



REGULAR BOARD OF EDUCATION MEETING

Monday, December 9, 2024 7:00 PM

Town Council Chambers

Glastonbury Town Hall

2155 Main Street

Glastonbury, CT 06033

1. Call to Order
2. Pledge of Allegiance
3. Awards and Recognition
 - A. Glastonbury Public Schools' Bridgeworks Program
 - B. Presthika Vijaykumar - Connecticut Technology Council Award Recipient
4. Student Representatives' Report
 - A. Hayley Lemieux, Class of 2025
 - B. Amalia Baird, Class of 2027
5. Special Reports
 - A. Ten-Year Enrollment Projections
 - B. Buttonball Lane School 5th Grade 2025-2026
6. Information Session for Public Comment
7. Business Requiring Action
 - A. Approval of the Glastonbury High School Program of Studies 2025-2026
 - B. Approval of the Smith Middle School Program of Studies 2025-2026
 - C. Approval of the Board of Education Meeting Dates January 2026 - January 2027
 - D. Approval of GHS Student Trip to Chinatown, Vancouver, Canada
 - E. Approval of the November 25, 2024 Meeting Minutes
8. Reports and Discussion
 - A. Program Reports
 1. Equity, Diversity, and Inclusion Program Report
 - B. Glastonbury Education Foundation
9. Committee Reports
10. Chairman's Reports
11. Superintendent's Report
 - A. Self-Insurance Reserve Update, November 2024
 - B. School Enrollment, December 2024
 - C. Student Suspension Report, November 2024
 - D. Dates to Remember

12. Adjournment

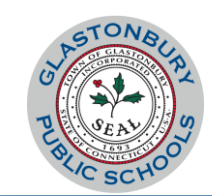
- A. Please note: It is possible that the Board of Education may go into Executive Session



Glastonbury Public Schools

Enrollment Projections, Capacity & Utilization Study Executive Summary

December 9, 2024



Contents

Summary of Key Findings:

- Enrollment Drivers
- Enrollment Trends
- Enrollment Projections
- Capacity & Utilization Study



Summary

Enrollment Drivers

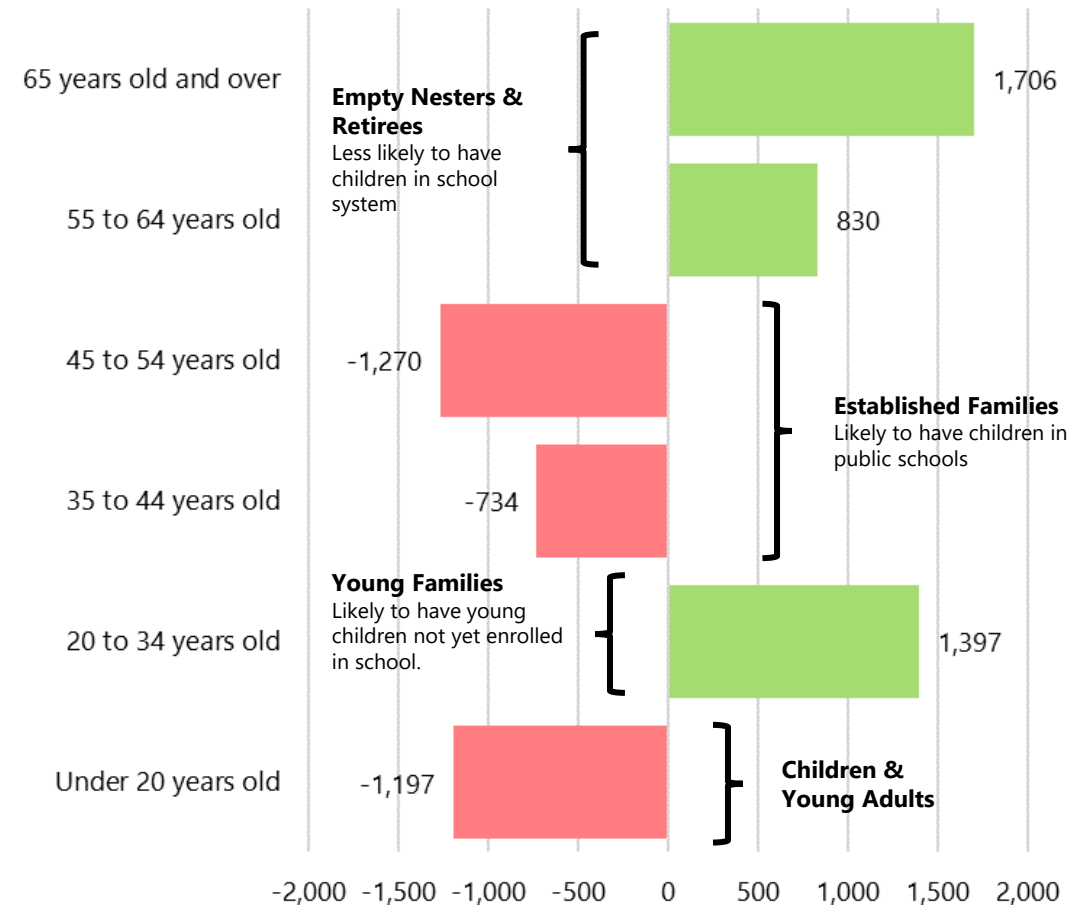


Demographics Summary

Glastonbury is a growing community.

- Between the 2010 and 2020 census, Glastonbury's population grew by 732 residents, or 2.1%, reaching 35,159 residents. 2023 population estimates show slow growth continuing.
- The 20- to 34-year-old age group (+37.4%) and 65-year-old and over (34.5%) age groups experienced the fastest growth between 2010 and 2020.
 - The 20- to 34-year-old age group is most likely to have young children not yet in school.

Glastonbury Population Change by Age Group: 2010 to 2020



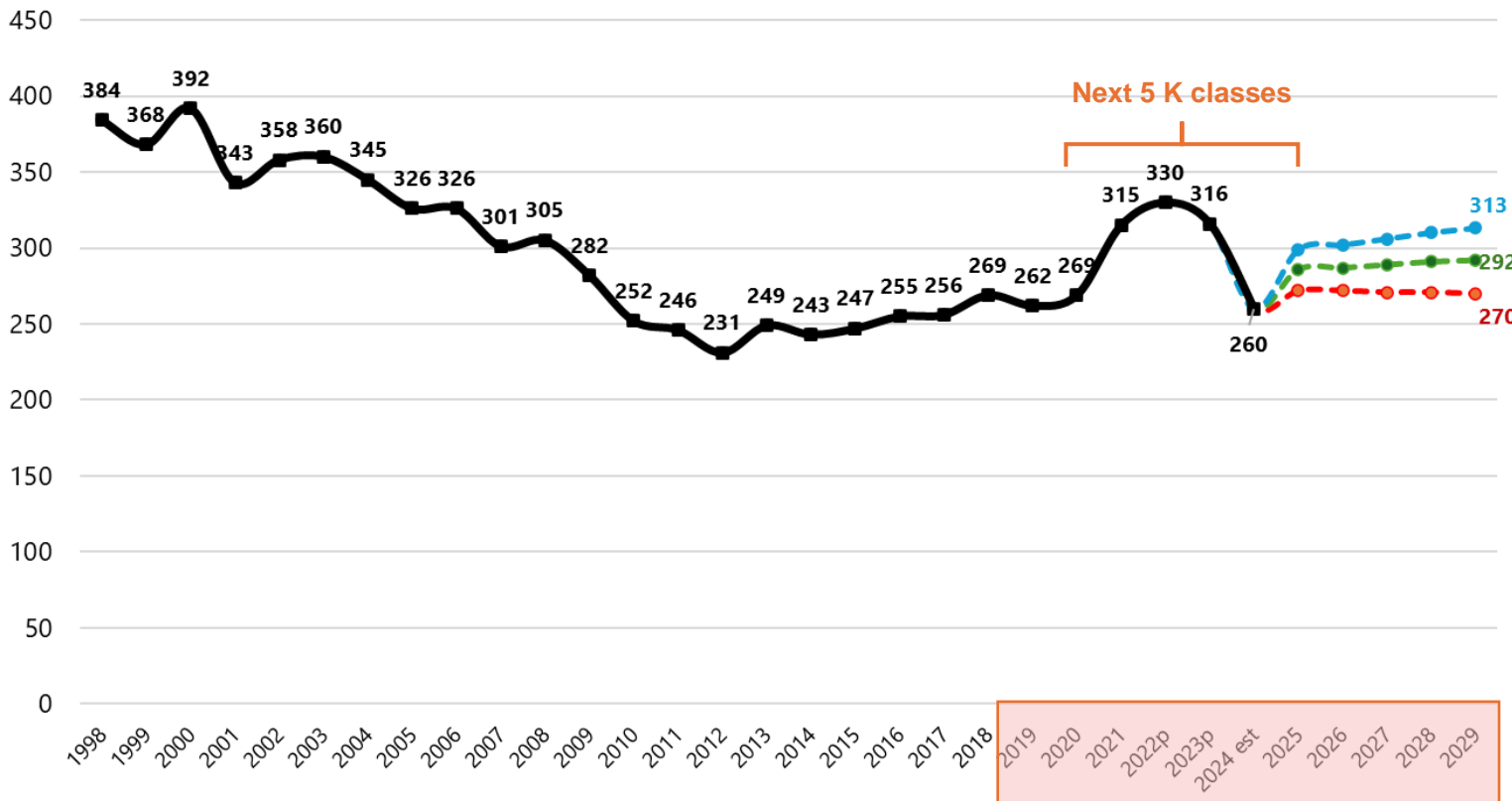


Demographics Summary: Births

Birth "bubbles" from 2021 to 2023 will enter kindergarten starting in 2026.

- Births last peaked in 2000 at 392 births and consistently decreased reaching a low of 231 births in 2012.
- Births slowly increased between 2012 and 2020, followed by three years of elevated births between 2021 and 2023 (average of 320).
- Data for 2024 is trending in line with pre-pandemic levels.
- Three birth projection models prepared through 2029 to align with the high, medium, and low enrollment projection models.
 - Low model: avg. 271
 - Medium model: avg. 289
 - High model: avg. 306

Glastonbury Actual and Projected Births: 2000 to 2029



Source: Connecticut Department of Public Health (2000-2024); 2024 YTD data through October provided by Glastonbury Town Clerk

Low Med High Historic

Note change from calendar year to Sept-Aug births starting in 2019 to align with new state entry age requirements

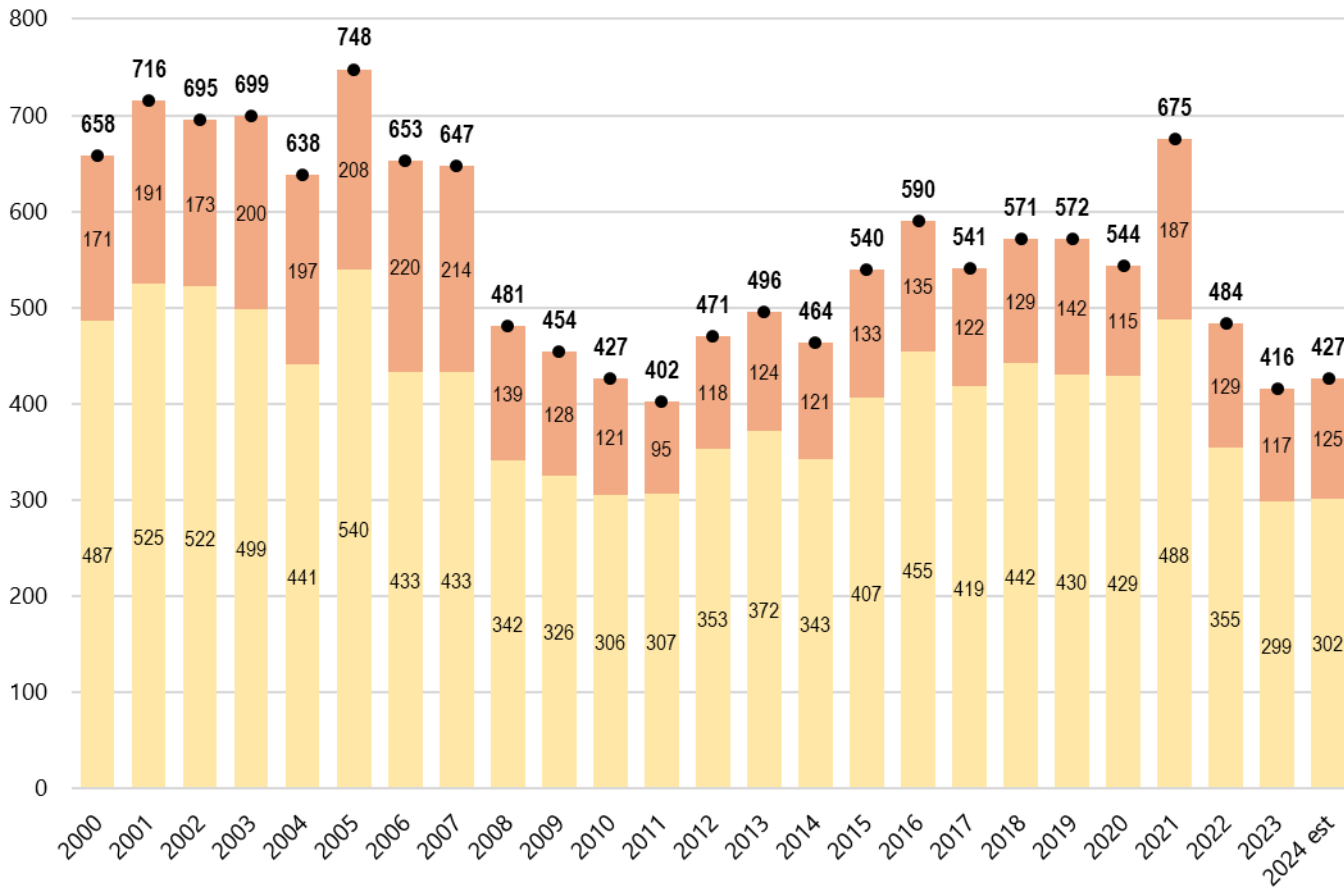


Housing Summary

After a recent peak in 2021, housing turnover has slowed.

- Spike in home sales in 2021, reaching the highest levels since 2005, corresponding to increased migration during the pandemic.
- Sales decreased below pre-pandemic levels in 2022 and 2023. YTD sales for 2024 are on par with those of 2023.
- Single-family sales in 2023 and 2024 YTD are the lowest in recent memory, while condo sale activity has returned to pre-pandemic levels.
- Median single-family sale prices increased by 53% from \$360,000 in 2019 to \$550,000 for 2024 YTD. Median sale price for condos has increased at an even greater rate.
- High interest rates, high prices, and low inventory contributing to decrease in total sales.

Glastonbury Home Sale Trends: 2000 to 2024 YTD



Source: The Warren Group
YTD data for 2024 is through August

■ 1-Fam ■ Condo ● Total



Housing Summary

Glastonbury has seen a modest level of new construction over the last decade, with additional housing units planned.

- Since 2008, Glastonbury has averaged about 35 single-family housing permits annually.
- Several large multi-family projects completed in recent years including One Glastonbury Place and the Tannery.
 - New market rate multi-family housing tends to produce very few students, with just 16 students across the 395 units at these two projects.
- Currently two single-family subdivisions are under construction with an additional 178 apartment or townhome units that have been approved but not yet built.
- Several hundred additional units are in preliminary planning stages but have not yet begun the land use application process.

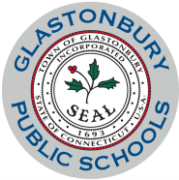
Glastonbury Recently Built Housing Developments

Name	Type	Number of Units	Number of BRs	Year Completed	K-5 Enroll (2024-25)	K-12 Enroll (2024-25)	K-12 Students per Unit
One Glastonbury Place	Apartment/Townhomes	145	256	2018	3	9	0.06
The Tannery	Apartments	250	352	2017	2	7	0.03
Center Village	Apartments - Age Restricted	72	-	2020	-	-	-
Townhomes @ Colonial Village	Townhomes	17	34	2023	1	4	0.24
Glastonbury Estates	Single-Family Subdivision	58	-	2023	32	74	1.28
Stallion Ridge	Single-Family Subdivision	29	-	2024	18	23	0.79
Abbey Road	Single-Family Subdivision	21	-	2023	8	18	0.86
Wendell's Woods	Single-Family Subdivision	12	-	2021	9	14	1.17
Carson Way	Single-Family Subdivision	7	-	2024	3	6	0.86

Under Construction, Planned, and Approved Housing Developments

Name	Type	Units	Status	Studio/1BR	2BR	3BR
Crosby II	Single-Family Subdivision	6	Under Construction			
Stallion Ridge	Single-Family Subdivision	29	Under Construction			
55 Nye Road	Apartments - Affordable	64	Approved	24	28	12
1199 Manchester Rd.	Apartments - Mixed Income	74	Approved	61	13	-
2610 Main Street	Townhomes	10	Approved	-	5	5
38 Hubbard	Apartments	30	Approved	10	20	-
Kreiger Lane	Apartments - Mixed Income	48	Under Appeal	48	-	-
36 Hopewell	Apartments	48	Proposed	23	23	2

Source: Town of Glastonbury Community Development Department - data as of September 2024



Summary

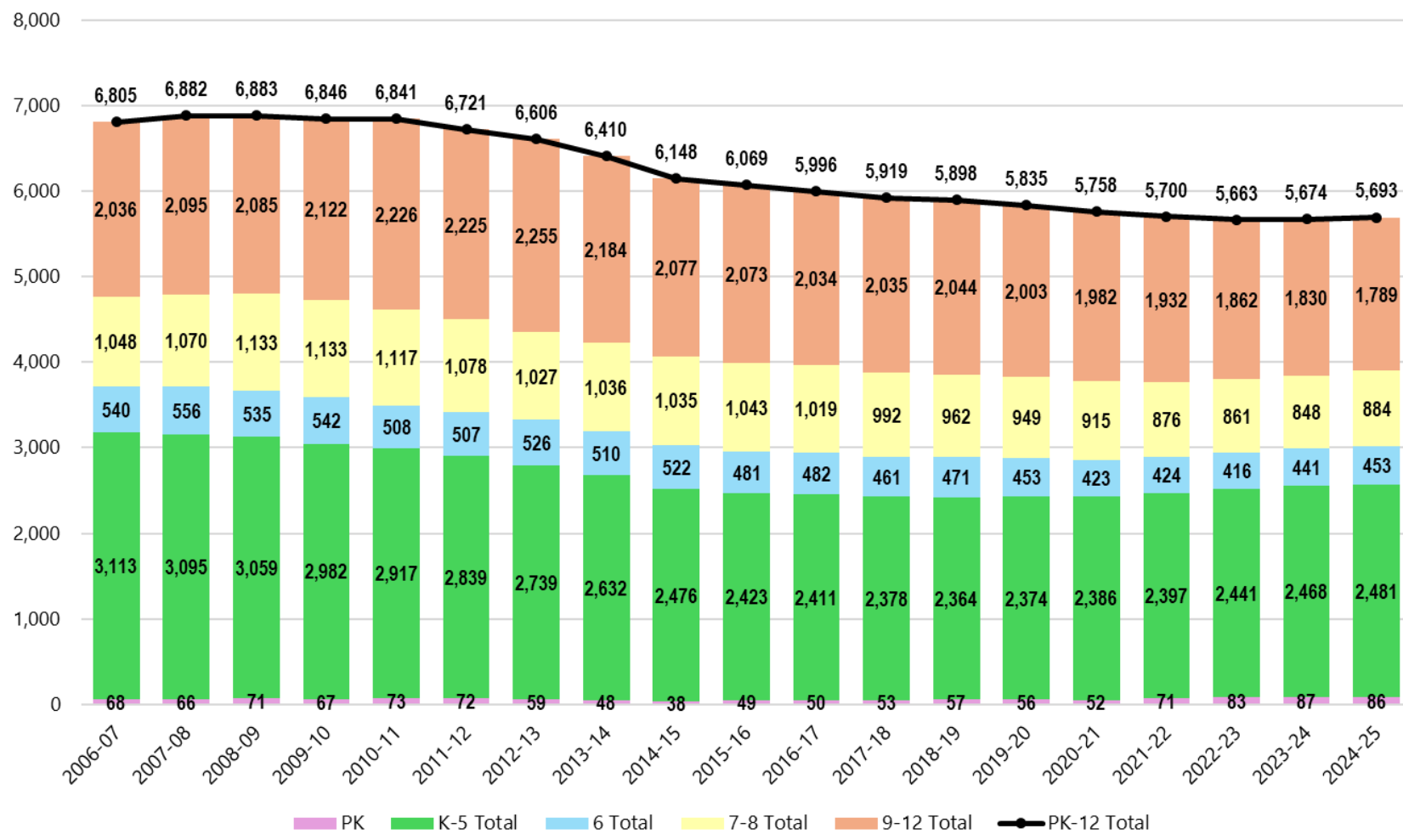
Enrollment Trends



Historic Enrollment Trends

- Districtwide PK-12 enrollment peaked in 2008-09 at 6,883 students.
- PK-12 enrollment decreased each year through 2022-23, reaching a low of 5,663 students.
- Over the last two years, enrollment has increased slightly, marking the first period of PK-12 enrollment growth since the late 2000s.
- Over the last five years:
 - Elementary (K-5) enrollment increased by 4.5%.
 - Intermediate School (6th) was flat.
 - Middle School (7th-8th) enrollment decreased by 6.8%.
 - High School (9th-12th) decreased by 10.7%.

Glastonbury Public Schools
Enrollment Trends, by Grade Grouping: 2006-07 to 2024-25



Glastonbury Public Schools

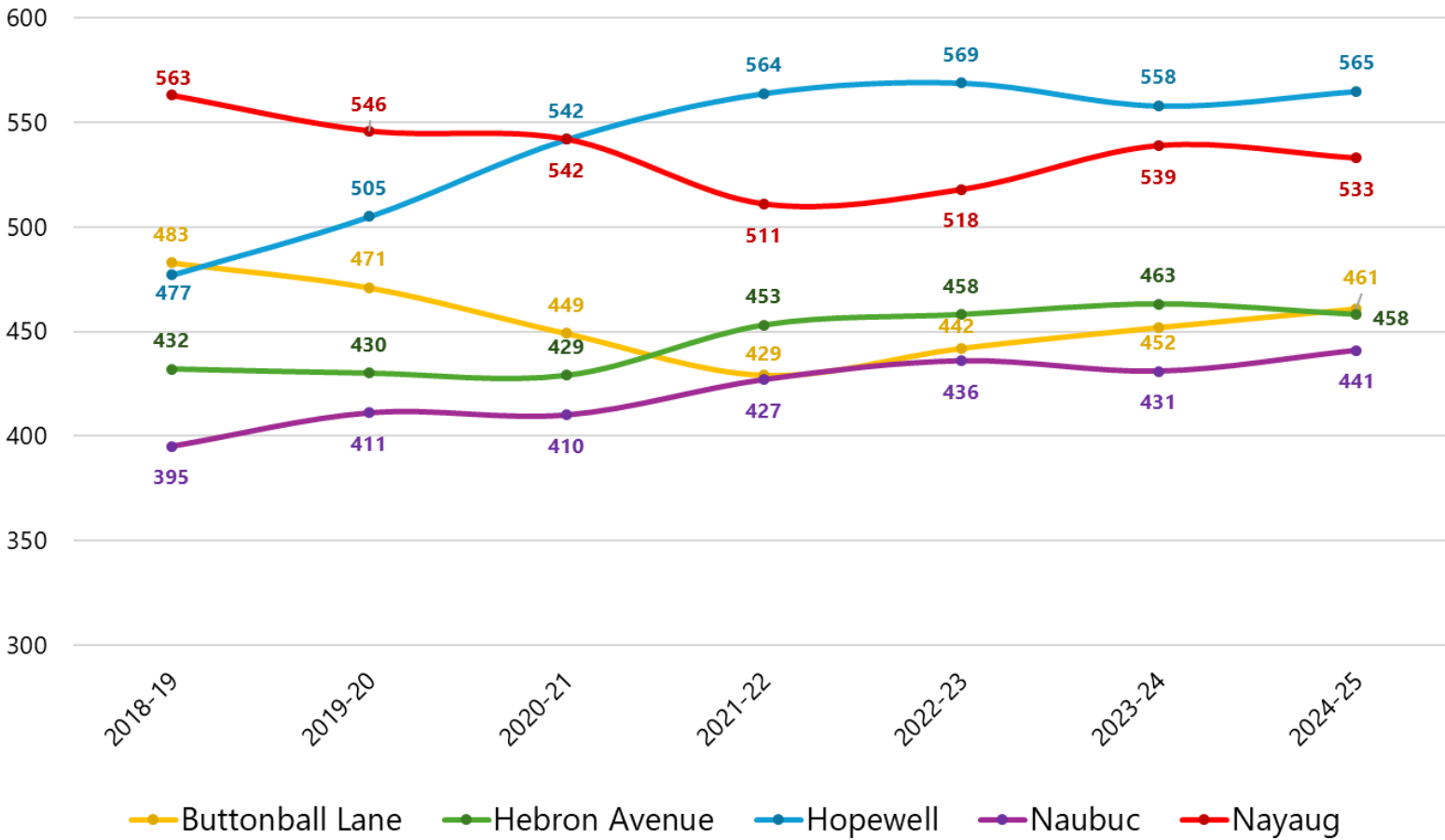
Source: CT State Department of Education: 2006-07 to 2023-24.
 Glastonbury Public Schools 2024-25



Elementary Enrollment Trends

- Since the new elementary attendance zones went into effect for the 2018-19 school year, overall elementary (K-5) enrollment has increased by 117 students, or 4.9%.
- However, trends vary by elementary school. Since 2018-19:
 - Hopewell has seen the greatest enrollment growth of 18.4%.
 - Naubuc (+11.6%) and Hebron Avenue (+6%) also experienced moderate growth.
 - Nayaug (-5.3%) and Buttonball Lane (-4.6%) saw declining enrollment, although both schools have increased since 2021-22.

Historic Elementary (K-5) Enrollment by School Glastonbury Public Schools, 2018-19 to 2024-25



Note that 5th graders attending Gideon Welles School have been included in their zoned elementary school enrollment

Glastonbury Public Schools



Summary

Enrollment Projections



Review of 2016 Projections

- 10-year enrollment projections last prepared in 2016 based on fall 2016 enrollment.
- Projections showed a gradual decline in elementary enrollment before enrollment began to rebound starting in 2021-22.
- Actual elementary enrollment is trending 145 students higher than the projections as of 2024-25.
 - Largely due to elevated in-migration.
- Important to remember that projections are a planning tool that are most effective at capturing larger "trends."
 - Projections are most accurate in the near-term with accuracy decreasing over time as they are based on more assumptions.
 - A typical benchmark is to be within 1% accuracy per year (within 1% for year 1 and within 10% for year 10).
- In addition, programmatic needs have evolved over the last decade, which has changed space usage in the elementary buildings.
- For planning efforts, it is important to maintain a "buffer" to account for potential shifts in enrollment.

Comparison of Projected and Actual Elementary (K-5) Enrollment

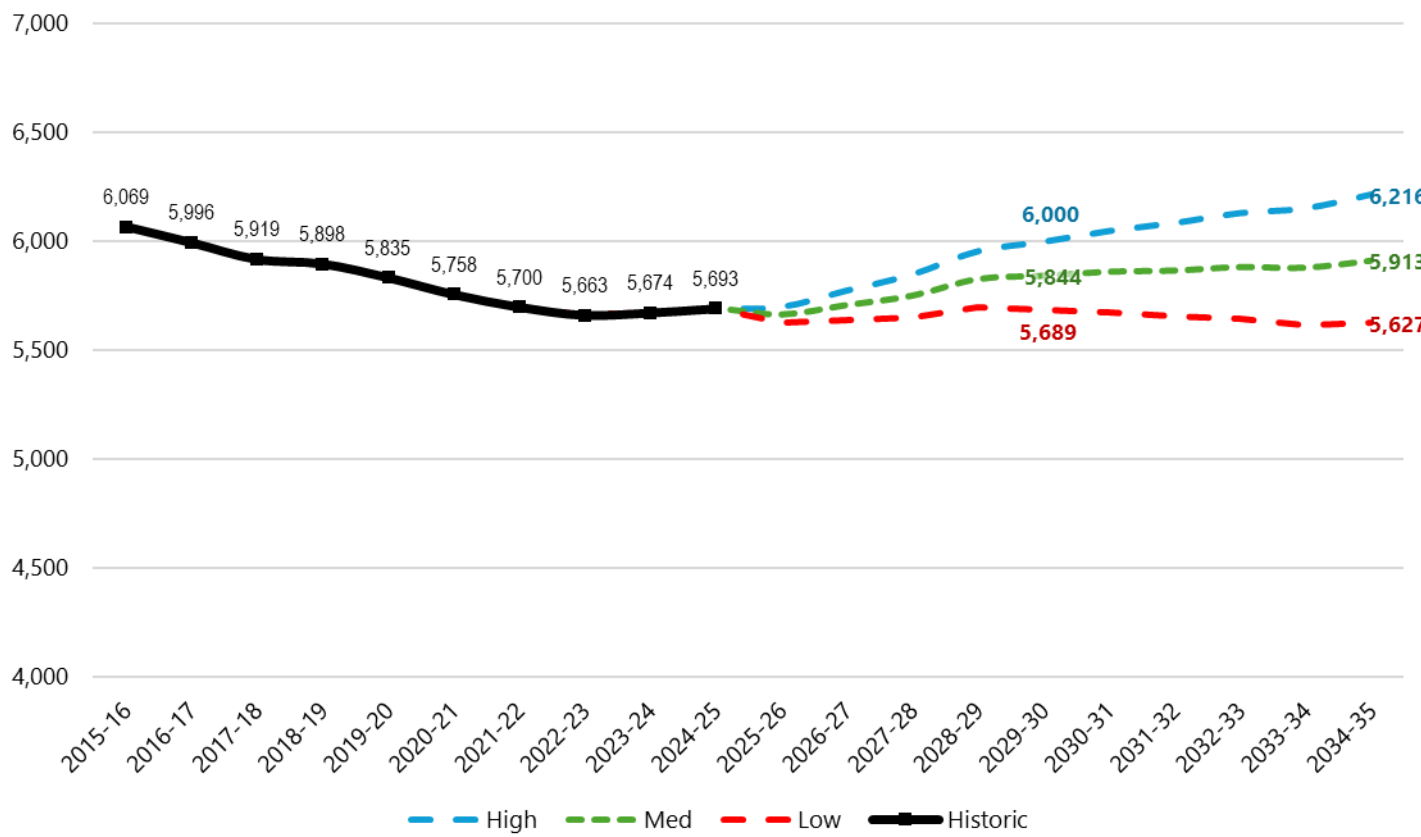
Year	Actual	Proj. (2016)	Delta
2017-18	2,378	2,365	13
2018-19	2,364	2,324	40
2019-20	2,374	2,292	82
2020-21	2,386	2,275	111
2021-22	2,397	2,305	92
2022-23	2,441	2,298	143
2023-24	2,468	2,320	148
2024-25	2,481	2,336	145



Districtwide Projections

- High, medium, and low models prepared. Medium model best aligns with community and enrollment trends, but high (optimistic) and low (pessimistic) models prepared to reflect the range of possible outcomes.
- Both the High and Medium Models agree, showing growth albeit at different levels, while the low model is projecting flatter enrollment.
- By 2029-30, all three models have a range of ~310 students.
- Under the medium model, PK-12 averages 5,821 over the next decade with a peak of 5,913 students in 2034-35.
- **Recent housing conditions, demographics and enrollment in-migration align best with Medium Model and represents the most likely direction. However, housing conditions and demographic shifts should be monitored.**

Glastonbury Public Schools Historic and Projected PK-12 Enrollment Model Comparison: 2015-16 to 2034-35





Districtwide Projections

- Overall PK-12 enrollment is projected to grow slowly over the next decade, reaching 5,913 students by 2034-25. However, trends differ by grade grouping.
- Elementary (K-5) enrollment is projected to grow by 2.8% over the first five years before stabilizing and declining slightly over the final five years.
- Enrollment at Gideon Welles School is projected to fluctuate depending on cohort size. Enrollment is projected to peak in 2028-29 at 497 students as the large cohort currently in 2nd grade moves up to 6th grade.
- Middle School enrolment is projected to increase by 6.1% over the next five years and an additional 5.8% over the last five years as larger elementary cohorts matriculate up.
- High school enrollment is projected to grow slowly by 2.3% over the next five years before stabilizing at just over 1,850 students.

Historic and Projected PK-12 Enrollment: 2024-25 to 2034-35 (Medium Projections Model)





Elementary School Projections (Medium)

School	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	First 5-Yr Δ	Second 5-Yr Δ
Buttonball Lane	461	467	473	484	476	473	461	463	460	455	450	2.6%	-4.9%
Hebron Avenue	458	460	468	468	460	467	472	476	470	465	461	2.0%	-1.3%
Hopewell	565	562	558	584	596	602	601	608	601	589	583	6.5%	-3.2%
Naubuc	441	431	433	433	440	438	442	446	442	438	433	-0.7%	-1.1%
Nayaug	533	536	541	561	546	548	554	556	549	543	536	2.8%	-2.2%
Special Programs	23	23	23	23	23	23	23	23	23	23	23	0.0%	0.0%
Total	2,481	2,479	2,496	2,553	2,541	2,551	2,553	2,572	2,545	2,513	2,486	2.8%	-2.5%

Medium Model projections vary by school. Over the next five years:

- Hopewell is projected to see the greatest growth over the next five years (+6.5%), growing to just over 600 students by 2029-30
- Nayaug (+2.8%) and Buttonball Lane (+2.6%) are also projected to see modest growth, peaking at 561 and 484 students, respectively.
- Slower growth of 2.0% is projected at Hebron Avenue, averaging about 465 students over the next five years, while Naubuc is projected to stay relatively stable, averaging 435 students.
- Overall elementary enrollment is projected to decrease over the final five years of the projections, with each school projected to experience either stable or slightly declining enrollment.



Elementary School Projections (2025-26)

- When using the enrollment projections for section/staff planning, we recommend taking a conservative approach.
- Less precision with kindergarten projections especially at individual schools compared to the other grades.
- Kindergarteners are calculated based on known births five years prior, and there is no 100% count of 4-year-olds within the community.
 - Significant year-to-year variation in kindergarten cohort size, particularly at Buttonball, Hopewell, and Nayaug.
 - In addition, the change in entry age adds greater uncertainty to the kindergarten projections for next year.
- Important to consider “tipping points.” If projections are within a few students of a tipping point, we recommend planning for an additional staff/section.

Glastonbury Public Schools Elementary School Enrollment Projections 2025-26							
School	K	1	2	3	4	5	K-5th
Buttonball Lane	69	85	75	86	74	78	467
Hebron Avenue	66	68	66	90	90	80	460
Hopewell	85	97	89	94	86	111	562
Naubuc	65	63	69	72	80	82	431
Nayaug	82	85	88	114	75	92	536
Special Programs	0	1	6	6	4	6	23
TOTAL	367	399	393	462	409	449	2479

Kindergarten Cohort Size: 2019-20 to 2024-25

Year	Buttonball Lane	Hebron Avenue	Hopewell	Naubuc	Nayaug
2019-20	62	73	84	67	82
2020-21	71	65	100	65	79
2021-22	62	73	79	75	70
2022-23	85	72	84	64	108
2023-24	67	62	86	69	89
2024-25	82	63	91	63	81
5-Year Avg	72	68	87	67	85
Minimum	62	62	79	63	70
Maximum	85	73	100	75	108
Range	23	11	21	12	38



Other School Projections (Medium)

Special Program and Out of District Enrollment

6 Total	7-8 Total	9-12 Total
8	10	50

Based on 10/1/2024 levels

Gideon Welles School

School Year	6th Gr.
2024-25	445
2025-26	440
2026-27	456
2027-28	423
2028-29	489
2029-30	430
2030-31	450
2031-32	433
2032-33	480
2033-34	486
2034-35	481

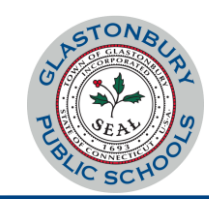
Smith Middle School

School Year	7th Gr.	8th Gr.	Total
2024-25	439	435	874
2025-26	450	445	895
2026-27	445	456	901
2027-28	461	451	912
2028-29	428	467	895
2029-30	494	434	928
2030-31	435	500	935
2031-32	455	441	896
2032-33	438	461	899
2033-34	485	444	929
2034-35	491	491	982

Glastonbury High School

School Year	9th Gr.	10th Gr.	11th Gr.	12th Gr.	Total
2024-25	411	440	429	459	1,739
2025-26	434	404	435	426	1,699
2026-27	444	427	400	432	1,703
2027-28	455	437	423	396	1,711
2028-29	450	448	432	420	1,750
2029-30	466	443	443	429	1,781
2030-31	433	459	438	441	1,771
2031-32	498	426	454	435	1,813
2032-33	440	492	422	452	1,806
2033-34	460	433	487	419	1,799
2034-35	443	453	428	486	1,810

- Individual school projections for Gideon Welles, Smith Middle School, and GHS adjusted to account for Special Program Enrollment and out of district placements, which was held constant at 2024-25 levels.



Summary

Capacity & Utilization Study



Capacity Process



Floor Plan Markups

PACE Math/SciTeacher:	Library	Occupational Therapist:	Rm. 11
Lisa Gozzo		Paula Zwick	33111
Bette Leisten		Physical Therapist:	Rm. 11
Lindsay Archer		Amy Rodgers	33268
		School Psychologist:	
Leigh Petras		Dayna Hennings	33210
		- Intern	
Instrumental Music Teachers:	33137	F/T Special Ed Paras:	
Anthony Conaway	Strings	Diane Chaniewski	
Andrew Studenski	Band	Michele Conran	
Library Media Specialist:	33215	Trisha Deb	
Julie Veschi	33212	Kaylin Freckleton	
Library Media Para:		Christine Lentocha	
Sadie Marek		Kristine Nathan	
Art Teacher:	Rm. 23	Jennifer Nicol	
Lynn Lettieri	33123	Patricia Zimmerli	
Music Teacher:	Rm. 24	Leeza Guff	Para/Sub
Christine Macaluso	33124		

CR Schedules

Full-Size Classroom Inventory	Number
6th Grade Core Subjects	
English	8
Science	4
Math	4
Social Studies	4
World Language	5
6th Grade Specials	
Art	1
Music	3
Language Lab	1

Inventory

- Capacities were developed for the elementary schools, Gideon Welles School, and Eastbury.
- Inventory of standard classrooms, special purpose rooms, and core facilities at each school facility was developed from floor plans, schedules, placement of districtwide programming, and walkthroughs of each facility.
- GPS classroom loading levels were applied to the various types of teaching spaces
- Capacity inventory was developed in the fall of 2024 and reflects the 2024-25 use of space.



Elementary Educational Program

Grade Level Instruction

- Kindergarten** *(with in room toilets)*
- 1st Grade**
- 2nd Grade**
- 3rd Grade**
- 4th Grade**
- 5th Grade**

Special Education

- Special Education Resource
- OT/PT
- Self-Contained Special Education
- PRIDE** *(districtwide program - 2 rooms at Nayaug)*

Administrative

- Main Office Suite
- Health Suite
- Conference Room
- Teacher Workroom
- Faculty Lounge
- Technology Office

Specials

- Art**
- Music**
- Instrumental Music** *(can use stage)*
- Spanish – *(use full-sized room if available, but not required)*
- Library/Media Center *(dedicated space)*
- STEAM *(if space available)*

Support Services

- ELL
- PACE + Tutors
- LART
- Coaches
- Paraprofessionals
- Speech Language Pathologist
- Social Worker
- School Psychologist

Core Spaces

- Cafeteria
- Gymnasium
- Core spaces should be sized appropriately based on enrollment***

Uses that need full-sized classrooms

Special education and support services may be located in shared full-sized classrooms if smaller spaces are not available.

Adding a STEAM room is desirable, if classroom space is available

Glastonbury Public Schools



Capacity Methodology

- **“Maximum Capacity”** is not achievable in districts that group by neighborhood since students don’t come evenly distributed across all grades. Typically, these schools can achieve 85% to 90% of the maximum capacity. In addition, it is important to factor in headroom in each classroom to accommodate enrollment bubbles and enrollment growth that may occur throughout the school year.
- For GPS, we recommend using 21 students per classroom (average of class size targets) and a 90% efficiency factor, recognizing that the district’s class size targets are well below the contract maximums.
- In our experience the **“Planning Capacity”** should reflect operational best practices as opposed to the “maximum” number of students that can fit in a building. Note that a school that operates at 100% of the Planning Capacity is **NOT** overcrowded but rather operating efficiently from a class-size and staffing standpoint. The Planning Capacity also accounts for the placement of districtwide self-contained programs as well as “flex” classrooms that could support grade level instruction.
- **100% to 110% Utilization:** Potential for some operational impacts (larger class sizes, less resilience to “bubbles,” programs temporarily moved to carts, etc.).
- **Greater than 110% Utilization:** Overcrowded conditions resulting in operational impacts. School will be challenged to meet space needs of district’s educational program requirements



Full-Size Classroom Inventory

School	Grade Level Instruction						Districtwide			K-5 Instruction			
	K	1	2	3	4	5	Music	Art	Resource	Programs	Other	Total	Total CRs
Buttonball Lane	5	4	5	4	4	3	1	1	1	0	1	25	29
Hebron Avenue	4	4	4	4	4	4	1	1	1	0	1	24	28
Hopewell	5	4	5	5	5	0	1	1	1	0	1	24	28
Naubuc	4	4	4	4	4	4	1	1	2	0	3	24	31
Nayaug	5	5	6	4	4	4	1	1	2	2	4	28	38
Total	23	21	24	21	21	15	5	5	7	2	10	125	154

Hopewell 5th Graders (108 students in 5 classrooms) currently at GWS.

Based on usage as of November 2024

“Other” classrooms are used for PACE, LART, OT/PT, Reset Rooms, and Spanish. Includes “Flex” rooms that could be used for K-5 instruction.

- All schools except for Nayaug have 24 or 25 K-5 classrooms in use, generally aligning with the “4-section per grade” model.
- Nayaug is the largest school with 28 classrooms along with two PRIDE classrooms.
- All elementary schools have one art room, one music room, and at least one full-sized resource room.
- “Other” full-sized classrooms include PACE, LART, OT/PT, Reset room, Spanish, and STEAM (including “Flex” classrooms).



Elementary Capacity

School	Total CRs	Existing K-5 CRs (2024-25)	Flex CRs (could be used for K-5 instruction)	Existing CRs + Flex CRs (used to calculate capacity)	Districtwide Special Programs	Other Full-Size CRs ¹ (Does not count towards capacity)	Planning Capacity (90% Efficiency)	Enrollment (2024-25)	Utilization (2024-25)
Buttonball Lane	29	25	0	25	0	4	473	461	97%
Hebron Avenue	28	24	0	24	0	4	454	458	101%
Hopewell	28	24	0	24	0	4	454	565	124%
Naubuc	31	24	1	25	0	6	473	441	93%
Nayaug	38	28	2	30	2	6	583	533	91%
Total	154	125	3	128	2	24	2,437	2,458	101%

1. Includes art, music, resource, support services, STEM, and other full-sized spaces

Enrollment for Hopewell School includes 5th graders currently placed at GWS

- Overall elementary enrollment at 101% of the Planning Capacity as of 2024-25.
- Buttonball Lane (97%) and Hebron Avenue (101%) operating at or near 100% of the Planning Capacity.
- Enrollment at Hopewell (including 5th graders) exceeds the Planning Capacity at 124%. Shifting 5th graders from Hopewell to GWS reduced the Hopewell enrollment to 459 K-4 students, which is 101% of the Planning Capacity.
- Naubuc (93%) and Nayaug (91%) are operating slightly below the Planning Capacity.



