Simsbury High School Program of Studies 2022-2023

ON THE COVER

The cover design for the *Simsbury High School 2022-23 Program of Studies* was created by **Jillian Pusch**, Class of 2022. She designed this cover in teacher Greg Gallo's Digital Design 1 class. Jillian described her approach: "I wanted to create a graphic that symbolizes the abundance of knowledge that students gain during their time at SHS. It was important for me to show the wide range of skills students learn by representing the various courses students are able to take at SHS. One of the most important parts of learning and growing is widening knowledge in a variety of subjects and I think our school does a great job of offering students an extensive selection of classes and electives."

SIMSBURY HIGH SCHOOL STUDENTS

Respectful, Honorable, Responsible

Simsbury High School
2022-23 Program of Studies

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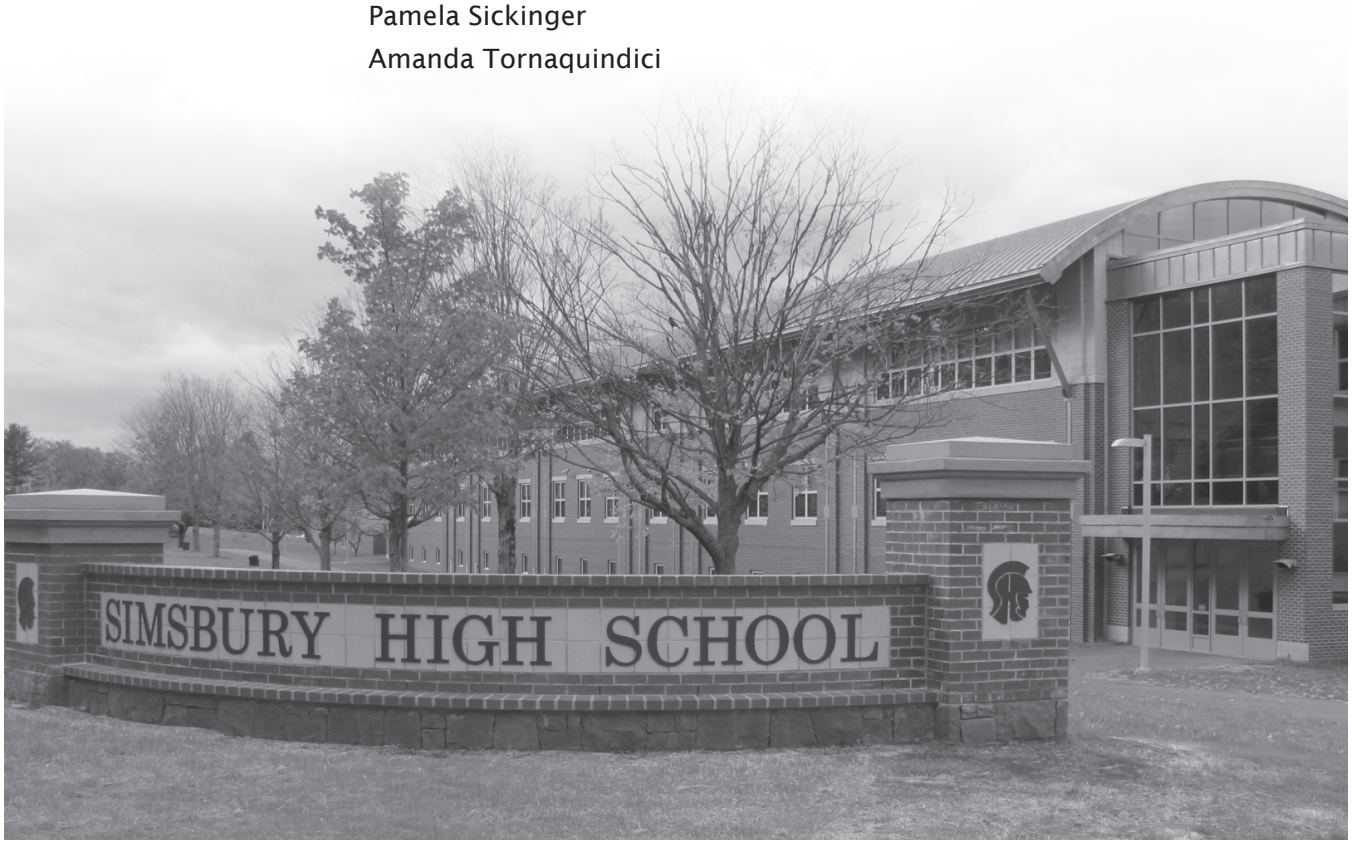

SIMSBURY HIGH SCHOOL

Core Values and Beliefs

Preparation

We provide a rich and rigorous academic foundation for all students.

- We emphasize the meaningful application of knowledge and skills within the curriculum.
- We implement teaching methods designed to promote both critical thinking and creativity and to engage students in shared ownership for learning.
- We ensure that students of all abilities are included, challenged, and given appropriate instruction in preparation for college and careers.

Passion

We offer diverse learning experiences that encourage students to discover and to develop their unique interests and talents.

- We provide an elective program characterized by wide variety and high quality.
- We present students with opportunities to connect and to excel as they explore a broad range of extra-curricular activities.
- We give students opportunities for choice—in the classroom, during course selection, and throughout extra-curricular pursuits.

Personal Growth

We partner with families to promote character in our students as they develop into ethical and compassionate adults.

- We expect that all members of the school community will demonstrate the tenets of the Trojan Code: respect, honor, and responsibility.
- We provide students opportunities both to work collaboratively and to develop their potential as leaders.
- We guide students toward active citizenship, including service to a larger community.

SHS Learning Expectations for College and Career Readiness—Simsbury Vision of a Graduate:

- **CRITICAL THINKER**
- **COLLABORATOR**
- **INNOVATOR**
- **COMMUNICATOR**
- **SELF-DIRECTED LEARNER**
- **GLOBAL CITIZEN**

Teaching students to meet the challenges of today and tomorrow with confidence and integrity

VISION OF A GRADUATE

CRITICAL THINKER

- Engage in problem solving, inquiry, and reflective thinking
- Develop compelling questions
- Analyze information to consider varied perspectives
- Evaluate information to reason and solve problems

COMMUNICATOR

- Listen actively
- Lift conversations by asking and responding to questions
- Deliver clear, concise, accurate ideas through spoken and written language
- Demonstrate an awareness of audience by adjusting purposefully

COLLABORATOR

- Perform a variety of roles and responsibilities
- Function interdependently and flexibly with others
- Seek and contribute feedback
- Embrace contradictions and divergent ideas to accomplish a common goal

SELF-DIRECTED LEARNER

- Take initiative and responsibility for learning and productivity
- Use "experts" and other resources to pursue goals
- Demonstrate resilience, optimism, and perseverance
- Accomplish tasks through self-advocacy, self-confidence, and a growth mindset

INNOVATOR

- Empower creativity and develop skills
- Use a variety of techniques as part of a process to enhance outcomes
- View failure as an opportunity to learn, persevere, and show flexibility
- Challenge the status quo, push boundaries, and achieve growth

GLOBAL CITIZEN

- Exemplify empathy, compassion, and respect in interactions with others
- Consider diverse perspectives and cultures
- Act responsibly and ethically
- Recognize impact of actions and civic decisions

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CRITICAL THINKER

COLLABORATOR

INNOVATOR

COMMUNICATOR

SELF-DIRECTED LEARNER

GLOBAL CITIZEN

Simsbury Capstone Experience

The Capstone Experience at SHS supports students through an inquiry process of posing, investigating, and sharing learning about an important question, problem, or creative objective related to an area of strong interest. The Capstone process emphasizes self-direction, communication, collaboration, and reflection as much as it does knowledge and understanding of a topic.

SHS's "multiple pathways" approach to Capstone allows students to choose from course-supported, student-driven, and experiential options. Students are encouraged to make a choice that best matches their strengths, preferences, and interests. Completing the Capstone Experience will help students embrace future challenges with greater confidence.

PREPARATION Independently and collaboratively, students will engage in authentic inquiry as they investigate questions, solve problems, and/or engage in creative processes. Students will identify an area of interest; select a focus of inquiry; propose a plan; work to accomplish goals; finalize a "product"; demonstrate their learning to a wider audience; and engage in continuous reflection. Capstone's self-directed experiences prepare students for college, work, and community life.

PASSION Throughout the Capstone Experience students will be challenged to question the status quo and push the boundaries of prior learning as they engage their critical and creative thinking. Students are encouraged to select a Capstone path that allows them to leverage their existing strengths and passion for the benefit of self and the greater community.

PERSONAL GROWTH A cycle of initiative, exploration, reflection, and revision encourages students to improve their skills over time. Emphases on ethical decision-making, perspective-taking, and interaction with an authentic audience lead students to consider their choices in a broader context. Students grow as they tackle these challenges with support and feedback from peers, an SHS Faculty Advisor, and/or a Community Mentor.

Intended to be a culminating educational experience that both relies on and expands prior knowledge and skills, the Capstone Experience is completed during junior and/or senior year. The Capstone process and products serve as a comprehensive demonstration of mastery of the Simsbury Public Schools Vision of a Graduate competencies. A year-long Capstone Experience is required for all students beginning with the Class of 2023. *(See p. 24 for details).*

General Information

The scheduling process at Simsbury High School requires a cooperative effort among students, parents, and the school to select the most appropriate program for each individual from the diversity of courses offered. This course selection catalogue provides a listing of every course offered in grades nine through twelve for the 2022-2023 school year. It is published as a document to assist the student in planning his/her entire high school program. In addition, the student should expect to utilize information provided by teachers, school counselors, and department supervisors to understand the expectations of each department and of the various academic levels. Consideration of the requirements needed for further schooling, training, and/or employment should play a significant role in the student's thinking as an individual's academic program is selected.

Responsibility and seriousness of purpose should be evident in the student's plan of study. Each individual will be expected to complete his/her course selection with the assistance of the counselor and to submit the plan by mid-February.

Credits and Course Selection

Q. How many credits will students need? As students and parents go through the process of selecting courses for next year, please know that all students are required to carry a minimum of six credits in their schedule each year. For students entering grade 12, the minimum is five credits. For those students enrolled in an independent study or online course, note that these programs are above and beyond the minimum required courses.

Q. What are the options for summer? For students seeking more room for elective choices, the Simsbury Public Schools offers summer options for Physical Education, Wellness, Financial Literacy, Simsbury Arts Academy, and others. These credit-earning options are administered by the Department of Continuing Education.

Graduation Requirements beginning with Class of 2023 (and beyond)		
Requirement	**Course**	**Credit**
Humanities 9 credits	● English	4.0
	● Social Studies ⊙ U.S. History (1 credit) and Civics (.5 credit) are required	3.5
	● The Arts *(see page 8 for options)*	1.0
	● Humanities Elective ⊙ English (beyond 4 credits), Social Studies (beyond 3.5 credits), Art (beyond 1 credit), World Languages (beyond 2 credits)	.5
STEM 9 credits *Science, Technology, Engineering, Mathematics*	● Mathematics	4.0
	● Science ⊙ Life Science (1 credit) and Physical Science (1 credit) are required	3.0
	● Financial Literacy ⊙ Requirement can be achieved through the completion of one of the following courses: Financial Literacy (.25 credit), Personal Finance (.5 credit), PLATO Personal Finance course online (.5 credit), AP Economics (1 credit)	.25
	● STEM Electives *(see page 8 for options)*	1.75
PE & Wellness 2 credits *Inclusive of Health & Safety Education*	● Grade 9 Wellness	.5
	● Grade 10 Wellness	.5
	● Grade 11 Health	.5
	● Lifetime Activities ⊙ May be taken in Grades 11 or 12	.5
World Languages	● World Languages	2.0
Simsbury Capstone Experience	● SHS offers a "multiple pathways" approach to fulfilling the Capstone requirement *(see page 24)*. Students may choose a course-supported, student-driven, or experiential Capstone path.	1.0
Other Electives	● Elective courses can be chosen from any department beyond the requirements stated above.	2.0
	Total credits required for graduation	**25.0**

2022-2023 School Year	
ARTS Electives	
Unified Art	Advanced Treble Choir
Art 1	Simsbury Singers
Art 1A	Concert Orchestra
*Animation and Film 1 & 2	Chamber Orchestra
*Digital Design 1 & 2	Symphonic Winds
*Photography 1 & 2	Percussion Ensemble
Drawing I, 2 & 3	Saxophone Ensemble
Adv. Observational Drawing	Jazz Ensemble
Painting 1 & 2	Music Theory 1 & 2
Ceramics & Sculpture 1	Intro to Music Composition & Song Writing
Ceramics 2	Adv. Music Composition & Song Writing
Sculpture 2	Intro to Theater
Jewelry & Glass 1 & 2	Intermediate Theater
Fashion Design	Advanced Theater 1 & 2
AP Art	*Technical Theater
Portfolio Development	Film Study
Treble Choir	Advanced Film Study
Tenor Bass Choir	Public Speaking
Mixed Chorale	

STEM Electives	
Computer Science A	Construction 1 & 2
AP Computer Science A	Manufacturing Enterprise
Computer Science Principles	Manufacturing Internship
AP Computer Science Principles	Smart Cooking
Intro to Python	Regional & International Cuisines 1 & 2
Cryptography & Cybersecurity	Event Planning
Statistics	*Baking & Pastry Arts 1 & 2
AP Statistics	Intro to Culinary Arts
Principles of Biomedical Sciences	Culinary Arts 2
Human Body Systems	Culinary Arts Capstone
Medical Interventions	Child Development 1 & 2
Biomedical Innovation	Individual & Family Development
Intro to Engineering Design	Human Services & Child Development Internship
Principles of Engineering	Accounting 1 & 2
Digital Electronics	Accelerated Accounting
Aerospace Engineering	Banking & Investments
Engineering Design & Development	AP Economics
Intro to Transportation	Entrepreneurship 1 & 2
Aviation	Intro to Business & Finance
Aerospace Education	Intro to Business Technologies
Automotive Technology I, 2 & 3	Marketing
*Digital Video Production 1 & 2	Personal Finance
*Television Production	Sports & Entertainment Marketing
*Architecture I, 2 & 3	Web Design Elements

**Courses may count in either category.*

Course Registration Process

The following is the sequence for the Course Registration Process for the 2022-2023 school year:

January	Teacher recommendation of course level for next year is determined.
Late January	HJMS students are given course selection materials.
Early February	SHS students are given the course selection materials (including the Program of Studies) with instructions on the offerings.
Early February	Course Registration opens
Mid February	Course Registration closes; deadline for students to complete course selections
Mid February	Counselors meet with students to help with completed selections.
April–June	Course verification process

Note: The school reserves the right to schedule class times and instructors. Course offerings will depend upon the demand for a course at the time of spring registration. Courses may be cancelled as a result of insufficient enrollment. It is not the policy of SHS to change a student schedule once issued, based solely on student request for another teacher in one or more classes. If there are extreme circumstances, an Appeal Form is available in the School Counseling Office.

Program Selections

All students receive course descriptions through the Program of Studies. Parents and students are urged to consult with current teachers and individual counselors for further information and evaluation of course choices.

Course Changes

Teachers, counselors, parents, and students all play a role in the placement of students into the course levels that will offer them an appropriate level of challenge. The school is very deliberate about its process for making recommendations, and parents and students are asked to take equal care with the choices they ultimately make about level placements.

Guidelines for Course Levels

In core subject areas, students are recommended for levels based on previous teachers' evaluations. These levels make specific provision for the student, since courses of study, instructional material, and techniques vary among these groups. A student's performance within a level is reviewed periodically by the teacher for the purpose of shifting the student to another level if the quality of achievement warrants it.

In most core disciplines, there are two ability groupings. In mathematics, there are three ability groupings.

Academic Course Levels

AP	Advanced Placement
Level I	Honors
Level II	Competitive College Preparatory
Level III	College Preparatory *(math only)*

Transcripts forwarded to colleges and employers indicate the students' final grades and the level in which they were earned.

Parents who have a question concerning the course level in which a student is placed should feel free to contact the teacher or counselor and arrange for a conference.

Level Changes

Simsbury High School makes its decisions about appropriate staffing for courses based on the information that comes out of the registration process. Therefore, any changes in course levels must be approached with caution. We take the course registration process very seriously; the decision to drop a level in an academic course must not be viewed as a "quick fix" for any student who is struggling in the early portion of a class.

Parents who have a question concerning the course level in which a student is placed should feel free to contact the teacher or counselor and arrange for a conference. The deadline for making level changes during the school year is four weeks after school begins or one week after the first quarter ends.

Requests for changes in course level just a few days or weeks into the school year will not be considered. We believe that it is appropriate for any student who is struggling with the demands of a particular course to try to address the issue with the help of his/her teacher. It takes at least a few weeks to determine whether these appropriate interventions have been successful. In addition, too many course drops can cause significant imbalance with class sizes. The Simsbury High School administration, teachers, and School Counseling department need time to explore the best options that consider both the needs of an individual student desiring to drop a course as well as the equally important goal of maintaining favorable class sizes for all students. Therefore, students who drop a class level need to be aware that such a decision may impact their schedule in multiple classes.

After course registrations are finalized in April, it is the policy of Simsbury High School to consider level changes only during defined time windows that correspond with our regular achievement reports to parents. Changes in course level that are requested during the summer will be considered by a member of the School Counseling staff and forwarded, as appropriate, to an assistant principal. Once the school year begins, ***the windows for dropping a course level are as follows:***

- A window of time midway through the first marking period, usually after the first four weeks.
- A window of time one week after 1st quarter ends—usually in early November.
- Any requests for level changes after the 2nd window closes will be reviewed by the Director of School Counseling and the SHS Principal and will only be granted if there are extreme personal circumstances that have led to the request.

Adding a Course

Students are not allowed to enroll in a class after the course has been in session for one week. The specific deadline date will be posted each fall for students and families.

Dropping a Course

A student is permitted to DROP a course during the ***1st level change window*** (or February if it is a semester 2 course) with no record showing on his/her transcript. Exact dates are established and posted each year for students and families.

A student is permitted to drop a course until the end of the ***2nd and final level change window*** at the completion of marking period 1 (or marking period 3 for a semester 2 course) with a grade of "W" on his/her transcript. Exact dates are established and posted each year for students and families.

Students dropping courses beyond the close of the ***2nd and final level change window*** (or marking period 3 for a semester 2 course) will have a grade of "WF" recorded on their transcripts.

Extenuating Circumstances: In cases where deadlines have passed, the student's school counselor, Director of School Counseling, and Assistant Principal will mutually decide whether or not deadline requirements should be waived. If no agreement can be reached, the Principal will make a final decision.

Grading System

At the end of each term, parents will receive a report of their student's academic progress in each area of study. The system of grading is as follows:

A+	97 – 100	M	Medical
A	93 – 96	I	Incomplete
A-	90 – 92	NM	No Mark (Audit)
B+	87 – 89	WF	Withdrawn with a Failure
B	83 – 86	WP	Withdrawn Passing
B-	80 – 82	W	Withdrawn
C+	77 – 79	P	Passing
C	73 – 76	NC	No Credit
C-	70 – 72		
D+	67 – 69		
D	63 – 66		
D-	60 – 62		
F+	50 – 59		
F	Failure		

Grading

When a course level is changed, the "sending" teacher should report the current academic performance of the student to the "receiving" teacher. ***The receiving teacher is granted discretion in considering the previous academic performance of the student.*** If necessary, the department supervisor should be consulted about how to factor the grade earned in the previous level into the final course average. Since the final transcript grade is the permanent record of the student's performance, and since the student will have spent the vast majority of any full-year course in the level that is awarding that final grade, poor performance in a higher level can not impact the final transcript grade by any more than one-third grade (for example, from a B to a B-).

Honor Roll

To be eligible for the honor roll, students must be enrolled in six (6) graded courses. (Five graded courses are sufficient for seniors.) All courses are included in determining Honor Roll except for Pass/Fail, online, or independent study courses. Students cannot be considered for the Honor Roll with any Incomplete (I) grades. The minimal requirements for Honor Roll placement are as follows:

High Honors: All A's (A+, A, A-) plus one B (B+, B, B-)

Honors: Any type of combination of A's and B's with one C (C+, C, C-)

Promotion Policy

To be a sophomore, a student must have 6 credits.
To be a junior, a student must have 12 credits.
To be a senior, a student must have 18 credits.

Weighted Grade Point Average (GPA)

1. Marks for all graded subjects for which credit is awarded (whether passed or failed) are used in computing GPA. However, "Pass/Fail" courses are not computed in GPA.
2. GPA is determined at the end of each year and at the end of the first semester in the senior year.
3. Each ability level has its own weighting factor in computing GPA. The weighting factor is utilized as a multiplier with the basic letter grade. ***See chart on this page.***
4. Students and colleges will be given a cumulative grade point average. Student's GPA is noted on the final report card at the end of the year.

Values for weighted GPAs

	AP	Level I	Level II	Level III (math only)
A+	5.00	4.83	4.33	4.00
A	4.67	4.50	4.00	3.67
A-	4.33	4.17	3.67	3.33
B+	4.00	3.83	3.33	3.00
B	3.67	3.50	3.00	2.67
B-	3.33	3.17	2.67	2.33
C+	3.00	2.83	2.33	2.00
C	2.67	2.50	2.00	1.67
C-	2.33	2.17	1.67	1.33
D+	2.00	1.83	1.33	1.00
D	1.67	1.50	1.00	0.67
D-	1.33	1.17	0.67	0.33
F	0	0	0	0

Early College Experience Programs Grades 11, 12

Several local colleges offer excellent opportunities for qualified juniors and/or seniors to experience the challenge of a college classroom, enhance the existing high school course of study, and potentially earn college credit while still in high school. Interested students should see their counselor for more information. Grading will be recorded as "pass/fail" on the transcript with the exception of UConn ECE courses. Participating students assume all associated costs and transportation requirements.These programs include, but may not be limited to, the following:

- University of Hartford "College Now" program
- University of Saint Joseph "Challenge Program"
- Tunxis Community College "High School Partnership Program"
- University of Connecticut "Early College Experience" program

UCONN Early College Experience Grades 11, 12

The Early College Experience (ECE) program through the University of Connecticut provides students the opportunity to earn college credit by taking designated courses at Simsbury High School. Students who enroll in the program and earn a "C" or better in their Simsbury course will receive credit on a UCONN transcript. This program is optional and there is a cost associated with the registration. For more information on ECE, visit www.ece.uconn.edu. The following courses are offered for UCONN ECE credit:

Simsbury Course	UCONN Equivalent	UCONN Credits
AP English Literature	ENGL 1101 - Seminar in Writing through Literature	4
Latin American and Latino Studies	LLAS 1190 - Introduction to Latin America and the Caribbean	3
Individual and Family Development	HDFS 1070 - Individual and Family Development	3
Advanced Observational Drawing	Art 1030 - Drawing 1	3

**Additional courses are pending.*

Examinations

In all courses a final assessment is a requirement, and all courses also administer a mid-year assessment. Make-up assessments will be given only to students who are ill or who have other valid reasons, as determined by the school administration. Parents/guardians must contact the appropriate assistant principal's office by the first Monday in January/June if attendance at a mid-year/end-of-year assessment is in question.

Senior Exam Exemptions

Seniors ***must*** be exempt from exams in the following categories:

Full-Year Courses—Seniors who have an 80 average for the fourth marking period and have maintained an overall 80 average in the course.

Half-Year Courses—Seniors who have an 80 average for the second quarter (first semester) or 80 average for the fourth quarter (second semester) and have maintained an overall 80 average in the course.

Advanced Placement Exams

The experience of taking a rigorous culminating course exam is one of the definitive elements of an Advanced Placement course. Therefore, students who are enrolled in an Advanced Placement course ***must*** take the final exam; there are ***no exam exemptions***, including for seniors.

Policy for Sophomores and Juniors Enrolled in AP Courses

Any 10th or 11th grade student who takes an Advanced Placement (AP) exam given by the College Board in May is exempt from the Simsbury High School final for that AP course.

