

# Terryville High School

2022-2023



## PROGRAM OF STUDIES

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

Dear Students/Parents:

As you plan for the 2022-2023 school year we would like you to carefully consider all the choices available to you at Terryville High School. The Program of Studies provides you with course descriptions, graduation requirements, and also outlines minimum requirements for college entrance.

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

Three things to consider while making course selections:

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

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

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

Sincerely,

Lori Lusitani  
School Counselor (A-L)

Michael McGowan  
School Counselor (M-Z)

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

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

## **Core Values**

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

## **Beliefs About Learning**

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

## **Learning Expectations**

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

1. **(B) Work independently and collaboratively to question, analyze, evaluate and synthesize information to create solutions and products.**
  2. **(O) Write effectively using a variety of modes to communicate ideas to various audiences.**
  3. **(U) Contribute positively to a diverse culture that respects others, fosters responsibility, reflects ethical standards, promotes personal wellness including college and career readiness, and embraces community engagement and global awareness.**
  4. **(N) Demonstrate technological literacy using appropriate and relevant digital tools for multiple purposes.**
  5. **(C) Communicate effectively using a variety of methods and media to engage an identified audience through speaking, listening and presenting.**
  6. **(E) Read various media to comprehend, learn, interpret, analyze and evaluate.**
- (Unanimously Adopted June 21, 2017)**

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

1. Aptitude and achievement testing, classroom performance, motivation, and teacher/counselor recommendation will be utilized in the placement procedure.
2. It is strongly recommended that students challenge themselves with a schedule that is commensurate with their ability. A student may, therefore, be refused entry to a course that is lower than the student's indicated academic ability.
3. Courses generally have pre-requisites which must be completed before enrollment. However, if the teacher judges that the student has sufficient background for success in the higher level course based on previous comparable coursework an exception may be permitted.
4. Summer school make-up or tutorial may be recommended before enrollment is permitted in a sequential course. This can be arranged through the Counseling Department.
5. Teachers will begin making their recommendations for future classes at the midterm portion of the school year. Counselors will meet with students during the third quarter to discuss recommendations, elective courses, and developing a program that meets the student's goals. Students will be informed of the classes they have been scheduled for prior to summer break.

**NOTE:** Classes in this Program of Studies will be offered based on student enrollment and subject to final approval by the administration. Every course listed may not be offered every year.

**TERRYVILLE HIGH SCHOOL GRADUATION REQUIREMENTS FOR THE  
CLASSES OF 2023 AND BEYOND**

25 credits including the following subjects must be earned:

English	4 Credits (Humanities)
Math	3 Credits (STEM)
Social Studies	3 Credits <b>required:</b> Civics, US History I & II (Humanities)
Science	3 credits <b>required:</b> Physical Science, Biology & Chemistry (STEM)
World Languages	1 Credit (Humanities/WLA)
Phys. Ed. & Wellness	1 Credit
Health & Safety Education	1 Credit
Electives	2 Credits Additional Humanities 3 Credits Additional STEM 3 Credits in Any Area
Mastery-Based Diploma Assessment	1 Credit (Project Learn)

Students need to complete a minimum of thirty (30) hours of Community Service through a non-profit agency or organization.

**9<sup>TH</sup> GRADE**

English  
Math  
World History through Current Events  
Physical Science  
Spanish  
Physical Education (1/2 year)  
Health (1/2 year)  
Band/Chorus or  
Elective

**10<sup>TH</sup> GRADE**

English  
Math  
US History I & Civics  
Biology  
Spanish or Elective  
Band/Chorus or Elective  
Physical Education (1/2 year)  
Health (1/2 year)

**11<sup>TH</sup> GRADE**

English  
Math  
US History II  
Chemistry  
Project Learn  
Three Upper Level Electives

**12<sup>TH</sup> GRADE**

English  
Six Upper Level Electives

**Credits Needed for Grade Promotion**

Sophomore Status- 6 Credits

Junior Status – 12.5 Credits

Senior Status - 19 Credits

## GUIDELINES

The grading system is based on the following scale:

Excellent	90-100
Approaching Excellency	80-89
Proficient	70-79
Developing	65-69
Failure	64 and Below
Incomplete	INC
Withdrawn/Pass	WP
Withdrawn/Failure	WF
No Credit Granted	NC
No Grade Issued	NG
Audit	AUD

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



## ADMISSION TO COLLEGE

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

### MINIMUM GUIDELINES FOR FUTURE EDUCATION

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

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

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

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

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

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

#### III. Two-year Colleges and Community Technical Colleges - Associate's Degree

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

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

#### IV. Certificate Programs

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

## **COURSE LEVEL DESCRIPTIONS**

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

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

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

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

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

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

## ENGLISH COURSES

### **FRESHMAN ENGLISH - Literature & Language Arts (Humanities)**

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

This unit is designed to reinforce students to fundamentals originally learned during their K-8 experience. The 9th-grade course is a hybrid model of instruction centered around traditional whole class texts now combined with the reader/writer workshop model of literature circles and independent choice readings. Students develop strategies to select appropriate texts, using strategies to select and cite strong and thorough textual evidence, develop a variety of types of writing for a range of tasks, purposes, and audiences as well as applying all stages of the process of planning, revising, editing, rewriting, or trying a new approach to develop their writing. In addition, students will initiate and participate in a range of collaborative discussions, building on others' ideas and expressing their own clearly and persuasively. Students will express their opinions on these topics by crafting an argument with a clear claim, supporting evidence, and analysis of this evidence. Students learn to identify key literary analysis skills by reading at multiple levels of the text ranging from the literal to the implied and nuanced as well as thinking about the author's craft and purpose. This course also aims for students to gain a deeper understanding of other cultures. Through the idea of universal themes and common humanity by having students make connections between themselves and the course material. Skill focus for students include determining themes developing over a text, assessing point of view and analyzing how a culture influences the stories we tell ourselves. These skills are those which students will be continuing to use not only for the duration of their education, but in their real lives as well.

