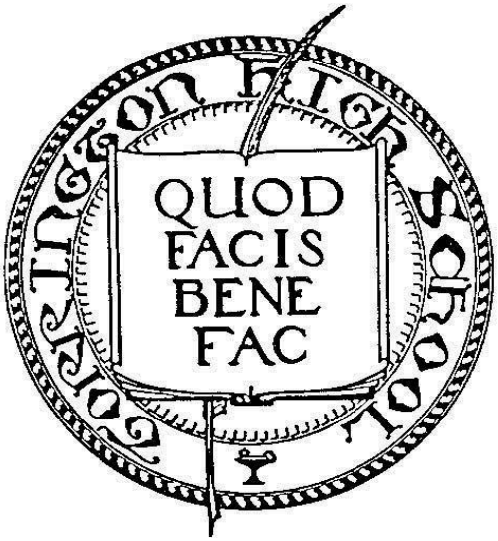
Torrington High School
Course of Study
2024-2025



Mr. Brian Scott, Principal

Mr. Andrew Marchand, Asst. Principal

Mrs. Amanda Torres, Asst. Principal

Mr. Kenny Pierresaint, Asst. Principal

TORRINGTON HIGH SCHOOL
COURSE OF STUDY
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Course Descriptions by Department

Courses that appear in the Course of Study which are under-enrolled may not be offered. Any changes made to course offerings after this handbook has been printed, will appear highlighted on the THS webpage.

How to Use This Book

The curriculum at Torrington High School provides a variety of courses in order for students to pursue the type of education that meets their particular needs, interests, and abilities. As the student, you have the primary responsibility for selecting courses that will not only meet graduation requirements, but also prepare you for post-secondary plans. Your school counselor may assist you with ensuring you are selecting the correct courses for your post-secondary plans.

Participate in a Self-Assessment

Before selecting courses, students will need to think about the following questions:

- Where do you see yourself in five years?
- What are your post-secondary plans?
- Are you taking the right courses to prepare for this plan?
- How interested are you in reading, writing and math?
- What are your top interests?
- Are there any subjects you can explore to complement your interests?
- Have you discussed your plan with your parents?
- What role do extracurricular activities play in your school program and future plans?

Develop a Plan

Developing a plan allows students to focus on the total high school experience and not just a single year at a time. The following may be considered:

- Plans to include subjects from several different content areas. You may discover new interests and abilities.
- Plan a two- or three-year sequence in two more subject areas.
- Plan for a well-rounded high school experience.
- Consult others such as your parents, teachers and counselors with your plans.
- Challenge yourself and be ready to strive to do your best work in all the courses you select.

Take Action

Make the most of every day you are a member of THS. This is YOUR school and YOUR education. Be sure to:

- Be present – both physically by attending and cognitively, by participating fully.
- Discuss your current course work with your parents, teachers, and counselors.
- Discuss your choices with your parents.
- Complete your registration and collect teacher recommendations.
- Follow deadlines.
- Monitor your long-term plan.

SCHOOL COUNSELING DEPARTMENT

Torrington High School School Counseling Department Beliefs, Mission, and Vision

School Counselors at Torrington High School Believe:

- Every student is a unique individual.
- All students can grow into responsible, independent, contributing members of our community.
- Collaboration within the school and community enhances student achievement.
- All students can benefit from engaging with and participating in the school counseling program.

The mission of the Torrington High School School Counseling Department is to enable students to learn more about who they truly are, to take ownership of their academic growth, and to plan for their future. This is accomplished through collaboration with families and the school community, and through the delivery of a needs-based comprehensive school counseling program.

Our vision is that Torrington High School graduates:

- Are responsible and productive members of their community.
- Are able to make informed and responsible decisions.
- Have post-secondary goals
- Understand how their behaviors impact themselves and others.

The School Counseling Department provides a program that is comprehensive and developmental by design, focusing on the needs, interests and issues related to three domains: Academic Development, Social-Emotional Development, and Career Development. School counselors provide classroom lessons, small group counseling, educational counseling, career planning, post-high school planning, and personal, short-term counseling.

Each school counselor carries a caseload of students in grades 9 through 12.

School Counselor	Caseload
Barbara Beebe	Last names A-B
Jessica Odlum	Last names C-Ga
Emily Reznick	Last names Gb-Man
Elena Sileo	Last names Mao-Rob
Ryan Dickens	Last names Roe-Z

Student Success Plans

Each student has an individualized Student Success Plan (SSP) which is designed to assist them in all areas necessary for post-secondary success. The Student Success Plan is a collection of programs and services that addresses academic, personal/social, and career topics for students in grades 9-12. Each grade level has been assigned programming and lessons relevant to their grades (this is in alignment with the programming already done in the Torrington Middle School). The Student Success Program is run using Xello and can be accessed online at any point in their high school career.

The Student Success Plan will incorporate: 21st century skills, orientation to the high school, academic awareness, self-awareness, career exploration, social situations in high school, decision making for post high school plans, and mechanics of college and job searches.

REQUIREMENTS FOR GRADUATION

Graduates of Torrington High School must successfully complete 25 credits **Note – the credit requirements for many colleges and universities may exceed these numbers.**

- Humanities (HUM)– 9 credits
    - Including at least 4 credits in English (ENG) and 3 credits in Social Studies (SS) (must incl. U.S. History and American Citizenship)
- Science, Technology, Engineering, and Math (STEM) – 9 credits
    - (must include at least 3 credits in Math (MA) and 3 credits in Science (SCI))
- Physical Education (PE)– 1 credit
- Health Education (HE)– 1 credit
- World Language (WL)– 1 credit
- Mastery Based Diploma Assessment (MBDA) – 1 credit
- Electives – 3 credits
- Personal Finance (Class of 2027) -.5 credit

MBDA

The MBDA (Mastery Based Diploma Assessment) is a culminating experience for Torrington High School students. As part of the graduation requirements put forth by the Connecticut State Department of Education for the Class of 2023 and beyond, students must complete a MBDA in order to graduate from Torrington High School. The MBDA is an opportunity for students to explore an area of interest or passion while demonstrating the critical skills all Torrington High School graduates should possess. The goals of the MBDA are to have students choose a topic that will deliver a fulfilling and challenging experience while further preparing them to become responsible citizens who participate productively in their community. Each project must meet specific guidelines and established deadlines. To satisfy the MBDA graduation requirement, all juniors should take a MBDA designated academic course (as identified as “CAP” in the course descriptions below).

GRADING SYSTEM

Torrington High School uses a numerical grading system based on zero to one hundred. AC (Alternate Credit) – used for approved courses taken off campus. Credit is awarded on the transcript, but no grade is assigned. P (Passing) – used for PPT Requirement or with Administrative Approval. SS (Summer School) – course successfully completed at an area summer school – maximum grade 65. OL (Online) – course taken through the THS Online Learning Program. OLSS (Online Summer School) – Course taken at THS Online Learning Program Summer School.

CLASS RANK

Class rank and academic average are available at the end of the junior year and at the end of 1st semester of senior year. Class rank is based upon weighted grade averages. Students will be ranked with their class once they have attended Torrington High School for a minimum of two and one half years. Students who attend Torrington High School for less than two and one half years will not be ranked.

VALEDICTORIAN AND SALUTATORIAN

The students who rank number one and number two at the end of the first semester of their senior year earn the rank of valedictorian and salutatorian if they have been students at Torrington High School for a minimum of two and one-half years.

REQUIRED NUMBER OF CREDITS TAKEN PER YEAR

First Year, Sophomore, and Junior students should take 7 credits each year. All seniors should take a minimum of 6 credits.

If a senior would like to petition to take less than 6 credits, they should put their petition in writing to their administrator. The senior must also demonstrate parent/guardian approval through email or phone call to school counselor and/or administrator..

A senior may be allowed to take under 6 credits if they demonstrate any of the following:

- They are taking college classes at NWCC through the High School Partnership Program.
- They have already obtained employment and are working part time.
- They are pursuing an extracurricular activity that requires a significant time commitment.
- They are volunteering a significant amount of time at a community organization.
- They have a medical condition that requires weekly appointments which may require a decrease in course load.
- Any other similar reasoning to these specific circumstances as outlined above.

All petitions must be received by the senior administrator prior to the start of the school year or within the first ten school days of a semester.

The senior administrator will review all petitions and will grant approval prior to the school year, or within the first 15 school days of a semester.

The same will apply to any junior petitioning to take under 7 credits.

HONOR ROLL REQUIREMENTS

Honor roll will be published for marking period grades only. To be eligible for the honor roll, a student must be carrying at least 5 credits and must have no incomplete grades.

- High Honors with Distinction is achieved by a student with every grade being a 94 or above.
- High Honors is achieved by a student with every grade being a 90 or above.
- Honors are achieved by a student with all grades 80 or above.
- No student with a grade below an 80 will be permitted to qualify for the Honor roll.

ATTENDANCE AND LOSS OF CREDIT

School attendance is a critical component of learning. Students who are deemed to have excessive absences risk losing credit in their classes even if they possess passing grades. Please refer to the parent-student handbook for the Torrington Public Schools Attendance Policy (number 6006).

EARLY GRADUATION COMPLETION REQUIREMENTS

Torrington High School does not encourage students to complete the high school program in less than four full years. Only situations of extreme and/or unusual circumstance will be considered by the school administration for possible early graduation. Petition for such early graduation must be made to the school principal through the student's school counselor prior to June 1 of the student's sophomore year.

DESCRIPTORS OF COURSE EXPECTATIONS

Planning ahead is critical. Course levels do have an impact on post-secondary options, including athletic eligibility. Please be sure to check with your School Counselor if you have any questions.

Courses with an unweighted"00" Designation (General)

- The purpose of these courses is to provide remediation, if needed, and to give students the opportunity to acquire necessary skills to enter the world market for the 21st century. All introductory level elective courses are taught at this level.

Courses with an "04" Designation (College Prep)

- Academic courses requiring good academic skills and a developing ability to work independently and manage moderate and long-term assignments
- Age appropriate development in critical reading, writing, and thinking skills

Courses with an "06" Designation (Honors)

- Rigorous courses requiring academically strong skills and a high level of interest and motivation in the subject
- Ability to work independently and manage long term assignments
- High development in critical reading, writing, and thinking skills

Courses with an "08" Designation (Advanced Placement and/or College Dual Enrollment)

- Advanced courses requiring content specific ability and skills and a superior level of motivation and interest in the subject
- Ability to work independently and manage long term assignments successfully
- Ability to engage in discussion and ask meaningful questions
- Superior development in critical reading, writing, and thinking skills
- In order to receive the weighted grading, students must follow the external policy of the courses; to earn AP designation, students must take and pass the AP exam. To earn ECE credits, students must follow the college attendance policy.

WEIGHT DIFFERENTIALS

The last two digits of a course number (00, 04, 06, or 08) are used to determine weight differentials and grade point averages using the following formula. For cumulative GPA and ranking only, grades in courses ending in 08 will be weighted and multiplied by a factor of 1.08; grades in courses ending in 06 will be weighted and multiplied by a factor of 1.06 and grades in courses ending in 04 will be weighted and multiplied by a factor of 1.04.

COURSE AND CREDIT RELATED INFORMATION

COURSE CHANGES AND WITHDRAWALS

Course selection is a thoughtful activity that is finalized with an individual planning meeting with the student's school counselor. Teachers make the recommendations for the appropriate level in the core classes. Since the THS master schedule is developed based on the student course requests, it is important to know that changes to the student schedule are not encouraged and are subject to restrictions and limitations. Due to the complexity of the schedule matrix, requests for specific teachers cannot be honored. **Course withdrawals that occur after the 10th day of the semester may result in a WF (withdrawal failure) on the transcript, which calculates in the overall GPA.**

The exceptions to this policy include, but are not limited to:

- Successful completion of an approved summer school/credit recovery course
- Clerical error
- Cancellation of class due to low enrollment, budgetary or staffing restrictions
- Course prerequisite or minimum grade requirement not earned to advance to next level
- Teacher initiated course level change
- College plans requires specific course – documentation required
- Schedule conflict
- Two study halls in the same semester
- Administrative override

- Documented medical condition

INCOMPLETES

In special circumstances, students whose grades are incomplete will receive an "I" on their report cards. A period of ten (10) school days is considered the maximum time for resolving incompletes unless extreme and unusual student circumstances exist. If work is not accomplished by the cutoff date, the student's grade will be computed without benefit of those assignments.

SERVICE LEARNING

Students may earn additional credit (up to .5 total) by participating in community service at a nonprofit organization. This must be in addition to any other required volunteer work that the student is required to complete for church, court, or a service club. All hours must be documented at the same location for the duration of the required time to earn the credit. This may be considered Applied Education credit. Pre-approval by the school counselor is required on the Service Learning form and is subject to administrator review.

- 30 hours = .25 credit
- 60 hours = .50 credit

INTERNSHIPS

Students may participate in internships as they become available to the school through community efforts. Please contact your school counselor for more information. Internships can range from credit bearing and non-credit bearing to paid and unpaid. Please listen to announcements and check the Guidance Office Google Classroom page for opportunities.

INDEPENDENT STUDY

An Independent Study is permitted for students who wish to further the study of a subject in which they have taken all available courses within the departmental offerings and there is a teacher available and willing to evaluate the student's work. An Independent Study Application is required, and all required signatures must be obtained from the school counselor prior to starting the Independent Study.

WITHDRAWAL FROM SCHOOL

All withdrawals are done through the student's school counselor in the School Counseling Department. Students under eighteen years of age must have their parents/guardians come to the School Counseling Department to sign necessary forms for withdrawal from school. Students must return all books/materials that belong to the school prior to withdrawing. If electronic devices, chargers, headphones, books and other materials have been lost or stolen, the student must pay replacement costs. No transcripts can be released if students do not follow the official withdrawal process through the School Counseling Department. **IN ACCORDANCE WITH STATE STATUTES, STUDENTS WHO WITHDRAW FROM SCHOOL MAY BE REQUIRED TO WAIT UP TO 90 DAYS BEFORE RE-ENROLLING.**

EARNING COLLEGE CREDITS AT THS

- High School Partnership Program (HSPP):
  Northwestern Connecticut Community College (NCCC) High School Partnership Program allows juniors and seniors from Torrington High School, with a GPA of 85 or higher, to take courses at NCCC at no cost. These courses are taught on the NCCC campus by NCCC professors. High school credit is not earned for these courses. Rather, students who participate in the HSPP acquire college credit for free and may transfer those credits to any college they may attend in the future.
- NCCC Dual Enrollment:
  Northwestern Connecticut Community College (NCCC) Dual Enrollment classes allow THS students to earn credit at THS as well as college credit at NCCC that can be transferred to any college they may attend in the future. NCCC Dual Enrollment classes are taught at THS by THS

teachers who are certified NCCC instructors. There is no cost associated with NCCC Dual Enrollment courses. Students must complete the NCCC Dual Enrollment registration process and pass the course in order to earn NCCC credit. See below a list of NCCC Dual Enrollment offerings at THS.

THS Course	NCCC Dual Enrollment Course
English IV CP	
English IV H	

- Advanced Placement Courses
  Advanced Placement courses (or AP courses) are rigorous, college-level courses sponsored by CollegeBoard. Each AP course culminates in an AP exam, given in May. Students have the opportunity to earn college credit if they achieve a high enough score on the AP exam (per individual college policy). AP courses are beneficial in that students are able to demonstrate motivation and commitment to succeed in college-level work to potential colleges/programs. AP course final grades are given .08 weight towards a student's GPA. However, in order to receive the AP designation in this class, students in this course must take the AP exam in May. There is a fee associated with the test. THS will cover half the cost of the exam and the student/family will cover the remainder. Financial assistance is available, please see your school counselor for details. **If a student enrolls in an AP course but chooses not to take the exam, they will receive Honors weighting.**

- University of Connecticut Early College Experience (UCONN ECE):
  Students who enroll in UCONN ECE courses at Torrington High School can earn credit at THS as well as at the University of Connecticut that can be transferred to 87% of the colleges in the United States. These courses are taught at THS by THS teachers who are certified UCONN ECE instructors. These courses currently cost $50 per college credit. However, UCONN does waive or reduce charges based on their determination of financial need. Students must complete the UCONN ECE registration process, pass the course with a specific grade, and follow all external UCONN policies (attendance and grading) in order to earn UCONN ECE credit. See below a list of our UCONN ECE course offerings at THS:

UConn Allied Health Professions	UConn Medical Terminology	UConn Philosophy
UConn Biology 1107	UConn Modern Western Traditions after 1400	UConn Spanish IV
UConn Biology 1108	UConn West. Traditions Before 1300	UConn Spanish V
UConn Biotechnology	UConn Eng Lit	UConn US Hist

POST SECONDARY INFORMATION

Four Year College or University

Admission requirements for colleges vary greatly but it is important to note that they generally exceed typical high school graduation requirements. Students planning to enter two or four year colleges after they graduate from THS should plan their high school course program with these college requirements in mind. School counselors work closely with students to develop post-secondary plans and to prepare students to meet their future goals. Students should meet with their school counselor for assistance in pre-college planning and for help in selecting courses and activities that will best meet their individual needs and interests.