Policy for Seniors Enrolled in AP Courses

Any 12th grade student enrolled in an Advanced Placement course must participate in one of two exams.

a. Students can choose to take the Advanced Placement (AP) exam given by the College Board in May. In this case, students are exempt from the SHS final, and their final average will be calculated using only the quarter averages.

b. Students can choose to take a Simsbury High School final course exam that will be similar in format and length to the corresponding AP exam. This exam will be given at the same time as the College Board's version of the exam (in a separate setting).

External Credit For Enrolled Simsbury High School Students

All students need to earn 25 credits to graduate from Simsbury High School. On occasion, students may request taking a course outside of Simsbury High School and applying it to the graduation requirements. The following guidelines will determine external credit eligibility toward a Simsbury High School diploma.

1. In order to earn a Simsbury High School diploma, students enrolled from freshman year at Simsbury High School are expected to earn the majority of their credits from classes taken at Simsbury High School or at an affiliated school as outlined in #2 below.

2. In addition to classes taken on campus, credits earned at the following programs affiliated with Simsbury High School are examples of credits that may be applied to a Simsbury diploma:

- Greater Hartford Academy of the Arts
- Bristol Technical Education Center
- Farmington Valley Diagnostic Center (via PPT placement)
- Intensive Education Academy (via PPT placement)

3. All courses—including online courses—taken elsewhere to accelerate placement, to meet prerequisites, or to meet graduation requirements, **must have both prior course/program approval and post course/program completion approval by Simsbury High School's Academic Review Team.** This team is composed of the principal or designee, the department supervisor of the appropriate subject, and the director of School Counseling.

4. Only courses earned at Simsbury High School or an affiliated school program (like those listed under #2 above) will appear on the student's transcript and be counted toward grade point average (GPA). At the student's request, external transcripts may be included with Simsbury High School's transcript.

5. Approved courses by the Simsbury High School Academic Review Team will appear on the transcript as a "Pass" (not a letter grade) with the appropriate credit determined during the course/program approval process.

6. Students new to the school will have transfer credits listed on Simsbury's transcript with "P"s for passing grades. **Course grades from previous schools are not listed on the Simsbury transcript.** Transfer credits will be determined and awarded for those courses that align with our cred-

it system. Grade point average (GPA) will be computed based on the student's work at Simsbury High School. **The previous school's grades will not be factored into the GPA.** Upon graduation or transfer out of the system, any transcript from a previous school will automatically be included with Simsbury's transcript.

7. Students are required to take a minimum of six courses each semester (five for seniors) at Simsbury High School unless they are enrolled in the Greater Hartford Academy of the Arts or have administrative approval for a reduced schedule.

8. Home schooled students' coursework will not be recorded on a Simsbury High School transcript. As in Item #4, external transcripts may be included with Simsbury High School's transcript at the student's request.

9. Anyone wishing to earn external credit must complete a request form for approval. The form is available in the School Counseling office and requires approval from the appropriate department supervisor and School Counseling director ***prior to registering for the course.*** In general, the school will only accept **one** external credit per year. Requests for more than one external credit in a given academic year will be forwarded to Simsbury High School's Academic Review Team.

10. In special circumstances, Simsbury High School does offer some online learning opportunities through PLATO Learning. If a course is offered at SHS, students cannot take it through PLATO during the school year.

Summer School

1. A student must inform the School Counseling Department of his/her intent to take a summer course for credit before the summer school closing registration date. A student will not be allowed to retake the final examination in any course if he/she receives a failing grade.
2. To be eligible to receive course credit for Simsbury Summer School, a student must have received a final failing grade of no less than 50.
3. Grading in all summer school courses will be recorded as "Pass/Fail" on the student's transcript.
4. All summer school work must be completed by the final date of summer school.
5. A student wishing to take a summer school course ***at a different high school*** must receive ***prior written approval*** from his/her counselor or principal. The counselor or principal will make certain that this course is appropriate to fulfill the credit requirement. Failure to follow this procedure may result in a student receiving no credit for the course.

Midyear Graduation

Any student considering graduation after the first semester of senior year should review graduation requirements with his/her counselor. Written parental request and permission from the principal and counselor are required for midyear graduation.

School Counseling

The Simsbury 9-12 Comprehensive School Counseling Program is essential for the well-being of students in our community. It advocates for all students in their development of academic, career, and personal/social needs. The program is based on the premise that all students experience general stages of growth and development and have age-appropriate developmental tasks to accomplish. In this ever-changing society, the School Counseling program encourages the development of personal responsibility as capable citizens, productive workers, and lifelong learners.

Simsbury's Comprehensive School Counseling Program is designed to provide intervention with a proactive and preventative approach to all students in grades 9-12. The program consists of a planned, sequential School Counseling curriculum, individual planning, responsive services, and system support.

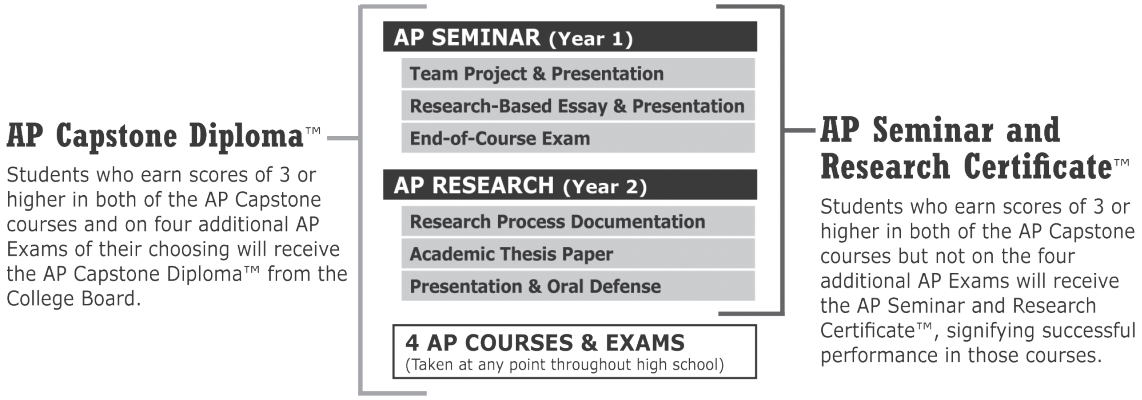
School counselors are available to students and parents for issues concerning academics, educational plans, career plans, and personal problems. Counselors listen and discuss the possible ways to handle issues. The counselors adhere to confidentiality. This applies to the information gathered from student discussions as well as students' records. However, when a student is at risk of harming him/herself or hurting others, parents and other support staff are informed.

Students are assigned to a counselor in alphabetical order according to the student's last name. Every effort is made to have students assigned to the same counselor(s) for all four years.

Students may initiate a conference with their counselor by emailing their counselor requesting a specific date and time. Counselors will confirm the meeting by replying to the student's email. Parents may also request conferences by emailing the counselor. If assistance is needed in setting up appointments, please call the School Counseling Office. Counselors will also initiate conferences with students and parents. Parents are urged to make appointments with the counselor when questions or concerns develop.

Advanced Placement Capstone Diploma

The College Board's AP Capstone Diploma is an innovative college-level program including two courses—AP Seminar and AP Research—that complement and enhance discipline-specific AP courses. The program provides students with an opportunity to engage in challenging scholarly practice of the core academic skills necessary for success in college, career, and beyond.



SHS AP Course Offerings

AP Seminar
AP Research
AP Drawing
AP 2D Design
AP 3D Design
AP 2D Photography
AP English Language
AP English Literature and Composition
AP Calculus AB
AP Calculus BC
AP Computer Science A
AP Computer Science Principles
AP Statistics
AP Biology
AP Chemistry
AP Physics 1
AP Physics 1 & 2
AP Environmental Science
AP European History
AP United States History
AP United States Government and Politics
AP Economics
AP Psychology
AP Chinese 5
AP French 5
AP Latin 5
AP Spanish 5

Advanced Placement Seminar Year, 1 credit, Grades 10, 11, 12

AP Seminar engages students in cross-curricular conversations that explore the complexities of real-world topics and themes by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, foundational, literary, and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and experience artistic works and performances. Students learn to synthesize information from multiple sources; develop their own perspectives in written essays; and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to draft and communicate evidence-based arguments. Students should be highly motivated and self-directed and have a desire to enhance their abilities to read, write, and critically think.

This course is offered through social studies, fulfilling the graduation requirement for civics or it can be taken as an elective credit for those students who have already satisfied the civics requirement.

C *Advanced Placement Research* Year, 1 credit, Grades 11, 12

AP Research, the second course in the AP Capstone sequence, guides students as they explore an academic topic, problem, or issue of individual interest. Students design, plan, and implement a year-long investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information. The course culminates in an academic paper of 4,000-5,000 words and a presentation, with an oral defense presented to a panel of evaluators.

AP Research is the second course in the AP Capstone™ program. Successful completion of AP Seminar is a prerequisite for AP Research. If a student earns scores of 3 or higher in AP Seminar and AP Research only, the student will receive the AP Seminar and Research Certificate. If a student earns scores of 3 or higher in AP Seminar and AP Research and four additional AP Exams of their choosing, the student will receive the AP Capstone Diploma. This signifies outstanding academic achievement and attainment of college-level academic and research skills. *Prerequisite: Successful completion of AP Seminar, including a score of 3 or higher on the AP Seminar exam.*

For the Class of 2023 and beyond, this course provides 1.0 Capstone credit.

Art

The Art Department at Simsbury High School offers a wide variety of courses to meet the interests and diverse needs of our students. The Arts have been identified by the College Board, the U.S. Congress, the National Association of Secondary School Principals, and the U.S. Department of Education as part of the core curriculum that all students should participate in during their high school experience. The art program is intended for any student interested in art for enjoyment, in preparation for a post graduate portfolio, or as a career choice. All sequences upon completion may result in a Capstone.

Students wishing to receive Level I credit must complete the approved application process established by the department. See the department supervisor for more information.

Suggested Course Sequences in Art*

*Please note that these sequences are only suggestions. Students may begin with any Art course that interests them, provided that they have satisfied the individual course's prerequisites as noted in its descriptions.

Grade Level	2D Strand	3D Strand	Design Strand
Grade 9	Art 1 Art 1A	Art 1 Art 1A Jewelry and Glass 1 Ceramics and Sculpture 1	Art 1 Art 1A Digital Design 1
Grade 10	Drawing 1	Ceramics 2 Sculpture 2 Jewelry and Glass 1 Jewelry and Glass 2 Fashion Design	Photography 1 Animation and Film 1
Grade 11	Drawing 2 Drawing 3 Painting 1 Painting 2 Advanced Observational Drawing (UCONN)	Ceramics 2 Sculpture 2 Jewelry and Glass 2 Fashion Design O Portfolio Development	O Digital Design 2 Photography 2 O Animation and Film 2
Grade 12	C AP Drawing C AP 2D Design O Portfolio Development	C AP 3D Design O Portfolio Development	O Animation and Film 2 C AP 2D Photography O Portfolio Development

Foundations of Art

Unified Art (II) Semester, 1/2 credit, Grades 11, 12

This is a half-year course. Students will be given the opportunity to develop artistically, collaborate with friends on a variety of art projects, and showcase their work in community settings. Unified Programming (i.e., unified theater, wellness) provides a forum for positive social interaction between students with and without disabilities. The artist partnership cultivates a greater understanding of oneself, and of others, while developing new friendships. Content includes drawing, painting, collage, ceramics, and collaborative projects. *Course may be taken in Grade 9 or 10 upon recommendation by a Planning and Placement Team.*

Art 1 (II) Year, 1 credit, Grades 9, 10, 11

Art 1 is a year-long foundation course that provides a sampling of all art courses taught at SHS. Art 1 is designed to introduce students to contemporary artists and allows for experimentation with a variety of media and studio processes. In Art 1 students will experience personal and collaborative art making in a safe studio setting while deepening their understanding of the visual arts in relation to history, cultures, and other disciplines, In this course, students will make connections, take risks, problem solve, explore, persist, reflect, learn from each other, and most of all, enjoy making art.

Art 1A (II) Semester, 1/2 credit, Grades 9, 10, 11

Students in grades nine through eleven may select the option of enrolling in Art 1 for one semester only. The course will consist of units of study in two and three-dimensional art forms such as drawing, painting, design, and sculpture.

Digital Media Arts

Animation and Film 1 (II) Year, 1 credit, Grades 10, 11, 12

In this one-year course, students learn to make original works in film and animation, utilizing traditional and digital techniques. Working both independently and collaboratively, students explore the media using current state-of-the-art equipment, and they experiment with animation techniques, including stop-motion, and computer animation to create short films. Storyboard development, script-writing, and sound and music editing are introduced, while students develop advanced skills integrating art and technology. Through discussion and research, students also learn to analyze and critique professional films and animations.

O *Animation and Film 2 (II)* Year, 1 credit, Grades 11, 12

This is a special topics course for students who have successfully completed Animation and Film. Students work more independently, making personal choices about media, software, and subject matter. *Prerequisite: Animation and Film*

Digital Design 1 (II) Year, 1 credit, Grades 9, 10, 11, 12

This course introduces the student to combining traditional art media with digital media to produce original works of art. The students will explore multimedia applications for both fine and commercial art. Students will learn about design-related careers while using their imagination and observation to create works of art in graphics, advertising, merchandise design, and digital imagery.

O *Digital Design 2 (II)* Year, 1 credit, Grades 10, 11, 12

Students in this technology-based course will further explore and apply the use of graphic software to produce fine and commercial art. Students will further develop design skills through career-related experiences while developing a portfolio that demonstrates their skill in product design, motion graphics, illustration, graphic novels, and communication art. *Prerequisite: Digital Design 1*

Photography 1 (II) Semester, 1/2 credit, Grades 10, 11, 12

This course introduces students to the materials, equipment, and techniques of photography. Students will learn to manipulate photos. They will learn studio techniques, composition, exposure, and design concepts using Adobe Photoshop software. Students will learn about careers in the photography field as well as study the images of 20th and 21st century photographers and learn how this medium is utilized by both fine and commercial artists. Discussion and critique are critical components of this course.

Photography 2 (II) Semester, 1/2 credit, Grades 10, 11, 12

This continuation of Photography 1 further develops students' technical skill and ability to compose photographs while placing more emphasis on concepts and ideas for creating work. Advanced processes and techniques will be learned in order to explore the interdisciplinary nature of photography. Students will have an opportunity to produce a portfolio of both fine and commercial photography and utilize their work in real life situations, such as exhibition and advertising. Discussion and critique are critical components of this course. *Prerequisite: Photography 1*

KEY:			
Critical Thinker	Communicator	C Capstone	
Collaborator	Self-Directed Learner	O Capstone Optional	
Innovator	Global Citizen		

Two-Dimensional Art

Drawing 1 (II) Year, 1 credit, Grades 10, 11, 12

This course consists of learning a wide range of drawing techniques. Figure study, portraits, and perspective are emphasized. Assignments increase in difficulty, length, and complexity, using both observation and imagination. Traditional and contemporary techniques and digital media are explored. Students will apply acquired knowledge to provide their own solutions to required assignments. Concentration will be on larger drawings which require a knowledge of a variety of drawing techniques. Strong emphasis is placed on originality. This course is considered appropriate for the college-bound student, especially for the student planning a career in an art-related field.

Drawing 2 (II) Semester, 1/2 credit, Grades 11, 12

Students will continue developing their drawing skills by learning advanced drawing techniques. They will develop their own personal style of self-expression. *Prerequisite: Drawing 1*

Drawing 3 (II) Semester, 1/2 credit, Grades 11, 12

Students will continue developing their drawing skills by learning advanced drawing techniques. They will develop their own personal style of self-expression and a portfolio of drawings based on a theme. *Prerequisite: Drawing 2*

Advanced Observational Drawing (II) (UCONN ECE) Year, 1credit, Grades 10, 11, 12

This college course is designed for serious art students. Students will explore the fundamental principles of observational drawing. Being able to draw realistically is not a trait that one is born with; it requires behaviors and practices in mindfulness, patience, risk taking, and perseverance. Students will learn, develop, and practice techniques and strategies in perspective, composition, line weight, proportion, and measuring. We will share ideas and reflect on our process and completed works in individual, one-on-one, and group critiques. *Students who receive a C or better and who have registered with the university can earn three credits from UCONN. Prerequisite: Drawing 1*

Painting 1 (II) Semester, 1/2 credit, Grades 10, 11, 12

Students are introduced to the materials and subject possibilities of painting, as well as artistic styles. Students will learn the qualities and properties of acrylics, watercolor, and other color media. Emphasis is placed on composition, technique, color theory, and expression. This introductory course is appropriate for students interested in exploring color media, as well as those who may plan to develop a portfolio. *Prerequisite: 1/2 credit in art or approval of department supervisor*

Painting 2 (II) Semester, 1/2 credit, Grades 10, 11, 12

Students will draw content from different styles of art for their painting while searching for a personal statement. Students will make choices about media, content, and techniques while developing a personal style and a portfolio of their work. This course is considered appropriate for the college-bound student, especially for the student planning a career in an art-related field. *Prerequisite: Painting 1*

Three-Dimensional Art

Ceramics and Sculpture 1 (II) Semester, 1/2 credit, Grades 9, 10, 11

This introductory course includes three-dimensional experience in both ceramics and sculptural media. Additive and subtractive sculpture techniques will be included using media such as paper, wire, and mixed media. Ceramic experiences will include hand-built sculpture pieces, potter's wheel, and glazing techniques.

Ceramics 2 (II) Semester, 1/2 credit, Grades 10, 11, 12

This course will introduce students to more advanced ceramics objectives. Challenging design concepts and techniques will be introduced. Clay will be used both for sculptural and functional creative problem solving and for interpretation. Students will explore various hand-building and wheel throwing skills, as well as traditional and experimental finishing techniques. *Prerequisite: Ceramics and Sculpture 1*

Sculpture 2 (II) Semester, 1/2 credit, Grades 10, 11, 12

Students will continue to explore the medium of sculpture using mixed media, clay, glass, paper, and wire while assembling three-dimensional forms. Students will learn how to combine various media in responding to sculptural themes, such as assemblage and installation. Specific projects will allow for creative problem solving, and interpretation may vary according to individual interest. *Prerequisites: Ceramics and Sculpture 1*

Jewelry and Glass 1 (II) Semester, 1/2 credit, Grades 9, 10, 11, 12

Students are introduced to traditional and contemporary jewelry-making techniques using glass, wire, silver, copper, clay, and found objects. Piercing, sawing, forming, bending, filing, and finishing jewelry are introduced as elements of good craftsmanship.

Jewelry and Glass 2 (II) Semester, 1/2 credit, Grades 10, 11, 12

Students work with previously learned techniques to form complex pieces of jewelry. Students will also learn new techniques that emphasize innovative and creative design. *Prerequisite: Jewelry and Glass 1*

Fashion 1 (II) Year, 1 credit, Grades 10, 11, 12

Fashion 1 is a full year course that introduces students to visual art concepts related to fashion design. Students will create works in a 2D and 3D format using a variety of media techniques and processes.

Fashion 2 (II) Semester, 1/2 credit, Grades 11, 12

Students in this fine arts course will further explore and apply fashion design and apply the learning from Fashion Design 1 to produce more complex works of art. Students will further develop design skills through career-related experiences while developing a portfolio that demonstrates their skills in creating a fashion work of art.

Advanced Studies in Art

C *Advanced Placement Art* Year, 1 credit, Grade 12

Develop your skills in 2-D, 3-D, or Drawing as you explore different media and approaches. Students will create artwork that reflects their own idea and skills and what they have learned.

The three Art and Design portfolios (2-D Design, 3-D Design, and Drawing) share a basic, two-section structure that requires students to show a fundamental competence and range of understanding in visual concerns and methods. Each section contributes to the final portfolio score, which is on a five-point scale.

Section 1—Sustained Investigation: Students will create a body of work that demonstrates: sustained investigation through practice, experimentation, and revision; sustained investigation of materials, processes, and ideas; synthesis of materials, processes, and ideas; and 2-D, 3-D, or drawing skills. Students will have to document in writing the questions that guided their sustained investigation, and how their sustained investigation should evidence of practice, experimentation, and revision guided by their questions.

Section 2—Selected Works: Students will choose works that demonstrate 2-D, 3-D, or drawing skills, synthesis of materials, processes, and ideas. For each work, students will have to describe in writing their ideas, materials, and processes used.

All AP Art courses can be taken for Capstone credit. Prerequisite: 2.5 credits in Art

O *Portfolio Development (II)* Semester, 1/2 credit, Grades 11, 12

The portfolio development course will provide students with the opportunity to pursue a higher level of study in a specific media or strand of art and design. Students who enroll in this course will create a body of work, emphasizing concept, craft, and personal expression, while learning to document their work for a digital portfolio for college and scholarship submissions. Students will choose to develop portfolios in Drawing, 2-D design, 3-D design, Jewelry, Photography, or Painting. For scheduling purposes, students who select Portfolio Development will be required to identify their medium of choice and gain permission from specific teacher and supervisor before enrolling. *Prerequisite: All courses within a strand or media*

This course can be taken for Capstone credit. Students can enroll in two consecutive semesters with approval from the instructor or department supervisor.

Business and Finance Technology

Business and Finance Technology Department courses encourage independent thinking, collaborative efforts, and individual achievement essential for success in our ever-changing technological world. **FINANCE** courses encourage making wise economic decisions related to personal financial affairs, the successful operation of organizations, and the economic activities of the country. **MARKETING** courses introduce students to the processes and functions involved in transferring business products or services to a consumer within an environment of rapidly evolving technology, interdependent national economies, increasing demands for ethical and social responsibility, and constant change. Students will develop the critical thinking competencies necessary for acquiring, interpreting, evaluating, and managing information.

Students may earn three college credits for Accounting 1, Accounting 2, and Personal Finance through the Tunxis Community College Career Pathways dual enrollment program.

All courses are offered at Level II. Students wishing to receive Level I credit or complete an independent study must complete the approved application process established by the department. See the department supervisor for more information.

Financial Literacy Graduation Requirement			
The Simsbury Board of Education has added a .25 credit financial literacy requirement to the set of mandatory courses. This requirement can be achieved through the completion of one of the following courses:			
Financial Literacy-II	.25 credit	**Personal Finance-II**	.50 credit
PLATO-Personal Finance	.50 credit	**AP Economics-I**	1.0 credit
In addition, the Department of Continuing Education may offer a financial literacy course during the summer if student enrollment warrants.			

Suggested Course Sequences in Business and Finance Technology*

Grade Level	Finance	Marketing
Grade 9	Introduction to Business & Finance Introduction to Business Technologies	Introduction to Business & Finance Introduction to Business Technologies Web Design Elements
Grade 10	Accounting 1** Accelerated Accounting** Introduction to Business & Finance Introduction to Business Technologies	Accounting 1** Accelerated Accounting** Introduction to Business & Finance Introduction to Business Technologies Marketing Web Design Elements
Grade 11	Accounting 1** Accelerated Accounting** Accounting 2** Banking & Investments Personal Finance** Financial Literacy	Entrepreneurship 1 Global Supply Chain Concepts Marketing Sports & Entertainment Marketing
Grade 12	Accounting 2** Banking & Investments Personal Finance** Financial Literacy	Entrepreneurship 1 *o* Entrepreneurship 2*** Marketing Sports & Entertainment Marketing

*Please note that these sequences are only suggestions. Students may begin with any Business and Finance Technology course that interests them, provided that they have satisfied the individual course's prerequisites as noted in its descriptions.

**Students enrolled in these classes may earn college credits through the Tunxis Community College College Career Pathways (CCP) program.

***Students may take this course with Entrepreneurship 1 to qualify as a Capstone course. Both semesters should be taken within the same academic year.

Financial Literacy (II)
Quarter, 1/4 credit, Grades 11, 12

This course provides a foundational understanding for making informed personal financial decisions. Relevant topics covered will include income, money management, spending and credit, as well as saving and investing. Students will gain knowledge in finance, debt, and credit management and evaluate and understand insurance and taxes.

This course fulfills the requirement for financial literacy that is necessary for graduation.