**\*\*Prerequisites: Successful completion of Eighth Grade ELA; Honors placement based on an 80 average or teacher recommendation.**

### **SOPHOMORE ENGLISH - Literature & Language Arts (Humanities)**

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

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

**\*\*Prerequisites: Successful completion of Ninth Grade English; Honors placement based on an 80 average or teacher recommendation.**

### **JUNIOR ENGLISH - Literature & Language Arts (Humanities)**

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

The American Literature, a survey course for juniors, is an integrated language arts program which focuses on reading and interpreting literature of the various periods and genres of the American Literary tradition, as well as on the four modes of writing. Literature study includes early 20th century fiction, and continues chronologically, ending with literature and discussions based on the Vietnam War. The course also includes instruction in speaking, listening, and writing, with regular attention given to grammar, usage, and vocabulary development. Students develop oral presentation skills through class discussions, presentation of their writing, and other formal creative endeavors. Students should expect both daily and long-term assignments, appropriately gauged to their level. Students will continue their use of research fundamentals. Students in Honors are expected to read more complex texts, work independently, and produce more sophisticated pieces of writing.

**\*\*Prerequisites: \*\*Prerequisites: Successful completion of Tenth Grade English; Honors placement based on an 80 average or teacher recommendation.**

### **JUNIOR ADVANCED PLACEMENT – Language and Composition (Humanities)**

**Full year (1 Credit)    AP Credit**

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

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

**\*\*Prerequisites: \*\*Prerequisites: Successful completion of Tenth Grade English; AP placement based on an 85 average or teacher recommendation.**

### **SENIOR ENGLISH - Literature & Language Arts (Humanities)**

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

The Senior English course is an inquiry based course that focuses on questions and the seeking of answers. It is, by definition, the process of asking questions and trying out answers. While there are no right or correct answers, the course's purpose is intended to stimulate thought, to encourage critical examination of what others have to say, and to develop independent ideas. The voices presented in these units are intended for students to consider and then reflect on their own views in light of what these other writers present. The essential questions are designed to allow students the

ability to hear multiple perspectives and develop their own answers in response. Class discussion is a core element as is thoughtful, reflective responses. Key units include: *How Do I Know Who I Am? How Do I Know What I Know? What is Really Important? What is a Good Idea? What Can We Learn From The Past? and What Will the Future Be Like?*

This course continues to foster the ability to think critically and reflectively. The large amount of instruction which is centered around discussion means that accountable talk (speaking and listening standards) remain a key element of our assessment. In addition, other common core standards such as the aforementioned best practices for reading analysis and the writing process continue to emphasize development and improvement of written and verbal communication skills through formal writing, class discussion, and presentations.

**\*\*Prerequisites: Successful completion of Junior English/AP Language**

### **SENIOR ADVANCED PLACEMENT ENGLISH – Literature & Composition (Humanities) Full Year (1 Credit)**

The Senior Advanced Placement Program in literature and composition is a course that requires close reading and critical analysis of concepts like character, setting, structure, perspective, and figurative language in the context of literary works. A key emphasis will be on close analytical reading of all forms of literature, especially fiction, poetry, and drama. Students will move from literal interpretations of text to exploratory and essential interpretations of those texts and the meaning of the works as a whole. Students can expect in-class and at-home written analytical assignments and assessments. Literature will be organized thematically according to the philosophical concepts of good versus evil, tragedy and fatal human flaws, the relationship between individuality and society, the complexities of social and racial identity, and fate versus free will, in addition to others. Students will also study poetry in conjunction with the longer works read and will also study critical approaches to literature with the purpose of applying techniques of the various schools of literary criticism to some of the works studied. Finally, students will be provided with strategies and practice opportunities for taking the AP Exam in Literature and Composition.

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

**\*\*Prerequisites: Successful completion of Junior Grade English; AP placement based on an 85 average or teacher recommendation.**

### **VOICES IN AMERICAN LITERATURE - Literature & Language Arts (Humanities) Full Year – Honors (1 Credit)**

Voices of America is unique in that it is open enrollment to both Juniors and Seniors and coursework centers on the language and perspectives of American voices. American literature is the product of a diversity of peoples, regions, philosophies, and ways of life. Beyond the intrinsic pleasure and usefulness of knowing more about the history of this literature, a focus in American voices can benefit you in several ways. Our fields of critical investigation are wide-ranging. In addition to more traditionally defined areas of literature, our work addresses a variety of media and genres focusing on expression from across America in both literature and other source material (including print, sound, photography, and film) from the last 100 years. Selected from among a

diverse group of authors for what they reflect and reveal about the evolving American experience and character, this wide range of selected texts and other sources will be used by students to develop and refine their close reading skills, writing and thinking critically about not only what we read but how it moves us and shapes our understanding of the world.

From the colloquial to the informal to the formal, this course examines the development of the writing voice and explores the stylistic and rhetorical choices writers make to communicate meaning and knowledge. As such, our own writing and reflections will be a range of styles and genres. Our reading and writing reflect central tenets of American Core Beliefs. Our mentor texts and sources reflect central thematic topics but student choice will drive which subtopics our class focuses on as we proceed throughout the year. Ultimately, this course will offer students an opportunity to "experience" and appreciate where we come from and the rich tapestry that reflects all the Voices of America.

**\*\*Prerequisites: Successful completion of Tenth Grade English. Eleventh Grade English, or AP Lang; Honors placement based on an 80 average or teacher recommendation.**

### **ACADEMIC LEARNING LAB - Foundational Literacy Skills (Humanities)**

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

Academic Learning Lab (A.L.L.) is designed to provide additional academic support for students of Terryville High School who are identified as those in need of literacy skill reinforcement to improve their academic performance. Services provided in the Academic Learning Lab include, but are not limited to: academic support, study and time management help, test prep and specialized learning support. A.L.L. Teachers have the unique opportunity to communicate regularly with classroom teachers and other support services to provide optimal learning.