Elementary Utilization

School	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	1st Five Year Avg	Planning Capacity
Buttonball Lane	97%	99%	100%	102%	101%	100%	97%	98%	97%	96%	95%	100%	473
Hebron Avenue	101%	101%	103%	103%	101%	103%	104%	105%	104%	102%	102%	102%	454
Hopewell	124%	124%	123%	129%	131%	133%	132%	134%	132%	130%	128%	128%	454
Naubuc	93%	91%	92%	92%	93%	93%	93%	94%	93%	93%	92%	92%	473
Nayaug	91%	92%	93%	96%	94%	94%	95%	95%	94%	93%	92%	94%	583
Total	101%	101%	101%	104%	103%	104%	104%	105%	103%	102%	101%	103%	2437

100% to 110% Utilization:

Potential for some operational impacts (larger class sizes, less resilience to “bubbles,” programs moved to carts, etc.)

Greater than 110% Utilization:

Overcrowded conditions resulting in operational impacts. School will be challenged to meet space needs of district’s educational program requirements

- **Overall elementary utilization is projected to increase slightly, peaking at 105% in the 2031-32 school year.**
- Over the next five years:
 - Buttonball Lane is projected to operate at 100% utilization while Hebron Avenue is projected to operate at 102% utilization.
 - Hopewell (including 5th grade enrollment) will average 128% utilization
 - Naubuc and Nayaug are projected to operate efficiently at 92% and 94% utilization, respectively.

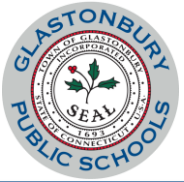
Glastonbury Public Schools



Elementary Utilization

School	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	1st Five Year Avg	Planning Capacity
Buttonball Lane	12	6	0	(11)	(3)	0	12	10	13	18	23	(2)	473
Hebron Avenue	(4)	(6)	(14)	(14)	(6)	(13)	(18)	(22)	(16)	(11)	(7)	(11)	454
Hopewell	(111)	(108)	(104)	(130)	(142)	(148)	(147)	(154)	(147)	(135)	(129)	(126)	454
Naubuc	32	42	40	40	33	35	31	27	31	35	40	38	473
Nayaug	50	47	42	22	37	35	29	27	34	40	47	37	583
Total	-21	-19	-36	-93	-81	-91	-93	-112	-85	-53	-26	-64	2437

- Overall, the district is anticipated to operate at a modest seat deficit compared to ideal operating conditions, averaging -64 seats over the next five years.
- Most of the seat deficit is at Hopewell, which averages a deficit of -126 annually over the next five years and deficit is anticipated to grow to over -150 seats by 2031-32.
- Buttonball Lane (-2) and Hebron Avenue (-11) are anticipated to see modest seat deficits over the next five years.
- Naubuc and Nayaug are projected to experience modest seat surpluses of +38 and +37 students, respectively.



Takeaways: Elementary Schools

- Overall elementary utilization is projected to remain slightly above the Planning Capacity, averaging 103% over the next five years.
- Hopewell is projected to operate at 128% of the Planning Capacity over the next five years – it is anticipated that 5th grade will need to remain at Gideon Welles under the Status Quo scenario.
- Buttonball Lane is projected to operate at 100% utilization while Hebron Avenue is projected to operate at 102% utilization. While these schools are efficiently utilized, there is the potential for some operational impacts such as larger class sizes, and the potential need to move programs to carts if an enrollment bubble enters.
- Naubuc and Nayaug are projected to be efficiently utilized at 92% and 94%, respectively over the next five years.
- Future Planning Phase should address elementary capacity concerns (particularly at Hopewell) while also providing flexibility for future programming and educational opportunities at the other schools.



Full-Size Classroom Inventory

Gideon Welles School

- Currently operates under a 4-team per grade model, with teams consisting of English, Language Arts, Science, Math, Social Studies, and World Language, totaling 25 classrooms.
- Specials include art, music, and the language lab.
- Eight full-sized classrooms currently used to support 5th grade (5 instructional, 3 support).
- Two open classrooms not currently used for instruction.
- Five additional classrooms used for 6th grade resource and support services. These rooms could be further consolidated if warranted.

Full-Size Classroom Inventory	Number
6th Grade Core Subjects	
English	8
Science	4
Math	4
Social Studies	4
World Language	5
6th Grade Specials	
Art	1
Music	3
Language Lab	1
Flex Classrooms (Includes 5th Grade)	
Open Classrooms	2
5th Grade Instruction	5
5th Grade Support	3
Special Education and Support	
Resource	2
Reading	1
CHIME	1
Tutors	1
Total Full-Size Classrooms	45



GWS Capacity

- **Capacity for Gideon Welles School is 653 students.**
- Loads all core subjects, specials, and “flex” classrooms at 23 students per classroom and applies a scheduling factor (assumes rooms are used for 5 periods per day).
- Current 6th grade enrollment of 445 students, resulting in an overall utilization of 68%, with a seat surplus of 208 seats.
- Addition of 5th graders from Hopewell for 2024-25 increases overall enrollment by 107 students and utilizes just over half of available seat surplus.

GWS School Capacity	Number
6th Grade Core Subjects	
English	8
Science	4
Math	4
Social Studies	4
World Language	5
6th Grade Specials	
Art	1
Music	3
Language Lab	1
Flex Classrooms (Includes 5th Grade)	
Open Classrooms	2
5th Grade Instruction	5
5th Grade Support	3
Planning Capacity	653
6th Grade Enrollment (2024-25) ¹	445
Utilization (2024-25) ¹	68%

1. Excludes 5th graders from Hopewell



GWS Utilization

Gideon Welles School Projected Enrollment

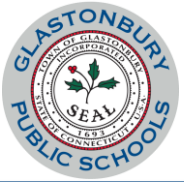
School Year	6th Gr.
2024-25	445
2025-26	440
2026-27	456
2027-28	423
2028-29	489
2029-30	430
2030-31	450
2031-32	433
2032-33	480
2033-34	486
2034-35	481

Projected Utilization

School Year	Utilization	Seat Surplus
2024-25	68%	208
2025-26	67%	213
2026-27	70%	197
2027-28	65%	230
2028-29	75%	164
2029-30	66%	223
2030-31	69%	203
2031-32	66%	220
2032-33	74%	173
2033-34	74%	167
2034-35	74%	172

Projected Seat Surplus with 5th Grade Swing Space			
with Hopewell 5th Grade		w/ Hopewell & Buttonball 5th Grade	
School Year	Seat Surplus	School Year	Seat Surplus
2024-25	101	2024-25	32
2025-26	102	2025-26	24
2026-27	111	2026-27	36
2027-28	131	2027-28	40
2028-29	66	2028-29	(13)
2029-30	113	2029-30	23
2030-31	102	2030-31	27
2031-32	107	2031-32	24
2032-33	59	2032-33	(25)
2033-34	54	2033-34	(30)
2034-35	70	2034-35	(6)

- Utilization is projected to average 69% over the next five years. Some variability year-to-year depending on size of cohort. Peak of 75% utilization projected in 2028-29, corresponding with large cohort currently in 2nd grade.
- GPS has indicated that a 5th team would be needed if enrollment were to reach 460 to 480 students. Enrollment projections indicate that GWS will remain below this level for each of the next five years, except for the “bubble” class entering in 2028-29. After decreasing from 2029-30 to 2031-32, enrollment will again increase to 480 students or greater beginning in 2032-33.
- GWS is anticipated to maintain a seat surplus of at least +160 seats over the next decade. GWS could serve as 5th grade swing space for up to two elementary schools through 2027-28. Should a 5th team be needed, GWS would likely only be able to serve as swing space for one elementary school.



Takeaways: Gideon Welles School

- Based on projected 6th grade enrollment, overall utilization is projected to average 69% over the next five years, peaking at 75% in 2028-29.
- In 2028-29, GWS enrollment is projected to grow to 489 students, which may require an additional team. Although enrollment will drop below the threshold for the next three years, it will once again exceed 460 students beginning in 2032-33.
- Seat surplus is projected to average +205 seats over the next five years. This seat surplus can be used to provide “swing space” for the elementary schools.
 - It is anticipated that up to two elementary schools could use this swing space through 2027-28.
 - Beginning in 2028-29, enrollment increases, and a fifth team may be needed. This limits the ability of the building to serve as swing space for more than one elementary school.



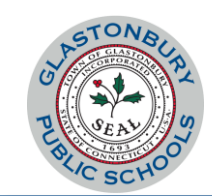
Full-Size Classroom Inventory

Programs at Eastbury

- Building contains a range of specialized programs.
- LINKS (11 CRs) provides alternative special education programs for students in grades K-12. Currently 5 elementary, 1 middle school, 3 high school, and 2 intensive classrooms with a program enrollment of about 75 students. Enrollment is fluid and typically grows throughout the year.
- Early Learning Center (5 CRs) provides childcare for children ages 6 weeks to 4 years old, primarily of GPS employees.
- Pre-K (4 CRs) for the state-mandated integrated pre-school program with current enrollment of 86 students.
- 1 Glastonbury Transition Academy CR serving students ages 18 to 22, with 17 students currently enrolled.
- Pupil Services Department (districtwide office) occupies office suite in the building.

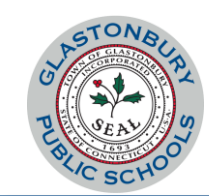
Full-Size Classroom Inventory	Number
LINKS	11
Early Learning Center (ELC)	5
Pre-K	4
Glastonbury Transition Academy (GTA)	1
Support Services	1
Future Modulars	4
Total (without Modulars)	22
Total (with Modulars)	26

Note: Four modulars plan to be added which will facilitate the expansion of LINKS, relocation of a second GTA classroom out of the BOE administrative offices, and provide additional space for support services.



Takeaways: Programs at Eastbury

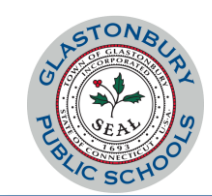
- Addition of four modulars classrooms in 2025 will address immediate space needs, particularly for the LINKS program.
- Lack of space to grow state-mandated Pre-K program without displacing other programs.
 - Enrollment in this program has grown from 38 students in 2014-15 to 86 students in 2024-25.
- As part of future Planning Phase, district should evaluate potential relocation of some programs out of Eastbury.
 - Pupil Services Offices (Districtwide office)
 - Pre-K (need space for future program expansion)
 - ELC



Glastonbury Public Schools

Enrollment Projections, Capacity & Utilization Study

December 2024

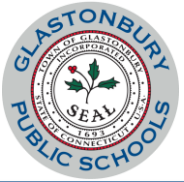


Contents

- Enrollment Drivers
- Enrollment Trends
- Enrollment Projections
- Capacity & Utilization Study
- Appendices



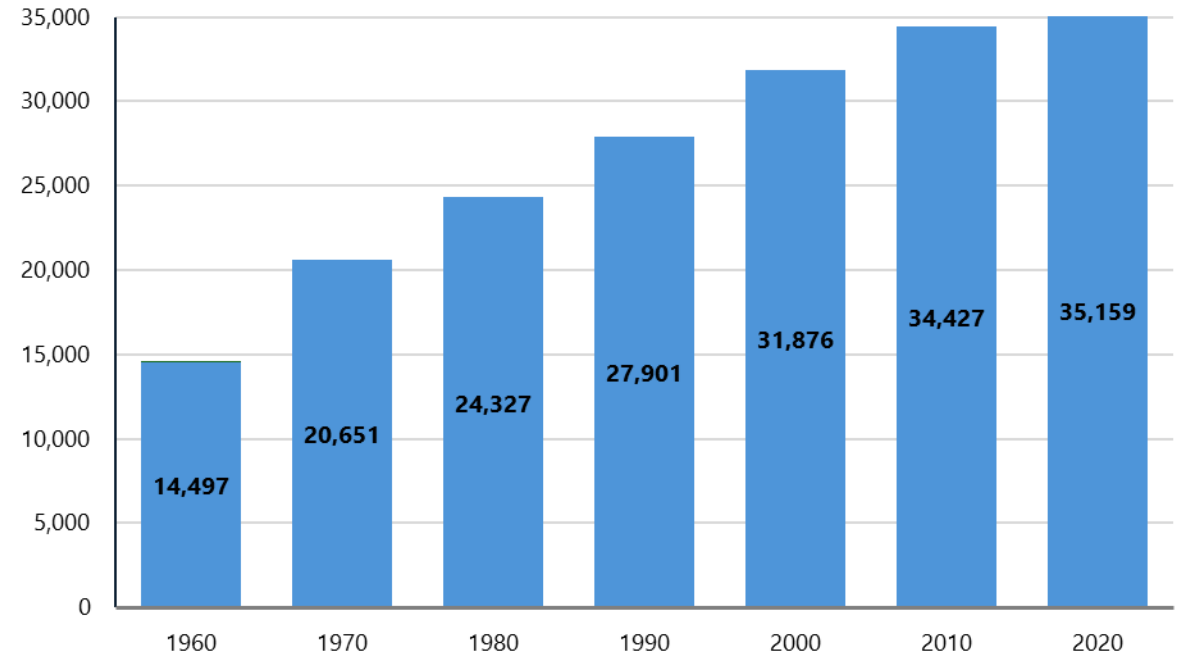
Enrollment Drivers



Population Trends

- Glastonbury has experienced population growth each decade since 1960.
- Between the 2010 and 2020 census, Glastonbury's population grew by 732 residents, or 2.1%, reaching 35,159 residents.
- Population growth rate between 2010 and 2020 was the slowest in recent memory.
- Population estimates from the CT Department of Public Health estimate a population of 35,204 residents as of 2023, showing slow growth since 2020.

Town of Glastonbury Total Population: 1920 to 2020



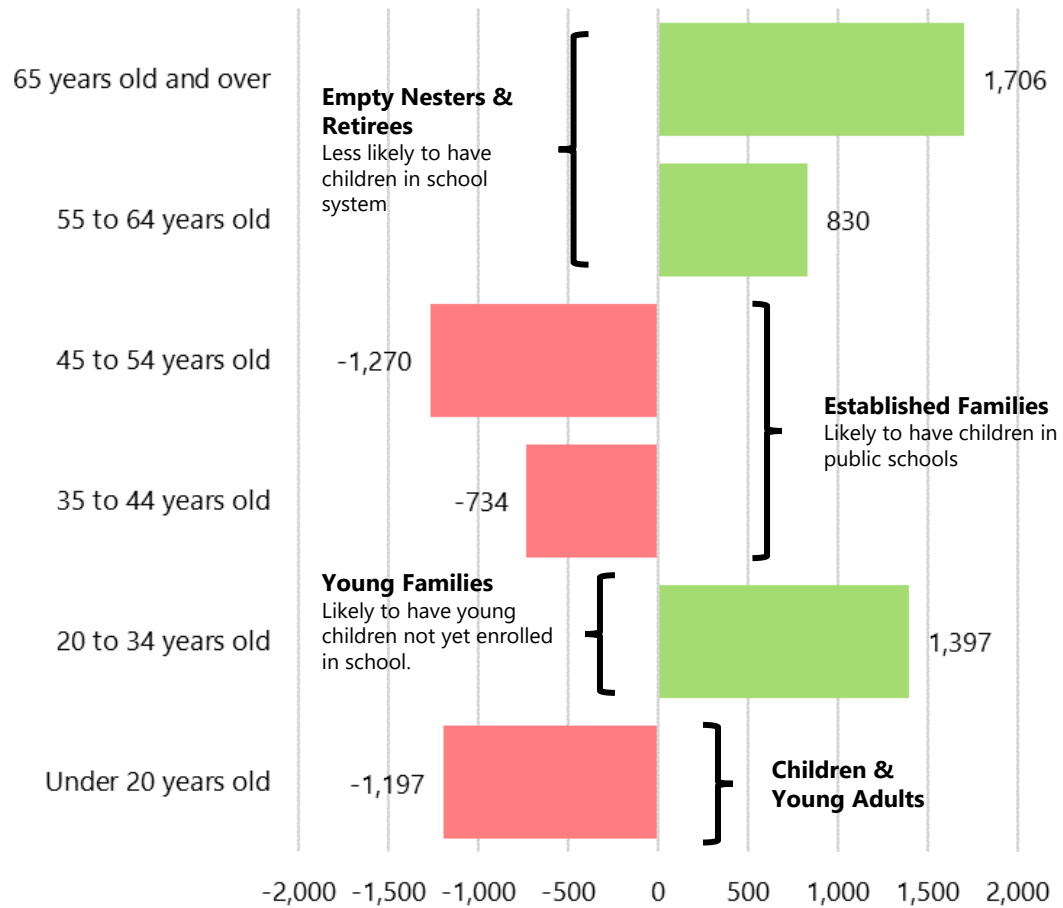
Source: Decennial Census 1920-2020.



Population Trends

- While overall population increased modestly between 2010 and 2020, trends varied age group.
- The 20- to 34-year-old age group (+37.4%) and 65-year-old and over (34.5%) age groups experienced the fastest growth between 2010 and 2020.
 - The 20- to 34-year-old age group is most likely to have young children not yet in school.
- The population between the ages of 35 and 54 saw the greatest decline in population, decreasing by about 2,000 residents between 2010 and 2020.
 - This group is most likely to have school-aged children.
 - Corresponds with a decreasing population under age 20.

Glastonbury Population Change by Age Group: 2010 to 2020

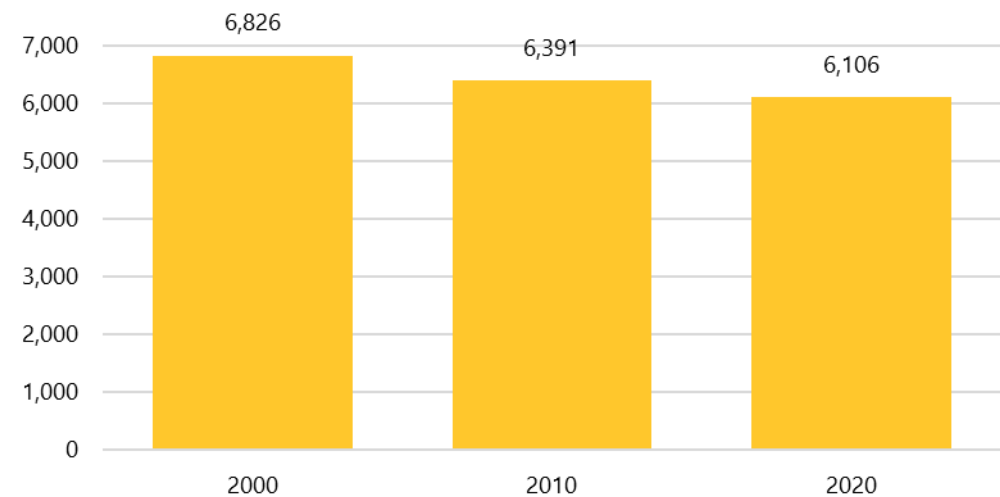




Females of Childbearing Age

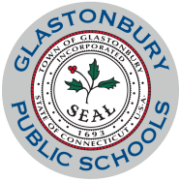
- Females of childbearing age (FOCBA) typically strongly correlates with births.
 - Connecticut's highest fertility rates are in the 30- to 39-year-old age cohorts.
- Decrease in FOCBA between 2000 and 2010 (including age groups with highest fertility rates) corresponds to a period of decreasing births.
- FOCBA decreased between 2010 and 2020 to about 6,100 people. However, there was growth in the 30- to 39-year-old cohorts, who have the highest birth rates.
 - Corresponds with a modest increase in births between 2010 and 2020.
- In addition, there was sizable growth in the female population in their 20s between 2010 and 2020.

Females of Childbearing Age: 2000 to 2020



Source US Census Bureau. Females of childbearing age 20-49

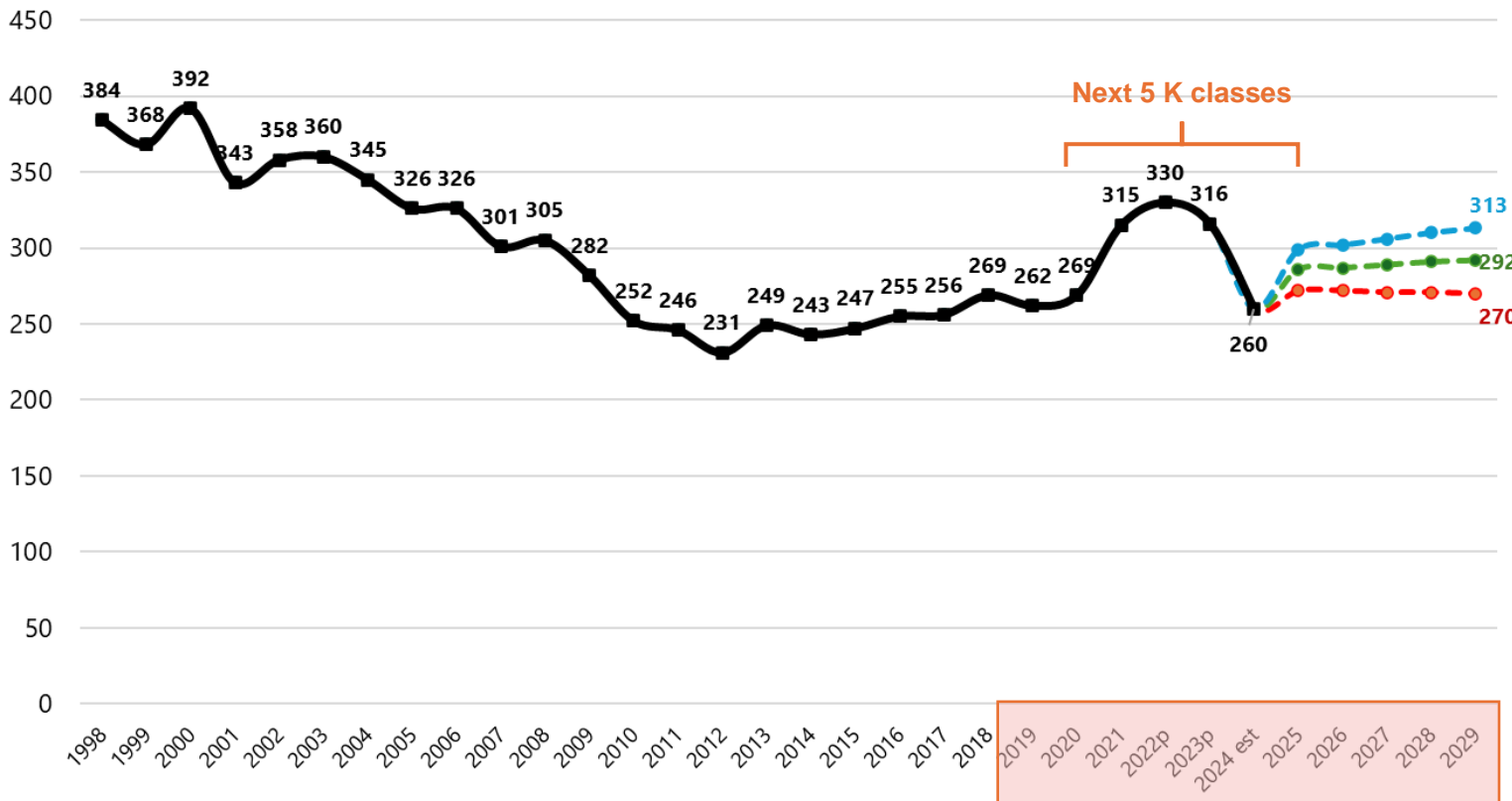
Age	2000	2010	2020	2010-2020
15 to 19 years	811	1,113	1,201	7.9%
20 to 24 years	447	600	835	39.2%
25 to 29 years	638	625	808	29.3%
30 to 34 years	1144	723	940	30.0%
35 to 39 years	1550	1,134	1,158	2.1%
40 to 44 years	1588	1,555	1,122	-27.8%
45 to 49 years	1459	1,754	1,243	-29.1%
Total	6,826	6,391	6,106	-4.5%



Birth Trends and Projections

- Note that beginning in 2019, birth tabulations and projections switch from calendar year to September-August to align with new kindergarten entry age requirements for 2024-25 year.
- Births last peaked in 2000 at 392 births and consistently decreased reaching a low of 231 births in 2012.
- Births slowly increased between 2012 and 2020, followed by three years of elevated births between 2021 and 2023 (average of 320).
- Data for 2024 is trending in line with pre-pandemic levels
- Three birth projection models prepared through 2029 to align with the high, medium, and low enrollment projection models.
 - Low model: avg. 271
 - Medium model: avg. 289
 - High model: avg. 306

Glastonbury Actual and Projected Births: 2000 to 2029



Source: Connecticut Department of Public Health (2000-2024); 2024 YTD data through October provided by Glastonbury Town Clerk

Low Med High Historic

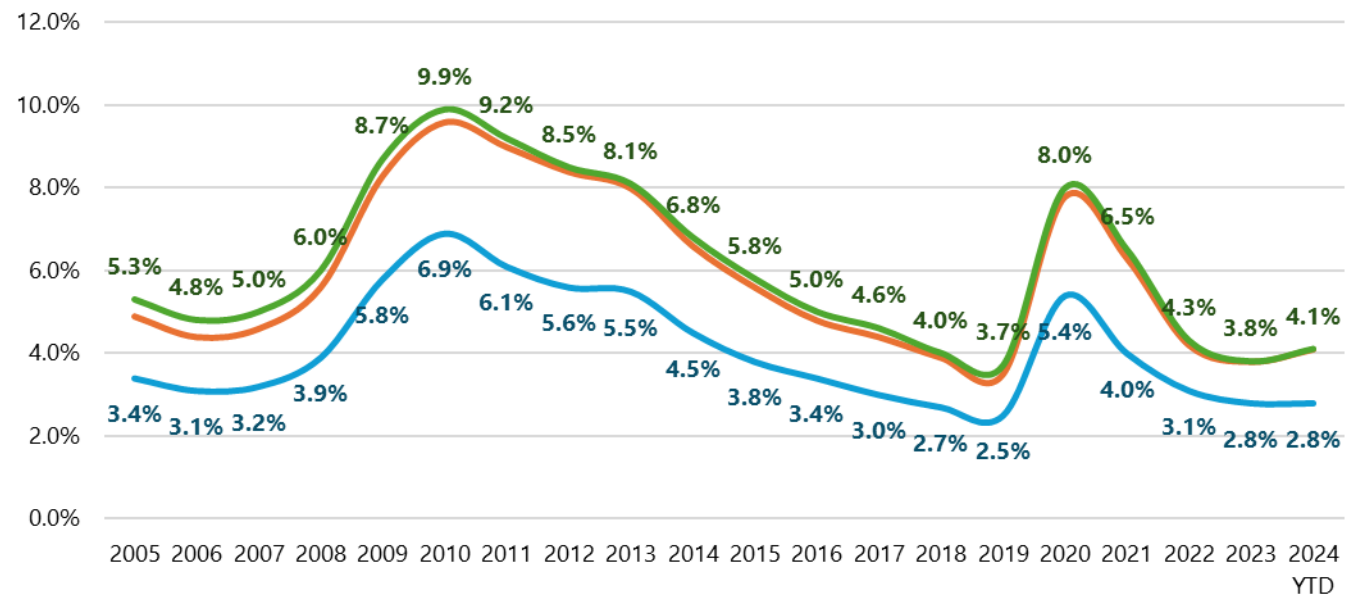
Note change from calendar year to Sept-Aug births starting in 2019 to align with new state entry age requirements



Unemployment

- Glastonbury's unemployment trends closely mirror both the state and Hartford County, albeit at lower levels.
- For 2024 YTD, local unemployment has fell to under 3%, a return to pre-pandemic levels.

Local, County & State Unemployment Rates, 2005 - 2024 YTD



Source: CT Department of Labor, LAUS
YTD data for 2024 is through July

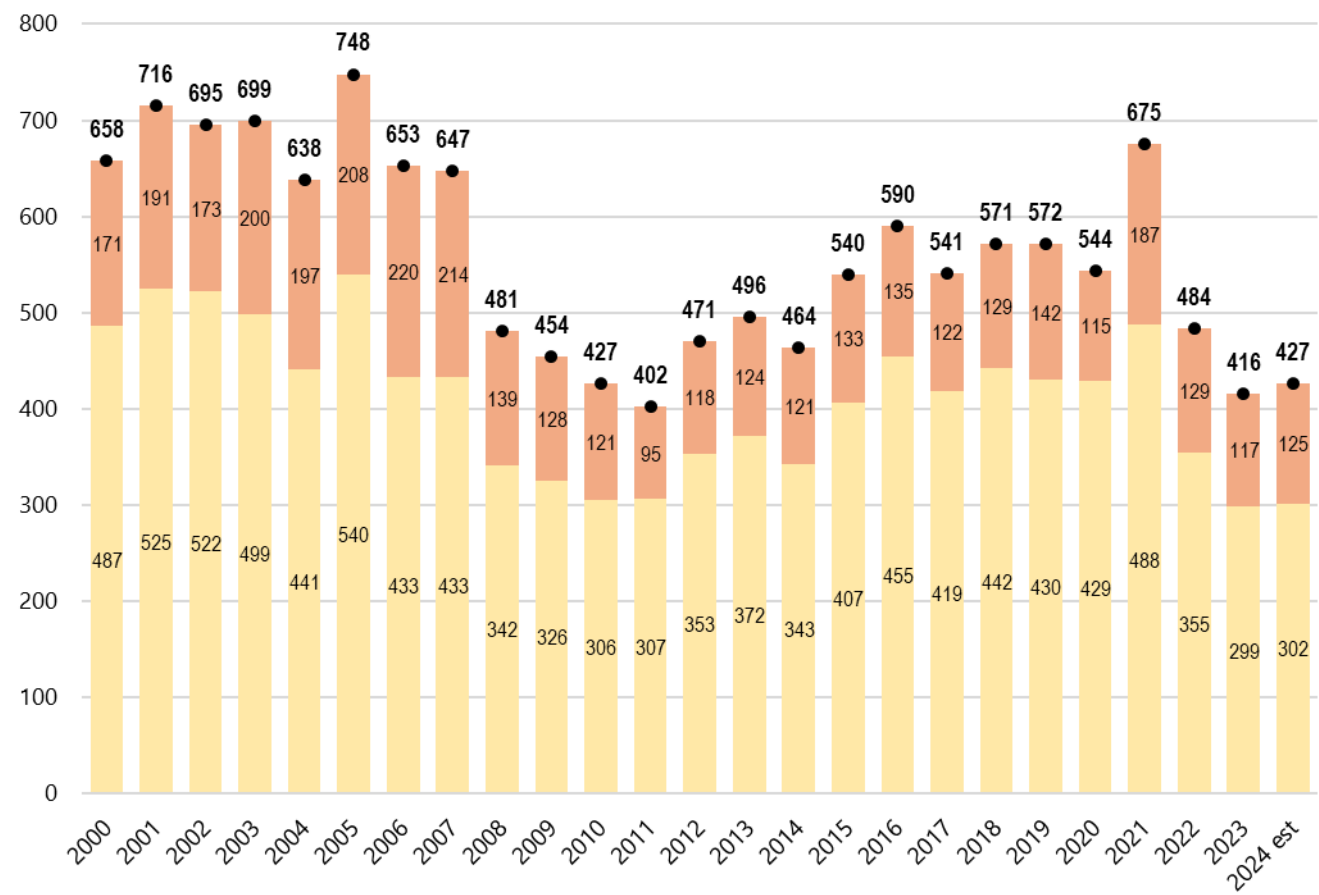
— Glastonbury — Connecticut — Hartford County



Home Sale Trends

- Home sales peaked in the early and mid 2000s at nearly 750 total sales.
- Sharp drop in sales between 2007 and 2011, reaching a low of 402 sales in 2011.
- Sales steadily increased between 2011 and 2020 and averaged about 560 annually between 2015 and 2020.
- Spike in home sales in 2021, reaching the highest levels since 2005, corresponding to increased migration during the pandemic.
- Sales decreased below pre-pandemic levels in 2022 and 2023. YTD sales for 2024 are on par with those of 2023.
- Single-family sales in 2023 and 2024 YTD are the lowest in recent memory, while condo sale activity has returned to pre-pandemic levels.
- High interest rates, high prices, and low inventory contributing to decrease in total sales.

Glastonbury Home Sale Trends: 2000 to 2024 YTD



Source: The Warren Group
 YTD data for 2024 is through August

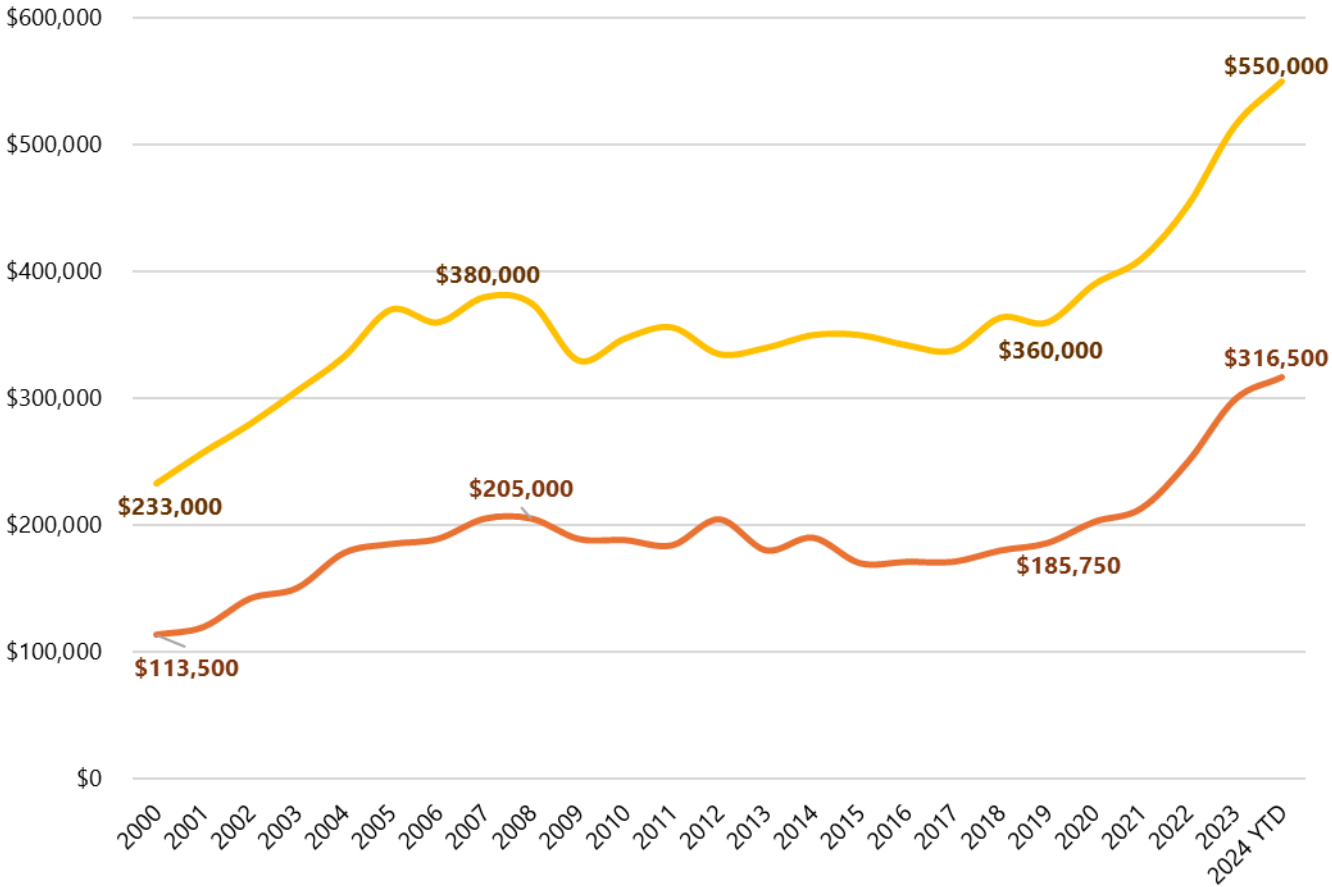
■ 1-Fam ■ Condo ● Total



Median Home Sale Price

- Like communities across the state and nation, Glastonbury has seen a sharp increase in home sale prices since 2019.
- Median single-family sale prices increased by 53% from \$360,000 in 2019 to \$550,000 for 2024 YTD.
- Median condo sale prices have increased at an even greater rate (70%), rising from \$185,750 in 2019 to \$316,500 for 2024 YTD.

Glastonbury Median Sale Price: 2000 to 2024 YTD



Source: The Warren Group
YTD data for 2024 is through August

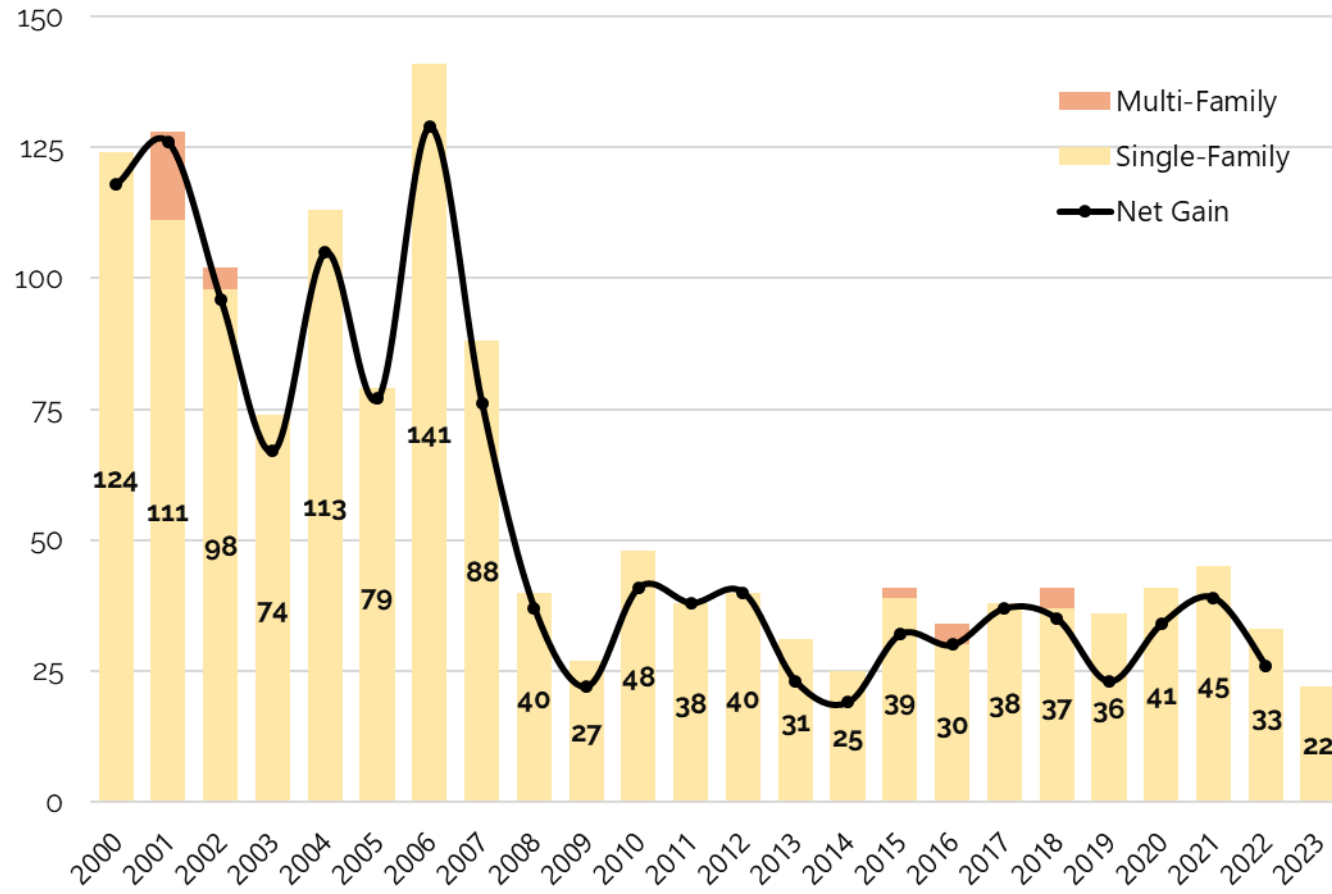
— 1-Fam — Condo



Housing Permit Activity

- Single-family permit activity peaked in the early and mid 2000s, when Glastonbury averaged over 100 new single-family permits annually.
- Single-family permits decreased during the Great Recession and have stayed relatively stable since 2008, averaging about 35 single-family permits annually. This is offset slightly by demolitions (5 annually), resulting in a net gain of about 30 single-family units annually since 2008.
- Note that several recent multi-family projects such as The Tannery (250 units), One Glastonbury Place (145 units), and Center Village (72 units) are not captured in the DECD permit data.

Glastonbury Housing Permits 2000-2023



Source: DECD, Unit type and demolition data not available for 2023



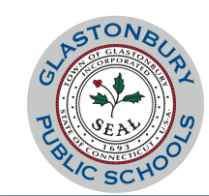
Recently Built Housing

Glastonbury Recently Built Housing Developments

Name	Type	Number of Units	Number of BRs	Year Completed	K-5 Enroll (2024-25)	K-12 Enroll (2024-25)	K-12 Students per Unit
One Glastonbury Place	Apartment/Townhomes	145	256	2018	3	9	0.06
The Tannery	Apartments	250	352	2017	2	7	0.03
Center Village	Apartments - Age Restricted	72	-	2020	-	-	-
Townhomes @ Colonial Village	Townhomes	17	34	2023	1	4	0.24
Glastonbury Estates	Single-Family Subdivision	58	-	2023	32	74	1.28
Stallion Ridge	Single-Family Subdivision	29	-	2024	18	23	0.79
Abbey Road	Single-Family Subdivision	21	-	2023	8	18	0.86
Wendell's Woods	Single-Family Subdivision	12	-	2021	9	14	1.17
Carson Way	Single-Family Subdivision	7	-	2024	3	6	0.86

Source: Town Glastonbury Community Development Department. Enrollment information based off the 2024-25 PSIS from GPS. Only includes larger development projects.

- Over the last decade, Glastonbury has added nearly 500 apartment and townhome housing units.
- New market rate multi-family housing tends to produce very few students, with just 16 students across the 395 units at The Tannery and One Glastonbury Place.
- Single-family subdivisions have much higher student generation rates, averaging about 1.1 students per unit across five recently built developments.