At a minimum, a four year college preparatory program should include the following courses (CP level or higher):

English - 4 years
Math - 4 years
Science - 3 to 4 years
Social Studies - 3 to 4 years
World Language - 2 to 3 years (of the same language)
Electives that meet their interests

The above criteria is a minimum. The more selective the college or program, the more years and higher levels of academic courses are recommended. Participation in course work from the arts, theater, technical education, or business education enhances a student's high school experience and promotes their chances for successful admission to a college or university. It is difficult to predict precisely what courses will be required at a particular college or university. But a general rule is that students should take as many academic courses as they are capable of handling successfully and to take the most rigorous course load that they are capable of completing successfully.

Community/Junior College

Associate degree programs are usually two years in length and are offered at community or junior colleges. Students may enroll in a terminal program which grants an associate degree or a transfer program which allows students to continue their education at a four-year college or university. There are many opportunities for students in both traditional course offerings and in specialized technical areas. Students completing these programs are eligible for many entry level occupations which offer growth opportunities. Students are encouraged to research academic requirements and guidelines to ensure a seamless transition to a four-year college or university.

If a student is planning to attend a two year community college, their admission is not contingent on particular courses, nor number or rigor of courses. Rather students should focus on choosing courses that will best prepare them for their community college program.

Therefore, a community college preparatory program should include at least the following courses (any level):

English - 4 years
Math - 4 years
Science - 3 years
Social Studies - 3 years
Electives courses that meet their interests

Again, depending on a student's future plans, the courses taken in high school to prepare for community college should reflect their goals and interests, and may be more rigorous than what is listed above.

Technical Education Programs

There are numerous opportunities available for students who wish to pursue technical training in order to compete in an increasingly competitive vocational environment. Technical education programs prepare students for a variety of occupations requiring specific and technical knowledge. Students should consult the counselors to determine if they are eligible for transitioning to technical programs while still in high school if they are interested.

Certificate Programs

Certificate programs are designed to primarily assist students in securing employment and to emphasize skills required for that employment. Courses are designed for persons who do not seek a degree but wish to develop skills in a specialty area. Students may take courses at a community college or specialty schools that offer a number of programs.

Apprenticeship Programs

An apprenticeship is a job where the worker or apprentice learns a trade. The apprenticeship usually lasts about four years and consists of on-the-job training as well as classroom instruction. Training is generally administered and funded by a sponsor and, nationally, there are several openings. Students are encouraged to check with their counselors if they are interested in apprenticeship programs for more information.

Military

Various branches of the military provide opportunities to learn traditional as well as high technical skills in numerous areas. Recruiters regularly visit Torrington High School and also have local offices. Students are encouraged to speak with their counselors for more information if they are interested in pursuing military options.

NCAA Eligibility

Students interested in continuing in their sport during college are advised to review the NCAA Eligibility Center requirements to ensure that they meet all requirements prior to entering college. Students should check with their school counselors to ensure that the classes they've selected are approved by the NCAA. As a college-bound student athlete, **you are responsible for your eligibility** — that means planning ahead, taking appropriate high school classes, and protecting your amateur status. There are different requirements for eligibility in Division I, II, and III sports. Student athletes should review these requirements as they plan their course of study. The course load necessary to play sports in college, regardless of level, is more rigorous than our graduation requirements. It is up to you, as the student, to ensure that you are registering for the correct classes and course levels so that you avoid missing years of collegiate eligibility. It can be a complicated process, but the benefits of being a student athlete are worth the effort.

A suggested timeline from the NCAA includes:

Grade 9 - *Plan*

- Start planning now: take the right courses and earn the best grades possible.
- Ask your counselor for a list of your high school's NCAA-approved core courses to make sure you take the right classes.
- Sign up for a free Profile Page to receive reminders about NCAA academic and amateurism requirements.

Grade 10 - *Study*

- Continue to take appropriate classes and earn the best grades possible.

Grade 11 - *Begin to Submit Materials*

- Check with your counselor to make sure you are on track to complete the required number of NCAA-approved courses.
- Take the ACT or SAT and submit your scores to the NCAA Eligibility Center using code 9999.
- At the end of the year, ask your counselor to send or upload your official transcript to the NCAA Eligibility Center.
- If you took classes at more than one high school or program, ask each school to submit an official transcript. Make sure you are on track to graduate on time with your class.
- Upgrade your Eligibility Center Profile Page to an NCAA Eligibility Center Account if planning to compete at a DI or DII college.

Grade 12 - *Graduate and Submit Final Materials*

- Complete your final NCAA-approved core courses as you prepare for graduation.
- Take the ACT or SAT again, if necessary, and submit your scores to the NCAA Eligibility Center using code 9999.
- Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your NCAA Eligibility Center account.
- After you graduate, ask your school counselor to upload your final official transcript with proof of graduation to the NCAA Eligibility Center. Reminder: Only students on an NCAA Division I or II School's institutional request list will receive a certification.

Standardized Tests at THS

General Testing Calendar:

Grade Level	PSAT	SAT	AP	NGSS	STAR
9th	N/A	N/A	N/A	N/A	Fall Winter Spring
10th	N/A	N/A	Spring (if applicable)	N/A	Fall Winter Spring
11th	Fall	Spring	Spring (if applicable)	Spring	Fall Winter Spring
12th	N/A	N/A	Spring (If applicable)	N/A	Fall Winter Spring

Standard Science Assessments (NGSS)

Connecticut's legacy science assessments, known as the CMT Science and the CAPT Science, have been replaced with the Standard Science assessment in grades 5, 8, and 11. The Standard Science assessments are aligned to the Next Generation Science Standard (NGSS), which were adopted by the Connecticut State Board of Education in November 2015. These standards identify core scientific ideas, practices, and concepts that all students should master. Supports is available for students with special needs, as determined by an IEP or a Section 504 Plan.

PSAT (Preliminary SAT)

The PSAT is a shorter version of the SAT and is used by 9th, 10th, and 11th grade students as a practice test that gives them an idea of the procedures, questions, and scope of the SAT. Although the National Merit Scholarship Foundation uses this test for issuing financial rewards for post-secondary education, the test is not reported to colleges. The PSAT/NMSQT is given once each October. Specific dates and costs are available in the Guidance Office. Each section of the PSAT has a score range of 160-760. Further information on the PSAT is available on the College Board website at www.collegeboard.com.

SAT

The SAT is a college entrance test that measures critical reading, mathematical abilities and writing abilities. The SAT is administered to all juniors during the school day on a date designated by the State of Connecticut. The SAT is also administered at specific test centers throughout Connecticut nine times a year. Torrington High School serves as a test center on various dates. See your school counselor for details. Outside of the spring statewide test date, students must register and pay for the test themselves through their CollegeBoard accounts prior to the registration deadlines, which are approximately one month before the scheduled test date. Each section of the SAT has a score range of 200-800.
Further information on the SAT is available on the College Board website, https://www.collegeboard.org
Students eligible for free/reduced lunch are eligible for fee waivers to take the SAT.

AP Courses

Advanced Placement courses (or AP courses) are rigorous, college-level courses sponsored by CollegeBoard. Each AP course culminates in an AP exam, given in May. Students have the opportunity to earn college credit if they achieve a high enough score on the AP exam (per individual college policy). AP courses are beneficial in that students are able to demonstrate motivation and commitment to succeed in college-level work to potential colleges/programs. AP course final grades are given .08 weight towards a student's GPA. However, in order to receive the AP designation in this class, students in this course must take the AP exam in May. There is a fee associated with the test. TPS will cover half the cost of the exam and the student/family will cover the remainder. Financial assistance is available, please see your school counselor for details. If a student enrolls in an AP course but chooses not to take the exam, they will receive Honors weighting. https://apstudents.collegeboard.org/course-index-page

ACT (American College Test)

The ACT is a college entrance test that measures English, mathematics, social science and natural science skills. Students can take the ACT at specific test centers throughout Connecticut six times a year. Students must register and pay for the test themselves through www.act.org. Specific dates and costs are available on www.act.org. Each section of the ACT has a score range of 15-36. Further information on the ACT is available through https://www.act.org

SAT SUBJECT TESTS (formerly called SAT II)

Subject tests are diagnostic measures of actual knowledge acquired in specific areas. They are given in 15 different subjects. These tests are one hour in length and the scores range from 200-800. Students are allowed to register and take up to three different SAT exams in one test setting. Further information on SAT Subject Tests is available on the College Board website, https://collegereadiness.collegeboard.org/

STAR

Star Assessments are computer-adaptive tests (CATs) for pre K-12 students that measure reading, math and early literacy skills. Your child's teacher will use the data from Star Assessments to answer essential questions he or she has about your child's learning needs and to improve academic outcomes for all the students in the class.

LAS Links

LAS Links is an authentic language proficiency assessment for grades K-12. Annual administration of an English Language proficiency assessment is required for all students identified as English Learners, per state and federal mandates. LAS Links provides students, teachers, administrators and parents with key language proficiency data to assist with targeted language instruction and to measure program efficacy. The testing window is January-March.

Four Year Planning Guide

Where do you see yourself after high school? Be bold! It is far better to have a plan moving forward through your high school years. This should guide your purpose at THS.

- Four-year college
- Two-year college
- Technical school
- Military
- Employment

What are your career interests?

Students can use Course Planner in Xello to create a four year course plan or use the following template to start developing your post-secondary plans. Remember, college entry requirements may be harder than those for graduation. Starting a plan early will prevent last-minute problems!

Grade	Core courses that align to post-secondary plans	Electives that support career interests and your post-secondary plans
9th Grade		
10th Grade		
11th Grade		
12 Grade		

Core Values and Beliefs

Torrington High School believes that a community of self-motivated individuals who exercise personal responsibility and respect, demonstrate intellectual curiosity and resiliency, and value hard work and integrity will create life-long learners and productive members of society. Students will uphold **TRADITION,** and bring **HONOR** and **SUCCESS** to themselves, the school, and the community.

"Quod facis bene fac" – What you do, do well.

The Torrington Board of Education is an equal opportunity employer and educational institution and does not discriminate on the basis of race, religion, color, sex, national origin, age or handicap, nor does it tolerate sexual harassment. Grievances should be forwarded to the Grade Level Administrator Offices, Torrington High School, 50 Major Besse Drive, Torrington, CT 06790 (860-489-2294)

COURSE DESCRIPTIONS BY DEPARTMENT

CAREER TECHNICAL EDUCATION

AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS (AFJROTC)

AFJROTC is a nationally accredited, four-year leadership program offered at Torrington High School. Students can receive science, social studies or applied education credit, depending on the curriculum offered during a particular year. The following course will be offered during the 2024-25 school year:

- **AEROSPACE SCIENCE III: THE EXPLORATION OF SPACE** – (HS998W04) 1 credit (STEM) OR ½ credit (SC) and ½ credit (STEM) grades 9-12 **Offered in 2024-25**
  This course provides students with the latest information on exploring space and an introduction to cybersecurity and technology. It begins with early astronomy and the basic interest in the universe from the Greeks through the Renaissance and Enlightenment ages. Students will be provided an in-depth view of the solar system, including Earth, the Sun, the Moon, and planets. The text also discusses the history of space travel and more modern space probes and robotics. Students will examine the effects of space on the human body. The text also investigates the history of rockets, launch vehicles, and the coordinated systems required for a successful launch into space. Finally, the text will offer a cybersecurity chapter that outlines the importance of cybersecurity in space and in daily life.
  This course includes LEADERSHIP EDUCATION I: TRADITIONS, WELLNESS AND FOUNDATIONS OF CITIZENSHIP - This course introduces cadets to the history, organization, mission, traditions, goals, and objectives of JROTC for all services. It also introduces key military customs and courtesies, describes how to project a positive attitude, and examines the principles of ethical and moral behavior. It provides strategies for effective note taking and study skills for academic success. Lessons cover how to be emotionally, mentally, and physically healthy. Avoiding and preventing violence in today's society will also be covered. Recognizing types of bullying and how to advocate for prevention of this type of behavior. It covers healthy living, physical fitness, and how to make safe, drug-free, and responsible decisions. Cadets will be introduced to civics and our national government, including a historical understanding of the American flag and other important national symbols. The final chapter covers how the US Constitution protects our rights and freedoms as American citizens.

Torrington High School also offers the following AFJROTC courses (in other years) as a part of the four-year program's course of study:

- **AEROSPACE SCIENCE IV: CULTURAL STUDIES: AN INTRODUCTION TO GLOBAL AWARENESS** **Video Description** (HS972W04)1 credit (STEM) OR ½ credit (SS, HUM) and ½ credit (STEM) grades 9-12 **Offered in 2025-26**
  This is a customized course about the world's cultures. The course is specifically created for the US Army, Marine Corps, Navy, and Air Force Junior ROTC programs. It introduces students to the world's cultures through the study of world affairs, regional studies, and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. It looks at major events and significant figures that have shaped each region. Throughout the course, there are readings, video segments, hands-on activities, other optional activities, technology enrichment, and assessments to guide in the reinforcement of the materials. **This course includes LEADERSHIP EDUCATION: COMMUNICATION, AWARENESS AND LEADERSHIP.** This is a customized course designed to improve communication, enhance awareness of self and others, and provide fundamentals of leadership and followership. The course

focuses on the Air Force Junior Reserve Officer Training Corps (AFJROTC) mission to “develop citizens of character dedicated to serving their nation and community.”

- **AEROSPACE SCIENCE I: Milestones in Aviation History** – (HS989W04) 1 credit (STEM) OR ½ credit (SS, HUM) and ½ credit (STEM), grades 9-12 **Offered in 2026-27**
  This is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations and flight, then progresses through time to future developments in aerospace, with an introduction into cyber technologies. The intent of the course is to bring alive the significant discoveries in flight. During the course, students will learn why we are so proud of our Air Force heritage ─ laying the foundation for future Air Force JROTC aerospace science courses. **This course includes LEADERSHIP EDUCATION III (Part A): LIFE SKILLS** This course is designed to prepare students for life after high school in the high-tech, globally oriented, and diverse workplace of the 21st -century. Students will learn how to save, invest, and spend money wisely, as well as how to avoid credit traps. They learn about real-life issues such as contracts, leases, warranties, legal notices, personal bills, money-saving strategies for grocery shopping, apartment selection, and life with roommates. In addition, students learn how to select a school that is right for them; how to apply for admission to a vocational or technical school, community college, or college/university; and how to succeed in these learning environments.

- **AEROSPACE SCIENCE II: THE SCIENCE OF FLIGHT** – (HS990W04) 1 credit (STEM) OR ½ credit (SC) and ½ credit (STEM) grades 9-12 **Offered in 2027-28**
  This is a new science course that provides students with up-to-date information on exploring the fundamentals of the science of flight. It all starts with an introduction to the principles of flight. Students will explore aircraft design, flight control, and aircraft power options. In addition, students explore weather concepts, the effects of flight on the human body, and how to navigate during flight. Finally, students will investigate the safety of flight and possible career options in the aviation industry. This textbook is intended for high school students and complements material taught in high school history, science, and social studies courses.
  This course includes LEADERSHIP EDUCATION III (Part B): LIFE SKILLS which utilizes the Life Skills textbook designed to be helpful to students deciding which path to take after high school. Information on how to apply for admission to college or a vocational technical school is included. Information on how to begin the job search is available to students who decide not to go to college or vocational school. Available also is information about financial planning and how to save, invest, and spend money wisely, as well as how not to get caught in the credit trap. Students are informed about real life issues such as understanding contracts, leases, wills, warranties, legal notices, and personal bills. Citizen responsibilities such as registering to vote, jury duty, and draft registration will be discussed. For those students who may be moving into an apartment of their own, information is presented on apartment shopping and grocery shopping skills. If there are students who are interested in a career in the military, with the federal government, or an aerospace career, information is also provided.