Students may exit the Academic Learning Lab when they show growth in their literacy as demonstrated by an increase in reading level, significantly improved performance on the STAR test, or ease in completion of Lexia skills practice. In addition, feedback from both their ALL instructor and their core subject teachers must demonstrate that the student is no longer in need of additional assistance.

**\*\* Prerequisites: Referral based**

#### **Project Learn - Mastery Based Learning Project Course (Humanities)**

##### **Semester Course – College Prep (.5 Credit)**

The Project Learn experience engages students in a project that focuses on an interest, career path or academic pursuit that synthesizes classroom study and real world perspective, and demonstrates personalized learning. The goal of the Learning Experience is to allow a student to create and pursue an educational objective or opportunity that is above and beyond the normal academic curriculum.

Project Learn is a semester-long, half-credit course whose defining objective is to guide students as they develop plans for their Learning Project. By the end of the course, each student will complete a project of their own design that demonstrates the learning they have done throughout the course. The time and dedication students put into this project will define what is achieved.

**\*\* Prerequisites: Juniors**

#### **Project Learn - Mastery Based Learning Interview (Humanities)**

### **Interview with the Project Learn Committee – College Prep (.5 Credit)**

Students will take the material created during the semester course to present a final demonstration that highlights the learning process, goals and obstacles, and artifacts/lessons learned to an audience of their Project Learn teacher and additional members of the exit interview committee. The purpose of this interview is to demonstrate learning in creative ways, highlighting the learning process and takeaways. During the presentation, the committee may ask students to demonstrate/communicate the skills used to complete this project (planning, organization, self reflection and commitment to a long term project/goal) as well as showcase specific aspects of their learning portfolio.

The students should know their presentation well enough to be able to speak it comfortably. Students will be assessed on specific skills on the following elements: Communication, Digital Literacy, Critical Thinking, Curiosity, Persistence, Flexibility/Adaptability, Integrity, and Emotional Intelligence.

**\*\* Prerequisites: Juniors, Passing score on the Project Learn Coursework**

### **English Course Progression Possibilities**

Advance Placement Language and Composition can be taken in either grade 11 or grade 12.

Students who plan to take AP Lang during their high school career, should consider the benefits this course provides when taken in the junior year. AP Lang focuses on non-fiction readings, analysis, and argumentative writing, which aligns to the skills assessed on the SAT and the AP U.S. History exam.

### **Possible Honors/AP course tracks for Junior and Senior English:**

	<b>Junior Year</b>	<b>Senior Year</b>
Track 1	American Lit H	Senior English
Track 2	American Lit H	AP Lang
Track 3	American Lit H	AP Literature
Track 4	AP Lang	Senior English
Track 5	AP Lang	Voices in American Literature
Track 6	AP Lang	AP Literature

## **SOCIAL STUDIES COURSES**

### **WORLD HISTORY THROUGH CURRENT EVENTS (Humanities)**

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

World History Through Current Events is a full year course all freshman are required to take. It is designed to foster a study of world history using current events in the world as a topical starting point for learning. Topics discussed during the year include a study of the history of ancient civilizations such as the Middle East and Asia as well as major events of the 20th and 21st centuries focusing on World War I and the events of September 11, 2001 and how both those events were global “game changers.” These topics will be examined through an historic

perspective to give meaning and understanding to our current day situation. There will be an emphasis on geography to provide the proper perspective to the importance of our environment to current events. The development of modern governmental systems throughout the world will be traced and applied to help students understand their place in the world.

### **CIVICS (Humanities)**

#### **Half Year – (1/2 Credit)**

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

### **UNITED STATES HISTORY I (Humanities)**

#### **Half Year – (1/2 Credit)**

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

### **ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS**

#### **(Humanities)**

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

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

**AP Government and Politics may be taken by a senior as an elective.**

**Students taking an AP course are expected to take the AP exam in the spring.**

**\*\*\*Prerequisite: World History Through Current Events with an 85 average or teacher recommendation**



## **UNITED STATES HISTORY II – Reconstruction Through the Modern Era (Humanities)**

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

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

**\*\*\*Prerequisite: Successful completion of Civics and US History 1; with an 80 average or teacher recommendation to be placed in Honors**

## **ADVANCED PLACEMENT UNITED STATES HISTORY (Humanities)**

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

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

**AP US History may be taken by a senior as an elective.**

**Students taking an AP course are expected to take the AP exam in the spring.**

**\*\*\*Prerequisite: Civics and US History1 with an 85 average, AP Government with a 70 average, or teacher recommendation**

## **HISTORY THROUGH FILM (Humanities)**

### **Full-Year – College Prep (1 credit)**

The goal of this course is to understand and comprehend the major historical events of 20<sup>th</sup> Century America through the medium of film. This year long course will examine major political, social, & cultural significances within the confines of that period of our nation's history. All students will be expected to participate in class discussions, read primary and secondary source documents, independently research topics, and create projects based on the major themes covered in the class. This course will use films to generate discussion and increase comprehension of the time-period, while also deepening the students' understanding of this era and how it has influenced the world

that we live in today.

**\*\*\* Prerequisite: Senior elective**

### **SOCIOLOGY/PSYCHOLOGY (Humanities)**

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

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

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

**\*\*\*Prerequisite: Senior elective**

### **ADVANCED PLACEMENT PSYCHOLOGY (Humanities)**

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

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

**Students taking an AP course are expected to take the AP exam in the spring.**

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

### **African American/Black and Puerto Rican/Latino Course of Studies (Humanities)**

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

The African American/Black and Puerto Rican/Latino Course of Studies is a one credit, year-long elective in which students will consider the scope of African American/Black and Puerto Rican/Latino contributions to U.S. history, society, economy, and culture. It utilizes Connecticut's Social Studies Framework themes and inquiry-based approach already familiar to social studies teachers to

deliver a content rich and personalized learning experience. The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities. This course will contribute to the critical consciousness and civic-mindedness competencies of a twenty-first century graduate, and ultimately facilitate students' interest in pursuing further ethnic, anthropology, or human rights studies in the future.