Accounting 1 (II) Year, 1 credit, Grades 10, 11, 12

This course is highly recommended for students considering a business major in college. Students will obtain skills that they can count on to run a business or their lives. Students will also learn that accounting is the "language of business" and that it provides the financial knowledge and analytical skills critically needed by both business organizations and individuals. Students will discover the double-entry accounting system, the accounting cycle, and basic accounting theory, concepts, and procedures. Accounting for service and merchandising businesses, as well as corporations, will be reinforced through computer software applications. Students will also participate in stock market and income tax units. *Students may earn three college credits through the Tunxis Community College's College Career Pathways (CCP) program. Accounting 1 may also be applied as a mathematics credit for graduation, however, Accounting 1 is not an NCAA approved math course.*

Accelerated Accounting (II) Semester, 1/2 credit, Grades 10, 11, 12

The Princeton Review reports the #1 college major is Business, which requires at least one course in accounting. Prepare now by completing a full year of high school accounting in only one semester! You will learn the "language of business" necessary for determining profitability and interpreting financial statements. This course highlights use of Peachtree Accounting and Excel software to complete the accounting cycle for sole proprietorships and corporations.

Accounting 2 (II) Year, 1 credit, Grades 11, 12

Students in this class may get a head start on their college classmates while still in high school. *Accounting 2* reinforces the concepts and procedures learned in *Accounting 1* and takes a more in-depth look at advanced theory and practice. Detailed financial analysis and interpretation is emphasized to facilitate further study at the post-secondary level. *Prerequisite: Accounting 1 or Accelerated Accounting. Students may earn three college credits through the Tunxis Community College's College Career Pathways (CCP) program.*

Banking And Investments (II) Semester, 1/2 credit, Grades 11, 12

This course is for those interested in pursuing a career in the financial world. *Banking and Investments* provides an overview of today's banking industry, financial institutions, monetary policy, and security and fraud. Topics such as stock underwriting and valuation, securities regulations, and mergers and acquisitions are also covered. If you've ever wondered how an IPO is established and how companies raise capital, this is the course for you!

Entrepreneurship 1 (II) Semester, 1/2 credit, Grades 11, 12

Unleash your creativity to identify and develop a solution to a real-world problem! Learn the tools of innovation and entrepreneurship using a human-centered design thinking approach that puts people in the center of the design process to produce new answers to complex problems. Through an iterative discovery process, student entrepreneurs view problems as opportunities for a business startup that is relevant to them personally. Students design prototypes, experiment, and test assumptions to determine the best possible solutions to customer problems. Students are encouraged to network with local business partners who serve as mentors and resources in this class. Reflection on the process and project work is documented throughout the course on a student website. Ultimately, students develop a viable business model and lean startup business plan that they present in a process pitch to an audience of community leaders. *To complete the Capstone course, students take Entrepreneurship 2 and continue to develop their business startup plan. Prerequisite: Introduction to Business and Finance (or a business course approved by the department.)*

Personal Finance (II) Semester, 1/2 credit, Grades 11, 12

Successful financial planning and investing is critical to reaching your financial goals. A *"must have"* class for every student, this finance course provides the fundamentals of investment strategies, which include stocks, bonds, mutual funds, and real estate, and an in-depth understanding of personal taxes. Other topics covered are the preparation and interpretation of personal financial statements and budgets, time value of money, savings, consumer credit, risk management, and even retirement planning. The emphasis for this class is learning how to make your money work for you! *Students may earn three college credits through Tunxis Community College's College Career Pathways (CCP) program.*

This course fulfills the requirement for Financial Literacy that is necessary for graduation.

O *Entrepreneurship 2 (II)* Semester, 1/2 credit, Grades 11, 12

Continue to learn and apply the tools of innovation and entrepreneurship in a team of two or three students with a shared passion to solve a real-world problem explored in Entrepreneurship 1. Students establish norms and expectations for collaboration and further develop their startup work plan throughout the course. Through hands-on experience and continued design thinking and lean startup focus, students develop workplace skills including collaboration, communication, sales, networking, leadership, project management, decision-making, research, and presentation. With assistance from SHS teachers and/or community mentors, students will conduct research, finalize their business plans, and raise capital for those ready to launch and operate a business. Students will present their business plans, project portfolios, and reflections to a panel of community representatives and business leaders. *Students may take this course with Entrepreneurship 1 to qualify as a Capstone course. Prerequisite: Introduction to Business and Finance (or a business course approved by the department) and Entrepreneurship 1.*

Introduction to Business and Finance (II) Semester, 1/2 credit, Grades 9, 10

This course is designed to introduce students to many aspects of modern business. Students will be exposed to business terminology and concepts and current business issues, as well as a variety of career fields in the areas of business and finance. This course is intended to provide a broad overview of the business and finance field, along with an examination of specialized fields, which students may further study.

Introduction to Business Technologies (II) Semester, 1/2 credit, Grades 9, 10, 11, 12

Do you know how to convey your message successfully using today's technology? Using information and communications technology to gather and access information, to collaborate, to create effective communications, to think critically, and to solve problems are essential skills today. This course gives students a strong foundation in 21st Century technology skills that are crucial to all students in pursuit of academic success and success in life. Students will learn how to effectively use the Microsoft Office Suite programs—Publisher, PowerPoint, PhotoStory, and Excel—and online collaborative applications like Google Docs and Spreadsheets.

Marketing (II) Semester, 1/2 credit, Grades 10, 11, 12

Why would Toyota choose an e-mail campaign over a television commercial? Through projects and problem-solving, students will experience the principles, concepts, and critical thinking behind marketing questions such as these. This course is designed to provide a broad-based foundation to the 4 P's of marketing: product development, pricing, promotion, and places of distribution. In addition, students are exposed to marketing research, marketing strategy, Internet and global marketing, consumer behavior, and market segmentation.

Sports & Entertainment Marketing (II) Semester, 1/2 credit, Grades 11, 12

Do you like sports? Do you enjoy following the latest Hollywood trends? This course introduces students to the basic principles of economics, marketing, and merchandising through the fast-growing areas of sports and entertainment. Learn how marketers use sports agents, sponsorships, and public relations tools to attract an audience. This course will give students the opportunity to become familiar with the hundreds of careers in the ever-growing field of sports and entertainment. Motivating projects with simulations, guest speakers, and field experiences will bring this career area alive for students!

Web Design Elements (II) Semester, 1/2 credit, Grades 9, 10, 11, 12

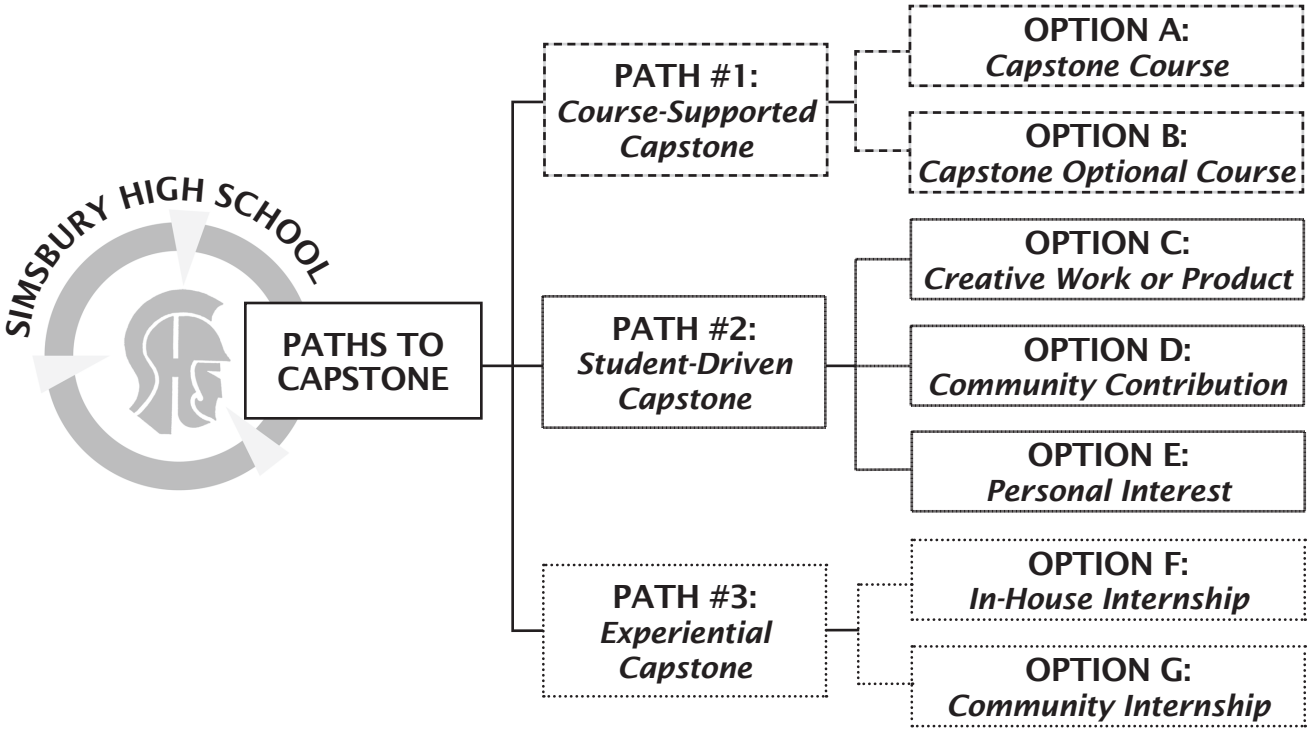
Design web pages using Dreamweaver, Flash, and Photoshop. Through collaborative and individual activities students will learn the "do's and don'ts" of web page design. Students will also learn how to effectively use both basic and intermediate design elements, including graphics, audio, animation, and video that are necessary for a professional website.

KEY:			
Critical Thinker	Communicator	C Capstone	
Collaborator	Self-Directed Learner	O Capstone Optional	
Innovator	Global Citizen		

Capstone Experience

Beginning with the Class of 2023, each Simsbury High School student must complete a 1.0-credit "Capstone Experience" in grades 11 and/or 12. A Capstone project is a student-driven, inquiry-focused, culminating endeavor that builds upon students' unique interests, strengths, and prior knowledge. The Capstone program at SHS helps students to grow personally and academically as they prepare for college, work, and community life.

Simsbury embraces a "multiple pathways" approach to Capstone that provides students with choice and flexibility. Students may select one of seven options, organized within three paths, to complete their Capstone Experience. These options are illustrated and described below:



PATH #1: *Course-Supported Capstone*

Course-Supported Capstones are completed within existing SHS courses that have strong inquiry components. The Capstone Experience is guided by the course instructor. Students are encouraged to select a Course-Supported Capstone if they are already interested in and pursuing a course sequence that ends with a Capstone Experience. Capstone and Capstone Optional courses are shown in the table on page 25, as well as marked where listed in the *Program of Studies* and *Student Learning Clusters* booklet.

Option A: Capstone Course

When a course is designated "Capstone," the purpose of the course curriculum is a self-directed, inquiry-based Capstone Experience. Students use knowledge and skills from prior courses as background, and the units within the course primarily focus on applying knowledge and skills toward the Capstone project. It is recommended that students carefully consider the number of Capstone courses for which they register as these courses require significant independent work.

Option B: Capstone-Optional Course

The "Capstone Optional" designation indicates that the course curriculum has significant self-directed inquiry components. "Capstone Optional" courses most often teach new content along with inquiry- and/or project-based experiences and require Capstone students to complete additional Capstone components.

C	*Capstone Courses* with Prerequisites							
Dep't	ART	CAPSTONE		FACS		SCIENCE	TECHNOLOGY/ENGINEERING	
Course	AP Art	AP Research	SHS Capstone	Culinary Arts Capstone	Child Development Internship	Biomedical Innovation PLTW	Engineering Design and Development PLTW	Architecture 3
Prerequisite(s)	All prior courses offered within the strand or medium	AP Seminar, score of 3+	None	Intro to Culinary Arts (.5) Culinary Arts 2 (1.0)	Child Development 1 (.5) Child Development 2 (.5)	Principles of Biomedical Sciences (1.0) Human Body Systems (1.0) Medical Interventions (1.0)	Two prior PLTW courses OR by permission of department supervisor	Architecture 1 (.5) Architecture 2 (1.0) OR by permission of department supervisor

O	*Capstone Optional Courses* with Prerequisites							
Dep't	ART			BUSINESS	MATH			
Course	Portfolio Development (2 semesters)	Animation and Film 2	Digital Design 2	Entrepreneurship 1 and 2 (both semesters must be taken for Capstone)	AP Computer Science Principles OR Computer Science Principles			
Prerequisite(s)	All prior courses offered within the strand or medium	Animation and Film 1 (1.0)	Digital Design 1 (1.0)	At least one other business class	Geometry			
Dep't	MUSIC/PERFORMING ARTS					TECHNOLOGY/ENGINEERING		
Course	Mixed Chorale Advanced Treble Choir Simsbury Singers	Concert Orchestra Chamber Orchestra	Symphonic Winds or Saxophone Ensemble	Music Theory 1 & 2 (both semesters)	Advanced Theater 2 One-Acts Directorship	Automotive Technology 3	Manufacturing Enterprise Internship	
Prerequisite	≥ 2 prior choir courses	≥ 2 prior orchestra courses	≥ 2 prior band courses	≥ 2 prior music courses	Intro to Theater (.5) Intermediate Theater (.5) Advanced Theater 1 (1.0) (with approved director's proposal)	Automotive Technology 1 (.5) Automotive Technology 2 (1.0) OR by permission of department supervisor	Manufacturing Enterprise (1.0) OR Construction 2 (1.0) Construction 1 (.5) OR by permission of department supervisor	

Students with a strong interest in a "core" area without a designated Capstone path are encouraged to enroll in AP Research or the SHS Capstone class *(see page 27)*. Students then have the option to approach a Faculty Advisor or Community Mentor to support their interests, while the required components of the Capstone Experience are facilitated through the designated Capstone course.

Departmental prerequisites are required for Capstone classes.

PATH #2: *Student-Driven Capstone*

Student-driven Capstone options support students as they move through a series of stages to plan and carry out a Capstone project around a significant interest. Student-driven Capstone options help students identify strong interests and include an inquiry process to support students exploring something new. Although Capstone projects are student-driven, all Capstone students are supported throughout the year by an assigned SHS teacher and are encouraged to seek an additional Faculty Advisor or Community Mentor.

Option C: Creative Work or Product

Capstones in this area focus on creativity, innovation, and design. A student might invent, write, build, choreograph, or otherwise create something original to share with others.

Option D: Community Contribution

Community Contribution Capstone projects are perfect for students who like to network, organize, and make improvements for the greater good. These students work to better understand a community need, then design and complete a project or organize an event to address it.

Option E: Personal Interest

Sometimes students have interests that are just...out there! Rare lizards? 19th-century quilts? The rise and fall of music television? Supported by the Capstone framework, students who choose this option will use their inquiry focus to help a wider audience connect with their unique personal interests.

PATH #3: *Experiential Capstone*

Experiential Capstones appeal to students with a strong career interest. Unlike traditional semester internships at SHS, Capstone internships are year-long experiences that emphasize career preparation, exploration, and skill-building in addition to internship hours.

Option F: In-House Internship

Learning from, contributing to, and bettering the work of the SHS community is the goal of an in-house internship. As part of this Capstone Experience, students partner with a Faculty Advisor to work as student teachers, improve peer tutoring, provide innovative tech support, or otherwise add value to our school community.

Option G: Community Internship

Some students have strong connections in the community related to a service or career interest. Students who would like to complete their Capstone Experience by partnering with a community organization should discuss this option with a school counselor and/or the Capstone Coordinator.

KEY:

Critical Thinker

Communicator

Collaborator

Self-Directed Learner

Innovator

Global Citizen

C Capstone

O Capstone Optional

C *Advanced Placement Research* Year, 1 credit, Grades 11, 12

AP Research, the second course in the AP Capstone sequence, guides students as they explore an academic topic, problem, or issue of individual interest. Students design, plan, and implement a year-long investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information. The course culminates in an academic paper of 4,000-5,000 words and a presentation, with an oral defense presented to a panel of evaluators.

AP Research is the second course in the AP Capstone™ program. Successful completion of AP Seminar is a prerequisite for AP Research. If a student earns scores of 3 or higher in AP Seminar and AP Research only, the student will receive the AP Seminar and Research Certificate. If a student earns scores of 3 or higher in AP Seminar and AP Research and four additional AP Exams of their choosing, the student will receive the AP Capstone Diploma. This signifies outstanding academic achievement and attainment of college-level academic and research skills. *Prerequisite: Successful completion of AP Seminar, including a score of 3 or higher on the AP Seminar exam.*

C *SHS Capstone 1 (II)* Semester, 1/2 credit, Grades 11, 12

The two semesters of SHS Capstone support students not already enrolled in a Capstone sequence as they complete a student-driven Capstone Experience. Students may choose to create an original work or product, make a significant community contribution, or dive deeply into an area of personal interest. During the first semester of the two-semester SHS Capstone sequence students will:

(1) choose a topic of personal interest and/or community significance;

(2) increase their knowledge about the topic;

(3) identify an important problem, issue, or question related to the topic;

(4) propose a project to address the problem, issue, or question;

(5) document their progress as they begin to carry out the project; AND

(6) reflect about what they have learned and adjustments they plan to make as they continue their self-directed inquiry the following semester.

To fulfill the SHS Capstone Experience requirement, students must also successfully complete SHS Capstone 2. Students should take SHS Capstone 1 and 2 sequentially, in consecutive semesters.

C *SHS Capstone 2 (II)* Semester, 1/2 credit, Grades 11, 12

During the second semester of SHS Capstone, students work to complete and share their Capstone Experiences as they:

(1) consider progress so far and adjust their approach if needed;

(2) continue to document their process, reflect, and revise;

(3) finalize a "product," which might take many different forms;

(4) conduct a presentation, demonstration, event, or performance to share their work with a wider community audience; AND

(5) complete a final reflection about the year-long Capstone Experience.

Students who complete two semesters of SHS Capstone have fulfilled the Capstone Experience requirement. *Prerequisite: SHS Capstone 1.*

English

The English program offers courses at two levels of achievement, ability, and interest for grades nine through twelve. This arrangement of levels ensures that all students are challenged and motivated. The sequential curricula incorporate instruction in language skills, composition, and literature.

The levels of the English courses are: AP - Advanced Placement, Level I - Honors, Level II - Competitive College Preparatory. Level placement is primarily based on teacher recommendation.

Typical Course Sequences in English

Grade Level	AP	Level I	Level II	Available Electives
Grade 9	--	Grade Nine English	Grade Nine English	--
Grade 10	--	Grade Ten English	Grade Ten English	Film Study Advanced Film Study Public Speaking
Grade 11	AP English Language	--	Grade Eleven English	Film Study Advanced Film Study Public Speaking
Grade 12	AP English Literature and Composition	--	**First Semester:** Multiple Voices in World Literature **Second Semester:** Modern Fiction	Film Study Advanced Film Study Public Speaking

With the exception of Film Study and Advanced Film Study, all English classes are NCAA approved core courses.

Students interested in pursuing an English Capstone should register for AP Research or SHS Capstone.

Grade Nine English Literature and Composition (I, II) Year, 1 credit, Grade 9

In Grade Nine English, students study the major genres of literature, with a thematic focus on coming of age and undergoing quests and journeys. Core readings include *Romeo and Juliet, The Odyssey, Speak*, short non-fiction selections, works of major poets, classic short stories, and a variety of supplemental works. Students are expected to produce expository, analytical, creative, persuasive, and response writings. Instruction integrates grammar, mechanics, and vocabulary development. The numbers of readings and the difficulty of writing assignments increase by level.

Grade Ten English (I, II) Archetypes in Literature and Composition Year, 1 credit, Grade 10

In Grade Ten English, students work to master their oral and written communication skills and to become more independent critical thinkers. They will accomplish these goals by focusing their reading on archetypal elements and story patterns found in a variety of literary genres. Students will engage in learning activities to develop strong reading comprehension strategies, which will prepare them for skills on the PSAT. Instruction integrates grammar, writing mechanics, and vocabulary development. The number of readings and the difficulty of writing assignments increase by level.

Advanced Placement English Language Year, 1 credit, Grade 11

Focusing on themes of the promise and reality of America, students explore American rhetoric from multiple perspectives. Students examine historical letters, speeches, essays, and documents, as well as core fictional texts, to arrive at an author's purpose for writing and its impact on the given audience. In preparation for the PSAT, SAT, and AP exam, students engage in vocabulary and grammar study. This course emphasizes close reading for the development of sophisticated analysis in discussion and in composition. After instruction in rhetorical analysis, synthesis, and persuasive writing, students will be prepared to take the AP Language and Composition exam.

Grade Eleven English (II) American Literature and Composition

Year, 1 credit, Grade 11

Focusing on themes of the promise and reality of America, students explore American literature through literary periods as well as themes. Readings include *A Raisin in the Sun, Into the Wild*, and *The Great Gatsby*, as well as short stories, essays, and poetry. Students review language skills and develop writing, interpretative reading, and speaking skills. In preparation for the PSAT and the SAT, students engage in vocabulary and grammar study.

Grade Twelve English

AP - Advanced Placement

Advanced Placement English Literature and Composition

Year, 1 credit, Grade 12

This course prepares students for the AP examination in English Literature and Composition and provides the equivalent of a freshman college course. Emphasis is on close critical reading and thoughtful written and oral responses to the literature. Readings generally include *The Things They Carried, Beloved*, and *Hamlet* and a wide selection of other novels, short stories, essays, and poems. Writing assignments included blog posts, personal essays, literary analysis, and imaginative responses to the readings. Teacher recommendation depends on the student's high level of achievement and participation in previous English courses.

NOTE: Students who take this AP English course have the opportunity to participate in The University of Connecticut Early College Experience Program (UConn ECE) by concurrently taking ENGL 1011—Writing Through Literature (4 credits). This program, offered by UConn in conjunction with high schools around the state, allows students to receive both high school credit and college credit from the University of Connecticut.

- *ENGL 1011 – Writing Through Literature is taught by staff members who are also adjunct professors for UConn.*
- *Students must maintain a grade of C or better to be awarded the university's 4 credits.*
- *Students may request a transcript from the University of Connecticut upon successful completion of ENGL 1011. UConn credits are accepted at many colleges and universities nationwide.*
- *Students must register in the UConn ECE program prior to the start of the course and are financially responsible for all fees associated with the course. A $25.00 per credit fee is charged for changes made during the add/drop period in September.*
- *All fees are nonrefundable if the course is dropped after the add/drop period.*

LEVEL II - Competitive College Preparatory

In grade twelve English for Level II, students take two semester-long courses: ***Multiple Voices In World Literature*** and ***Modern Fiction***.

Multiple Voices In World Literature (II) Semester, 1/2 credit, Grade 12

This required course offers a study of works of contemporary literature from throughout the world, with an emphasis on emerging international authors. Students explore themes and search for points of commonality among the writings. Readings may include *The Kite Runner* and *Life of Pi.*

Modern Fiction (II) Semester, 1/2 credit, Grade 12

This course offers a study of modern text format, including documentaries, podcasts, films, and novels. The course focuses on understanding the values and perspectives of various storytellers, their intended audience, and how they manipulate the reader and create multiple meanings. All students will read *The Things They Carried*, learn about documentary film making, and ultimately convey their own story by creating a documentary.

Grades 10, 11 & 12 Electives

These electives may not be used to fulfill an English requirement for graduation. For any of these courses, a teacher may offer a pass-fail option. The deadline for requesting this option is the third week of the course.

Film Study (II) Semester, 1/2 credit

This course is designed to be an introduction to the history and development of film production, with an emphasis on the terminology and basic theory of cinematic arts. While screening films of different genres, students make observations, apply understandings, and generate analyses.

Advanced Film Study (II) Semester, 1/2 credit

This course is an intensive study of American and international cinema that focuses on critical theory and film analysis. With an existing knowledge of the basic terminology and theory from Film Study, students will actively screen great films to apply knowledge, generate discussions, and interpret filmmakers pre-production, production, and post-production techniques. *Prerequisite: successful completion of Film Study*

Public Speaking (II) Semester, 1/2 credit

This course will help students organize, prepare, and deliver speeches in public. Students will have frequent opportunities to speak in front of the whole class, and they will learn to speak with effective diction, pace and volume, and with focus and confidence. Students are expected to plan and execute a variety of genres of speech, to demonstrate effective listening skills, to offer feedback to peers on their speeches, and to reflect on and self-assess their own performances as speakers.