Future Housing

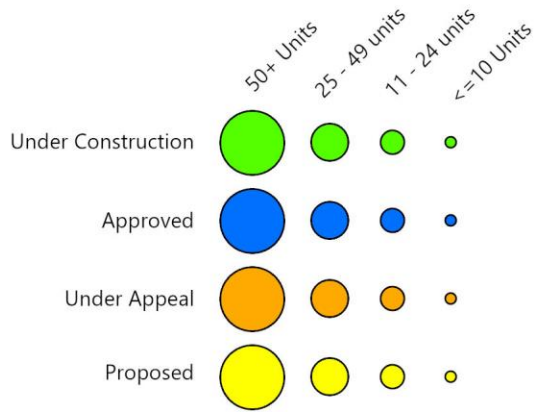
Under Construction, Planned, and Approved Housing Developments

Name	Type	Units	Status	Studio/1BR	2BR	3BR
Crosby II	Single-Family Subdivision	6	Under Construction			
Stallion Ridge	Single-Family Subdivision	29	Under Construction			
55 Nye Road	Apartments - Affordable	64	Approved	24	28	12
1199 Manchester Rd.	Apartments - Mixed Income	74	Approved	61	13	-
2610 Main Street	Townhomes	10	Approved	-	5	5
38 Hubbard	Apartments	30	Approved	10	20	-
Kreiger Lane	Apartments - Mixed Income	48	Under Appeal	48	-	-
36 Hopewell	Apartments	48	Proposed	23	23	2

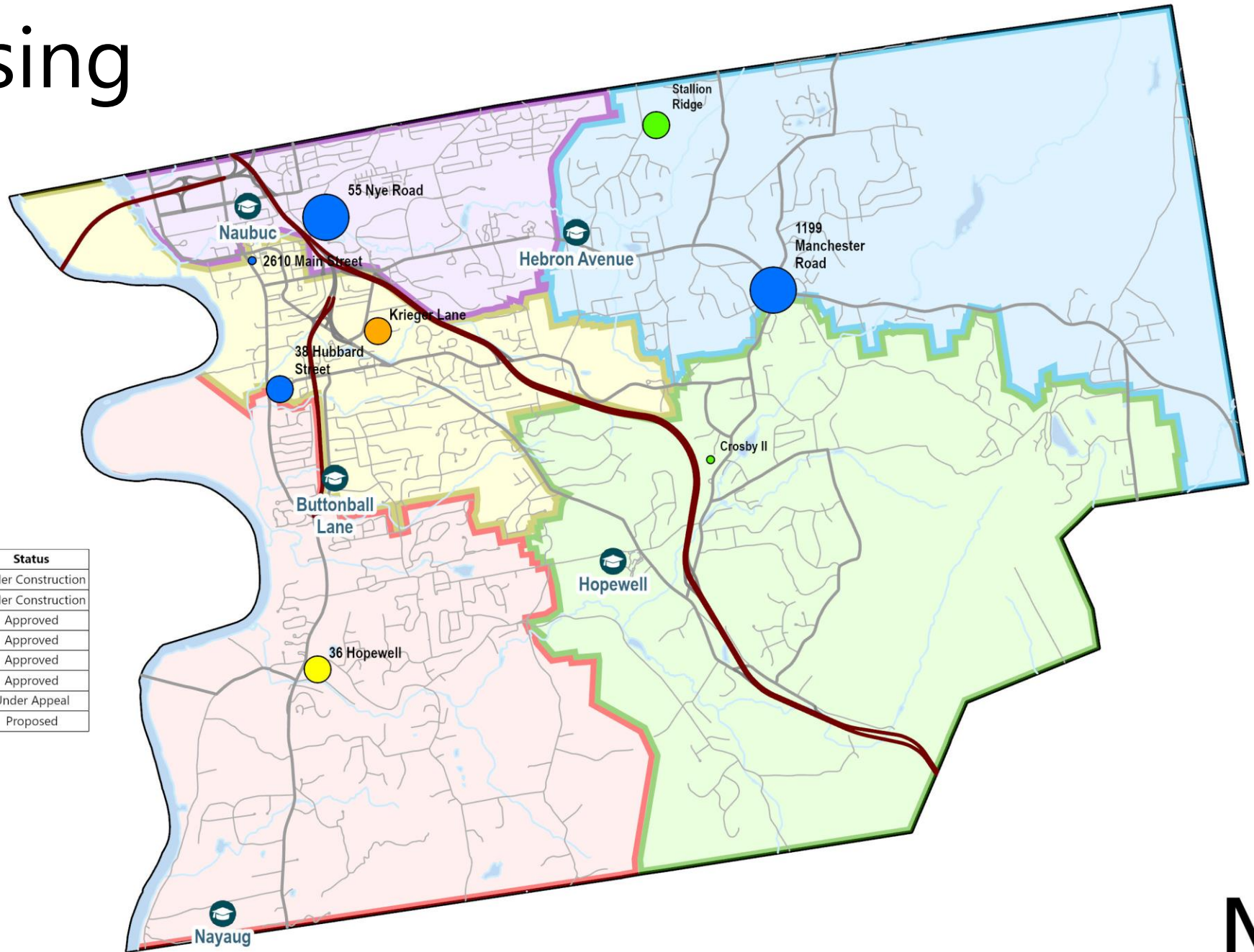
Source: Town of Glastonbury Community Development Department - data as of September 2024

- Currently two single-family subdivisions under construction with Stallion Ridge partially occupied and generating students as of the fall of 2024.
- 178 apartment or townhome units have been approved but not yet built.
 - 55 Nye Road is a fully affordable housing development with a mix of 1BR, 2BR, and 3BR units
 - 1199 Manchester Road will contain a mix of affordable and market rate units.
- Krieger Lane project currently undergoing the appeals process.
- 36 Hopewell project has been proposed but not yet approved by land use boards.
- In addition to the above projects, there are about 800 units in the preliminary planning phases that have not begun the land use approval process. These are not accounted for in the projections because they are not imminent, and it is uncertain if and when these projects will be approved. Should any of these projects be approved, they should be accounted for in future projection updates.

Future Housing



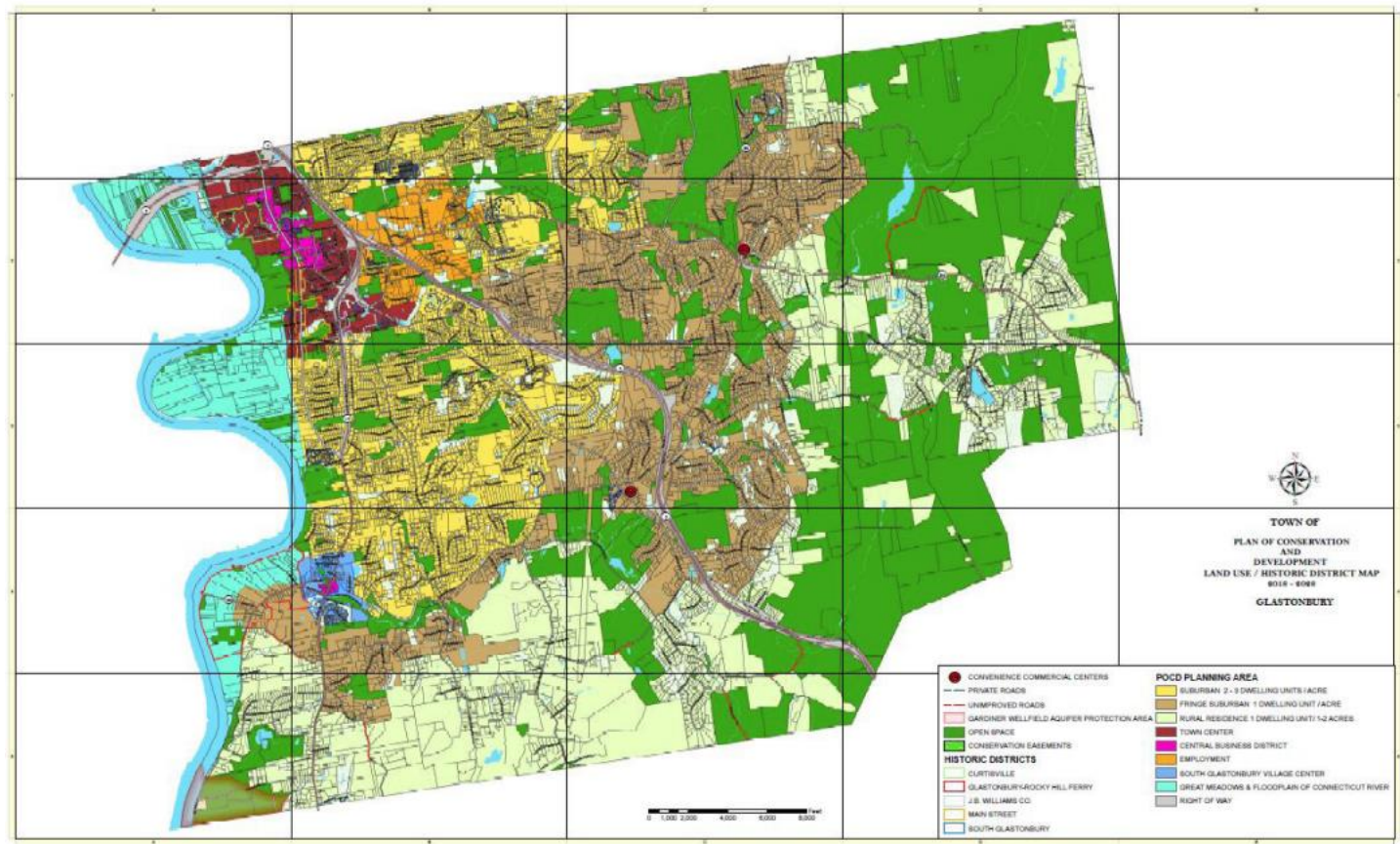
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2610 Main Street	Townhomes	10	Approved
38 Hubbard	Apartments	30	Approved
Kreiger Lane	Apartments - Mixed Income	48	Under Appeal
36 Hopewell	Apartments	48	Proposed





Town Plan Review

- Plan of Conservation and Development (POCD) updated in 2018.
 - POCD envisions continuation of longstanding development patterns, with highest intensity uses and greatest housing diversity within and surrounding the Town Center (Naubuc and Buttonball attendance zones) and lower intensity single-family development in the southern and eastern areas of Town.
- Town’s Affordable Housing Plan (2022) has a goal of creating an additional 105 affordable housing units by 2027, although specific projects and locations are not identified.





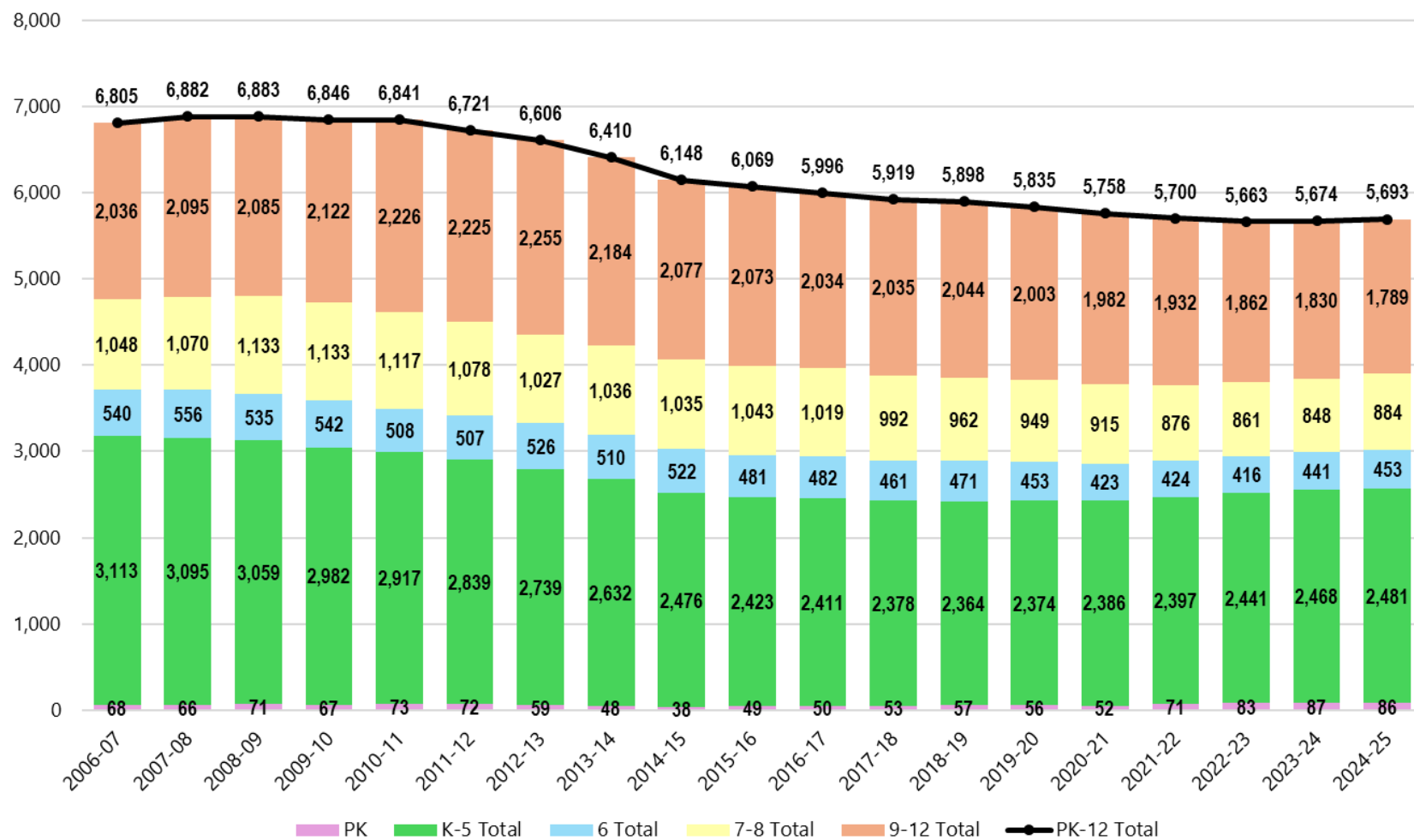
Enrollment Trends



Historic Enrollment Trends

- Districtwide PK-12 enrollment peaked in 2008-09 at 6,883 students.
- PK-12 enrollment decreased each year through 2022-23, reaching a low of 5,663 students.
- Over the last two years, enrollment has increased slightly, marking the first period of PK-12 enrollment growth since the late 2000s.
- Over the last five years:
 - Elementary (K-5) enrollment increased by 4.5%.
 - Intermediate School (6th) was flat
 - Middle School (7th-8th) enrollment decreased by 6.8%.
 - High School (9th-12th) decreased by 10.7%.

**Glastonbury Public Schools
Enrollment Trends, by Grade Grouping: 2006-07 to 2024-25**



Glastonbury Public Schools

Source: CT State Department of Education: 2006-07 to 2023-24.
Glastonbury Public Schools 2024-25



Historic Enrollment Trends

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2006-07	477	505	488	533	542	568	540	493	555	500	525	516	495
2007-08	487	518	508	492	542	548	556	552	518	555	489	523	528
2008-09	458	522	522	512	497	548	535	575	558	523	545	482	535
2009-10	428	492	521	527	509	505	542	552	581	565	521	547	489
2010-11	405	461	478	526	530	517	508	559	558	588	566	508	564
2011-12	382	440	460	500	523	534	507	521	557	551	591	564	519
2012-13	396	410	440	458	519	516	526	513	514	554	546	586	569
2013-14	380	404	423	438	460	527	510	526	510	506	546	534	598
2014-15	343	386	407	430	444	466	522	510	525	497	483	543	554
2015-16	338	372	398	427	437	451	481	527	516	531	492	491	559
2016-17	355	363	386	418	441	448	482	495	524	502	521	500	511
2017-18	358	369	373	399	430	449	461	493	499	507	498	515	515
2018-19	356	377	396	391	409	435	471	469	493	500	512	497	535
2019-20	369	392	395	403	403	412	453	479	470	489	495	502	517
2020-21	380	379	396	421	401	409	423	434	481	466	493	502	521
2021-22	359	405	394	403	425	411	424	436	440	474	461	477	520
2022-23	413	370	410	407	417	424	416	424	437	435	474	453	500
2023-24	373	433	384	426	419	433	441	425	423	451	444	471	464
2024-25	380	382	446	400	440	433	453	445	439	414	450	438	487

Source: CT State Department of Education: 2006-07 to 2023-24. Glastonbury Public Schools 2024-25

- Large kindergarten cohort that entered in 2022-23 now in 2nd grade.
- Smaller kindergarten cohorts that entered between 2014-15 and 2018-19 are now in middle and high school

K-12 Enrollment Change by Neighborhood

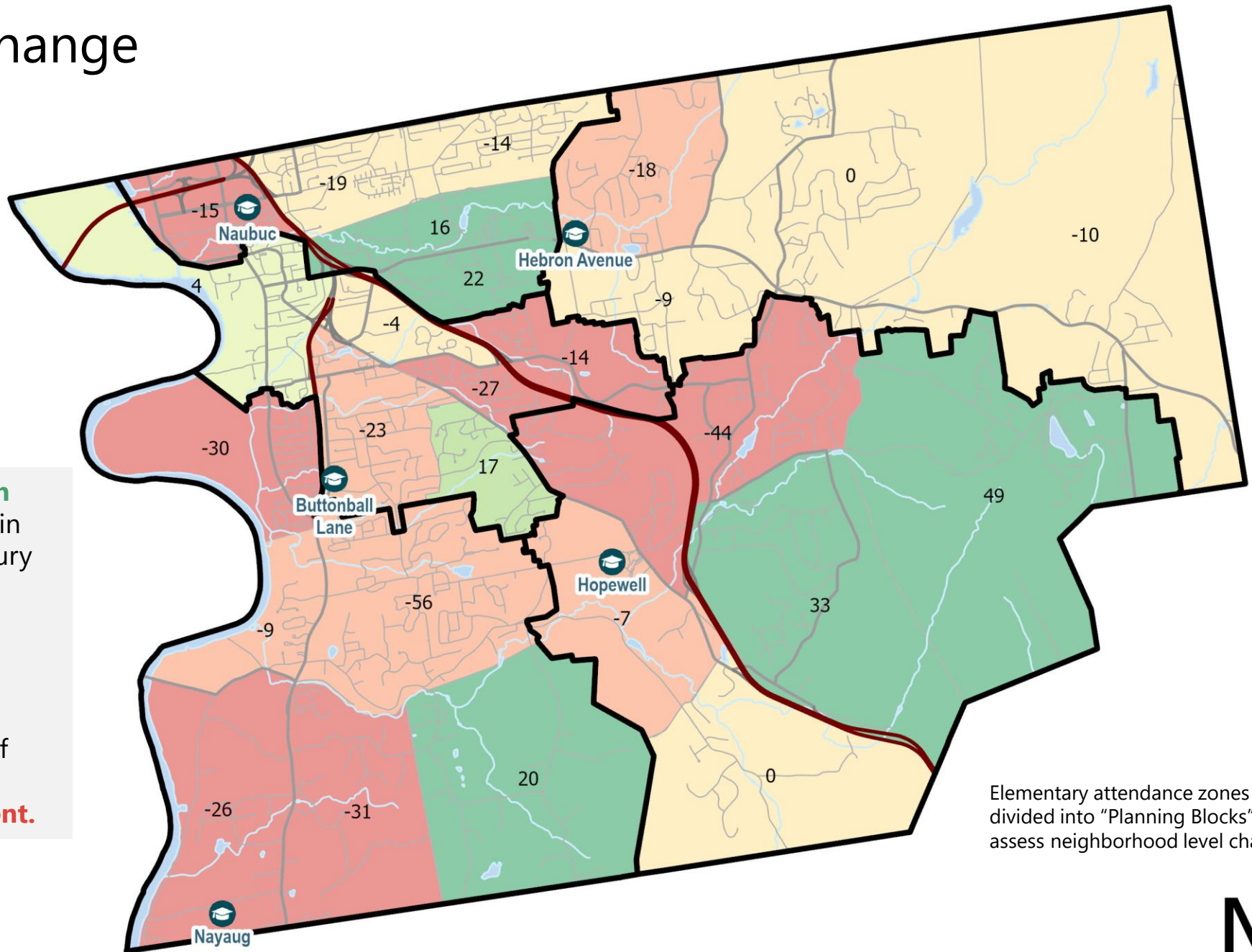
K-12 Enrollment Change:
2019-20 to 2024-25

- 10% or Greater Decrease
- 5% to 10% Decrease
- 0% to 5% Decrease
- 0% to 5% Increase
- 5% to 10% Increase
- 10% or Greater Increase

Elementary Attendance Zone

The **fastest K-12 enrollment growth** occurred in the rural neighborhoods in southern and southeastern Glastonbury and in the neighborhoods of Hebron Avenue corridor within the Naubuc elementary attendance zone.

Neighborhoods in southwestern Glastonbury and in the central part of Glastonbury along Route 2 **saw the greatest decrease in K-12 enrollment.**



Elementary attendance zones were divided into "Planning Blocks" to assess neighborhood level changes.

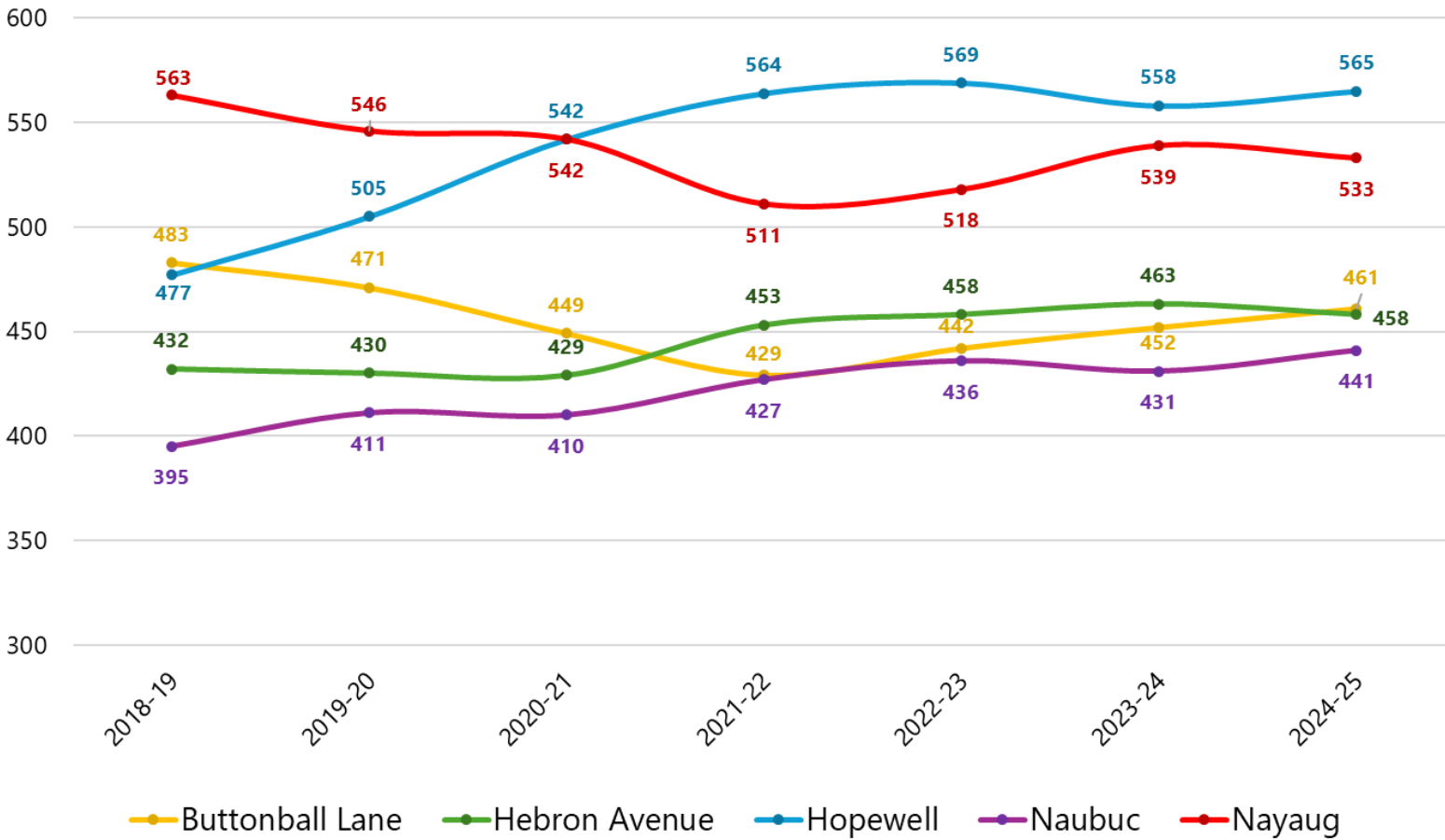




Elementary Enrollment Trends

- Since the new elementary attendance zones went into effect for the 2018-19 school year, overall elementary (K-5) enrollment has increased by 117 students, or 4.9%.
- However, trends vary by elementary school. Since 2018-19:
 - Hopewell has seen the greatest enrollment growth of 18.4%.
 - Naubuc (+11.6%) and Hebron Avenue (+6%) also experienced moderate growth.
 - Nayaug (-5.3%) and Buttonball Lane (-4.6%) saw declining enrollment, although both schools have increased since 2021-22.

Historic Elementary (K-5) Enrollment by School Glastonbury Public Schools, 2018-19 to 2024-25



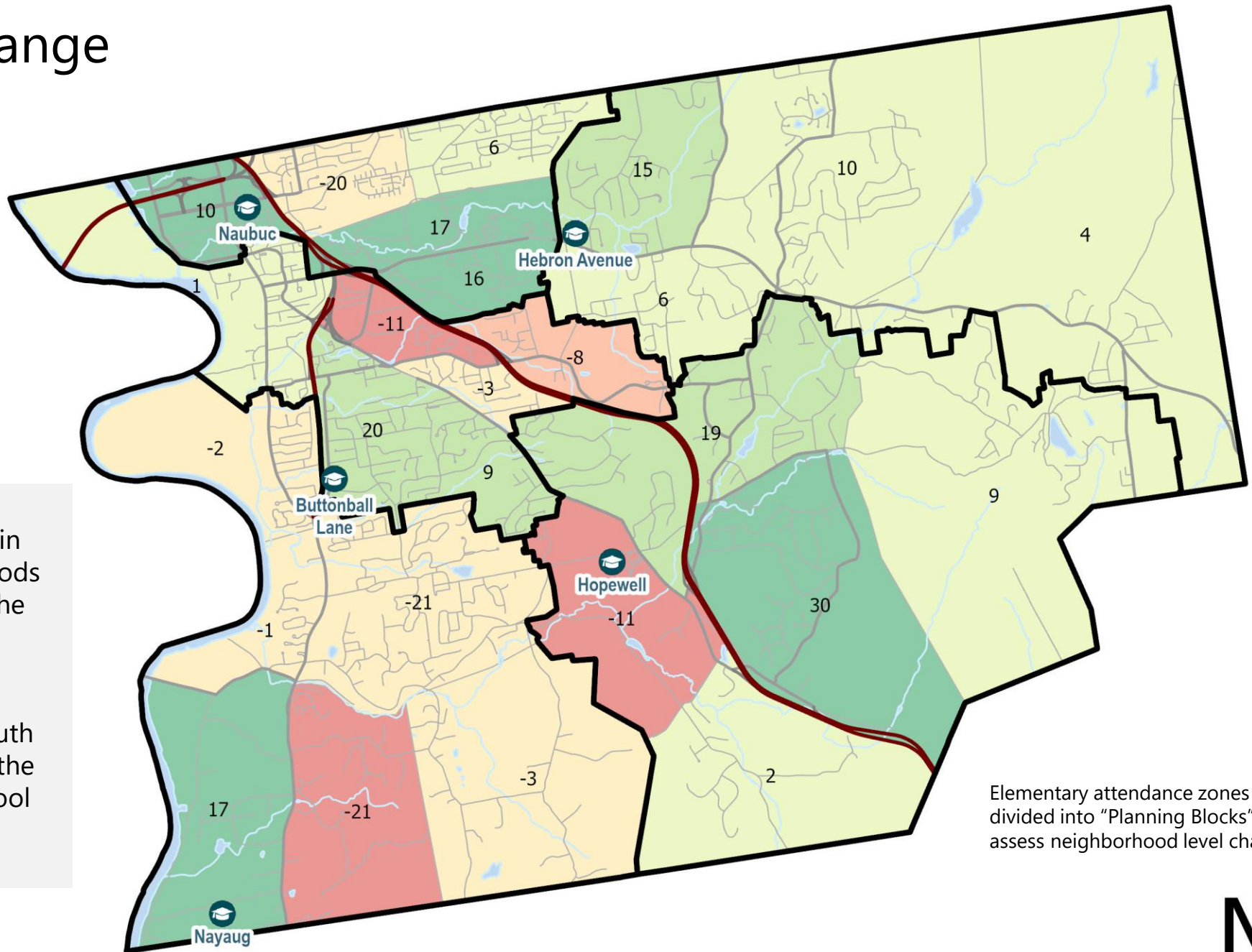
Note that 5th graders attending Gideon Welles School have been included in their zoned elementary school enrollment

Glastonbury Public Schools

K-5 Enrollment Change by Neighborhood

K-5 Enrollment Change:
2019-20 to 2024-25

- 20% or Greater Decrease
- 10% to 20% Decrease
- 0% to 10% Decrease
- 0% to 10% Increase
- 10% to 20% Increase
- 20% or Greater Increase
- Elementary Attendance Zone



The **fastest K-5 enrollment growth** occurred in the rural neighborhoods in eastern Glastonbury, the neighborhoods in the Hebron Avenue corridor, and the neighborhoods around Naubuc and Nayaug Schools.

Neighborhoods along Route 2, in South Glastonbury east of Main Street and the neighborhood around Hopewell School **saw the greatest decrease in K-5 enrollment.**

Elementary attendance zones were divided into "Planning Blocks" to assess neighborhood level changes.





Elementary Enrollment Trends

- For 2024-25, Buttonball Lane and Hopewell had kindergarten classes that were larger than the recent historic average, while Hebron Avenue, Naubuc, and Nayaug had kindergarten classes that were smaller than the recent historic average.
- On average, Hopewell (+17) and Hebron Avenue (+15) see the greatest levels of net in-migration annually while Buttonball Lane (+7) and Nayaug (+6) see the lowest levels.
- All elementary schools have average net in-migration over the last five years. For 2024-25, net in-migration was above average at Buttonball Lane and Naubuc, while migration was lower than average at Hopewell and Nayaug. Migration at Hebron Avenue was in line with the recent historic average.

Kindergarten Cohort Size: 2019-20 to 2024-25

Year	Buttonball Lane	Hebron Avenue	Hopewell	Naubuc	Nayaug
2019-20	62	73	84	67	82
2020-21	71	65	100	65	79
2021-22	62	73	79	75	70
2022-23	85	72	84	64	108
2023-24	67	62	86	69	89
2024-25	82	63	91	63	81
5-Year Avg	72	68	87	67	85

Net Migration: 2019-20 to 2024-25

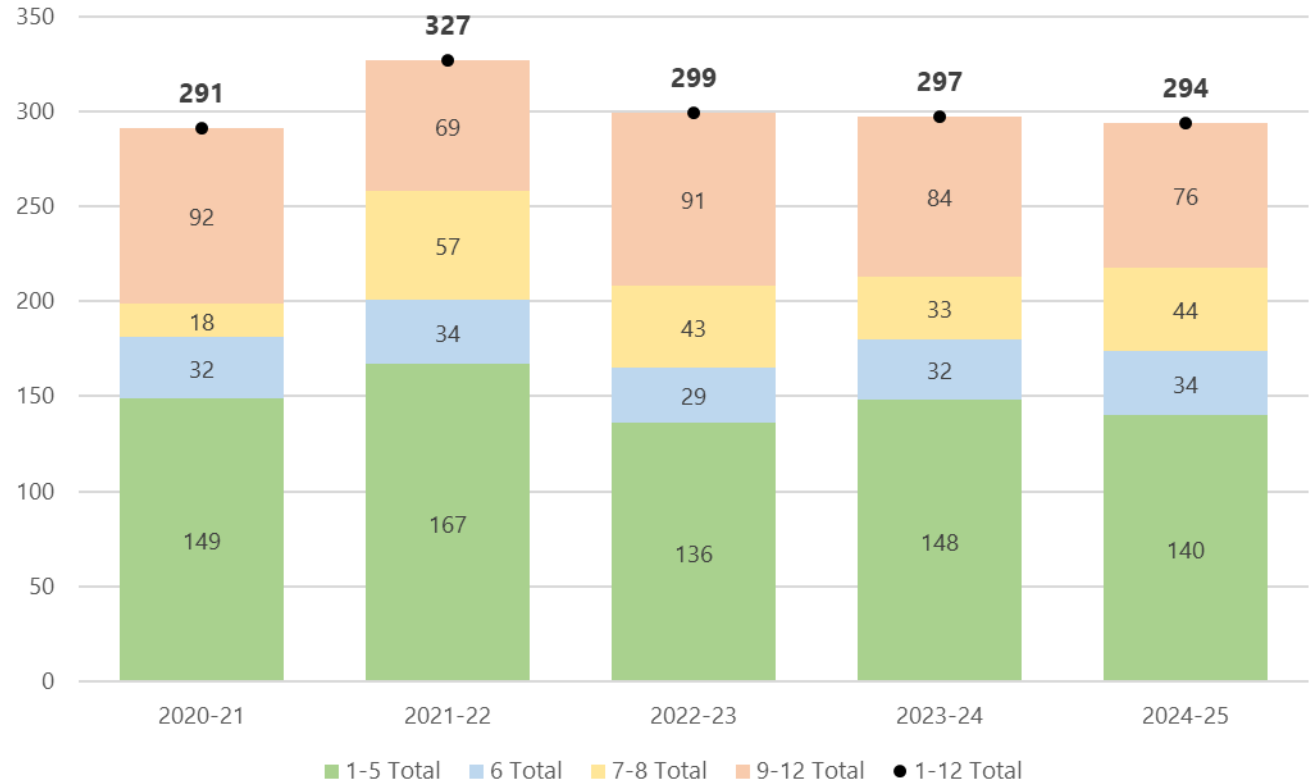
Year	Buttonball Lane	Hebron Avenue	Hopewell	Naubuc	Nayaug
2019-20	12	10	33	15	7
2020-21	(5)	8	20	3	13
2021-22	(4)	28	29	9	(2)
2022-23	(1)	9	13	15	(2)
2023-24	24	22	2	(2)	20
2024-25	15	15	3	29	(1)
5-Year Avg	7	15	17	12	6



New-to-District Student Analysis

- New-to-District (NTD) students are identified by student ID (SASIDs) that were not in the prior year's enrollment database.
- NTD trends have been relatively consistent between 290 and 300 annually since 2020-21, except for a spike to 327 in 2021-22 (corresponding to the peak in home sales).
- The lower elementary grades (1st and 2nd grade) typically see the greatest number of NTD students.
- For the intermediate, middle and high schools, the greatest number of NTD students are seen during transition grades (6th and 9th grades).

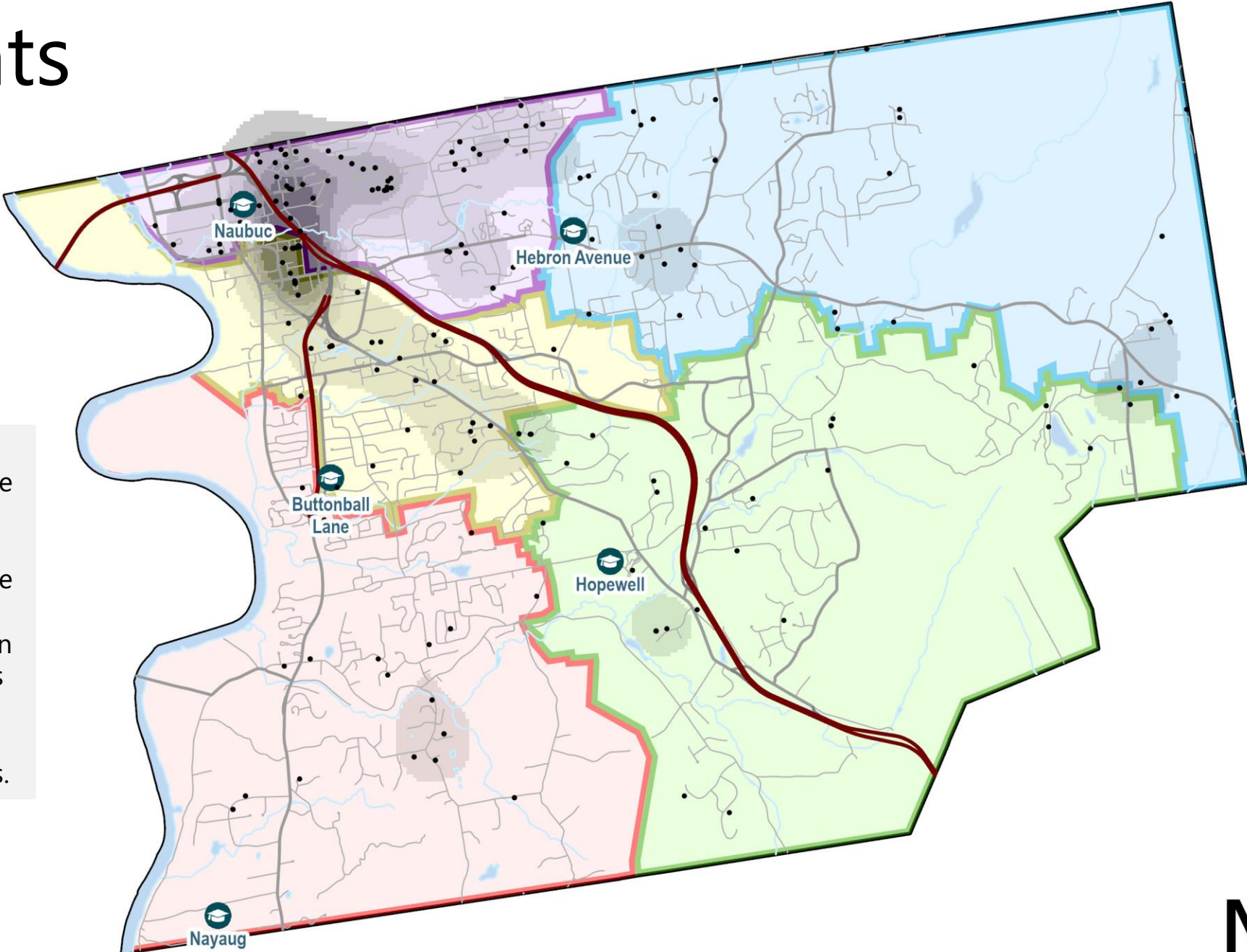
**Glastonbury Public Schools New-to-District Students (1-12):
2020-21 to 2024-25**



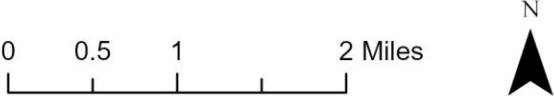
NTD Students

• New-to-District Students (1-12)

New-to-District Density



NTD student patterns largely reflect the density of the community, with the greatest concentration of NTD students in the neighborhoods surrounding Glastonbury Center in the Naubuc and Buttonball Lane attendance zones. These areas contain the highest density housing as well as most of the community’s multi-family units, which have more mobile populations than single-family homes.

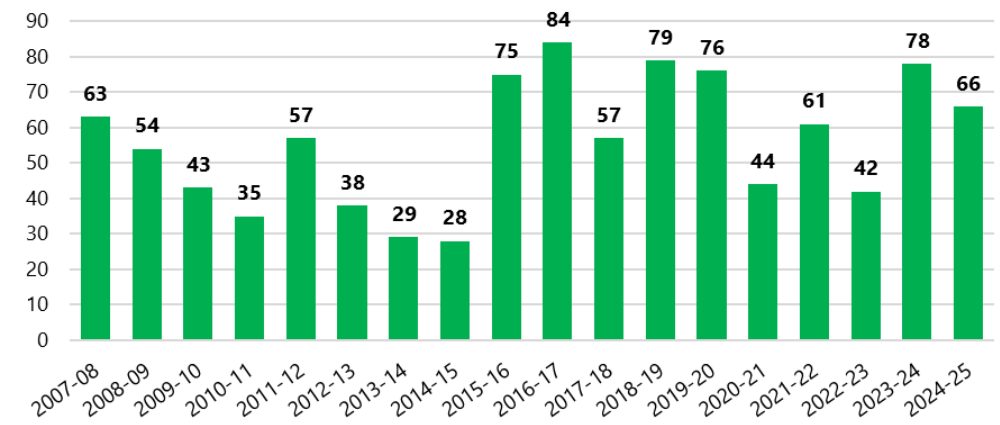




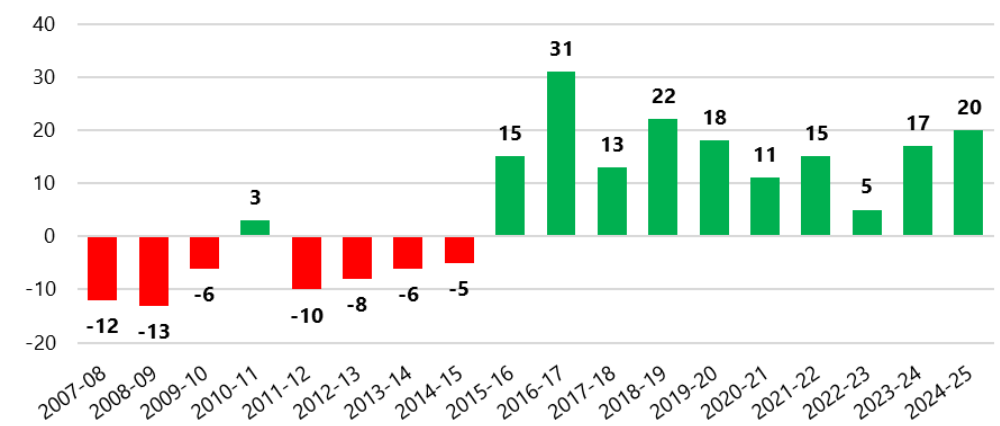
Net Migration

- Net migration accounts for both NTD students as well as student withdrawals.
- Over the last decade, the elementary schools have seen net in-migration averaging +66 students annually. In-migration for 2024-25 is in line with the recent historic average.
- Gideon Welles School (6th grade) has seen net in-migration each year since 2015-16, averaging +17 students over the last decade. This year, net in-migration has slightly exceeded the recent historic average.

Historic Elementary Net Migration



Historic 6th Grade Net Migration

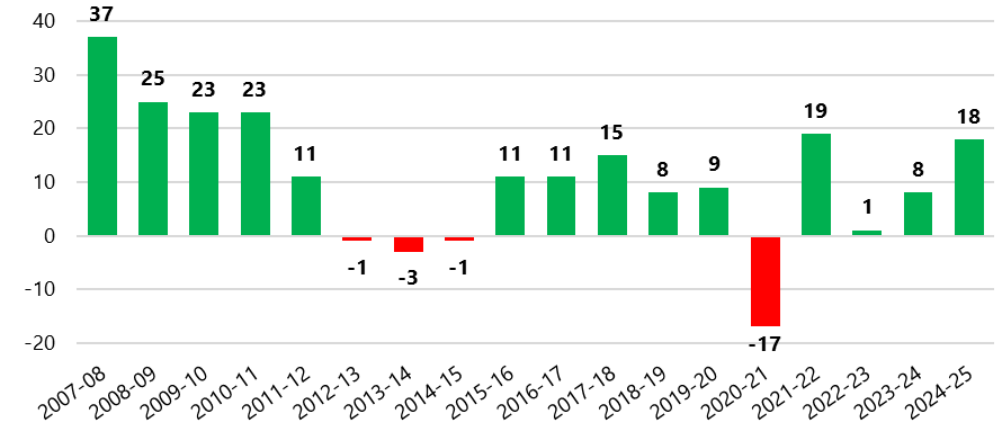




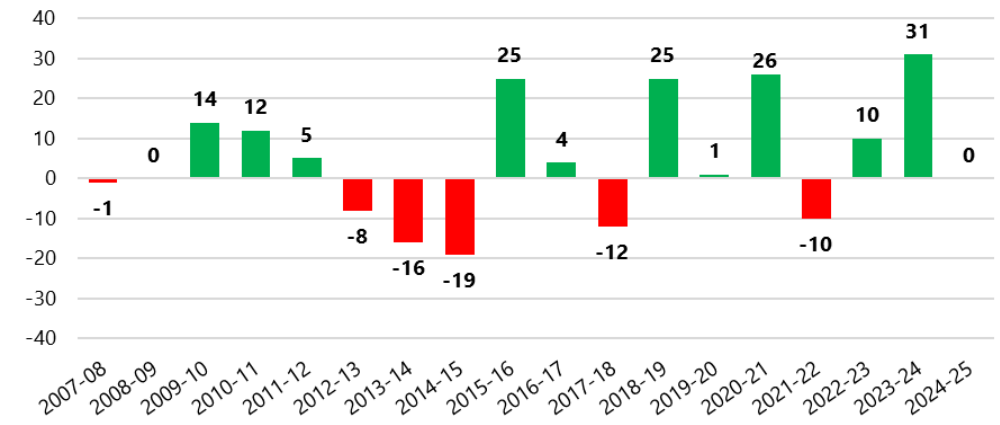
Net Migration

- Net migration accounts for both NTD students and student withdrawals.
- The Middle School (7th-8th) has seen net in-migration for 9 out of the last 10 years and has averaged +8 annually over the last decade. Net in-migration for 2024-25 was +18.
- High School (9th-12th) has averaged net in-migration of +10 students annually over the last decade, although there is significant variability year-over-year. 2024-25 saw no net-migration.