**African American/Black and Puerto Rican/Latino Course of Studies (Humanities) may be taken by a junior or senior as an elective.**

## SCIENCE COURSES

### **PHYSICAL SCIENCE (STEM)**

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

The College Prep and Honors courses are aligned to the Next Generation Science Standards. The courses include earth science and 21<sup>st</sup> century issues, including water, climate change, resources, and the greenhouse effect. The Honors level course is designed for students who are self-motivated in the classroom and desire a deeper understanding of concepts. Students should have a strong background in Language Arts and Math with good reading, writing and analytical skills

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

### **BIOLOGY (STEM)**

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

The College Prep and Honors courses are aligned to the Next Generation Science Standards. The courses include structure and function, inheritance and variation of traits, matter and energy in organisms and ecosystems, natural selection and evolution. The Honors level course is designed for students who are self-motivated in the classroom and desire a deeper understanding of concepts. Strong skills in reading, writing and analysis are required.

**\*\*\* Prerequisite: Successful completion of Physical Science; with an 80 average in Honors or teacher recommendation to be placed in Honors**

### **ADVANCED PLACEMENT BIOLOGY (STEM)**

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

This course is the equivalent of two semester college courses. The curriculum reflects the AP program syllabus so that students are prepared to take the Advanced Placement Biology Exam developed by the College Board. AP Biology is a rigorously demanding course requiring considerable work outside of class and the ability to work independently on assignments. This course relies on students having a prerequisite knowledge of biology and chemistry to build from. This course meets two class periods a day (10 periods a week), with mandatory labs scheduled throughout the year. Students should prepare for nightly homework and reading in addition to devoting extra hours on weekends to keep up with course demands.

**Students taking an AP course are expected to take the AP exam in the spring.**

**\*\*\*Prerequisite: Biology Honors with an average of 85, Chemistry Honors with an average of 85, or teacher recommendation (this course is available to sophomores with teacher recommendation)**

### **CHEMISTRY (STEM)**

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

This course introduces students to the laws and relationships that govern the properties, composition, and reactions of matter. The course incorporated NGSS concepts by blending laboratory experiences with computer-based activities and classroom instruction and demonstrations. Students choosing the honors-level course must possess strong math skills.

**\*\*\* Prerequisite: Successful completion of Biology; with an 80 average in Honors or teacher recommendation to be placed in Honors**

### **ENVIRONMENTAL SCIENCE (STEM)**

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

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

**\*\*\*Prerequisite: Successful completion of Biology**

**This course cannot be taken in place of Chemistry**

### **PHYSICS (STEM)**

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

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

**\*\*\*Prerequisite: Successful completion of Chemistry Honors and Algebra II with an 80 average or teacher recommendation**

### **HUMAN ANATOMY AND PHYSIOLOGY (STEM)**

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

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

complexity and metabolic explanations of bodily functions

**\* \* \* Prerequisite: Honors Biology with an 80 or teacher recommendation**

### **FORENSIC SCIENCE (STEM)**

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

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

**\* \* \* Prerequisite: Junior and senior elective**

## **MATHEMATICS COURSES**

### **ALGEBRA I (STEM)**

#### **Full Year – (1 Credit)**

This course is modeled after the Connecticut State Algebra 1 curriculum. Topics that are covered include patterns, linear equations and inequalities, function, linear functions, scatter plots and trend lines, systems, introduction to exponential functions, and quadratic functions.

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

### **ALGEBRA IA (STEM)**

#### **Full Year – (1 credit)**

Algebra IA is year one of a two year Algebra track. Topics include foundations of algebra, expressions and equations, numeracy skills, and exponents. Algebra 1A combined with Algebra 1B will provide students with the same content as Algebra 1.

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

### **ALGEBRA IB (STEM)**

#### **Full Year – (1 credit)**

Algebra IB is year two of a two year Algebra track. Topics include functions and graphs, equations and inequalities, exponents and polynomials. Algebra 1A combined with Algebra 1B will provide students with the same content as Algebra 1.

**\*\*\*Prerequisite: Successful completion of Algebra 1A**

## **GEOMETRY (STEM)**

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

This course at a CP level is an informal approach to plane and space geometry. Topics include the language of geometry, angles, polygons, polyhedral transformations, measurement, similarity and circles. An interactive approach is stressed. Honors Geometry is a formal approach to plane and space geometry. Topics covered in this course include the nature of proof, reasoning, logic, parallels, congruence, perpendiculars, polygons, similarity and transformation in the plane. A review of algebra skills and practice on college preparatory tests is also included.

**\*\*\*Prerequisite: Successful completion of Algebra 1 or Algebra 1B; with an 80 average in Algebra or teacher recommendation to be placed in Honors**

## **ALGEBRA II (STEM)**

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

This course includes topics of linear and quadratic equations and inequalities, sequences and series, rational and irrational numbers, exponents, functions, and trigonometric functions. The honors version of this class utilized additional applications and a greater depth of problem solving in each topic.

**\*\*\* Prerequisite: Successful completion of Geometry; with an 80 average in Honors or teacher recommendation to be placed in Honors**

### **INTERMEDIATE ALGEBRA - MAT137 Tunxis - Dual Enrollment:**

This course is a further study of algebra and mathematical modeling of functions and relations represented by tables, graphs, words, and symbols. Polynomial functions and expressions with special attention to linear, quadratic, exponential, rational, and radical functions are studied. Trigonometry includes the study of right triangles, degrees, radians, vectors, and identities. There is an emphasis on applications for all topics.