KEY:				
	Critical Thinker		Communicator	**C** Capstone
	Collaborator		Self-Directed Learner	**O** Capstone Optional
	Innovator		Global Citizen	

Family and Consumer Sciences

Through experiential learning, Family and Consumer Sciences (FACS) courses offer students practical and essential life skills necessary for successful living and working in the 21st century. Students develop critical thinking and problem solving skills/strategies, as well as planning and teamwork skills. Lab work, research, projects, technology, and "hands-on" activities guide student learning in both Culinary Arts and Child Development and Human Services strands.

Students have the opportunity to earn college credit from the University of Connecticut for the Individual and Family Development course.

All courses are offered at Level II. Students wishing to receive Level I credit or complete an independent study must complete the approved application process established by the department. See the department supervisor for more information.

Suggested Course Sequences in Family and Consumer Sciences*

Grade Level	Culinary Arts	Child Development & Human Services
Grade 9	Smart Cooking Regional and International Cuisines 1 Baking and Pastry Arts I	Child Development 1
Grade 10	Smart Cooking Regional and International Cuisines 1 Baking and Pastry Arts I Introduction to Culinary Arts	Child Development 1 Child Development 2
Grade 11	Introduction to Culinary Arts Regional and International Cuisines 2 Baking and Pastry Arts 2 Culinary Arts 2 Event Planning	Child Development 1 Child Development 2 Human Services and Child Development Internship and Independent Study Individual and Family Development (UCONN)
Grade 12	Event Planning Culinary Arts 2 **C** Culinary Capstone	Child Development 2 Individual and Family Development (UCONN) ***O*** Child Development Internship

*Please note that these sequences are only suggestions. Students may begin with any Family and Consumer Sciences course that interests them, provided that they have satisfied the individual course's prerequisites as noted in its descriptions.

Smart Cooking (II) Semester, 1/2 credit, Grades 9, 10, 11, 12

This introductory course will offer students an opportunity to learn about healthy eating as they prepare a variety of food. Students will become familiar with kitchen tools, equipment, terminology, recipes, and sanitation and safety practices. Some topics covered will be baked products, simple meals, side dishes, snacks, and desserts.

Regional and International Cuisines 1 (II) Semester, 1/2 credit, Grades 9, 10, 11, 12

This food course explores various cuisines spanning the globe. Through food preparation of regional and ethnic recipes, students will develop a better understanding of the world around them. As students study various countries and create their food specialties, they will have an opportunity to experiment with many different ingredients and foods, use specialty kitchen equipment, and practice traditional methods of food preparation.

Regional and International Cuisines 2 (II) Semester, 1/2 credit, Grades 9, 10, 11, 12

This course will expose students to a variety of multicultural and regional cuisines, as they learn about food origins and how they helped shape our modern day cuisine. Students will create food using various cultural ingredients, techniques, and specialized equipment. Research and food creations will be determined by student interest.

Event Planning (II) Semester, 1/2 credit, Grades 11, 12

Putting together successful events is a complex undertaking with many moving parts. This course introduces students to the skills and knowledge required in the hospitality industries of catering, restaurant, and hotel management. Students will learn problem-solving strategies needed to coordinate and manage events from local businesses. Students will be involved in the preparation of food, such as appetizers, party food, and desserts for school events and the café. Business management practices will also be explored.

Baking and Pastry Arts 1 (II) Semester, 1/2 credit, Grades 9, 10, 11, 12

This course will cover basic ingredients, techniques, weights and measures, baking terminology, and formula conversions. Students will prepare and evaluate a variety of baked goods, desserts, and pastries. Topics covered will be preparation of basic doughs, pies and pastries, cookies, cakes, icings and glazes, artisan breads, and other yeast-leavened products.

Baking and Pastry Arts 2 (II) Semester, 1/2 credit, Grades 9, 10, 11, 12

This course will focus on the preparation of advanced pastries and classical desserts. Students will learn about the functionality of ingredients and pastry application. The art of baking and artistic presentation will be emphasized. Decorative sugar and chocolate work will also be included. *Prerequisite: Baking & Pastry Arts 1 or instructor approval*

Introduction to Culinary Arts (II) Semester, 1/2 credit, Grades 10, 11, 12

This is an exploratory course for students interested in a career in food service. A broad range of culinary and management skills will be taught so students can plan, prepare, and serve food. Emphasis is placed on recipe conversion, measurement, terminology, classical knife cuts, and safe food/equipment handling.

Culinary Arts 2 (II) Year, 1 credit, Grades 11, 12

Students will create recipes, plan menus, and serve a wide variety of foods, which will include appetizers, soups, salads, entrees, and desserts. Students will learn about food costs, ordering ingredients, customer service, and kitchen management. Participation in various school events will provide work experience in the kitchen and dining area. *Prerequisite: Introduction to Culinary Arts*

C *Culinary Arts Capstone (II)* Year, 1 credit, Grade 12

Students will further develop their food production techniques and management skills by participating in an internship experience at Simsbury High School or at a local food service establishment. A culinary contract will be determined, as well as the number of credits earned. *Prerequisite: Introduction to Culinary Arts and Culinary Arts 2*

Human Development

Child Development 1 (II) (Prenatal to Toddler) Semester, 1/2 credit, Grades 9, 10, 11, 12

This course is the study of children from prenatal to preschool years. Studies include parenthood, prenatal care, the birth process, newborn, infancy, and the toddler. This course is recommended for future parents and those interested in careers in early childhood and elementary education, childcare, social sciences, and medical fields. Observations may take place at local daycare centers, nursery schools, or in classroom settings.

Child Development 2 (II) (Preschool to School Age) Semester, 1/2 credit, Grades 10, 11, 12

This course is the study of children ages 3-12. Areas studied are the stages of development in early childhood, the value of play, preschool curriculum development, preschool classroom management, and the school-age child ages 6-12. This course is recommended for future parents and those interested in careers in early childhood and elementary education, childcare, social sciences, and medical fields. Students will plan and lead play-school lessons. Observations may take place at local daycare centers, nursery schools, or in classroom settings. *Prerequisite: Child Development 1*

Individual and Family Development (II) (UCONN 3-credits option) Year, 1 credit, Grades 11, 12

This course is designed as an introduction to the field of Human Development for those interested in pursuing Education, Nursing, Social Services, or Family Studies, in addition to various other human service careers. The focus is human growth and development throughout the life span based on cognitive, physical, emotional, social, cultural, and moral aspects. Topics include the development of individuals and families, life stages, developmental tasks, and other major challenges and developmental issues facing people today. Experiences in authentic settings such as volunteer experiences, internships, and service learning are required if taken for Honors or UCONN credit. *Students who opt to register with UCONN can earn three college credits if at least a "C" is attained.*

O *Child Development Internship (II)*

Year, 1/2 credit, Grades 11, 12 OR Year, 1 credit Capstone, Grades 11, 12

This course provides students with an opportunity to apply previously developed Early Childhood Education knowledge and skills to an internship in an educational field. Students independently prepare for the internship experience and placement by conducting career research, observing, planning, and requesting placements in a chosen field or fields. Internship experiences will be individually scheduled to best suit each student. The course culminates with a digital portfolio presentation of the student's experiences. *With prior permission of the instructor, students may complete additional Capstone requirements to receive a 1.0 Capstone Experience credit. Prerequisite: prior course work (Child Development 1 and 2) in the department or permission of the instructor*

KEY:				
	Critical Thinker		Communicator	C Capstone
	Collaborator		Self-Directed Learner	O Capstone Optional
	Innovator		Global Citizen	

Mathematics

The mathematics curriculum is structured to offer courses appropriate for a wide range of interests and abilities. The underlying philosophy reflects an attempt to blend the most desirable features of both modern and traditional points-of-view. Every effort is made to guide individual students through a sequence of courses which best suits them as indicated by their goals, aptitude, and past performance.

Students can meet the school's minimum graduation requirements of four credits in math by successfully completing any combination of the courses listed below. In addition, Accounting 1 (II), a course offered by the Business and Finance Technology Department, may be applied toward math graduation requirements. Please read the course description for details.

The three levels of the Math courses are as follows: Level I - Honors or Advanced Placement, Level II - Competitive College Preparatory, Level III - College Preparatory. **Level placement is primarily based on teacher recommendation.**

Typical Course Sequences in Mathematics

Grade Level	Level I	Level II	Level III	
Grade 9	Geometry	Algebra 1	Algebra 1	Math 9 Support
Grade 10	Algebra 2	Geometry	Geometry	
Grade 11	Precalculus	Algebra 2	**A**	**B**
			Integrated Algebra	Algebra 2
Grade 12	AP Calculus AB *OR* AP Calculus BC	Precalculus *OR* Statistics	↓ Algebra 2	↓ Precalculus

Available Electives *Check prerequisites and/or grade level requirements.*
AP Computer Science A (Java Language) ***o*** AP Computer Science Principles AP Statistics Computer Science A (Level II) ***o*** Computer Science Principles (Level II) Statistics (Level II) Introduction to Python Cryptography and Cybersecurity

All Mathematics classes are NCAA approved core courses.

Students interested in pursuing a Mathematics Capstone should register for AP Research or SHS Capstone.

Math 9 Support (II, III) Year, 1/2 credit, Grade 9

The purpose of this course is to integrate proven research-based strategies that are effective in increasing achievement for struggling learners. Students will use hands-on exploration, visual clarification, and written expression with symbols. The purpose of the course is to aid students in successfully completing their Algebra 1 Level II course. Approximately 80 percent of the class time will be devoted to pre-teaching the skills necessary to provide confidence and content for their Algebra 1 class. The remaining 20 percent will be devoted to re-teaching, clarifying misconceptions, and assisting with questions from their Algebra 1 class.

Algebra 1 (II, III) Year, 1 credit, Grades 9, 10

This is the foundational course for all future mathematical courses. The main focus is to learn to work with literal mathematical symbols. The principal topics covered are signed numbers, grouping signs, order of operations, linear equations, inequalities, the axioms of Algebra and an introduction to radicals. The Level II course will also include polynomials, exponents, quadratic equations and factoring.

Geometry (I, II, III) Year, 1 credit, Grades 9, 10, 11

The purpose of this course is two-fold: to convey to the student the essential facts, concepts, and relationships of traditional geometry and to develop the ability to analyze and solve problems logically. An introduction to solid (all levels) and analytic (Level I) geometry is included.

Algebra 2 (I, II, III) Year, 1 credit, Grades 10, 11, 12

This course is an extension of the major concepts covered in Algebra 1. Additional topics include ratio & proportion and variation, complex numbers, analytic geometry, conic sections, matrices, systems of linear equations and inequalities, absolute value, and exponential and logarithmic functions. Level I will also include sequences and series, probability, permutations and combinations, and an introduction to parametric equations.

Integrated Algebra (III) Year, 1 credit, Grade 11, 12

This course is intended for students who have completed Algebra 1 (III) and Geometry (III), and who are in need of additional review, reinforcement, and application of algebraic concepts. The course is designed to prepare students for the complexities of our Algebra 2 (III) course.

Precalculus (I, II, III) Year, 1 credit, Grades 11, 12

This advanced mathematics course is designed to provide a strong foundation of precalculus concepts and techniques with real world applications to prepare students for more advanced work. Included are functional analysis on polynomial, rational, quadratic, exponential, logarithmic, and trigonometric functions and their visualizations using the graphing calculator and related computer software. This is followed by an introduction to calculus. A theoretical approach will receive an added emphasis in the Level I course, which will also include an in-depth study of vectors, sequences, series, polar coordinates, and an introduction to limits.

Calculus (II) Year, 1 credit, Grade 12

This course is designed for students who do not intend to take the Advanced Placement calculus examination but who desire a rigorous introductory calculus course as a foundation for further study in college mathematics. Topics include limits theory, differentiation, and integration of algebraic, trigonometric, exponential, and logarithmic functions. Applications emphasized include related rates, maxima and minima, curve sketching, approximation, areas under and between curves, and volumes of solids of revolution.

Advanced Placement Calculus AB Year, 1 credit, Grade 12

This course is designed to prepare students to take the Advanced Placement Calculus Examination, Level AB, developed by The College Board. The course follows the topical outline provided by the Advanced Placement Program. Topics include limit theory, differentiation and integration of algebraic and transcendental functions, as well as many of their applications.

Advanced Placement Calculus BC Year, 1 credit, Grade 12

This course is equivalent to two semesters of college-level calculus. It includes advanced topics, in addition to those covered in our AB course, to prepare students to take the Advanced Placement Calculus Examination, Level BC developed by The College Board.

Math Electives

Computer Science A (II) Year, 1 credit, Grades 11, 12

This course introduces students to problem solving using the Java programming language. Students learn the Java programming language while writing solutions to given problems. Students apply their own style while designing and implementing solutions. Students develop communication and collaboration skills as they interact with classmates to discuss, solve and document their solutions. *Prerequisite: Algebra 2*

Advanced Placement Computer Science A Year, 1 credit, Grades 11, 12

This course is designed to prepare students to take the Advanced Placement Computer Science Examination of The College Board. The course follows the topical outline provided by the Advanced Placement Program. The major emphasis in this course focuses on programming methodology, algorithms, and data structures. Students will be utilizing the JAVA computer language in the Windows environment. It is recommended that students have a strong foundation in mathematics and computer usage. *Prerequisite: Algebra 2 and teacher recommendation*

O *Computer Science Principles (II)* Year, 1 credit, Grades 10, 11, 12

This course is designed to introduce students to the principles of computer science. Students will be exposed to the central ideas of computer science computational thinking and how computing changes the world. Students will develop and implement algorithms to create computer programs. Students will learn how to responsibly use computer programming. *Prerequisite: Algebra 1*

O *Advanced Placement Computer Science Principles* Year, 1 credit, Grades 10, 11, 12

This course is designed to be the equivalent to a first-semester introductory college computing course and to prepare students for the Advanced Placement Computer Science Principles exam. In this course students will learn about the central ideas of computer science computational thinking and how computing changes the world. The course is centered around the following fundamental computer science ideas: the internet, global impact, data, programming, abstraction, creativity, and algorithms. *Prerequisite: Geometry and teacher recommendation*

Advanced Placement Statistics Year, 1 credit, Grades 11, 12

This course is designed to prepare students for the Advanced Placement exam in statistics. Emphasis is placed on collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. *Prerequisite: Algebra 2*

KEY:				
	Critical Thinker		Communicator	C Capstone
	Collaborator		Self-Directed Learner	O Capstone Optional
	Innovator		Global Citizen	

Statistics (II) Year, 1 credit, Grades 11, 12

This course is designed to offer students an introduction to statistics. Emphasis is placed on gathering and exploring data, relationships between variables, randomness and probability, and using a sample to draw conclusions about a population. This course will emphasize a wide variety of real word applications and offer support for underlying math skills. *Prerequisite: Algebra 2*

Introduction to Python (II) Semester, ½ credit Grades 9, 10, 11, 12

The goal of this course is to teach students to understand and create computer programs in Python. Understanding computer programs requires algorithmic, mechanistic thinking. Programs specify mechanistic sequences of actions to perform; when executed, they transform input data into output data. They execute very reliably, and very fast, but not creatively. Computers do what you tell them to do, not what you mean for them to do. Thus understanding computer code involves a lot of mental simulation of what will actually happen, not what you wish would happen.

Cryptography and Cybersecurity (II) Semester, ½ credit Grades 9, 10, 11, 12

Individuals and societies have kept secrets and protected private information for as long as humanity has existed. In this course, students will connect classic cryptography to our present day techniques to reveal our most current needs in cybersecurity. This course will help students to appreciate how past methods, combined with computer science and mathematical algorithms, can help us to be more secure and more connected. The course will develop the evolution of cryptography methodologies within the historical time periods and important events that precipitated the need for change. Some experience with computer science is recommended but not required.

Music and Performing Arts

The Arts have been identified by the College Board, the U.S. Congress, The National Association of Secondary School Principals, and the US Department of Education as part of the core curriculum that all students should take while in high school. Significant research has been done in the area of music education that has demonstrated the benefits of music for success in society, school, and life.

The Music and Performing Arts Department offers a variety of courses to meet the diverse needs of high school students. All courses in the music and performing arts department aim to further develop skills related to the performance area. Students are expected to grow through self evaluation and evaluating the work of others in group performance. Each of the courses listed below provides students with an in-depth experience in music or theater.

Students wishing to receive Level I credit or complete an independent study must complete the approved application process established by the department. See the department supervisor for more information. For additional curricular information, please visit the Simsbury Public Schools webpage at www.simsbury.k12.ct.us.

There is a prerequisite of two Music or Theater classes before a Capstone option is permitted. Students in Grades 11 or 12 who would like to complete a Music or Theater Capstone project should discuss this option with a Faculty Advisor prior to registration.

Courses Offered in Music and Performing Arts

Grade Level	Course Titles		
Grade 9	Treble Choir Tenor Bass Choir Concert Orchestra Chamber Orchestra	Symphonic Winds Percussion Ensemble Jazz Ensemble Saxophone Ensemble	Introduction to Music Composition & Song Writing Advanced Music Composition & Song Writing Music Theory 1 Music Theory 2 Introduction to Theater Technical Theater
Grades 10, 11, 12	Treble Choir Tenor Bass Choir ***o*** Mixed Chorale ***o*** Adv. Treble Choir ***o*** Simsbury Singers ***o*** Concert Orchestra ***o*** Chamber Orchestra	***o*** Symphonic Winds ***o*** Percussion Ensemble ***o*** Jazz Ensemble ***o*** Saxophone Ensemble	Introduction to Music Composition & Song Writing Advanced Music Composition & Song Writing Music Theory 1 ***o*** Music Theory 2 Introduction to Theater Intermediate Theater Advanced Theater 1 ***o*** Advanced Theater 2 Technical Theater

Some flexibility with elective programming can be accomplished by "wrapping" some music electives around science labs; this practice is well-established at SHS and has allowed students to participate in music as well as other programs. Some music courses may not be wrapped with another course. These exceptions are indicated in the program descriptions on the following pages.

Suggested Course Rotations for Theater

Suggested course schedule for students wanting theater*		
Year	**Course**	**Credits**
Freshman Year	Introduction to Theater	1/2
	Technical Theater	1/2
Sophomore Year	Intermediate Theater	1/2
	Technical Theater	1/2
Junior Year	Advanced Theater 1**	1
Senior Year	Advanced Theater 2**	1

Suggested course schedule for students wanting musical theater*		
Year	**Course**	**Credits**
Freshman Year	Introduction to Theater	1/2
	Choir	1
Sophomore Year	Intermediate Theater	1/2
	Choir	1
Junior Year	Advanced Theater 1**	1
	Choir	1
Senior Year	Advanced Theater 2**	1
	Choir	1
	Music Theory	1

**Music Theory is optional but important if a student is planning to major in Musical Theater in college.*

***If a student wants to direct in the Simsbury One Act Play Festival, they must take all four theater courses. A focus on directing is a part of Advanced Theater 1, and the actual directing of the One Act Play Festival occurs in Advanced Theater 2.*

Performance Courses

Chorus

All students interested in participating in the choral program should sign up for Chorus during the Course Registration process.

Treble Choir (II) Year, 1 credit, Grades 9, 10, 11, 12

Treble Choir is comprised of soprano and alto singers who are incoming freshmen or first- or second-year choir students. This course is a continuation of the district's vocal music program. As a performing organization, Treble Choir will provide an opportunity for all students to gain confidence in singing and sight-reading skills while learning a wide range of choral literature. The choir will participate in four annual concerts. ***Attendance at all performances is required to receive full credit.*** *Incoming freshmen and students who are new to chorus do not need to audition to be in Treble Choir.*

*Tenor Bass Choir (II)** Year, 1 credit, Grades 9, 10, 11, 12

Tenor Bass Choir is comprised of tenor and bass singers who are incoming freshmen or first or second year choir students. This course is a continuation of the district's vocal music program. As a performing organization, Tenor Bass Choir will provide an opportunity for all students to gain confidence in singing and sight-reading skills while learning a wide range of choral literature. The choir will participate in four annual concerts. ***Attendance at all performances is required to receive full credit.*** *Incoming freshmen and students who are new to chorus do not need to audition for this group.*

*O Mixed Chorale (II)** Year, 1 credit, Grades 10, 11, 12

Mixed Chorale is comprised of students selected **by audition**, from grades 10, 11, and 12. Emphasis is placed on the advanced development of singing and sight-reading skills, as well as the study of advanced works of music for choir. Strong singing and sight-reading skills are required. The choir will participate in four annual concerts as well as a variety of other performances, tours, and exchange concerts according to the availability of the students. ***Attendance at all performances is required to receive full credit.*** *Prerequisite: Vocal audition; demonstration of advanced vocal and sight-reading skills. 11th and 12th grade students who are new to chorus should speak to the choir director to determine choir placement.*

*O Advanced Treble Choir (II)** Year, 1 credit, Grades 10, 11, 12

This is an auditioned small ensemble of advanced soprano and alto choral students. Small ensemble choral music is the focus of this group, particularly music by female composers. The choir will participate in four annual concerts as well as a variety of other performances, tours, and choir festivals. ***Attendance at all performances is required to receive full credit.*** *Prerequisite: Vocal audition; demonstration of advanced vocal and sight-reading skills.*

*O Simsbury Singers (II)** Year, 1 credit, Grades 10, 11, 12

This is an auditioned small ensemble of advanced choral students. Small ensemble choral music is the focus of this group, which performs both in and out of school and for special occasions. ***Attendance at all performances is required to receive full credit.*** This course may not be taken part-time or wrapped with another course. *Prerequisite: Vocal audition; demonstration of advanced vocal and sight-reading skills.*

**Course selection is based on auditions held each spring for enrollment in the following fall.*

Orchestra

All students interested in participating in the orchestral program should sign up for Orchestra during the Course Registration process.

O ***Concert Orchestra (II)*** **Year, 1 credit, Grades 9, 10, 11, 12**

This course is a continuation of the district's string music program. This course will further develop musicianship and technique for all students who are enrolled. Ensemble repertoire consists of challenging pieces in level 3 and 4 for string orchestra. Guest artists will work with students on occasion. ***Attendance at all performances is required to receive full credit.*** *Prerequisite: Previous training on string instrument*

O ***Chamber Orchestra (II)**** **Year, 1 credit, Grades 9, 10, 11, 12**

This is is an auditioned orchestra for students with advanced string experience. Level 5 and 6 repertoire for standard string ensemble and full orchestra will be studied. This group is featured throughout the year at events both within and outside the school community. Participation in these special events is an expectation that comes with enrollment in this course. Guest artists will work with students on occasion. ***Attendance at all performances is required to receive full credit.*** *Prerequisite: Previous orchestra training; audition*

Band

All students interested in participating in the band program should sign up for Band during the Course Registration process.

