spanish III– Grades 10, 11, 12

Full Year - Level H

1 Credit

Prerequisite: Spanish II L1 and teacher recommendation

This pre-AP course follows Spanish II at an advanced level while preparing students to take the AP Spanish Language and Culture course. This course presents a thematic approach to art and literature, new and previously acquired vocabulary, and a systematic grammar review. Student mastery of all previous content allows students to continue to develop their interpretive, presentational, and interpersonal communication skills. Self-motivation and a mature acceptance of responsibility are required. **This course requires a summer assignment.**

Students will:

- Converse at moderate speed in familiar areas of conversation, including the appropriate use of the present, past, and future time frames and the subjunctive mood
- Read and comprehend short stories and other authentic and unabridged works of literature with minimal assistance
- Write essays and compositions on varied topics, including those based on reading assignments, using the appropriate syntactical constructions
- Use the target language to discuss relevant aspects of the history and cultures of Spanish speaking countries

WORLD LANGUAGES

AMITY REGIONAL HIGH SCHOOL

Spanish III – Grades 10, 11, 12

Full Year - Level 1

1 Credit

Prerequisite: Spanish II

This course is a continuation of Spanish II. Students will continue to improve their reading, writing, listening, and speaking skills to build proficiency in Spanish. They will transition to using fewer aides (dictionaries, etc.) in their production of language to strengthen skills such as circumlocution. Students will learn more complex language structures, and will use them at appropriate times to communicate clearly.

Students will:

- Understand the spoken language relating to familiar situations when spoken at a moderate speed
- Initiate and respond to open ended questions related to current, past, and future events in special fields of interest
- Prepare and carry out memorized and improvised presentations related to course content
- Comprehend abridged and adapted written materials, as well as appropriate authentic materials
- Write letters or compositions on familiar topics
- Demonstrate knowledge of the similarities, differences, and connections between the United States' culture and the cultures of the Spanish speaking world

Spanish III – Grades 10, 11, 12

Full Year - Level 2

1 Credit

Prerequisite: Spanish II

This course is a continuation of Spanish II. Students will continue to improve their reading, writing, listening, and speaking skills to build proficiency in Spanish. They will focus on the interpretation of language and the production of language through conversation, presentations, and the creation of written work. Students will learn more complex language structures, and will use them at appropriate times to communicate clearly.

Students will:

- Initiate and respond to simple statements and maintain face-to-face conversation about current, past, and future events in special fields of interest
- Read and comprehend selected writings with assistance
- Write a narrative or dialogue on varied topics using the appropriate syntactical construction
- Possess knowledge of the similarities, differences, and connections between the United States' culture and the cultures of the Spanish speaking world

Spanish III – Grades 10, 11, 12

Full Year - Level 3

1 Credit

Prerequisite: Spanish II

This course is a continuation of Spanish II. Students will learn new content for communication, and various measures will be used to reinforce skills related to the interpretation and production of the Spanish language for communication goals.

Students will:

- Initiate and respond to simple statements and maintain uncomplicated face-to-face conversation about current,

WORLD LANGUAGES

AMITY REGIONAL HIGH SCHOOL

past, and future events in special fields of interest

- Read and comprehend selected readings with assistance
- Write a narrative or dialogue on varied topics with appropriate scaffolding and assistance
- Demonstrate knowledge of the similarities, differences, and connections between the United States' culture and the cultures of the Spanish speaking world

Spanish IV - Grades 11, 12

Full Year – Level 1

1 Credit

Prerequisite: Spanish III L1

This course is a continuation of Spanish III, and relies on all of the content acquired and mastered in previous years of study. This course focuses on building a more complicated vocabulary base, reviewing simple and complicated language structures, and exploring cultural products and practices of the Hispanic world. In this course, students focus on reading, writing, listening, and speaking skills in context. Students will gain a deeper appreciation of visual art of the Spanish-speaking world and its historical context. Students will also read authentic works of literature in the target language.