**\*\*\* Prerequisite: Senior status. Successful completion of Algebra II or admin approval.**

#### **To receive credit for Tunxis:**

- Completion of Tunxis final exam (25%)
- Four exams (one per chapter at 15% each) for 60% of course grade
- Homework (15%)
- Final grade average is at 70 or greater

## **ADVANCED PLACEMENT CALCULUS (STEM)**

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

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

**Students taking an AP course are expected to take the AP exam in the spring.**

**\*\*\* Prerequisite: Pre-Calculus Honors with an 85 average or teacher recommendation**

## **ADVANCED PLACEMENT STATISTICS (STEM)**

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

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

**Students taking an AP course are expected to take the AP exam in the spring.**

**\*\*\*Prerequisite: Algebra 2 Honors with an 85 average, Pre-Calculus with an 85 average, or teacher recommendation**

**\*Students who have not completed Pre-Calculus may take AP Statistics if, and only if, they are enrolled in Pre-Calculus at the same time AND receive teacher recommendation**

## **WORLD LANGUAGES COURSES**

### **SPANISH I (Humanities)**

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

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

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

### **SPANISH II (Humanities)**

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

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

**\* \* \* Prerequisite: Successful completion of Spanish I**

### **SPANISH III (Humanities)**

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

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

**\*\*\*Prerequisite: Successful completion of Spanish II**

### **SPANISH IV (Humanities)**

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

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

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

### **ADVANCED PLACEMENT SPANISH (Humanities)**

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

Advanced Placement Spanish Language and Culture is the equivalent of a college-level course and is designed for students who possess strong reading, writing, speaking, and listening skills. Using authentic materials, students will discuss Hispanic cultures within the following six themes: Personal and Public Identities; Families and Communities; Contemporary Life; Global Challenges; Science and Technology; and Beauty and Aesthetics. This course is conducted entirely in Spanish and students will work on developing proficiency in the four skills within the interpersonal, interpretative, and presentational modes. Course content is aligned with the College Board Advanced Placement Spanish Language and Culture course description.

**\*\*\*Prerequisite: Spanish IV with required grade of 85 or better or teacher recommendation**

## **BUSINESS EDUCATION**

### **ACCOUNTING I - Tunxis CCP (STEM)**



**Full Year - Honors (1 Credit)** - Tunxis CCP Course Accounting I is a course of study designed to introduce students to basic accounting theory. Double entry accounting is taught with instruction in both manual and automated accounting systems. The standard text material is interfaced with the microcomputer. Accounting theory and its practical application is taught by requiring each student to keep the records of a small business for a fiscal period.

**\*\*\*Prerequisite: Juniors and Seniors only**

### **PERSONAL FINANCIAL MANAGEMENT - Tunxis CCP (STEM)**

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

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

## **COMPUTER EDUCATION**

### **TELEVISION PRODUCTION I (Humanities)**

#### **Half Year – Honors (1/2 Credit)**

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

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

### **TELEVISION PRODUCTION II (Humanities)**

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

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

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

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

**Full Year – College Prep (1 Credit)** The Digital Media and Movie Making (DM3) course develops and enhances the academic (language arts and science), creative thinking, digital media literacy, filmmaking skills of students while increasing their knowledge of film making

careers through the completion of multiple digital film projects. The projects include research, story development, script writing, computer assisted design, computer animation, digital audio, digital photography and digital video production. Students organize movie production teams and assume positions on the team to complete their final digital film projects. Students should be prepared to take part in occasional field trips which involve collaborating with industry professions across the state.

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

### **COMPUTER GRAPHICS (Humanities)**

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

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

### **AP COMPUTER SCIENCE (Humanities)**

#### **Grades 11, 12 (1 Credit) Full-Year**

AP Computer Science Principles (CSP) is designed to be equivalent to a first-semester introductory college computing course. Students will develop computational thinking skills vital for success across all disciplines. Students are encouraged to apply creative processes when developing computational artifacts, connect computing to everyday life and explore technology that interests them. Throughout the course, students will develop effective communication and collaboration skills, working individually and collaboratively to problem solve, while at the same time discussing the importance of these problems, as well as the impact on their community, society, and the world.

Students taking an AP course are expected to take the AP exam in the spring.

**\*\*\*Pre-requisite:** It is recommended that students in the AP Computer Science Principles course have successfully completed a first-year high school algebra course with a strong foundation of basic linear functions, composition of functions, and problem-solving strategies that require multiple approaches and collaborative efforts. In addition, students should be able to use a Cartesian (x, y) coordinate system to represent points on a plane. It is important that students and their advisers understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course. Prior computer science experience is not required to take this course. Successful completion of Algebra II with teacher approval (no prior coding necessary)

## **TECHNOLOGY EDUCATION**

### **EXPLORING TECHNOLOGIES I (STEM)**

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

This course introduces students to the varied Technical Education areas using a STEM-based

approach to integrate lab-based lessons/activities with communication, mathematics, and the sciences. Each topic is designed as an exploration in the areas of, Electronics, Design, Manufacturing, Woods, Transportation, and Energy. Students have opportunities to work both in teams and individually with the emphasis on pushing beyond the core academics into discovering where all subjects meet as a comprehensive activity. Students will learn proper techniques when working with the above mediums to achieve projects that are well designed and properly constructed. The premise of Exploring Technology is to have students explore a variety of areas as well as start the development of transferable college or career skills.

### **WOODS I (STEM)**

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

This is an introduction to woodworking using a STEM-based approach to integrate woodworking with mathematics and science using activity-based lessons. Instruction is designed to develop a student's awareness of various types of materials, measurement, layout, hand tools, and machinery with an emphasis on safety. Students will learn how to plan and design a project along with how to measure, select, cut, assemble, and finish materials into completed useful objects. These skills are widely transferable into many trades and design related fields. Students will create, design, and construct personalized teacher assigned projects with teacher guidance and close supervision. The curriculum exposes students to employment opportunities within the woodworking field along with a historical and scientific look at wood/woodworking, plastics, and manufacturing.