O ***Symphonic Winds (II)**** **Year, 1 credit, Grades 9, 10, 11, 12**

This course is a continuation of the district band program and will further develop musicianship and technique for all students who play wind and percussion instruments. Emphasis is placed on the performance of various musical styles and the development of sight-reading skills. Students will participate in several performances throughout the year and will occasionally work with guest artists. ***Attendance at all performances is required to receive full credit.*** *Prerequisite: Previous training on a wind or percussion instrument*

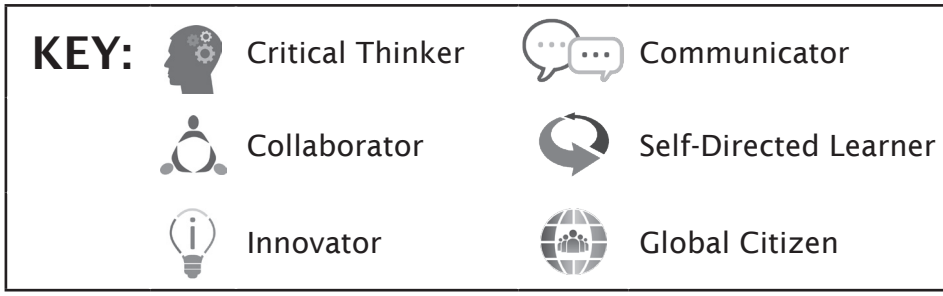
O ***Percussion Ensemble (II)**** **Year, 1 credit, Grades 9, 10, 11, 12**

This course is open to all students who play or wish to learn percussion instruments. Emphasis is placed on skill development of traditional instruments as well as the study of world percussion. This includes, but is not limited to, steel pan, Brazilian Samba, and African drumming. Students will participate in several performances throughout the year and will regularly work with a guest artist. Honors credit is available. ***Attendance at all performances is required to receive full credit.***

O ***Saxophone Ensemble (II)**** **Year, 1 credit, Grades 9, 10, 11, 12**

This course is a continuation of the district band program and will further develop musicianship and technique for all students who play the saxophone. Emphasis is placed on the performance of various musical styles and the development of independence. Students will participate in several performances throughout the year and will occasionally work with guest artists. ***Attendance at all performances is required to receive full credit.***

**Course selection is based on auditions held each spring for enrollment in the following fall. Students should select the program (Band, Orchestra, Chorus) in which they wish to participate and will be placed appropriately.*



Additional Ensembles

*O Jazz Ensemble (II)** Year, 1 credit, Grades 9, 10, 11, 12

This course consists of select instrumentalists in grades 9-12. Instrumentation includes wind instruments, percussion, keyboards, electric guitar, and electric and upright bass. Students learn to improvise in a variety of jazz and jazz/rock styles. Students will gain an understanding of music theory and music history and how they apply to the music they perform. ***Attendance at all performances is required to receive full credit.*** This course may not be taken part-time or wrapped with another course. *Prerequisite: Audition*

Non-Performance Courses

Music Theory 1 (II) Semester, 1/2 credit, Grades 9, 10, 11, 12

This course is designed for students who have a base level of performance and/or music reading ability and wish to further develop their skills in the fundamentals of music theory. Note reading in multiple clefs, rhythm reading and dictation, advanced musical notation, scales, key signatures, and chords are some of the topics that will be covered. Ear training will also be included. This course may not be taken part-time or wrapped with another course.

O Music Theory 2 (II) Semester, 1/2 credit, Grades 9, 10, 11, 12

This course is designed for the student who wishes to continue the study of music theory in more depth. Scales and modes, borrowed chords, non-chord tones, cadences, phrases, and form are some of the topics that will be covered. Analysis and composition will be the focus of the semester. This course may not be taken part-time or wrapped with another course. *Prerequisite: Introduction to Music Theory or approval of instructor*

Introduction to Music Composition & Song Writing (II) Semester, 1/2 credit, Grades 9, 10, 11, 12

This course is designed for students who have a desire to discover or further develop the essential skills of song-writing/composition. Students will explore traditional and non-traditional notation techniques, develop skills related to playing by ear, and examine the elements of a quality song. This iPad-based class is hands-on, interactive, and an opportunity for creativity. This course may not be taken part-time or wrapped with another course.

Advanced Music Composition & Song Writing (II) Semester, 1/2 credit, Grades 9, 10, 11, 12

This course is designed for students who have a desire to further develop the essential skills of song-writing/composition. Students will enhance their understanding of traditional and non-traditional notation techniques, expand their experience with various styles of music, and critically analyze the elements of a quality song. This iPad-based class is hands-on, interactive, and an opportunity for creativity. This course may not be taken part-time or wrapped with another course. *Prerequisite: Introduction to Music Composition & Song Writing or approval of instructor*

Theater Courses

There are four levels of theater designed to help students develop theatrical understanding, skill, and performance ability.

Introduction to Theater (II) **Semester, 1/2 credit, Grades 9, 10, 11, 12**

This course will help students develop basic acting skills. Students will be introduced to voice training for the stage, stage movement, play analysis, characterization, performance techniques, and physical skills required for actors. Emphasis will be placed on monologues, and the semester will culminate in an in-class performance of a monologue show.

Intermediate Theater (II) **Semester, 1/2 credit, Grades 10, 11, 12**

The course will further develop acting skills begun in Introduction to Theater through the use of body, mind, and voice. Students will further explore improvisation and characterization at an intermediate level. An emphasis will be placed on duet and multi-character scenes. Basic technical theater and theater history will be studied. The class will culminate in an in-class performance of one-acts or scenes. *Prerequisite: Introduction to Theater or approval of instructor*

Advanced Theater 1 (II) **Year, 1 credit, Grades 11, 12**

This course further develops the acting sequence with emphasis on dialect work, the physical exploration of character, an in-depth analysis of characterization process, and advanced improvisation. Basic technical theater and theater history will also be studied at a more advanced level. This course will culminate in the development and presentation of a children's theater piece. During the spring, the course will also include the Director's Workshop for students wishing to direct in the SHS One Act Play Festival in their senior year. *Prerequisite: Intermediate Theater or approval of instructor*

O ***Advanced Theater 2 (II)*** **Year, 1 credit, Grade 12**

This course continues to develop upon the acting sequence with emphasis on classical literature, dialect work, styles of acting, directing, playwriting, working with masks, and aspects of technical theater. This course will culminate in the development of an oral history theater piece. *Prerequisite: Advanced Theater 1 or approval of instructor*

Technical Theater (II) **Semester, 1/2 credit, Grades 9, 10, 11, 12**

This course is designed for students wishing to focus on the technical aspects of theater. Students will learn how to analyze a script in order to determine the technical aspects needed for the production of the play. In the fall of 2022, students will focus on scene painting. In the spring of 2023, students will focus on costume design. This class can be repeated.

Physical Education and Wellness

The Physical Education and Wellness program has been created based upon the SHAPE America and National Health Standards. Through a variety of different units, students will receive instruction that focuses on the core concepts of accessing health information, self-management of healthy behaviors, analyzing internal and external influences, communication skills, decision-making, goal-setting skills, and advocacy. In addition, students participate in lifetime fitness and team-related activities that encourage communication, sportsmanship, teamwork, diversity, and leadership skills. This wide variety of experiences offered is designed to allow each student the opportunity to experience activities that would benefit him/her in the present and in the future.

The Physical Education and Wellness courses fulfill graduation requirements for PE and Health. Students with medical excuses are still responsible for fulfilling their physical education and wellness requirement. Students who are removed from class due to a medical reason that cannot be addressed through modification of activities will make up their requirement at another time.

All Physical Education and Wellness courses are graded and count towards GPA and honor roll.

Current Course Sequence in Physical Education and Wellness

Grade Level	Course Title	Days/Week/Semester
Grade 9	Grade 9 Wellness	Meets daily for one semester
Grade 10	Grade 10 Wellness	Meets daily for one semester
Grade 11	Grade 11 Health	Meets daily for one semester
Grades 11, 12	Lifetime Activities	Meets daily for one semester

Available Electives	
Grades 11, 12	Unified Wellness

Students in the Class of 2023 and beyond will have the following course selection to complete the new graduation requirements. As students advance through the course offerings for each grade level, the curriculum will be changed to meet the new selections. Connecticut Physical Fitness testing will still occur during Grade 10 Wellness, a required course for sophomores. The junior curriculum has been split into two courses: Grade 11 Health and Lifetime Activities. Lifetime Activities may be taken in Grades 11 or 12 but Grade 10 Wellness must be completed prior to enrollment in Lifetime Activities. Junior and seniors have priority for enrollment in Lifetime Activities.

Grade 9 Wellness (II) "Building a Community" Semester, ½ credit, Grade 9

This course, which combines physical education and health, will provide knowledge and skills through participation in a variety of team and individual recreational activities to promote building a community along with focus on mental health, alcohol, nicotine and other drugs, and healthy relationships. Classes focus on building a community through Project Adventure, using both high and low elements, and co-opetition units. In addition, students participate in units of study that include team sports, net games, climbing, and fitness. Within health units, students will expand their knowledge through topics such as alcohol, nicotine and other drugs, mental health, decision-making, healthy relationships and analyzing influences, communication, and self-identification.

Grade 10 Wellness (II) "Choosing a Healthy Lifestyle" Semester, ½ credit, Grade 10

This course, which combines physical education and health, will provide knowledge, skills, and participation in a wide range of activities that support healthy and fit individuals. Students will participate in both team and individual units such as cardio, diamond games, badminton, and personal fitness (including the Connecticut Physical Fitness Test). In addition, students will expand their knowledge through topics such as decision-making; nutrition and lifestyle disease; sexually transmitted infections (STIs); sexual health; sexual decision making; effective communication; and alcohol, nicotine, and other drugs.

Grade 11 Health (II) "Advocacy and Leadership" Semester, ½ credit, Grades 11, 12

In this course students will provide knowledge, skills, and the opportunity to practice advocacy skills. These skills include creative problem solving, appropriate risk taking, listening to someone else's perspective, and coming to a compromise with someone else. In addition, students will develop and lead a group advocacy campaign for their peers in order to demonstrate the ability to access and evaluate sources, accurately identify the reasons that teenagers participate in unhealthy behaviors, and accurately evaluate work of self and others. The topics chosen address contemporary teenage health issues, providing knowledge and skills for students. In addition, students will discuss the following health topics: HIV/AIDS (historical, political, economic and social impact), and teen dating violence.

Lifetime Activities (II) "Diversity and Leadership" Semester, ½ credit, Grades 11, 12

This course expands the students knowledge, skills, and participation is a variety of physical education activities the encompasses leadership and diversity skills. These skills include creative problem solving, appropriate risk taking, listening to someone else's perspective, and coming to a compromise with someone else. Units in this course will expand on previous experiences from other courses plus the opportunity to explore new activities, such as dance, climbing, diversity games, fitness (yoga, power walking, weight room, mindfulness) backyard games, and golf. *Prerequisite: Grade 9 /10 Wellness, with priority given to students in Grades 11 and 12*

ELECTIVES

Unified Wellness (II) Semester, 1/2 credit, Grades 11, 12

This course is for students who are interested in working closely with students with disabilities, considering a career path in special education, physical education/wellness, or who are involved in Special Olympics. Unified Wellness combines general education students with students with disabilities to work in a one-on-one physical education/health setting. Similar to a Unified Sports model, students will work together, targeting skill progression at the appropriate pace and level. This class will meet daily. Selected general education students may choose to participate either for one or two semesters. General education students will be assessed based on collaboration, communication, responsibility, and leadership.

Requirements: Recommendation by a physical education/wellness teacher, special education teacher, or school counselor. ***This course may not be used as a substitute for the physical education/wellness requirements.***

KEY:				
	Critical Thinker		Communicator	**G** Capstone
	Collaborator		Self-Directed Learner	***O*** Capstone Optional
	Innovator		Global Citizen	

Science

The Science Department strives to incorporate the most current pedagogy while presenting fundamental science concepts. Many courses emphasize the process of science or the lab approach. In these courses, students are introduced to science concepts through the lab process. In Advanced Placement courses, the content is emphasized and reinforced in the lab. The sequence and variety of the courses offered allows students to select fields of science which meet their needs and interests and also enables them to utilize the skills and concepts acquired in previous courses.

The levels of the Science courses are: AP - Advanced Placement, Level I - Honors, Level II - Competitive College Preparatory. Level placement is primarily based on teacher recommendation.

Typical Course Sequences in Science

Grade Level	Level I		Level II
Grade 9	Integrated and Physical Science (IPS)		Integrated and Physical Science (IPS)
Grade 10	Biology*		Biology
Grade 11	Chemistry*		Chemistry
Grade 12	AP Physics 1 & 2 *OR* AP Physics 1	Physics	Physics

**AP Biology and AP Chemistry are second year biology and chemistry courses. Students have the option of taking these courses as their first year biology or chemistry course but prerequisite summer work is required.*

Available Electives*

*Although electives are designated as Level II, they are accessible to all students.
**Biomedical Science electives are designed to be taken concurrently with the core science sequence.

Biomedical Science (PLTW)

Course Sequences in Biomedical**

- Principles of Biomedical Science
- ↓
- Human Body Systems
- ↓
- Medical Interventions
- ↓
- **C** Biomedical Innovation-PLTW Capstone Course

Other Science Electives

AP Biology
AP Chemistry
AP Environmental Science
Environmental Science
Forensic Science A
Forensic Science B
AP Physics 1 & 2
AP Physics 1
Physics

Students interested in Engineering electives should review the Project Lead the Way (PLTW) engineering offerings on pages 54-55

With the exception of Biomedical Innovation, all Science classes are NCAA approved core courses.

Students interested in pursuing a Science Capstone should register for AP Research or SHS Capstone.

Integrated and Physical Science (IPS) (I, II) Year, 1 credit, Grade 9

IPS emphasizes the discovery approach to science. Students spend the majority of their time in a lab situation. The teacher acts as a guide, stressing students' self-discipline, self-initiative, organization, and problem-solving skills. A good background in reading and math comprehension is a necessity. Topics covered in IPS include measurement, collection and interpretation of data, matter and its interactions, motion and stability, energy, waves and their application, Earth and human activity, Earth's place in the universe, and Earth's systems.

Biology (I, II) Year, 1 credit, Grade 10

Biology is an introduction to the world of life. The curriculum contains five overarching themes: Matter and Energy in Living Systems, System Dynamics and Homeostasis, Inheritance and Variation, Natural Selection, and Sustainability. The laboratory experience in biology reinforces class material and teaches a variety of scientific techniques used in subsequent science courses.

Advanced Placement (AP) Biology Year, 1 credit, Grades 10*, 11, 12

This is the equivalent of a two-semester college course. The curriculum reflects the AP program syllabus so that students are prepared to take the Advanced Placement Biology Exam developed by the College Board. AP Biology is a rigorous course requiring considerable work outside of class and the ability to work independently on assignments. This course relies on students having a prerequisite knowledge of introductory biology to build from.

**While most students will take Honors or Level II Biology as a prerequisite for the AP Biology elective in the junior or senior year, some highly motivated students may wish to take AP Biology as a sophomore. In order to be accepted into the AP Biology course as a sophomore, students must be recommended for honors biology by their teacher and must demonstrate a prerequisite level of knowledge of introductory biology before classes commence in the fall. This will require significant work over the summer to be prepared for the start of the course. Preparation materials will be available from the AP teachers in the last two weeks of the school year.*

Chemistry (I, II) Year, 1 credit, Grades 11, 12

Chemistry is the discipline which deals with the composition of matter and the changes in composition which matter undergoes. Fundamental terms, concepts, quantitative aspects, and modern ideas are discussed. Opportunity is given for practical laboratory work. *Prerequisite: Algebra 1*

Advanced Placement Chemistry Year, 1 credit, Grades 11*, 12

This is the equivalent of a two-semester college level chemistry course. The curriculum reflects the AP program syllabus so that the students are prepared to take the Advanced Placement Chemistry Exam developed by The College Board. Students should have a strong background in mathematics and a strong interest in physical science. Students should be able to work independently on assignments and have the self-discipline to complete a considerable amount of work outside of class.

**While most students will take Honors or Level II Chemistry as a prerequisite for the AP Chemistry elective in the senior year, some highly motivated students may wish to take AP Chemistry as a junior. In order to be accepted into the AP Chemistry course as a junior, students must be recommended for honors chemistry by their teacher and must demonstrate a prerequisite level of knowledge of introductory chemistry before classes commence in the fall. This will require significant work over the summer to be prepared for the start of the course. Preparation materials will be available from the AP teachers in the last two weeks of the school year.*

KEY:				
	Critical Thinker		Communicator	**C** Capstone
	Collaborator		Self-Directed Learner	***O*** Capstone Optional
	Innovator		Global Citizen	

Advanced Placement Physics 1 Year, 1 credit, Grades 11, 12

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students will be expected to take the AP Physics 1 exam in May. *Prerequisite: Algebra 2*

Advanced Placement Physics 1 & 2 Year, 2 credits, Grades 11, 12

AP Physics 1 & 2 is an algebra-based, introductory college-level physics course that explores the topics contained in AP Physics 1 and in addition includes topics such as fluid dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. This course meets six class periods in the four-day rotation per week. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students will be expected to take both the AP Physics 1 exam and the AP Physics 2 exam in May. *Course meets for two periods. Prerequisite: Algebra 2*

Physics (II) Year, 1 credit, Grades 11, 12

Physics is a course that covers in detail the quantitative and qualitative aspects of Newtonian mechanics (including rotational motion), work, energy and power, mechanical waves and sound, fluid dynamics, electrostatics, magnetic fields, electromagnetism, simple circuits, physical and geometric optics, and atomic physics. Extensive use is made of algebra and trigonometry to obtain quantitative results. *Prerequisite: Algebra 2*

PLTW Biomedical Sciences Electives

Project Lead the Way (PLTW) elective courses must be taken in addition to (not in place of) the core science sequence of Simsbury High School: IPS (9th grade), Biology (10th grade), Chemistry or Physics (11th grade).

Empower Tomorrow's Biomedical Science Professionals Today

Whether discovering new cancer treatments or teaching healthy lifestyle choices to their communities, today's biomedical science professionals are tackling big challenges to make the world a better place. PLTW Biomedical Science students are taking on these same real-world challenges—and they are doing it before they even graduate from high school. Working with the same tools used by professionals in hospitals and labs, students engage in compelling, hands-on activities and work together to find solutions to problems. Students take from the courses in-demand knowledge and skills they will use in high school and for the rest of their lives, on any career path they take.

PLTW Biomedical Sciences courses are part of the AP and PLTW biomedical sciences pathway.

Principles of Biomedical Science-PLTW (I, II) Year, 1 credit, Grades 9, 10, 11, 12

The Principles of Biomedical Science course will help prepare students for a career in medicine or health care and will challenge them to solve real-world problems. Students will practice how to think creatively and critically to innovate in science and gain practical experience tackling challenges that biomedical professionals face in the field. Students will work through real-world situations, cases, and problems, such as solving a medical mystery case, diagnosing and treating a patient, and responding to a medical outbreak.

Human Body Systems-PLTW (I, II) Year, 1 credit, Grades 10, 11, 12

Students examine the processes, structures, and interactions of the human body systems to learn how they can work together to maintain homeostasis (internal equilibrium) and good health. Using real-world cases, students take the role of biomedical professionals and work together to solve medical mysteries. Hands-on projects include designing experiments, investigating the structures and functions of body systems, and using data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiratory operation. Important concepts covered in the course include the following: communication, transport of substances, locomotion, metabolic processes, defense, and protection. *Prerequisite: Principles of Biomedical Science*

Medical Interventions-PLTW (I, II) Year, 1 credit, Grades 11, 12

Students investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. The course explores the design and development of various medical interventions, including vascular stents, cochlear implants, and prosthetic limbs. In addition, students review the history of organ transplants and gene therapy, and they stay updated on cutting-edge developments via current scientific literature. Using 3D imaging, data acquisition software, and current scientific research, students design a product that can be used as a medical intervention. *Prerequisite: Principles of Biomedical Science and Human Body Systems*

C *Biomedical Innovation-PLTW (I, II) Capstone Course*

Year, 1 credit, Grade 12

Students will apply the knowledge and skills learned in the previous PLTW course to answer questions or solve real-world problems related to the biomedical sciences. Students will explore modern health challenges such as the delivery of emergency medical care and the development of innovative biomedical devices. They will investigate the effects of pollution on individuals and communities, track the origin of an epidemic and identify the infectious agent and perform a full autopsy on a fetal pig. As their Capstone activity, teams of students will design and conduct an original research project using data acquisition software. They will perform a statistical analysis of their data and report their results in a formal poster presentation, similar to those used in college research programs. *Prerequisite: Three prior Biomedical Science courses or approval of instructor*

Other Science Electives

Advanced Placement Biology Year, 1 credit, Grades 11, 12

This is the equivalent of a two-semester college course. The curriculum reflects the AP program syllabus so that students are prepared to take the Advanced Placement Biology Exam developed by the College Board. AP Biology is a rigorous course requiring considerable work outside of class and the ability to work independently on assignments. This course relies on students having a prerequisite knowledge of introductory biology to build from. *Prerequisites: IPS and Biology. An option exists for highly motivated students to take AP Biology during their sophomore year. Students choosing this option must enter the course with a prerequisite body of knowledge equivalent to a first year biology course. This will require significant work over the summer to prepare for the course. Preparation materials will be available from AP teachers in the last two weeks of the school year.*

Advanced Placement Chemistry Year, 1 credit, Grades 11*, 12

This is the equivalent of a two-semester college level chemistry course. The curriculum reflects the AP program syllabus so that the students are prepared to take the Advanced Placement Chemistry Exam developed by The College Board. Students should have a strong background in mathematics and a strong interest in physical science. Students should be able to work independently on assignments and have the self-discipline to complete a considerable amount of work outside of class. **An option exists for highly motivated students to take AP Chemistry during their junior year. Students choosing this option must enter the course with a prerequisite body of knowledge equivalent to a first year chemistry course. This will require significant work over the summer to prepare for the course. Preparation materials will be available from AP teachers in the last two weeks of the school year.*

Advanced Placement Environmental Science Year, 1 credit, Grades 11, 12

AP Environmental Science is the equivalent of a two-semester college level environmental science course and prepares students to take the Advanced Placement Environmental Science Exam developed by the College Board. It is intended to 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. *Prerequisites: Biology, Algebra 2, and Chemistry (Chemistry may be taken concurrently.)*

Environmental Science (II) Year, 1 credit, Grades 11, 12

Environmental Science II brings together knowledge from all scientific disciplines and relates them to the natural world. Students who take this course will use an inquiry approach to understand Earth systems, the relationship of the living world to the physical world, water and land resources, energy resources and consumption, pollution and waste production, and global change. *Prerequisites: IPS and Biology*

Forensic Science A (II)/Forensic Science B (II) Semester, 1/2 credit, Grades 11, 12

This class is an inquiry-based, integrated science course that focuses on the field of criminalistics. Students will review case studies, as well as collect and analyze data from mock crime scenes. Investigations focus on entomology, toxicology, document/voice analysis, latent fingerprints, DNA fingerprinting, firearms and explosives, car crashes, anthropology, ballistics, tooth/foot/tire/tool marks, serology, hair/fiber/glass/soil analysis, forgery/counterfeiting and computer fraud. Students may elect to take Forensic Science A (fall semester), Forensic Science B (spring semester), or both. *Previous courses in IPS and Biology are recommended.*

Advanced Placement Physics 1 Year, 1 credit, Grades 11, 12

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students will be expected to take the AP Physics 1 exam in May. *Prerequisite: Algebra 2*

Advanced Placement Physics 1 & 2 Year, 2 credits, Grades 11, 12

AP Physics 1 & 2 is an algebra-based, introductory college-level physics course that explores the topics contained in AP Physics 1 and in addition includes topics such as fluid dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students will be expected to take both the AP Physics 1 exam and the AP Physics 2 exam in May. *Course meets for two periods. Prerequisite: Algebra 2*

Physics (II) Year, 1 credit, Grades 11, 12

Physics is a course that covers in detail the quantitative and qualitative aspects of Newtonian mechanics (including rotational motion); work; energy and power; mechanical waves and sound; fluid dynamics; electrostatics; magnetic fields; electromagnetism; simple circuits; physical and geometric optics; and atomic physics. Extensive use is made of algebra and trigonometry to obtain quantitative results. *Prerequisite: Algebra 2*

Social Studies

Simsbury High School seeks to provide every student with a rich and challenging education in Social Studies. Students research and explore a core set of social studies themes as they are challenged to become critical, ethical, and creative thinkers. Through the study of civics, history, geography, economics, and the social sciences, students acquire skills and knowledge essential to understanding and applying those fields in their daily lives. As a result, students leave Simsbury Public Schools as life-long learners who appreciate the past, understand the present, and are prepared for the future.

The levels of the Social Studies courses are: AP - Advanced Placement, Level I - Honors, Level II - Competitive College Preparatory. (Level placement is primarily based on teacher recommendation.) Students are required to complete 3.5 credits in Social Studies.