Historic Middle School Net Migration



Historic High School Net Migration





Other Public & Private School Trends

- The number of Glastonbury resident students enrolled in regional magnet schools has been trending down from 2020-21 to 2023-24.
 - Elementary enrollment decreased by 16 students or 19%.
 - Middle school enrollment decreased by 5 students, or 33%.
 - High school enrollment stayed stable, although there were year-to year fluctuations.
- GPS tracks students who withdraw to attend private or parochial schools.
 - Overall, GPS has seen a reduction in the number of students withdrawing, with each grade grouping seeing declines.
 - Historically, the greatest number of withdrawals are for 8th graders, who enroll in private high schools.

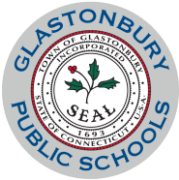
Glastonbury Residents Enrolled in Regional Magnet Schools: 2020-21 to 2023-24

School Year	K-5 Total	6-8 Total	9-12 Total	K-12 Total
2020-21	86	15	24	125
2021-22	84	9	28	121
2022-23	66	13	31	110
2023-24	70	10	24	104
Change	-16	-5	0	-21
% Change	-19%	-33%	0%	-17%

Note that magnet school data for 2024-25 is not yet available.

GPS Student Withdrawals for Private/Parochial Schools

Year of Withdrawal	Grade of Withdrawal			
	K-5 Total	6-8 Total	9-12 Total	K-12 Total
2020	11	29	18	58
2021	11	29	17	57
2022	25	31	23	79
2023	9	29	14	52
2024	5	26	6	37
Change	-6	-3	-12	-21
% Change	-55%	-10%	-67%	-36%



Enrollment Projections



Projections Primer

- Based on Cohort Survival Methodology – Standard method accepted by OGA (formerly OSCG&R) for school construction projects
- The cohort survival methodology **relies on observed data from the recent past in order to project the near future**
- Persistency Ratios calculated from historic enrollment data to determine growth or loss in a class as it progresses through the school system
- Persistency Ratio of 1.0 means cohort size remains the same; 1.05 means the cohort size increases by 5%, or a cohort of 100 grows to 105 the following year
- Persistency Ratios account for the various external factors affecting enrollments: housing characteristics, residential development, economic conditions, student transfers in and out of system, and student mobility
- Changes in population, housing stock and tenure, and economic conditions help explain persistency ratios
- Changes in programming affect persistency ratios of individual schools
- Recent changes to Kindergarten entry age adds uncertainty to Kindergarten enrollment until trends are established.



Persistency Ratios

Kindergarten through 12th Grade Persistency Ratios by School Year
2007-2008 to 2024-25

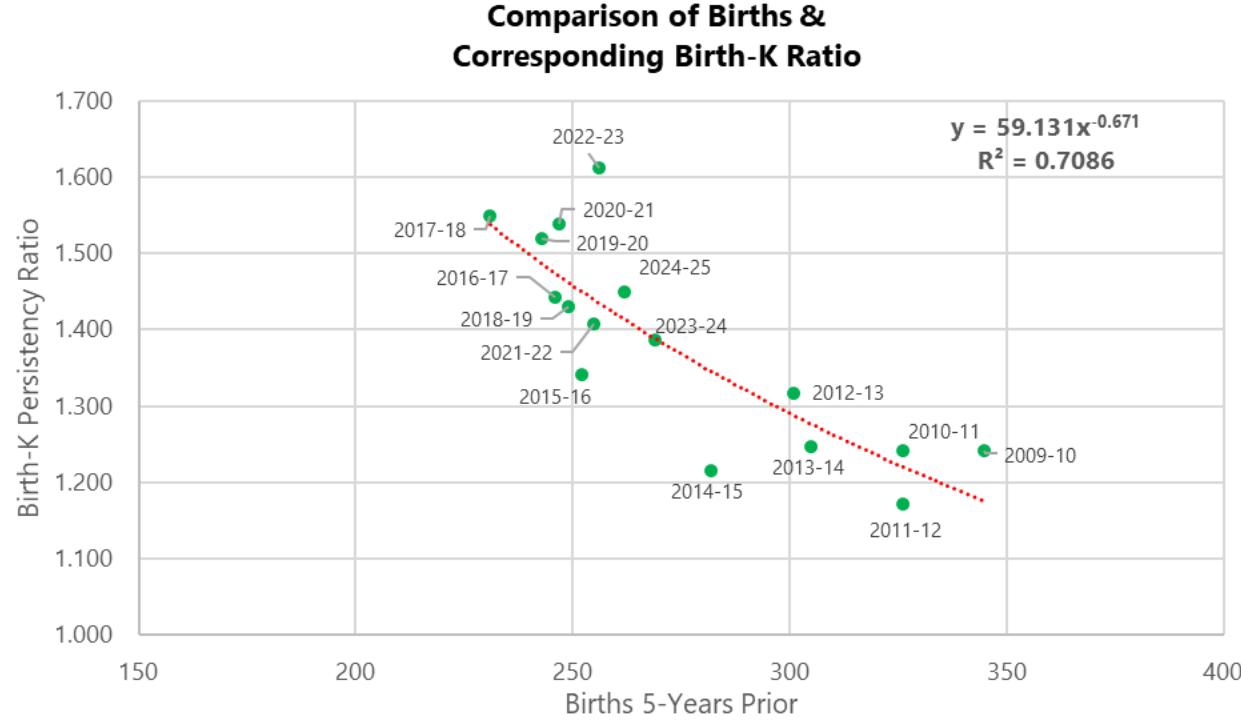
Year	Birth-K	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	Est of Migration
2007-08	1.3603	1.0860	1.0059	1.0082	1.0169	1.0111	0.9789	1.0222	1.0507	1.0000	0.9780	0.9962	1.0233	1.28%
2008-09	1.2722	1.0719	1.0077	1.0079	1.0102	1.0111	0.9763	1.0342	1.0109	1.0097	0.9820	0.9857	1.0229	0.83%
2009-10	1.2406	1.0742	0.9981	1.0096	0.9941	1.0161	0.9891	1.0318	1.0104	1.0125	0.9962	1.0037	1.0145	0.70%
2010-11	1.2423	1.0771	0.9715	1.0096	1.0057	1.0157	1.0059	1.0314	1.0109	1.0120	1.0018	0.9750	1.0311	0.77%
2011-12	1.1718	1.0864	0.9978	1.0460	0.9943	1.0075	0.9807	1.0256	0.9964	0.9875	1.0051	0.9965	1.0217	0.64%
2012-13	1.3156	1.0733	1.0000	0.9957	1.0380	0.9866	0.9850	1.0118	0.9866	0.9946	0.9909	0.9915	1.0089	0.03%
2013-14	1.2459	1.0202	1.0317	0.9955	1.0044	1.0154	0.9884	1.0000	0.9942	0.9844	0.9856	0.9780	1.0205	0.35%
2014-15	1.2163	1.0158	1.0074	1.0165	1.0137	1.0130	0.9905	1.0000	0.9981	0.9745	0.9545	0.9945	1.0375	0.49%
2015-16	1.3413	1.0845	1.0311	1.0491	1.0163	1.0158	1.0322	1.0096	1.0118	1.0114	0.9899	1.0166	1.0295	2.27%
2016-17	1.4431	1.0740	1.0376	1.0503	1.0328	1.0252	1.0687	1.0291	0.9943	0.9729	0.9812	1.0163	1.0407	3.27%
2017-18	1.5498	1.0394	1.0275	1.0337	1.0287	1.0181	1.0290	1.0228	1.0081	0.9676	0.9920	0.9885	1.0300	2.34%
2018-19	1.4297	1.0531	1.0732	1.0483	1.0251	1.0116	1.0490	1.0174	1.0000	1.0020	1.0099	0.9980	1.0388	3.03%
2019-20	1.5185	1.1011	1.0477	1.0177	1.0307	1.0073	1.0414	1.0170	1.0021	0.9919	0.9900	0.9805	1.0402	2.27%
2020-21	1.5385	1.0271	1.0102	1.0658	0.9950	1.0149	1.0267	0.9581	1.0042	0.9915	1.0082	1.0141	1.0378	0.95%
2021-22	1.4078	1.0658	1.0396	1.0177	1.0095	1.0249	1.0367	1.0307	1.0138	0.9854	0.9893	0.9675	1.0359	2.44%
2022-23	1.6133	1.0306	1.0123	1.0330	1.0347	0.9976	1.0122	1.0000	1.0023	0.9886	1.0000	0.9826	1.0482	1.28%
2023-24	1.3866	1.0484	1.0378	1.0390	1.0295	1.0384	1.0401	1.0216	0.9976	1.0320	1.0207	0.9937	1.0243	2.89%
2024-25	1.4504	1.0241	1.0300	1.0417	1.0329	1.0334	1.0462	1.0091	1.0329	0.9787	0.9978	0.9865	1.0340	3.21%

- As births have decreased, the Birth-K ratio has increased, averaging 1.48 annually since 2016-17.
- Estimate of migration compares students in grades 1 through 7 with grades 2 through 8 the year prior. Over the last ten years, Glastonbury’s estimate of migration has averaged +2.4%, with the last two years slightly higher than average.



Kindergarten Projection Methodology

- Traditionally projections use a "Birth-K ratio" which divides the size of a kindergarten class with its corresponding birth cohort 5-years prior.
- As births increase, Birth-K ratios tend to decrease and vice versa. The Birth-K ratio approach works well when births are stable.
- However, a birth "bubble" from 2021 to 2023 will be entering kindergarten starting in 2026-27. Using historic Birth-K ratios from smaller birth cohorts to these kindergarten classes will likely over-project kindergarten enrollment.
- Recommend using the "variable Birth-K" approach based on a historic "best fit line." Modifies the Birth-K ratio based on the size of the birth cohort.
- MP Planning has utilized this methodology successfully in other DRG A and B communities for several years.



Period	Average Kindergarten Class	Average Births Five Years Prior	Average Birth-K
2006-07 to 2015-16	409	320	1.278
2016-17 to 2024-25	371	251	1.478



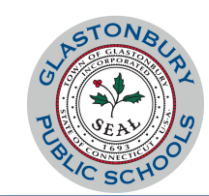
Kindergarten Caveats & Assumptions

- New Kindergarten entry date became effective for 2024-25 school year per state law.
 - Cutoff date shifted from January 1st to September 1st.
 - GPS allowed students who turned 5 in September and October to enter Kindergarten for the 2024-25 school year (46 total students). This was somewhat offset by an abnormally large 5-year-old cohort this year.
- GPS anticipates fully shifting to the new cutoff date for the 2025-26 school year.
 - The kindergarten projection was revised downward for 2025-26 to account for this change in policy.
- Going forward, students who turn 5 after September 1st can apply to enter kindergarten early via a waiver process, consisting of parental request and a readiness assessment.
- Recent changes to Kindergarten entry age adds uncertainty to the projections until trends are established.

Age as of September 1st of Kindergarten Year

School Year	4 Years Old	5 Years Old	6 Years Old	Total Kindergarten Enrollment	Share of 4 Year Olds
2020-21	80	293	7	380	21.1%
2021-22	62	283	14	359	17.3%
2022-23	72	329	12	413	17.4%
2023-24	72	295	6	373	19.3%
2024-25	46	324	10	380	12.1%
5-Year Avg	66	305	10	381	17.4%

Per Public Act 23-208, Section 1(a) , beginning with the 2024-2025 school year, children need to turn 5 years old on or before September 1 in order to be automatically eligible for kindergarten.



Projections Assumptions

These projections are predicated on the following assumptions:

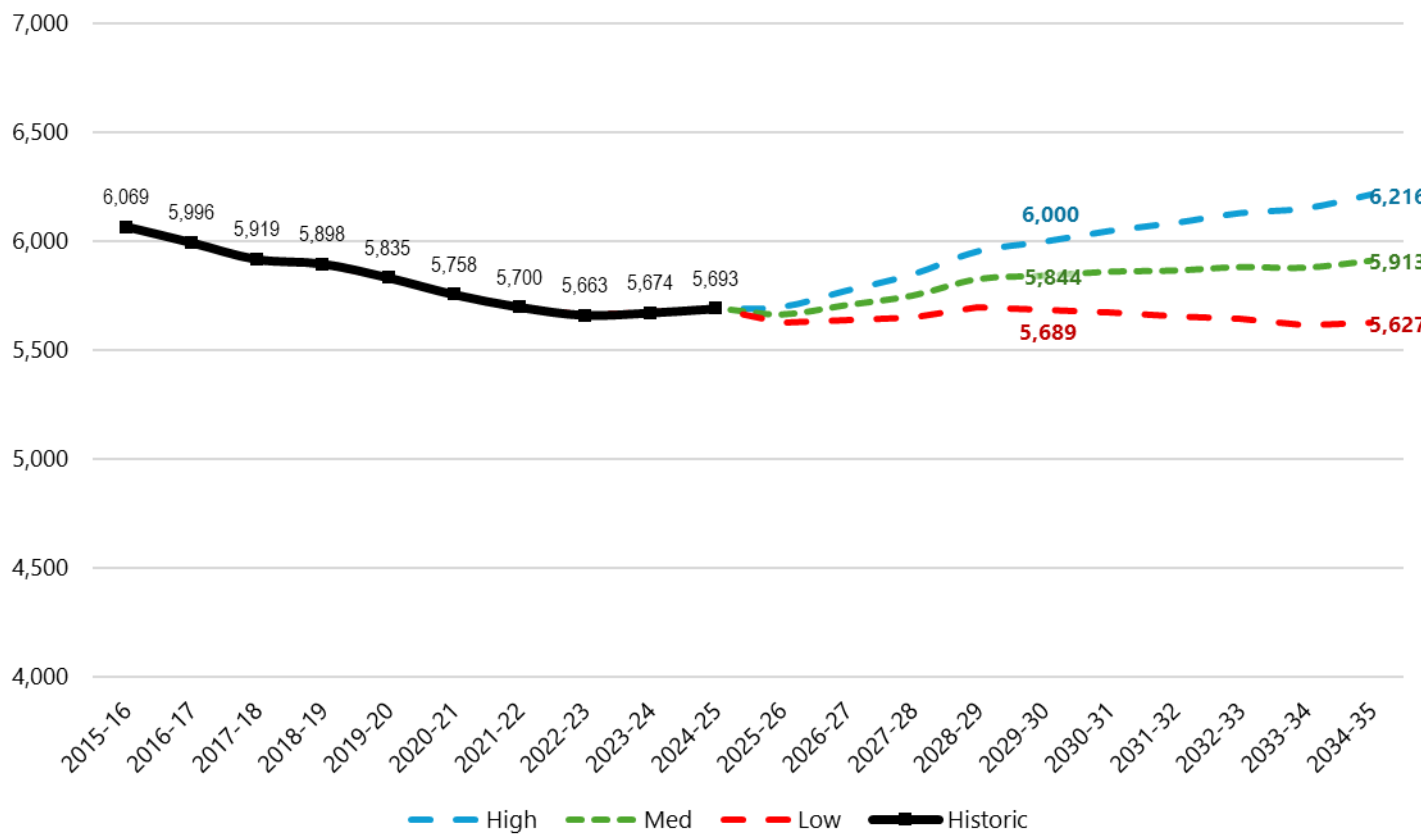
- Pre-K enrollment will remain at current levels at 86 students per year
- Housing, in-migration, and future birth assumptions at the districtwide level will prove accurate.
- Kindergarten will return to a 12-month birth window, although for next year, it is anticipated there maybe a deviation from the variable Birth-K model due to the multi-year roll out of the new kindergarten entry age.
- **High projections:** Assume high birth projections (average 306 annually) and housing sales will have a quicker return to pre-pandemic levels over the next 2-3 years. Student in-migration averages 3.1%, which is slightly above the 10-year average (2.4%).
- **Medium projections:** Assume medium birth projections (average 289 annually), housing market slowly returns to pre-pandemic levels over the next 3-5 years. Student in-migration averages 2.5%, which aligns with 10-year historic average.
- **Low projections:** Assume low birth projections (average 271 annually) and housing activity remains at current level and in-migration averages 1.9%, which is below historic average.



Districtwide Projections

- Both the High and Medium Models agree, showing growth albeit at different levels, while the low model is projecting flatter enrollment.
- By 2029-30, all three models have a range of ~310 students.
- Under the medium model, PK-12 averages 5,821 over the next decade with a peak of 5,913 students in 2034-35.
- **Recent housing conditions, demographics and enrollment in-migration align best with Medium Model and represents the most likely direction. However, housing conditions and demographic shifts should be monitored.**

Glastonbury Public Schools Historic and Projected PK-12 Enrollment Model Comparison: 2015-16 to 2034-35

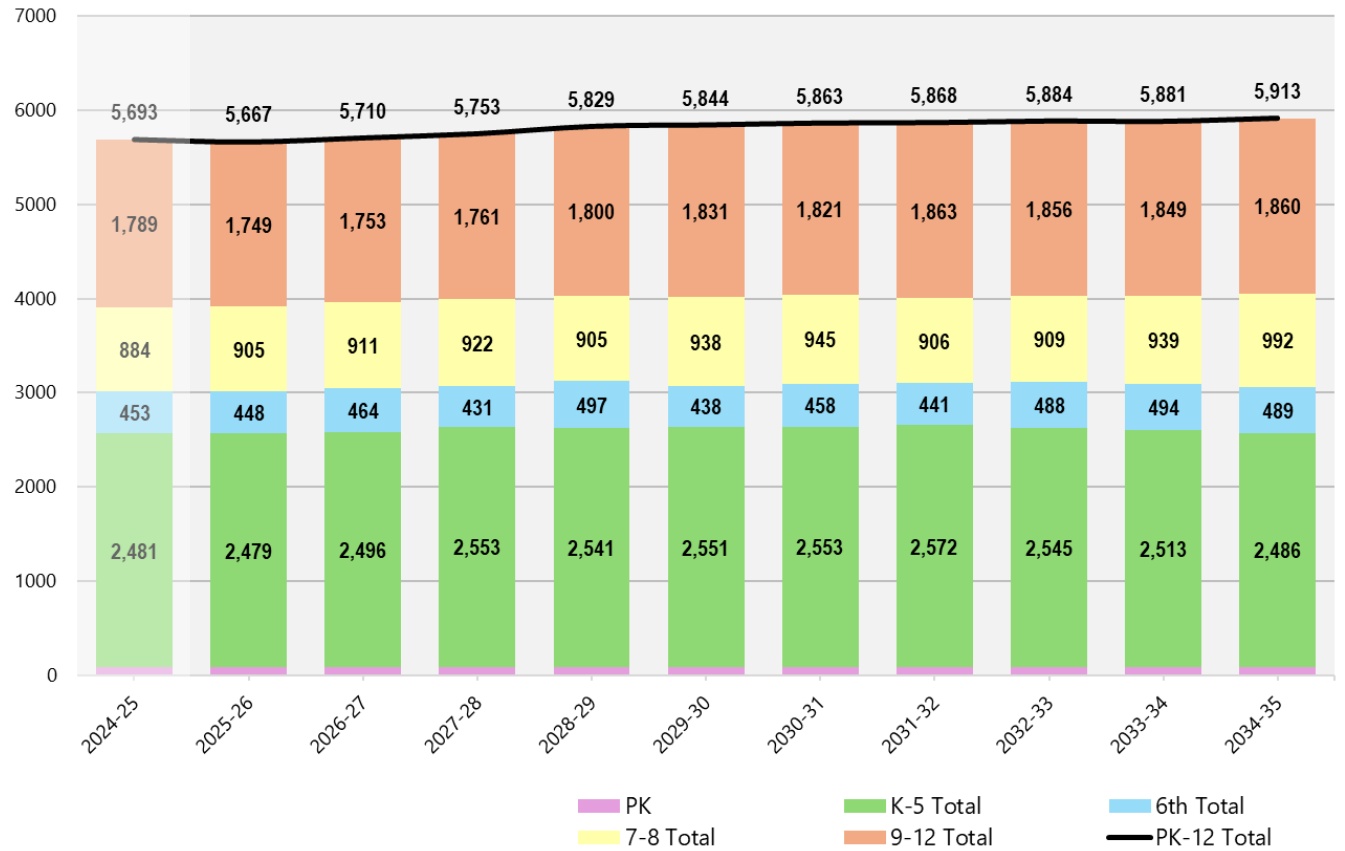




Districtwide Projections

- Overall PK-12 enrollment is projected to grow slowly over the next decade, reaching 5,913 students by 2034-25. However, trends differ by grade grouping.
- Elementary (K-5) enrollment is projected to grow by 2.8% over the first five years before stabilizing and declining slightly over the final five years.
- Enrollment at Gideon Welles School is projected to fluctuate depending on cohort size. Enrollment is projected to peak in 2028-29 at 497 students as the large cohort currently in 2nd grade moves up to 6th grade.
- Middle School enrolment is projected to increase by 6.1% over the next five years and an additional 5.8% over the last five years as larger elementary cohorts matriculate up.
- High school enrollment is projected to grow slowly by 2.3% over the next five years before stabilizing at just over 1,850 students.

Historic and Projected PK-12 Enrollment: 2024-25 to 2034-35 (Medium Projections Model)





Elementary School Projections (Medium)

School	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	First 5-Yr Δ	Second 5-Yr Δ
Buttonball Lane	461	467	473	484	476	473	461	463	460	455	450	2.6%	-4.9%
Hebron Avenue	458	460	468	468	460	467	472	476	470	465	461	2.0%	-1.3%
Hopewell	565	562	558	584	596	602	601	608	601	589	583	6.5%	-3.2%
Naubuc	441	431	433	433	440	438	442	446	442	438	433	-0.7%	-1.1%
Nayaug	533	536	541	561	546	548	554	556	549	543	536	2.8%	-2.2%
Special Programs	23	23	23	23	23	23	23	23	23	23	23	0.0%	0.0%
Total	2,481	2,479	2,496	2,553	2,541	2,551	2,553	2,572	2,545	2,513	2,486	2.8%	-2.5%

Medium Model projections vary by school. Over the next five years:

- Hopewell is projected to see the greatest growth over the next five years (+6.5%), growing to just over 600 students by 2029-30
- Nayaug (+2.8%) and Buttonball Lane (+2.6%) are also projected to see modest growth, peaking at 561 and 484 students, respectively.
- Slower growth of 2.0% is projected at Hebron Avenue, averaging about 465 students over the next five years, while Naubuc is projected to stay relatively stable, averaging 435 students.
- Overall elementary enrollment is projected to decrease over the final five years of the projections, with each school projected to experience either stable or slightly declining enrollment.



Other School Projections (Medium)

Special Program and Out of District Enrollment

6 Total	7-8 Total	9-12 Total
8	10	50

Based on 10/1/2024 levels

Gideon Welles School

School Year	6th Gr.
2024-25	445
2025-26	440
2026-27	456
2027-28	423
2028-29	489
2029-30	430
2030-31	450
2031-32	433
2032-33	480
2033-34	486
2034-35	481

Smith Middle School

School Year	7th Gr.	8th Gr.	Total
2024-25	439	435	874
2025-26	450	445	895
2026-27	445	456	901
2027-28	461	451	912
2028-29	428	467	895
2029-30	494	434	928
2030-31	435	500	935
2031-32	455	441	896
2032-33	438	461	899
2033-34	485	444	929
2034-35	491	491	982

Glastonbury High School

School Year	9th Gr.	10th Gr.	11th Gr.	12th Gr.	Total
2024-25	411	440	429	459	1,739
2025-26	434	404	435	426	1,699
2026-27	444	427	400	432	1,703
2027-28	455	437	423	396	1,711
2028-29	450	448	432	420	1,750
2029-30	466	443	443	429	1,781
2030-31	433	459	438	441	1,771
2031-32	498	426	454	435	1,813
2032-33	440	492	422	452	1,806
2033-34	460	433	487	419	1,799
2034-35	443	453	428	486	1,810

- Individual school projections for Gideon Welles, Smith Middle School, and GHS adjusted to account for Special Program Enrollment and out of district placements, which was held constant at 2024-25 levels.



Capacity & Utilization Study



Capacity Process



Floor Plan Markups

PACE Math/SciTeacher:	Library	Occupational Therapist:	Rm. 11
Lisa Gozzo		Paula Zwick	33111
Bette Leisten		Physical Therapist:	Rm. 11
Lindsay Archer		Amy Rodgers	33268
		School Psychologist:	
Leigh Petras		Dayna Hennings	33210
		- Intern	
Instrumental Music Teachers:	33137	F/T Special Ed Paras:	
Anthony Conaway	Strings	Diane Chaniewski	
Andrew Studenski	Band	Michele Conran	
Library Media Specialist:	33215	Trisha Deb	
Julie Veschi	33212	Kaylin Freckleton	
Library Media Para:		Christine Lentocha	
Sadie Marek		Kristine Nathan	
Art Teacher:	Rm. 23	Jennifer Nicol	
Lynn Lettieri	33123	Patricia Zimmerli	
Music Teacher:	Rm. 24	Leeza Guff	Para/Sub
Christine Macaluso	33124		

CR Schedules

Full-Size Classroom Inventory	Number
6th Grade Core Subjects	
English	8
Science	4
Math	4
Social Studies	4
World Language	5
6th Grade Specials	
Art	1
Music	3
Language Lab	1

Inventory

- Capacities were developed for the elementary schools, Gideon Welles School, and Eastbury.
- Inventory of standard classrooms, special purpose rooms, and core facilities at each school facility was developed from floor plans, schedules, placement of districtwide programming, and walkthroughs of each facility.
- GPS classroom loading levels were applied to the various types of teaching spaces
- Capacity inventory was developed in the fall of 2024 and reflects the 2024-25 use of space.



Elementary Educational Program

Grade Level Instruction

- Kindergarten** *(with in room toilets)*
- 1st Grade**
- 2nd Grade**
- 3rd Grade**
- 4th Grade**
- 5th Grade**

Special Education

- Special Education Resource
- OT/PT
- Self-Contained Special Education
- PRIDE** *(districtwide program - 2 rooms at Nayaug)*

Administrative

- Main Office Suite
- Health Suite
- Conference Room
- Teacher Workroom
- Faculty Lounge
- Technology Office

Support Services

- ELL
- PACE + Tutors
- LART
- Coaches
- Paraprofessionals
- Speech Language Pathologist
- Social Worker
- School Psychologist
- School Counselor

Core Spaces

- Cafeteria
- Gymnasium

Core spaces should be sized appropriately based on enrollment

Specials

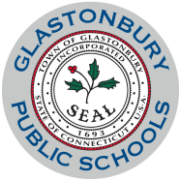
- Art**
- Music**
- Instrumental Music** *(can use stage)*
- Spanish – *(use full-sized room if available, but not required)*
- Library/Media Center *(dedicated space)*
- STEAM *(if space available)*

Special education and support services may be located in shared full-sized classrooms if smaller spaces are not available.

Adding a STEAM room is desirable, if classroom space is available

Glastonbury Public Schools

Uses that need full-sized classrooms



Full-Size Classroom Inventory

School	Grade Level Instruction						Districtwide			K-5 Instruction			
	K	1	2	3	4	5	Music	Art	Resource	Programs	Other	Total	Total CRs
Buttonball Lane	5	4	5	4	4	3	1	1	1	0	1	25	29
Hebron Avenue	4	4	4	4	4	4	1	1	1	0	1	24	28
Hopewell	5	4	5	5	5	0	1	1	1	0	1	24	28
Naubuc	4	4	4	4	4	4	1	1	2	0	3	24	31
Nayaug	5	5	6	4	4	4	1	1	2	2	4	28	38
Total	23	21	24	21	21	15	5	5	7	2	10	125	154

Hopewell 5th Graders (108 students in 5 classrooms) currently at GWS.

Based on usage as of November 2024

“Other” classrooms are used for PACE, LART, OT/PT, Reset Rooms, and Spanish. Includes “Flex” rooms that could be used for K-5 instruction.

- All schools except for Nayaug have 24 or 25 K-5 classrooms in use, generally aligning with the “4-section per grade” model.
- Nayaug is the largest school with 28 classrooms along with two PRIDE classrooms.
- All elementary schools have one art room, one music room, and at least one full-sized resource room.
- “Other” full-sized classrooms include PACE, LART, OT/PT, Reset room, Spanish, and STEAM (including “Flex” classrooms).



Capacity Methodology: Loading Levels

Elementary Schools

- To calculate elementary school capacity, loading levels are applied to existing and potential grade level classrooms.
- GPS uses the following class sizes when determining staffing:
 - Kindergarten: **Up to 18 per CR ***
 - Grades 1 & 2: **Up to 20 per CR**
 - Grades 3, 4, & 5: **Up to 23 per CR**
- Districtwide PRIDE program at Nayaug: **8 students per CR.**

** Can go up to 20, but will push paraprofessionals into these classrooms.*



Capacity Methodology

Elementary Schools

- Capacity of the buildings should reflect the district's educational programs, operations, and staffing policies.
- Capacity changes over time as educational programs and policies evolve.
- Based on the district's staffing policies, a loading level of 21 students per classroom was used, which aligns with the average of the class size targets for all grades.
- Loading levels were applied to existing K-5 classrooms as well as "flex" classrooms that could be used for grade level instruction, should enrollment warrant.
 - 2 flex classrooms identified at Nayaug and 1 flex classroom identified at Naubuc. These rooms could be utilized for K-5 instruction while still meeting the desired elementary educational program.
 - "Flex" rooms rarely, if ever, goes unutilized, and are often used for support services when not needed for K-5 instruction.



Capacity Methodology

- **“Maximum Capacity”** is not achievable in districts that group by neighborhood since students don’t come evenly distributed across all grades. Typically, these schools can achieve 85% to 90% of the maximum capacity. In addition, it is important to factor in headroom in each classroom to accommodate enrollment bubbles and enrollment growth that may occur throughout the school year.
- For GPS, we recommend using a 90% efficiency factor, recognizing that the district’s class size targets are well below the contract maximums.
- In our experience the **“Planning Capacity”** should reflect **operational best practices** as opposed to the “maximum” number of students that can fit in a building. Note that a school that operates at 100% of the Planning Capacity is **NOT** overcrowded but rather operating efficiently from a class-size and staffing standpoint. The Planning Capacity also accounts for the placement of districtwide self-contained programs.
- **100% to 110% Utilization:** Potential for some operational impacts (larger class sizes, less resilience to “bubbles,” programs temporarily moved to carts, etc.).
- **Greater than 110% Utilization:** Overcrowded conditions resulting in operational impacts. School will be challenged to meet space needs of district’s educational program requirements



Elementary Capacity

School	Total CRs	Existing K-5 CRs (2024-25)	Flex CRs (could be used for K-5 instruction)	Existing CRs + Flex CRs (used to calculate capacity)	Districtwide Special Programs	Other Full-Size CRs ¹ (Does not count towards capacity)	Planning Capacity (90% Efficiency)	Enrollment (2024-25)	Utilization (2024-25)
Buttonball Lane	29	25	0	25	0	4	473	461	97%
Hebron Avenue	28	24	0	24	0	4	454	458	101%
Hopewell	28	24	0	24	0	4	454	565	124%
Naubuc	31	24	1	25	0	6	473	441	93%
Nayaug	38	28	2	30	2	6	583	533	91%
Total	154	125	3	128	2	24	2,437	2,458	101%

1. Includes art, music, resource, support services, STEM, and other full-sized spaces

Enrollment for Hopewell School includes 5th graders currently placed at GWS

- Overall elementary enrollment at 101% of the Planning Capacity as of 2024-25.
- Buttonball Lane (97%) and Hebron Avenue (101%) operating at or near 100% of the Planning Capacity.
- Enrollment at Hopewell (including 5th graders) exceeds the Planning Capacity at 124%. Shifting 5th graders from Hopewell to GWS reduced the Hopewell enrollment to 459 K-4 students, which is 101% of the Planning Capacity.
- Naubuc (93%) and Nayaug (91%) are operating slightly below the Planning Capacity.



Elementary Utilization

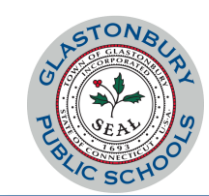
School	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	1st Five Year Avg	Planning Capacity
Buttonball Lane	97%	99%	100%	102%	101%	100%	97%	98%	97%	96%	95%	100%	473
Hebron Avenue	101%	101%	103%	103%	101%	103%	104%	105%	104%	102%	102%	102%	454
Hopewell	124%	124%	123%	129%	131%	133%	132%	134%	132%	130%	128%	128%	454
Naubuc	93%	91%	92%	92%	93%	93%	93%	94%	93%	93%	92%	92%	473
Nayaug	91%	92%	93%	96%	94%	94%	95%	95%	94%	93%	92%	94%	583
Total	101%	101%	101%	104%	103%	104%	104%	105%	103%	102%	101%	103%	2437

100% to 110% Utilization:
 Potential for some operational impacts (larger class sizes, less resilience to “bubbles,” programs moved to carts, etc.)

Greater than 110% Utilization:
 Overcrowded conditions resulting in operational impacts. School will be challenged to meet space needs of district’s educational program requirements

- **Overall elementary utilization is projected to increase slightly, peaking at 105% in the 2031-32 school year.**
- Over the next five years:
 - Buttonball Lane is projected to operate at 100% utilization while Hebron Avenue is projected to operate at 102% utilization.
 - Hopewell (including 5th grade enrollment) will average 128% utilization
 - Naubuc and Nayaug are projected to operate efficiently at 92% and 94% utilization, respectively.

Glastonbury Public Schools



Elementary Utilization

School	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	1st Five Year Avg	Planning Capacity
Buttonball Lane	12	6	0	(11)	(3)	0	12	10	13	18	23	(2)	473
Hebron Avenue	(4)	(6)	(14)	(14)	(6)	(13)	(18)	(22)	(16)	(11)	(7)	(11)	454
Hopewell	(111)	(108)	(104)	(130)	(142)	(148)	(147)	(154)	(147)	(135)	(129)	(126)	454
Naubuc	32	42	40	40	33	35	31	27	31	35	40	38	473
Nayaug	50	47	42	22	37	35	29	27	34	40	47	37	583
Total	-21	-19	-36	-93	-81	-91	-93	-112	-85	-53	-26	-64	2437

- Overall, the district is anticipated to operate at a modest seat deficit compared to ideal operating conditions, averaging -64 seats over the next five years.
- Most of the seat deficit is at Hopewell, which averages a deficit of -126 annually over the next five years and is anticipated to grow to over -150 seats by 2031-32.
- Buttonball Lane (-2) and Hebron Avenue (-11) are anticipated to see modest seat deficits over the next five years.
- Naubuc and Nayaug are projected to experience modest seat surpluses of +38 and +37 students, respectively.



Takeaways: Elementary Schools

- Overall elementary utilization is projected remain slightly above the Planning Capacity, averaging 103% over the next five years.
- Hopewell is projected to operate at 128% of the Planning Capacity over the next five years – it is anticipated that 5th grade will need to remain at Gideon Welles under the Status Quo scenario.
- Buttonball Lane is projected to operate at 100% utilization while Hebron Avenue is projected to operate at 102% utilization. While these schools are efficiently utilized, there is the potential for some operational impacts such as larger class sizes, and the potential need to move programs to carts if an enrollment bubble enters.
- Naubuc and Nayaug are projected to be efficiently utilized at 92% and 94%, respectively over the next five years.
- Future Planning Phase should address elementary capacity concerns (particularly at Hopewell) while also providing flexibility for future programming and educational opportunities at the other schools.

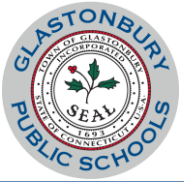


Full-Size Classroom Inventory

Gideon Welles School

- Currently operates under a 4-team per grade model, with teams consisting of English, Language Arts, Science, Math, Social Studies, and World Language, totaling 25 classrooms.
- Specials include art, music, and the language lab.
- Eight full-sized classrooms currently used to support 5th grade (5 instructional, 3 support).
- Two open classrooms not currently used for instruction.
- Five additional classrooms used for 6th grade resource and support services. These rooms could be further consolidated if warranted.

Full-Size Classroom Inventory	Number
6th Grade Core Subjects	
English	8
Science	4
Math	4
Social Studies	4
World Language	5
6th Grade Specials	
Art	1
Music	3
Language Lab	1
Flex Classrooms (Includes 5th Grade)	
Open Classrooms	2
5th Grade Instruction	5
5th Grade Support	3
Special Education and Support	
Resource	2
Reading	1
CHIME	1
Tutors	1
Total Full-Size Classrooms	45



Capacity Methodology

Gideon Welles School

- Unlike elementary schools, middle school capacity driven by both the number of classrooms and by schedule.
- Used a class-size target of 23 students per classroom.
- Applied an efficiency/scheduling factor of 71% to account for rooms being used 5 out of 7 periods per day.
- Capacity was based on grade level subject classrooms, specials (art, music, labs), "flex" classrooms, and full-sized classrooms currently being used for 5th grade. These classrooms were multiplied by a loading level of 23 students per classroom and the 71% efficiency/scheduling factor.



GWS Capacity

- **Capacity for Gideon Welles School is 653 students.**
- Current 6th grade enrollment of 445 students, resulting in an overall utilization of 68%, with a seat surplus of 208 seats.
- Addition of 5th graders from Hopewell for 2024-25 increases overall enrollment by 107 students and utilizes just over half of available seat surplus.

GWS School Capacity	Number
6th Grade Core Subjects	
English	8
Science	4
Math	4
Social Studies	4
World Language	5
6th Grade Specials	
Art	1
Music	3
Language Lab	1
Flex Classrooms (Includes 5th Grade)	
Open Classrooms	2
5th Grade Instruction	5
5th Grade Support	3
Planning Capacity	653
6th Grade Enrollment (2024-25) ¹	445
Utilization (2024-25) ¹	68%

1. Excludes 5th graders from Hopewell



GWS Utilization

Gideon Welles School Projected Enrollment

School Year	6th Gr.
2024-25	445
2025-26	440
2026-27	456
2027-28	423
2028-29	489
2029-30	430
2030-31	450
2031-32	433
2032-33	480
2033-34	486
2034-35	481

Projected Utilization

School Year	Utilization	Seat Surplus
2024-25	68%	208
2025-26	67%	213
2026-27	70%	197
2027-28	65%	230
2028-29	75%	164
2029-30	66%	223
2030-31	69%	203
2031-32	66%	220
2032-33	74%	173
2033-34	74%	167
2034-35	74%	172

Projected Seat Surplus with 5th Grade Swing Space			
with Hopewell 5th Grade		w/ Hopewell & Buttonball 5th Grade	
School Year	Seat Surplus	School Year	Seat Surplus
2024-25	101	2024-25	32
2025-26	102	2025-26	24
2026-27	111	2026-27	36
2027-28	131	2027-28	40
2028-29	66	2028-29	(13)
2029-30	113	2029-30	23
2030-31	102	2030-31	27
2031-32	107	2031-32	24
2032-33	59	2032-33	(25)
2033-34	54	2033-34	(30)
2034-35	70	2034-35	(6)

- Utilization is projected to average 69% over the next five years. Some variability year-to-year depending on size of cohort. Peak of 75% utilization projected in 2028-29, corresponding with large cohort currently in 2nd grade.
- GPS has indicated that a 5th team would be needed if enrollment were to reach 460 to 480 students. Enrollment projections indicate that GWS will remain below this level for each of the next five years, except for the “bubble” class entering in 2028-29. After decreasing from 2029-30 to 2031-32, enrollment will increase to 480 students or greater beginning in 2032-33.
- GWS is anticipated to maintain a seat surplus of at least +160 seats over the next decade. GWS could serve as swing space for up to two elementary schools through 2027-28. Should a 5th team be needed, GWS would likely only be able to serve as swing space for one elementary school.



Takeaways: Gideon Welles School

- Based on projected 6th grade enrollment, overall utilization is projected to average 69% over the next five years, peaking at 75% in 2028-29.
- In 2028-29, GWS enrollment is projected to grow to 489 students, which may require an additional team. Although enrollment will drop below the threshold for the next three years, it will once again exceed 460 students beginning in 2032-33.
- Seat surplus is projected to average +205 seats over the next five years. This seat surplus can be used to provide “swing space” for the elementary schools.
 - It is anticipated that up to two elementary schools could use this swing space through 2027-28.
 - Beginning in 2028-29, enrollment increases and a fifth team may be needed. This limits the ability of the building to serve as swing space for more than one elementary school.



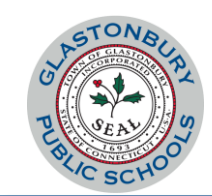
Full-Size Classroom Inventory

Programs at Eastbury

- Building contains a range of specialized programs.
- LINKS (11 CRs) provides alternative special education programs for students in grades K-12. Currently 5 elementary, 1 middle school, 3 high school, and 2 intensive classrooms with a program enrollment of about 75 students. Enrollment is fluid and typically grows throughout the year.
- Early Learning Center (5 CRs) provides childcare for children ages 6 weeks to 4 years old, primarily to GPS employees.
- Pre-K (4 CRs) for the state-mandated integrated pre-school program with current enrollment of 86 students.
- 1 Glastonbury Transition Academy CR serving students ages 18 to 22, with 17 students currently enrolled.
- Pupil Services Department (districtwide office) occupies office suite in the building.

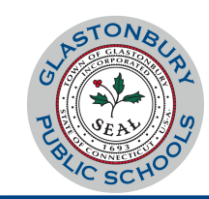
Full-Size Classroom Inventory	Number
LINKS	11
Early Learning Center (ELC)	5
Pre-K	4
Glastonbury Transition Academy (GTA)	1
Support Services	1
Future Modulars	4
Total (without Modulars)	22
Total (with Modulars)	26

Note: Four modulars plan to be added which will facilitate the expansion of LINKS, relocation of a second GTA classroom out of the BOE administrative offices, and provide additional space for support services.