### **WOODS II (STEM)**

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

This is a continuation of the woodworking and problem solving using activity-based lessons that are based on the cabinet and furniture making industries. Instruction is designed to extend a student's awareness of various types of materials, measurement, layout, hand tools, and machinery with an emphasis on safety. Students will design, calculate materials needed, identify appropriate tooling to construct personal project(s) of their choice with teacher guidance and close supervision. This hands-on course will focus on both the student's independent skills and working collaboratively with others on various projects. The curriculum exposes students to employment opportunities within the woodworking field. The job outlook is very positive for woodworking and cabinet making trades and design related fields; the outlook for 2020 in the US is over 100,000 vacancies and an average third year salary of \$42k to \$61k.

**\*\*\* Prerequisite: Successful completion of Woods I**

### **CONSTRUCTION I (STEM)**

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

This is an introduction to construction using a STEM-based approach to integrate construction trades with mathematics and science using activity-based lessons. Instruction is designed to develop a student's awareness of various types of materials, measurement, layout, hand tools, and machinery with an emphasis on safety. Students learn typical house construction details, from

building the foundation to completing the roof. Modern carpentry practices are described in simple language. Students learn how to use both hand and power tools correctly and safely. Special emphasis is placed on framing procedures. These skills are widely transferable into many trades and design related fields. Students will create, design, and construct personalized teacher assigned projects with teacher guidance and close supervision. The curriculum exposes students to employment opportunities within the woodworking field along with a historical and scientific look at wood/woodworking, plastics, and manufacturing.

## **CONSTRUCTION II (STEM)**

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

Students will learn to interpret drawings and use various layout techniques that will be used throughout various projects. Practical uses of math, science, and problem solving skills will be applied to the construction site environment. Instruction is designed to extend a student's awareness of various types of materials, measurement, layout, hand tools, and machinery with an emphasis on safety. The class will explore all aspects of construction, basic plumbing, introduction to home wiring, materials, building practices, and building codes. Students will construct building projects (often a shed) with teacher guidance and close supervision. This hands-on course will focus on both the student's independent skills and working collaboratively with others on various projects. The curriculum exposes students to employment opportunities within the construction trades related fields. The job outlook is very positive for building trades and design related fields; the outlook for 2020 in the US is over 100,000 vacancies and an average third year salary of \$50k to \$72k. The goal of this course is for students to gain independence in carpentry and construction.

**\*\*\*Prerequisite: Successful completion of Construction 1**

### **CONSTRUCTION IIA (Fall) – Half Year – College Prep (.5 Credit) [even graduating years] (Construction I - prereq)**

Construction II is an extension of Construction I with emphasis placed on the work site and the STEMbased education in construction with mathematics, science, and problem-solving using activity-based lessons. Instruction is designed to extend a student's awareness of various types of materials, measurement, layout, hand tools, and machinery with an emphasis on safety. The class will explore various trade aspects of construction including electrical, plumbing, general building practices, and building codes. Students will learn to interpret drawings and use various lay out techniques that will be used throughout various projects. Practical uses of math, science, and problem-solving skills will be applied to the construction site environment. The goal of this course is for students to gain independence in carpentry and construction. The curriculum exposes students to employment opportunities within the construction related fields along with a historical and scientific look at the residential construction marketplace. The job outlook is very positive for building trades and design related fields; the outlook for 2025 in the US is over 100,000 vacancies and an average third year salary of \$49k to \$68k.

### **CONSTRUCTION IIB (Spring) –Half Year – College Prep (.5 Credit) [odd graduating years]**

**(Construction I - prereq)**

Construction II is an extension of Construction I with emphasis placed on the work site and the STEMbased education in construction with mathematics, science, and problem-solving using activity-based lessons. Instruction is designed to extend a student's awareness of various types of materials, measurement, layout, hand tools, and machinery with an emphasis on safety. The class will explore various trades of the construction trades including maintenance, repair, and landscape related projects. Students will learn to interpret drawings and use various lay out techniques that will be used throughout various projects. Practical uses of math, science, and problem-solving skills will be applied to the construction site environment. The goal of this course is for students to gain independence in carpentry and construction. The curriculum exposes students to employment opportunities within the construction related fields along with a historical and scientific look at the residential construction marketplace. The job outlook is very positive for building trades and design related fields; the outlook for 2025 in the US is over 100,000 vacancies and an average third year salary of \$49k to \$68k.

**WOODS IIA (Fall)– Half Year – College Prep (.5 Credit) [odd graduating years]****(Woods I - prereq)**

This is a continuation of a STEM based education in woodworking with mathematics, science, and problem-solving using activity-based lessons. Instruction is designed to extend a student's awareness of various types of materials, measurement, layout, hand tools and machinery with an emphasis on safety. The class will explore all the aspects of woodworking including: fasteners, materials, joinery and finishing. Students will construct personal project(s) of their choice with teacher guidance and close supervision. This hands-on course will focus on both the student's independent skills and working collaboratively with others on various projects. The curriculum exposes students to employment opportunities within the woodworking field along with a historical and scientific look at wood/woodworking and residential construction marketplace. The job outlook is very positive for building trades and design related fields for 2025 in the US are over 100,000 vacancies and an average 3rd year salary of \$61k - \$75k.