Typical Course Sequences in Social Studies

Grade Level	AP/ECE	Level I	Level II
Grade 9	--	World Civilization 1	World Civilization 1
Grade 10	AP Seminar	World Civilization 2/Civics	World Civilization 2/Civics
Grade 11	AP United States History	OR	United States History
Grade 12	AP United States Government and Politics, AP Economics, AP Psychology, AP European History, AP Research, AP Human Geography	OR	Elective Choices

Available Electives	
Grades 11, 12	African American/Black and Puerto Rican/Latino Studies Law Latin American and Latino Studies (ECE) Psychology Sociology AP United States Government and Politics AP Economics AP Psychology AP European History

All Social Studies classes are NCAA approved core courses.

Students interested in pursuing a Social Studies Capstone should register for AP Research or SHS Capstone.

World Civilization 1 (I, II) Year, 1 credit, Grade 9

This course is a study of world history focusing on the periods of the Renaissance, the Reformation, the Industrial Revolution, and the rise of modern nations in the world. A multicultural approach is used.

World Civilization 2/Civics (I, II) Year, 1 credit, Grade 10

During the first semester, students will study the World Wars, the Cold War, and the impact of globalization. During the second semester, students will study the fundamental principles of the United States Constitution, the structure of federal, state and local governments, and the rights and responsibilities of citizens.

Prerequisite: World Civilization 1

Advanced Placement United States History
Year, 1 credit, Grade 11

This course fulfills a graduation requirement and is a study of the political, social, economic, and cultural development of the United States. Its purpose is to promote an understanding of the basic responsibilities, rights, and freedoms enjoyed by Americans living in a free society. Students who take Advanced Placement U.S. History must complete a summer reading and writing assignment.

United States History (II) Year, 1 credit, Grade 11

This course fulfills a graduation requirement and is a study of the political, social, economic, and cultural development of the United States. Its purpose is to promote an understanding of the basic responsibilities, rights, and freedoms enjoyed by Americans living in a free society.

Psychology (II) Semester, 1/2 credit, Grades 11, 12

This course is designed as an introduction to the social science of psychology. Emphasis is placed on the biological and environmental influences which affect the behavior of individuals and groups. This survey course examines select concepts, theories, and research from biological, cognitive, developmental, and abnormal psychology.

Sociology (II) Semester, 1/2 credit, Grades 11, 12

This course is concerned with the social groups and social relationships which are of particular importance to young adults in today's complex society. Students will apply the tools of social inquiry to the study of contemporary social issues and events.

Law (II) Semester, 1/2 credit, Grades 11, 12

This course is designed to provide students with an introduction to the American legal system. Emphasis will be placed on criminal and juvenile justice. Topics such as crimes against persons and property, search and seizure, plea bargaining, the trial process, sentencing, the prison system, and the death penalty will be explored. In constitutional law, students will examine issues related to freedom of speech, freedom of the press, censorship, freedom of religion, privacy rights, and discrimination in our society. Legal issues in family law and tort law (civil lawsuits) will also be explored. Throughout the course, students will examine recent court cases and contemporary legal issues. Students will also have the opportunity to participate in various activities, including debates on controversial legal issues. The study of trial procedures will culminate in a class mock trial.

African American/Black and Puerto Rican/Latino Studies (I, II)
Year, 1 credit, Grades 11, 12

The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the United States. 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.

Latin American and Latino Studies (II) Semester, 1/2 credit, Grades 10, 11, 12

This course is designed to provide students with an introduction to Latin American history and Latino culture in the Americas. It will explore topics such as the geography and populations of the Americas, and the history of colonization, early globalization, and nation formation in the region. Students will also have the opportunity to study societal, economic, cultural and political issues of contemporary Latin America. The course will also focus on Latino issues and culture within the United States of America. Students will apply source analysis and perspective-taking skills throughout the course while developing their collaborative and empathic abilities. The course will be co-taught between the Social Studies and World Language departments allowing students to earn S.S. credit while giving them the opportunity to either continue or begin exposure to the Spanish language and Latino culture.

Advanced Placement Economics Year, 1 credit, Grade 12

This full-year economics course explores the theory and practice of economic systems with a focus on the American economic system. The course will provide the student with an understanding of how the United States' economy operates and will help them explore and evaluate economic issues, problems, and policies. The course will provide a solid background for future business and liberal arts majors. This course covers both macroeconomics and microeconomics. This course will prepare students to take the College Board Advanced Placement Exam in Economics.

This course fulfills the requirement for Financial Literacy that is necessary for graduation.

Advanced Placement Psychology Year, 1 credit, Grade 12

Advanced Placement Psychology will introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are introduced to a variety of psychological terminology, concepts, theories, and recent research with biological, developmental, cognitive, abnormal and social psychology. Throughout the course, methods that psychologists use in research and practice are emphasized. This is a full-year course intended for students strong in science and the humanities who wish to complete the secondary school equivalent of an introductory college course in psychology. The course also prepares students for the College Board Advanced Placement Exam in Psychology. Students who take this course will be expected to complete a summer reading assignment, as well as independent research during the school year.

Advanced Placement European History Year, 1 credit, Grade 12

In this course students learn about the cultural, economic, political, and social developments that have shaped today's world through the study of European history from the Renaissance to the present. Students will develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. As part of the Advanced Placement program, the course prepares students for the AP European History exam.

Advanced Placement United States Government and Politics Year, 1 credit, Grade 12

Advanced Placement United States Government and Politics is a course designed for students who are ready to meet the demands of college level work. This course surveys the structure and function of American government and politics and begins with an analysis of the Constitution, the foundation of the American political system. Students study the three branches of government, administrative agencies that support each branch, the roles of political behavior in the democratic process, rules governing elections, political culture, and the workings of political parties and interest groups. Students will be prepared to take the AP examination in United States Government and Politics in the Spring.

This course fulfills the requirement for Civics that is necessary for graduation.

Advanced Placement Human Geography Year, 1 credit, Grade 12

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Human geography incorporates the concepts and methods associated with several of the disciplines within the social sciences, including economics, geography, history, and sociology. Students employ spatial concepts and landscape analysis to examine social organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

Advanced Placement Seminar Year, 1 credit, Grades 10, 11, 12

AP Seminar engages students in cross-curricular conversations that explore the complexities of real-world topics and themes by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, foundational, literary, and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and experience artistic works and performances. Students learn to synthesize information from multiple sources; develop their own perspectives in written essays; and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to draft and communicate evidence-based arguments. Students should be highly motivated and self-directed and have a desire to enhance their abilities to read, write, and critically think.

This course is offered through social studies, fulfilling the graduation requirement for civics or it can be taken as an elective credit for those students who have already satisfied the civics requirement.

Technology and Engineering

The Technology and Engineering program is open to all students in grades nine through twelve. The purpose of the Technology and Engineering curriculum is to provide students with an opportunity to develop the 21st century skills needed to become productive members of our technological society. Students are encouraged to explore and develop individual interests as well as creative and intellectual abilities related to technological careers, problem solving, and the design method. Technology and Engineering articulates five specific strands. *Students in grade nine are encouraged to explore introductory courses in multiple strands.*

Students wishing to receive Level I credit or complete an independent study must complete the approved application process established by the department. See the department supervisor for more information.

Suggested Course Sequences in Technology and Engineering*

Grade Level	Engineering (PLTW)	Transportation	Communication	Architecture	Construction/ Manufacturing
Grade 9	Introduction to Engineering Design	Introduction to Transportation Aviation	Digital Video Production 1	Architecture 1	Construction 1
Grade 10	Principles of Engineering Introduction to Engineering Design	Introduction to Transportation Aviation Aerospace Education Automotive Technology 1	Digital Video Production 1 Digital Video Production 2	Architecture 1 Architecture 2	Construction 1 Construction 2
Grade 11	Aerospace Engineering Digital Electronics	Aerospace Education Aerospace Engineering Automotive Technology 1 Automotive Technology 2	Digital Video Production 2 Television Production	Architecture 2 C Architecture 3	Construction 2 Manufacturing Enterprise
Grade 12	C Engineering Design and Development	Aerospace Engineering Automotive Technology 2 O Automotive Technology 3	Digital Video Production 2 Television Production	Architecture 2 C Architecture 3	Construction 2 Manufacturing Enterprise O Manufacturing Enterprise Internship

*Please note that these sequences are only suggestions. Students may begin with any Technology and Engineering course that interests them, provided that they have satisfied the individual course's prerequisites as noted in its descriptions.

Engineering

Simsbury High School has partnered with **Project Lead the Way (PLTW)** to offer a four-year engineering elective cluster. PLTW is a not-for-profit organization that promotes engineering courses for high school students. PLTW forms partnerships with public schools, higher education institutions, and the private sector to increase the quantity and quality of engineers graduating from our educational system. PLTW has developed a sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor, and discipline of engineering prior to entering college. Introduction at this level will allow students, while still in high school, to determine if engineering is the career they desire. Students participating in PLTW courses are better prepared for college engineering programs and are more likely to be successful. PLTW students will:

- Receive training in current technology using the latest computer software and equipment in use in industry.
- Participate in a hands-on, activity-oriented program that utilizes team efforts.
- Participate in a program in which the student may earn college credit through the University of New Haven or Rochester Institute of Technology (RIT), which may be transferred to other PLTW affiliated universities*.
- Be prepared to pursue a career in technology in a field where a national employment shortage exists and pay scales are among the highest levels for entry-level professionals.

PLTW students should be enrolled in a college preparatory math sequence culminating in Precalculus or beyond; for example: Grade 9-Algebra 1, Grade 10-Geometry, Grade 11-Algebra 2, Grade 12-Precalculus.

**Some affiliated universities include: Arkansas Tech University, Duke University, Eastern Michigan University, Georgia Southern University, Iowa State University, University of Iowa, Milwaukee School of Engineering, NM State University, Oklahoma State University, Old Dominion University, Oregon Institute of Technology, Purdue University, RIT, Rowan University, San Diego State University, Sinclair Community College, University of Colorado - Colorado Springs, University of Illinois, University of Kentucky, University of Maryland - Baltimore County, University of Minnesota, University of Nebraska - Lincoln, University of New Haven, University of South Carolina, University of Tennessee - Chattanooga, University of Texas - Tyler, West Virginia University, Wichita State University, Worcester Polytechnic Institute*

Please visit www.pltw.org/our-partners/college-and-university-partners for the complete list of the continually expanding network of colleges and universities.

Students may begin with any PLTW course that interests them provided they have satisfied the individual course's prerequisites as noted in its description.

KEY:				
	Critical Thinker		Communicator	**C** Capstone
	Collaborator		Self-Directed Learner	***O*** Capstone Optional
	Innovator		Global Citizen	

Introduction to Engineering Design-PLTW (I, II) Year, 1 credit, Grades 9, 10, 11, 12

This is a design and problem-based learning course utilizing industry standard, computer aided design (CAD) software. Through the design process, students learn brainstorming techniques, technical sketching, teamwork skills, and 2D/3D modeling using CAD. Throughout the course, students work on project-based activities related to designing marketable products for the consumer. This course is highly recommended for any student considering a career in engineering, technology, or advanced manufacturing fields.

**College credits may be earned through the University of New Haven or RIT.*

Principles of Engineering-PLTW (I, II) Year, 1 credit, Grades 10, 11, 12

Students will learn about a wide variety of engineering topics through team-based and individual design challenges. These challenges include electronics circuit design and building, alternative energy vehicles, bridges, robotics, material analysis and testing, and projectile motion (kinematics) projects, among many others. Teamwork, problem solving, communication through technical presentations, and creativity are emphasized with varied assignments and student choices based on their interests. Career and opportunities within the many disciplines of engineering are discussed throughout the year. A significant amount of time is spent in the engineering lab and wood shop to design, calculate, simulate, and build for the various design challenges. *Prerequisites: IPS and Geometry, or Introduction to Engineering Design*

**College credits may be earned through the University of New Haven or RIT.*

Digital Electronics-PLTW (I, II) Year, 1 credit, Grades 11, 12

Digital Electronics is a course in electronic circuits and the applied logic used to create today's modern digital electronic devices. Students study analog circuits, electricity, combinational and sequential logic circuits, state machines, and microprocessor design. Most learning is accomplished through hands-on, team-based projects. The emphasis is on teamwork, problem solving, trouble shooting, technical communication, and creative design. Various types of circuits and devices are designed, simulated, bread boarded or programmed, and built. Circuits are created with a field-programmable gate array board (FPGA), which is used by many professional circuit designers. This course is highly recommended for any student who wants to learn more about the fascinating world of electronics or who plans on becoming an engineer or electronics technician. *Prerequisite: Algebra 1*

**College credits may be earned through the University of New Haven and RIT.*

Aerospace Engineering-PLTW (I, II) Year, 1 credit, Grades 11, 12

The major focus of this NASA-developed course is to acquaint students with the world of flight and space travel. As students learn about various aspects of aerospace engineering, they will apply what they learn to the design and development of several flight vehicles for both atmospheric and space travel. There is flexibility for students and their teacher in creating designs as a simulation or as a real-world experience that aerospace engineers encounter when working on aerospace travel applications. The course covers the following: The History of Flight; Aerodynamics and Aerodynamics Testing; Flight Systems; Astronautics; Space Life Sciences; Aerospace Materials; and Systems Engineering. In addition, students will use many different types of technical software and machines, such as Microsoft Flight Simulator, to help design solutions to major projects and problems. Working in teams, students will learn about documenting their work, solving problems, and communicating their solutions to other students and members of the professional community of aerospace engineering. *Prerequisite: Introduction to Engineering Design and Principles of Engineering or Aviation and Aerospace Education*

C *Engineering Design and Development Capstone-PLTW (I, II)*

Year, 1 credit, Grade 12

Applying the principles learned in previous courses, students in this Capstone course will work in small teams to design and construct the solution to an engineering problem involving a wide range of engineering applications. Students will keep journals that will become part of their portfolios. Each team will be responsible for delivering progress reports and making final presentations to an outside review panel. *Prerequisites: Two prior Project Lead the Way courses or permission from the department supervisor.*

**College credits may be earned through the University of New Haven if students have earned college credit in IED and POE through the UNH.*

Transportation

Introduction to Transportation (II) Semester, 1/2 credit, Grades 9, 10

The technologies involved in the transportation of people and goods from one place to another will be explored in this course. Systems used for land, water, air, and space transportation will be investigated through a variety of hands-on problem solving activities. The application of mathematics and science as it relates to transportation plays an important part in this course. Other topics will include the impact transportation has on our society and environment, as well as careers related to the industry.

Aviation (II) Semester, 1/2 credit, Grades 9, 10, 11, 12

This is a half-year course which will introduce students to the world of aviation and related subjects. Students will construct various models and discuss the principles of flight. Students will be provided with a "hands-on" approach to basic aerodynamics and air transportation. Students will be introduced to Microsoft Flight Simulator and have actual flight time on this simulator. This course coordinates theory with practical experience.

Aerospace Education (II) Semester, 1/2 credit, Grades 10, 11, 12

Aerospace instruction will expose students to fundamental information regarding aircrafts and how they fly. Discussions on the history of aviation, principles of flight, types of airplanes, and their components will be included in the program. To reinforce the information, the students will be involved in some hands-on activities and use of visual aids. Topics to be covered will include flight planning, navigation, communications, meteorology, and aerodynamics. Field trips may be included as part of the curriculum. *Prerequisite: Aviation or approval of instructor*

Aerospace Engineering-PLTW (I, II) Year, 1 credit, Grades 11,12

The major focus of this NASA-developed course is to acquaint students with the world of flight and space travel. As students learn about various aspects of aerospace engineering, they will apply what they learn to the design and development of several flight vehicles for both atmospheric and space travel. There is flexibility for students and their teacher in creating designs as a simulation or as a real-world experience that aerospace engineers encounter when working on aerospace travel applications. The course covers the following: The History of Flight; Aerodynamics and Aerodynamics Testing; Flight Systems; Astronautics; Space Life Sciences; Aerospace Materials; and Systems Engineering. In addition, students will use many different types of technical software and machines, such as Microsoft Flight Simulator, to help design solutions to major projects and problems. Working in teams, students will learn about documenting their work, solving problems, and communicating their solutions to other students and members of the professional community of aerospace engineering. *Prerequisite: Introduction to Engineering Design and Principles of Engineering or Aviation and Aerospace Education*

Automotive Technology 1 (II) Semester, 1/2 credit, Grades 10, 11, 12

This course is designed to introduce students to the major systems and components found in today's automobile. Students will participate in hands-on activities involving tools, equipment, and resource materials while learning how to properly care for and maintain an automobile. Related mathematical and scientific principles will also be discussed. Other topics will include preventative maintenance, consumer and career awareness, and social and environmental impacts. Students are required to do a project related to automotive technology each marking period.

Prerequisite: Introduction to Transportation or approval of instructor

Automotive Technology 2 (II) Year, 1 credit, Grades 11, 12

This course offers students the opportunity to explore in-depth the systems and techniques covered in Automotive Technology 1. Students will study the theory behind the major systems found in the automobile while participating in hands-on activities using computers, tools, measuring equipment, and resource materials. Students will work in teams to solve problems associated with hydraulic, pneumatic, mechanical, and electrical systems. Emphasis will be on correct diagnosis and repair procedure. Students are required to do a project related to automotive technology during each of the four marking periods. *Prerequisite: Automotive Technology 1*

O *Automotive Technology 3 (II)* Year, 1 credit, Grades 11, 12

Automotive Technology may be taken for another year after successfully completion of the Automotive Technology 2 course as a 1 credit Capstone course with approval of instructor.

Communication

Digital Video Production 1 (II) Semester, 1/2 credit, Grades 9, 10, 11, 12

This course allows students to explore careers and opportunities in the field of video production. A component of this course is the production of a student-generated news program for Simsbury High School. Students will learn about pre-production, production, and post-production phases. They will also learn specific skills such as writing scripts, taking production notes, setting blocking, operating cameras, switching operations, creating simple editing, using computer programs for editing and writing, and experiencing what it feels like to be "ON camera." Students will be required to work collaboratively in groups of two or three.

Digital Video Production 2 (II) Semester, 1/2 credit, Grades 10, 11, 12

A component of this course is the production of a student-generated news program for Simsbury High School. Students will work with the tools of media production and analysis through creative and socially relevant visual storytelling. Through the creation of video stories, students will complete every phase of filmmaking including storyboarding, directing, shooting, and editing using different types of editing software. Our goal is to nurture the individual talents, skills, and development of students, and we respect the experience and perspective that each student brings to the program. Students will be required to work collaboratively in groups of two or three. *Prerequisite: Digital Video Production 1 or by permission of department supervisor*

Television Production (II) Semester, 1/2 credit, Grades 11, 12

In this course, students will take a leadership role in the production, editing, and quality control of the student-generated news program at Simsbury High School. Students will study the various careers that are related to the television industry. A strong emphasis on writing and sequential organization is the core of the class. Assignments include both individual and group projects. Students will have the opportunity to work on programs with our local public access station, *SCTV,* and *FOX61 News*. Grading is based on a combination of successful class work, punctual completion of assignments, close evaluation of organizational practices, and traditional written assessments. Students will be required to work collaboratively in groups of two or three. *Prerequisite: Digital Video Production 2 or by permission of department supervisor*

Architecture

Architecture 1 (II) Semester, 1/2 credit, Grades 9, 10, 11, 12

This course will introduce students to the fundamentals of architectural design. Students will participate in hands-on activities such as truss design and residential wall construction. Students will learn about residential house designs based on the National Association of Homebuilders' guidelines and design a home using drafting techniques and 3D computer aided design (CAD).

Architecture 2 (II) Year, 1 credit, Grades 10, 11, 12

This architectural design course teaches students the fundamentals of designing and drawing residential houses. Students learn about residential styles, methods of construction, pertinent design criteria, and building codes. Using this knowledge, students will design and draw a set of plans using drafting techniques and 3D computer aided design (CAD). Students will also build a scale model of their residential design. *Prerequisite: Architecture 1 or by permission of department supervisor*

C *Architecture 3 (II)* Year, 1 credit, Grades 11, 12

This is the advanced architecture Capstone course, which builds upon the skills and knowledge from the Architecture 1 and 2 courses. The students will apply their skills and knowledge of architecture and participate in the Connecticut Home Builders Association home design challenge. The students will design and build a scale model of a single residential home using the green construction and technology concepts. Students will also design and develop a set of drawing plans for their house design using both drafting techniques and 3D computer aided design (CAD) software. *Prerequisite: Architecture 2 or by permission of department supervisor*

Construction/Manufacturing

Construction 1 (II) **Semester, 1/2 credit, Grades 9, 10, 11, 12**

Residential construction will be explored through hands-on problem solving activities as they relate to different phases of the construction process. Students will participate in hands-on activities, including material and stress testing, the design and construction of scale models, and cabinet/furniture design. Students will work collaboratively in teams with a variety of tools and materials to explore the different aspects of the field of construction based on the National Association of Homebuilders Skill Standards.

Construction 2 (II) **Year, 1 credit, Grades 10, 11, 12**

This is a continuation of Construction 1 and will encompass various stages of construction using the National Association of Homebuilders Skill Standards. Students will study and apply residential construction techniques and processes with the proper implementation of Building Officials and Code Administration (BOCA) regulations and building codes. This course will offer students the fundamentals in proper use and operation of tools and machines commonly used in residential construction, woodworking, and the furniture industry. Students will have choices to design and build a structure and/or assorted student-designed furniture pieces. *Prerequisite: Construction 1 or by permission of department supervisor*

Manufacturing Enterprise (II) **Year, 1 credit, Grades 11, 12**

This course explores and combines the business and production aspects of a manufacturing engineering company. Students will be entrepreneurs as they design, manufacture, market, and distribute a developed product. Students will fully engage in the financial aspect of the venture through the sale of its products, stocks, and prototypes, along with the responsibility of paying for all materials used by the venture.

O ***Manufacturing Enterprise Internship (II)*** **Year, 1 credit, Grade 12**

This course is comprised of select students who have completed the Manufacturing Enterprise course. They will act as advisors to novice Manufacturing Enterprise students. These mentoring students will help oversee finances as well as design, manufacturing, and marketing teams to further their leadership skills and knowledge of small business. Students will also be exposed to real-world businesses through field trips and guest speakers. *Prerequisite: Manufacturing Enterprise. Teacher approval is required.*

Students may take this course as a Capstone course. Prerequisite: approval of instructor

KEY:				
	Critical Thinker		Communicator	**C** Capstone
	Collaborator		Self-Directed Learner	**O** Capstone Optional
	Innovator		Global Citizen	

World Languages

Communicating in another language is of paramount importance in today's workplace, both nationally and internationally. Courses in Chinese, French, Latin, and Spanish are available to all students. Grouping in the World Languages Department is designed so that each student may develop communication skills at an appropriate pace and level. Placement within these groups is based upon the student's demonstrated performance in class, formative and performance and/or proficiency assessments, and teacher evaluation of each student's ability and potential. Instruction in world language classes is conducted in the target language to the greatest extent possible.

(Note: The numerical designation 4 does not necessarily indicate that the student has ***four*** high school credits. It is strongly recommended that students study at least ***three*** sequential years of ***high school*** world language. Teachers, school counselors, and the department supervisor will work closely to guide students into the appropriate courses.)

Simsbury participates in the **Seal of Biliteracy**, and students may take the test to obtain this designation on their diploma and on their final transcript.

In accordance with state statute, Simsbury High School does offer credit toward meeting the graduation requirement in world language for students who have completed self-funded courses offered privately through a non-profit provider, given that such students achieve a passing grade on an ACTFL examination prescribed by the Commissioner of Education. Students may earn up to four high school credits depending on the language and the level of proficiency scored on the ACTFL exam. It is important to note that the granting of credit requires both completion of a course and successful performance on the exam.

Students wishing to pursue this option should make an appointment with the principal prior to enrolling in any course offered privately through a non-profit provider.