Students will:

- Read non-fiction texts as well as authentic works of literature, and discuss and analyze them
- Strengthen interpersonal and presentational speaking skills in familiar areas of conversation, including appropriate use of present, past, future time frames, and indicative, imperative and subjunctive moods.
- Write an analysis, narrative, or dialogue based on varied topics using appropriate syntactical constructions
- Discuss or role play in the target language about cultural facts which may include, but are not limited to, differences among Hispanic speaking groups, socio-political issues, geography, daily activities, and value systems

Spanish IV - Grades 11, 12

Full Year - Level 2

1 Credit

Prerequisite: Spanish III

This course is a continuation of Spanish III. Students will continue to improve their reading, writing, listening, and speaking skills to build proficiency in Spanish. They will focus on the interpretation of language and the production of language through conversation, presentations, and the creation of written work. In learning new vocabulary, students will be able to understand and discuss a wider variety of topics. Students will learn more complex language structures, and will use them at appropriate times to communicate clearly.

Students will:

- Read and answer questions based on selected materials
- Improve interpersonal communication skills in familiar areas of conversation, including appropriate use of present, past, future time frames (and the indicative, imperative and subjunctive moods)
- Write a narrative or dialogue based on varied topics using appropriate syntactical constructions
- Discuss or role play in the target language about cultural facts which may include, but are not limited to, differences among Hispanic speaking groups, socio-political issues, geography, daily activities, and value systems

WORLD LANGUAGES

AMITY REGIONAL HIGH SCHOOL

Spanish IV - Grades 11, 12

Full Year - Level 3 1 Credit

Prerequisite: Spanish III

This course is a continuation of Spanish III. Students will learn new content for communication, and various measures will be used to reinforce skills related to the interpretation and production of the Spanish language for communication goals.

Students will:

- Read and answer questions based on selected materials
- Converse with the teacher or with another student in familiar areas of conversation, including appropriate use of present, past, future time frames
- Produce writing such as a narrative, dialogue, or letter based on scaffolded instruction and modeling, on varied topics using appropriate syntactical constructions
- Discuss or role play in the target language about cultural facts which may include, but are not limited to, differences among Hispanic speaking groups, socio-political issues, geography, daily activities, and value systems

Spanish V - Grade 12

Full Year – Level 1 1 Credit

Prerequisite: Spanish IV and teacher recommendation

This course is a continuation of Spanish IV Level 1. This college-level course is designed to facilitate the student's ability to communicate ideas in correct spoken and written Spanish. Students are expected to develop accurate control of the structure of the language as well develop their oral proficiency. Reading materials, including nonfiction texts as well as authentic works of literature from the Spanish speaking world, will foster a capacity for critical commentary, both oral and written, as students acquire new vocabulary. Reading materials are also culturally based and will help students achieve an understanding of cultural products and practices.

This course may be offered as a UConn ECE course (equivalent SPAN 3178: Intermediate Spanish Composition and SPAN 3179: Spanish Conversation: Cultural Topics)

Students will:

- Understand the target language when spoken at moderate speed and converse with others on a variety of topics
- Possess vocabulary and structure to allow the accurate reading of authentic nonfiction materials (such as newspaper and magazine articles), as well as selected works of authentic and unabridged Hispanic literature
- Write summaries and guided compositions using language structures
- Demonstrate an awareness of various products and practices aspects of Hispanic culture

Spanish V – Grade 12

Full Year - Level 2 1 Credit

Prerequisite: Spanish IV

This course builds off of the skills targeted in Spanish IV. Students will review and utilize basic language structures (both orally and in writing), focus on authentic and educationally produced non-fiction reading materials (textbook readings, websites, newspaper articles, etc.), write compositions and narratives, and further develop all four skills of language learning. Thematic units will help students build an understanding of cultural practices in the Hispanic world.