**WOODS IIB (Spring) – Half Year – College Prep (.5 Credit) [even graduating years]****(Woods I - prereq)**

This is a continuation of a STEM based education in woodworking with mathematics, science, and problem-solving using activity-based lessons. Instruction is designed to extend a student's awareness of various types of materials, measurement, layout, hand tools and machinery with an emphasis on safety. The class will explore all the aspects of woodworking including: fasteners, materials, joinery and finishing. Students will construct project(s) for the community with teacher guidance and close supervision. This hands-on course will focus on both the student's independent skills and working collaboratively with others on various projects. The curriculum exposes students to employment opportunities within the woodworking field along with a historical and scientific look at wood/woodworking and residential construction marketplace. The job outlook is very positive for building trades and design related fields for 2025 in the US are over 100,000 vacancies

and an average 3rd year salary of \$61k - \$75k.

### **FIREFIGHTER (STEM)**

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

The study of firefighting is strongly STEM-based as students continually make connections to English, Physics, Chemistry, Mathematics, and Fire Science in relation to real-life fire situations. Participants learn to be effective problem solvers working with multiple academic disciplines simultaneously in a fast-paced environment. Firefighting develops students' ability to work as part of a team where communication on the job is essential. Firefighters control and extinguish fires or respond to emergency situations where life, property, or the environment is at risk. Topics include PPE, SCBA, fire streams, water supply, RIT, forcible entry, extrication, and hazmat. Firefighting teaches multiple transferable life skills and covers the fundamentals of firefighting for students who have fire service career interests or those students who wish to learn. This course is a precursor to community involvement at a volunteer fire department. With a positive job outlook by 2020 there will be over 110,000 openings with an average salary of over \$60k. This course is correlated with the 2002 edition of NFPA 1001, Standard for Firefighter Professional Qualifications, Level I, widely accepted as the standard of knowledge and skills measurement for all firefighters in North America.

**\*\*\*Prerequisite: Juniors and Seniors only (Must be at least 16 years of age)**

### **FIREFIGHTER LEADERSHIP (STEM)**

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

Firefighting Leadership encourages students to take active leadership roles within the firefighting class. Acting as an officer causes students to integrate their problem solving, communication, and organizational skills together to accomplish the task. This combination of English (communications), Physics, Chemistry, Mathematics, and Fire Science makes this a true STEM-based class where students master transferable skills. Leaders work to be effective problem solvers working with multiple academic disciplines simultaneously in a fast-paced environment. Firefighters control and extinguish fires or respond to emergency situations where life, property, or the environment is at risk. Duties may include fire prevention, emergency medical service, freeing trapped individuals, hazardous material response, and search and rescue. The course covers the fundamentals of firefighting for students who have fire service career interests or those students who wish to learn as a precursor to community involvement at a volunteer fire department. With a positive job outlook by 2020 there will be over 110,000 openings with an average salary of over \$60k annually. This course is correlated to the 2002 edition of NFPA 1001, Standard for Firefighter Professional Qualifications, Level I, widely accepted as the standard of knowledge and skills measurement for all firefighters in North America.

**\*\*\*Prerequisite: Seniors only who have successfully completed Firefighter course (Must be at least 16 years of age)**

## **FAMILY AND CONSUMER SCIENCE**

### **FOODS I (STEM)**

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

This course is designed to introduce students to basic principles and practices of food preparation and nutrition. This practical, up-to-date course will focus on the latest dietary advice to help students make healthful food choices. This course includes basic food preparation with emphasis

on nutritional awareness in planning and preparing quick and easy meals. Other topics include safety and sanitation in the kitchen, etiquette, table setting, and consumer decisions.

### **FOODS II (STEM)**

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

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

**\*\*\*Prerequisite: Successful completion of Foods 1**

### **ADVANCED CULINARY (STEM)**

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

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

**\*\*\*Prerequisite: Successful completion of Foods 2 and teacher recommendation**

## **ART**

### **ART I (Humanities)**

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

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

### **CLAY (Humanities)**

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

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

### **STAINED GLASS & MOSAIC (Humanities)**

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

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

### **DRAWING (Humanities)**

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

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

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

## **MUSIC**

### **TERRYVILLE HIGH SCHOOL BAND (Humanities)**

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

The band at Terryville High School is an outstanding group of musicians with over 70 members. As a member of this elite group, you will perform in some of the largest parades in the country with the Terryville High School Marching Band. You will also perform numerous concerts during the year and travel to perform in exciting places such as The Big "E", Virginia Beach, and Walt Disney World. Any student who played in middle school band can join. If you are not in band now but you have experience reading music on a band instrument, you can still join. If you do not know how to play an instrument yet but still want to join, see Mr. Keane to discuss your options.

### **TERRYVILLE HIGH SCHOOL CHORUS (Humanities)**

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

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

15 sopranos, 20 altos, and 10 baritones. As a member of the choir, you will go on exciting overnight trips to places such as Virginia Beach in Virginia and Disney in Florida. No prior experience is needed to sign up for this class.

### **PIANO CLASS (Humanities)**



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

A half-year course offered to any beginner student who has an interest in learning how to play a keyboard. No previous experience is required. Skills learned can be applied to any keyboard instrument. Basics learned give enough background to be able to play many songs. A student may take this class more than once if they wish to develop their fundamental keyboard skills further.

### **MUSIC APPRECIATION (Humanities)**

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

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

### **GUITAR LAB (Humanities)**

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

Open to students 9-12. This course is designed to service interested guitar, electric bass, or ukulele students and all levels. Having your own instrument is recommended but not required. Students will learn to read tabs and play by ear. Garage Band software and other recording resources will be introduced. This course will also serve as an alternate ensemble for band and for students interested in learning any wind, brass, or percussion instrument. A student may take this class more than once if they wish to develop their fundamental guitar skills further.

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

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

## **PHYSICAL EDUCATION AND HEALTH**

### **PHYSICAL EDUCATION 9**

#### **Half Year (1/2 Credit)**

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

### **PHYSICAL EDUCATION 10**

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

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

### **HEALTH 9**

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

This course is required for all 9<sup>th</sup> grade students. This course is a State required intro level class that will cover the following topics: communication, healthy relationships, decision making, physical activity and exercise, nutrition, substance abuse, and human growth and development. If you have any questions or comments concerning this program, please contact the building principal.