Takeaways: Programs at Eastbury

- Addition of four modulars classrooms in 2025 will address immediate space needs, particularly for the LINKS program.
- Lack of space to grow state-mandated Pre-K program without displacing other programs.
 - Enrollment in this program has grown from 38 students in 2014-15 to 86 students in 2024-25.
- As part of future Planning Phase, district should evaluate potential relocation of some programs out of Eastbury.
 - Pupil Services Offices (Districtwide office)
 - Pre-K (need space for future program expansion)
 - ELC



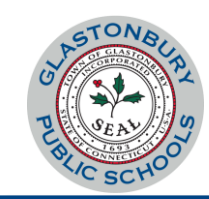
Appendix A

Low, Medium & High Districtwide Projections



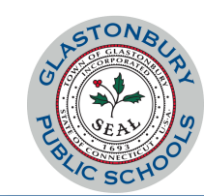
Appendix: Districtwide Projections Low

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	PK-12 Total	K-12 Total	K-5 Total	6th Total	7-8 Total	9-12 Total
2024-25	2019	262	380	382	446	400	440	433	453	445	439	414	450	438	487	86	5,693	5,607	2,481	453	884	1,789
2025-26	2020	269	364	396	391	459	406	446	445	453	446	434	412	442	451	86	5,631	5,545	2,462	445	899	1,739
2026-27	2021	315	400	380	405	403	466	411	458	445	454	441	432	404	455	86	5,640	5,554	2,465	458	899	1,732
2027-28	2022	330	406	417	389	417	409	472	422	458	446	449	439	424	416	86	5,650	5,564	2,510	422	904	1,728
2028-29	2023	316	401	424	427	401	424	414	485	422	459	441	447	431	437	86	5,699	5,613	2,491	485	881	1,756
2029-30	2024	260	365	418	434	440	407	430	425	485	423	454	439	439	444	86	5,689	5,603	2,494	425	908	1,776
2030-31	2025	272	370	381	428	447	447	412	442	425	486	418	452	431	452	86	5,677	5,591	2,485	442	911	1,753
2031-32	2026	272	370	386	390	441	454	453	423	442	426	481	416	444	444	86	5,656	5,570	2,494	423	868	1,785
2032-33	2027	271	370	386	395	402	448	460	466	423	443	421	479	408	458	86	5,645	5,559	2,461	466	866	1,766
2033-34	2028	271	370	386	395	407	408	454	473	466	424	438	419	470	420	86	5,616	5,530	2,420	473	890	1,747
2034-35	2029	270	369	386	395	407	414	413	467	473	467	419	436	411	484	86	5,627	5,541	2,384	467	940	1,750



Appendix: Districtwide Projections Medium

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	PK-12 Total	K-12 Total	K-5 Total	6th Total	7-8 Total	9-12 Total
2024-25	2019	262	380	382	446	400	440	433	453	445	439	414	450	438	487	86	5,693	5,607	2,481	453	884	1,789
2025-26	2020	269	367	399	393	462	409	449	448	456	449	437	414	444	454	86	5,667	5,581	2,479	448	905	1,749
2026-27	2021	315	404	385	411	407	472	417	464	451	460	447	437	409	460	86	5,710	5,624	2,496	464	911	1,753
2027-28	2022	330	410	424	396	426	416	481	431	467	455	458	447	432	424	86	5,753	5,667	2,553	431	922	1,761
2028-29	2023	316	405	430	437	410	435	424	497	434	471	453	458	441	448	86	5,829	5,743	2,541	497	905	1,800
2029-30	2024	260	368	425	443	453	419	443	438	500	438	469	453	452	457	86	5,844	5,758	2,551	438	938	1,831
2030-31	2025	286	380	386	438	459	463	427	458	441	504	436	469	447	469	86	5,863	5,777	2,553	458	945	1,821
2031-32	2026	287	381	399	397	454	469	472	441	461	445	501	436	463	463	86	5,868	5,782	2,572	441	906	1,863
2032-33	2027	289	381	400	411	411	464	478	488	444	465	443	502	431	480	86	5,884	5,798	2,545	488	909	1,856
2033-34	2028	291	382	400	412	426	420	473	494	491	448	463	443	496	447	86	5,881	5,795	2,513	494	939	1,849
2034-35	2029	292	383	401	412	427	435	428	489	497	495	446	463	437	514	86	5,913	5,827	2,486	489	992	1,860



Appendix: Districtwide Projections High

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	PK-12 Total	K-12 Total	K-5 Total	6th Total	7-8 Total	9-12 Total
2024-25	2019	262	380	382	446	400	440	433	453	445	439	414	450	438	487	86	5,693	5,607	2,481	453	884	1,789
2025-26	2020	269	371	401	396	465	411	451	450	458	452	439	417	447	457	86	5,701	5,615	2,495	450	910	1,760
2026-27	2021	315	408	392	415	413	478	421	469	455	465	452	442	414	466	86	5,776	5,690	2,527	469	920	1,774
2027-28	2022	330	414	431	406	432	425	490	438	475	462	465	455	439	432	86	5,850	5,764	2,598	438	937	1,791
2028-29	2023	316	409	437	446	423	444	436	510	443	482	462	468	452	458	86	5,956	5,870	2,595	510	925	1,840
2029-30	2024	260	372	432	453	465	435	455	453	516	450	482	465	465	471	86	6,000	5,914	2,612	453	966	1,883
2030-31	2025	299	390	393	447	472	478	446	473	458	524	450	485	462	485	86	6,049	5,963	2,626	473	982	1,882
2031-32	2026	302	391	412	407	466	485	490	464	479	465	524	453	482	482	86	6,086	6,000	2,651	464	944	1,941
2032-33	2027	306	393	413	427	424	479	497	510	470	486	465	528	450	503	86	6,131	6,045	2,633	510	956	1,946
2033-34	2028	310	394	415	428	445	436	491	517	516	477	486	468	525	469	86	6,153	6,067	2,609	517	993	1,948
2034-35	2029	313	396	416	430	446	458	447	511	523	524	477	489	465	548	86	6,216	6,130	2,593	511	1,047	1,979



Appendix B: Individual ES Projections



Appendix: Individual ES Projections (Medium)

Glastonbury Public Schools Elementary School Enrollment Projections 2025-26							
School	K	1	2	3	4	5	K-5th
Buttonball Lane	69	85	75	86	74	78	467
Hebron Avenue	66	68	66	90	90	80	460
Hopewell	85	97	89	94	86	111	562
Naubuc	65	63	69	72	80	82	431
Nayaug	82	85	88	114	75	92	536
Special Programs	0	1	6	6	4	6	23
TOTAL	367	399	393	462	409	449	2479

Glastonbury Public Schools Elementary School Enrollment Projections 2028-29							
School	K	1	2	3	4	5	K-5th
Buttonball Lane	76	80	79	72	90	79	476
Hebron Avenue	73	80	79	77	76	75	460
Hopewell	93	99	102	96	108	98	596
Naubuc	72	73	75	71	71	78	440
Nayaug	91	97	96	88	86	88	546
Special Programs	0	1	6	6	4	6	23
TOTAL	405	430	437	410	435	424	2541

Glastonbury Public Schools Elementary School Enrollment Projections 2031-32							
School	K	1	2	3	4	5	K-5th
Buttonball Lane	72	74	72	79	83	83	463
Hebron Avenue	69	74	72	84	88	89	476
Hopewell	87	93	94	108	113	113	608
Naubuc	68	67	67	79	82	83	446
Nayaug	85	90	86	98	99	98	556
Special Programs	0	1	6	6	4	6	23
TOTAL	381	399	397	454	469	472	2572

Glastonbury Public Schools Elementary School Enrollment Projections 2034-35							
School	K	1	2	3	4	5	K-5th
Buttonball Lane	72	74	75	75	78	76	450
Hebron Avenue	69	74	75	80	83	80	461
Hopewell	88	94	95	100	104	102	583
Naubuc	68	68	71	75	75	76	433
Nayaug	86	90	90	91	91	88	536
Special Programs	0	1	6	6	4	6	23
TOTAL	383	401	412	427	435	428	2486

Glastonbury Public Schools Elementary School Enrollment Projections 2026-27							
School	K	1	2	3	4	5	K-5th
Buttonball Lane	76	72	85	75	90	75	473
Hebron Avenue	73	72	69	70	94	90	468
Hopewell	92	89	100	94	97	86	558
Naubuc	72	65	66	73	73	84	433
Nayaug	91	86	85	89	114	76	541
Special Programs	0	1	6	6	4	6	23
TOTAL	404	385	411	407	472	417	2496

Glastonbury Public Schools Elementary School Enrollment Projections 2029-30							
School	K	1	2	3	4	5	K-5th
Buttonball Lane	70	79	80	79	75	90	473
Hebron Avenue	66	78	81	84	81	77	467
Hopewell	85	99	102	107	99	110	602
Naubuc	65	72	76	79	72	74	438
Nayaug	82	96	98	98	88	86	548
Special Programs	0	1	6	6	4	6	23
TOTAL	368	425	443	453	419	443	2551

Glastonbury Public Schools Elementary School Enrollment Projections 2032-33							
School	K	1	2	3	4	5	K-5th
Buttonball Lane	72	74	75	72	83	84	460
Hebron Avenue	68	74	75	76	87	90	470
Hopewell	89	94	95	98	111	114	601
Naubuc	67	68	70	71	81	85	442
Nayaug	85	89	90	88	98	99	549
Special Programs	0	1	6	6	4	6	23
TOTAL	381	400	411	411	464	478	2545

Glastonbury Public Schools Elementary School Enrollment Projections 2027-28							
School	K	1	2	3	4	5	K-5th
Buttonball Lane	77	79	72	86	79	91	484
Hebron Avenue	74	78	73	73	74	96	468
Hopewell	94	99	92	104	96	99	584
Naubuc	73	72	67	70	75	76	433
Nayaug	92	95	86	87	88	113	561
Special Programs	0	1	6	6	4	6	23
TOTAL	410	424	396	426	416	481	2553

Glastonbury Public Schools Elementary School Enrollment Projections 2030-31							
School	K	1	2	3	4	5	K-5th
Buttonball Lane	72	72	79	80	83	75	461
Hebron Avenue	68	71	79	85	87	82	472
Hopewell	88	91	102	108	111	101	601
Naubuc	67	65	75	80	80	75	442
Nayaug	85	86	97	100	98	88	554
Special Programs	0	1	6	6	4	6	23
TOTAL	380	386	438	459	463	427	2553

Glastonbury Public Schools Elementary School Enrollment Projections 2033-34							
School	K	1	2	3	4	5	K-5th
Buttonball Lane	71	75	75	75	75	84	455
Hebron Avenue	69	74	75	79	79	89	465
Hopewell	88	92	95	100	101	113	589
Naubuc	68	68	71	74	73	84	438
Nayaug	86	90	90	92	88	97	543
Special Programs	0	1	6	6	4	6	23
TOTAL	382	400	412	426	420	473	2513

Special program enrollment includes out of district placements and was held constant at 2024-25 levels.



Appendix C: Floorplan Markups



Buttonball Lane

- K-5 Instruction
- Support Services
- Special Education
- Library / Media Center
- Music
- Art
- Cafeteria / Food Service
- Gymnasium
- Non-Academic





Hebron Avenue

- K-5 Instruction
- Support Services
- Special Education
- Library / Media Center
- Music
- Art
- Cafeteria / Food Service
- Gymnasium
- Non-Academic





Hopewell

- K-5 Instruction
- Support Services
- Special Education
- Library / Media Center
- Music
- Art
- Cafeteria / Food Service
- Gymnasium
- Non-Academic

Note room 16 is a full-sized classroom that has been subdivided into two smaller spaces with a partition wall



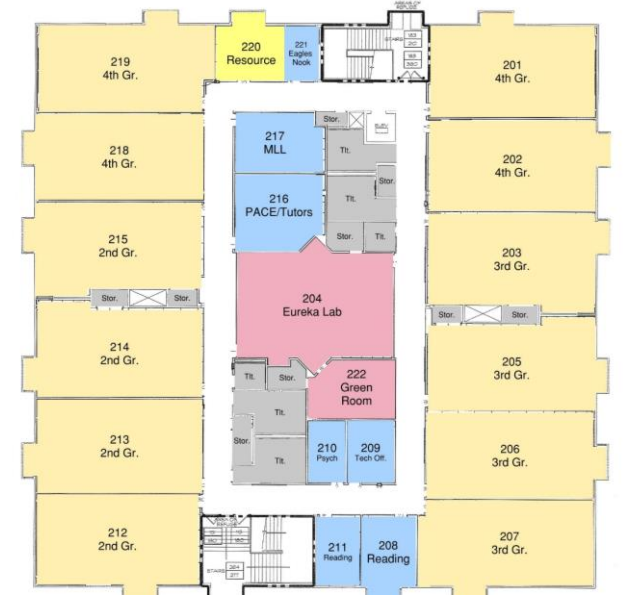


Naubuc

- K-5 Instruction
- Support Services
- Special Education
- Library / Media Center / STEAM
- Music
- Art
- Cafeteria / Food Service
- Gymnasium
- Non-Academic



First Floor



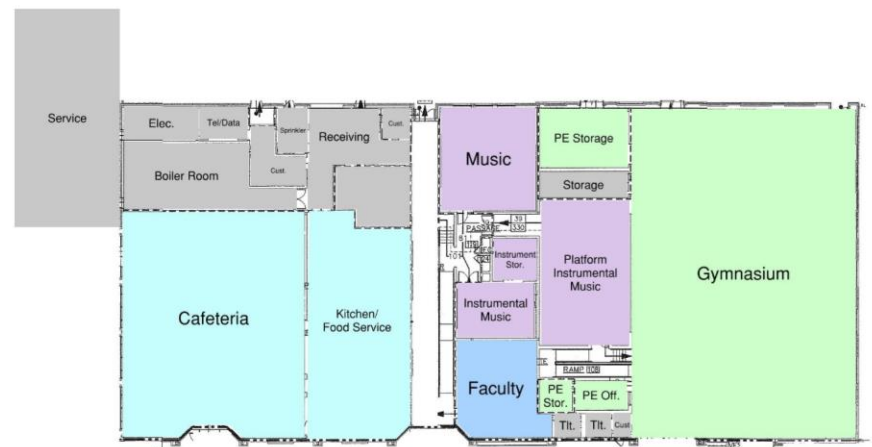
Second Floor



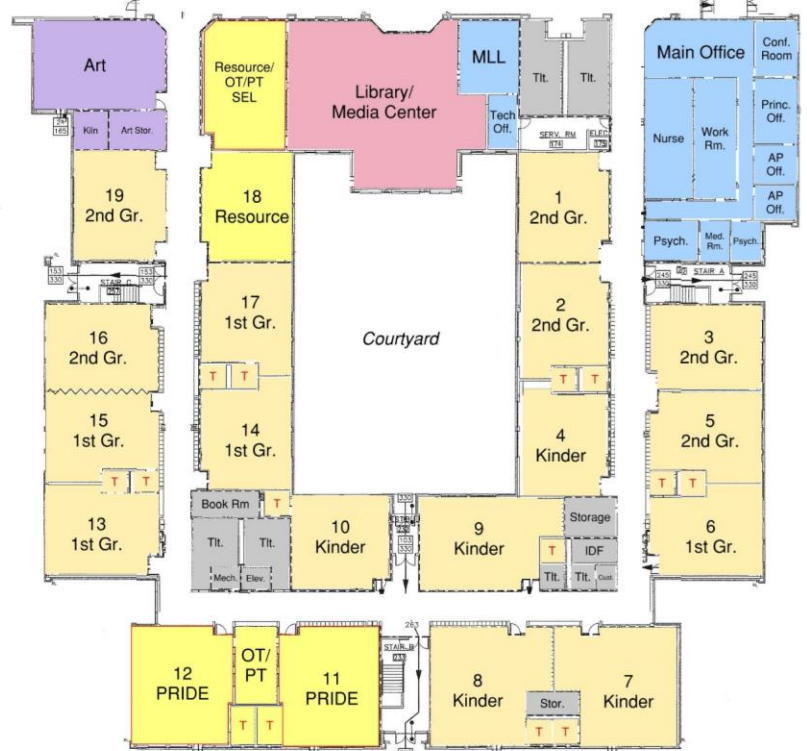
Nayaug

- K-5 Instruction
- Support Services
- Special Education
- Library / Media Center
- Music
- Art
- Cafeteria / Food Service
- Gymnasium
- Non-Academic

First Floor



Second Floor





Gideon Welles First Floor

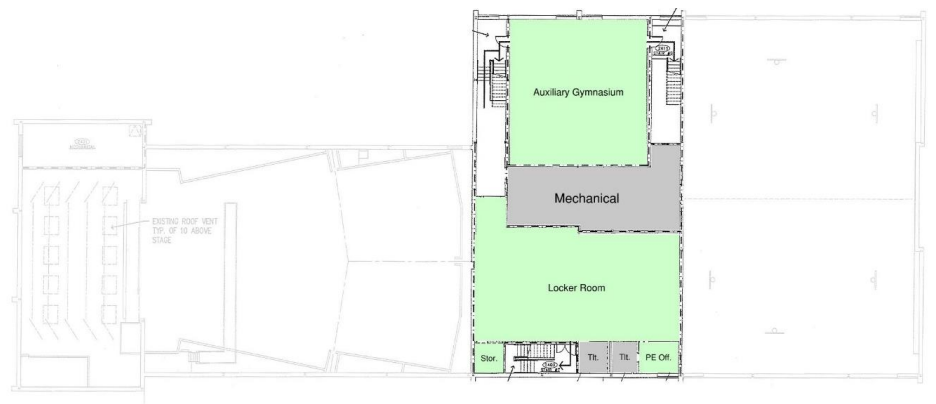
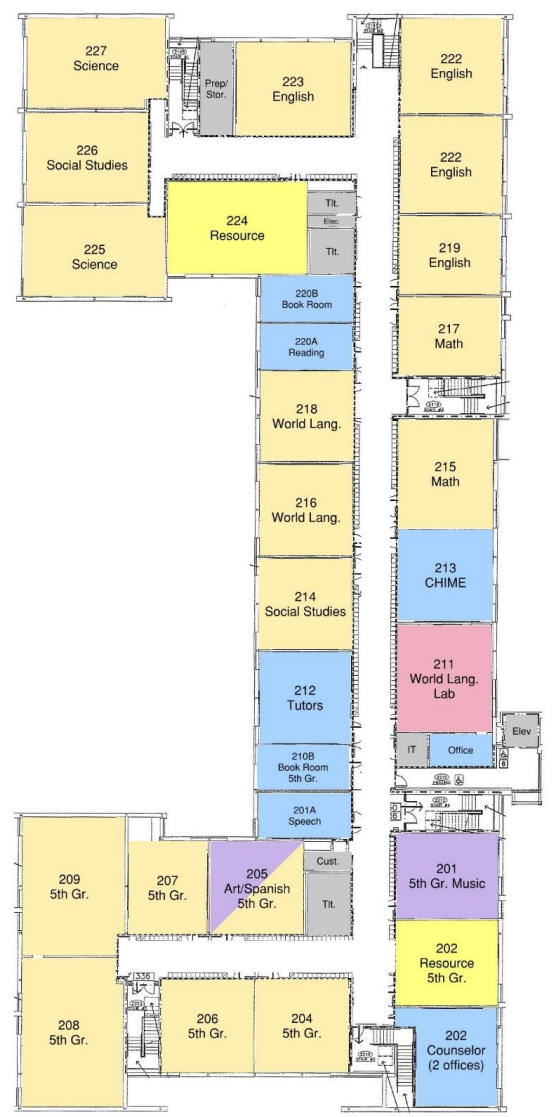
- Core Subject Instruction
- Support Services
- Special Education
- Library / Media Center / Labs
- Music
- Art
- Cafeteria / Food Service
- Gymnasium
- Non-Academic





Gideon Welles Second Floor

- Core Subject Instruction
- Support Services
- Special Education
- Library / Media Center / Labs
- Music
- Art
- Cafeteria / Food Service
- Gymnasium
- Non-Academic

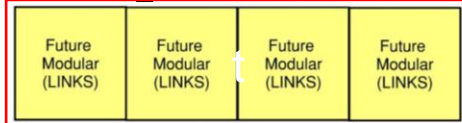




Programs at Eastbury

Four future modular classrooms are anticipated to be added in 2025

- LINKS
- Early Learning Center (ELC)
- Pre-K
- Glastonbury Transition Academy (GTA)
- Support Services
- Cafeteria / Food Service
- Gymnasium
- Non-Academic



**GLASTONBURY BOARD OF EDUCATION
EXECUTIVE SUMMARY REPORT FORM**

Title of Report: Buttonball Lane School Enrollment Update

Board Meeting Date: December 9, 2024

Action:

Report: X

Information:

Discussion:

On November 11, 2024, the Board of Education reviewed and discussed a Buttonball Lane School (BBL) projected enrollment report (see attached). In this report, we follow up with additional information and details including historical kindergarten enrollment data and previous family survey results (see attached).

BBL Kindergarten Enrollment

In recent years, BBL has experienced tremendous variability in kindergarten class sizes. In the last five years, the school has averaged 73 new kindergarteners per year. Class sizes have ranged from a low of 62 students in 2021-22 to a high of 85 students in 2022-23.

The Board may consider planning for five BBL kindergarten sections next school year and transitioning the rising BBL fifth grade to Gideon Welles School (GWS) next year. This is based on the following factors:

- Uncertain kindergarten enrollment trends
- Challenging space constraints currently affecting programming
- Projected enrollment for 2025-2026

Family Survey Results

Starting with the 2021-2022 school year, the Board transitioned Hopewell fifth graders to GWS. Please see the Hopewell grade five family survey summary results below (from August/September 2022).

- **86%** of respondents reported that the transition from Hopewell School to GWS was positive
- **97%** of respondents indicated that their child felt comfortable at GWS
- **97%** of respondents shared that their child felt safe at GWS
- **97%** of respondents praised the GWS fifth-grade teachers and staff for being caring and helpful
- **97%** of respondents expressed satisfaction with the GWS administration for being caring and keeping parents informed
- **93%** of respondents were satisfied with their child's academic learning during fifth grade
- **86%** of respondents felt that GWS supported their child's social and emotional well-being
- **93%** of respondents reported that their child had a positive year of learning and growth

In addition to these quantitative results, the majority of the survey's open-ended feedback indicated that the transition was positive for both students and families.

Submitted by: Scott Hurwitz

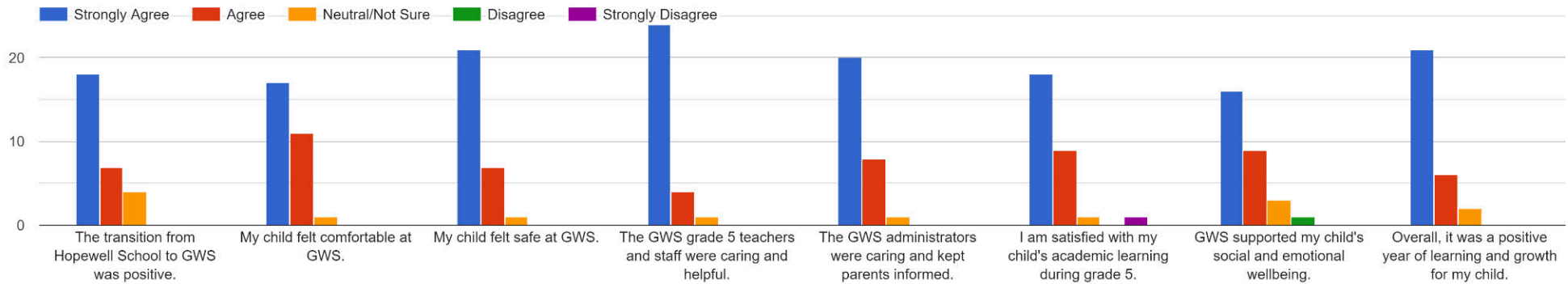
Reviewed by: Alan B. Bookman

Gideon Welles School Grade 5 Experience - Parent Survey August/September 2022

Hello Parents. We are reaching out to parents of students who attended Grade 5 at Gideon Welles School last year. We are interested to know about your child's fifth-grade experience, what went well, and what you think could be improved.

29 Respondents

Please rate your agreement with the following statements



The transition from Hopewell School to GWS was positive.	My child felt comfortable at GWS.	My child felt safe at GWS.	The GWS grade 5 teachers and staff were caring and helpful.	The GWS administrators were caring and kept parents informed.	I am satisfied with my child's academic learning during grade 5.	GWS supported my child's social and emotional well-being.	Overall, it was a positive year of learning and growth for my child.
86% Strongly Agree or Agree	97% Strongly Agree or Agree	97% Strongly Agree or Agree	97% Strongly Agree or Agree	97% Strongly Agree or Agree	93% Strongly Agree or Agree	86% Strongly Agree or Agree	93% Strongly Agree or Agree

What is one thing you'd like Mr. Hurlburt to know about fifth grade at GWS?

It was a great year!
It was a great year and experience for my son which helped him be more prepared for 6th verses other 5th graders coming from other schools.
That he's awesome!
Mr. Hurlburt has given his best to let the students have a good transition. I think he was the right person to manage this difficult task. Thank you!
We loved having [REDACTED] at GWS. The administration was well organized and communication was great. I felt That Hopewell parents threw the biggest upset of this change but the children benefited from the change.
It was a fantastic year -loved the refreshed energy and enthusiasm the leadership brought to incoming grade 5 students
When there is just one 5th grade class at GW (as opposed to all the 5th graders in the district) it is a very isolating experience and completely inequitable.
Mr Hurlburt and all of the teachers did a fantastic job making the 5th graders feel like they were a part of the GW family :)
There is inconsistency in treating the kids comparably to the rest of the town's fifth graders. They are on an earlier schedule, have lesser access to playground facilities, but still have wacky wednesdays at a very early/disruptive time. The kids last year didn't get to participate in some of the standard activities like reading the town book, the November festival, etc but were offered participation in some 6th grade activities. I have a 5th grader there now too and feel as though there was less of an effort made to keep consistent Hopewell specials teachers as was done last year.
They were a fantastic team!
Liked not having to walk around for every subject in 5th grade - more challenging in 6th grade to move every subject
It has been a good transition for 6th grade
My kids were Eastbury kids and with this additional transition to yet another elementary school it left us with a very big deficit in their elementary school experience. Thankfully they don't have a frame of reference to know how much they actually missed out on but we do. Frankly, the BOE failed our students as did the superintendent. And class size is another area that we failed our kids. The # of kids per class should have been less (24+/class is too many), add another class not wait until a parent complained about class size and then bring in a para. Playground MIA all year and this was promised to them.
5th graders still felt a little separate. Complaints of 6th graders giving them a hard time when no one was looking. Other than that excellent learning and supportive experience.
The special education staff and program is great. The 5 th grade year book was outstanding idea. All the graduation activities was amazing and everyone really loved it. Great leadership and teamwork to make 5 th graders feel welcomed and included. I will say that the afterschool activities/clubs were taken up pretty quickly.
Mr Hurlburt was amazing! All the staff made my child feel very welcome. Not knowing what to expect because the kids got thrown into a school he did a fantastic job.
My son, [REDACTED] had a great experience. He enjoyed being there, and the transition was pretty seamless! His previous experience at GW has proven invaluable as he starts sixth grade. The teachers and staff were welcoming, and I loved that he could take advantage of regular GW activities like after school math.
Overall my son had a good year and I felt it made the transition to 6th grade easier.

Very positive experience in many ways. Staff is great and transition was easy

██████ had a great experience at GW for fifth grade. Thanks for helping to make this a smooth transition to the upper grades!

It was a great year

It was great

It's hard for the kids and families to find their identity since there's only one 5th grade there so far. It's also hard to figure out from a PTO support perspective where parents should focus. I hope that can become clearer over time as more schools are added. I do think that having two years at Gideon is really amazing for the kids.

Good job in the transition and regular communication when needed.

It was tough for my son to miss the 5th grade experience at Hopewell and feel like a little kid at GWS. He didn't like being younger and also being treated like a younger kid. I wouldn't expect you to do anything different but just pointing out this was my child's only complaint.

What is something Gideon Welles School could do to improve the 5th grade experience?

Nothing
Given it was the first year it went pretty smooth.
One thing that my child missed was playscape. I just wish it was installed sooner.
Please try to keep the Hopewell spirit with more effort, and have them go to Hopewell and let them interact with the younger Hopewell students more often.
The Huskinator T-Shirts were amazing! Best school shirts ever, and the design is outstanding. I would love to be able to buy another one. It would be wonderful to keep this design for all the 5th Graders who have to leave Hopewell one year earlier.
The kids were so happy. Stop catering to the parents need to keep them young with yearbooks and celebrations and playground equipment that my child could care less about. That said he loved the picnic and thought it was amazing day.
not necessarily a criticism, but hard to convince my son to attend the after school enrichment classes although I think he would have enjoyed. Not sure if his apprehension was because of the 6th graders.
We were told by the BOE that our 5th graders would still be a part of the Hopewell community. That was a lie. We never received communication from the Hopewell principal regarding events happening at Hopewell like the the Halloween event. People only new about the events at Hopewell if your child had a younger sibling at Hopewell. We didn't have a younger sibling going to Hopewell so we missed out on any communication regarding Hopewell events. The communication between Hopewell and GW should be better.
Our students got to participate in field day at Hopewell but they were extremely disappointed because the 5th graders were not recognized in anyway. The 4th graders were recognized for being the oldest in the school. Many kids were extremely disappointed that they weren't recognized in a special way. Clearly, our kids were brought to field day just as a formality. It was clear to the kids that they didn't belong when they weren't recognized. All my other kids got to enjoy a 5th grade tug of war match and a clap out. Our kids missed out on both experiences because they weren't a part of Hopewell and not really a part of GW.
Also, we were told that the playscape would be installed BEFORE the school year last year. Again, this was yet another lie by the BOE. The playscape was just installed. Unfortunately, our 5th graders at the time never got to use it.
I don't agree with sending just one school's fifth grade classes to GW. It just ended up being a year of not really belonging to any school and it was a year riddled with inequities. Our kids did not get the same experiences as the other 5th grade classes throughout the district. These are all things parents discussed with the BOE that clearly fell on deaf ears. Even if our 5th graders missed out on just ONE thing that other 5th graders throughout the district got to experience, it still classifies as an inequitable experience. The BOE needs to recognize this. They need to keep this concept that they preach at the forefront when they make decisions. This was a poor decision to move just the Hopewell 5th grade to GW.
I think the administrators at the schools did the best they could given the forced circumstances they were put in. My child enjoyed GW for the most part but was really disappointed on missing out on some key aspects that are an important part of the year for every 5th grader.

I did hear a little bit about the 6th graders being "territorial" over "their" school. Nothing awful, but there might be something we could do with the 6th graders to make them welcome their younger classmates.
see above response - keep their experience more consistent with other 5th graders.
This year seemed a bit crowded with grade 5 and 6 meet and greet . I think grade 5 should be done separately.
Not having to wake up so early
Nip the not so nice "hallway talk" of 6th graders to 5th graders early in the year. By the time the 5th graders told you last year, it had been happening for a while. You put an end to it as soon as they shared that with you, but would help the 5th graders to take care of that earlier this year since I'm sure it will happen again.
We were told all along (BOE, Bookman, etc) that "kids are resilient " well we have asked too much of them!! See last answer plenty in there to work with.
Keep an eye on those 6th graders and opportunistic bullying
The clubs don't seem to be welcoming to 5th graders.
5 th grade was a tough year on social and emotional level which then effects academic focus. Also, trying to fit in and keep friendships becomes the main focus. Lots of bullying and teasing especially at recess time. If there could be more supervision for the students overall. More activities to prevent bullying would be great.
I know it was the first year doing this but the confusion that Hopewell school created mentioning to the kids that they were still a part of Hopewell school was not the case. I think my son met to principal one time at field day.
The sixth graders were pretty mean, especially on the bus. It's actually motivated Owen to be proactively nice to the current 5th graders. He sat with a fifth grade boy who was crying on the bus earlier this week. He talked to him about why he was sad, gave him advice, and let him play games on his iPad. He specifically told me that he felt like a role model in that moment and that he wanted to do it because he didn't have the same experience the year before. So something good did come out of it...!
I felt like many things were over-promised and under-delivered. It was promised that the children would have a playscape, etc. and it was not installed until after the school year ended. I understand there were delays, but again, it was disappointing. It was also promised that they would be kept in the loop on Hopewell happenings and included in those. Again, they were not kept informed or included. It was disappointing as a parent and for my son.
N/A
Nothing
Might as well let them participate in clubs.
Noting
See last answer

How to Participate in Board of Education Meeting Public Comments

At this time, there are two options for participating in public comment during Board of Education meetings.:

1) In-Person Comment.

The Board sets aside thirty (30) minutes for public comments. Comments are limited to 3 minutes per speaker and a person may speak only once. Each speaker must start by stating their name and address. There will be a sign-up sheet in the back of the room. In-person meetings are held in the Town Hall Town Council Chambers, 2155 Main Street, Glastonbury, unless otherwise noted on the [Board of Education Meeting webpage](#) and the Board Meeting agenda.

2) Written Comment.

Use the form below to submit a written comment before 12 noon on the meeting day. Written comments are attached to the BOE Meeting Agenda.

[Public Comments for Glastonbury Board of Education Meeting](#)

Public Comments for BOE Meeting (Responses) 2024

Timestamp	Your Full Name	Your STREET Address	Your Comment to be attached to the agenda of the next Glastonbury Board of Education meeting. NOTE: This field accepts up to 2500 characters. Please submit a second response to this form if you require additional text.
12/4/2024 13:37:01	Alysse Hoagland	219 Carriage Drive	<p>Dear respected members of the Board of Education, First, thank you for your time and commitment to our students. You are appreciated! I'm writing today to ask that the board thoughtfully consider alternatives to the problem we are facing in regards to space and enrollment at Buttonball Lane School. As a GHS alum and now town resident with young children who love the BBL community I am hopeful that they will be able to remain in BBL through the end of their 5th grade year. I recall my own 5th grade experience at Eastbury as a time of excitement, leadership, and celebration. I know you do not have an easy task at hand but if any alternatives would allow the 5th grade class at BBL to continue in our building that would be very much appreciated.</p> <p>Sincerely, Aly Hoagland</p>
12/5/2024 6:42:27	Eric Cushman	28 Sulky Lane	<p>To Whom it May Concern, Releasing this consultant's report, with a month to consume, review and react to it, over the holidays is inappropriate. We love our neighborhood elementary school and wish to participate in a district wide review of Glastonbury's schools, with an appropriate amount of time for review and public comment. Buttonball Lane and other neighborhood schools create the community fabric in which we chose to raise our children. There are solutions such as portable classrooms or additions that should be considered. I urge you to consider providing additional time for public review and consideration prior to making such decisions. Thank you.</p> <p>- A proud, and deeply appreciative, parent of children whom I hope to be Buttonball class of 2029, 2031 and 2033 graduates.</p>
12/6/2024 11:50:22	Lisa Shannon	287 Carriage Drive	<p>Dear Members of the Board of Education, I am writing to express my concern regarding the proposed change to move the rising Buttonball Lane fifth-grade students to Gideon Welles for the 2025/2026 academic year. As a parent of a current fifth grader and a rising fifth grader at Buttonball, I feel strongly that it is in the best interest of this specific class to remain at their elementary school for the entirety of their elementary education, including fifth grade.</p> <p>Fifth graders are at a critical developmental stage, both academically and socially. They are still very much in the process of adjusting to the emotional and social challenges of growing up. Keeping them in a familiar, supportive elementary school environment, while also allowing some leadership opportunities and limited independence allows them to continue growing in a safe, nurturing atmosphere. I am aware that all ages were negatively impacted to some extent by the Covid restrictions etc. This class specifically endured hardship during a very different kindergarten year where they were unable to learn typical social cues due to the requirement of masks. They missed out on the amazing field trips that Buttonball offers and had to bring a Ziploc bag with their own toys and towels to play on during snack and free time. To then disrupt their last year of elementary school would be a shame and a disservice to these children. We are talking about a difference of 14 students as the numbers look right now. If music were to be held on the stage in the cafeteria, that would open up one more classroom for the school year and the rising fifth grade students would be allowed to remain at Buttonball for the 25/26 school year.</p>
12/6/2024 11:50:50	Lisa Shannon	287 Carriage Drive	<p>continued....</p> <p>I understand this may be an ongoing issue and completely agree with being flexible or thinking outside of the box. If this had been presented and the decision was made the beginning of the school year, we could have given these students the entire year to know this was their last year at Buttonball. We could have planned appropriately and let the students be helpers to the kindergarten kids, have a leadership team and plan a farewell for the students. Many of kids are looking forward to being the oldest in the school and being clapped out for 5th grade.</p> <p>This is not about how successful the Hopewell transition has been... I am confident that it would be handled well. This is about timeliness and planning and allowing our children the same opportunity within their "last" year of elementary school to be impactful, memorable, and special.</p> <p>To continue to revisit, knowing that there are other schools running into the same situations in the coming years, maybe a long-term plan of having a fifth and sixth grade school would be worthwhile. Children thrive on routine and the continuity of elementary school for this grade is important. The transition from elementary to middle school can be daunting, especially for younger students. By allowing fifth graders to stay at their current school, we help maintain a sense of continuity, security, and community.</p> <p>I respectfully urge the Board to reconsider the proposed move and allow our fifth graders to finish their elementary education in the environment that best supports their academic, social, and emotional development. I believe this would be the most beneficial option for this class at Buttonball.</p> <p>Thank you for your time and consideration. I look forward to your response and hope you will carefully weigh the needs of our fifth-grade students in your decision-making process.</p> <p>Sincerely, Lisa Shannon</p>

Public Comments for BOE Meeting (Responses) 2024

Timestamp	Your Full Name	Your STREET Address	Your Comment to be attached to the agenda of the next Glastonbury Board of Education meeting. NOTE: This field accepts up to 2500 characters. Please submit a second response to this form if you require additional text.
12/7/2024 22:00:58	Amy Korber	18 Old Musket Road	<p>Ladies and Gentlemen of the Board,</p> <p>My husband, John, and I are proud graduates of Glastonbury Public Schools, and now we are raising our four children in town. Our two eldest children completed their time at Buttonball Lane School and our two youngest are currently enrolled there in 4th grade and kindergarten. We have a deep appreciation for the value of a Glastonbury education, and the challenges that serving on the Board present. We greatly appreciate the time, thought and care that you put into your responsibilities as Board members and trust you to do what you believe is best for the town's young people.</p> <p>For us, Buttonball is a special place that is bound together by an exceptional administrative and teaching staff and the families of our neighborhood community. For students who attend Buttonball, the school provides more than education; it delivers an intimate sense of belonging which is bookended by kindergarten and fifth grade experiences.</p> <p>As you heard at the November 11th meeting, COVID deeply impacted the current 4th graders both academically and socially, especially during their kindergarten year. My 4th grader, Nate, sees how his first few years of elementary school differed from those of his older brothers and now, from that of his younger sister. Recognizing how special it is, he is disappointed that he may miss his 5th grade there. Nate and one of our neighbors, Owen, submitted their own letter sharing their perspectives.</p> <p>I recognize that there are space limitations at Buttonball and that there are no ideal choices. A decision to transition 5th graders to Gideon next year would cut their experience short; they would miss out on irreplaceable Buttonball experiences as the 'big kids' at school that these students have looked forward to for five years.</p> <p>We can all agree that 2020 was an unusual year; our 4th graders entered their Buttonball Lane elementary school experience under unideal, yet uncontrollable circumstances. Their final year at Buttonball is controllable; you are entrusted with such control.</p> <p>I write in hopes to add additional perspective on the unique experiences of the current 4th grade student class as you navigate this challenging situation. I hope you will consider postponing any potential move of the 5th grade class to Gideon Welles School until at least the 2026-2027 academic year.</p> <p>Thank you for all the time and effort that you, as the Board of Education, put into supporting our children, schools, and district.</p>
12/7/2024 22:05:12	Nate Korber & Owen Pizzoferrato	18 Old Musket Rd & 95 Old Musket Rd	<p>Dear Glastonbury Board of Education,</p> <p>This is Owen and Nate from Buttonball Lane School. We are both 4th graders and we are neighbors. Have you ever thought how happy 4th graders at Buttonball would be if we could stay at Buttonball for one more year? In our opinion, we think that we should be able to stay at Buttonball. Keep reading to understand why we should be able to stay at Buttonball.</p> <p>We should be able to stay at Buttonball, because we want to be able to have the chance to be on the Buttonball Leadership Team and be a big kid at Buttonball. We want to be kindergarten bus helpers. We want to be at the front of the Bike to School parade and be able to sit at the back of the bus.</p> <p>Also, we have kindergarten siblings, and we want to see them grow up at school. If we move to Gideon next year, we will only be able to see them at Buttonball for this year. Last, we want to have one more year at Buttonball, because we want to say "hi" to our nice teachers who we had in the past. That's why we think that we should stay at Buttonball.</p> <p>Sincerely,</p> <p>Owen Pizzoferrato and Nate Korber</p> <p>PS: Buttonball is an amazing school!</p>

Public Comments for BOE Meeting (Responses) 2024

Timestamp	Your Full Name	Your STREET Address	Your Comment to be attached to the agenda of the next Glastonbury Board of Education meeting. NOTE: This field accepts up to 2500 characters. Please submit a second response to this form if you require additional text.
12/8/2024 11:36:39	Elaine Prewitt	2113 Main St	<p>Dear Members of the Glastonbury Board of Education,</p> <p>I am writing to you regarding the proposed movement of the current fourth grade Buttonball class to Gideon Welles for their fifth-grade year.</p> <p>This group of students has already faced unique challenges because of the COVID-19 pandemic. Having missed out on a true kindergarten experience during such a formative time, these children have endured the emotional, social, and academic toll that the pandemic has taken. As they progress through school, the opportunity to be the oldest in their current school provides them with a sense of confidence, leadership, and stability that is beneficial to their growth and development. Moving these students prematurely disrupts this important milestone and denies them the chance to experience being leaders amongst their peers.</p> <p>Additionally, the timing of this decision has added to the difficulty. If the transition had been decided upon during the start of the school year, or ideally the previous school year, parents, teachers, and the PTO could have collaborated to thoughtfully plan for the transition. Ensuring that the current fourth-grade year was designed to better prepare them for their move to Gideon Welles. With adequate preparation, this year could have been celebrated as a bridge to fifth grade, allowing the students to feel a sense of closure and excitement for their next phase. Unfortunately, the late timing of this decision will make it challenging to provide this class with the experience they deserve.</p> <p>I urge the Board to not move the current fourth-grade class to Gideon Welles for their fifth-grade year. Instead, for one year, please consider having the music and/or art teachers give up their classrooms and utilize carts. I know it is not ideal, but it would only be for one year.</p> <p>Thank you for your time, attention, and commitment to the students of Glastonbury.</p> <p>Best Regards, Elaine Prewitt</p>
12/9/2024 11:49:03	Parul Patel	22 Hubbard Run Drive	<p>Dear Board of Education,</p> <p>While there may be pros to the move such as smaller classrooms and more space, it does not outweigh the cons that this incoming 5th grade class will have to navigate if moved from BBL. My son and I do not support transitioning BBL 5th grade to a new school in the 2025-2026 school year.</p> <p>The standard across the board for decisions surrounding children is best interest, which includes mental, emotional and physical safety. Changing the school for the incoming 5th graders is not in these children's best interest for a multitude of reasons. It is imperative to individually consider and assess this year's class; a class who entered their first public school year of Kindergarten at the onset of a global pandemic.</p> <p>These five year old children were the first to attend school remotely. They have already experienced negative effects from remote learning such as a decline in mental health and academic achievement levels. It's true, children are resilient, but that does not mean they should be forced into adversity when alternatives are available. Allowing the 5th graders to finish their elementary education in a school and routine they know, with other students (K-4) and staff is what will set them up for success and allow them to catch up on lost learning from the few years of the pandemic. It is well known that children need consistency and routine to thrive. The decision to change to a new school this late in the year interrupts both of those pillars.</p> <p>The timing of this decision (January) creates an added layer of issues for both children and their families. It does not allow for proper planning and mental/emotional adjustments. It would be different and easier in many ways to transition children if the decision were made the year prior.</p> <p>I kindly ask you to consider the following: Haven't this group of children been experimented on enough so far? Haven't they already sacrificed so much in their learning experience? Is it really necessary to make this change now instead of give everyone another year to adjust to the change? What other measures can be taken to allow this group of children to stay at BBL for 5th grade? I am sure many of us parent would be happy to help brainstorm solutions if needed.</p> <p>I sincerely thank you for your time and consideration.</p> <p>-Parul Patel, aka Aavi's mom.</p>

2025-2026 GHS Program of Studies



Inspires Curiosity, Cultivates Learning, and Empowers
Students To Shape Their Lives and Our World

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MESSAGE FROM THE PRINCIPAL

Dear Students,

I am proud of the curriculum offered at GHS and the extensive opportunities available to all of you. We continually review the curriculum to align our programs with district and school goals, Connecticut Core Standards, high school initiatives, as well as our learning expectations and core values and beliefs. This year we have an array of new courses in various subject areas, including courses created and designed around our STEAM lab.

Please work closely with your parents and/or guardians, teachers, and school counselors to select your courses for next year which support your post-secondary plan. It is important to choose your courses carefully because while it may be possible to make changes later, they will only be made as spaces in classes allow.

Graduation requirements include both course credits and mastery of the GHS Learning Expectations. Our Learning Expectations capture essential skills needed for success at GHS and in the future. Your classes offer multiple opportunities to demonstrate your mastery of these expectations.

Best wishes for a challenging and fulfilling school year ahead.

Sincerely,



Nancy E. Bean, Ed. D.
Principal

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Core Values and Beliefs

Glastonbury High School inspires curiosity, cultivates learning, and empowers students to shape their lives and our world.

Expectations For Student Learning

The learning expectations represents a shift that focuses on interdisciplinary connections and learning in the 21st century. In this way, all students are expected to meet all academic, civic and social expectations. All teachers will evaluate students each year in a holistic manner that ensures academic, social, and civic growth to prepare them for college and careers in a changing world. All courses will provide opportunities for students to demonstrate the learning expectations, as measured by the school-wide rubrics. Testing mandated by the State of Connecticut will also be used to assess student progress towards expectation set #2. Students are required to meet all three expectation sets with an overall score of mastery or proficiency for each set in order to graduate from Glastonbury High School.