BUSINESS EDUCATION

Business Education is an integral part of the total academic structure and provides a significant contribution to the education of all students in a business-oriented society. Emphasis is placed on enabling students to become **productive and contributing members of society capable of economic self-sufficiency, life-long learning and** adaptability to change. It is the primary goal of this department to have students acquire the necessary knowledge, skills, and work ethics and to be able to transfer and adapt those skills successfully to specific life situations.

- **ACCOUNTING I** (HS501W04) 1 credit, grades 10-12 (STEM)
  Accounting 1 is a rigorous and relevant course based on state and national content standards and engages technology to teach this generation of students. Business and industry representatives reviewed the standards and provided input on the content as documented through MBA Research. This course will help prepare for a high-skill, high-wage or in-demand opportunity. explains the role that accountants play in business and society. This full year course identifies and describes generally accepted accounting principles (GAAP) and explains how the application impacts the recording of financial transactions. As students move through the year they will complete the various steps of the accounting cycle in order to prepare, develop and understand financial statements. Instructional strategies include simulations, case studies, application of accounting concepts and principles culminating in a Proof of Learning Project.

- **ACCOUNTING II** (HS502W04) 1 credit, grades 11-12 (STEM)
  Prerequisite: Accounting I. The Accounting II course provides additional application of the basic principles learned in Accounting I. Material covered includes departmental and payroll accounting, computerized accounting (QuickBooks and Excel), accounting for partnerships and corporations, adjustments, and basic cost accounting.

- **PERSONAL FINANCE** (HS523W04) 0.5 credit, grades 11-12 (STEM, HUM)
  Research reveals that students taking a Personal Finance course in high school prepares them for better credit scores and lower rates of delinquency on debt as an adult. This course provides students with a basic understanding of Personal Finance through exposure to: 1. Financial institutions, 2. Identifying factors that affect income, 3. Develop a budget, 4. Manage finances,5. Evaluate savings and investment options and 6.Understand credit and risk to meet short and long term goals. This understanding will enable students to identify their options in the decision making process as it applies to their role as citizens, workers and consumers.

- **ENTREPRENEURSHIP:** (HS771W04) 1.0 credit, grades 11-12 (STEM, HUM), pre req: Intro to Bus.
  Entrepreneurship is a full year course designed to teach students the skills and approaches to successfully evaluate and create new business opportunities. Emphasis is placed on projects and activity based learning. Students will engage in team building and collaborative activities, and explore the various topics necessary to create and present a business plan. The business plan will focus on the areas of Business idea, Opportunity Recognition & Market Analysis, Financials Strategies and Plans for Growth.

- **INTRODUCTION TO BUSINESS** Video Message (HS513W00) 0.5 credit, grades 9-12 (STEM, HUM)
  Introduction to Business is designed to expose the interested student to various topics and functions that occur in the modern business environment. These topics include a focus on global markets and day to day business operations, forms of business organizations, marketing, business ethics, entrepreneurship and corporate social responsibility.

- **INTRODUCTION TO INVESTMENTS AND THE STOCK MARKET** Video Message (HS533W04) 0.5 credit, grades 11-12 (STEM, HUM)
  This course will focus on an introduction to investments and the Stock Market in conjunction with direct student participation in the Connecticut Stock Market Game. A focus on the business cycle and the fluctuations over its long term growth path is emphasized. The course accentuates the

formulation of business and individual investment decisions by comparing and contrasting the investment qualities of stocks, bonds, and mutual funds. Major economic events and their effects on our global economy, including the Great Recession, are included as well.

- **YEARBOOK I** (HS521W00) 1 credit, grade 11 (STEM)
  Prerequisite: Teacher recommendation required. Students will understand, practice and learn journalism and technology skills as they prepare the **Torrington High School yearbook.** In Journalistic Technology I students will understand planning and placement of content, reporting, writing stories, headline writing, taking photographs, writing captions for photographs, designing layout, editing, computer, marketing and business management skills.

- **JOURNALISTIC TECHNOLOGY II** (HS536W00) 1 credit, grade 12 (STEM)
  Prerequisite: Teacher recommendation required. Students will manage all tasks and practice leadership skills required for plant production and unifying ideas for publication. Adobe PageMaker and Year Tech computer skills will be refined. Students will learn how to delegate essential data, meet plant deadlines and design layouts. Students will understand, practice and learn the following marketing skills: designing and selling advertising, major and supplemental financing of the yearbook, tracking sales and distribution, developing and maintaining positive public relations and learning about the legal considerations of publishing.

MARKETING EDUCATION & COOPERATIVE WORK EXPERIENCE DIVERSIFIED OCCUPATIONS

- **COMPUTER APPS** (HS527W00) 0.5 credit, grades 9-12 (STEM)
  This Computer Applications course is a basic and intermediate computer course that addresses performance standards and competencies based on state and national standards and engages technology to teach today's generation of students.This course helps prepare students for high-skill, high-wage or, in-demand occupational opportunities. The following are standards that will be covered in this semester course: 1. Impact on Society: Assess the impact of information technology in a global society, 2. Devices and Components: Identify devices and components appropriate for specific tasks.3. Operating Systems and Utilities: Describe various types of operating systems and utilities, 4. Input Technologies: Use various input technologies to enter and manipulate information appropriately, 5. Applications: Identify, evaluate, select, install, use, upgrade, troubleshoot, customize applications, 6.Digital Media: Use and create digital media, 7. Web Development and Design: Design, develop, test, implement, update, and evaluate web solutions, 8. Programming and Application Development: Design, develop, test, and implement programs and applications.

- **MARKETING I** Video Message (HS524W00) 1 credit, grades 11-12 (STEM, HUM)
  Marketing is a rigorous and relevant course based on state and national content standards and engages technology to teach this generation of students. Business and industry representatives reviewed the standards and provided input on the content as documented through MBA Research. This course will help prepare for a high-skill, high-wage or in-demand opportunity. The following are the standards which will be covered: 1. Marketing functions, strategies, and target market, 2. Product and brand management, 3. Promotion and selling, 4. Pricing and factors affecting pricing decisions, 5. Channels of distribution and supply chain management. Students will have many hands-on opportunities to reinforce their knowledge and will end the year with a Proof of Learning assessment. This is a culminating project will allow students to create their own product and apply various marketing concepts learned throughout the course

- **MARKETING II** Video Message (HS525W04) 1 credit, grades 11-12 (STEM, HUM)
  Students study the financial operations of business, management of personnel problems, and

government and business advertising, displaying and merchandising products. Students will have the opportunity to demonstrate skills in these areas through competition at FBLA competitions.

COLLEGE AND CAREER PROGRAMS

Torrington High School offers these programs to students wishing to explore selected careers.

- **CAREER INTERNSHIP** - (HS248W00) (90 hours-0.5 credit), grades 11-12, (STEM)

  Prerequisite: Teacher/counselor recommendation. The Career Internship Program will enable students to gain valuable career/work experience in a real-life setting. By helping to foster independence and decision-making skills, this program will provide an opportunity for a smooth transition from high school to college/work. Participating businesses will serve as mentors to young persons, by exposing them to the routines and challenges of the business world.

  Students may be eligible to earn a stipend upon completion of internship.

  This course is grant funded and subject to availability. May not run based on grant funding. Students interested in this course should see their school counselor.

FAMILY AND CONSUMER SCIENCE

The mission of the Family and Consumer Science Program is to empower students to effectively manage emerging life issues by analyzing options, applying skills, and strengthening interpersonal competencies through an interrelated curriculum. Participation in the program enables students to develop skills to manage their own personal, family and career lives, and to develop insights into interactions within the family and the relationship of work to family. Family and consumer science education applies academic learning to hands-on application and should be an integral part as one transitions into adulthood.

- **CHILD DEVELOPMENT I** (HS565W00) 0.5 credit, grades 10-12 (STEM, HUM)
  This course is designed to help students understand the major physical, intellectual and social emotional stages of child development from conception through age 4. Special emphasis will be placed on the parents' role in the child's development while learning that there are many ways to raise a child. Current topics such as pregnancy and family dynamics will be covered.

- **CHILD DEVELOPMENT II** (HS566W04) 0.5 credit, grades 10-12 (STEM, HUM)
  Prerequisite: Child Development I. Teacher recommendation required
  Using skills and knowledge from Child Development I, students will explore in-depth the learning theories, and special needs of children from birth to age 4. To further foster an interest in the topic, students will investigate career options. Students will work in and observe children in the preschool.

- **UCONN ECE INDIVIDUAL AND FAMILY DEVELOPMENT** (HS550w08) 1 Credit, grades 11-12, (HUM) **Prerequisite: Child Development I**. This Course is designed as an introduction to the field of Human Development and Family Studies. This Course will provide students with an understanding of the individual and family development over the lifespan. In Particular, the course will focus on the developing individual within the context of the family system and the changes that occur in the family system over time. The course also includes an internship component. Students will have the opportunity to apply for Uconn College Credit in the UConn Early College Experience program. This course will have a fee associated with it and will be due to UCONN at the responsibility of the student and family. Financial assistance may be available through UCONN. NWCC credit for ENGL 1020 is also available at no cost, but a separate registration and a minimum grade of 80 is required.

- **LEARN TO TEACH** (HS552W04) 0.5 credit, grades 10-12 (STEM, HUM)
  Gain an understanding of the education profession resulting in the opportunity and desire to enter teacher preparation programs in college.

- **FOODS I Culinary Fundamentals** (HS552W00) 0.5 credit, grades 10- 12 (STEM)
  This foundational culinary course is centered on hands-on learning, with a strong emphasis on fostering self-sufficiency in the kitchen. Students will develop essential food preparation skills, learning to maintain a safe and sanitary kitchen environment. The course focuses on teaching students to measure ingredients accurately, master fundamental cooking techniques, and follow recipes with precision. The culinary journey in FOODS I includes preparing a variety of basic family meals and baked goods, all aimed at equipping students with the confidence and competence to cook independently.

- **FOODS II Culinary Fundamentals for the industry** (HS553W00) 0.5 credit, grades 10-12 (STEM)
  Prerequisite: Foods I Culinary Fundamentals Building on the foundational skills acquired in FOODS I, this intermediate course delves into food preparation for commercial settings. Students will enhance their culinary techniques with a focus on dishes suitable for public consumption. Mastery of kitchen safety and sanitation remains a core component, alongside the precision in measuring, food preparation, and recipe adherence. The course repertoire includes an array of meats, vegetables, casseroles, and soups. Enrollment requires successful completion of FOODS I.

- **FOODS III Advanced Culinary** (HS556W04) 0.5 credit, grades 11-12 (STEM)
  Prerequisite: Foods II. In FOODS III, students elevate their culinary skills to a professional level, with a curriculum that includes advanced food preparation techniques and a more in depth approach to Restaurant Sanitation, leading to certification as food handlers. The course challenges students to produce an intricate array of bakery products such as sophisticated yeast breads, pastries, cakes, cookies, and confections. Additionally, students will undertake the preparation of savory and complex dishes that showcase a higher level of culinary artistry and technique. Enrollment is contingent upon successful completion of FOODS II.

TECHNOLOGY EDUCATION

Technology education is experience-based and involves the application of mathematics and scientific concepts in such technological systems as construction, manufacturing, communications, engineering, transportation, biotechnology, and power and energy. Students work both individually and in teams to solve practical problems related to technology -its evolution, systems, techniques, utilization, and social and cultural significance. The technology education program is designed to recognize and capitalize on the individual's inherent potential for clear headed analysis and problem- solving, for conceptualizing and creating, for building and representing by using tools and materials from which technology and industry spring.

- **APPLIED STEM** (HS764W04) 0.5 credit, grades 10-12 (STEM) - (Semester 2 only)
  This course will focus on authentic STEM projects with an emphasis placed on the scientific and engineering methods naturally embedded into the course activities. In this class, students will engage in two quarter-long activities that include running a complete maple sugaring operation, followed by an introduction to CNC operations with a unit that includes laser engraving. The design, engineering, and business practices driven by the “hands-on” activities will give students the opportunity to apply math, technology, and science content skills previously learned in other classes.

- **CADD 1: INVENTION & INNOVATION** (HS765W04) 0.5 credit, grades 9-12 (STEM)
  This half year introductory CADD (Computer Aided Drafting & Design) course starts with mechanical drawing using manual drafting tools; Compass, T-Square, Scales and Triangles. Next, Autodesk Inventor, one of the world’s most used 3D mechanical CAD design software for creating 3D digital prototypes, is introduced. Students will then apply the design process in the invention or innovation

of a new product, process or system. Will your 3D printed prototype be on the next episode of Shark Tank?

- **CADD 2: PRODUCT DESIGN** (HS766W04) 0.5 credit, grades 10-12 (STEM)
  Prerequisite: CADD 1: Invention & Innovation. This is a half year advanced CADD (Computer Aided Drafting & Design) course. From automotive design to building products and consumer goods, design is constantly changing. This course will teach you how to develop fundamentals for advanced work. Advanced CADD commands, industry standards, and attention to details are stressed. Students will learn to expand their skills by using CADD as a 3D-design tool and as a database. Prototypes of designs and "inventions" will be produced. Recommended for students who may enter engineering and/or technical fields.

- **CONSTRUCTION TECHNOLOGY** Video Description (HS729W04) 1 credit, grades 11-12 (STEM)
  Prerequisite: Woodworking Technology I or Teacher Recommendation. This course involves students with the tools, materials, and technologies used in the construction industries. Students will develop skills required to be an informed homeowner and provide a base from which to build the expertise necessary to compete in this thriving environment. Students will be given hands-on practice in the design and building of construction projects. Correct and safe use of tools and processes is strongly emphasized, and students are required to actively participate in all the activities.

- **DRONES** (HS801W04) 0.5 credit, grades 9-12 (STEM)
  This semester-long course focuses on the technology and innovation surrounding drones. Students will learn about the use, ethics, and operation involved in this technology, along with exploring the real world application of these devices. Students will be involved in both independent research and hands-on learning experiences such as coding and flying specific missions

- **INTRODUCTION TO CODING I** (HS744W04) 0.5 credit, grades 9-12 (STEM)
  Interested in Computer Science careers? This half introductory Computer Science Discoveries course empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Section 1 is all about Exploration & Expression. Students learn the problem-solving process, the input-output-store-process model of a computer, and how computers help humans solve problems. Students learn to create websites using HTML and CSS. Throughout the unit, students consider questions of privacy and ownership on the internet as they develop their own personal websites. And finally students learn fundamental programming constructs and practices in the JavaScript programming language while developing animations and games.

- **INTRODUCTION TO CODING II** (HS770W04) 0.5 Credit, grades 10-12 (STEM)
  Interested in Computer Science careers? This half year introductory Computer Science Discoveries course is a continuation of Section 1. Section 2 is all about Innovation & Impact. Students apply the problem solving process to the problems of others, learning to empathize with the needs of a user and design solutions to address those needs. Students form teams to prototype an app of their own design. Students explore different systems used to represent information in a computer and the challenges and tradeoffs posed by using them. Students learn how collections of data are used to solve problems and how computers help to automate the steps of this process. Lastly, students will explore the relationship between hardware and software by programming the Adafruit Circuit Playground.

- **INTRODUCTION TO ENGINEERING** (HS692W06) 1 credit, grades 11-12 (STEM)
  Prerequisite: 75 or higher in Algebra II (H) or 85 or higher in Algebra II (CP). Students taking Algebra II (H) concurrently may take this course with prior approval of the Intro to Engineering teacher. This course offers interested students an opportunity to learn about engineering as a potential course of study in college, and as a possible rewarding career. STEM fields are where many of the in-demand, high-paying jobs of the future will be found, and Engineering puts the E in STEM. Students will learn

about the applied science and math skills and design techniques that are used in the engineering profession, as they apply these skills to hands-on projects. Students will also gain a good understanding of the various engineering disciplines, to help them determine which area of study they may be interested in pursuing. The course will include hands-on engineering design and model construction projects, a research project/presentation, and presentations by outside speakers who are practicing engineers in various disciplines.

- **GRAPHIC COMMUNICATIONS, INTRODUCTION** (HS757W04) 0.5 credit, grades 9-12 (STEM, HUM)
  In this half year course students will investigate the many facets of technical design and production within the graphic communications industry. This course will develop students' practical knowledge and provide real life applications. Students learn design, layout, image manipulation and illustration principles plus receive extensive experience working on industry standard software from Adobe. Including many other commonly used art and design websites and softwares. Projects include Logo Design, Business Cards, Posters, Package Design, Simple Website Design.