WORLD LANGUAGES

AMITY REGIONAL HIGH SCHOOL

Students will:

- Understand the target language when spoken at moderate speed and converse with a sympathetic listener on familiar topics
- Possess vocabulary and structure to allow the accurate reading of newspaper and magazine articles, as well as selected literature
- Write summaries and guided compositions using appropriate verb tenses
- Demonstrate an awareness of various aspects of Hispanic culture

Spanish V – Grade 12

Full Year - Level 3

1 Credit

Prerequisite: Spanish IV

This course is a continuation of the sequential program. Students will review previously learned linguistic structures, read basic authentic materials and write brief dialogues and stories. The emphasis is on the ongoing development of basic skills: listening, speaking, reading and writing in the target language.

Students will:

- Listen to recordings of native speakers and, with repetition, answer basic questions in Spanish
- Complete prepared dialogues, as well as basic impromptu dialogues, using current and previously learned vocabulary, phrases and language structures
- Read short paragraphs and dialogues, with appropriate scaffolding
- Write basic dialogues and stories using various tenses and constructions in the target language, with an emphasis on the review of basic language structures

AP Spanish Language and Culture – Grade 11, 12

Full Year - Level H

1 Credit

Prerequisite: Spanish III LH or Spanish IV L1 and teacher recommendation

This course requires a summer assignment and independent work on the part of the student.

This course gives students the tools to build proficiency in Spanish using authentic texts and materials. Students apply the structures of formal language and in-depth cultural understanding to discuss and debate current event. Students will write using formats such as persuasive letters and analytical essays. Students listen to authentic materials featuring native speakers with a variety of accents, read authentic texts, and integrate a variety of outlooks and cultural perspectives, comparing Hispanic cultures with their own culture. Students are required to produce formal and informal presentations, read and discuss authentic literary texts and develop their capacity for critical literary analysis. All discussion is in Spanish. Students are expected to take the Advanced Placement Spanish Language Exam.

Students will:

- Understand the target language when spoken and converse with pronunciation and intonation understandable to native speakers
- Read and comprehend authentic material with a minimal use of reference materials
- Write compositions, summaries, and essays on a variety of topics including literary analysis using appropriate language structures
- Discuss and analyze Hispanic literature, the artistic and historic aspects of the culture, and discuss how these topics interrelate

WORLD LANGUAGES

AMITY REGIONAL HIGH SCHOOL

AP Spanish Literature – Grade 12

Full Year - Level H

1 Credit

Prerequisite: AP Spanish Language and teacher recommendation

This course requires a summer assignment and independent work on the part of the student.

This college-level course is designed to provide well-motivated students with an intellectual challenge through the advanced study of literature and language of the Hispanic world. Students will read critically and discuss in depth authentic and unabridged original texts. Students will be responsible for oral presentations, explanations of text, exams and critical papers. All discussion and papers are in Spanish. Students are expected to take the Advanced Placement Spanish Literature Exam.

Students will:

- Understand a lecture in Spanish and participate actively in a discussion of a literary topic
- Read Hispanic literature in all genres
- Analyze critically, orally and in writing, the form and content of literary works

Chinese I - Grades 9, 10, 11, 12

Full Year – Levels 1, 2

1 Credit

Chinese I is an introduction to the four basic skills involved in the acquisition of Mandarin Chinese: listening, speaking, reading and writing. This course is appropriate for students with no knowledge of Chinese, or whose basic foundation from 7th and 8th grade needs reinforcement. During the first year, the emphasis will be on listening and speaking. We will use a communicative approach, designing classroom and home-use exercises that foster the use of Chinese to exchange basic information and to communicate ideas. Students in this course will also study Chinese culture.

Students will:

- Understand the spoken language relating to familiar situations when spoken at a moderate speed
- Initiate and respond to personal questions with acquired vocabulary and grammar
- Read selected passages within the context of acquired vocabulary and grammar
- Write the simplified Chinese characters, using the correct stroke order for each character
- Demonstrate some social competence of Chinese culture pertaining to home, family, school, leisure-time activities, festivals, and traditions

Chinese II - Grades 9, 10, 11, 12

Full Year – Levels 1, 2

1 Credit

Prerequisite: Chinese I or 7th and 8th grade Chinese with recommendation

The second year of Chinese language study continues to stress listening and speaking skills, especially free discussion and expression on topics of concern to high school students. Reading and writing exercises are given a larger share of daily activity. Cultural materials acquaint the students with some aspects of daily life and history in Chinese speaking areas.