EXPECTATION SET #1

Glastonbury High School inspires curiosity and action

- Explore and honor individual intellectual interests and engage in inquiry
- Source reliable information in order to broaden and challenge understandings, perspectives, and beliefs
- Pursue life-long learning through discovery, inquiry, and practice

EXPECTATION SET #2

Glastonbury High School cultivates learning

- Use multiple methods to communicate effectively with diverse audiences
- Apply logic and critical thinking skills to make sense of authentic problems and persevere in solving them
- Use instructional technology for innovation and with intentionality
- Create and perform through innovation and collaboration across lines of difference

EXPECTATION SET #3

Glastonbury High School empowers students to shape their lives and our world

- Contribute to a safe, supportive, and inclusive learning environment where equity and diversity, and the sense of belonging are intentionally messaged and prioritized
- Promote social justice and demonstrate citizenship, integrity, respect, and value for others
- Exhibit academic responsibility through perseverance and ownership of learning

GENERAL INFORMATION

EVERY EFFORT WILL BE MADE TO MEET ALL STUDENT COURSE REQUESTS. HOWEVER, INSUFFICIENT ENROLLMENT OR BUDGET CONSIDERATIONS CAN CAUSE COURSE CANCELLATION.

INSTRUCTIONAL RESOURCES REVIEW PROCESS

In accordance with Board of Education Policy #6121, adopted October, 1981, the Glastonbury Public School System pledges to avoid discriminatory actions and seeks to foster good human and educational relations which will help to attain:

- equal opportunity for all students to participate in the total program of the school
- continual study and development of curricula towards improving human relations and understanding and appreciating cultural differences

In keeping with this policy, textbooks and other instructional materials resources are reviewed for bias prior to purchase. This process is coordinated by the director of the specific discipline and is done both during the formal Curriculum Review and at other points when new instructional material is being considered. The review committee forwards the textbook request and the textbook to the Superintendent for approval. Both the request and the text are then presented to the Board of Education for review. If you have questions about instructional materials, please consult the appropriate curriculum director.

GRIEVANCE PROCEDURE AND COMPLIANCE OFFICERS FOR VIOLATIONS AND COMPLAINTS

The Glastonbury Public Schools as a matter of policy provides educational opportunities without regard to race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, disability, or age. In addition, the Glastonbury Board of Education does not permit or condone discrimination based on race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age or disability in employment matters or assignment in programs or services provided. The Civil Rights compliance officers for the Glastonbury Public Schools have the responsibility to monitor compliance with this policy.

Glastonbury Compliance Officers are:

Title VI (Civil Rights Act of 1964) & Title IX (Equal Opportunity) –Tonya Claiborne, Ed.D., Equity, Diversity & Inclusion, 628 Hebron Ave., P.O. Box 191, Glastonbury, CT 06033 Tel 860- 652-7941 claibornet@glastonburyus.org

Section 504 (Rehabilitation Act) & ADA (Americans with Disabilities Act), Kimberly Brown Administrator for Pupil Services Address: Eastbury School, 1389 Neipsic Rd., Glastonbury, CT 06033, Telephone: 860-652-7971 Email: BrownK@glastonburyus.org

Safety/OSH Kenneth Roy, Ph.D., Director of Environmental Health and Safety, Glastonbury High School, 330 Hubbard St., Glastonbury, CT 06033, Telephone: 860-652-7200 ext. 12002, Email: royk@glastonburyus.org

If you wish to discuss the regulations governing these policies, or wish to discuss a concern or file a grievance, please contact the appropriate compliance officer. Forms can be obtained directly compliance officers. The purpose of the grievance procedure is to secure, at the lowest possible administrative level, equitable solutions to problems that may arise concerning claims of discrimination. If you have additional questions, please feel free to contact any of the compliance officers. Safety question or concerns should be directed to the building supervisor and the Safety Director.

GRIEVANCE PROCEDURE:

Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against on the basis of race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age or disability may discuss and/or file a grievance with the appropriate compliance officer (Title VI, Title IX, ADA, and Section 504) of the Glastonbury Public Schools. Reporting should take place, in writing, within forty (40) calendar days of the alleged discrimination.

A student or parent/guardian of a student who has a question or concerns may choose to seek the help of the building administrator or another adult with whom they trust, such as a teacher, counselor, nurse, psychologist. If satisfaction cannot be achieved through this discussion, the adult sought by the student should assist the student in reporting the incident, in writing, to the appropriate compliance officer. The goal is to resolve the problem at the lowest possible administrative level with an equitable solution.

The compliance officer will commence an effective, thorough, objective and complete investigation of the complaint within ten (10) working days after receipt of the complaint. The compliance officer will consult with all individuals reasonably believed to have relevant information, including the complainant and the alleged violator, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigation process, due process rights will be upheld. No reprisals will be taken or permitted for truthfully asserting a

complaint. The compliance officer shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged violator, and, as appropriate, to all others directly concerned within fifteen (15) working days after receiving the complaint.

If the complainant is not satisfied with the decision of the compliance officer, an appeal in writing may be made to the Glastonbury Board of Education within ten (10) days of receipt of the decision. The Glastonbury Board of Education, within thirty (30) working days, will investigate the complaint and may conduct a hearing to gather additional information. The Glastonbury Board of Education will give a written response within ten (10) working days following completion of the hearing.

PLANNING FOR COURSE SELECTION

REQUIREMENTS FOR A DIPLOMA

Class of 2027 and Beyond

Public Act No. 17-42

Commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five credits, including not fewer than: (1) Nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education, as described in section 10-16b; (5) one credit in world languages, subject to the provisions of subsection (g) of this section; and (6) a one credit mastery-based diploma assessment. Public Act No. 23-21 also requires public schools to build financial management and literacy into their curriculums. Beginning with the graduating class of 2027, students are required to complete a one-half credit course in personal financial management and financial literacy. This requirement may count towards the nine credits required for the humanities or as an elective credit. Section 9 of the Act now also permits credit from the personal financial management and financial literacy requirement to count towards students' nine science, technology, engineering and mathematics credit requirement. A student must earn a minimum of 25 credits in the following areas as set by state legislature.

Humanities: 9 credits (Including Civics and Art)

English	4 credits
History/Social Science	3 credits*
Fine Arts	1 credit
Elective	1 credit

Science, Technology, Engineering & Mathematics: 9 credits

Math	3 credits
Science	3 credits**

STEM Elective 3 credits***

Wellness: 2 credits

Physical Education	1 credit
Health/Physical Education	1 credit

World Languages: 1 credit

Mastery Experience: 1 credit

Electives: 3 credits

TOTAL: 25 credits

*All students must earn ½ credit in Modern World History I and ½ credit in Modern World History II. They must also earn 1 credit in a U.S. History or a Themes of United States History Course and 1 credit in Civics/Current Issues.

**All students must successfully complete 1 credit in a life science and 1 credit in a physical science.

***STEM electives could include additional math, science, ag-science, business education, family consumer science, technology education, career and technical education classes.

****Mastery Experience will be fulfilled upon the successful achievement of the GHS Learning Expectations by the end of the students' senior year.

1. Courses taken at the middle school may not be used to meet the minimum requirements for a diploma or any minimum credit requirement necessary to advance from one grade to the next.

2. Algebra and world language taken in middle school will be recorded on the student's transcript with the year-end grade, but no high school credit will be granted. Although middle school credit for Algebra may not be counted in the total twenty-five (25) high school credits needed for graduation.

1b. As set by the Board of Education, to graduate from Glastonbury High School, all students are required to meet all three expectation sets with an overall score of mastery or proficiency for each set. Students will have the opportunity to meet expectation sets in each course, as measured by the school wide rubrics. By the end of the second semester of junior year, if a student meets 60 percent mastery and/or proficiency in each expectation set, they will have met the requirements for graduation. Students who have not met the requirements by the end of junior year will have the opportunity to meet the learning expectations in their senior year. More information can be found on the [learning expectations](#) page of the GHS website.

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EXPECTATION SET #2

Glastonbury High School cultivates learning

- Use multiple methods to communicate effectively with diverse audiences

- Apply logic and critical thinking skills to make sense of authentic problems and persevere in solving them
- Use instructional technology for innovation and with intentionality
- Create and perform through innovation and collaboration across lines of difference

EXPECTATION SET#3

Glastonbury High School empowers students to shape their lives and our world

- Contribute to a safe, supportive, and inclusive learning environment where equity and diversity, and the sense of belonging are intentionally messaged and prioritized
- Promote social justice and demonstrate citizenship, integrity, respect and value for others
- Exhibit academic responsibility through perseverance and ownership of learning
- In addition, as juniors, each student will have a formal opportunity in their English 11 class to demonstrate “mastery” or “proficiency” of all ten Learning Expectations through class activities. Every junior will create a portfolio to showcase their work.

For more information on learning expectations and assessment rubrics, please go to www.glastonburyus.org

3. Every student is required to carry a minimum number of six credits a semester, unless special permission is granted by a principal or through the Planning and Placement Team for students with special needs.

4. Students who wish to complete the requirements of a diploma in fewer than four years of high school may do so by making special provisions with the principal to meet all the requirements for the diploma as listed above. Arrangements must be made prior to the end of June of the student’s sophomore year.

PLANNING FOR GRADES 9-12

A most important task is selecting courses at the high school. From February through March, high school counselors meet with every student individually to discuss course selections, including visiting the middle school to meet with all eighth graders. Counselors at both schools are available to confer with parents about a proposed program and to answer any questions. In making choices throughout high school, think about questions such as these:

1. What aspects of your education do you find most interesting? What subjects do you enjoy most?

2. Do you feel you work to your potential? Are you satisfied with your grades?

3. Do you plan to go on to college? If so, in what colleges are you interested? What are some subject areas in which you might consider majoring?

4. Do you have any possible career goals in mind at this time?

5. What extra-curricular activities interest you? What out-of-school commitments do you have?

In trying to arrive at answers to these and other questions, make it a point to talk with your parents, your teachers, and with the representatives from the colleges and vocational fields in which you are interested. Be sure, however, to confer with your counselor, who is in the best position to help plan your high school program.

MAKING COURSE SELECTIONS

Course selection is an important time of year for the high school student since the courses selected affect the next entire school year. For sequential courses, the teacher will recommend which course to take next. Some courses have required course prerequisites. During that student’s individual appointment at scheduling time, the school counselor will discuss the recommended courses and how they fit the overall program for that student. The final responsibility for course selection, however, belongs to the student and his or her parents.

It is possible that during the early years in high school students may be uncertain about plans after graduation. This frequently happens. By the junior year, however, it is important to have some plans. (This is necessary in order to select the subjects most appropriate to any special abilities and to meet the requirements for graduation).

Finally, you should understand that the program is designed to do two things: (1) to give you the general education everyone needs, and (2) to provide the special subjects you need in order to attain your personal objectives. Your abilities and interests should guide your choices. You should confer with your school counselor about your specific program, for it should be a program suited to your individual needs and abilities.

Your future plans should dictate some of your course selections, particularly for the junior and senior years. However, high school is a time for well-rounded, thorough preparation and students should not over-emphasize a certain area of interest. Plans often change, sometimes during the high school years and even after a student has graduated. The following general guidelines may help you in planning for the future:

1. COLLEGE - Most colleges indicate that the most important factors in their admissions’ decisions are the quality and rigor of the student’s high school program and the student’s performance in that program. Every student should attempt to take as challenging a program as possible. A student planning to go to college should concentrate in grades nine and ten on taking credits in the courses required for graduation, as well as a world language and a course in an area of personal interest. For grades eleven and twelve, the student should consult the catalogs of the colleges under consideration for their specific requirements and recommendations.

Students planning to attend college should realize that requirements for college admission vary greatly and depend on the selectivity of the school and the specific program to which the student is applying. Knowing and meeting the entrance requirements of the colleges under consideration are crucial, but meeting all requirements does not guarantee admission. For this reason, it is in the student's best interest to exceed the high school requirements.

Requirements in the area of world language deserve special mention. First, many of the colleges often chosen by Glastonbury High students have a world language requirement for two to three years in grades nine through twelve. Second, some colleges that do not require a world language for admission do require students to reach a certain level of proficiency in world language in order to graduate from that college.

Although world language taken at the middle school does not receive high school credit, some colleges consider those courses equal to those taken in high school. World language taken at the middle school appears on the student's transcript with a grade but without credit. Both the different number of years required and the fact that some colleges have their own "exit" requirements make it advisable for students to continue their study of world language beyond grade ten

There are, of course, many different types of colleges. At the risk of oversimplification, the following is offered as a general guideline. Again, each student should confer at course selection time with parents, teachers, and his or her school counselor.

College websites should also be consulted, especially for planning the last two high school years.

- a. For liberal arts, a student should exceed the high school requirements in his or her area of interest as well as take three years of one world language in grades nine through twelve.
- b. For engineering or some other technical field, a student should take four years of mathematics, one year of chemistry, one year of physics, technology and a drafting course.
- c. For a business college, a student should take four years of mathematics, computer science courses, world language, and

courses offered through Business Education.

- d. For nursing or allied health fields, a student should take at least two years of algebra, geometry, biology, and chemistry.

2. BUSINESS-High School is the time for students to explore many different career opportunities and to begin choosing their own career path. Business Education courses at Glastonbury High School directly link graduating seniors to post-secondary programs at many four-year colleges, two-year colleges, and technical schools. Today's occupations demand transferable

skills such as problem-solving, communication, computer literacy, and teamwork. The Business Education courses are consistently updated to reflect the business environment students will experience after high school and while in the real world. College Career Pathways courses with credit from Manchester Community College are available in Keyboarding and Computer Application 1A and Business Computer Application.

3. TECHNOLOGY - Students planning to enter fields of engineering, technology, computer science or trades should plan to take technology education for four years. In addition, they should elect mathematics, science, social science, and courses offered through Technology Education. Those interested in architecture and engineering would benefit from these courses.

4. FAMILY AND CONSUMER SCIENCES - Students interested in family and consumer sciences (FCS), related careers in the fields of child care, food service, interior decoration, and nutrition should take several FCS courses. In addition, they should elect courses in mathematics, science, and social science. The Professional Cooking and Professional Baking courses are also College Career Pathways classes with credits from Manchester Community College. Introduction to Individual and Family Development is an ECE course through UCONN and students may enroll through UCONN for credit.

5. AGRISCIENCE AND TECHNOLOGY - Students interested in the broad field of agriscience/agribusiness should consider the course offerings of the Agriscience and Technology Department at an early date and begin planning a program to meet personal objectives. The program is designed to prepare students for enrollment in colleges of agriculture or two-year agricultural schools or for employment in agriscience occupations.

- a. Students planning to attend a college of agriculture or a two year agricultural school should plan to take at least three years of Agriscience and Technology to develop a good foundation in agriscience/agribusiness and receive specialized training in plant science, animal science, agricultural mechanics, or natural resources/forestry. In addition, a student should select courses in mathematics, science, and social science suitable for entering college.

- b. Students planning for employment in agriscience or agribusiness should plan to take three or four years of Agriscience and Technology to develop a good foundation in agriscience/agribusiness along with obtaining specialized training in the area of his or her major interest. Students will develop the skills needed to enter the work force while meeting graduation requirements.

SCHOOL COUNSELING

Each student is assigned a high school counselor, and, as staffing allows, keeps that counselor throughout the four years of high school.

The School Counseling Department encourages parents to be involved with their child's education, and we invite you to call or e-mail your child's counselor anytime there is a concern

or question. Individual student/counselor meetings occur throughout the year and either the counselor or student may initiate an appointment. Additionally, the counselor may see a

student at the request of a parent, teacher, administrator, or agency.

Specifically for scheduling, each student is seen individually during the third marking period to select courses for the subsequent school year. Most contacts with counselors are individual, but small and large group meetings are also held to share information. For example, counselors meet jointly with students and college admissions representatives, and individually with parents and students for post-secondary planning. There are also school counseling assembly programs and evening meetings for students and/or parents.

COURSE CANCELLATION

A course may be canceled or enrollment restricted for any of the following reasons:

- a. Lack of enrollment
- b. Available facilities
- c. Staffing
- d. Budget considerations

NCAA INITIAL-ELIGIBILITY FOR COLLEGE ATHLETES

Students planning to enroll as college freshmen who want to participate DIVISION I or DIVISION II athletics must be certified by the NCAA Initial-Eligibility Center. DIVISION III schools do not require students to be certified.

It is each student's responsibility as a "prospective student-athlete" to make sure the NCAA Eligibility Center has the materials needed for certification. This is an important process and lack of planning could result in not being approved to play at the college level. Students should start to track their progress beginning in their freshman year by going to the NCAA Eligibility Center website (ncaa.org) to access information needed to understand the Division I and Division II eligibility requirements, register with the NCAA Eligibility Center, and access individual records.

We recommend students begin the registration process no later than the spring of their junior year. To start the registration process, a student must go to the NCAA Eligibility Center website (ncaa.org) create an account, register and file a student release form. This form, as well as the required fee, must be submitted to the Eligibility Center. Students are also required to submit their high school transcript. Once requested, an official student transcript will be electronically submitted from the School Counseling Office.

In addition, when registering for the SAT or ACT, the student must request that scores be sent to the NCAA Eligibility Center.

POTENTIAL COLLEGE CREDIT

ADVANCED PLACEMENT PROGRAM

Glastonbury High School offers the following AP courses: AP Studio Art, AP English Literature and Composition, AP English Language and Composition, AP Environmental Science, AP French Language 6, AP Spanish Language 6, AP Latin Literature V, AP Russian Language 6, AP Pre-Calculus, AP Calculus AB and BC, AP Statistics, AP Adv Biology, AP Adv Chemistry, AP Physics 1+2, AP Physics C, AP Psychology, AP Computer Science A, AP Computer Science Principles, AP Music Theory, AP European History, AP Chinese and AP U.S. History. Some courses have prerequisites, so be sure to check each course. AP courses are listed in this booklet and on the student transcript with the AP designation. AP exams will be given during the first and second weeks in May. There is a fee for each examination taken, payable to the Advanced Placement Program.

Recognition of different grades for credit, advanced placement, or both will vary with different colleges. It is suggested that a student interested in a particular college write for information concerning the college's policy regarding advanced placement. Students are encouraged to take AP exams in all courses taken.

UNIVERSITY OF CONNECTICUT EARLY COLLEGE EXPERIENCE PROGRAM

The Early College Experience (ECE) program through the University of Connecticut provides students taking designated courses the opportunity to enroll in the program and earn college credit in addition to GHS credit. Students who meet the prerequisites, complete the ECE application process, pay ECE tuition/fees, and earn a C or better in the course, will receive credit posted to a University of Connecticut transcript.

GHS Course	Sem.	UConn Course	Credit
Introduction to Companion Animals	Fall	ANSC 1676 – Basic concepts of companion animals' nutrition, physiology, health, and management.	3
Behavior and Training of Domestic Animals	Spring	ANSC 1602 – Application of behavior of cattle, horses, sheep, goats, swine, and poultry to their management, training, and welfare. Basic principles of genetics and physiology of behavior, perception, training, learning, motivation, and stress with consideration of integrated behavioral management and animal welfare.	3
Graphic Design Lab	Fall or Spring	DMD 1101 – Design Lab 1 Exploration of digital image creation, manipulation, and reception through project-based work using image-editing software. Through lectures, discussion, projects, and critique, students will develop, refine, and evaluate digital images and understand their artistic, social, and ethical ramifications.	3

GHS Course	Sem.	UConn Course	Credit
Video Game Design & Development	Fall or Spring	DMD 2500 – Introduction to the principles of game design and development. History of the industry, story, and game mechanics	3
Foundation of Teaching (Full Year)	Fall	EDCI 1100 – If You Love It, Teach It Studies of K-12 teaching, learning, and schooling in the United States; historical, philosophical, and social foundations of education as well as self-study to reimagine educational futures	3
	Spring	EPSY1100 – Introduction to Special Education Special education services in American education, including various exceptionalities and the roles of professionals.	3
Floral Art	Fall or Spring	SPSS 2520 – The study of flower arrangement as an art form with emphasis on historical background, artistic principles, color harmony, and care of perishable media. Individual expression is encouraged in the creation of floral compositions.	2
Advanced Floral Design	Fall or Spring	SPSS 3530 – This course allows full-time Agri science students and students considering floral design as a career to have advanced experiences. Students will create more specialized and difficult arrangements including sympathy and wedding arrangements. Students will learn principles of design, costing, and marketing strategies as well as the planning and ordering of flowers.	2
Introduction To Individual & Family Development Full Year	Full Year	HDFS 1070 – Individual Family Development Human development throughout the life span, with emphasis upon family as a primary context.	3
Fundamentals of Horticulture	Fall or Spring	SPSS 1110 – Fundamentals of Horticulture – Science and practice of horticultural plant propagation and culture. Basic concepts of plant structure, growth and function. Integrated pest management. Impact of new technology. Horticulture and the environment.	3

Coding, Data Science and Society	Full Year	CSE 1010- Introduction to Computing for Engineers. Introduction to computing logic, algorithmic thinking, computing processes, a programming language and computing environment. Knowledge obtained in this course enables use of the computer as an instrument to solve computing problems. Representative problems from science, mathematics, and engineering will be solved.	3
Film & Video Production	Fall or Spring	DMD 2210: Film and Video Editing I Introduction to digital editing, project management, working with sound, and time-based storytelling.	3
Advanced Drawing	Fall or Spring	ART 1030 – Fundamental principles of drawing based on observation.	3
Digital Art and Media	Fall or Spring	DMD 1102: Design Lab II DMD Theory, principles, and practices of digital screen-based visual communication. Through a multidisciplinary perspective involving art, design, art history, and media studies, students will address how culture visualizes screen-based communication through both image and type.	3
Film and Video Editing I		DMD 2210 – Introduction to digital editing, project management, working with sound, and time-based storytelling.	3
English 11	Full Year	ENGL 1007 – College composition through multiple forms of literacy, including rhetorical, digital, and information literacies necessary for twenty-first-century contexts. The development of creatively intellectual inquiries through sustained engagement with texts, ideas, and problems. Emphasis on transfer of writing and rhetorical skills to academic and daily life. Students design a digital portfolio that curates' creations and skills-based micro-credentials they earn in coursework.	4
Elementary Discrete Mathematics	Fall or Spring	MATH 1030Q – UConn ECE Math 1030Q cannot be taken concurrently with or after UConn ECE Math1131Q or 1132Q. Problem-solving strategies, solutions of simultaneous linear equations, sequences, counting and probability, graph theory, deductive reasoning, the axiomatic method and finite geometries, and number systems.	3

GHS Course	Sem.	UConn Course	Credit
Calculus I	Fall	MATH 1131Q – Students who matriculate to UCONN cannot receive credit for MATH 1131Q and 1151Q. Limits, continuity, differentiation of algebraic and transcendental functions, antidifferentiation, definite integrals, the Fundamental Theorem of Calculus, u-substitution, with applications to the physical and engineering sciences.	4
Calculus II	Spring	MATH 1132Q – A continuation of MATH 1131! With techniques of integration, applications of integration, infinite sequences and series, power and Taylor series, polar coordinates, and parametric equations, with applications to the physical sciences and engineering.	4
Music Fundamentals and Ear Training I	Fall	MUSI 1011 – Basic skills in note reading, rhythm, meter, pitch symbols, scales, key signatures, intervals, triads, sight-singing, and dictation. No previous training is required.	3
Music Fundamentals and Ear Training II	Spring	MUSI 1012 – Further development of skills in music reading, sight-singing, and dictation.	3
Popular and World Music	Spring	MUSI 1003 - An introduction to popular music and diversity in America: jazz, blues, pop, rock, hip-hop, and other genres. Musicians and their music studied in the context of twentieth-century and contemporary American society	3
AP Spanish Language 6 L1)	Full Year	LLAS 1190 – Multidisciplinary exploration of the historical development of such aspects of Latin America and the Caribbean as colonization and nation formation; geography and the environment; immigration and migration; race, ethnicity, and gender in society, politics, economy, and culture.	3
AP Spanish Language 6 L1	Fall	SPAN 3178 – This course provides a thorough review of grammar and methodical practice in composition leading to a command of practical idioms and vocabulary	3
AP Spanish Language 6 L1	Spring	SPAN 3179 – Recommended preparation: SPAN 3178. In-depth development of speaking skills through cultural readings, group discussions, and oral presentations on selected topics concerning the Spanish-speaking world.	3

Classical Mythology	Full Year	CAMS 1103 – Origin, nature, and function of myth in the literature and art of Greece and Rome and the reinterpretation of classical myth in modern art forms.	3
AP Latin Literature L1	Full Year	CAMS 3102 – With a change in content, may be repeated for credit. Reading of Latin texts in the original.	3
Chinese 4 L1	Full Year	CHIN 1114 – Development of ability to communicate in Chinese, orally and in writing	4
Chinese 5 L1	Full Year	CHIN 3210 - Development of ability to communicate in Chinese, orally and in writing.	3
AP Chinese Language 6 L1	Full Year	CHIN 3211 - Development of ability to communicate in Chinese, orally and in writing.	3
AP French Language 6 L1	Fall	FREN 3250 – Intense study of oral French. Learning of oral techniques of communication in conjunction with weekly topics of conversation associated with various francophone cultures. Rigorous and active oral practice through dialogues, interviews, round tables, and oral reports.	3
AP French Language 6 L1	Spring	FREN 3268 – Advanced study of French texts and extensive written practice in a variety of forms ranging from compositions, essays, summaries, and film reviews.	3

Environmental Science	Full Year	NRE 1000E – An introduction to basic concepts and areas of environmental concern and how these problems can be effectively addressed. Topics include human population; ecological principles; conservation of biological resources; biodiversity; croplands, rangelands, forestlands; soil and water conservation; pollution and water management; and wildlife and fisheries conservation; pollution and water management; and wildlife and fisheries conservation.	3
General Physics I	Fall	PHYS 1201Q – Basic facts and principles of physics. The laboratory offers fundamental training in precise measurements.	4
General Physics II	Spring	PHYS 1202Q – Basic facts and principles of physics. The laboratory offers fundamental training in precise measurements.	4

For more information about the UConn Early College Experience, including course descriptions, tuitions/fees, and enrollment policies, visit: www.ece.uconn.edu.

All fees are non-refundable after the add/drop period.

COLLEGE CAREER PATHWAYS

The College Career Pathways program is designed to benefit every high school student regardless of his or her career goals. Manchester Community College (MCC) has identified GHS courses in Business Education and Foods as having curriculum equivalent to courses taught at the college level. College Career Pathways provides students with a program of study that coordinates secondary and post-secondary education, thus

eliminating repetition of course work. After completing the courses and graduation from high school, College Career Pathways students may be eligible for college credit. Students may continue their education at MCC or they may request these credits be transferred to other post-secondary institutions.

OTHER CREDIT OPTIONS

ACADEMY OF AEROSPACE & ENGINEERING AT THE GREATER HARTFORD ACADEMY OF MATHEMATICS AND SCIENCE

The Academy of Aerospace & Engineering at the Greater Hartford Academy of Mathematics & Science provides students in grades 9-12 from 35 school districts in the Capital Region Education Council (CREC), exciting supplementary scientific experiences through unique teaching methods and the use of state-of-the-art technology. These activities are designed

to motivate students toward higher levels of achievement in the natural sciences, connect students to real world applications of science and technology, and integrate concepts of math into the basic principles of scientific exploration. The ability to make connections between mathematics and science empowers students with knowledge, confidence, and motivation that extend beyond the classroom. You can apply to the Academy of Aerospace & Engineering at the Greater Hartford Academy of Mathematics & Science online at www.crec.org

GREATER HARTFORD ACADEMY OF THE ARTS AT THE LEARNING CORRIDOR AND TRINITY COLLEGE

The Greater Hartford Academy of the Arts is an interdistrict magnet high school focused on the arts that serves students each year in grades 9-12 from the 35 school districts in the Capital Region Education Council (CREC). The program is designed to prepare gifted and talented students to pursue post-secondary studies and professional careers in creative writing, dance, instrumental music, vocal music, theater, musical theater, technical theater, visual arts, or interarts study. You can apply to the Greater Hartford Academy of the Arts online at www.crec.org

MIDDLE COLLEGE HIGH SCHOOL AT MANCHESTER COMMUNITY COLLEGE (GREAT PATH ACADEMY)

Students in grades 10-12 who may have had academic challenges at Glastonbury High School and who have strengths and abilities that can be nurtured in a smaller, more individualized setting may have the opportunity to attend Great Path Academy. The focus at Great Path is on Graphic Arts, Communication, and Technology. The program is hands-on and includes work experience and the opportunity to take courses at MCC for college credit. Participating schools include Bolton, Coventry, East Hartford, Manchester, Tolland and Glastonbury. The school is located on the MCC campus. More information about Great Path can be obtained in the School Counseling Office.

STATE TECHNICAL HIGH SCHOOLS

It is not practical for industrial courses in a comprehensive high school to be presented with the intensity and the amount of practical application that can be offered in regional technical high schools such as Vinal Technical High School in Middletown and Howell Cheney in Manchester. For this reason, boards of education throughout the state reimburse transportation costs for any of their students who attend these technical schools. Students may apply for admission if they have successfully completed either the eighth or the ninth grade. If accepted, they will receive alternating weeks of general education courses and classes in shop theory and practice. A diploma is awarded at the close of successful completion of the three or four year program. The students will also have accumulated a specified number of hours toward licensing in their chosen trade.

Technical School Offerings:

Howell Cheney Technical High School

Automotive Technology Carpentry
Culinary Arts DigitalMedia
Electrical
Heating, Ventilation & Air Conditioning (HVAC)
Information Systems Technology
Mechanical Design & Engineering Technology
Diesel & Heavy-Duty Equipment Repair
Precision Machining Technology
Welding & Metal Fabrication

Vinal Technical High School

Carpentry Electrical
Automotive Technology VeterinaryScience
Diesel & Heavy-Duty Equipment
Hairdressing & Cosmetology
Heating, Ventilation & Air Conditioning (HVAC)
Information Systems
Precision Machining Technology

INDEPENDENT STUDY

This program is designed for the student who is broadly and deeply curious about a particular subject and who can benefit from the experience of developing, organizing, and completing a project that he or she finds stimulating. The work done must be over and above what is being offered in the curriculum. The independent study project may be taken in the place of an elective. The following conditions must be met to receive credit:

1. The project must receive the approval of a sponsoring teacher, the director of the department, the student's parents, and the high school administration.
2. Each student will be required to meet with the sponsoring teacher once a week to review his or her progress.
3. Credit will be given for the project. However, it is required that a student will spend at least sixty hours per one-half credit.
4. Grades for the study will be given on a regular or pass/fail basis. An administrator, the director, and the sponsoring teacher will determine the level of the course.

PASS/FAIL OPTION

This option is for seniors whose reasons for taking a course are based on its content rather than on achievement of a grade and for students who would like to take difficult or exploratory courses without risk to their G.P.A. (provided the course is passed). The following conditions must be met in order to participate:

1. A student must be a senior.
2. No course that is to be used as a "Requirement for a Diploma" may be chosen on a pass/fail option.

3. Seniors may elect one full year or two semester courses (one each semester) on a pass/fail basis.

4. The decision to participate in a selected course on a pass/fail basis must be made prior to the first quarter grade in any course. Students who are taking the pass/fail option are not exempted from the final exam. The principal and the appropriate director may make exceptions to these deadlines in rare instances.

REQUEST FOR CREDIT FOR COURSES TAKEN OUTSIDE GLASTONBURY HIGH SCHOOL

In order to receive credit for a course offered outside the Glastonbury School System, a student must complete the Request for Course Credit form at least five days prior to the start of the course. The student will be responsible for obtaining a course outline, documentation of the hours of instruction, and a final grade. In addition, the Director or Principal from the Glastonbury Public School System may require that a final examination for the course be taken outside the school system.

If the course is being taken for the first time, the hours of instruction must meet the state requirements. If the course is a make-up for one failed, the hours of instruction can vary proportionately, to be determined by the Director and Principal. Credit for a course required for graduation will be granted only under special circumstances. The Director and Principal must approve these requests.

SUMMER SCHOOL

Students who fail courses or lose credit due to attendance have the opportunity to make them up by attending the summer school programs sponsored by West Hartford Boards of Education or online through Educere. These programs differ.

Educere offers a remedial summer school open to students who have failed a course during the regular school year, have lost credit due to attendance, or want to improve a passing grade in a course already taken. (Note: If a student has failed all four marking periods of a full-year course, that course may not be made up in a remedial summer school). The grade the student earns for each three-week session is averaged with one original quarter grade and the final grade is then recalculated.

West Hartford Summer School offers courses that meet the minimum time requirements for credit (60 hours for 0.50 credit; 120 hours for 1.00 credit). The credit courses are designed to allow a student to earn a passing grade for course work previously failed, improve a passing grade, or earn credit for a course not previously taken.

The grade earned in one summer session in a course taken either to earn or improve a passing grade is averaged with two original quarter grades and the final grade is then recalculated. Grades for courses not previously taken are posted on the student's transcript with the notation S.S. (Summer School) and either 0.50 or 1.00 credit is given depending on the number of summer sessions attended.

Students who wish to make up a course or take a new course in summer programs other than East Hartford or West Hartford and who want to receive credit at Glastonbury High School

must obtain permission from the Principal and Director on the Request for Course Credit form prior to the beginning of the course. The form is available in the School Counseling office.

TRANSFER OF SCHOOL RECORDS

When a student enrolls in the high school from another school district, we will notify the previous district of the enrollment and request the student's educational and medical records. The previous school district is required by law to transfer the records with or without written parent authorization. Similarly, when the School Counseling Department receives notification of a student's enrollment in another district, we are required to transfer the records. We will notify the parent or guardian of the transfer at the time they are sent to a new school if no written parent authorization is on file.

School Counseling Best Practice Transfer Student Guidelines

PROCESS:

1. Transfer students new to GHS will have those courses from the previous school listed on the Glastonbury transcript. Transfer credits will be determined and awarded for those courses that align with our credit system. Grade point average (GPA) will be computed based on the student's course work and grade from previous school(s) and Glastonbury High.
2. When a student enrolls at GHS after a quarter has begun, that student's grade earned in the sending school/program will be given to the current GHS teacher if the student is placed in a corresponding class. That grade will be factored in with the student's work in his or her classes at GHS.
3. When a student enters from a school that requires them to participate in an after school sport, that required participation will be transferred in as .50 credit and denoted on a GHS transcript as a "P". This .50 credit will be counted as a Physical Education credit toward GHS graduation requirements.
4. A transfer student's GHS transcript is noted with the name of the previous school that the student attended.

SPECIAL SUPPORT PROGRAMS

SECONDARY SPECIAL EDUCATION PROGRAM

Programming for students with special needs at Glastonbury High School is provided in the least restrictive environment. Least restrictive environment means an educational environment which meets the needs of a child requiring special

education services, and at the same time ensures that to the maximum extent appropriate, students with disabilities are educated with children who are not disabled. It is the responsibility of each Planning and Placement Team to ensure

that no child is placed in a highly restrictive environment (such as full time special education classes) until all less restrictive programs have been tried. Programming options along the continuum of services are as follows:

1. Regular class with program adaptations
2. Regular class with supportive services in the general education (i.e. consultation/collaboration)
3. Regular class with resource services provided in a separate setting
4. Team taught classes in selected general education content areas
5. Special education class with instruction in general education to the maximum extent possible

In addition to the academic courses, the secondary special education program provides a variety of vocational options. A transition coordinator is available to assist all students with special needs in planning for a successful transition from school to post-secondary opportunities.

Another important vocational option is the Special Education Supported Work Experience Program, a cooperative program between the Special Education Department and employers in the community. The purpose of the program is to provide vocational training and experience to enable students to develop marketable skills.

MENTOR PROGRAM Grade 9

The Mentor Program is designed to serve those ninth graders in need of transitional academic and organizational support. Students who have been identified by eighth and ninth grade teachers and counselors as needing this program are assigned to a small group during a scheduled study hall with a teacher. The group meets each day. The Mentor Program provides students with the opportunity to develop academic and social skills. In addition, school counselors and support people from the community make visits to the mentored classrooms.

READINGSKILLS Grades 9-12

(Half Year-0.50 Credit)
1760 - Level 2

This course will be required for those students who need additional help with their reading skills in a small group setting. Placement in this course is based on classroom performance as well as the recommendation of the middle school supportive reading teachers. This course is open to all students who wish to improve their reading skills.

READING & WRITING ACROSS THE DISCIPLINES – Grades 9-12

(Half Year-0.50 Credit)
0700 - Level 2

This course is designed to help those students in need of strategies specific to reading and writing across the disciplines. While the course does include help with study skills, it is intended for those students who need more attention in reading and writing in the content areas. Classes will be limited in size

so those students needing additional teacher interaction will find it here. Students may retake this course with the permission of the Director of Language Arts.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Glastonbury Public Schools is committed to supporting the whole student. The Connecticut State Department of Education requires school districts to use a framework to address student needs. The framework we use for this support is known as Multi-Tiered System of Supports (MTSS). MTSS ensures all students receive the appropriate level of support for academic, behavioral, and social-emotional needs through various tiers of intervention. School personnel monitor student progress closely to be sure supports are appropriate and successful. For more information, visit the GPS website Parents tab to MTSS.

ACADEMIC PRACTICES

GROUPING

Classes in certain subjects have been grouped according to achievement levels to provide for students who have demonstrated special abilities or needs. Class groups are set as follows:

(1) Level 1 for students who have demonstrated high achievement in a particular subject area. Students taking Level 1 and/or AP courses should be aware of the demanding work and grading expectations of these courses.

(2) Level 2 for students who have demonstrated the academic knowledge and background to meet the requirements of their grade level.

All special education courses are Level 2 achievement. Special notation of enrollment in a Level 1 or AP class is made on the student's transcript. Some Level 1 courses offer the student the opportunity to participate in the University of Connecticut's Early College Experience Program or prepare students to take the College Entrance Examination Board Advanced Placement Tests.

A student's placement in a given level is reviewed periodically and students are placed in more appropriate classes as the need arises.

Note: As a rule, Level 1 courses are those with course numbers 0, 1, or 2 as the second digit.

As a rule, the first digit in each course number denotes the department as follows: Health, Physical Ed (0), English (1), History/Social Sciences (2), World Language (3), Mathematics (4), Science (5), Business Education and Agriscience & Technology (6), Family and Consumer Sciences and Music (7), Technology Education (8), Art (9).

Examples:

1101 English9	English, Level 1
2430 EuropeanHistory1	Social Science, Level 2

HONOR ROLL

The following criteria have been established for determining honor roll and high honor roll status for Glastonbury High School.

1. A 3.000 Grade Point Average (GPA) or better entitles a student to honor roll status provided that no grade received is an incomplete (I) or is lower than a C- in any one course, including physical education. Physical education grades are included in the GPA.

2. A 3.750 Grade Point Average (GPA) or better entitles a student to high honor roll status provided that no grade received is an incomplete (I) or is lower than a C- in any one course, including physical education. Physical education grades are included in the GPA.

3. High Honor Roll and Honor Roll listings will be published at the end of each quarter.

4. In computing honor roll, an A=4, A-=3.670, B+=3.340, B=3, B-=2.670, C+=2.340, C=2, C-=1.670, D+=1.340, D=1, D-=.670 and F=0. Level 1 courses are given one additional point.

Please note that, as it relates to the honor roll, physical education is half-weighted if it does not meet every day. Therefore, an A in physical education will not average with a C in another course for a B average.

PROMOTION TO THE NEXT GRADE Class of 2023 and Beyond

1. To become a sophomore, a student must have earned a minimum of **four** units of credit.

2. To become a junior, a student must have earned a minimum of **eleven** units of credit.

3. To become a senior, a student must be **scheduled to meet** all requirements for graduation.

REPORTING TO PARENTS: REPORT CARDS AND GRADING PORTAL

Parents and students can view information regarding student progress, grades, learning expectations and attendance via the PowerSchool Grading Portal. Parents that do not have access to this confidential, web-based system should contact the GHS School Counseling office for more information.

SUMMER READING PROGRAM

In an effort to promote a love of reading among students, Glastonbury High School students are encouraged to read independently, particularly during the summer months. This school-wide initiative is supported by Library Media Specialists, who monitor independent reading trends and provide students with recommendations and access to popular reads from various genres throughout the year. Since the goal is to encourage reading as the enjoyable pastime it is intended to be, students may read any book or text that matches their interests. Summer reading experiences are shared and celebrated at the start of the year through school-wide discussions which provide students and staff the opportunity to talk about what they have read. This celebratory approach to summer reading intends to promote a school culture that values reading beyond the classroom.