- **GRAPHIC COMMUNICATION II** (HS719W04) 0.5 credit, grades 10-12 (STEM, HUM)
  Prerequisite: Introduction to Graphic Communications. In this half year course students will learn more in depth facets of technical design and production within the graphic communications industry. Projects will be more advanced and require the use of multiple Adobe Programs. A larger focus will be placed on materials processing, including paper type, style and weight . New topics will include Safety in the Workplace and Industry, Career Education Requirements, and Employability.

- **GRAPHIC COMMUNICATION III: ADVANCED** (HS718W04) .05 credit, grades 10-12 (STEM)
  Prerequisite: Graphic Communications II and Teacher Recommendation. The purpose of this half year course is to assist students in making meaningful occupational and educational choices. The in depth focus will be directed towards Digital File Preparation for a Client and Career Pathways and Opportunities in the Graphic Communications Industry. Students will work on existing design jobs as well as seek out new design jobs to complete in the classroom for a profit. Accounting and Business Management related to individual client jobs as well as a start up business will be introduced.

- **INTRODUCTION TO DIGITAL MEDIA (PHOTO I)** (HS721W00) 0.5 credit, grades 9-12 (STEM, HUM)
  This semester-long course introduces students to basic digital camera controls and photography principals. Students will learn the techniques to expose images properly and learn to apply the rules of composition to their work. Students will also explore career paths and opportunities within the field of photography.

- **DIGITAL MEDIA II (PHOTO II)** (HS723W04) 0.5 credit, grades 10-12 (STEM, HUM)
  Prerequisite: Photography I. Students will build on their knowledge base from photography I and develop a deeper understanding of photographic principles. Students will learn how to work with a client and apply their knowledge to client-oriented projects. Students will also explore current photography trends in a variety of industries and work to improve upon their own abilities utilizing their new knowledge in these areas.

- **POWER I TRANSPORTATION** Video Description (HS722W00) 1.0 credit, grades 9-12 (STEM)
  The major emphasis of this course is on transportation systems and their various sources of power. Students will construct various transportation devices for a practical way to learn about transportation. Skills required to complete projects will be learned. Transportation's role and effects on society will be explored. There will be a major project involving human powered vehicles designed by student groups.

- **POWER II TRANSPORTATION** Video Description (HS738W04) 1 credit, grades 10-12 (STEM)
  Prerequisite: Power I/Transportation. This course provides an in-depth opportunity to explore power and transportation systems. Students will utilize the automobile in performing preventive maintenance tasks. Students will also select an advanced transportation project. Primarily projects revolve around a

vehicle powered by an electric motor.

- **POWER III TRANSPORTATION** Video Description (HS725W04) 1 credit, grades 11-12 (STEM)
  Prerequisite: Power II/Transportation. This course provides an in-depth opportunity to explore power and transportation systems. Students will utilize the automobile in performing minor repairs. Emphasis is toward diagnosis of various power/transportation systems. Students will also select an advanced transportation project. Past projects range from a hovercraft to construction of a super mileage vehicle.

- **PREVENTIVE MAINTENANCE** Video Description (HS726W00) 0.5 credit, grades 11-12 (STEM)
  (Not open to students who have completed Power II and /or Power III /Transportation).

  Preventive Maintenance is a hands-on course designed to allow students to become aware of and practice maintenance items on an automobile. Automotive systems are discussed with the maintenance of systems being the primary objective. Consumer issues are also discussed. Things to look for when buying a car and what to be aware of when going to a repair facility are also investigated. It is recommended that students have access to a vehicle to complete the preventive lab requirements of this course.

- **INTRO TO SOLDERING** (HS752W00) 0.5 credits, grades 10-12 (STEM)
  The purpose of this course is to provide students with an introduction to the soldering manufacturing profession. Students who take the soldering course will learn industrial metalworking techniques by which hot metal is used to fuse materials together. They will demonstrate the ability to hand solder through hold and surface mount components and learn how to wire terminals. Students will receive an overview of component identification and value interpretation. They will also become knowledgeable of the methods and acceptance criteria for soldering electronic assemblies. This course and experience may lead to employment with local manufacturers.

- **ROBOTICS Honors** (HS761W06) - 0.5 credit, grades 9-12 (STEM)
  Prerequisite: Algebra 1 CP. Are you a problem solver and have a natural curiosity of how things work? Are you creative and interested in innovation? Are you a team player and love learning? You just might have an engineering mindset. Engineers use a unique mode of thinking based on seeing everything as a system. They see structures that aren't apparent to the average person. They know how to design under constraints and understand trade-offs. In this year-long course, students will focus on four core areas: engineering design process, performing essential engineering calculations, coding, and discovery while building a robot. By the end of this course you will be able to define how and why we use robots in society along with how to analyze and generate solutions to robotics problems. You will be able to document the design process and demonstrate problem solving abilities all while you design, build and program robots.

- **INTRODUCTION TO INTERACTIVE MEDIA** (Video I)(HS747W04) 0.5 credit, grades 9-12 (STEM, HUM)
  Learn the basics of producing interactive media content including camera techniques, story development, sound, lighting and editing. This course is an excellent base for jobs or continued education in the field of media production.

- **INTERACTIVE MEDIA II (Video II)** (HS736W04) 0.5 credit, grades 10-12 (STEM, HUM)
  Prerequisite: (Interactive Media I). Students will have the opportunity to build upon knowledge and skills attained in Interactive Media I. With this in mind, the quality of productions created in this course shall reflect an increased attention to detail as students learn nuances of interactive media. Qualities of effective productions will be studied. This course affords students the opportunity for continued study in technical areas within interactive media such as audio and video quality, special effects, titling, transitions, animations, and computer technology.

- **WOODWORKING TECHNOLOGY I** Video Description (HS744W00) 0.5 credit, grades 9-12 (STEM)

This course introduces students to woodworking tools and machines used in maintaining the home, building home furnishings and for construction work. Students develop skills in the use of various equipment and some practice in building projects for home use. Correct and safe use of machines is emphasized, and students are required to produce one or more simple projects per marking period.

- **WOODWORKING FOR WOMEN I** Video Description (HS734W00) 0.5 credit, grades 9-12 (STEM)
  This course introduces female students to woodworking tools and machines used in maintaining the home, building home furnishings and for construction work. Students develop skills in the use of various equipment and some practice in building projects for home use. Correct and safe use of machines is emphasized, and students are required to produce one or more simple projects per marking period.

- **WOODWORKING TECHNOLOGY II** Video Description (HS745W04) 0.5 credit, grades 10-12 (STEM)
  Prerequisite: Woodworking Technology I or Woodworking for Women. This course takes over where the prerequisite course leaves off. Students will now learn to set up the various woodworking machines to produce more advanced assignments. The students will have opportunities to work with materials like oak, walnut and cherry. During the second half of the class students can choose from an assortment of projects to produce a more individualized project.

ENGLISH

The English department promotes a program of active student participation in the learning process. Skills in English are the cornerstone for any career. Upon the completion of the course of study, the student will be an effective user of language for communication and lifelong learning. The student will demonstrate skills in critical reading, writing, speaking, listening and viewing. In accordance with the Torrington High School Core Beliefs and Values Statement and the CCCS, students will demonstrate problem-solving and critical thinking skills, reading and comprehension skills, and effective communication skills for a variety of purposes and audiences in these courses.

- **ENGLISH I (General)** (HS001W00) 1 credit, grade 9 (ENG, HUM)

  Students are assigned to this course when they are more than one year below grade level in reading and/or writing skills. This is a comprehensive course designed to provide a well-balanced approach to writing and literature from the Greeks to Shakespeare. Much of the time is spent on refining reading and writing strategies. Research is required.

- **ENGLISH I (College Prep)** (HS001W04) 1 credit, grade 9 (ENG, HUM)

  This course promotes an accelerated approach to literature by use of form and theme. A prime aim is to help students develop composition skills. A wide range of literature is offered, from the ancient Greeks to Shakespeare to modern short stories. Emphasis is placed on reading and writing skills. A research paper is required.

- **ENGLISH I (Honors)** (HS001W06) 1 credit, grade 9 (ENG, HUM)

  Prerequisite: 90 or higher in current English class and teacher recommendation. This course offers an accelerated approach to the study of writing and literature from the ancient Greeks to Shakespeare to modern short story. Emphasis is placed on evaluating thematic material, symbolism, individual projects and extensive writing and reading. A research paper is required. **Students selecting this course may be required to complete specific summer reading.**

- **ENGLISH II (General)** (HS005W00) 1 credit, grade 10 (ENG, HUM)

  Prerequisite: English I. Students are assigned to this course when they are more than one year below grade level in reading and/or writing skills. This is a comprehensive course designed to provide a well-balanced approach to writing and literature, with an emphasis on Western Literature from the Elizabethan Era to the 21st Century. Much of the time is spent on refining reading and writing strategies. Research is required.

- **ENGLISH II (College Prep)** (HS005W04) 1 credit, grade 10 (ENG, HUM)

  Prerequisite: English I. The course is a comprehensive examination of genres and forms of Western literature from the Elizabethan Era to the 21st century. Students examine the author's craft and the exploration of themes, particularly the motif of war, across multiple texts. The focus of study is close textual analysis that emphasizes the relationship between form and content. Research papers are required.

- **ENGLISH II (Honors)** (HS005W06) 1 credit, grade 10 (ENG, HUM)

  Prerequisite: 90 or higher in English I (CP) or 80 or higher in English I (H) and teacher recommendation. The course is a comprehensive examination of genres and forms of British and Western literature from the Elizabethan Era to the 21st century. Students examine the author's craft and the exploration of themes across multiple texts, studying the ways in which history and culture are reflected in literature. The focus of study is close textual analysis that emphasizes the relationship between form and content. Advanced writing and speaking skills will be stressed and research papers will be required. **Students selecting this course will be required to complete summer reading.**

- **ENGLISH III (General)** (HS010W00) 1 credit, grade 11 (ENG, HUM)

  Prerequisite: English I and II. Students are assigned to this course when they are more than one year below grade level in reading and/or writing skills. This is a comprehensive course designed to provide a well-balanced approach to literature and writing. Much of the time is spent on refining reading and writing strategies.Research is required.

- **ENGLISH III (College Prep)** (HS010W04) 1 credit, grade 11 (ENG, HUM)

  Prerequisite: English I and II. This course is designed to provide students an insight into the American experience through its literature. Students will recognize the social, political, and cultural influences that helped produce these literary works. Students will become adept at reading the novels, short stories, drama, and poetry of America, as well as journals, essays, and other non-fiction works. Students will improve writing skills in conjunction with the literature, as well as critical reading ability. An additional focus of the course is to prepare students for the college experience. Research projects will be required.

- **ENGLISH III (Honors)** (HS010W06) 1 credit, grade 11 (ENG, HUM)

  Prerequisite: 90 or higher in English II (CP) or 80 or higher in English II (H) and teacher recommendation. This course is a chronological study of American literature with emphasis on the correlation between societal events, art, music, and literature. The reading and writing will be complex and require a sophisticated ability to intertwine facts and concepts. A major research project will be required. **Students selecting this course will be required to complete specific summer reading.** Students who select this course would love reading challenging texts. NWCC credit for ENGL 1010 is also available at no cost, but a separate registration and a minimum grade of 80 is required.

- **AP ENGLISH LANGUAGE (Advanced Placement)** (HS010W08) 1 credit, grade 11 (ENG, HUM)

  Prerequisite: 90 or higher in English II (H) and teacher recommendation. This course is designed to train students to become skilled readers of prose written in a variety of periods, disciplines and rhetorical contexts. The course offers practice and the helpful criticism necessary to create flexible writers who can compose in a variety of modes and for a variety of purposes. The readings and writings develop understanding of the interaction between authorial purpose, audience needs, the subject itself, generic conventions and the resource of language: syntax, diction, tone. A major research project will be required. An AP course is equivalent to a survey course in college; **students are expected to take the AP exam upon completion of this course. A specific summer reading list is required**. Students who select this course should have a passion for the structure of the English language. In order to receive the AP designation in this class, students in this course will take the AP exam in May, for which they may earn college credit depending on their score on the exam. There is a fee associated with the test. TPS will cover half the cost of the exam and the student/family will cover the remainder. Financial assistance is available, please see your school counselor for details. If the student chooses not to take the exam, they will receive Honors weighting.

- **ENGLISH IV (General)** (HS015W00) 1 credit, grade 12 (ENG, HUM)

  Students are assigned to this course when they are more than one year below grade level in reading and/or writing skills. It is a comprehensive program designed to give students a well-balanced course in critical thinking, literature and writing. Research is required.

- **ENGLISH IV (College Prep)** (HS015W04) 1 credit, grade 12 (ENG, HUM)

  Prerequisite: English I, II and III. This course is a comprehensive study of selected writings of 20th century literature. Students will investigate various genres within the humanities. All areas of writing will be emphasized. A research paper will be required.

- **ENGLISH IV (Honors)** (HS015W06), 1 credit, grade 12 (ENG, HUM)

  Prerequisite: 90 or higher in English III (CP) or 80 or higher in English III (H) and teacher recommendation. This course is a comprehensive study of selected writings of 20th century literature. Students will investigate various genres that reflect the human condition, vis-à-vis the world of the humanities. All areas of writing will be emphasized, and students will be expected to show the correlation of the world of humanities with the literature being studied. A research paper will be required. Students who successfully meet the requirements will earn college credit for English 096 at Northwestern CT Community College. **Students selecting this course will be required to complete specific summer reading.**

- **UCONN ECE ENGLISH LITERATURE** (HS015W08) 1 credit, grade 12 (ENG, HUM)

  Prerequisite: 90 or higher in English III (H) or 85 or higher in AP English Language and teacher recommendation. This course engages students in a careful reading of literary works. Through this study, they refine their awareness of language and deepen their understanding of the writer's craft. They develop critical standards, for the independent appreciation of any literary work, and heighten their sensitivity to literature as a shared experience. Students study the individual work, its language, characters, actions and themes. They consider its structure, meaning and value, and its relationship to contemporary experience as well as its reflection of the time in which it was written. Research papers are required. Additionally, students are provided studio time for self-directed activities and assignments. **Students selecting this course must complete required summer reading.** Students who select this course should be passionate about reading and analyzing literature. The UCONN grade may differ from the THS grade. A UCONN grade of 75 or over for this course will result in 4 UCONN credits for ENGL 1007. This course will have a fee associated with it and will be due to UCONN at the responsibility of the student and family. Financial assistance may be available through UCONN. NWCC credit for ENGL 1020 is also available at no cost, but a separate registration and a minimum grade of 80 is required.

Electives that do not satisfy the 4 year English requirement:

- **CREATIVE WRITING (HUM)** (HS022W04) 0.5 credit, grades 11-12 (HUM) **Does not fulfill the English requirement for graduation**.

  Prerequisite: English I, II, and Teacher recommendation required. This elective workshop is an advanced course in writing which aims to develop and encourage individual expressions in the various fictional styles. Students taking this workshop should have the ability and desire to pursue many phases of writing and should have a firm foundation in expository writing. Students will be required to submit work for publication and edit a school-wide literary magazine.

- **JOURNALISM I** (HS024W04) 1 credit grades 11-12 (HUM, STEM) **Does not fulfill the English requirement for graduation.**

  Prerequisite: English I, II (College Prep or higher). This elective course may be taken by students in addition to the regular English requirement. Students will learn the elements of journalistic writing as well as how to be a consumer of mass media. Emphasis will be placed on reporting, editing and media management. This course is highly recommended for those wishing to improve their writing skills.

Multilingual

English as a Second Language (ESL) classes are for students who are first generation to the United States who need additional language support to be successful in their classes as they learn English. Students will be placed based on teacher recommendation. (HUManities)

- **ESL INTRO A** (HSESL171W00) 1 credit, grades 9-12 (HUM)
  Note: Should be taken concurrently with ESL Intro B. This course introduces students who are new to the United States to the English language with a focus on English grammar and begins to develop students' proficiency in four skill areas: listening, speaking, reading and writing. Basic English communication skills will be emphasized.