Students will:

- Initiate and respond to simple statements and maintain uncomplicated face-to-face conversation in familiar topics about current, past and future events
- Read simple authentic material within a familiar context

WORLD LANGUAGES

AMITY REGIONAL HIGH SCHOOL

This course requires a summer assignment and independent work on the part of the student.

Chinese V continues the four basic skills involved in the acquisition of Mandarin Chinese: listening, speaking, reading and writing. During this year, the emphasis will be on reading and writing, and students will be reading in characters. The students will also learn more about Chinese culture. Students are expected to take the Advanced Placement Chinese Exam.

This course may be offered as a UConn ECE course (equivalent CHIN 1114)

Students will:

- Improve speaking and writing proficiency in Chinese
- Further develop their language skill within a cultural frame of the richness of Chinese language and culture
- Demonstrate their level of proficiency across the three communicative modes
- Explore both contemporary and historical Chinese culture and selected literature



SPECIAL PROGRAMS

AMITY REGIONAL HIGH SCHOOL

School Choice

The Connecticut State Board of Education offers parents and students choices among a range of educational programs and settings to maximize the opportunity for each student to achieve his/her highest potential. The options offered to Amity students through this program include magnet, charter and vocational-technical schools, Open Choice, inter-district programs and vocational agricultural centers. Students interested in enrolling in one of these programs can obtain information from the Amity Counseling Department or the CT State Board of Education.

Educational Center for the Arts (ECA)

The Educational Center for the Arts offers programs in dance, music, creative writing, and theatre and visual arts. The curriculum is designed to develop student talent by placing students in courses or projects where they work as an artist with a professional artist/teacher to achieve balance in developing technical skills, imagination and critical thinking skills. Amity students enroll in this program as their 5th and 6th class and attend ECA in the afternoon. ECA is a full year, 2 credit honors course open to students in grades nine through twelve. Information on this program is available from the ECA counselor liaison in the Amity Counseling Department

Teen Teaching Program

This inter-district program is designed for students who are considering a career in teaching. Students receive instruction in classroom methods through pre-teaching activities. They are required to participate in a mentoring program at a school of their choice and observe a host teacher for a pre-determined number of hours. Students meet once a cycle with the Amity program coordinator to review their progress and status. The Amity students in this program meet with students from other area high schools to attend lectures and activities relevant to their interest in pursuing a career in teaching. Students enroll in this program for a semester and receive .25 credit. Students may enroll in this

program once while at Amity.

Early Graduation

Early Graduation is an option available to seniors who will have fulfilled their graduation requirements by the middle of their senior year. Students interested in this program should see their counselor for further information **before registering** for senior year courses. Students should submit a letter of intent, outlining their reasons and plans to their counselor and the Director of Counseling Services.

students should see the Career Counselor.

Independent Study

Juniors and seniors may apply for the Independent Study Program. After review and approval by a faculty committee, the student begin an in-depth study of the approved subject under the supervision of a faculty sponsor. Independent study projects cannot overlap or duplicate material in the high school curriculum. They also cannot be used to fulfill a graduation or distribution requirement. Independent study may be done for one semester or for the full year. Students completing a full year study will receive 1 credit and .5 for 1/2 year study. Honors or Level 1 credit is awarded for successful completion of the project. Students should see their school counselor for more information.

Community Service Program

The Community Service program provides students with an opportunity to try different volunteer activities, group fund raising and individual service projects. Students must complete sixty (60) hours of volunteer work per semester to receive .5 credits. Students who wish to participate in the program on a .25 basis (30 hours of volunteer time) may do so with the advisor's permission. The .25 credit option cannot be used as sixth class. Credit is awarded as Pass/Fail. All community service projects must be supervised by an adult who is

SPECIAL PROGRAMS

AMITY REGIONAL HIGH SCHOOL

not a family member. Hours completed in this program cannot be applied to the Community Service Distinction program.