COURSES OFFERED

Elective Credit Fulfillment: FA=Fine Arts, H=Humanities, S = STEM, G = General

AGRISCIENCE & TECHNOLOGY

Agriscience Leadership 1,2,3,4 (G)
Foundations of Agriscience & Technology(S,G)
Animal Science
 Introduction to Animal Science (S,G)
 Livestock Management(S,G)
 Veterinary Anatomy and Physiology(S,G)
 Veterinary Science(S,G)
 Kennel Management (S,G)
 Introduction to Companion Animals(S,G)
 Behavior and Training of Domestic Animals (S,G)
 Animal Reproduction and Genetics(S,G)
Natural Resources & Forestry
 Environmental and Natural Resources Studies(S,G)
 Fish and Marine Life Management (S,G)
 Wildlife Management(S,G)
 Forestry(S,G)
Plant Sciences
 Horticulture(S,G)
 Floral Art and Design (FA,H,G)
 Advanced Floral Design(FA,H,G)
 Green Infrastructure and Sustainable
 Design(FA,H,G)
 Landscape Construction and Maintenance(S,G)
Agricultural Mechanic & Engineering
 Outdoor Power Equipment(S,G)
 Equipment Systems and Repair(S,G)

ART

Art Foundations(FA,H,G)
Advanced Drawing(FA,H,G)
AP Studio Art(FA,H,G)
Ceramics(FA,H,G)
Collaborative Connections in Art
(FA,H,G)
Contemporary Crafts Design(FA,H,G)
Drawing and Painting(FA,H,G)
Sculpture(FA,H,S,G)
Animation(FA,H,G)
Design Careers in STEAM (FA,H, S, G)
Digital Art & Media(FA,H,S,G)
Fashion Design (FA, H, G)
Film & Video Production(FA,H,S,G)

BUSINESS EDUCATION

Keyboarding and Computer Applications 1A(G)
Business Computer Applications (S,G)
International Business(G)
Personal Finance (S,G)
Personal Finance On-Line(S,G)
Financial Decision-Making(G)
Banking and Investments(G)
Accounting (S,G)
Advanced Accounting(S,G)
Criminal Law (H,G)
Marketing (G)

Entrepreneurship(G)
Sports & Entertainment Marketing

ENGLISH

English 9
English 10
English 11
AP English Language and Composition (juniors only)
AP English Literature (seniors only)
Introduction to Poetry
American Literature
Modern Literature
Global Literature
Journalism
World Literature
Creative Writing(H,G)
SAT Preparation(H,S,G)
Film Study(H,G)

FAMILY & CONSUMER SCIENCES

Culinary Arts and Nutrition(G)
Foods and Cultures (H,G)
Professional Cooking(G)
Professional Baking(G)
Fashion Design(FA,H,G)
Early Childhood Development(H,G)
Early Childhood Education (H,G)
Introduction to Individual and Family Development(H,G)
Foundations of Education

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education GRADE 9 (HPE9)
Health and Physical Education GRADE 10 (HPE 10)
Upper-class Health and Physical Education (11-12 HPE)
Dance & Fitness
Lifetime Activities
Group Games
Alternative Environment Activities
Sports Issues
No Boundaries for Wellness
Personal Wellness; Strength & Performance
First Aid Careers in Athletics and Recreation(G)

HISTORY/SOCIAL SCIENCES

Civics/Current Issues
United States History I
United States History II
Themes of United States History I
Themes of United States History II
AP United States History
Modern World History I
Modern World History II
AP European History(H,G)
Introduction to Economics (H, S, G)
Introduction to Political Science(H,G)

Introduction to Psychology(H,G)
African American/Black and Puerto Rican/ Latino
Studies(H,G)
Criminology(H,G)
AP Psychology(H,G)
Sociology(H,G)
Criminal Law

MATHEMATICS

Essentials for Algebra
Integrated Algebra and Geometry 1
Integrated Algebra and Geometry 2
Contemporary Math
Algebra A, 1B-1, 1B-2
Geometry A, 1-2
Geometry B
Algebra 2A, 1-2
Algebra 2B
Trigonometry(S,G)
Discrete Mathematics ECE(S,G)
AP Pre-Calculus, Level I(S,G)
Pre-Calculus, Level II(S,G)
AP Calculus AB(S,G)
AP Calculus BCECE(S,G)
Multivariable Calculus w/ Linear Algebra(S,G)
SAT Preparation(H, S, G)
AP Statistics
Introduction to Data Science (S,G)
Coding, Data Science, and Society(S,G)
AP Computer Science Principles(S,G)
Introduction to Computer Programming (S,G)
Computer Programming in C++ 1, 2(S,G)
AP Computer Science A(S,G)
Data Structures and Algorithms(S, G)
Cybersecurity
AP Statistics
Introduction to Data Science (S,G)
Coding, Data Science, and Society(S,G)
Personal Finance (S,G)
Personal Finance On-Line(S,G)
Financial Decision Making(S,G)
Accounting (S,G)
Advanced Accounting(S,G)

MUSIC

Concert Band(FA,H,G)
Symphonic Band(FA,H,G)
Chamber String Ensemble(FA,H,G)
String Orchestra(FA,H,G)
Concert Choir(FA,H,G)
Chorus(FA,H,G)
Treble Choir(FA,H,G)
Piano/Keyboard(FA,H,G)
Fundamentals of Music Theory*(FA,H,G)
AP Music Theory*(FA,H,G)
Music Studio Production(FA,H,S,G)
Beginning Guitar(FA,H,G)
Intermediate Guitar(FA,H,G)
Popular and World Music(FA,H,G)

SCIENCE

Integrated Science
Chemistry
AP Chemistry
Biology
AP Biology
Introductory Physics

Physics
AP Physics 1 & 2
AP Physics C(S,G)
AP Environmental Science(S,G)
Advanced Research Mentorships in the Natural Sciences(S,G)
Astronomy(S,G)
Forensic Science(S,G)
Human Anatomy and Physiology(S,G)
Principles of Applied Robotics and Engineering (S,G)
Coding, Data Science, & Society (S, G)

TECHNOLOGY EDUCATION

Advanced Photography(FA, H, S, G)
Applied Engineering (S,G)
Architectural Design (FA,H,G)
Computer Assisted Design(CAD)(FA, H, S, G)
Digital Electronics (FA, H, S, G)
Engineering Design(FA, H, S, G)
Video Game Design & Development (FA, H, S, G)
Graphic Communication Technology(FA, H, S, G)
Photography (FA, H, S, G)
Production Systems(S,G)
Transportation Systems (S,G)
TV Broadcasting (FA, H, S, G)
Web Design and Mobile Application Development(S,G)
Principles of Applied Robotics and Engineering(S,G)

TELEVISION AND THEATRE ARTS

Drama 1(FA, H, G)
Lighting and Sound for Theater(FA, H, S, G)
TV Broadcasting (FA, H, S, G)

WORLD LANGUAGES

French 1-2(H,G)
French 3, 4, 5, 6 (H,G)
AP French Language 6/ECE (H,G)
French I, II, III, IV, V (H,G)
Advanced Studies in Classical Mythology(H,G)
Word Power Through Latin(H,G)
Ancient Greek I, II (H,G)
Latin I, II, III, IV Level I (H,G)
AP Latin Literature V(H,G)
Latin I, II, III, IV(H,G)
Chinese 1, 2, 3, 4, 5 (H,G)
AP Chinese Language 6/ECE(H,G)
Russian 1-2(H,G)
Russian 3, 4, 5(H,G)
AP Russian Language 6 (H,G)
Spanish 1-2 (H,G)
Spanish 3, 4, 5, 6(H,G)
Spanish 5/ECE (H,G)
AP Spanish Language 6/ECE (H,G)
Spanish for Spanish Speakers (H,G)
Spanish I, II, III, IV, V (H,G)
English for Multilingual Learners 1, 2, 3 (H,G)
Multilingual Learner Tutorial (H,G)

OTHER CAREER AND TECHNICAL EDUCATION PROGRAMS

State Vocational Technical High Schools

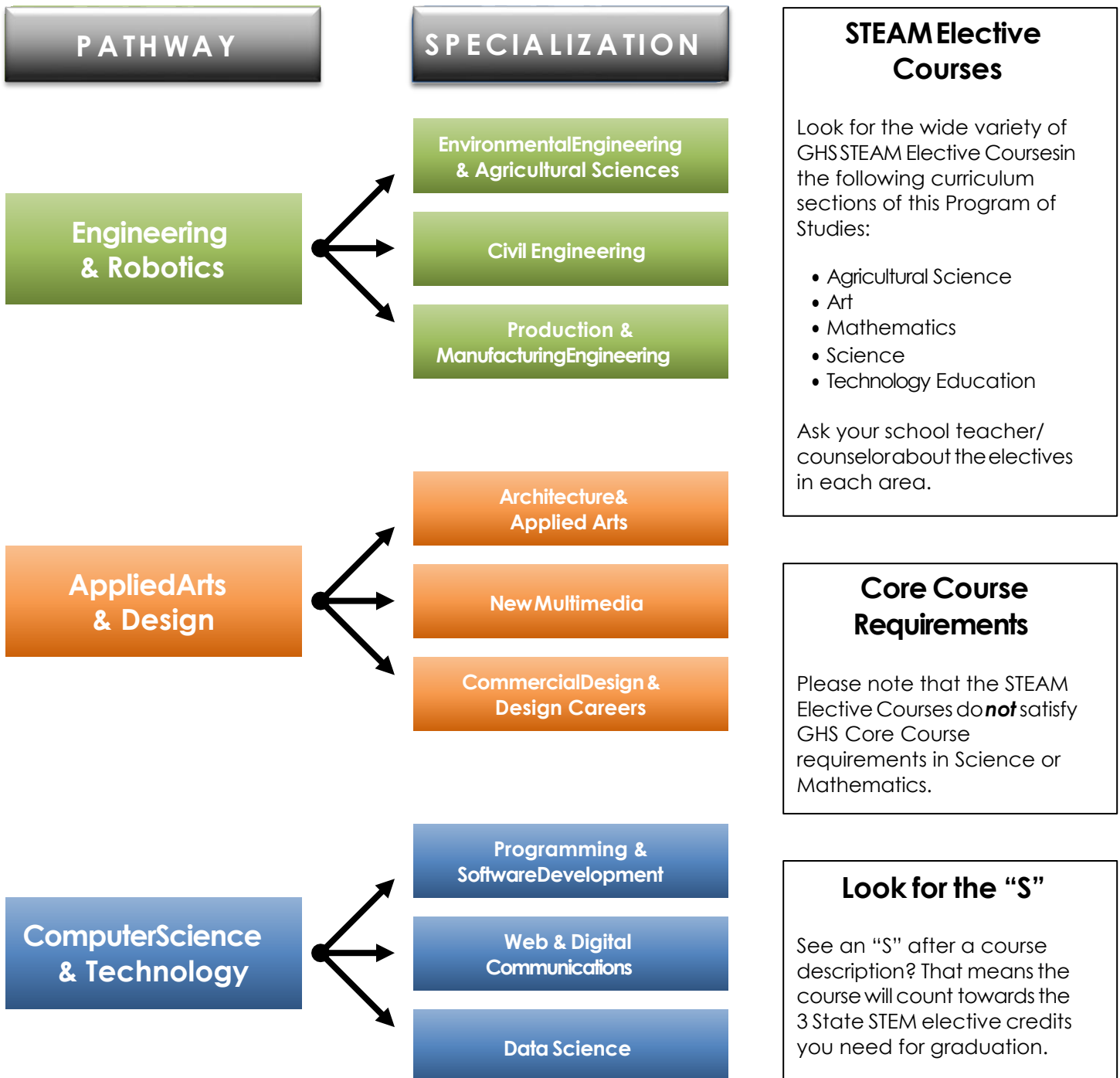
* Represents courses offered on alternating year cycles. See individual course descriptions for dates. Availability of courses is subject to change due to changes of the budget and economic conditions.



GHS Students

Spark your Passions and Prepare for your Future!

Explore the STEAM Pathways Available to You.



COURSE DESCRIPTIONS

Elective Credit Fulfillment: FA=Fine Arts, H=Humanities, S=STEM, G=General

AGRISCIENCE AND TECHNOLOGY

The AgriScience and Technology program offerings are open to all students. Courses may be elected on the same basis as any other course in the program of studies, however *preference will be given to program students first*. AgriScience and Technology courses enable students to survey areas in which they have interests, aptitudes, and/or college and career aspirations. The department has the goal of providing education about - and - for AgriScience/AgriBusiness. Courses are designed to meet the college and career needs of students.

The major areas of study are grouped under Animal Sciences, Natural Resources and Forestry, Plant Sciences, and Agricultural Mechanics & Engineering. Students may sample courses from each area or specialize in one or two, depending upon their interests.

AgriScience and Technology program students are required to:

- Enroll in the appropriate AgriScience Leadership course
- Incoming Freshmen are required to enroll in Foundations of AgriScience & Technology in addition to AgriScience Leadership 1
- Successfully complete a given number of classes as outlined by state legislation and regulations
- Participate in leadership activities (the primary vehicle to accomplish this is the FFA Organization)
- Develop and implement a Supervised Agricultural Experience (SAE) program under the supervision of an AgriScience staff member (grades 9-12).

Students who complete three or more years (minimum of six semester courses) in AgriScience and Technology may, with the consent of the Director of Science and Director of Career Technical Education, receive one science credit.

All courses provide opportunities for students to demonstrate all learning expectations.

AGRISCIENCE LEADERSHIP COURSES:

There are two components to these courses:

1. The Supervised Agricultural Experience (SAE) may include entrepreneurship, placement, or research external experiences. Various combinations of these may make up the work experience component. Students will be required to keep records of their activities and will be supervised by an AgriScience and Technology teacher. This phase is completed year-round and outside of the scheduled leadership course (1.0 credits). Students must complete at least 125 hours each year and maintain an active SAE all four years.

2. The classroom component will meet for one (0.5 credits). This phase will include developing skills, interviewing for jobs and writing resumes as well as discussion of employee benefits and other related topics. Students will also be required to meet the minimum expectations of the FFA degrees associated with each year, to develop career and leadership skills via Career Development Events (CDE's) and Leadership Development Events (LDE's) which may occur as co-curricular field experiences.

AGRISCIENCE LEADERSHIP 1

(Half Year - 1.5 Credit)

(Freshmen Only)

6671 - Level 1

This is a required course for all ninth graders entering Glastonbury High School as AgriScience program students. Students will be introduced to the AgriScience center and gain an understanding of the GHS community. Students will be given an overview of the scope of AgriScience program requirements and experiences. Students will learn about the FFA, develop their Supervised Agricultural Experience Program (SAE), and work with their advisor to meet minimum expectations for Greenhand Degree and prepare for various CDE's and LDE's. (G)

AGRISCIENCE LEADERSHIP 2

(Half Year - 1.5 Credit)

(Sophomores Only)

6672 - Level 1

This is a required course for all AgriScience students in grade 10. The course builds on the concepts introduced in the AgriScience Leadership 1 course. Students will expand their knowledge related to the FFA and parliamentary procedure while completing an agriculturally related research paper including an oral presentation. Students will work as a group to organize an FFA sales project and develop leadership skills. They will continue their comprehensive SAE portfolio,

meet minimum expectations for Chapter Degree and prepare for various CDE's and LDE's. (G)

AGRISCIENCE LEADERSHIP 3

(Juniors Only 1.5 Credit)

6673- Level 1

This is a required course for all AgriScience students in grade 11. The course builds on the concepts introduced in the previous AgriScience Leadership courses. Students will expand their knowledge related to the FFA and parliamentary procedure while completing an agriculturally related research paper including an oral presentation. Students will work as a group to organize an FFA sales project and develop leadership skills. They will continue their comprehensive SAE portfolio, meet minimum expectations for State Degree and prepare for various CDE's and LDE's. This course meets the state Financial Literacy Requirement (G)

AGRISCIENCE LEADERSHIP 4

(Seniors Only 1.5 Credit)

6674- Level 1

This course is for all AgriScience students in grade 12. Students prepare for FFA Proficiency Awards, Scholarship opportunities, CDE's, LDE's and college/career life after high school. Students are expected to have completed a minimum of 500 SAE hours by the end of the course to complete their program requirement. (G)

FOUNDATIONS OF AGRISCIENCE & TECHNOLOGY

(HalfYear-0.50 Credit)

6655- Level 2

Foundations of AgriScience and Technology introduces students to the four main concentrations within the AgriScience and Technology program (Animal Science, Plant Science, Natural Resources and Agricultural Mechanics & Engineering) as well as current industry standard practices. STEAM disciplines are woven through the context of Agriculture and students learn, apply and master standards and skills across content areas. While surveying Animal Science, Plant Science, Natural Resources and Agricultural Mechanics & Engineering students: investigate, experiment, analyze data, problem solve and communicate their solutions and conclusions publicly. Students explore career and post-secondary opportunities in each AgriScience concentration. Completion of this required AgriScience course will prepare students for their SAE and to select an AgriScience concentration for their advanced studies. This is a required course for freshmen enrolled in the AgriScience program. (S,G)



ANIMAL SCIENCE

INTRODUCTION TO ANIMAL SCIENCE

(HalfYear-0.50Credit)

6570 - Level 2

This course will serve as an introduction to all animal science courses. It will include terminology associated with companion animals and livestock. Students will discover the relationship between people and animals as they study animals used as companions, food and fiber, and in research. The course will cover basic animal nutrition, reproduction and behavior and serve as the basis for advanced animal science courses. (S, G)

LIVESTOCK MANAGEMENT

(HalfYear-0.50Credit)

6415- Level 2

Prerequisite: Introduction to Animal Science

This course will focus on several areas of Livestock Management (i.e. horses, cattle, poultry, swine, goat, sheep, etc.). Students will learn about the history and use of livestock, the development of breeds and their characteristics, and the functions of breed associations. Students will also learn how to select livestock based on conformation as it relates to performance, pedigree and personal preferences. Basic livestock behavior and training, basic nutrition and balancing of rations, restraint, and grooming will be studied. Career opportunities will be explored and students may have the opportunity to work with live animals. (S, G)

VETERINARY ANATOMY AND PHYSIOLOGY

(HalfYear-0.50Credit)

6431 - Level 2

Prerequisite: Introduction to Animal Science

This course will examine the anatomy and physiology of animals as it relates to the understanding

of veterinary medicine. Students will learn and apply veterinary terms, animal restraint techniques, and how to conduct physical exams. Students will also learn how to – identify and treat common animal diseases. Students will have the opportunity to work with live animals and conduct physical and virtual dissections. (S, G)

VETERINARY SCIENCE

(HalfYear–0.50 Credit)

6441 - Level 2

Prerequisite: Introduction to Animal Science

This course will focus on the causes, prevention and treatment of animal disease. The course will cover vaccination protocols, pharmacology, radiology, veterinary instruments, euthanasia and the pet people bond. Students will have the opportunity to explore the various types of disease on a species of their choice. The course will explore opportunities in veterinary medicine and related fields. (S, G)

KENNEL MANAGEMENT

(HalfYear–0.50 Credit)

6490 - Level 2

This course is designed to give students a background in the care and management of the many breeds of dogs. There will be opportunities for students to dialogue with guest speakers, interview individuals, and participate in various activities. The course will cover breeds, selection, reproductive management, health care and disease prevention, grooming, and training of dogs. Students will have the opportunity to perform several kennel related activities with dogs. Career opportunities will be explored. Field trips may be included. (S, G)

INTRODUCTION TO COMPANION ANIMALS

(HalfYear–0.50 Credit)

6501 - Level 1 (ECE)

Prerequisites: Biology & Introduction to Animal Science

This upper-level course is designed to give juniors and seniors a background in the care and management of the many breeds of cats and to explore other animals as companions. Students will have the opportunity to work with cats and other small companion animals. The course will explore the animal-people bond, animal care, selection of breeds, nutrition, reproduction, health and management of: cats, birds, rabbits, ferrets and other small animals. Students will also examine career opportunities with small animals. Students must have successfully completed Biology and Introduction to

Animal Science prior to registering for the course. Students taking this course may enroll in the UConn ECE program (see page 11). (S, G)

BEHAVIOR AND TRAINING OF DOMESTIC ANIMALS

(HalfYear-0.50 Credit)

6445- Level 1 (ECE)

Prerequisites: Biology & Introduction to Animal Science

This upper-level course is designed to give juniors and seniors opportunities to apply theories of behavior regarding cattle, horses, sheep, goats, swine, poultry, cats and dogs to their management, training and welfare. Basic principles of genetics and physiology of behavior, perception, training, learning, motivation, and stress with consideration of integrated behavioral management will be covered. Students will train an animal as a part of the class. Students must have successfully completed Biology and Introduction to Animal Science prior to registering for the course. It is recommended that students first take Introduction to Companion Animals, but is not required. Students taking this course may enroll in the UConn ECE program (see page 11). (S, G)

ANIMAL REPRODUCTION AND GENETICS

(HalfYear–0.50 Credit)

6450 - Level 2

Prerequisite: Biology & Introduction to Animal Science

This course will explore the reproductive physiology and anatomy of livestock, pets, and wildlife. It will look at the hormonal regulation of the reproductive process and explore the use of biotechnology in regulating reproduction in animal populations including its use in saving endangered species. Students will explore genetic principles and apply them to the selection, breeding, and development of animal populations. Students will have the opportunity to explore particular areas of interest as they apply to reproduction and genetics through research and class activities. Career opportunities will be examined. (S, G)

NATURAL RESOURCES AND FORESTRY



PRINCIPLES OF AGROECOLOGY AND CONSERVATION

(Half Year–0.50 Credit)

6525 Level 2

This course covers a wide variety of topics related to our natural resources, including an exploration of the living and non-living components of soil, water, and ecosystems interactions. Students will gain an understanding of the diversity of natural resources and how they can be utilized and conserved. Through experimentation, discussions, and experiences students will discover the sustainable management of resources that seeks to preserve the integrity of the services that they provide. Students will also explore how the intentional blend of the principles of ecology into agricultural production and natural resource management can lead to a more sustainable outcome. This course will serve as an introduction to all Natural Resource courses. (S, G)

FISH AND MARINE LIFE MANAGEMENT

(Half Year–0.50 Credit)

6470 - Level 2

This course will survey fresh and marine species in both natural and managed systems, especially those in our local area. Students will explore careers, learn tank maintenance, water quality, fish anatomy and physiology, freshwater and marine ecology, and aquaculture system management. Students will perform on-site and off-site experiments related to fish and marine life management, including the regular maintenance of our on-site tanks. Guest speakers may be a part of this course. Emphasis in the course will be placed on local water systems such as the Connecticut River and the Long Island Sound.

(S, G)

WILDLIFE MANAGEMENT

(Half Year–0.50 Credit)

6480 - Level 2

This course will survey the history of wildlife conservation in the United States and the world. It will cover habitats, wildlife population capacities, current methods of preserving endangered species, population genetics, factors influencing wildlife populations, and management practices. The course will focus on mammal and bird populations, especially those indigenous to Connecticut and New England. Students will be exposed to multiple wildlife species and will create a field guide throughout the semester. They will be involved in developing habitat plans, determining populations and carrying capacities of land areas, and surveying land for wildlife improvements. Class work may be supplemented by field trips, guest speakers, and exploration of related careers. (S, G)

FORESTRY

(Half Year–0.50 Credit)

6510 - Level 2

This course will provide the student with an introduction to forestry as a science and a practice. Careers in forestry, dendrology, identification, harvesting procedures, timber cruising, orienteering, forest health, timber stand improvement, and sustainable forest management. Emphasis will be put on local tree species and populations.

There will be several on-site and off-site experimental forestry related activities. Students should be prepared to utilize the outdoors as a laboratory space. (S, G)

PLANT SCIENCES



FUNDAMENTALS OF HORTICULTURE

(Half Year – 0.50 Credit)
6641 - Level 1 (ECE)

This course will focus on horticulture as both a science and practice with a blend of concepts ranging from plant physiology basics to practical applications in a diversity of plant science pathways. Topics will include a foundational understanding of plant structure, growth, and function. This will build towards more advanced physiological processes such as plant propagation and the role of environmental factors on production. Students will then apply our learning to applied understandings of production systems, their management, and the impact of emergent technology. Class time will include a blend of instruction, laboratory experience, and the management of our school's greenhouse. Students taking this course may enroll in the UConn ECE program (see page 10). (S, G)

FLORAL ART AND DESIGN

(Half Year – 0.50 Credit)
6541 - Level 1 (ECE)

This course seeks to introduce the student to the study of flower arrangement as an art form with emphasis on historical background, artistic principles, color harmony and care of perishable media. Individual expression is encouraged in the creation of floral composition. The student will gain practical experience in the making of arrangements while emphasizing the principles of design. The course will also focus on the merchandising and business areas of the floral industry. Students taking this course may enroll in the UConn ECE program (see page 10). (FA, H, G)

ADVANCED FLORAL DESIGN

(Half Year – 0.50 Credit)
6550 - Level 1 (ECE)

Prerequisite: Floral Art and Design

This course allows full-time Agriscience students and students considering floral design as a career to have advanced experiences. Students will create more specialized and difficult arrangements including sympathy and wedding arrangements. Students will learn principles of design, costing, and marketing strategies as well as the planning and ordering of flowers. Students taking this course may enroll in the UConn ECE program (see page 10). (FA, H, G)

GREEN INFRASTRUCTURE AND SUSTAINABLE DESIGN

(Half Year – 0.50 Credit)
6615 - Level 2

This course will study sustainable landscapes and their aesthetic functionality. In this course, students will learn and then apply the foundations of landscaping to the rapidly growing field of green infrastructure and sustainable design. Students will use the elements and principles of design to draw landscapes for both commercial and residential settings. Students will first be introduced to many aspects of the traditional landscape industry including plant identification, site analysis, the elements of design, plant selection, the use of industry-standard technological design tools.

Students will integrate and apply their learning to the context of green infrastructure by exploring sustainable technology including, but not limited to, green roofs, vegetative walls, and rain gardens. In doing so, students will connect their foundational knowledge to real-world problems. Career opportunities in landscape architecture and design may be explored through field trips and guest speakers. At the end of the course, students will have a portfolio of work that will serve as artifacts for the transferable skills and knowledge they have acquired throughout the semester.

(FA, H, G)

AGRICULTURAL MECHANICS & ENGINEERING

OUTDOOR POWER EQUIPMENT

(Half Year – 0.50 Credit)

6670 - Level 2

This course will cover the safe operation, maintenance, and care of small power equipment primarily used in grounds care and landscaping operations. Students will learn to operate and perform maintenance on equipment that may include lawn and garden tractors, lawn mowers, edgers, leaf blowers, rototillers, snow blowers, etc. The safe use, operation and maintenance of larger tractors (those with horsepower over 20) will be studied and practiced and an opportunity to receive National Safe Tractor and Machinery Operation Program certification will be available. Additionally, business procedures for managing a small outdoor power equipment business will be researched. Field trips to local businesses and guest speakers may be utilized to enhance the students' understanding of job opportunities. This course meets the requirement of a basic Agriscience course. (S, G)

EQUIPMENT SYSTEMS AND REPAIR

(Half Year – 0.50 Credit)

6660 - Level 2 Prerequisite: Outdoor Power Equipment

Students enrolled in this course will study engine theory, comparison of different types of engines, hydraulics & pneumatics, and welding applications specifically as they relate to agriculture. Students will learn to take apart and rebuild small engines. Also included will be theories and applications of electric arc, MIG, TIG and oxyacetylene welding. This course will cover safety procedures associated with all these applications and emphasize hands-on laboratory activities in each of the areas to be explored. Related career opportunities will be discussed.

ART

“...artmaking is essentially a learning process that spans the entire continuum between learning and creativity.”

Julia Marshall in *Connecting Art, Learning, and Creativity: a case for curriculum integration*. (Studies in Art Education, Vol. 46 3, 2005)

The GHS Art Program provides meaningful learning experiences for students who wish to work in visual arts for personal satisfaction, as well as for those considering careers in the visual and applied arts. The major goals of the Art Program at GHS relate to the development of knowledge, skills, and attributes in the areas of: (1) creative thinking, (2) personal expression, (3) visual literacy and discrimination, (4) qualitative aesthetic judgment, (5) cultural understanding and appreciation, (5) critical and analytical thinking skills, and (6) 21st Century Skills, attributes, and literacies. Specifically, students, across all Art courses, will learn, develop, and apply the “habits of mind” associated with visual artists and designers in the areas of creating, reflecting, refining, responding, communicating, and demonstrating artistic literacy.

Art is an important component of the STEAM program here in Glastonbury Public Schools and multiple art electives offer students the opportunity to gain STEAM credit.

Technology is an ever-present part of our lives and, therefore, plays a key role in the visual and applied arts as a tool for artistic expression, communication, research, and creative production. Whenever and wherever possible, computer software and hardware applications and multimedia techniques will be included as relevant real-world experiences.

Design continues to emerge as an important area of study in the visual and applied arts. The strategies, approaches, and skills designers develop and apply across a wide range of design-related fields will be explored in learning experiences in all Art courses.

The Art Department’s offerings meet the needs of all students offering specific electives for AP or ECE credit and Level 1 or 2. Enrollment in all Art courses is open to all students with the exception of Advanced Drawing and AP Studio Art, which require prerequisite courses taken and/or consent of the instructor. To enroll in more than two art courses per semester, a student must receive permission from the department director. All courses will provide opportunities for students to demonstrate all learning expectations.

ART ELECTIVES

ART FOUNDATIONS

(Half Year – 0.50 Credit)

9321 - Level 2

This introductory course provides students with

experiences to explore artistic skill development, personal expression and creative thinking. Art Foundations represents an overview of the visual arts program at GHS and helps students learn what type of art they are interested in. Students have the opportunity to explore 2-D and 3-D media and processes, including drawing, graphic design, painting, illustration, sculpture, and crafts, while learning about art-related careers. Students will create original artwork while exploring a variety of multimedia and technology- based visual arts with an emphasis on collaboration, problem-solving skills, craftsmanship, and artistic literacy. (FA, H, G)

ADVANCED DRAWING

(Half Year – 0.50 Credit) 9110 - Level 1 (ECE)

9310 - Level 2

(Offered for grades 10, 11 & 12)

Prerequisite: Successful completion of Drawing & Painting and recommendation of the Instructor.

This course provides a continuation of drawing skill development, emphasizes increased individual exploration of art mediums, and encompasses the development of a focused body of work. Students will be responsible to complete weekly sketchbook assignments and participate in individual and class critiques. Students will work with a variety of professional media and explore innovative and traditional techniques. Students may enroll in this course at level 1 for UCONN ECE credit. This course may be taken for four semesters with 0.50 credit given for each semester. This course should be taken as a prerequisite for AP Studio Art. (FA, H, G)



APSTUDIO ART

(2-D, 3-D, or Drawing Portfolio)

(Full Year – 1.00 Credit)

9150 - Level 1

(Offered for grades 11 and 12)

Prerequisite: 1 1/2 credits in art, including Advanced Drawing and recommendation of the Instructor.

Students in Advanced Placement Studio Art will choose to create a 2-D Art and Design Portfolio, a 3-D Art and Design Portfolio, or a Drawing Portfolio. Students enrolled in the class explore and build upon the techniques, skills, theories, and principles learned in prior art courses. Students will expand and master their skills in drawing, painting, design, and/or 3-D media, grow artistically and creatively while developing a personal style, and engage their critical thinking and problem solving skills. This course will address three major concerns that are constants in high school art: (1) measurable quality in a student's work as demonstrated through exceptional technical skill and conceptual merit (2) the student's commitment to concentration on a particular visual interest or problem, and (3) the student's need for experience in the formal, technical, and expressive means of the artist in the context of specific lineage, historical models, and contemporary theories and practices. Students have the opportunity to earn AP credit by going through the portfolio application and submission process. Students will be required to complete summer art assignments prior to entering this course in the fall. (FA, H, G)

CERAMICS

(Half Year– 0.50 Credit)

9330 - Level 2

This course introduces students to the techniques and processes of working with clay. Students will develop skills in problem solving and how to work three-dimensionally, while practicing a variety of hand building techniques including coil building, slab construction, pinch, press mold, sculpture, as well as throwing on the wheel. Students will learn surface treatment methods and various glazing techniques and applications for the production of functional, decorative, and artistic forms. Through these ceramic processes, students learn innovations and adaptability as well as how to articulate and communicate thoughts and ideas clearly and effectively. This course may be taken for four semesters with 0.50 credit given for each semester. This course can be taken as a prerequisite for AP 3-D Design. (FA, H, G)

COLLABORATIVE CONNECTIONS IN ART

(Full Year– 1.0 Credit)

9355 - Level 2

Prerequisite: Recommended by instructor and Director's approval required.

In this course student "Collaborator" peer models will acquire leadership skills by facilitating and participating in the creative process, helping develop and tailor art experiences across a

variety of art media and practices to help

their peers develop cognitive, social/emotional, and behavioral skills.

Activities range from experiences in the fine, applied, craft, and STEAM arts. Students will develop relationships and foster an appreciation and understanding of individual differences, strengths, interests, and needs. Curriculum is designed to make the course meaningful, motivating, accessible, and joyful for all participants. (FA, H, G)

CONTEMPORARY CRAFT DESIGN

(Half Year–0.50 Credit)

9351 - Level 2

Students are introduced to new forms of art making through exploration of traditional and nontraditional media and materials, in the fields of crafts, fine art, and design. Students learn processes and techniques that may include glass, weaving, jewelry making, textiles, fiber arts, and woodworking, and experiment with repurposing, recycling, and up-cycling found objects and materials. With a strong emphasis on alternative media and materials exploration, students plan and develop original artwork using creative thinking and the process of problem-solving. Students will discuss and consider aesthetics, functionality, decoration, and utility through the planning, creating and critiquing processes. This course may be taken for four semesters with 0.50 credit given for each semester. This course can be taken as a prerequisite for AP 3-D Design. (FA, H, G)



DRAWING AND PAINTING

(Half Year–0.50 Credit)

9370 - Level 2

A variety of drawing and painting techniques are introduced with traditional and experimental media and subject matter. Observational drawing methods are practiced to create depth on a 2- dimensional surface, and color theory is explored through painting and color media. As students' progress, risk-taking and personal choices are encouraged as they build a repertoire of more advanced skills and become more self-expressive in their work. This course may be taken for four semesters with 0.50 credit given for each semester. This course can be taken as a prerequisite for Advanced Drawing. (FA, H, G)

FASHION DESIGN

(Half Year – 0.50 Credit)

7595 - Level 2

Fashion Design is an introductory course for students interested in learning the role of designers in the fashion industry. Through the exploration of historical trends, notable designers, fashion illustration, as well as sewing/construction, students will extend their artistic expression to create unique designs and wearables. Students will learn essential trade practices, from concept development as 2D designs to sewing techniques for finished garments. This course may be taken for four semesters with .50 credit given for each semester. (FA, H, G)

ARTELECTIVES (STEAM)

ANIMATION

(Half Year-0.50 Credit)

9410 - Level 2

Through traditional and contemporary processes, students in Animation learn to make original images appear to move and come alive! Students use Adobe Animate, iPad apps and other technology to render animations for story-telling and personal expression. Emphasis is placed on creative problem-solving, storyboarding, and the principles of Animation. This hands-on course provides a foundation for future work with animation and digital art while exploring sophisticated software used by professional animators. Previous animation and drawing experience is not required. This course may be taken for four semesters with 0.50 credit given for each semester. This course can be taken as a prerequisite for AP 2-D Design. (FA, H, S, G)



Design Careers in STEAM

(Half Year– 0.50 Credit)

9200 - Level 1

9210 - Level 2

Design Careers in STEAM offers the opportunity to develop creative and artistic solutions to real-world scenarios. Students will use the creative process and design thinking to explore applied design fields such as Architecture/Interior, Product, Industrial, and Interface Design. Students will also learn about social innovation design and how to bring about real change in the world. Design Careers in STEAM will use the professional collaborative design team model (Project Manager, Art Director, Designer role) to conceive, develop, manage, and produce. Students will have opportunities to apply knowledge from other disciplines and bring their concept to prototype.

Students choosing level 1 will work as leaders in the class, explore research on STEAM fields, can opt to utilize the Adobe Education Exchange to gain greater proficiency in an Adobe Creative Cloud program(s). This is a STEAM pathway and applied design pathway course for students on or interested in a career or college path. This course may be taken for four semesters with .50 credit given for each semester. (FA, S, G)

DIGITAL ART & MEDIA

(Half Year–0.50 Credit)

9402 - Level 1 (ECE)

9401 - Level 2

Students will use computer design technology as a creative tool and incorporate digital media in the production of visual art and design.

Emphasis is on the creation, manipulation, and display of the digital image. Collaboration is encouraged to expand ideas and build computer skills. Experiences may include collaborative group advertising, textile design, fine art creation, graphic communication page layout, photographic manipulation, presentation, and class critique. Students learn professional applications of art and design software, including Adobe Suite programs such as Photoshop and Fresco to create original images. Previous computer experience or art experience is not required. Students may enroll in this course at level 1 for UCONN ECE credit. This course may be taken for four semesters with 0.50 credit given for each semester. This course can be taken as a prerequisite for AP 2-D Design. (FA, H, S, G)

semester. This course can be taken as a prerequisite for AP 3-D Design. (FA, H, G, S)

FILM & VIDEO PRODUCTION

(Half Year–0.50 Credit)

9393 - Level 1 (ECE)

9392 - Level 2

Students will explore video arts and film-making as an art form. Video art, experimental film, and historical film genres will be discussed, analyzed, and used to inspire the creative process. Students will plan and develop ideas for original story-telling using digital video media, learning to use cameras, lighting, and sound equipment. Students learn professional processes of script-writing, videography, storyboarding, and digital editing to create independent and collaborative films and video. Students will use professional video software, including Adobe Premiere Pro and Adobe Rush to create original videos. Students may enroll in this course at level 1 UCONN ECE credit. This course may be taken for four semesters with .50 credit given for each semester. (FA, H, S, G)

SCULPTURE

(Half Year–0.50 Credit)

9380 - Level 2

This course in multimedia construction encourages the exploration of materials and processes as students develop three-dimensional problem-solving skills, sculptural techniques and artistic expression. Working with materials such as soapstone, clay, wood, wire, plaster and found objects, students plan, design and construct uniquely expressive forms and participate in class critiques. Additive, subtractive, modular, and relief sculptural processes are explored. STEAM processes and technology offer students the opportunity to explore connections through sculpture. This course may be taken for four semesters with 0.50 credit given for each



BUSINESS EDUCATION

The Business Department curriculum provides opportunities for students to develop knowledge, attitudes and skills to live and work as productive citizens. Students apply technology, legal principles, communication skills, and computational skills to meet the challenges of a fast-changing multicultural society. Students enrolled in Business Education courses build an educational foundation that also promotes responsibility and ethical behavior.

All courses will provide opportunities for students to demonstrate all learning expectations.

KEYBOARDING AND COMPUTER APPLICATIONS 1A

(Half Year – 0.50 Credit)
6320 - Level 2

Students will develop and improve their keyboarding skills by creating various business documents (letters, memos, reports, etc.). Instruction will be provided in the touch-typing method and be supported through various computer software programs. Use of the Internet will enhance coursework. To expand their knowledge of additional business software applications, students are encouraged to enroll in Business Computer Applications. Students in grades 10-12 may be eligible for college credit through the College & Career Pathways program through CT State Community College. (G)

BUSINESS COMPUTER APPLICATIONS

(Half Year – 0.50)
6340 – Level 2
Prerequisite: None

Students will acquire essential computer software skills that will benefit them throughout their high school and post-secondary course work. Students will gain experience from hands-on application of Microsoft Office software, including word processing, spreadsheets, presentation graphics, database management, and desktop publishing. Students in grades 10-12 may be eligible for college credit through the College & Career Pathways program through CT State Community College. (S, G)

INTERNATIONAL BUSINESS

(Half Year -0.50 Credit)
6290 - Level 2
(Offered for grades 10-12)

Students will explore and learn about the various elements of running a business from a global perspective. The course will cover topics such as economics, management, finance, operations, employment, and marketing. Special emphasis will be placed on how different cultures, governments and people around the world interact to make up the global economy as it exists today. (G)

PERSONAL FINANCE

(Half Year – 0.50 Credit)
4651 – Level 2
(Offered for grades 10-12)

Students will learn about important financial literacy issues that face today's teens. This course will help students develop an understanding of financial literacy. Topics include: money management and budgeting, major expenditures, loans and credit, managing income and taxes, banking, saving, investing, and protecting wealth through insurance.

Instruction may be supported through computer software simulations, field-trips, and guest speakers. By the end of the course, students will have a thorough understanding of personal finance topics and be prepared to handle the financial responsibilities that exist after high school Meets State Financial Literacy Graduation Requirement. (This course may serve as a mathematics graduation credit.) (S, G)

FINANCIAL DECISION-MAKING

(Half Year – 0.50 Credit)
4661 - Level 2
(Math credit)

Students will acquire essential skills to make sound financial decisions. They will practice core financial literacy skills and experience the real-world impact of their financial decisions. Students will complete activities/projects that involve making financial decisions (leasing vs. buying a car; renting an apartment vs. buying a house etc.), and will compete in a personal finance simulation to apply knowledge gained throughout the semester. (This course may serve as a mathematics graduation credit). (G)

BANKING AND INVESTMENTS

(Half Year – 0.50 Credit)

6110 – Level 1

6310 – Level 2

Banking and Investments is open to students in Grades 11-12. Students will learn about the world of finance, financial institutions as businesses and their role in the world economy. Through hands-on activities, case studies and guest speakers, students will explore the Federal Reserve System, employment in financial services, and real-world banking and investment practices. Any business course may serve as a prerequisite. ***This course may be taken for Level 1 or Level 2 credit.*** This selection will be agreed upon during the first week of class. In addition to completing all of the level 2 work, level 1 students will be required to take enhanced assessments, submit periodic article reviews, create and present at least 1 topic specific presentations to the class and create a review activity/game for the class to play, noting the additional L1 requirements. (G)

ACCOUNTING

(Full Year–1.00Credit)

6300 - Level 2

(Math credit)

Accounting is a skill-level course providing a strong background for those entering business. Students will develop and demonstrate manual and computerized skills to create and maintain financial records. Students will learn basic fundamentals and terminology of Accounting, gain an understanding of financial reports, and explore career opportunities in the accounting field. Practical accounting problems, with business papers, will emphasize actual business records management. (This course may serve as a mathematics graduation credit). (S, G)

ADVANCED ACCOUNTING

(Full Year–1.00Credit)

6101 - Level 1

(Offered for grades 11 and 12)

(Math credit)

(Offered for grade 10 with recommendation of teacher and counselor)

Advanced Accounting uses an integrated approach to teach accounting. Students first learn how businesses plan for and evaluate their operating, financing, and investing decisions and how accounting systems gather and provide data to internal and external decision makers. This year-long course includes all of the learning objectives of a traditional college level financial accounting course, as well as those from a managerial accounting course. Topics include an introduction to accounting, accounting information systems, time value of money, and accounting for merchandising firms, sales and receivables, fixed assets, debt and equity. Other topics include statement of cash flows, financial ratios, cost-volume profit analysis and variance analysis (This course may serve as a mathematics graduation credit). (S, G)

CIVIL LAW

(Half Year–0.50 Credit)

6391 - Level 2

(Offered for grades 10, 11 and 12)

Students will explore and learn about the basic legal principles that apply to different areas of their everyday lives. The course includes topics such as consumer laws, contractual agreements, housing laws, employment laws and laws dealing with your credit. Student learning will be enhanced through class discussions of case studies and current events, as well as videos on relevant legal topics. (H,G)

MARKETING

(Half Year–0.50 Credit)

6360 - Level 2

Students will explore the components of marketing as it relates to businesses and consumers. Areas of study include principles of marketing, product development and planning, distribution and pricing, social media, marketing, and advertising/promotion. Throughout the semester, students will work on activities, projects and simulation to reinforce concepts being learned throughout the semester. (G)

SPORTS AND ENTERTAINMENT

MARKETING

(Half Year-0.50 Credit)

6365- Level 2

(Offered for grades 10-12)

Prerequisite: Marketing

Students will continue to explore & develop the principles learned in Marketing and apply them in the fast paced and exciting environment of the Sports and Entertainment Industry. Students will use their understanding of marketing, sponsorships, finance, promotion and event management to explore possible career paths into an industry that could see them traveling the world! Student learning will be enhanced with guest speakers, venue tours and culminate with an authentic learning experience by participating in an event management capstone activity.

ENTREPRENEURSHIP

(Half Year – 0.50 Credit)

6111 – Level 1

6311 – Level 2

Entrepreneurship is open to all students who are ready to pursue business ownership in any field of study. Students will learn the business knowledge and skills necessary to become an entrepreneur and enter the dynamic world of the 21st Century. Students will learn introductory concepts of economics, finance, marketing, and management in order to design and create an original business plan for their own company. This course will combine business theory with authentic experiences inside and outside of the classroom. This course may be taken for Level 1 or Level 2 credit. Level 1 will require students to engage in advanced work beyond the Level 2 core content and skills such as learning and running the operations of the GHS School store and Shark Tank.

ENGLISH

The English program in grades 9-12 has as its objectives the continued development of independent readers, competent writers, discriminating viewers, active listeners, articulate speakers, and critical thinkers. Students will have multiple experiences in literary analysis, argument writing, informational writing, and narrative/creative writing.

In addition, students learn to value diversity from the voices of the authors they read, as well as from the voices of their peers. Students are actively engaged in reading and reflecting on a wide range of texts, including novels, short stories, essays, poetry, drama, articles, and memoirs, in print, non-print, and digital formats.

Through whole class, small group, and independent reading and reflection, students in high school English classes develop an understanding of the power of language, and how writers use genre and literary devices to convey meaning and provide insight into the human condition.

English courses are offered at either level 1 or level 2. Some level 2 courses, however, are designed to meet the needs of those students who would benefit from a more individualized approach and may need extra time developing language arts skills. Usually at least one section of this course is taught by an English and Special Education team.

Level 1 English Courses: It is strongly recommended that students taking level 1 English classes have received at least a final grade of B+ in a previous level 1 English class or at least an A- in a level 2 English class. Other predictors of success in a level 1 class are high scores on state tests.

Level 1 students should have a habit of voluntary reading, of completing all homework on time, and a willingness to accept the challenge of level 1 work, which expects a high degree of independence and responsibility.

All courses will provide opportunities for students to demonstrate all learning expectations.

The following courses require teacher recommendation:

AP Literature & Composition

AP Language & Composition

English 1701

English 1711

The Connecticut State Seal of Biliteracy was established to recognize high school graduates who have attained a level of proficiency in English and one or more languages. The Seal of Biliteracy recognizes the value of students' academic efforts, the tangible benefits of being bilingual and biliterate and prepares students to be 21st-century global citizens in a multicultural, multilingual world. In order to meet the requirements for the seal, students must meet Glastonbury High School's English language graduation requirements and a minimum rating of an Intermediate-Mid on both the Oral Proficiency Interview by computer (OPIc) and Writing Proficiency Test (WPT) for modern languages, or the ACTFL Latin Interpretive Reading Assessment (ALIRA). These external assessments, the OPIc and WPT are administered to all seniors enrolled in Chinese, French, Latin, Russian and Spanish.

ENGLISH 9, 10 & 11

ENGLISH 9

1101 –Level 1

(Full Year – 1.00 Credit)

1301 – Level 2

1701 – Level 2

The English 9 curriculum provides students with the opportunity to explore the relationship of the individual within the larger society. Through their reading experiences, students explore the concepts of Personal Journey, Family and Relationship, Heroes and the Better Self, and The Individual vs. Mass Mentality. Students study literature in a variety of genres (novel, short story, poetry, drama, non-fiction), literary periods (classic and contemporary texts) and cultures, and they practice research as a scaffolded process, learning critical skills for finding information and discerning fact from fiction. Additionally, students study media literacy exposing them to the profound role media plays in contemporary society, fostering the essential skills of inquiry and self-expression.

Students read to interpret author's purpose. Students continue to use reading strategies such as prediction, visualization, and questioning to analyze theme, character, and setting. The study of text includes how an author crafts meaning with textual elements and stylistic devices. By the end of the course, students should be able to effectively respond to text by interpreting, making personal connections, critically judging the quality of various works, and supporting their positions with relevant evidence and elaborate explanations.