- **ESL INTRO B** (HSESL172W00) 1 credit, grades 9-12 (HUM)
  Note: Should be taken concurrently with ESL Intro A. This course introduces students who are new to the United States to the English language with a focus on vocabulary acquisition. Students will learn academic words they will encounter in other classes related to the content areas of math, science and social studies. They will acquire vocabulary through context as they learn the English language.

- **ESL I** (HS160W00) 1 credit, grades 9-12 (HUM)
  This course is for beginner students to acquire English proficiency in the areas of speaking, reading, listening, and writing. Students will learn important grammatical structures that will serve as the foundation to their English language. In addition, students will read texts to enrich their vocabulary and develop their reading strategies, reading comprehension, critical thinking and evidence-based thinking skills.

- **ESL II** (HS161W00) 1 credit, grades 9-12 (HUM)
  This course is for intermediate students and continues building all oral, reading, listening and writing skills developed in ESL I. Aligned with the CCSS, students will improve their critical thinking, comprehension and communication skills as they study a variety of nonfiction and fiction texts. An emphasis will be placed on reading and writing strategies.

- **ESL III** (HS162W00**)** 1 credit, grades 9-12 (HUM)
  Note: Should be taken concurrently with sheltered English I. This course is for advanced students and continues building all oral, reading, listening and writing skills developed in ESL II. Aligned with the CCSS, students will improve their critical thinking, comprehension and communication skills as they study a variety of nonfiction and fiction texts. An emphasis will be placed on multiple forms of academic writing.

- **ESL PEOPLE, PLACES AND LANGUAGE** (HS146W04) 1 credit, grades 9-12 (HUM)
  ESL People, Places, and Language is designed for newcomers to the United States. This course introduces students to the English language and American culture

- **ESL RESOURCE** (HSESL1001/HSESL1002) grades 9-12 (HUM)
  ESL Resource supports students with the academic work from their content classes and provides them with a variety of academic, linguistic, cultural and community resources.

- **ESL WRITING/SPEAKING** (HS166W00) 0.5 Credit, grades 9-12 (HUM)
  This course is taken concurrently with ESL I. Students will further develop their writing and speaking skills as an extension of what they are learning in ESL I. There will be a focus on grammar and paragraph structure

- **LANGUAGE LAB** (HS176W00/HS178W00) 0.5 Credit, grades 9-12 (HUM)
  Note: Course may be taken for up to four semesters. This course is designed to build a foundation of fundamental vocabulary and essential language structure that will enable students to develop command of the English language. Students will work independently on the *Rosetta*

Stone interactive language program and study the basics of the English language (vocabulary, grammar, pronunciation, listening, reading and writing). At the end of the program, students will be able to apply their English skills to real life situations and demonstrate awareness of the context and cultures in which English is spoken.

Sheltered classes are designed to help English learners learn academic English while providing access to mainstream, grade-level content.

- **SHELTERED ENGLISH I (Not running 2024-2025)** (HS179W00) 1 Credit, grades 9-12 (ENG, HUM) **Note: Should be taken concurrently with ESL III.** Aligned with the CCSS, this course provides a well-balanced approach to literature and writing. Topics covered include the modern short story, Greek mythology and Shakespeare. Reading strategies will be implemented and refined throughout the course.

- **SHELTERED AMERICAN CITIZENSHIP** (HS238W00) 0.5 Credit, grades 9-12 (SS, HUM)
  This course will explore the core values and beliefs that ground our American society throughout our history and will examine the basic elements of American government. Students will also consider practical naturalization concerns as they learn about our nation. This course fulfills the legislation that requires one-half credit in civics and American government for graduation.

- **SHELTERED HISTORY OF FILM** (HS232W00) 0.5 Credit, grades 9-12 (SS, HUM)
  This course is an introduction to classic films and their role in the development of sociocultural identity. An analysis of film for technique, theme, plot, and development of cultural and historical references during the 1880s to present will be studied.

- **SHELTERED U.S. HISTORY** (HS210W00) 1 Credit, grades 9-12 (SS, HUM)
  This course focuses on the development of the United States from pre-colonial times to the present. The course provides an in-depth study of the causes and effects of significant events in United States history and evaluates the impact of these events on modern governments, societies, and citizens. Coursework includes analysis of major political, judicial and economic policies and their effect upon the nation's emergence as a world power.

- **SHELTERED WORLD HISTORY** (HS200W00) 1 Credit, grades 9-12 (SS, HUM)
  This course focuses on world history from prehistoric times to the modern day. Students examine major world developments globally to understand how coexisting and contending cultures interact and affect global society today. This course emphasizes the analysis of selected causes and effects in the development of modern democracy, imperialism, nationalism, industrialization, communism, fascism, socialism and globalization. Students will also focus on improving reading, writing, and oral presentation skills through simulations, essays, and oral reports.

- **SHELTERED ALGEBRA 1A** (HS305W00) 1 credit, grade 9 (MA, STEM) **Prerequisite: Teacher Recommendation.** Students will learn how to solve linear equations and inequalities in one variable. They will also learn how to use functions to interpret real-world situations. Problem solving and the use of technology will be utilized to improve students' independent thinking. This course covers the first half of topics found in Algebra I (HS306W04); students will be assigned to this course if they are one or more years below grade level in mathematics skills.

- **SHELTERED ALGEBRA 1B** (HS304W00) 1 credit, grade 10 (MA, STEM) **Prerequisite: Algebra 1A.** Students will learn how to solve, interpret, and graph linear equations and inequalities in one or two variables. They will also learn how to solve systems of linear equations, work with exponents, and create linear models to solve and interpret real-world situations. Problem solving and the use of technology will be utilized to improve students' independent thinking. This course covers the second half of topics found in Algebra I (HS306W04)

FINE ARTS

MUSIC – Visit our website at www.thsmusic.net
Mr. Splettstoeszer - WSplettstoeszer@torrington.org
Mr. Sullivan - CSullivan@torrington.org

Music is an element in life that connects many experiences and concepts. Music is aesthetic, aural, visual and kinesthetic. It presents opportunities for positive social and emotional growth on personal and interpersonal levels. The Torrington High School Music Department provides course opportunities for all students. We offer five performance ensembles that include: Concert/Marching Band, String Orchestra, Jazz Ensemble, Concert Choir and Chamber Choir. The Music Program at Torrington High School fosters the ability to create, appreciate, demonstrate musical understanding, and perform diverse, challenging music. Participation in the THS Music Program provides a rewarding experience enriching life throughout high school and beyond.

Performing Ensemble Requirements:

*Students enrolled in the performing ensembles will be expected to participate in daily or weekly classes and attend all scheduled performances including, but not limited to, the Winter Concert, Berkshire League Music Festival,
American School Band Directors Association Honor Festival, American Choral Director's Honor Choir, Spring Concert, Farewell Concert, Memorial Day parade, local parades, competitions, awards ceremonies and graduation. Students may also choose to participate in Northern Regional/All State audition/music festival and New England audition/music festival. In addition, travel may include an invitation to participate in an event or music festival. Trips will be partially financed through student fund-raisers. Participants will be asked to purchase uniform performance attire (once per school career).

Vocal Performing Ensembles

- **CHAMBER CHOIR (Honors)** (HS669W06) 1 credit, grades 10-12 (HUM)
  Prerequisite: Audition and permission of Instructor. Chamber Choir (Select Choir) is an auditioned group. Auditions take place in June and September (for those who did not audition in June). January auditions will be held at the director's discretion. Audition will include (not limited to) vocalizing to establish voice range, exercise in matching pitch and demonstrating ability to sing harmony without accompaniment. Chamber Choir requires a much higher level of commitment as compared to Concert Choir. The literature is more challenging and diverse. Chamber Choir meets outside the normal school day. All music will be memorized for concert performance. See performance requirements for ensembles.

- **CONCERT CHOIR** Video Message (HS672W04) 1 credit grades 9-12 (HUM)

  Concert Choir is a non-auditioned group of students who enjoy singing and who want to learn to sing better. The Concert Choir welcomes singers of all experience levels; the only requirement is that singers be able to match pitches. Students will develop a healthy singing technique, improve their musical literacy, and will be afforded the opportunity to perform several times during the year, the choir will sing a variety of choral literature from many styles and in many languages. See performance requirements for ensembles. Instrumental Performing Ensemble

Instrumental Performing Ensemble

- **STRING ORCHESTRA** (HS656W04/HS652W06) 1 credit, grades 9-12 (HUM) **Prerequisite: None (Beginners may join the orchestra by arrangement with the director)**
  The Torrington High School String Orchestra is open to all high school string players. Through full group, individual and sectional lessons, students are exposed to a wide variety of music. The knowledge gained through these experiences builds upon musical proficiencies learned at the middle school and prepares students for postgraduate musical experience. (Beginners may join the

orchestra by arrangement with the director.) See performance requirements for ensembles.

- **CONCERT BAND** (HS653W04) 1 credit grades 9-12 (HUM)
  The Torrington High School Band is open to all high school wind and percussion players. Through marching band, concert band, ensembles, and individual and sectional lessons, students are exposed to a wide variety of music. The knowledge gained through these experiences builds upon musical proficiencies learned at the middle school and prepares students for postgraduate musical experience. (Beginners may join the band by arrangement with the director.) See performance requirements for ensembles.

- **ENSEMBLE** (HS665W04/HS659W06) 1 credit, grades 9-12 (HUM)
  This is a performance-based course where students can create their own small ensembles. Students will explore the various types of literature through their selected small ensemble. Ensembles must be approved by Mr. Splettstoeszer or Mr. Sullivan before acceptance in this course.

Non-Performance Music Courses

- **HISTORY OF POPULAR MUSIC** Video Description (HS686W04) 0.5 credit grades 9-12 (HUM)
  Students will examine the development of American popular music from early blues and jazz to Hip Hop, will make connections between the music and its historical and cultural contexts and will be able to recognize key artists and compositions from recorded examples. Students will develop the ability to recognize major musical components, such as form, instrumentation and style. Students will listen to lectures, engage in discussions and will listen to music. Required skills: note-taking, weekly written work, and basic English skills. No previous musical experience is required.

- **INTRODUCTION TO PIANO** Video Description (HS688W00) 0.5 credit grades 9-12 (HUM)
  This course is for any student interested in the fundamentals of piano; students with little to no piano background. This class is not for students with prior piano experience. Students will learn the basics of piano: reading notation and musical terms, playing chords and melodies, learning to transpose and translating that notation to the piano. Using a mixture of independent and group learning experiences, a variety of basic piano literature will be studied, with the ultimate goal of students being able to learn a desired piece of music independently. If students are curious about piano and always wanted to learn about it, they should sign up.

- **MUSIC TECHNOLOGY I** (HS690W00) 0.5 credit grades 9-12 (STEM, HUM)
  This introductory course is open to any student with the desire to learn about the ever-changing world of Music Technology. Students will explore the latest computer software and hardware along with analog and digital recording. Students will leave this course with a basic understanding composing, remixing, podcasting, film scoring and more. Students must have access to headphones for class use.

- **MUSIC TECHNOLOGY II** (HS694W04) 0.5 credit grades 10-12 (STEM, HUM)
  Prerequisite: Music Technology I with a grade of 80 or better. This course will explore advanced topics in Music Technology and will concentrate on “Real World” applications. Topics include but not limited to: Music Business, Music Production and Audio Engineering. Students will have the option to intern at Red Room Sound Studio in Torrington, CT. Students must have access to headphones for class use.

THEATER

- **DRAMA** (HS020W04) 0.5 credit, grades 10-12 (HUM)
  This elective course will introduce students to acting and theater production. Students will participate in pantomime, improvisation, monologues, dialogues, and one-act scenes. Students will learn stage directions and understand a production from the viewpoints of a director, designer, technician and audience. Class participation, performance, and written critical analyses are all important in this course.

VISUAL ARTS

- **INTRODUCTION TO ART I** (HS635W00) 0.5 credit, grades 9-12 (HUM)
  Students will experiment with ideas, techniques, and media through creative problem solving in selected areas such as drawing and painting. Art historical references will be used throughout as inspiration. The focus will be on 2-dimensional color and drawing.

- **INTRODUCTION TO ART II** (HS636W00) 0.5 credit, grades 9-12 (HUM)
  Prerequisite: Introduction to Art I. Students will experiment with ideas, techniques, and media through creative problem solving in selected areas such as drawing, painting, sculpture, crafts, and graphic design. Art historical references will be used throughout as inspiration. The focus will be on 3-dimensional color and painting, with printmaking.

- **INTRODUCTION TO ART HISTORY** (HS601W04) 0.5 credit, grades 9-12 (HUM)
  Art History is designed to foster in students an understanding and knowledge of architecture, sculpture, painting, photography and other art forms within diverse historical and cultural contexts. In the course, students examine and critically analyze major forms of artistic expression from the past and the present. In addition to visual analysis, this course emphasizes a holistic understanding of the history of art from a global perspective, considering such issues as patronage, gender and the functions and effects of works of art across history. This course uses text, art prints, and research and may include museum visits. A minimal amount of hands-on studio work is required. Prior art training is not a prerequisite.

- **ART TECHNOLOGY** (HS617W00) 0.5 credit, grades 10-12 (HUM)
  Art technology is a project based course where students will create works of art using digital technology, softwares and websites as tools to apply art elements and showcase use of tools and adjustments. Student critiques, presentations, and reflections are also given to use and apply vocabulary and discourse in the room.

- **INTRODUCTION TO CERAMICS** (HS619W00) 0.5 credit, grades 9-12 (HUM)
  This is an introductory course into the area of three-dimensional art where students will develop creative thinking and perspectives for self-expression using clay. Students will demonstrate an understanding of proper hand building techniques using clay through the successful completion of a variety of projects. Students will develop a vocabulary of ceramic terms, techniques and processes and engage in art criticism, presentation, and responding.

- **CERAMICS II** (HS620W04) 0.5 credit, grades 10-12 (HUM)
  Prerequisite: Introduction to Ceramics. Students will expand on their knowledge and abilities with creative thinking and clay building techniques. Students will grow with their handbuilding abilities and learn how to utilize the potter's wheel throughout the curriculum. Students will explore and experiment while engaging with new and more expansive creative questions and responses.

- **CERAMICS III** (HS623W04) 0.5 credit, grades 10-12 (HUM, CAP)

Prerequisite: Introduction to Ceramics, Ceramics II. Students will explore even more advanced clay building techniques with their projects. Students will respond to creative questions and problems in a highly independent and individualized way through their art. Students will create bodies of work through preferred methods of hand building, wheel throwing, and/or experimental techniques.This course may be used to meet a student's MBDA (Capstone) graduation requirement. In order to meet this requirement, a student must complete a research based paper, a portfolio, and must complete a presentation. This course can only meet one graduation requirement: either HUM or MBDA (Capstone).

- **CRAFTS** (HS603W04) 0.5 credit, grades 9-12 (HUM)
  A course encompassing both two- and three-dimensional craft experiences. The specific projects completed in this course vary from year to year. Students planning careers working with children are encouraged to take this course due to the wide range of media covered.

- **INTRODUCTION TO DRAWING** (HS639W00) 0.5 credit, grades 9-12 (HUM)
  This is a foundational course for learning the basics of drawing. Students will learn 'how to observe' more accurately in order to render what is in front of them. Also, students will learn how to create interesting compositions. A variety of black and white media as well as colored pencils will be used.

- **DRAWING II** (HS607W04) 1 credit, grades 10-12 (HUM, CAP)
  Prerequisite: Introduction to Art or Introduction to Drawing. This course will provide students the opportunity to develop an expanded comprehension and application of the elements of art and principles of design. Techniques used in drawing and commercial art will be explored through the use of a variety of media **and** subject matter. This course may be used to meet a student's MBDA (Capstone) graduation requirement. In order to meet this requirement, a student must complete a research based paper, a portfolio, and must complete a presentation. This course can only meet one graduation requirement: either HUM or MBDA (Capstone).

- **PAINTING** (HS611W04) 1 credit, grades 10-12 (HUM, CAP)
  Prerequisite: Introduction to Drawing or Introduction to Art 1 and 2 OR Teacher Recommendation. This is a course in painting using a variety of water-based media including oil paint. Advanced color theory will be applied to an assortment of content-rich assignments involving realism and abstraction. This course encompasses techniques for canvas, mixing mediums and creating special effects with paint. This course may be used to meet a student's MBDA (Capstone) graduation requirement. In order to meet this requirement, a student must complete a research based paper, a portfolio, and must complete a presentation. This course can only meet one graduation requirement: either HUM or MBDA (Capstone).