### **HEALTH 10**

**Half year (1/2 Credit)**

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

**\*\*\*Prerequisite: Successful completion of Health 9**

**TRAINING & FITNESS**

**Half year (1/2 Credit)**

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

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

**TEAM SPORTS/INDIVIDUAL SPORTS**

**Half Year (1/2 Credit)**

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

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

## **COLLEGE CREDIT PROGRAMS**

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

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

**See your counselor for application procedures.**

### **UCONN EARLY COLLEGE EXPERIENCE**

By partnering with UConn, Terryville High School faculty offer college credit at a fraction of the cost through this cooperative program, with each course only costing approximately \$150 to cover UConn's administrative fees. The content and rigor of the courses reflect that of the University and students who take these classes will earn three college credits for each course they pass successfully with a grade of C or better.

**See your counselor for application procedures.**

### **TUNXIS CCP PROGRAM**

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

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

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

## **INDEPENDENT STUDY**

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

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

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

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

## **SCHOOL-TO-CAREER**

The Plymouth School District implemented the State of Connecticut's school-to-career (STC)

initiative in the late 1990s. The initiative continues to be a partnership between educators and local businesses and community leaders. Over the years School to Career and our Business Partners group has continuously developed resources that allow all students to participate in various STC activities kindergarten through 12<sup>th</sup>-grade. Activities include but are not limited to informational interviewing, internships, site visits, guest speakers, job shadows, mentor programs, advisory programs, and student leadership programs. The purpose of these activities is to provide students with an avenue to research various career options as well as to build connecting activities between what is learned in the classroom and the skills necessary to succeed in today's technologically advanced and fast-paced society. For more information, or if you can provide resources, contact the School-to-Career office at 860-314-2777 Ext. 5412/5413 or find forms and information through the School to Career link on the school's website [www.Plymouth.k12.ct.us](http://www.Plymouth.k12.ct.us)

### **School to Career at the High School Provides These and More**

*Career Speakers*

*Career Exploration Trips*

*Job Shadows*

*Internal Internships*

*Unpaid Experiential Learning Program (External Internships)*

*Resume Preparation Assistance*

*MOCK Interviews (9-12 grade)*

*Mentor Program*

- *Adult to Youth Mentor*
- *Career Mentoring*
- *Peer to Peer Mentors*
- *FRESHStart Mentors*

*THS LEO Club*

*Community Service Coordination*

*Technology Student Association*

*Advisory/SSP Support*

*Plymouth Local Prevention Council*

*THS ROO Reps*

*First Robotics Connection*

*Financial Reality Program*

## **INTERNSHIP EXPERIENCES**

In cooperation with our many School- to-Career Business Partner Group members, students can apply for a variety of internship opportunities. Beginning with some basic workplace training as an Internal Intern, students are assigned to a staff member or local agency/department where they will work for one period a day learning basic workplace procedures and processes. They can earn up to one elective credit or community service hours in this position, with a max of one credit if they complete a full year as an Internal Internship and then can earn up to 30 hours per quarter of community service for any time as an Internal Intern after that. Under the Unpaid Experiential Learning Program, students can Intern beyond the school and local agency placements for an exploratory experience in a variety of areas within our the companies of many of our Business Partners, which will help them refine and confirm their long term career interests while earning credit and valuable experience on the job. Credit will be awarded commensurate with the student's hours logged at any job site up to 1 credit.

## **COMMUNITY SERVICE (1/2 credit)**

In addition to completing a minimum of thirty (30) hours of community service through a non-profit agency or organization for graduation, students may apply for a one-time ½ credit elective for a total of 60 hours of community service. In order to receive this ½ credit, students will need to complete the “Community Service Credit” application outlining where they will be completing the additional 30 hours of community service. The application needs to be completed and approved by School to Career, the student’s counselor and an administrator prior to the hours being started. Upon completion of the 30 additional hour community service projects the organization's benefitting, School to Career, an administrator, and the guidance counselor will sign off on the completed project. This credit is in addition to a typical THS class schedule (cannot replace a ½ year elective).

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

**Purpose**

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

**School Program**

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

**Admission Procedures**

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

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

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

**TRADE OFFERINGS**

- **Automotive Technology**
- **Culinary Arts**
- **Mechatronics Technology**
- **Heating, Ventilation, Air Conditioning & Refrigeration (HVAC)**
- **Precision Machining**
- **Welding and Metal Fabrication**

For more information please click [here](#) to see the Bristol Tech handbook

**APPENDIX A**

**HONOR ROLL POLICY**

**High Honors**

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

**Honors**

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

**Honorable Mention**

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

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

**APPENDIX B****CLASS WEIGHTING/RANKING IN CLASS**

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

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

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

**COMPUTERIZED WEIGHTING CHART****Level of Course**

- AP Numeric Grade Point average x 1.20
- H Numeric Grade Point average x 1.075
- CP Numeric Grade Point average x 1.025

Students must be enrolled at Terryville High School for four semesters to be assigned a rank in their class. The value and weight of out-of-district transcripts will be determined by the student's counselor.

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

**SCHOOL WITHDRAWAL POLICY**

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

**SUMMER SCHOOL POLICIES**



- Students eligible for summer school will have earned a final average in the range of 50-64 and have met the THS attendance policy. Upon successful completion of the course, the student will earn a 65 as their final grade on their transcript.
- Courses available will be determined by the need each year.
- Tuition and fees will be determined prior to enrollment. Students and parents will be notified by the Counseling Department.
- Students who have three absences will be removed from class(s) without refund or credit.

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

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

504 Coordinator	Building Principal	860-314-2777	Title IX
Coordinator	Ms. Beth Melillo	860-314-8005	
Director of Special Education and Pupil Personnel	Ms. Beth Melillo	860-314-8005	

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

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

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

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