Senior Service Learning Program

Seniors in their second semester may elect to participate in our Senior Service Learning Program. Accepted students complete formal class work prior to the end of the school year and culminate their high school education with a real-world work experience. Students must apply in January and be in good standing with the school academically and behaviorally. Participants must present a culminating project at the Presentation Forum. Detailed information on this program is available in the Career Center.

Student Interest Project

The Senior Interest Project (SIP) is a comprehensive project that is to be developed, designed and executed solely by the student(s). Project ideas must be pre-approved and seniors must present their projects at the Presentation Forum in June. SIP will take place during the last month of the school year (May/June) and students will continue to report to school every day.

Yale/Southern CT State University Partnership/ Gateway Community College Partnership

Seniors may enroll in one undergraduate course at Yale University, Southern CT State University or Gateway Community College as part of the partnership programs Amity High School has with these institutions. These programs are designed to allow students to complete graduation requirements at Amity while broadening their educational experience at the college level. With assistance from the Amity Counseling Department, partnership application is made to Yale, SCSU or Gateway prior to the semester. Students are responsible transportation to/from these college campuses.

THREE ALTERNATIVE ROUTES TO A HIGH SCHOOL DIPLOMA

Hamden Adult Education

Students may earn an Amity Adult Education diploma by attending night classes at Hamden High School. This program is well suited for students who need credits for graduation but want or have a job during the day. The course of studies is tailored to the individual to help students earn their diploma as quickly as possible. Courses are offered in English, Math, Social Studies & Science. This program is *free* to Amity students. To enroll in this program, students first must withdraw from Amity High School, and then register in person at Hamden Adult Education. Students who complete this program *earn an Amity diploma* Information about this program can be obtained on the web (<http://www.hamdenadulthood.org/>) or by calling 203-407-2028. Registration for this program occurs at several times during the school year.

GED (General Educational Development) Tests

Students may earn their high school equivalency diploma by taking and passing the GED (General Educational Development) Tests. The GED tests consist of five sections: Language Arts/Writing Skills, Social Studies, Science, Language Arts/Reading and Mathematics. Exams are offered monthly through the Hamden Adult Education Program at Hamden High School, but one must register three weeks in advance of the exam. It is possible for students to obtain their GED diploma within a month if they pass all five sections of the GED. Students can prepare independently for the GED, but are advised to take a practice test to find out what areas they may have to study in order to pass this test. Students also may enroll in the free course to prepare for the GED. To take the GED test, individuals must be age 17 or older & withdrawn from high school. To be eligible to take the GED, those under age 19 must provide their high

SPECIAL PROGRAMS

AMITY REGIONAL HIGH SCHOOL

school transcript and proof that they have been withdrawn from school for at least 6 months or that their high school class has already graduated. There is \$13 fee to take the GED. Call 203-773-9211 at Hamden High School to register for the GED or the free test prep course.

(<http://www.jobcorps.gov>)
or call (800) 733-JOBS or (800) 733-5627 to learn more about Job Corps, be referred to an admissions counselor closest to where one lives and obtain an information packet.

Job Corps

Job Corps is the nation's largest technical training and education program for young people at least 16 years of age that qualify as low income. A voluntary program administered by the U.S. Department of Labor, Job Corps provides eligible young people with the opportunity to gain the experience they need to begin a career or advance to higher education.

Job Corps is a free education and vocational training program designed to help students' ages 16-24 earn a high school diploma or GED, learn a trade, take college prep courses, obtain a driver license and get help finding a good job, make more money, and take control of their lives. Job Corps has more than one hundred campuses throughout the United States. Students receive housing, meals, basic health care, a living allowance, training and preparation for a career, all at no cost. In addition, Job Corps provides career counseling and transition support to students for up to 21 months after graduation from this program. Resources are available for English language learners. Job Corps is based on the principles of quality services and individual instruction to meet students' needs. It offers career training in more than 100 occupation areas, including automotive and machine repair, construction, finance and business services, health care, hospitality, information technology, manufacturing, renewable resources and more. All training programs are aligned with industry certifications and are designed to meet the requirements of today's careers.

Visit the Job Corps website