- **ADVANCED PLACEMENT STUDIO ART** (HS612W08) 1 credit, grades 11-12 (HUM, CAP)
  Prerequisite: Introduction to Art 2 and at least one other art credit and teacher recommendation. Advanced Placement Studio Art is an independent study college level course, which will provide students with advanced opportunities in the visual arts. The course is designed for students who wish to further their art skills as well as possibly earn college credit. A portfolio of 15-20 quality works of art compiled from the best of the students' body of work will be required to submit to the AP College Board for assessment. This course may be used to meet a student's MBDA (Capstone) graduation requirement. In order to meet this requirement, a student must complete a research based paper, a portfolio, and must complete a presentation. This course can only meet one graduation requirement: either HUM or MBDA (Capstone).

HEALTH AND PHYSICAL EDUCATION

HEALTH EDUCATION

Students will develop knowledge, attitudes and skills fundamental to attaining the benefits of a healthy lifestyle through the study of physical, mental, social, emotional and spiritual wellness.

- **HEALTH EDUCATION 1** (HS905W00) 0.5 credit, grade 9 (HE1)
  The purpose of this course is to provide students with the opportunity to develop skills to acquire accurate health information, healthy attitudes and behaviors, to act in their best interests and to reinforce their family and personal values. Students will also practice the skills necessary for making good decisions and developing behaviors that promote a healthy lifestyle. Units will include Skills for Wellness, Substance Abuse 1, Infectious Diseases 1, Family Life Education and Stages of Life. **Incoming 9th graders should register for this course.**

- **HEALTH EDUCATION 2** (HS915W00) 0.5 credit, grades 11-12 (HE2)
  Prerequisite: Health Education 1. The purpose of this course is to provide students with an opportunity to utilize their health knowledge and skills to identify the impact of lifestyle on self and society. The course also provides a foundation for individuals to move toward becoming health literate, responsible, and productive citizens. Units will include Nutrition, Substance Abuse 2, Bullying and Electronic Safety, Body Systems and Infectious Diseases 2.

- **INTRODUCTION TO SPORTS MEDICINE** (HS950W06) 0.5 credit, grades 11-12 (HE2)
  The purpose of this course is to introduce students to the field of Sports Medicine. Students will learn about illness and injuries as they relate to sports participation. Sports specific training, wellness, and injury prevention and treatment will be discussed. Students will also receive an overview in careers such as Athletic Training, Physical Therapy, Occupational Therapy, Personal Training, and others.

- **SPORTS MEDICINE 2** (HS952W06) 0.5 credit, grade 11-12 (HE2) **Prerequisite: Introduction to Sports Medicine.** Students will build upon the knowledge that they learned while taking Intro to Sports Medicine. This course will focus on reviewing emergency management techniques including first aid as well as the fundamental concepts of evaluation. This course will begin to go through different parts of the body and discuss the basic bony, ligamentous and muscular anatomy, the various movements, ways to perform muscle testings, taping and bracing techniques, common injuries and rehabilitation techniques.

- **UCONN ECE INTRODUCTION TO ALLIED HEALTH PROFESSIONS** (HS138W08) 0.5 Credits, grades 10-12 (HE2)
  This one semester course is designed as an elective to focus on professions in the allied health field. By investigating various professions in allied health and participating in career exploration assignments, students will have been introduced to the allied healthcare field which may inform future college/career decisions. The UCONN grade may differ from the THS grade. A UCONN grade of 75 or over for this course will result in 1 UCONN credit for AH 1100. This course will have a fee associated with it and will be due to UCONN at the responsibility of the student and family. Financial assistance may be available through UCONN.

- **UCONN ECE MEDICAL TERMINOLOGY** (HS141W08) 0.5 Credits, Grade 11-12 (HE2)
  This course will give students an introduction and ability to master some of the medical terminology through a thorough presentation of word roots, prefixes, and suffixes. We will also cover the

terminology associated with disease processes, symptoms, diagnosis, clinical procedures, laboratory tests and treatments that affect various body symptoms. So many students entering into the medical field, this will give them a large step up on their classmates by exposing them to a high level medical terminology course. The UCONN grade may differ from the THS grade. A UConn grade of 75 or over for this course will result in 2 UCONN credits for AH 2001. This course will have a fee associated with it and will be due to UCONN at the responsibility of the student and family. Financial assistance may be available through UCONN. PRE REQ- BIOLOGY (ENROLLED OR SUCCESSFULLY COMPLETED AND TEACHER RECOMMENDATION

PHYSICAL EDUCATION

Students will develop knowledge, attitudes and skills fundamental to attaining the benefits of physical activity including exercise, lifetime sports, games, and other recreation and fitness related activities.

- **PHYSICAL EDUCATION I** (HS925W00) 0.5 credit, grade 10 requirement (PE1)

  GRADUATION REQUIREMENT - ALL STUDENTS MUST TAKE THIS COURSE.
  The purpose of this course is to provide students with the opportunity to further develop lifetime and cooperative team sport skills previously learned and improve overall physical fitness. Units will include Physical Fitness, Net Sports 1, Team Sports 1, and Cooperative Games 1. Students are required to complete the Connecticut Physical Fitness Assessment (CFA.).

- **PHYSICAL EDUCATION II** (HS935W00) 0.5 credit, grades 11-12 (PE2)
  Prerequisite: Physical Education 1. The purpose of this course is to provide students with the opportunity to expand their experiences in managing and participating in lifetime activities and sports. Units will include Net Sports 2, Team Sports 2, and Cooperative Games 2.

- **INTRO TO FITNESS FOR BEGINNERS** (HS953W04) 0.5 credit, grades 9-12 (PE2)
  Prerequisite: PE 1. This one semester elective is designed to give students an accessible opportunity to learn basic fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from cross training, weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

- **UNIFIED PHYSICAL EDUCATION I** (HS693W00) 0.5 credit, grades 9-12 (PE2)
  The purpose of this course is to provide all students with the opportunity to engage in the Unified Sports program at Torrington High School. Students will practice the fundamentals of Unified Sports including but not limited to Fitness, Soccer, Basketball, Volleyball and Badminton. Students will demonstrate teamwork, develop leadership skills, and will be able to participate in the Unified Sports program at THS. This class is open to all students upon the instructor's approval.

- **WEIGHTLIFTING AND YOGA** (HS955W04) 0.5 credit, grades 11-12 (PE2)
  Students must have received a 75% or higher in PE 1 in order to replace PE 2.
  Setting up the techniques and knowledge to promote lifelong health and wellness based upon the five domains of physical fitness. Students will design and implement a strength and conditioning routine, learn a variety of yoga poses and understand the benefit of regular yoga practice to their physical and mental health, gain an understanding of different muscle groups and how to target them with a variety of strength exercises and yoga poses.

- **INTRO TO SPORTS MANAGEMENT** (HS514W04) 0.5 credits, grades 11-12

With the world of athletics constantly expanding, there is a need for trained workers within the industry. Colleges are creating new courses of study, or expanding existing programs, in athletic management. These programs lead to Bachelors, Masters, and Doctorate degrees in the field. Students interested in this field will be able to study the foundations of athletic management, as well as participate in the organization and administration of school athletic events.

- **SPORTS OFFICIATING** (HS994W04) 0.5 credits, grades 11-12 (PE2)
  High school athletics is currently experiencing a shortage of officials for scheduled events. Officials associations are searching for new officials to fill their rosters of available referees. Students can be exposed to the field of sports officiating and, upon reaching the age of 18, join an officials board in their area. As a vocation, sports officiating can provide a solid source of extra income while staying active and physically fit. There is potential for students that may wish to pursue a career as an official in a professional capacity.

MATHEMATICS

Torrington High School offers a variety of courses to meet students' needs while positively challenging their understanding and applications of mathematical concepts. The mathematics department promotes a program of active student participation in the learning process. It is strongly recommended that those students in college prep, honors and advanced placement level courses purchase a TI-83 Plus or TI-84 graphing calculator for their mathematical studies.

- **ALGEBRA 1A** (HS305W00) 1 credit, grade 9 (MA, STEM)
  Prerequisite: Teacher Recommendation. Students will learn how to solve linear equations and inequalities in one variable. They will also learn how to use functions to interpret real-world situations. Problem solving and the use of technology will be utilized to improve students' independent thinking. This course covers the first half of topics found in Algebra I (HS306W04); students will be assigned to this course if they are one or more years below grade level in mathematics skills.

- **ALGEBRA 1B** (HS304W00) 1 credit, grade 10 (MA, STEM)
  Prerequisite: Algebra 1A. Students will learn how to solve, interpret, and graph linear equations and inequalities in one or two variables. They will also learn how to solve systems of linear equations, work with exponents, and create linear models to solve and interpret real-world situations. Problem solving and the use of technology will be utilized to improve students' independent thinking. This course covers the second half of topics found in Algebra I (HS306W04)

- **ALGEBRA I** (HS306W04) 1 credit, grade 9 (MA, STEM)
  Prerequisite: Teacher Recommendation. Students will learn how to solve, interpret, and graph linear equations and inequalities in one or two variables. They will also learn how to solve systems of linear equations, work with exponents, and create linear models to solve and interpret real-world situations. Problem solving and the use of technology will be utilized to improve students' independent thinking. Students will prepare for the (SAT).

- **ALGEBRA I (Honors)** (HS306W06) 1 credit, grade 9 (MA, STEM)
  Prerequisite: Teacher recommendation in conjunction with SBAC/Diagnostic Test Scores. This rigorous course is for students who have demonstrated strong mathematical skills. Topics listed above in HS306W04 will be covered at a faster pace and in more depth. Additional topics will be included. Students will graph and solve problems represented by linear functions, and some quadratic and exponential functions, with a focus on writing math models to represent real world situations. Students will prepare for the (SAT).

- **GEOMETRY** (HS312W00) 1 credit, grades 10-11 (MA, STEM)
  Prerequisite: Algebra I or Algebra 1b. This course uses an informal and hands-on approach for students to build on their mathematical thinking and problem-solving skills by emphasizing the following topics: reasoning and logical thinking, coordinate and transformational geometry, properties of two- and three-dimensional figures, area and volume. Students will also review algebraic skills and prepare for the SAT.

- **GEOMETRY CP** (HS312W04) 1 credit, grades 10-11 (MA, STEM)
  Prerequisite: Algebra I or Algebra 1b and teacher recommendation. This course uses an informal and hands-on approach for students to build on their mathematical thinking and problem-solving skills by emphasizing the following topics: reasoning and logical thinking, coordinate and transformational geometry, properties of two- and three-dimensional figures, area and volume. Two-column proofs will be an integral part of most topics studied. Students will prepare for the SAT.

- **GEOMETRY (Honors)** (HS312W06) 1 credit, grades 9-10 (MA, STEM)
  Prerequisite: 94 or higher in Algebra I (CP) or 80 or higher in Algebra I (H) or teacher recommendation with department chair approval. Students will demonstrate their mathematics ability by understanding a theoretical and transformational approach to geometry. Students will

engage in formal and comprehensive problems. Geometry topics will be studied in-depth with difficult problem situations. Problem solving will be utilized to improve students' independent thinking. Two-column proofs will be an integral part of most topics studied. Students will prepare for the SAT.

- **ALGEBRA II PREPARATION** (HS307W04) 1 credit, grades 11-12 (MA, STEM)
  Prerequisites: Teacher recommendation and passing Algebra I or Algebra 1b with a grade less than 75 and successful completion of Geometry. This course is for students who completed Algebra I and Geometry, but who still need to develop basic algebraic skills needed for Algebra II. Students will review all of the skills and methods taught in Algebra I and explore applications of these concepts. The main focus of the course will be on solving, interpreting, and graphing one or two variable linear equations and inequalities. In addition to these Algebra I topics, function notation, quadratic equations, and exponential equations will also be introduced.

- **ALGEBRA II** (HS308W04) 1 credit, grades 10-12 (MA, STEM)
  Prerequisites: Geometry and Algebra I (grade 75 or better) or Algebra II Preparation (grade 75 or better) or teacher recommendation with department chair approval. Students will continue their analysis of functions from Algebra I. There will be an emphasis on the behavior of nonlinear functions; this will include quadratic, higher order polynomial, rational, radical, logarithmic, and exponential functions. Students will practice using these functions to model, optimize, and find solutions for real world scenarios. SAT problems will be presented in conjunction with these topics and additional concepts may be introduced to aid future studies.

- **ALGEBRA II (Honors)** (HS308W06) 1 credit, grades 10-12 (MA, STEM)
  Prerequisite: 94 or higher in Algebra I (CP) or 80 or higher in Algebra I (H) or teacher recommendation with department chair approval. Students will continue their analysis of functions from Algebra I. There will be an emphasis on the behavior of nonlinear functions; this will include quadratic, higher order polynomial, rational, radical, logarithmic, and exponential functions. They will practice using these functions to model, optimize, and find solutions for real world scenarios. Students will also study parametric equations, conic sections, and probability. SAT problems will be presented in conjunction with these topics and additional concepts may be introduced to aid future studies.

- **PRECALCULUS WITH TRIGONOMETRY** (HS313W04) 1 credit, grades 11-12 (MA, STEM)
  Prerequisite: 85 or higher in Algebra II (CP) or 75 or higher in Algebra II (H) or teacher recommendation with department chair approval. This course will prepare students for a college calculus course. Transcendental functions and equations based on conic sections will be graphed, analyzed and utilized for solving problems. This course also includes a study of trigonometric functions, the unit circle, and oblique triangles.

- **PRECALCULUS WITH TRIGONOMETRY (Honors)** (HS313W06) 1 credit, grades 11-12 (MA, STEM)
  Prerequisite: 95 or higher in Algebra II (CP) or 85 or higher in Algebra II (H) or teacher recommendation with department chair approval. This course is for students who plan on taking advanced mathematics courses in college and/or at the AP level in high school. Transcendental functions and equations based on conic sections will be graphed, analyzed, and utilized for solving problems. This course also includes a study of radian measure, the unit circle, trigonometric functions, oblique triangles, polar functions, parametric functions, and limits of functions.

- **CALCULUS (Honors)** (HS317W06) 1 credit, grade 12 (MA, STEM)
  Prerequisite: 80 or higher in PreCalculus and Trigonometry (H) or teacher recommendation with department chair approval. Through a comprehensive approach the underlying concepts of Calculus will be presented graphically, numerically, algebraically and verbally. Technology will be used for reinforcement of concepts, experimentation and interpretation of results. Topics will include (but not be limited to) limits, continuity, differentiation,

and integration of algebraic and transcendental functions.

- **AP CALCULUS AB** (HS318W08) 1 credit, grades 11-12 (MA, STEM)
  Prerequisite: 85 or higher in Precalculus with Trigonometry (H) or teacher recommendation with department chair approval. This is a demanding course that will fully prepare students for the AP Calculus AB exam. This course emphasizes a multi-representational approach to calculus with concepts, results and problems being expressed geometrically, numerically, analytically and verbally. Teachers and students use technology regularly for reinforcement of concepts, experimentation, and interpretation of results. There is a fee associated with the AP exam. The school will cover half of the cost of the exam and the student/family will cover the remainder. Financial assistance is available;, please see your school counselor for details.

- **STATISTICS** (HS321W04) 1 credit, grade 12 (MA, STEM)
  Prerequisite: 85 or higher in Algebra II (CP) or 75 or higher in Algebra II (H) or teacher recommendation with department chair approval. This course covers basic concepts used in collecting, presenting and analyzing data, descriptive statistics, and probability distributions, sampling theory, statistical inference to include hypothesis testing, regression, and correlation. Students will develop an understanding of the basic concepts used in statistics and acquire the techniques used to apply these basic concepts to picture and describe the world. The beginning of this course will also include a SAT and ACT review. Use of a graphing calculator is required and a TI-84 is preferred.

- **APPLIED MATHEMATICS** (HS330W00) 1 credit, grades 11-12 (MA, STEM)
  Prerequisite: 2.0 credits in mathematics. Students will use basic mathematical concepts to solve many different kinds of transactions that take place in daily life. The focus will be personal finance including topics such as income, banking, cash purchases, charge accounts, and vehicle transportation. Other topics such as taxes and budgeting expenses may be included.

- **AP COMPUTER SCIENCE** Video description (HS529W08) 1 credit, grades 11-12 (MA, STEM)
  Prerequisite: 85 in honors Algebra II or a 95 in College Prep Algebra II or teacher recommendation with department chair approval. This course will prepare students for the AP Computer Science A exam. Although students must be prepared to work at the AP level, the content taught is an introduction to computer science, so no previous knowledge of programming is required. Using the Java programming language, students will create, analyze, and implement object-oriented program designs. They will solve problems using logic and data structures found in most programming languages. Students will also consider the ethical and social implications of computing systems.