Suggested Course Sequences in World Languages

Course student is currently enrolled:	**Course student may enroll in next year:**	
Not currently taking a language/choice of a 2nd language	French 1 (II), Latin 1 (II) Spanish 1 (II)	
8th Grade Chinese	Chinese 2 (I)	
Chinese 2 (I)	Chinese 3 (I)	
Chinese 3 (I)	Chinese 4 (I)	
Chinese 4 (I)	Chinese 5 (I), AP Chinese 5	
8th Grade French	French 2 (I, II)	
French 1 (II)	French 2 (I, II)	
French 2 (I, II)	French 3 (I, II)	
French 3 (I, II)	French 4 (I, II)	
French 4 (I, II)	French 5 (II), AP French 5	
8th Grade Latin	Latin 2 (I, II)	
Latin 1 (II)	Latin 2 (I, II)	
Latin 2 (I, II)	Latin 3 (I, II)	
Latin 3 (I, II)	Latin 4 (I, II)	
Latin 4 (I, II)	Latin 5 (II), AP Latin 5	
8th Grade Spanish	Spanish 2 (I, II)	Spanish Transitional (II)*
Spanish 1 (II) Spanish Transitional (II)*	Spanish 2 (I, II)	
Spanish 2 (I, II)	Spanish 3 (I, II)	
Spanish 3 (I, II)	Spanish 4 (I, II)	
Spanish 4 (I, II)	Spanish 5 (II), AP Spanish 5	

* Only students recommended by teacher may take this course.
All World Language classes are NCAA approved core courses.
Students interested in pursuing a World Languages Capstone should register for AP Research or SHS Capstone.

World Languages Electives

American Sign Language (II) Year, 1 credit, Grades 9, 10, 11, 12

The goal in the first year of this course is to develop the foundational semiotic skills to help students transition to the year two American Sign Language (ASL) class. The first year of ASL will be the introduction of basic inquiry, following directions, and developing elementary receptive skills after eight units of instruction. Moreover, students will gain an increased understanding of Deaf culture, with specific attention paid to education in the Deaf community, development of assisted communication technology, and interactions between Deaf and hearing communities. This course may be offered in an online live teacher format or in person as instructional needs and student registration dictate.

Chinese

Chinese 2 (I) Year, 1 credit

Students apply and build upon the four skills learned in Chinese 1 in thematic cultural units, which integrate communication and cultural understanding. They continue to learn additional language structures, and vocabulary is recycled as new words are introduced. Students will begin to recognize unknown words through reading strategies with knowledge of Chinese character radicals. They will practice all of the skill areas (listening, speaking, reading, and writing) in more sustained scenarios. Themes include school, shopping and clothing, transportation, weather, and dining. The Level I course will incorporate more characters and higher skill development to make it a more intensive course. *Prerequisite: Chinese 1 and teacher recommendation*

Chinese 3 (I) Year, 1 credit

Chinese 3 builds on and advances the skills learned in Chinese 2. Students will practice all of the skill areas (listening, speaking, reading, and writing) in more sophisticated and sustained scenarios. Themes include home and neighborhood, transportation, and health and illness. The Chinese 3 class will be conducted almost exclusively in Chinese, and students are required to speak Chinese as much as possible in all situations. The Level I course will incorporate more characters and higher skill development to make it a more intensive course. *Prerequisite: Chinese 2 and teacher recommendation*

Chinese 4 (I) Year, 1 credit

Chinese 4 builds on and advances the skills learned in Chinese 3. Students will continue to increase proficiency in all of the skill areas (listening, speaking, reading, and writing) in more sophisticated and sustained scenarios. Themes include Chinese holidays, cooking, and travel. Students will continue to use reading strategies and further their knowledge of Chinese radicals to understand new words. The Chinese 4 class will be conducted almost exclusively in Chinese. Students are required to speak Chinese as much as possible in all situations. The Level I course will incorporate more characters and higher skill development to make it a more intensive course. *Prerequisite: Chinese 3 and teacher recommendation*

Chinese 5 (I) or Advanced Placement Chinese 5 Year, 1 credit

Students will continue to increase proficiency in all of the skill areas (listening, speaking, reading, and writing) in more sophisticated and sustained scenarios. Themes include global challenges, science and technology, contemporary life, personal and public identities, family and community, and beauty and aesthetics. Students will use reading strategies and further their knowledge of Chinese radicals to understand new words. Students are required to speak Chinese as much as possible in all situations. Students enrolled in Advanced Placement Chinese 5 will be prepared to take the Chinese AP examination. This course is offered in an online live teacher format or in person as instructional needs and student registration dictate. Classes are scheduled within the school day. *Prerequisite: Chinese 4 and teacher recommendation*

French

French 1 (II) Year, 1 credit

This introductory course is designed to begin developing the four skill areas of the target language: listening, speaking, reading, and writing. Students will become familiar with the phonetics and correct pronunciation of French. They will learn the language within thematic cultural units that include the following: greetings/introductions, family and friends, city life, and sports and leisure. The culture will be an integral part of the units and includes the study of products, practices, and perspectives of the French-speaking world.

French 2 (I, II) Year, 1 credit

French 2 students will continue to develop the four communicative skills (listening, speaking, reading, and writing). They will practice the pronunciation and correct phonetics of French with emphasis on intonation and fluency. Students will learn the language within thematic units that include clothing and how people dress, shop, eat, live at home, travel, view healthy living, and communicate via technology. Level I students will participate in additional simulated conversations at a higher level, learn more grammatical structures and vocabulary, and read and write in greater length and detail. *Prerequisite: French 1 and teacher recommendation*

French 3 (I, II) Year, 1 credit

French 3 students will significantly increase their ability to listen, speak, read, and write in the target language. They will expand their active vocabulary by building on the first two years and adding words and phrases within thematic cultural units, which include the home, food, daily routine, and health. Speaking activities will encompass learning from previous years and continue to emphasize pronunciation, intonation, and fluency. Students will also read a shortened version of Around the World in 80 Days (Jules Verne), which will focus on developing reading skills and higher order tasks in writing and speaking. Level 1 students will complete additional presentations and speaking assessments and learn more grammatical structures and vocabulary. *Prerequisite: French 2 and teacher recommendation*

French 4 (I, II) Year, 1 credit

French 4 students will expand on previous vocabulary and grammar to communicate using the four skills: listening, speaking, reading, and writing. The thematic cultural units include higher education and preparation for the workplace, geography and travel within the European Union, and immigration and diversity in contemporary France and francophone countries. Students will participate in activities such as debate and presentational power points and record simulated dialogues incorporating the culture triangle they have been using since beginning French. Level I students will complete additional readings (the classic story of The Little Prince [Antoine de Ste-Exupéry] will be read in its original form and all skills will be used during the unit)and learn grammatical structures with focus on higher levels of interpersonal communication and spontaneous speech. Activities are designed to begin preparation for the AP course. *Prerequisite: French 3 and teacher recommendation*

French 5 (II) Year, 1 credit

French 5 students will increase their proficiency in the four skills (listening, speaking, reading, and writing) through expanded vocabulary, refined grammar, and the use of authentic media. Students will participate in activities such as presentational power points and sustained spontaneous conversations and discussions incorporating the culture triangle thay have been using since beginning French. The thematic cultural units include: Professions and the Workplace, Personal identity and Communities, Family and Generations, and Cities and Departures. Practical skills for language use in the workplace will be incorporated throughout the year. *Prerequisite: French 4 and teacher recommendation*

Advanced Placement French 5 Year, 1 credit

The Advanced Placement course includes the following themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Family and Community, and Beauty and Aesthetics. Students will be encouraged to reach high levels of proficiency with the use of authentic media and documents. Performance assessments include but are not limited to email, simulated conversations, presentations, debates, and persuasive essays. These are designed using the format and rubrics of the examination in order to maximize student preparation for the AP exam in May and prepare them with 21st century communication skills. The course is designed to integrate the four skills: listening, reading, writing, and speaking with engaging topics. *Prerequisite: French 4(I) and teacher recommendation*

Latin

Latin 1 (II) Year, 1 credit

This course offers an introduction to the classical language of ancient Romans and to stories and traditions that are the foundation of Western Civilization. In addition to vocabulary, derivatives, syntax, history, and culture, students will become acquainted with Latin prose through translation of stories and dialogues.

Latin 2 (I, II) Year, 1 credit

Latin 2 continues the study of the language, history, and culture through readings and activities from the Ecce Romani series. In addition to the curriculum, myths and other ancillary texts are read throughout the year. *Prerequisite: Latin 1 or equivalent with teacher recommendation*

Latin 3 Prose (I, II) Year, 1 credit

Latin 3 expands upon the previous Latin courses and introduces more difficult syntax. Daily lessons continue in the Ecce Romani series with readings on Roman life at home and school. In the Level 1 course, students will be responsible for additional readings. *Prerequisite: Latin 2 or equivalent with teacher recommendation*

Latin 4 (I, II) Year, 1 credit

Latin 4 students will study the most advanced points of Latin syntax, along with cultural topics such as pastimes and ceremonies. This course introduces students to poetry through Ovid's Metamorphoses with emphases on translation, critical analysis, and appreciation of poetic expression. An introduction to Julius Caesar's De Bello Gallico is presented in preparation for the AP course in Latin. Given limited enrollment in Latin 4, Level I and II classes may need to be combined. *Prerequisite: Latin 3 or equivalent with teacher recommendation*

Latin 5 (II) Year, 1 credit

Latin 5II students will study the political, social, and cultural landscape of the Roman Empire in the first century B.C. Students will study Julius Caesar's *De Bello Gallico*, Ovid's *Metamorphoses*, and selections of Catullus' poetry with emphases on translation, critical analysis, and literary appreciation. *Prerequisite: Latin 4 or equivalent and teacher recommendation*

Advanced Placement Latin 5 Year, 1 credit

AP Latin students will study the political, social, and cultural landscape of the Roman Empire in the first century B.C. Students will study Julius Caesar's De Bello Gallico and Vergil's Aeneid with emphases on translation, critical analysis, and literary appreciation. This course prepares the students for the AP exam. *Prerequisite: Latin 4 or equivalent and teacher recommendation*

KEY:				
	Critical Thinker		Communicator	**C** Capstone
	Collaborator		Self-Directed Learner	***O*** Capstone Optional
	Innovator		Global Citizen	

Spanish

Spanish 1 (II) Year, 1 credit

This introductory course is designed to begin developing the four skill areas of the target language (listening, speaking, reading, and writing). Students will also become familiar with the phonetics and correct pronunciation of Spanish. They will learn the language within thematic cultural units, which include the following: greetings/introductions, weather, school, pastimes, and family. Culture will be an integral part of the units and include the study of products, practices, and perspectives of the Spanish-speaking world.

Spanish Transitional (II) Year, 1 credit

This course will focus on practical communicative activities in real life situations and emphasize study skills for successful language acquisition. This course is designed to continue the development of the four skills of the target language: listening, speaking, reading, and writing. Students will practice the phonetics and pronunciation of Spanish. They will learn the language within thematic units (home, family and celebrations, travel and shopping), making culture an integral part of each unit. This course prepares students for the rigor of Spanish 2 and can fulfill the two-year language requirement depending on Spanish courses taken. ***Prerequisite: Students will only be placed in this course by teacher recommendation.***

Summer in Spain

Elective, 1/2 credit

Students will attend International Spanish language school, Colegio Delibes, in Salamanca, Spain. Students will be accompanied by district teachers who will live and travel with them for the two-week program. This experience includes a family stay, morning classes with students from many countries, and excursions to other regional towns or places of interest. The program includes a literary and tapas tour of the city and a private cooking class with a professional chef. The group will visit historic or cultural sites on weekend daytrips. Some of the possible sites include Ávila, a walled city, and Segovia with the historic Alcazar, the fortress that served as a model for the Disney castle. Students will take a placement test in order to enter the appropriate level class at the school.

Pending program availability and feasibility due to post-pandemic restrictions

Link to school: www.colegiodelibes.es

Prerequisite: Current sophomore and junior Spanish students. Teacher and administrative recommendations required.

Spanish 2 (I, II) Year, 1 credit

Spanish 2 students will continue to develop the four communicative skills of listening, speaking, reading, and writing. They will practice pronunciation with new emphasis on intonation and fluency. Students will study the vocabulary and structures of the language within thematic units, which include daily routine, food, health, technology, and life in the home.The honors students will also complete a unit on the World Cup and the environment. *Prerequisite: Spanish 1 or Transitional and teacher recommendation*

Spanish 3 (I, II) Year, 1 credit

Spanish 3 students will significantly increase their ability to listen, speak, read, and write in the target language. They will expand their active vocabulary with new thematic units, which include life in the home, city and countryside, health and well-being, and the workplace. The honors students will also complete units with a focus on art and news. The speaking activities will encompass learning from previous years and continue to emphasize interpersonal communication. Students will develop reading skills with authentic texts and will complete higher order tasks, which include cultural comparisons in writing. Level 1 students will complete additional presentations, readings, and speaking assessments and study grammar with more detail in preparation for the AP course. *Prerequisite: Spanish 2 and teacher recommendation*

Spanish 4 (I, II) Year, 1 credit

Spanish 4 students will expand on the vocabulary and grammar from the previous years as well as continue to increase their ability to communicate using the four skills (listening, speaking, reading, and writing). The cultural units include the following: festivals and celebrations, news, immigration and integration, and reality and fantasy. The honors students will also complete a unit on war and peace. Students will read authentic excerpts and magazine articles, complete web quests, and watch authentic videos and documentaries related to topics and issues. They will participate in activities such as presentational power points and record simulated dialogues incorporating the culture triangle they have been using since beginning Spanish. Level I students will complete additional readings, analyze films, debate, and study more detailed grammar and verb tenses, and text designed to prepare them for the AP exam. *Prerequisite: Spanish 3 and teacher recommendation*

Spanish 5 (II) Year, 1 credit

Students at this level of study will focus on all four skills (listening, speaking, reading, and writing) within thematic cultural units on health, media and technology, human relationships, human rights, and the working world. Students will also read authentic materials and use online resources to learn about current events. Students will use a grammar resource text to recycle and add new verb tenses not previously learned and add to their vocabulary. Particular focus is paid to developing interpersonal and presentational skills as activities are designed to maximize the communication skills in order to study, live, and work in a global society. *Prerequisite: Spanish 4 and teacher recommendation*

Advanced Placement Spanish 5 Year, 1 credit

The Advanced Placement course includes the following themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Family and Community, and Beauty and Aesthetics. Students will be encouraged to reach high levels of proficiency with the use of authentic media and documents. Performance assessments include but are not limited to email, simulated conversations, presentations, debates, and persuasive essays. These are designed using the format and rubrics of the examination in order to maximize student preparation for the AP exam in May and prepare them with 21st century communication skills. The course is designed to integrate the four skills: listening, reading, writing, and speaking with engaging topics. *Prerequisite: Spanish 4(I) and teacher recommendation*

Latin American and Latino Studies (II) Semester, 1/2 credit, Grades 10, 11, 12

This course is designed to provide students with an introduction to Latin American history and Latino culture in the Americas. It will explore topics such as the geography and populations of the Americas, and the history of colonization, early globalization, and nation formation in the region. Students will also have the opportunity to study societal, economic, cultural and political issues of contemporary Latin America. The course will also focus on Latino issues and culture within the United States of America. Students will apply source analysis and perspective-taking skills throughout the course while developing their collaborative and empathic abilities. The course may be co-taught between Social Studies and World Language departments, allowing students to earn Social Studies and/or elective credit. Students have the option of taking as an ECE course for college credit.

Special Services

The Department of Special Services offers a comprehensive spectrum of services at Simsbury High School to include academic, counseling, and related services supports. Such services are determined collaboratively through the Planning and Placement Team (PPT) process. Questions or comments about Special Services should be directed to the department supervisor for special services. Special education services are designed to meet the individual needs of the student in order to provide access and support to the general education curriculum. The goal for all servicing is to increase academic success, which is augmented by consultation with other SHS staff members.

The Simsbury High School Department of Special Services includes the following staff members:

- Educational Support Specialists
- Transition Coordinator
- Speech/Language Pathologist
- School Psychologists
- School Social Worker
- Instructional Paraeducator

Special Services Information

Director of Pupil Services

Katie Krasula
tel. 860-323-8153

Website
www.simsbury.k12.ct.us
(Click on "District/Special Services")

Special education and related services are provided to students who have been identified under the following disability categories as outlined in federal and state statutes: Learning Disability, Speech or Language Impairment, Visual Impairment, Hearing Impairment, Emotional Disturbance, Orthopedic Impairment, Deaf-Blindness, Traumatic Brain Injured, Autism, Other Health Impairment (ADHD, etc.), Intellectual Disability, Multiple Disability.

An Individualized Education Program (IEP) is developed to outline, among other items, the student's present level of educational performance, annual goals, short-term objectives, special education instructional/related services, and any accommodations/modifications necessary within special and/or regular education classrooms.

At Simsbury High School, highly qualified and certified special education teachers instruct students in co-taught environments and on an individual and/or small group basis to assist them in developing academic, social/emotional and/or compensatory skills. A number of special education services are available for students based on individual need. Students are included in regular academic and elective courses to the fullest extent possible as determined by the Planning and Placement Team (PPT).

Parents having questions about the availability, appropriateness, or adequacy of Special Services Programs for their child should contact the ***Department Supervisor of Special Services Licia Krier at 860-658-0451, ext. 661.*** A brochure, *"A Parent and Student Guide to Special Education in the Simsbury Public Schools,"* which explains special services and outlines procedural safeguards for parents, is available in each school. A copy may also be obtained from the Department of Special Services. In addition, information on special education services can be found at our website (www.simsbury.k12.ct.us) by clicking on the "Special Services" tab.

Special education course selections for students already participating in the Simsbury Special Services program are made only through the recommendation of Special Services staff and are subsequently finalized at a PPT.

Special education course selection for students new to Simsbury or in the process of being referred to Special Services can be made by PPT only.

Alternative Schooling Options

To receive information on any of the Alternative Schooling Options listed below, we recommend that you first go to the website listed in the program description. If you have further questions, each of the websites has a "Contact Us" button or other link to direct you to the contact person who can help you. Information regarding admissions procedures is also available in the School Counseling Office.

Greater Hartford Academy of the Arts (Level I) Grades 9, 10, 11, 12

Half-day program (3 credits) and Full-day program

The Greater Hartford Academy of the Arts (GHAA) is an integrated arts magnet high school.that is open by lottery to high school students in the Greater Hartford area.

Half-day students attend their sending school in the morning and GHAA at Hartford's Learning Corridor campus from 1:00 p.m. to 4:15 p.m. Monday through Thursday; transportation from SHS is provided. Students spend 13 intensive hours each week pursuing artistic excellence under the guidance of practicing arts professionals who are the core faculty at GHAA. The arts training program is designed to prepare talented students to pursue post-secondary studies and professional careers in dance, instrumental and vocal music, musical theater, theater, theater design and production, and visual arts. The curriculum is professionally oriented, highly structured, and academically rigorous. An Artists-in-Residency Program brings outstanding artists to GHAA for master classes and presentations. These professional contacts enrich the curriculum and provide a realistic perspective on artistic careers.

Full-day students attend GHAA at Colt Gateway in Hartford from 7:30 a.m. to 2:30 p.m. Monday through Friday in pursuit of a GHAA high school diploma in an integrated arts-focused program. Students plan their program to include traditional academics and offerings in creative writing, dance, game design, graphic design, instrumental and vocal music, media production, and music production, and may audition for productions in the half-day program. Students attending GHAA full-day withdraw from Simsbury High School.

For further information on half- and full-day programs, visit the Greater Hartford Academy of the Arts website at http://ghaa.crecschools.org/.

Pathways Program Grades 9, 10, 11, 12 Flexible program (credits TBD)

This program is offered as an intensive intervention for students who have demonstrated extreme difficulty in finding academic and personal success in the traditional classroom. In Pathways, academic teachers and special education staff work together to provide an innovative and personalized learning environment that supports students in developing the values, self-discipline, work habits, academic skills, and life skills needed to achieve success. These students may require highly individualized instruction in one or more content courses, resource room support, and/or counseling (individual, peer group, family) in order to be successful.

Placement in the Pathways Program may only occur at the recommendation of a Planning and Placement Team (PPT) or a Student Intervention Team (SIT).

Bristol Technical Education Center (Level II) Grades 11, 12 Full-day program

The Bristol Technical Education Center (BTEC) offers juniors and seniors a full year vocational technical program in which students receive credit towards the high school graduation requirements. This training is tuition-free. Classes begin at 9:30 a.m. and end at 1:50 p.m. and are held Monday through Friday. Students may need to come to the high school for one or two core academic classes in the morning to earn required credits that are not offered at BTEC.

High school students will receive a trade certificate upon completion of the curriculum.

The following programs are available:

- Automotive Technology
- Welding/Metal Fabrication
- Electronics Technology
- Culinary Arts
- Manufacturing Technology
- Heating, Ventilation, Air Conditioning and Refrigeration (HVACR)

For further information, go to the Bristol Technical Education Center website at www.cttech.org/bristol.

Post Secondary Transition Capstone Experience

Through the planning and placement team meeting process, it may be recommended that a student participate in a post secondary transition Capstone experience. This will highlight post secondary planning, self assessment, a formal portfolio/product, internship experiences, and/or public presentations. The individual pieces of this Capstone will be driven by student individual needs, the discussions of the PPT to meet the Capstone requirements, a student's achievement within the vision of the graduate indicators, and purposeful transition work.

Independent Study Semester, 1/2 credit

Independent Study at Simsbury High School represents a contract describing a course of study and academic expectations for earning credit beyond the traditional classroom setting. The contract must be approved by the appropriate department supervisor and the principal. Independent study courses are typically offered for students who are exceptional in the area of study and have exhausted regular curricular offerings. Grading will be recorded as "pass" on transcripts. Students who are eligible for and motivated to pursue independent study should speak with their counselors. For students enrolled in an Independent Study, note that this program is above and beyond the minimum course requirements.

Trojan Internship Program

The internship programs will provide students in grades 11 and 12 the opportunity to gain real world experience and explore different careers of interest while also earning school credit. Through this program students will develop the skills necessary to be productive members in the workplace.

Internal Internship, Semester, 4 days per week, 1/2 credit

Students will work within the walls of Simsbury High School to gain experience in the world of work. Through either a Teaching Assistant position or Writing Tutor position, students will be trained by faculty in job skills related to the technology and education fields. See below for specific descriptions of each option.

- **Teaching Assistant:** Students will assist teachers in an area of interest, where they will design and implement a minimum of two lessons, provide help to students during class, and set up class materials/labs. Teaching assistants will submit a summative portfolio (which could also include a TA log, reflection, presentation, and other assignments as decided by the departments) to the teacher and department supervisor. Teaching assistant candidates and the teacher will develop a schedule and class meeting times to meet the teaching assistant requirements.

  Prerequisites: Successful completion of course, accepted application

- **Writing Center Tutor:** This opportunity is for 11th and 12th grade students who are effective writers and who like working with and helping others. Students will be trained to run Writing Conferences with other students in grades 9-12 and will engage in regular one-on-one writing instruction.

  Prerequisites: Recommendation by English teacher, accepted application, successful completion of training and testing sessions

- **Trojan Tech Team (TTT):** The student help desk is an integral component of the high school 1:1 Chromebook program. The help desk is staffed and managed by students and overseen by the Library Media Specialist and Chromebook technician. Students will learn how to troubleshoot common issues with student use of the Chromebooks, and they will increase their knowledge of the GSuite apps and other common apps/extensions utilized in the classroom. Students will enhance their organizational, communication, and time management skills through the management of the TTT help desk and interfacing with students and faculty. Students will learn how to create concise instructional tutorials utilizing video creation/editing apps and GSuite. A badge system with specific requirements are utilized quarterly.

  Prerequisites: Accepted application, recommendation of teacher

- **Trojan Sports Management Internship:** The internship program provides students in grades 11 and 12 the opportunity to gain real world experience and explore different careers of interest while also earning school credit. Through this program, students will develop the skills necessary to be productive members in the workplace. The Department of Athletics is offering a Sports Management Internship opportunity for 1/2 credit. There are a number of specific areas where students can gain experience on the operations side of the athletic program and represent SHS through this work/learning experience. These skills are valuable and could lead to opportunities for collegiate studies and careers in the area of sports management; work study at the college level; performing the same tasks and utilizing skills learned at SHS through this experience; or just representing yourself and SHS and contributing to a positive experience for all relating to athletics at Simsbury High School. In order to receive credit for this internship, students must complete a minimum of 60 hours of work during the school year.