SCIENCE

The Science department takes a “hands-on, minds-on” approach to help students make meaning of content and promote higher-order thinking skills. Students engage in the use of scientific processes to experience the excitement of knowing and understanding the natural world while fostering the 21st century learning skills of communication, collaboration, creativity, and critical thinking. Lessons and units are three-dimensionally designed including disciplinary core ideas, science and engineering practices, and application of cross-cutting concepts.

- **INTEGRATED SCIENCE** (HS400W04*)* 1 credit grades 9-12 students (SC, STEM)
  This course will provide students with the framework of skills that are required by the Next General Science Standards in the disciplines of physical and Earth sciences. Students will develop skills outlined in the NGSS such as asking questions, recording, organizing and analyzing data, reading scientific literature, developing and using models, planning and carrying out investigations, constructing explanations and designing solutions to real world problems, scientific current events, and learning to properly communicate scientific ideas through various methods. Students will gain insight to help them select future science courses and perhaps lead them to careers and education in STEM fields.

- **BIOLOGY** (HS405W04) 1 credit, grades 9,10 (SC, STEM)
  Prerequisite: None. Biology is a comprehensive course intended to acquaint students with the living world. Living things are studied in a context of their bioenergetics, cellular structure, reproduction, genetics, evolution, and their relationships with one another and the planet upon which they live. This course includes many hands-on laboratory activities that help develop the student’s abilities to think critically. Students can take this class as 9th graders as decided by their 8th grade teachers, this class can also follow Integrated Science.

- **BIOLOGY (Honors)** (HS405W06) 1 credit, grades 9-12 (SC, STEM)
  Prerequisite: Recommendation by 8th grade science teacher. Biology is a comprehensive course intended to acquaint students with the living world. Living things are studied in a context of their bioenergetics, cellular structure, reproduction, genetics, evolution, and their relationships with one another and the planet upon which they live. The content will be covered more in depth with many hands-on laboratory activities that help develop the student’s abilities to think critically. Can take this class as 9th graders as decided by their 8th grade teachers, this class can also follow Integrated Science.

- **UCONN ECE BIOLOGY 1107 PRINCIPLES OF BIOLOGY I** (HS449W08) 1 credit, grades 10-12 (SC, STEM)
  Prerequisite: Teacher recommendation The UCONN ECE Biology course is designed to be the equivalent of a college introductory biology course for those majoring in biology. This college course differs significantly from the usual high school course with respect to the kind of textbook, range and depth of topics, and kind of laboratory work done. The time and effort required of students includes about 3 hours outside of class per hour of class work. The course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to prepare for a successful college experience. The UCONN grade may differ from the THS grade. A UConn grade of 75 or over for this course will result in 4 UCONN credits for BIO 1107 This course will have a fee associated with it and will be due to UCONN at the responsibility of the student and family. Financial assistance may be available through UCONN.

- **UCONN ECE BIOLOGY 1108 PRINCIPLES OF BIOLOGY II** (HS016W08) 1 credit, grades 11-12 (SC, STEM)
  Prerequisite: Biology. It is the second half to a full year science requirement in college. This is a University of Connecticut course designed to provide a foundation for more advanced courses in Biology and related sciences. Topics covered include evolution and population genetics, plant physiology and diversity, animal diversity and behavior, and ecology. A UConn grade of 60 or over for this course will result in 4 UCONN credits for BIO 1108 This course will have a fee associated

with it and will be due to UCONN at the responsibility of the student and family. Financial assistance may be available through UCONN.

- **UCONN BIOTECHNOLOGY** (HS873W08) 1 credit, grades 10-12 (SC, STEM, CAP)
  Prerequisite: Biology. The purpose of this class is to introduce students to biological techniques that would be learned in the college setting. Students will acquire skills such as gel electrophoresis, DNA extraction, PCR, DNA analysis, Bioinformatics, disease prevention and cures, and bacteriological skills. This is an inquiry based, problem solving course in which students will refine their researching, presenting, and problem solving skills. The UCONN grade may differ from the THS grade. A UConn grade of 75 or over for this course will result in 3 UCONN credits for SPSS 3230. This course will have a fee associated with it and will be due to UCONN at the responsibility of the student and family. Financial assistance may be available through UCONN. This course may be used to meet a student's MBDA graduation requirement. In order to meet this requirement, a student must complete a research based paper, a portfolio, and must complete a presentation.

- **CHEMISTRY** (HS410W04) 1 credit, grades 10-12 (SC, STEM)
  Prerequisite: Biology, Geometry, and Algebra II (Algebra II may be taken concurrently). Chemistry is concerned with the study of matter and how it interacts. Topics include classification of matter, atomic structure, formula and equation writing, stoichiometry, the states of matter and their laws, the periodic table, and bonding theories. Students perform and report on experiments in each of these areas. Prospective students should be aware that much of the work in this course is math oriented. This course is designed for the college bound student and is suitable for any major.

- **CHEMISTRY IN THE COMMUNITY** (HS455W04) 0.5 credits, grades 10-12 (SC, STEM)
  Prerequisite: Integrated Science or Biology
  Chemistry in the CommunityTM (ChemCom™) is a first-year high school chemistry course that teaches chemistry concepts through societal issues involving water, air, petroleum, and food. The course uses real-world examples to expose students to concepts in forms of matter, chemical bonding, and reactions, to explore problems in materials science, environmental chemistry, organic chemistry, biochemistry, and industrial chemistry.

- **CHEMISTRY (Honors)** (HS410W06) 1 credit, grades 11-12 (SC, STEM)
  Prerequisites: Taken Algebra 2 (CP or H) (or taking concurrently). Teacher recommendation. This course is intended for the competitive college or honors student who plans to attend college, possibly majoring in science. The same core topics from the college chemistry course are covered, but many of these topics are covered in greater depth and some related topics are covered as well. This course is designed to promote critical thinking skills and application of the concepts rather than rote memorization.

- **AP CHEMISTRY** (HS451W08) 1 credit, grade 11-12 (SC, STEM)
  Prerequisite: Biology (H), Chemistry (H), and Algebra II (H) and recommendation of sending Science teacher. Physics is strongly recommended. This course is designed to be an equivalent of a general chemistry course taken in college. Students will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course contributes to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The emphasis will be on chemical calculations and the mathematical formulation of principles, and laboratory work. Students in this course will take the AP Chemistry exam in May, for which they may earn college credit depending on their score on the exam. There is a fee associated with the test. The school will cover half the cost of the exam and the student/family will cover the remainder. Financial assistance is available, please see your school counselor for details. In order to receive the AP designation in this class, students in this course will take the AP exam in May, for which they may earn college credit depending on their score on the exam. There is a fee associated with the test. TPS will cover half the cost of the exam

and the student/family will cover the remainder. Financial assistance is available, please see your school counselor for details. If the student chooses not to take the exam, they will receive Honors weighting.

- **AP ENVIRONMENTAL SCIENCE** Video Description (HS422W08) 1 credit, grades 11-12 (SC, STEM)
  Prerequisites: 85 or higher in Honors Biology and Geometry or teacher recommendation. Provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. In order to receive the AP designation in this class, students in this course will take the AP exam in May, for which they may earn college credit depending on their score on the exam. There is a fee associated with the test. TPS will cover half the cost of the exam and the student/family will cover the remainder. Financial assistance is available, please see your school counselor for details. If the student chooses not to take the exam, they will receive Honors weighting.

- **FIELD STUDIES** (HS435W00) 0.5 credit, grades 10-12 (SC, STEM, CAP)
  Prerequisite: Integrated Science or Biology. This "hands-on" ecology curriculum includes data collection and analysis, habitat and wildlife management, and field research techniques. Among the topics covered are biodiversity, invasive species, international as well as regional resource management, world climate issues, and the impact on the biosphere. This course may be used to meet a student's MBDA (Capstone) graduation requirement. In order to meet this requirement, a student must complete a research based paper, a portfolio, and must complete a presentation.

- **HUMAN ANATOMY AND PHYSIOLOGY (Honors)** Video Description (HS422W06) 1 credit, grades 11-12 (SC, STEM)
  Prerequisites: 80 in Biology (H), 80 in Chemistry (H) or 85 or higher in Biology (CP) and Chemistry (CP) Chemistry may be taken concurrently if recommended by sending Science teacher. **Students who do not meet prerequisites can be enrolled with teacher recommendation.** Students will be introduced to the structure and function of the human body. The course content will be integrated into the larger concept of homeostasis and maintenance of the internal environment. Issues concerning biotechnology and the genetics connection will also be included. This course is geared toward students who have an interest in pursuing careers in the allied health fields and/or biology.

- **MARINE BIOLOGY** (HS407W04**)** 0.5 credits, grades 10-12 (SC, STEM, CAP)
  Prerequisites: Biology. The purpose of this class is to provide students with an understanding of life in the ocean ecosystems. They will learn how the living organisms in the ocean interact with each other, how the earth depends on these ecosystems, and how human impact is affecting all life in the ocean. Students will study in depth the different types of life in the ocean and how they evolved over time. This course may be used to meet a student's MBDA (Capstone) graduation requirement. In order to meet this requirement, a student must complete a research based paper, a portfolio, and must complete a presentation.

- **METEOROLOGY** (HS423W04**)** 0.5 credits, grades 10-12
  Prerequisite: Integrated Science or Biology. This course will explore the science behind weather systems by teaching the observational skills needed to make a forecast without using instruments or computer models. We'll discuss the physical processes driving weather and the global forces that shape global climate systems. Finally, we will examine the limits of prediction in both human observations and computer models.

- **OCEANOGRAPHY** (HS402W04**)** 0.5 credits, grades 10-12 (SC, STEM, CAP)
- **Prerequisites: Integrated Science or Biology.** The purpose of this class Investigates the broad-scale features and dynamics of the Earth's oceans. The course is roughly divided amongst the three main disciplines of oceanography: marine geology, marine chemistry, and physical

oceanography (i.e., circulation). This class could work well as a precursor to marine biology. Students will learn that there is much overlap and interdependence between these disciplines. Specific topics include seafloor spreading, marine sediments, salinity, biogeochemical cycles, ocean structure, currents, waves, tides, primary production, global warming, and much more. This course may be used to meet a student's MBDA graduation requirement. In order to meet this requirement, a student must complete a research based paper, a portfolio, and must complete a presentation.

- **PHYSICS** (HS415W04) 1 credit, grades 11-12 (SC, STEM)
  Prerequisite: Algebra II (or taking concurrently) and recommendation of sending science teacher. Students taking Algebra II concurrently may take Physics (CP) with prior approval of the Physics (CP) teacher. This course utilizes a hands-on learning approach to reinforce the concepts of physics including motion, mechanics, energy, waves, sound, light and electricity. Students will gain a thorough understanding of basic concepts of physics, the relationship of physics to other disciplines and the ability to apply physics to daily life and a variety of professions. Students will learn effective, transferable methods for scientific problem-solving and will develop critical thinking skills through analyzing and solving conceptual and mathematical problems both individually and cooperatively.

- **PHYSICS (Honors)** (HS415W06) 1 credit, grades 11-12 (SC, STEM)
  Prerequisite: 80 or higher in Algebra II (H) or 90 or higher in Algebra II (CP) and recommendation of teacher. Trigonometry and Pre-Calculus is recommended and may be taken concurrently. This course is designed for the student planning on a college major related to math, science, engineering, architecture or related field. The problems students are expected to solve are typical of a first or second year, non-calculus based, college physics course. The course utilizes a hands-on learning approach to reinforce the concepts of physics including motion, mechanics, energy, waves, sound, light and electricity. Students will gain a thorough understanding of basic concepts of physics, the relationship of physics to other disciplines and the ability to apply physics to daily life and a variety of professions. Students will develop critical thinking skills through analyzing and solving conceptual and mathematical problems both individually and cooperatively.

- **PLANT SCIENCE** (HS426W04) 0.5 credit credit, grades 10-12 (SC, STEM, CAP)
  Prerequisite: 2.0 credits in Science, including Biology or Integrated Science. This course is aimed at students who prefer active involvement with hands-on experiences, and who like working with plants. Students considering careers in horticulture, landscaping, botany, farming, or gardening will find this course especially useful. The course will include sections on photosynthesis, growth and structure of flowering plants, classification and identification of plants, the place of plants in the food chains of the biosphere, poisonous and medicinal plants, and a study of the importance of rainforests. Students will be given opportunities to demonstrate their knowledge using projects involving plants and will be directly involved in beautification of the school campus. This course may be used to meet a student's MBDA (Capstone) graduation requirement. In order to meet this requirement, a student must complete a research based paper, a portfolio, and must complete a presentation.

- **SPORTS SCIENCE** Video Description (HS1000W04) 0.5 credits, grades 10-12 (SC, STEM, CAP)
  The purpose of this class is to provide students with an introduction to the science of Allied Health careers with an emphasis on sports related science. Students will develop a broad understanding of kinesiology, anatomy and physiology, nutrition, and sports fitness. The course is designed to allow students the opportunity to conduct research on a topic of their choosing. Students will be expected to conduct this research and compile a portfolio that reflects their study. This course may be used to meet a student's MBDA (Capstone) graduation requirement. In order to meet this requirement, a student must complete a research based paper, a portfolio, and must complete a presentation.

SOCIAL STUDIES

The Social Studies Department promotes a program of active student participation in the learning process. The student will develop knowledge of the many factors shaping human behavior and the interdependence of people. In addition, he/she will demonstrate an ability to make rational and informed decisions about economic, social and political questions confronting individuals and society as a whole. Students will master skills in locating, compiling and weighing evidence and will be able to identify how change and continuity have created current conditions at local, state, national, and global levels. Students will understand the duties, responsibilities and rights of United States citizenship.

- **WORLD HISTORY** (HS201W04) 1 credit, grade 9 (SS, HUM)
  This course focuses on modern world history since 1800. This course emphasizes the analysis of selected causes and effects in the development of modern democracy, imperialism, nationalism, industrialization, communism, fascism, socialism and globalization. The interactions of political, economic, and cultural aspects of various countries are also examined from 1800 to the present. Students will also focus on improving reading, writing, and oral presentation skills through discussions, simulations, essays, and oral reports.

- **WORLD HISTORY (Honors)** (HS201W06) 1 credit, grade 9 (SS, HUM)
  Prerequisite: 90 or higher in their current class and teacher recommendation. Course content parallels the scope and sequence of the World History course. While the conceptual structure and basic content outline remain the same, students will be required to engage in sophisticated reading and writing and discussion activities that stimulate and develop higher order thinking skills.

- **UNITED STATES HISTORY** (HS207W04/HS207W06) 1 credit, grade 10 (SS)
  This course focuses on the development of the United States from 1865 to the present. The course provides an in-depth study of the causes and effects of significant events in United States history and evaluates the impact of these events on modern governments, societies, and citizens. Coursework includes analysis of major political, judicial and economic policies and their effect upon the nation's emergence as a world power.

- **UCONN ECE UNITED STATES HISTORY** (HS207W08) 1 credit, grades 11-12 (SS, HUM)
  Prerequisite: 90 or higher in Honors World History and teacher recommendation. This course is an intensive chronological survey of U.S. History. The course content will include research in primary sources, comparisons of various historians' views of past events and readings in a wide variety of materials. Class activities will include lectures, debates, in-depth discussions of readings and computer simulations of actual historical situations. Students who enroll in and successfully complete the University of Connecticut Early College Experience course will earn six (6) University of Connecticut credits. This course will have a fee associated with it and will be due to UCONN at the responsibility of the student and family. Financial assistance may be available through UCONN.

- **AFRICAN AMERICAN/BLACK AND PUERTO RICAN/LATINO CONTRIBUTIONS TO UNITED STATES HISTORY AND SOCIETY** (HS208W04) 1 Credit, 11-12 (SS, HUM)
  This 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.

- **AMERICAN CITIZENSHIP** (*HS235W04*) 0.5 credit, grade 11 (SS, HUM)

This course will explore the core values and beliefs that ground our American society and will examine the basic elements of American government. Emphasis will be placed on the importance of active and responsible citizen participation as an essential component of our democratic system. Students will also connect citizenship concerns with current social, ethical, racial, and religious issues present in our nation. This course fulfills the legislation that requires one-half credit in civics and American government for graduation.

- **AMERICAN FILM AND HISTORY** (HS231W04) 0.5 credit, grades 11-12 (SS, HUM)
  This course is an introduction of classic American films and their role in the development of the American identity. An analysis of film for technique, theme, plot, and development of cultural and historical references during the 1920's to present will be studied.

- **AP UNITED STATES GOVERNMENT & POLITICS** (HS209W08) 0.5 credit, grade 12 (SS, HUM)
  Provides a learning experience equivalent to that obtained in most college introductory United States Government and Politic Courses. In order to receive the AP designation in this class, students in this course will take the AP exam in May, for which they may earn college credit depending on their score on the exam. There is a fee associated with the test. TPS will cover half the cost of the exam and the student/family will cover the remainder. Financial assistance is available, please see your school counselor for details. If the student chooses not to take the exam, they will receive Honors weighting.

- **CONTEMPORARY GLOBAL ISSUES** Video Description (HS213W04) 0.5 credit, grades 11-12 (SS, HUM)
  This half-credit elective focuses on the multiple forces and developments (political, economic, religious, social, intellectual, scientific, and artistic) that have shaped and continue to change an increasingly connected and interdependent global community. The course combines in-depth examination of significant global issues with a regional approach to expand and enhance students' understanding of the complex causes, effects, future outcomes and possible solutions of some of the most pressing problems facing the world today.

- **UCONN ECE PHILOSOPHY 1101: PROBLEMS OF PHILOSOPHY** Video Description (HS209W04) 0.5 credit, grades 11-12 (SS, HUM)
  Students will trace the development of philosophy throughout human history and evaluate the impact of philosophical assumptions upon American and global society. Classroom activities are discussion based and student driven with an emphasis on philosophical analysis and reflection. Students will ponder metaphysical, epistemological, and ethical questions that have perplexed human beings throughout history and trace the development of philosophical thought. Students will analyze the connection between philosophy and everyday decision making. Students earning a 75 or higher in the course will receive 3 UCONN college credits. This course will have a fee associated with it and will be due to UCONN at the responsibility of the student and family. Financial assistance may be available through UCONN.

- **INTRODUCTION TO PSYCHOLOGY** Video Description (HS215W04) 0.5 credit, grades 11-12 (SS, HUM)
  This elective course provides students with a comprehensive introduction to the field of psychology. This survey course will cover a broad range of topics including the history of psychology, an overview of different psychological perspectives, learning, intelligence, motivation, emotion, stress, personality, memory, language, dreaming, and abnormal behavior and mental disorders. Students will engage in discussion, in-class experiments, and projects throughout the course. In addition, students will examine both human and animal behavior and discuss ways in which these behaviors impact the individual, relationships, and even career choices.

- **AP PSYCHOLOGY** Video Description (HS216W08) 1 credit, grade 11,12 (SS, HUM)
  This course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts,

principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. In order to receive the AP designation in this class, students in this course will take the AP exam in May, for which they may earn college credit depending on their score on the exam. There is a fee associated with the test. TPS will cover half the cost of the exam and the student/family will cover the remainder. Financial assistance is available, please see your school counselor for details. If the student chooses not to take the exam, they will receive Honors weighting.

- **INTRODUCTION TO SOCIOLOGY** Video Description (HS210W04) 0.5 credit, grades 11-12 (SS, HUM)
  This elective course introduces students to the study of social life, social change, and the social causes and consequences of human behavior. Students will analyze diverse group structures like the family, organized crime, and religious cults. They will see the impact of race, gender, and social class upon the shared beliefs of a common culture. The students will engage in hands-on activities through examining case studies, employing research methods in their own research and applying sociological concepts and theories to daily observations.

- **INTRODUCTION TO CRIMINAL LAW** Video Description (HS211W04) 0.5 credit, grades 11-12 (SS, HUM)
  This elective highlights the law as a man-made institution. It will begin with an examination of the reasons for creating law and the values society uses to shape the law, as well as a review of the principles of the Constitution that underlie our legal system. The adversary (trial) system, the nature and types of crime, crime prevention and defenses for crime will be explored, as well as the functions of punishment, including capital punishment. The class will conduct at least one mock trial during the course, may take a field trip to visit the Torrington Court, and may explore a variety of other topics as time permits. This course fulfills the legislation that requires one-half credit in civics and American government for graduation.

- **CRIMINAL JUSTICE** Video Description (HS249W04) 0.5 credit, grades 11-12 (SS, HUM)
  This elective course is designed for students who are interested in a career in law enforcement. Topics covered in the course include requirements to become a police officer, POST training and certification, patrol division, accident reconstruction, fire investigation, fingerprinting and forensic investigation, SERT, federal law enforcement agencies, police K-9 unit, narcotics investigation, DUI, legal/Constitutional aspects of law enforcement, juvenile and adult probation, and others as time permits. Students in the course will have many opportunities for practical application of material through outside speakers' presentations and possible field trips to the Connecticut Police Academy and the Torrington Court.

- **LOCAL HISTORY: TORRINGTON & CONNECTICUT** Video Description (HS222W04) 0.5 credits, grades 11-12 (SS, HUM)
  This elective course focuses on Torrington and Connecticut using the tools and skills of historians. Students will Focus on Torrington, the Naugatuck River and Housatonic River watershed, Hartford, and Connecticut history and have the opportunity to connect to the stories and lives of the past in their hometown. Students will read primary sources, conduct oral interviews, interpret cultural artifacts and learn to present their information in written, video, and display formats. Students will gain experience working with local documents through the use of The Torrington Historical Society and other local historical societies.

- **UCONN ECE HIST 1400: MODERN WESTERN TRADITIONS** (HS212W08) 0.5 credits, grades 11-12 (SS, HUM)
  Prerequisite: None. This University of Connecticut (UCONN) Early College Experience (ECE) Course provides students with an opportunity to prepare for success in college by examining some of the key cultural, social, political, and economic developments of the last five hundred years of European history. Through close reading, writing, direct instruction, and discussions, students will develop and enhance their literacy and historical thinking skills. They will learn about some of the major changes and

developments that define each period of modern European history, while focusing on certain themes, events, and issues that continue to impact contemporary society. Students curious about such varied topics as witches and the plague, royalty and revolution, painters, poets, popes and dictators, and resistance to fascism and oppression, among others, should take this course. Participants who enroll in and successfully complete this one-semester course will earn three (3) University of Connecticut credits.This course will have a fee associated with it and will be due to UCONN at the responsibility of the student and family. Financial assistance may be available through UCONN.

- **UCONN ECE HIST 1300: WESTERN TRADITIONS BEFORE 1500** Video Message (HS223W08) 0.5 credits, 11-12 (SS, HUM)

  Prerequisite: None. This University of Connecticut (UCONN) Early College Experience (ECE) Course provides students with an opportunity to prepare for success in college by examining some of the key cultural, social, political, and economic developments that occurred in the western world prior to 1500. As an examination of the origins of western civilization, it is a stand-alone course but can also be taken as a companion to Modern Western Traditions, providing students with a continuous world history learning track as well as an additional opportunity to attain college credit. Through close reading of primary sources, analytical writing, direct instruction, and class discussions, students will further develop and enhance their literacy and historical thinking skills while learning about some of the major traditions and developments that have shaped Western political institutions, economic systems, social structures, and culture in the ancient and medieval periods, with a eye toward recognizing and analyzing their continuing influence today. This course will have a fee associated with it and will be due to UCONN at the responsibility of the student and family. Financial assistance may be available through UCONN.

SPECIAL EDUCATION

Note: Special education classes are only available to students through the Planning and Placement Team process.

WORLD LANGUAGES

Why learn another language? Proficiency in a modern language enables direct communication with people of other cultures, in addition to helping you gain insight into yourself and your understanding of English. Italian and Spanish are among the most common languages used in international commerce. In accordance with the Torrington High School 21st Century Learning Expectations, students will demonstrate reading and comprehension skills and effective communication skills for a variety of purposes and audiences. Students are advised to consult with their school counselor and assess their post-secondary plans when selecting their world language choice. Many colleges and universities require three or more years of a language for their entrance requirements. All students are required to take one credit of World Language for graduation.

Level I World Language Classes

- **ITALIAN I** (HS121w04); **SPANISH I** (HS141w04) 1 credit, grades 9-12 (WL)
  The first course of a world language sequence begins to develop students' functional proficiency in four skill areas: Listening, Speaking, Reading, Writing and Culture. Additional aims are to instill a working knowledge of basic grammatical structures, to provide students with opportunities for practical communication, to develop some familiarity with and appreciation of the people whose language is being studied, and to cultivate an interest and a respect for a culture different from their own.

Level II World Language Classes

- **ITALIAN II** (HS122w04); **ITALIAN II (Honors)** (HS122w06); **SPANISH II** (HS142w04); **SPANISH II (Honors)** (HS142w06) 1 credit, grades 9-12 (WL)
  Prerequisite: Level I of the same language. Honors classes must be accompanied by teacher recommendation. As a continuation of the first level, these courses help students' continued development of listening and reading comprehension, oral competence, and writing ability. There is a sequential study of grammatical structures in a variety of contexts. Through the study of history and geography, students will continue their exploration of the cultures and peoples represented by these languages. Students at this level will be able to communicate using learned material and should be able to handle themselves in basic linguistic "survival situations." Their oral expression will be comprehensible to certain sympathetic native speakers of the target language. Honors level will be exposed to additional rigor.

Level III World Language Classes

- **ITALIAN III** (HS123w04); **ITALIAN III (Honors)** (HS123w06); **SPANISH III** (HS143w04); **SPANISH III (Honors)** (HS143w06) 1 credit, grades 10-12 (WL)
  Prerequisite: Level II of the same language. Honors classes must be accompanied by teacher recommendation. For those students who have successfully completed levels I and II, the third level of world language study continues students' development in the four skill areas. There is a continued emphasis on the development of oral proficiency, a growing ability to create with the target language, and to ask more sophisticated questions, read and comprehend excerpts from various sources, and write controlled and original paragraphs. Students will learn to recognize and appreciate the many cultural contributions of the relevant countries. Honors level will be exposed to additional rigor.

Level IV World Language Classes

- **ITALIAN IV** (HS125w04); **SPANISH IV** (HS148w04) 1 credit, grades 11-12 (WL)
  Prerequisite: Italian III, or Spanish III. For those students who have successfully completed levels I, II, & III of Italian, or Spanish language study, the fourth level continues the students' development in the four skill areas with emphasis on oral proficiency, vocabulary enrichment, review and expansion of advance grammar structures, reading and writing. Students will continue to explore and appreciate the many cultural contributions of Spanish or Italian speaking countries and their people.

- **UCONN ITALIAN IV COMPOSITION AND CONVERSATION I** (HS124w08) 1 credit, grades 11-12 (WL)
  Prerequisite: Italian III and teacher recommendation. This course will include a review of major Italian grammatical structures as well as readings, activities and assignments that will aid in the development of advanced written and oral skills in Italian. Students will do extensive writing and informal class presentations in Italian based on cultural and current events topics. The course will be conducted in Italian. Upon successful completion of this course, students will earn 3 UConn credits for ILCS3239: Italian Composition and Conversation I. This course will have a fee associated with it and will be due to UCONN at the responsibility of the student and family. Financial assistance may be available through UCONN.

- **UCONN SPANISH IV COMPOSITION AND CONVERSATION** (HS144w08) 1 credit, grades 11 - 12 (WL, HUM, CAP)
  Prerequisite: Spanish III and teacher recommendation. This course puts emphasis on perfecting both written and oral skills. Students will be required to keep a weekly journal, write essays, complete reading assignments, and present selected Spanish cultural topics and current events to the class. The class will be conducted exclusively in Spanish. This course will have a fee associated with it and will be due to UCONN at the responsibility of the student and family. Financial assistance may be available through UCONN. This course may be used to meet a student's MBDA (Capstone) graduation requirement. In order to meet this requirement, a student must complete a research based paper, a portfolio, and must complete a presentation. This course can only meet one graduation requirement: either HUM or MBDA (Capstone).

Level V World Language Classes

- **UCONN ITALIAN V COMPOSITION AND CONVERSATION II** (HS114w08) 1 credit, grade 12 (WL, HUM, CAP)
  Prerequisite: ECE Italian IV and teacher recommendation. This course is a continuation of UConn ECE Italian IV. Advanced Italian grammar structures and syntax will be presented. Students will write essays of various lengths, complete and discuss cultural and literary readings, and present selected Italian cultural topics/current events to the class. The course will be conducted in Italian. Upon successful completion of this course, students will earn 3 UConn credits for ILCS (3240: Italian Composition and Conversation II). This course will have a fee associated with it and will be due to UCONN at the responsibility of the student and family. Financial assistance may be available through UCONN. This course may be used to meet a student's MBDA (Capstone) graduation requirement. In order to meet this requirement, a student must complete a research based paper, a portfolio, and must complete a presentation. This course can only meet one graduation requirement: either HUM or MBDA (Capstone).

- **UCONN SPANISH V CONVERSATION CULTURAL TOPICS** (HS150w08) 1 credit, grade 12 (WL, HUM, CAP)
  Prerequisite: ECE Spanish IV and teacher recommendation. This course is a continuation of UCONN ECE Spanish IV with emphasis on students' fluency in spoken Spanish, particularly relating to culture and customs of the Spanish speaking world. The course will revolve around conversations, presentations, discussions of short stories, news items, videos, etc. This course will have a fee associated with it and will be due to UCONN at the responsibility of the student and family. Financial assistance may be available through UCONN. This course may be used to meet a student's MBDA (Capstone) graduation requirement. In order to meet this requirement, a student must complete a research based paper, a portfolio, and must complete a presentation. This course can only meet one graduation requirement: either HUM or MBDA (Capstone).

Other Language Courses

- **PEOPLE, PLACES AND LANGUAGE Spanish** (HS140W04); **Italian** (HS120W04) 1 credit, grades 9-12 (WL)
  People, Places, and Language is designed for students who seek to satisfy the World Language requirement to graduate. Each People, Places, and Language course introduces students to the language and its associated cultures. In this course students will be introduced to the foundations of the target language and apply it to simple communicative skills. Please note that students that have successfully satisfied the 1 credit of World Language requirement for graduation, are NOT eligible to take this course.

- **SPANISH FOR THE SPANISH SPEAKER I** (HS144W04) 1 credit, grades 9-12 (WL)
  Prerequisite: Teacher recommendation. These courses are designed for students who speak Spanish fluently. Emphasis is less on development of the oral/aural skill and more on mastery of the structure of the language and the ability to read and write with accuracy.

- **SPANISH FOR THE SPANISH SPEAKER II** (HS145W04) 1 credit, grades 10-12 (WL)
  Level II is a continuation of Level I. There is composition work and appropriate selected readings to prepare students for the next level.

VIRTUAL LEARNING COURSES

Online Learning Program (OLP)

The purpose of Torrington High School's Online Learning Program is to provide an alternative instructional setting for students in order to meet their unique educational needs. Online learning is an independent, self-directed learning environment using a computer-based curriculum (Odysseyware) for instructional delivery.

Program Eligibility:

All students who wish to be enrolled in the Online Learning Program must:

- Be recommended for the program by their School Counselor
- Have signed and returned the Torrington Public Schools Acceptable Use Policy for Technology

Courses Offered

There are a variety of courses offered in the Online Learning Program, including English I, II, III and IV, Integrated Science, Biology, Algebra I, Geometry, Algebra II, U.S. History and American Citizenship. There are also several electives to choose from, including Art and Career & Technical Education courses. See your School Counselor or the Online Learning Program Manager for more information regarding these courses.

Earning Credits toward Graduation:

All courses that are taken online in which the student earns 65% or above will appear on the student's high school transcript with a coding of "OL" (Online) and may count towards graduation credit requirements.

Online Credit recovery

Students may not take more than 2 credits in each of the core areas (English, Math, Social Studies, and Science) online for credits towards graduation in credit recovery. Students may not use online courses to recover more than 5 of the 22 credits (23%) required for graduation online (must have 17 credits earned through traditional courses offered at the school).

The credit limits stated above may be modified for an individual student with the consent of the Principal and the approval of the Superintendent.

All courses that are taken through the Online Learning Program in which the student earns 65% or above will appear on that student's Torrington High School transcript with a coding of "OL" (Online).
(Per Board of Education Policy Number 2025 and 6095)