  Areas of Interest

Event Management	Scoreboard Operations	Event Announcing
Visitor Experience	Sports Videography	Sports Bookkeeping
Official Liaison	Event Music	Athletic Trainer Assistant

External Internship, Semester, 60 hours, 1/2 credit

Students will work with a school internship coordinator and local business or community organization to gain experience in the world of work. Students will develop an educational plan, complete timesheets, and participate in two check-ins with their internship coordinator as components of the program. Students interested in this opportunity will need to meet with the internship coordinator throughout the internship experience.

**Transportation to/from the internship site must be provided by student.*

*** Students interested in working with a* ***for profit*** *business will need to fulfill the State's requirements through the Unpaid Experiential Learning Program (UELP).*

Prerequisites: Junior/senior status, good academic standing, no recent behavioral referrals

Capstone Internship Program

Capstone Internship, 1 credit, Grades 11, 12

Capstone internships combine approximately 60 hours of work or service in the community with career research and workforce skill development through SHS. Students must apply for internships through school counseling. Prior to completing internship hours, Capstone internship students are required to participate in activities to prepare for the experience. All Capstone internship students must also successfully complete a demonstration of learning and final reflection at the end of the Capstone year.

Students may intern during the academic year in grade 11 or 12. Students may also plan an internship during junior spring, complete hours in the summer, and complete Capstone requirements in the fall of senior year. Students must enroll in Capstone internships during the semester prior to the internship. Planning is required. Students cannot retroactively receive Capstone credit for internship hours alone.

- **Capstone In-House Internship:** Many semester Trojan internships can continue as year-long Capstone internships. In-house Capstone internships are supervised by SHS faculty, and require students to engage in a Capstone inquiry process in the internship area in addition to hours served.

- **Capstone Community Internship:** Capstone community internships occur within a year-long framework of career exploration and workforce preparation. Students interested in a Capstone community internship should notify their school counselor and schedule a planning meeting with the Capstone Coordinator in February (for summer internships) or August (for academic year internships). All student interns must complete job skills preparation, safety training, a learning plan, and required paperwork prior to beginning an internship for school credit. Capstone community interns must be at least 16 years old, in grades 11 or 12, and families must provide transportation to the internship site.

SAT Prep Courses (Department of Continuing Education)

SAT English Classes: This course provides an analysis of the representative types of questions on the verbal part of the Scholastic Aptitude Test, which includes reading comprehension, sentence completion, and analogies. The review will provide the student with practice exercises, lucid explanations of difficult subject matter, and many typical college entrance questions.

SAT Math Classes: This course will include an analysis of the representative questions on the mathematical portion of the Scholastic Aptitude Test. The review will provide students with practice exercises, as well as a complete explanation of the various types of problems they will encounter on the test. This course is geared to the new SAT exam.

Please consult the Department of Continuing Education (DCE) website for more specific details: www.simsbury.k12.ct.us/dce.

Summer Credit Options

The Department of Continuing Education (DCE) offers summer classes that Simsbury High School students can take and for which they can receive credit toward their graduation requirements. Course selections may vary from summer to summer depending on student needs and staff availability.

It is anticipated that for the summer of 2021 the following courses will be offered for credit: Financial Literacy, Physical Education Grade 9, Grade 10 Wellness, Grade 11 Wellness, Civics, and Simsbury Arts Academy (SAA).

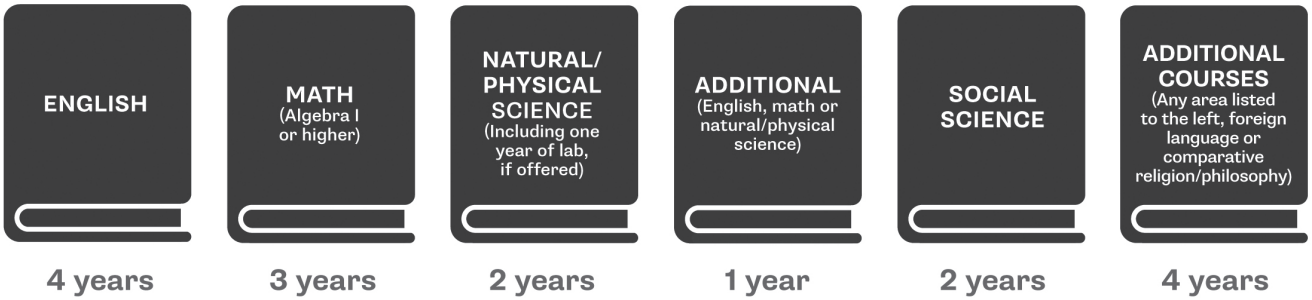
In addition to the in-class options, the DCE will provide recovery and credit options in many academic areas through PLATO Learning. Details on these programs of study will be available in late March.

Grading will be recorded as "pass/fail" on transcript.

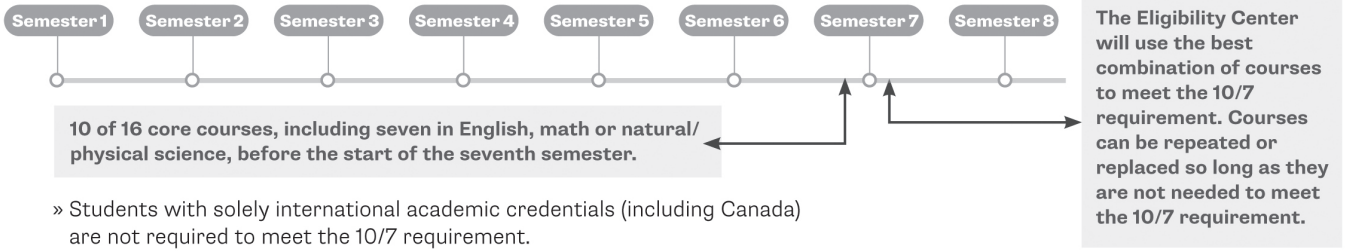
DIVISION I ACADEMIC STANDARDS

Division I schools require college-bound student-athletes to meet academic standards for NCAA-approved core courses, core-course GPA and test scores. To be eligible to practice, compete and receive an athletics scholarship in your first full-time year at a Division I school, you must graduate from high school and meet *all* of the following requirements:

1. Complete a total of 16 core courses in the following areas:



2. Complete 10 of your 16 core courses, including seven in English, math or natural/physical science, before the start of your seventh semester. Once you begin your seventh semester, any course that is needed to meet the 10/7 requirement cannot be replaced or repeated.



» Students with solely international academic credentials (including Canada) are not required to meet the 10/7 requirement.

3. Complete the 16 NCAA-approved core courses in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.

4. Earn an SAT combined score or ACT sum score that matches your core-course GPA (minimum 2.300) on the Division I full-qualifier sliding scale. Review the sliding scale on **page 22** to ensure your score meets Division I requirements. More information regarding the impact of COVID-19 and test scores can be found at **on.ncaa.com/COVID19_Fall2022**.

How to plan your high school courses to meet the 16 core-course requirement: 4 x 4 = 16

9TH GRADE
(1) English
(1) Math
(1) Science
(1) Social Science and/or additional
4 CORE COURSES

10TH GRADE
(1) English
(1) Math
(1) Science
(1) Social Science and/or additional
4 CORE COURSES

11TH GRADE
(1) English
(1) Math
(1) Science
(1) Social Science and/or additional
4 CORE COURSES

12TH GRADE
(1) English
(1) Math
(1) Science
(1) Social Science and/or additional
4 CORE COURSES

Academic Certification Decisions

An academic certification will be conducted to determine if you meet the Division I academic standards. Academic certifications are required for all college-bound student-athletes planning to compete at a Division I school. (An amateurism certification is also required; **see page 29**.) The following items are required in order to complete your academic certification:

- Final **official transcript** with proof of graduation.
- Official transcripts from ***all*** high schools attended.
- **Test scores**. More information regarding the impact of COVID-19 and test scores can be found at **on.ncaa.com/COVID19_Fall2022**.
- No open academic tasks in your Eligibility Center Certification account (**see page 13**).
- Be on a Division I school's **institutional request list**.

Being placed on a school's **institutional request list** means you are being recruited and notifies the NCAA Eligibility Center to complete an academic evaluation for you after all of your required documents have been submitted.

If you are being recruited by a **Division I school**, below are the most common decisions you may receive once a certification has been completed.

EARLY ACADEMIC QUALIFIER

If you meet specific criteria after six semesters of high school, you may be deemed an early academic qualifier for Division I and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment. To be an early academic qualifier, you will need:

- A minimum SAT combined score (math and critical reading) of 980 or ACT sum score of 75.
- A core-course GPA of 3.000 or higher in a minimum of 14 core courses in the following areas:
  - Three years of English.
  - Two years of math.
  - Two years of science.
  - Two additional years of English, math or natural/physical science.
  - Five additional core courses in any area.

A final high school transcript must be submitted to the Eligibility Center after high school graduation for all early academic qualifiers.

QUALIFIER

You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment at an NCAA Division I school.

ACADEMIC REDSHIRT

You may receive an athletics scholarship during your first year of full-time enrollment and practice during your first regular academic term but may NOT compete during your first year of enrollment. You must pass either eight quarter or nine semester hours to practice in the next term.

NONQUALIFIER

You will not be able to practice, compete or receive an athletics scholarship during your first year of enrollment at a Division I school.

What If I Don't Graduate on Time?

In Division I, if you do not graduate on time (in four years/eight semesters), the NCAA Eligibility Center will still use your grades and coursework for the first four years/eight semesters for your certification. You will still need to provide proof of graduation (once you graduate) and you may not use any coursework taken after your high school graduation toward your certification.

What If I Don't Meet the Division I Standards?

If you have not met all of the Division I academic standards, you may not compete in your first year at a Division I school. However, if you qualify as an academic redshirt, you may practice during your first term in college and receive an athletics scholarship for the entire year.

To qualify as an academic redshirt, you must graduate high school and meet all of the following academic standards:

- Complete 16 core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA (minimum 2.000) on the Division I sliding scale (**see page 22**).

Courses Taken After High School

For Division I, only courses completed in your first eight semesters will qualify as core courses. If you graduate from high school on time (in eight semesters) with your incoming ninth-grade class, you may use one core-course unit completed in the year after graduation (summer or academic year) before full-time collegiate enrollment. You may complete the core course at a location other than the high school from which you graduated as long as the course is taken prior to full-time enrollment at any college or university.

A college course taken after high school graduation may be used toward your initial eligibility and awarded 0.5 units from your college transcript (unless awarded one full unit on your home high school transcript). It must appear on your home high school transcript with grade and credit.

An additional core-course unit taken after on-time high school graduation cannot replace a course used to meet the core-course progression (10/7) requirement, but an additional core course after on-time graduation may replace one of the remaining six core-course units necessary to meet core-course requirements. For more information on the impact of COVID-19 and initial-eligibility requirements, visit **on.ncaa.com/COVID19_FALL2022**.

Sliding Scale for Division I

Division I uses a sliding scale to match your test score(s) and core-course GPA to determine eligibility. The sliding scale balances your test score with your core-course GPA. Find more information about test scores on **page 15** or visit **ncaa.org/test-scores**. More information regarding the impact of COVID-19 and test scores can be found at **on.ncaa.com/COVID19_Fall2022.**

DIVISION I
FULL QUALIFIER SLIDING SCALE

Core GPA	SAT*	ACT Sum*	Core GPA	SAT*	ACT Sum*
3.550	400	37	2.750	810	59
3.525	410	38	2.725	820	60
3.500	430	39	2.700	830	61
3.475	440	40	2.675	840	61
3.450	460	41	2.650	850	62
3.425	470	41	2.625	860	63
3.400	490	42	2.600	860	64
3.375	500	42	2.575	870	65
3.350	520	43	2.550	880	66
3.325	530	44	2.525	890	67
3.300	550	44	2.500	900	68
3.275	560	45	2.475	910	69
3.250	580	46	2.450	920	70
3.225	590	46	2.425	930	70
3.200	600	47	2.400	940	71
3.175	620	47	2.375	950	72
3.150	630	48	2.350	960	73
3.125	650	49	2.325	970	74
3.100	660	49	2.300	980	75
3.075	680	50	2.299	990	76
3.050	690	50	2.275	990	76
3.025	710	51	2.250	1000	77
3.000	720	52	2.225	1010	78
2.975	730	52	2.200	1020	79
2.950	740	53	2.175	1030	80
2.925	750	53	2.150	1040	81
2.900	750	54	2.125	1050	82
2.875	760	55	2.100	1060	83
2.850	770	56	2.075	1070	84
2.825	780	56	2.050	1080	85
2.800	790	57	2.025	1090	86
2.775	800	58	2.000	1100	86

ACADEMIC REDSHIRT

*Full sliding scale research between the new SAT and ACT is ongoing.

DIVISION I WORKSHEET

This worksheet is provided to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The NCAA Eligibility Center will determine your academic status after you graduate. Remember to check your high school's list of NCAA-approved core courses for the classes you have taken or plan to take.

Use the following scale: A = 4 quality points; B = 3 quality points; C = 2 quality points; D = 1 quality point.

ENGLISH (4 YEARS REQUIRED)

10/7	COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
✓	Example: English 9	.50		A		(.5 x 4) = 2
	TOTAL ENGLISH UNITS					TOTAL QUALITY POINTS

MATHEMATICS (3 YEARS REQUIRED)

10/7	COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
✓	Example: Algebra I	1.0		B		(1.0 x 3) = 3
	TOTAL MATHEMATICS UNITS					TOTAL QUALITY POINTS

NATURAL/PHYSICAL SCIENCE (2 YEARS REQUIRED)

10/7	COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
	TOTAL NATURAL/PHYSICAL SCIENCE UNITS					TOTAL QUALITY POINTS

ADDITIONAL YEAR IN ENGLISH, MATHEMATICS OR NATURAL/PHYSICAL SCIENCE (1 YEAR REQUIRED)

10/7	COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
	TOTAL ADDITIONAL UNITS					TOTAL QUALITY POINTS

SOCIAL SCIENCE (2 YEARS REQUIRED)

10/7	COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
	TOTAL SOCIAL SCIENCE UNITS					TOTAL QUALITY POINTS

ADDITIONAL ACADEMIC COURSES (4 YEARS REQUIRED)

10/7	COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
	TOTAL ADDITIONAL ACADEMIC UNITS					TOTAL QUALITY POINTS

	TOTAL QUALITY POINTS FROM EACH SUBJECT AREA / TOTAL CREDITS = CORE-COURSE GPA		/		=	
		Quality Points	/	Credits	=	Core-Course GPA

Sixteen core courses are required for your core-course GPA. Ten core courses must be completed before the seventh semester; seven of the 10 must be a combination of English, math or natural or physical science.

DIVISION II ACADEMIC STANDARDS

Division II schools require college-bound student-athletes to meet academic standards for NCAA-approved core courses, core-course GPA and test scores. To be eligible to practice, compete and receive an athletics scholarship in your first full-time year at a Division II school, you must graduate from high school and meet all of the following requirements:

NCAA DIVISION II MAKE IT YOURS®

1. Complete 16 core courses in the following areas:

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

2. Earn an SAT combined score or ACT sum score that matches your core-course GPA (minimum 2.200) on the Division II full-qualifier sliding scale (**see page 26**). More information regarding the impact of COVID-19 and test scores can be found at **on.ncaa.com/COVID19_Fall2022**.

3. Submit proof of graduation to the Eligibility Center.

Student-athletes enrolling at an NCAA member school Aug. 1, 2021, or later who do not meet Division II qualifier standards will be deemed partial qualifiers. All Division II partial qualifiers may receive an athletics scholarship and practice during their first year of full-time enrollment at a Division II school, but may NOT compete.

Academic Certification Decisions

An academic certification will be conducted to determine if you meet the Division II academic standards. Academic certifications are required for all college-bound student-athletes planning to compete at a Division II school. (An amateurism certification is also required; **see page 29**.) The following items are required in order to complete your academic certification:

- Final **official transcript** with proof of graduation.
- Official transcripts from ***all*** high schools attended.
- **Test scores**. More information regarding the impact of COVID-19 and test scores can be found at **on.ncaa.com/COVID19_Fall2022**.
- No open academic tasks in your Eligibility Center Certification account (**see page 13**).
- Be on a Division II school's **institutional request list**.

Being placed on a school's **institutional request list** means you are being recruited and notifies the NCAA Eligibility Center to complete an academic evaluation for you after all of your required documents have been submitted.

If you are being recruited by a **Division II school**, below are the most common decisions you may receive once a certification has been completed.

EARLY ACADEMIC QUALIFIER

If you meet specific criteria listed below after six semesters, you may be deemed an early academic qualifier for Division II and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment. To be an early academic qualifier, you will need:

- A minimum SAT combined score (math and critical reading) of 900 or ACT sum score of 68.
- A core-course GPA of 2.5 or higher in a minimum of 14 core courses in the following areas:
  - Three years of English.
  - Three years of math.
  - Two years of natural or physical science.
  - Six additional core courses in any area.

A final high school transcript must be submitted to the Eligibility Center after high school graduation for all early academic qualifiers.

QUALIFIER

You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment at an NCAA Division II school.

PARTIAL QUALIFIER

You may practice and receive an athletics scholarship, but may NOT compete, during your first year of full-time enrollment at an NCAA Division II school.

What If I Don't Meet the Division II Standards?

If you enroll full time at a Division II school and you have not met all Division II academic qualifier standards, you may not compete in your first year. However, you will be deemed a partial qualifier. All Division II partial qualifiers may receive an athletics scholarship and practice during their first year of full-time enrollment at a Division II school, but may NOT compete.

Core-Course Timeline

If you plan to compete at a Division II school, you must complete 16 NCAA core courses after starting grade nine and before your first full-time college enrollment.

Courses Taken After High School

For Division II, you may use an unlimited number of core courses completed after graduation (summer or academic year) before full-time collegiate enrollment. You may complete the core course(s) at a location other than the high school from which you graduated. A college course taken after high school graduation may be used toward your initial eligibility and awarded 0.5 units from your college transcript (unless awarded one full unit on your home high school transcript). It must appear on your home high school transcript with grade and credit.

Sliding Scale for Division II

Division II uses a sliding scale to match your test score(s) and core-course GPA to determine eligibility. The sliding scale balances your test score with your core-course GPA. Find more information about test scores on **page 15** or visit **ncaa.org/test-scores**. More information regarding the impact of COVID-19 and test scores can be found at **on.ncaa.com/COVID19_Fall2022**.

DIVISION II
FULL QUALIFIER SLIDING SCALE

Core GPA	SAT*	ACT Sum*
3.300 & above	400	37
3.275	410	38
3.250	430	39
3.225	440	40
3.200	460	41
3.175	470	41
3.150	490	42
3.125	500	42
3.100	520	43
3.075	530	44
3.050	550	44
3.025	560	45
3.000	580	46
2.975	590	46
2.950	600	47
2.925	620	47
2.900	630	48
2.875	650	49
2.850	660	49
2.825	680	50
2.800	690	50
2.775	710	51
2.750	720	52
2.725	730	52
2.700	740	53
2.675	750	53
2.650	750	54
2.625	760	55
2.600	770	56
2.575	780	56
2.550	790	57
2.525	800	58
2.500	810	59
2.475	820	60
2.450	830	61
2.425	840	61
2.400	850	62
2.375	860	63
2.350	860	64
2.325	870	65
2.300	880	66
2.275	890	67
2.250	900	68
2.225	910	69
2.200	920	70 & above

***Full sliding scale research between the new SAT and ACT is ongoing.**

DIVISION II WORKSHEET

This worksheet is provided to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The NCAA Eligibility Center will determine your academic status after you graduate. Remember to check your high school's list of NCAA-approved core courses for the classes you have taken or plan to take.

Use the following scale: A = 4 quality points; B = 3 quality points; C = 2 quality points; D = 1 quality point.

ENGLISH (3 YEARS REQUIRED)					
COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
Example: English 9	.50		A		(.5 x 4) = 2
TOTAL ENGLISH UNITS					TOTAL QUALITY POINTS

MATHEMATICS (2 YEARS REQUIRED)					
COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
Example: Algebra I	1.0		B		(1.0 x 3) = 3
TOTAL MATHEMATICS UNITS					TOTAL QUALITY POINTS

NATURAL/PHYSICAL SCIENCE (2 YEARS REQUIRED)					
COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
TOTAL NATURAL/PHYSICAL SCIENCE UNITS					TOTAL QUALITY POINTS

ADDITIONAL YEARS IN ENGLISH, MATHEMATICS OR NATURAL/PHYSICAL SCIENCE (3 YEARS REQUIRED)					
COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
TOTAL ADDITIONAL UNITS					TOTAL QUALITY POINTS

SOCIAL SCIENCE (2 YEARS REQUIRED)					
COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
TOTAL SOCIAL SCIENCE UNITS					TOTAL QUALITY POINTS

ADDITIONAL ACADEMIC COURSES (4 YEARS REQUIRED)					
COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
TOTAL ADDITIONAL ACADEMIC UNITS					TOTAL QUALITY POINTS

TOTAL QUALITY POINTS FROM EACH SUBJECT AREA / TOTAL CREDITS = CORE-COURSE GPA		/		=	
	QUALITY POINTS	/	CREDITS	=	CORE-COURSE GPA

DIVISION III INFORMATION

Division III schools provide an integrated environment focusing on academic success while offering a competitive athletics environment. Division III rules minimize potential conflicts between athletics and academics and focus on regional in-season and conference play to maximize academic, co-curricular and extracurricular opportunities.

While Division III schools do not offer athletics scholarships, 80% of Division III student-athletes receive some form of merit or need-based financial aid.

If you are planning to attend a Division III school, you can create a free Profile Page account at **eligibilitycenter.org** to learn more about college sports. Division III schools set their own admissions and eligibility standards. Contact the Division III school you are planning to attend or visit **ncaa.org/d3** to learn more.

NCAA DIVISION III
DISCOVER | DEVELOP | DEDICATE

Simsbury Board of Education

Non-Discrimination In Education

Equal Opportunity

It is the policy of the Simsbury Public Schools that no individual shall be excluded from participation in, denied the benefits of, or subjected to discrimination under any school program, including employment, because of race, color, sex, religion, national origin, sexual orientation, marital status, disability or any other basis prohibited by local, state, and federal law.

Any student or other individual who feels he or she has been denied an equal opportunity in violation of this policy should immediately bring his or her complaint to the attention of the building principal, assistant principal, building Title IX coordinator, or Assistant Superintendent for Administration. Contact information for the Title IX Coordinators is posted in each school and available in the Department of Human Resources.

Policy 4201.6 Non-Discrimination (Employment)

The Board of Education will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, marital status, sexual orientation, gender identity or expression, national origin, ancestry, disability or genetic information, except in the case of a bona fide occupational qualification. For the purposes of this policy, "genetic information" means the information about genes, gene products, or inherited characteristics that may derive from an individual or a family member.

Simsbury Public Schools Compliance Officers

Questions concerning Title IX compliance should be directed to:

Neil Sullivan, Assistant Superintendent for Administration

(860) 651-3361; nsullivan@simsburyschools.net

Questions concerning 504 compliance should be directed to:

Sue Lemke, Assistant Superintendent for Teaching & Learning

(860) 651-3361; slemke@simsburyschools.net

Grievance Procedure

The Simsbury Board of Education has designated Neil Sullivan, Assistant Superintendent for Administration, as the compliance officer. The office is located at 933 Hopmeadow Street, Simsbury, CT 06070, and the telephone number is 860-651-3361. Email: nsullivan@simsburyschools.net

Each school has a person or persons who shall act as compliance coordinators. Their names are posted in the building and can be acquired by contacting the school secretary. It is the function of the coordinator to address questions/issues concerning compliance. In the event a person has raised a concern and is not satisfied with the coordinator's response, he/she has the right, within five working days of the coordinator's response, to file a written complaint with the building principal. The principal, upon reviewing the complaint, will render a written decision within ten working days. If not satisfied with the principal's decision, the complainant may, within five working days, refer the complaint in writing to the Assistant Superintendent for Administration, who will review the case and render a decision within ten working days. Within five working days of this decision, the complainant may appeal, in writing, to the superintendent.

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