The English 9 writing curriculum continues to emphasize clear and fluent writing with an awareness of audience and purpose. Assignments require students to practice writing

skills within three writing modes: narrative, informative/explanatory and argument/opinion. The grammar concepts taught at the secondary level are mapped across grades and aligned with both CCS and SAT; concepts are also taught in response to students' weaknesses observed in the context of writing. Students study vocabulary words related to unit concepts.

Skill acquisition and development might focus on employing figurative devices, description, and imagery in narrative pieces using facts, reasons, examples, and quotations to support a clear position in literary analysis and applying sound research skills while completing the Freshman Research Experience.

Note: All students must pass English 9 before taking English 10.

ENGLISH 10

(Full Year–1.00 Credit)

1111 – Level 1

1311 - Level 2

1711 - Level 2

Prerequisite: English 9

The English 10 curriculum builds upon the concepts studied in English 9, requiring and supporting more sophisticated and independent application of reading and writing skills. The study of literature in English 10 develops a sense of being a responsible and empathetic member of society. Through their reading experiences, students study concepts of Love and Sacrifice, Innocence and Experience, Power and Persuasion, and Personal Philosophy and a Sense of Self. Students study literature in a variety of genres (novel, short story, poetry, drama, non-fiction), literary periods (classic and contemporary texts), and cultures.

The literature study further emphasizes the development of the important skills of making inferences and interpreting an author's purpose. Students continue to use reading strategies such as prediction, visualization, and questioning to analyze theme, character, and setting. The study of text includes how an author crafts meaning with textual elements and stylistic devices. By the end of the course, students should be able to effectively respond to text by interpreting, making personal connections, critically judging the quality of various works, and supporting their positions with relevant evidence and elaborate explanations with increasing sophistication.

The English 10 writing curriculum continues to emphasize clear and fluent writing with an awareness of audience and purpose. More emphasis is placed on rhetoric and writing techniques as students continue to practice skills within three writing modes: narrative, informative and argument. Skill development focuses on applying more complex and sophisticated style devices and techniques appropriate to each writing mode. Assignments require students to employ figurative devices, description, and imagery in narrative pieces; use facts, reasons, examples, and quotations to support a clear position in literary analyses; and research a current issue and take a stance to complete the Sophomore Research Paper. The grammar concepts taught at the secondary level are mapped across grades and aligned with

both CCS and SAT; concepts are also taught in response to students' weaknesses observed in the context of writing. Students study vocabulary words related to unit concepts.

Note: All students must pass English 10 before taking English 11.

ENGLISH 11

(Full Year–1.00 Credit)

1112 –Level 1 (ECE)

1312– Level 2

1712– Level 2

In English 11, students will research, adopt, and adapt the habits, attitudes, and methods of authentic writers in order to discover and declare who they are as writers. In no other English class is such an autonomous experience of self-discovery offered to students! While carrying out the work of writers, students will identify areas of personal interest and inquiry and deeply consider and synthesize their understandings about broad, complex topics. Moving recursively through writing process stages, requires that students engage in the self-driven work of the writer who must make purposeful choices and richly reflect on their own product, progress, and learning.

For each mode of writing studied and crafted, students will examine mentor texts as models, practice offering and applying feedback within a community of peer writers, and ultimately assess the effectiveness of their own moves and choices as writers of their own pieces. Writers will create and self-evaluate a comprehensive portfolio of persuasive, informative, and narrative pieces and then select a showcase piece to contribute to a community publication as a final course product.

Ongoing engagement in the writing process offers all English 11 students opportunities to develop and practice the ten GHS Learning Expectations. Each student writer will also demonstrate their achieved level of mastery by writing 6-8 of the following pieces to showcase their learning: *Profile, Commentary, Rhetorical Analysis, Speech, Podcast, Review, Compare/Contrast Essay, College Essay/Personal Statement Essay, Epistolary Fiction, Narrative Poem, "Obscure Sorrows" Word Invention Piece*. Students will also participate in an independent reading strand called *Writers Read* and study and master vocabulary and grammar concepts designed to offer them SAT-style preparation.

Instructional Units and Strands of the Course Include:

Unit 1 *I Am a Writer in a Community of Writers*

Unit 2 *Writing to Persuade*

Unit 3 *Writing to Inform*

Unit 4 *Writing to Delight & Capture the Self*

Independent Reading Strand: *Writers Read*

Vocabulary Strand: SAT-Prep

Grammar Strand: SAT-Prep

Upon successful completion of this course, students will fulfill the writing requirement for graduation. Students enrolled in English 11, L1 may also choose to enroll in the

UConn ECE program (see page 11). To be eligible, students must indicate their preference for an ECE section of English 11, L1 during the course registration process; the deadline is March 15th.

AP ENGLISH LANGUAGE AND COMPOSITION (JUNIORS ONLY)

(Full Year–1.00Credit)

1131- Level 1

This junior-year seminar course is designed for readers and writers who have clearly demonstrated superior language arts ability. Students who select this class must be able to employ accurate grammatical conventions, logical organization and a sophisticated vocabulary in their writing for both impromptu and revised writing assignments. With this foundation, students will develop a mature stylistic prose and an individual voice. The primary aim of the course is to help students write effectively in different forms (narrative, descriptive, expository, analytical, and argumentative), for different purposes and audiences. Students will not only learn the rhetorical devices and strategies writers employ for effectiveness and persuasion, but also incorporate these rhetorical strategies into their own writing. A special emphasis on argumentation will require students to evaluate academic sources, synthesize information, and properly cite these sources using MLA standards. This course prepares students for the AP Language and Composition Exam (which they are encouraged to take in May) by focusing on non-fiction texts written by memoirists, essayists, literary critics, speechwriters, and journalists. Open only to juniors, this course can be taken independently of senior AP English.

Note: All students must pass English 11 before taking courses in grade 12.

ENGLISH 12

The fourth credit in English is earned by selecting two semester courses (one “A” semester course and one “B” semester course) from the offerings listed below. Additional credits may also be selected. In making a selection, the student is cautioned that all courses are not taught at the same level. Students recommended for a particular level of any course may change this recommendation only with their parents’ written approval.

Prerequisite for all English 12 Courses: English 11 OR AP Language and Composition

Students may choose to take the full year AP Literature & Composition course *or* one “A” semester course *and* one “B” semester course during senior year:

AP Literature & Composition (full year)

“A” Semester Courses

American Literature (L1 or L2)

World Literature (L1 or L2)

Modern Literature (L1 or L2)

“B” Semester Courses

Global Literature (L1 or L2)

Introduction to Poetry(L1 or L2)

Journalism (L1 or L2)

AP ENGLISH LITERATURE AND COMPOSITION (SENIORS ONLY)

(Full Year–1.00 Credit)

1132-Level 1

This senior seminar course is designed for readers and writers who have clearly demonstrated superior language arts ability. Students who select this course must be able to employ accurate grammatical conventions, a mature stylistic prose, a logical organization, and a sophisticated vocabulary in their writing for both impromptu and revised writing assignments. Students taking this course are encouraged to take the Composition and Advanced Placement Literature Exam in May. The composition portion of the course provides a college-level reader, which includes models from professional and student writers. Students practice a variety of strategies used by professional writers. The major emphasis of the course is for students to learn the many rhetorical strategies and stylistic techniques that writers use as the foundation of meaning and to employ these techniques in their own writing. The literature of this course focuses on in-depth analysis of selections from fiction and non-fiction. Students read a wide variety of thematically grouped literature from many different periods. They develop their own papers, which analyze or interpret writers’ style and meaning.

Students who do not choose to take the full year AP Literature & Composition course must choose one “A” semester course from the following list.

“A” SEMESTER COURSES

AMERICAN LITERATURE

(Half Year–0.50 Credit)

1150 - Level 1

1450 - Level 2

This course focuses on how American literature originated and how unique voices and cultural themes emerged and evolved through its history such as the American Dream. Students will also explore how historical and cultural forces shaped literature. By engaging in the same cultural conversation as early American writers, students will develop an appreciation for the diversity of our nation’s literature as well as an understanding of the American identity as a rich, complex paradox of idealistic values and realistic truths. Ultimately, students will use their literary investigation as a means to evaluate traditional American ideas and their roles in our current society.

WORLD LITERATURE

(Half Year–0.50Credit)

1109 - Level 1

1510 - Level 2

This course is designed to develop the student's ability to interpret and appreciate significant works of world writers. The course begins with mythology. The students will explore the similarities in how cultures understand their origins, make sense of their world, and establish social order. Students will then trace the development of a hero across time and culture, beginning with the classic hero exemplified by *Beowulf* and *Hamlet* before moving on to modern ideas of heroism in novels and short stories by writers who represent different cultures: Nigeria, India, Afghanistan, France, England, American and African American, Indigenous groups, and Latino/a cultures. Through this study, students will explore universal human truths about life.

MODERN LITERATURE

(Half Year–0.50 Credit)

1192 - Level 1

1491- Level 2

This course focuses on writers who break from tradition in narrative structure as well as in their portrayal of cultural norms and identity. Students will examine the intense reaction of modern writers to the perceived contradictions and restrictions of traditional thinking and writing. Students will analyze the experimental nature of form and the writers' pessimistic view of reality. Ultimately, students will develop empathy for isolated individuals and understand them as products of their circumstances. Books include, but are not limited to, *Catcher in the Rye* and *The Perks of Being a Wallflower*.

“B” SEMESTER COURSES

Students who do not choose to take the full year AP Literature & Composition course must choose one “B” semester course from the following list.

GLOBAL LITERATURE

(Half Year–0.50 Credit)

1102 - Level 1

1501- Level 2

This course focuses on understanding individual stories, struggles, identities and cultures through the exploration of multicultural contemporary texts. Students will examine and

explore how individuals can maintain a sense of optimism and hope despite struggle, even in direst of circumstances at times. Using these diverse texts, students will navigate and appreciate a dynamic global society that can feel isolating yet simultaneously interconnected. Students will learn how empathy and understanding of others' stories leads to a better understanding of the self and one's place in the modern world. Books include, but are not limited to *A Long Way Gone*, *Sold*, *Krik? Krak!* and *Persepolis*.

INTRODUCTION TO POETRY

(Half Year–0.50 Credit)

1161 - Level 1

1560 - Level 2

This course involves reading poetry and writing critical analyses and interpretations of individual poems. Some secondary attention is devoted to the student's own writing of poetry. Imagery, metaphor, form, metrics, and speaking voice will be emphasized. Students are not expected to have extensive experience in reading poetry; they are expected, however, to have an interest in learning more about poetry.

JOURNALISM

(Half Year–0.50 Credit)

1190 - Level 1

1540 - Level 2

This course focuses on the consumption and interpretation of information via modern mass communication systems and forms of multimedia such as print texts, news, advertising, film, television, websites, social media, video games, and podcasts. Using an understanding of the purpose and design techniques behind such texts, students will interpret and analyze the mass mediated messaging embedded within them. Ultimately, students will become effective consumers of the media as they learn how and why messages are created. They will also learn to write and publish their own multimedia texts to more effectively navigate contemporary society.

ELECTIVES

Note: Credits for the following electives may not be counted as English credits toward graduation.

CREATIVE WRITING

(Half Year–0.50 Credit)

1200- Level 1

1600- Level 2

(Offered for grades 11 and 12)

This course teaches students to develop those thinking and writing skills that are especially helpful in writing creative pieces. During the semester, students write in a variety of genres within a workshop approach. Students taking this course share their writing in draft forms with the class and lead the discussion concerning significant revision. By the end of the course, students are expected to produce a portfolio of writings from several different genres. This course may be taken for level 1 credit with the permission of the teacher and the Director of Secondary English. An outline detailing additional requirements must be filed with the Director of Secondary English prior to the beginning of the course. (H, G)

SAT PREPARATION

(Half Year – 0.50 Credit) Juniors

1650 - Level 2

Prerequisite: Completion of at least one full semester of Geometry.

This course provides students an extensive review of math concepts and problem-solving techniques as well as test-taking strategies and ways to build vocabulary and reading comprehension. This course will be taught by an English and a mathematics teacher. Students planning to continue their education beyond high school should plan to take the PSAT in the fall of their sophomore and/or junior year. SATs and Achievement Tests should be scheduled by students in the spring of the junior year and/or fall of the senior year. Credit for this elective may not be counted as math or English credit toward graduation. (H, S, G)

FILMSTUDY

(Half Year–0.50 Credit)

1290 - Level 1

1590 - Level 2

(Offered for grades 11 and 12)

This course introduces students to the analysis and interpretation of classic American and foreign films. Students will view films from the early days of film making to the present. Students will discuss key elements such as editing, storyboarding, sound and special effects, composition, and directing. This course concentrates on the critical viewing of film rather than criticism or making films. This course may be taken for level 1 credit with the permission of the teacher and the Director of Secondary English. An outline detailing additional requirements must be filed with the Director of Secondary English prior to the beginning of the course.(H,G)

FAMILY AND CONSUMER SCIENCE

Family and Consumer Sciences curriculum prepares students to enhance the quality of personal and work life in a diverse global society. Courses stress critical thinking, managing resources, consumer awareness and hands-on skill development. Students are exposed to a variety of skills and careers related to healthy food preparation and nutrition, professional food service, and sewing and fashion design.

Students enrolling in Family Consumer Science courses have opportunities to earn dual credit via Manchester Community College and/or UConn. Various industry-standard certifications are incorporated into some courses for students to complete.

All courses will provide opportunities for students to demonstrate all learning expectations.

CULINARY ARTS AND NUTRITION

(Half Year—0.50 Credit)

7511 - Level 2

This course concentrates on the study of food and nutrition as it relates to young adults. An introduction to the major nutrients and the nutritional content of food is included as well as a study of a variety of diets for special needs. Students also practice the fundamentals of preparing various types of foods. This course serves as the foundation for the Manchester Community College articulation with Professional Cooking and Professional Baking. (G)

FOODS AND CULTURES

(Half Year—0.50 Credit)

7520 - Level 2

This course is an exploration of food and its impact on cultures across time. An introduction to the study of culture sets the tone for the semester. The course takes a culinary tour of the United States investigating each region's culture and its significant contribution to American food ways. Within each regional "stop" students explore a cultural topic, such as social class, technology, and legends, through food customs. The tour takes a global turn with the study of several national cuisines. Course topics are implemented through select readings, video presentations, lecture/discussion and cooking in the kitchen classroom. (H, G)

PROFESSIONAL COOKING

(Half Year—0.50 Credit)

7531 - Level 2

(Offered for grades 10,11,12)

Prerequisite: Culinary Arts and Nutrition

This is a course open to students interested in the many phases of food service. Emphasis is placed on the techniques and skills related to the various work stations necessary to the organization of the professional kitchen. These skills are put to use in planning, preparing, and serving for small groups. Occupations and careers in the foodservice industry

are explored. Guest speakers and school catering projects are an integral part of the program. Students may be eligible for college credit through Manchester Community College. (G)



PROFESSIONAL BAKING

(Half Year—0.50 Credit)

7541 - Level 2

(Offered for grades 10,11,12)

Prerequisite: Culinary Arts and Nutrition

This is a course in professional food preparation with emphasis on baking and breads. The purpose of the course is to teach the fundamental principles and

procedures for preparing baked goods, pastries, and desserts.

This training is a practical endeavor; students will learn a set of marketable skills by following step-by-step procedures and production techniques similar to those used in a small bakeshop or part of a large restaurant. Students may be eligible for college credit through Manchester Community College. (G)

FASHION DESIGN

(Half Year—0.50 Credit)

7595 - Level 2

This is an introductory course for students interested in working individually and in small teams to learn about careers within the fashion/apparel industry, fibers and fabrics, clothing construction, as well as fashion trends and styles. Students will work with commercial patterns while learning basic cutting and sewing techniques. Conventional straight stitch and serger sewing machines will be used to create personal clothing and accessories. (FA, H, G)

EDUCATION AND TRAINING

Courses in this area provide unique opportunities for students to explore education as a profession and focus on developing skills related to working with and teaching children. Students enrolled in these courses will have opportunities to earn dual college credit, industry-certifications and participate in on-site learning experiences. Career exploration across course offerings may include the professions of teacher, school counselor, childcare director, early childhood professional, coach and other professions that work with children from birth through high school.

EARLY CHILDHOOD DEVELOPMENT

(Half Year – 0.50 Credit)

7561 - Level 2

(Offered for grades 10, 11 and 12)

(Grade 10 by recommendation only.)

Aligned toward the 8 goals associated with the Child Development Association, students are prepared to foster an understanding toward the social, emotional, physical and intellectual growth of young children (ages birth to 5 years). Students will explore the roles and responsibilities associated with working and caring for young children. Students will earn their work experience hours by attending and participating at the Eastbury Early Learning Center (ELC). The course is recommended for future parents, caregivers and/or those who are pursuing a career within a human development field. Students will also take part in the Reality Care Baby program and take the baby home for a weekend. (H, G)

EARLY CHILDHOOD EDUCATION

(Half Year – 0.50 Credit)

7571 - Level 2

(Offered for grades 10, 11 and 12)

(Grade 10 by recommendation only.)

This course enables students to investigate the development and growth of children within the educational environment. The education of children with an emphasis on the pre-kindergarten, (ages 3 – 5). Intellectual, physical, social, and emotional growth and development patterns are studied. Other topics include children with special needs, children's literature, children's art and early childhood education. Childcare design, developmental centers, and teaching strategies and techniques are also covered. This course is recommended for future parents, caregivers, and those interested in careers in nursing, teaching, childcare or any field related to human development. Students plan activities and lessons for preschool age children and will work with the children at the Eastbury Learning Center. (H, G)

INTRODUCTION TO INDIVIDUAL AND FAMILY DEVELOPMENT

(Full Year – 1.0 Credit)

7200 - Level 1 (ECE)

7202 - Level 2

(Offered for grades 10, 11 and 12)

This course is designed as an introduction to the field of Human Development and Family Science. The course will provide students with an understanding of individual and family development over the lifespan. In particular, the course will focus on the developing individual within the context of the family system and the changes that occur in family systems over time. The course will also include an internship component. Students taking this course may enroll in the UConn ECE program (see page 11). (H, G)

FOUNDATIONS OF TEACHING

(Full Year – 1.0 Credit)

7581 Level 1 (ECE)

(Offered grades 11, 12)

This is an educational foundations survey course for students who are interested in learning more about the landscape of K-12 education and how to connect their passions to it. Articulated with two UConn ECE courses, the fall semester, *"If You Love It, Teach It"* explores studies of K-12 teaching, learning, and schooling in the United States: historical, philosophical, and social foundations of education. The spring semester *"Introduction to Special Education"* focuses on Special Education services in American education including various exceptionalities and the roles of professionals. Across the year, students will engage in on-site and off-site learning experiences, complete readings, journal entries, conduct a minimum number of field experience hours and submit a portfolio. Students enrolled in Foundations of Teaching may also choose to enroll in the UConn ECE program (see page 11) and earn up to six UConn ECE credits upon successful completion of both semesters courses.

HEALTH EDUCATION/PHYSICAL EDUCATION

In order to meet graduation requirements, all students are required to pass Health and Physical Education 9 (HPE 9), Health and Physical Education 10 (HPE 10), and two grade 11/12 Physical Education courses.

All courses provide opportunities for students to demonstrate all learning expectations.

HEALTH AND PHYSICAL EDUCATION

GRADE 9 (HPE 9)

(Full Year–Alternate Day Cycle–0.50 HPE Credit)

(Required for grade 9)

0440– Level 2

The focus of HPE 9 is to develop student’s health and physical literacy skills and knowledge to achieve optimal levels of total wellness. Students are scheduled the first semester in Health Education and second semester in Physical Education. Students will learn how to advocate for themselves and others to keep themselves safe and free from high risk, negative behaviors. Students learn about societal norms and drug use prevention, teen sexuality and healthy relationships, the seriousness of mental health issues, and the importance of nutrition and physical activity to one’s well-being. Students utilize skills and knowledge learned in elementary and middle school to participate in activities that are of interest and will motivate them to continue to be active and healthy for life. In Physical Education, students participate in many team, individual, lifetime and recreational activities.

HEALTH AND PHYSICAL EDUCATION

GRADE 10 (HPE 10)

(Full Year, Alternate Day Cycle -0.50 HPE Credit)

0480-Level 2

(Required for grade 10)

Prerequisite: Health and Physical Education 9

Students enrolled in HPE 10 explore and build upon skills and knowledge learned in prior Health and Physical Education courses. Decision making and goal setting are critical skills developed in this course. Students are scheduled in Physical Education during the first semester and are required to take the Connecticut Physical Fitness Assessment. Students will participate in activities that utilize skills and knowledge in an assortment of traditional and non-traditional team games, individual, lifetime and recreational activities. During the second semester, students identify their own strengths and interests by continued development of the Student Success Plan. An in depth analysis of topics include drinking, driving and drug use, sexual harassment, stress management, food production and healthy eating, and Adult/Child CPR/AED training.

UPPERCLASS HEALTH & PHYSICAL EDUCATION

Prerequisites:

Health and Physical Education 9 and 10 (HPE 9 and HPE 10)

Health and Physical Education 9 and 10 (HPE9 and HPE10) are prerequisite courses for upper class Physical Education. Upper-class Physical Education classes meet on an alternate day cycle for the entire year. Class instruction is designed to assist students in the development of health and physical literacy skills to develop positive attitudes toward physical activity and build confidence to enjoy a lifetime of healthy living. Students that require independent study need prior approval from the Director of Health & Physical Education.

Students may pre-select one of seven courses: (Dance and Fitness, Lifetime Activities, Group Games, Alternative Environment Activities, No Boundaries for Wellness, Personal Wellness; Strength and Performance and Sport Issues).

DANCE AND FITNESS

(Full Year – Alternate Day Cycle – PE 0.50 Credit)

(Offered for grades 11 and 12)

0581 – Level 2

In this course, fitness concepts and dance exploration are combined. Students learn basic steps to a wide variety of dance, such as merengue, salsa, hip hop, swing, folk dances, reggaeton, ballet, and others. This course will change year to year based on student interests and presentation topics. Emphasis in this class is placed on a shared enjoyment of dance as a lifetime activity, increasing physical activity, improving personal fitness, and building leadership and presentation skills.

LIFETIME ACTIVITIES

(Full Year - Alternate Day Cycle - PE 0.50 Credit)

(Offered for grades 11 and 12)

0531 - Level 2

In this course, students will engage in a variety of lifelong physical activities associated with practicing healthy lifestyle choices. Activities may include but are not limited to yoga, fitness/power walking, interval training, tennis, tai chi, golf, relaxation techniques, pickleball, disc golf, water safety, and self-defense. Emphasis in this class is placed on increasing physical activity, improving personal fitness, and building leadership and presentation skills.

GROUP GAMES

(Full Year – Alternate Day Cycle – PE 0.50 Credit)

(Offered for grades 11 and 12)

0521- Level 2

This high intensity course is designed for students who enjoy team-based activities to further develop an understanding of strategies related to a variety of group

games. Students apply safe practices, rules, procedures, etiquette and good sportsmanship in all physical activity settings and take initiative to encourage others to do the same. Students demonstrate leadership and cooperation in order to accomplish the goals. This course also focuses on developing knowledge and skills in group games that contribute to the improvement of lifetime fitness and overall health.

ALTERNATIVE ENVIRONMENT ACTIVITIES

(Full Year, Alternate Day Cycle – PE 0.50 Credit)
(Physical Education 0.50 Credit)
(Offered for grades 11 and 12)
0591 - Level 2

Prerequisite: Recommended by instructor and Director's approval required if student requests to take this course a second time.

The purpose of this course is to expose students to a wide range of possibilities for being active with the objective of individuals finding an activity they may pursue throughout life. In this course, students participate in, plan, and implement a variety of alternative environment indoor/outdoor, land and aquatic activities.

Examples of activities may include: kayaking/canoeing, snorkeling, hiking, climbing, snowshoeing, geocaching, leaf identification, archery, fly fishing, sustainable living concepts; foraging and tree tapping, and recreational games. Students develop knowledge and skills that place an emphasis on the importance of experiential education, risk management, wellness, and the value of personal choice in lifetime activities for health and enjoyment.

SPORTS ISSUES

(Full Year - Alternate Day Cycle – Physical Education
0.50 Credit)
(Offered for grades 11 and 12)
0450 - Level 2

(Full Year- Alternate Day Cycle – Physical Education
0.50 Credit) (Offered for grades 11 and 12) 0450 -
Level 2

Students will investigate, analyze, and discuss sports related topics and issues. Students will analyze the historical and modern significance of sport in society, identify and discuss issues in youth sports, study the relationship between academics and sports, investigate discrimination and equality in sports, and explore the issues surrounding attitudes in sports.

NO BOUNDARIES FOR WELLNESS

(Full Year – Alternate Day Cycle – PE 0.50 Credit)
Offered for grades 11 and 12) 0512 – Level 2
Prerequisite: Recommended by instructor and
Director's approval required

In this course student coaches will be provided unique opportunities to develop leadership skills by facilitating and that help their peers to develop cognitive, social/emotional, and behavioral skills. Students participate in a wide variety of activities of dance, team games, individual and lifetime activities, and adventure-based experiential events. Lead up

and modified games will be used to help students develop relationships and foster an appreciation and understanding of individual differences and strengths. Curriculum is designed to make the course meaningful, motivating and fun for all participants.

PERSONAL WELLNESS; STRENGTH AND PERFORMANCE

(Full Year-Alternate Day Cycle – PE 0.50 Credit)
(Offered for grades 11 and 12)
0540- Level 2

In this activity-based course, students of all abilities will be provided opportunities to learn and develop habits and attitudes that contribute to living a healthy lifestyle. Basic and advanced exercise and conditioning programs will be designed specific to individual needs to improve strength, speed, endurance, flexibility, agility and power. The wide variety of class activities will all align in improving personal wellness for any individual.

HEALTH EDUCATION ELECTIVE

Prerequisites: Health and Physical Education 9 and 10
(HPE 9 and HPE 10)

In addition to the courses offered for graduation requirements, students have the opportunity to take elective courses in Health Education. Classes meet on an alternate day cycle for the entire year.

FIRST AID AND CAREERS IN ATHLETICS AND RECREATION:

(Full Year -Alternate Day Cycle - 0.50 Credit)
(Offered for grades 11 and 12)
0470- Level 2

In this course students will develop skills and knowledge in CPR/AED/First Aid and Safety. Students will also learn about career opportunities in Athletics and Recreation. This includes, but will not be limited to Athletic Training, Sports Management, Coaching, Exercise Physiology and Kinesiology.
(G)

HISTORY/SOCIAL SCIENCES

All courses provide opportunities for students to demonstrate all learning expectations.

REQUIRED COURSES

CIVICS/CURRENT ISSUES

(Full Year–1.00 Credit) 2310 - Level 2

(Full Year & Tutorial Seminar-1.50 Credits)

2320 - Level 2

Civics/Current Issues is designed to give students a better understanding of some of the chief issues facing American citizens today and, at the same time, to consider possible ways of dealing with such issues intelligently. Students who are recommended for a tutorial seminar in Civics/Current Issues may earn a total of 1.5 Level 2 credits. The tutorial seminar meets every other day.

UNITED STATES HISTORY I

(First Semester)

(Half Year–0.50 Credit)

2330 - Level 2

All students must earn one credit in United States History, usually in the junior year, by completing the two semester chronological survey courses or by taking the two semester Themes of United States History course or by taking the yearlong level 1 AP United States History course. The first semester course will review the legacies of Early America and examine the development of our country from the emergence of Modern America to World War II with an emphasis on the emergence of the United States on the world stage.

UNITED STATES HISTORY II

(Second Semester)

(Half Year–0.50 Credit)

2340 - Level 2

All students must earn one credit in United States History, usually in the junior year, by completing the two semester chronological survey courses or by taking the two semester Themes of United States History courses or by taking the yearlong level 1 AP United States History course. The second semester course will examine United States foreign and domestic developments from the Cold War to September 11th, 2001 and its aftermath, with an emphasis on the role of the United States in the world. All students must complete a formal historical research paper in United States History II.

THEMES OF UNITED STATES HISTORY I (First Semester)

(Half Year–0.50 Credit)

2351 - Level 2

All students must earn one credit in United States History, usually in the junior year, by completing the two semester chronological survey courses or by taking the two semester Themes of United States History courses or by taking the yearlong level 1 AP United States History course.

The Thematic U.S. History course organizes content around themes that have shaped the development of the United States. This course addresses historical developments from Industrialization through the 21st century through the examination of select case studies. Thematic U.S. History I will focus on the themes of American character and identity, the changing roles and responsibilities of government and citizens, and rights and reform movements. The course will also provide students an opportunity to develop disciplinary reading and writing skills by critically analyzing primary and secondary sources, drawing conclusions from evidence, and engaging in the writing process. Students electing to satisfy their one credit graduation requirement in U.S. history by taking Thematic U.S. History must sign up for both semesters of Thematic U.S. History in the junior year.

THEMES OF UNITED STATES HISTORY II

(Second Semester)

(Half Year–0.50 Credit)

2361 - Level 2

All students must earn one credit in United States History, usually in the junior year, by completing the two semester chronological survey courses or by taking the two semester Themes of United States History course or by taking the yearlong level 1 AP United States History course.

The Thematic U.S. History course organizes content around themes that have shaped the development of the United States. This course addresses historical developments from Industrialization through the 21st century through the examination of select case studies. Thematic U.S. History II will focus on the themes of globalization including: exploring America's foreign policy goals and tools, the social, political, and economic impacts of foreign policy, and the nation's role in a global and interdependent world. In semester 2, students will continue to develop and apply disciplinary reading and

writing skills in their study of history. Also, all students must complete a formal historical research paper in Thematic U.S. History II. To this end, a unit of study in this course is dedicated to the development of research and writing skills. Students electing to satisfy their one credit graduation requirement in U.S. history by taking Thematic U.S. History must sign up for both semesters of Thematic U.S. History in the junior year.

AP UNITED STATES HISTORY

(Full Year -1.00)

2150 -Level 1

(Offered for grade 11 only)

This year long course provides students with the opportunity to learn United States History at the college level while still in high school. AP United States History will provide a survey of United States History from the colonial period until the late 20th century, while focusing specifically on those areas of study highlighted for the AP Examination. This course is intended to provide a college level exposure to American history while assisting those students who wish to take the AP Examination in their preparation for that test. Students taking this course should be able to: (1) work independently at a college level, (2) become familiar with both primary and secondary sources, (3) analyze historical documents, and (4) prepare a minimum of one historical research paper. As a college level course, students taking AP United States History should be aware of the demanding work and grading expectations of this course. Students are required to complete a summer reading and writing assignment prior to entering this course in the fall.

MODERN WORLD HISTORY I

(First Semester)

(Half Year-0.50Credit)

2421-Level 2

Modern World History I precedes Modern World History II. Students must complete both by the end of Grade 10. The Modern World History course organizes content around themes that are essential to understanding historical patterns and connections critical to the development of the modern world. Students will explore selected case studies from around the world, chosen to illustrate the course themes. Students will apply historical and social science thinking and literacy skills in their study of history throughout the year. First semester units include historical developments from 19th century Age of Imperialism through the Second World War.

MODERN WORLD HISTORY II

(Second Semester)

(Half Year–0.50Credit)

2422 Level 2

Modern World History I precedes Modern World History II. Students must complete both by the end of Grade 10. The Modern World History course organizes content around themes that are essential to understanding historical patterns and connections critical to the development of the modern world. Students will explore selected case studies from around the world, chosen to illustrate the course themes. Students will apply historical and social science thinking and literacy skills in their study of history throughout the year. Second semester units include historical developments beginning with the Holocaust and the Cold War and continuing through the early 21st century to include the study of modern human rights issues.

HISTORY/SOCIAL SCIENCES

ELECTIVES

AP EUROPEAN HISTORY

(Full Year– 1.00 credits)

2130-Level 1

(Offered for Grades 10, 11, & 12 only)

This year long course provides students with the opportunity to learn European History at the college level while still in high school. AP European History will provide a survey of European history from the 15th century to the present, while focusing specifically on those areas of study and historical thinking skills highlighted by the AP examination. This course is intended to provide a college level exposure to European history while assisting those students who wish to take the AP examination in preparation for the test. Students taking this course should be able to: 1. Work independently at a college level. 2. Become familiar with both primary and secondary historical sources. 3. Become proficient with a number of historical thinking skills. 4. Prepare historical arguments and research papers. As a college level course, students should be aware of the demanding workload and grading expectations for the course. Students are required to complete a summer reading and writing assignment prior to entering the course in the fall. (H, G)

INTRODUCTION TO ECONOMICS

(Half Year–0.50 Credit)

2470 – Level 2

This course examines the basic principles of capitalism. Its primary objective is the development of economic literacy. Topics include the operation of markets, the consumer, business and market structure, money and banking, growth and instability, and the role of government and international trade and finance. (H, S, G)

INTRODUCTION TO POLITICAL SCIENCE

(Half Year–0.50 Credit)

2480 – Level 2

This course gives students a better understanding of the philosophy and structure of United States government at the local, state, and national levels. Topics included are the nature of American democracy, information and the role of public opinion, political parties and elections, and decision-making. Introduction to Political Science will also introduce the basic elements of other political philosophies and institutions. (H, G)

INTRODUCTION TO PSYCHOLOGY

(Half Year – 0.50 Credit)

2400 – Level 2

(Offered for Grades 10, 11, & 12 only)

This course offers an opportunity for students to become familiar with the various subdivisions, concepts, experiments, and theories in the field of psychology. Among the topics considered will be motivation and learning, child and personality development, the brain and behavior, stress and conflict, altered states, and abnormal and social psychology. Throughout the course, emphasis will be on helping the individual to gain self-awareness. Students will actively participate in simulations, demonstrations, and experiments as part of the course. This course is open only to sophomores, juniors, and seniors. (H, G)

AFRICAN AMERICAN/BLACK AND PUERTO RICAN/LATINO STUDIES

(Full Year – 1.0 Credit)

2560 - Level 2

(Offered for Grades 10, 11, & 12 only)

The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and

contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities. This course is open only to sophomores, juniors and seniors. (H, G)

THE FOLLOWING COURSES ARE OPEN ONLY TO JUNIORS AND SENIORS:

CRIMINOLOGY

(Half Year–0.50 Credit)

2570- Level 2

Prerequisite: One of the following courses:

Introduction to Psychology, Sociology, or Criminal Law.

This interdisciplinary course is designed for students seeking advanced study in law and psychology. The course will stress theories of criminal behavior; the measurement and impact of crime; rehabilitation, treatment, and correctional facilities; and forensic science. A mock scene investigation will reinforce classroom instruction. This course is offered as a business or history/social sciences elective. This course is open only to juniors and seniors. (H, G)

AP PSYCHOLOGY

(Full Year–1.00 Credit)

2141 - Level 1

Advanced Placement Psychology introduces students to the systematic and scientific study of the behavioral and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use to explore the processes involved in normal and abnormal perceptions, thoughts, feelings and actions. Students will actively participate in simulations, demonstrations and experiments as part of Psychology and should be aware of the demanding work and grading expectations of this course. (H, G)

SOCIOLOGY

(Half Year–0.50 Credit)

2410 – Level 2

Sociology studies human society and social behavior. The course examines cultural and social structure and then focuses on social issues and problems. Some of the topics considered are minority groups, discrimination and prejudice, race relations, the elderly, gay rights, crime and punishment, juvenile delinquency, poverty and social class, and issues revolving around the American family, including teenage sexuality, child care, divorce, and family violence. This course is open only to juniors and seniors. (H, G)

CRIMINAL LAW

(HalfYear–0.50Credit)

6381 - Level 2

(Offered for grades 10, 11, and 12)

Students obtain a basic understanding of individual legal rights and responsibilities under the U.S. justice system. The acquisition of knowledge about law is approached as a means for expanding capacity for responsible citizenship. Topics include an introduction to law and the structure of the court system, the criminal justice process, and crime and punishment. Guest speakers, videos, field-trips, and simulations enhance the curriculum. Students participate in a mock trial as a culminating activity.

(H,G)

MATHEMATICS

Recommended Mathematics Course Selection Plan Grades 9 - 12

The chart below captures the **most common course sequences**. A student's course sequence, however, may change over time depending on interests, skill development, and achievement levels. Students should consult with their school counselor before choosing their courses. An Algebra 1-Geometry-Algebra 2 sequence will meet the entrance requirements of most four-year colleges, although additional courses are recommended for students considering college majors in mathematics, science, engineering and other related fields.

Grade	Level 1	Level 2		
8	Algebra 1	Transitions to Algebra		Mathematics 8
9	Geometry A, L-1 (4120)	Algebra 1A (4310)	Algebra 1B – 1 (4351)	Essentials for Algebra (4680)
10	Algebra 2A, L-1 (4130)	Geometry A (4320)	Algebra 1B – 2 (4361)	Integrated Algebra & Geometry 1 (4540)
11	AP Pre-Calculus, L-1 (4140) and/or Math Electives	Algebra 2A (4330)	Geometry B (4380)	Integrated Algebra & Geometry 2 (4541)
12	AP Calculus AB (4190), AP Calculus BC (4200), and/or Math Electives	Pre-Calculus (4340) and/or Math Electives	Algebra 2B (4390) and/or Math Electives	Math Electives

SEQUENCES AND OPTIONS IN MATHEMATICS

The goal of the mathematics curriculum is to develop students' ability to learn and use mathematics as lifelong problem solvers. Through their course of studies in mathematics, students will develop and use a range of numerical, algebraic, geometrical and statistical concepts and skills to formulate and solve authentic problems. Critical thinking and reasoning skills are developed throughout the study of mathematics as students investigate, explore, and apply their learning.

The GHS mathematics curriculum provides a variety of courses designed to meet the needs of mathematical competency for various post-secondary pursuits. 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 and parents are urged to give careful consideration to the teacher recommendation for course placement.** Algebra is offered in grade 9 only at Level 2.

Students who are not yet ready for a formal algebra course are advised to begin with Essentials for Algebra. They may then elect an algebra course or take the two-year sequence of Integrated Algebra and Geometry. Other math course options will include Contemporary Math.

Calculators are used extensively in the math courses at Glastonbury High School. For some courses the scientific calculator is sufficient. In all courses, beginning with Algebra 1 and above, a graphing calculator is needed. Class instruction is based on the **TI-83 or TI-84 series** of graphing calculators as well as the Desmos Calculator application on the iPad. (Please note that the TI-89 and TI-Nspire calculators are not permitted). A limited number of classroom calculators will be available for student use.

Students are allowed to use the TI graphing calculator or Desmos embedded calculator on both the SAT and AP Exams (with the exception of AP Statistics at this time). Courses will focus on both applications of calculator usage.

All courses will provide opportunities for students to demonstrate all learning expectations.

ESSENTIALS FOR ALGEBRA

(Full Year – 1.0 Credits)

4680 - Level 2

This course will use problem solving and technology to develop skills that will be critical for students as they prepare for further high school math study including the study of algebra. Our number system is examined through a study of number theory, focusing on rational numbers and the contextual situations that use them. Algebraic topics will include variables and expressions as well as a study of equations and formulas. The course may include an exploration of the coordinate plane and its role in algebra.

A scientific calculator is required for the course.

Limited to freshman and sophomores who have not completed Algebra 1.

INTEGRATED ALGEBRA & GEOMETRY 1

(One year – 1.00 Credit)

4540 - Level 2

INTEGRATED ALGEBRA & GEOMETRY 2

(One year – 1.00 Credit)

4541 - Level 2

Prerequisite: Students must have completed Integrated Algebra & Geometry 1.

Algebraic and geometrical concepts are integrated over the two years from an applied, hands-on problem-solving approach. This spiraling instructional approach builds on the connections and relationships between introductory algebra and geometry for students who need more support. A scientific calculator is required for the course.

Limited to students who have **not** completed an Algebra or Geometry course.

CONTEMPORARY MATH

(Half Year—0.50 Credit)

4510 - Level 2

This one-semester course will stress the use of mathematics as a tool for solving real world problems, the value of collaboration and will encourage the development of problem solving and higher order thinking skills. Students will work alone and in groups to find solutions to contemporary problems and to complete projects using number sense, probability and statistics, logic, algebra and geometry. Current news items will be examined through a mathematical lens. A scientific calculator is required for the course.

Limited to seniors who have the approval of the Directors of Mathematics.

ALGEBRA 1

Algebra is offered as both a one-year course (Algebra 1A) and a two-year course (Algebra 1B-1 & 1B-2) Both courses cover the key concepts of algebraic thinking, however, the Algebra 1A course moves at a faster pace in order to cover the material in one year. Algebra 1B-1 and 1B-2 teaches the same topics but over a two year period. Students and parents should work with the guidance and math departments to determine which pace is more appropriate.

ALGEBRA 1A

(Full Year—1.00Credit)

4310 - Level 2

ALGEBRA 1B-1

(Year 1- 1.0 Credit)

4351 - Level 2

ALGEBRA 1B-2

(Year 2- 1.0 Credit)

4361 - Level 2

Prerequisite: Algebra 1B-1

Algebra 1 is the foundational course for the study of higher mathematics. Students will formalize many algebraic concepts originally introduced in earlier math courses. Linear

and quadratic functions and their behaviors are studied in depth. They are used to solve a variety of problems. Over the course of the year students develop a deep understanding that families of functions behave in predictable ways. Students will learn to use the symbolic language of algebra to investigate, represent and solve problems

GEOMETRY

GEOMETRY A, Level 1

(Full Year—1.00Credit)

4120 - Level 1

Prerequisite: Algebra 1

GEOMETRY A, Level 2

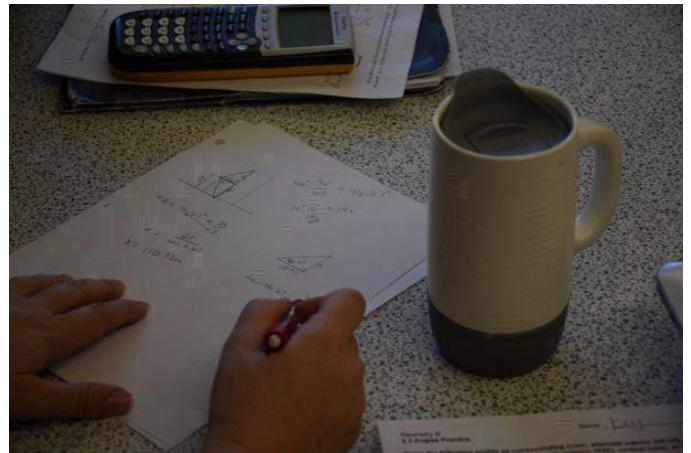
(One Year – 1.0 Credit)

4320 - Level 2

Prerequisite: Algebra 1

This course is a study of the properties and relationships of figures. Students begin with assumptions, definitions, and theorems and build on them through deductive reasoning and logical proofs. Geometric properties are developed through investigations and practical applications. Students will use the skills acquired in Algebra I in the context of this course. These skills include but are not limited to solving linear equations, systems of linear equations and quadratic equations.

In addition to a more rigorous and in-depth approach to the above-mentioned topics, the Level 1 course may include formal proof writing and geometric extensions.



GEOMETRY B

(Full Year – 1.00 Credit)

4380 - Level 2

Prerequisite: Algebra 1

Geometry B is a full-year course that is a natural follow-up to Algebra 1B. This course will be quite similar to Geometry A with a less rigorous approach. The course will stress geometric properties through investigations. Practical applications are emphasized and algebra skills are used throughout this course.

ALGEBRA 2

ALGEBRA 2A, Level 1

(Full Year—1.00 Credit)

4130 - Level 1

Prerequisite: Algebra 1 & (Geometry may be taken concurrently)

ALGEBRA 2A, Level 2

(Full Year-1.0Credit)

4330 - Level 2

Prerequisite: Algebra 1 & (Geometry may be taken concurrently)

Algebra 2A is an extension of topics of Algebra 1A with a more thorough treatment of solving equations, problem solving, and graphing. New topics include logarithms, complex numbers, polynomials, and rational expressions.

In addition to a more rigorous approach to the above-mentioned topics, the Level 1 course will include recursion, conic sections and rational functions. A graphing calculator (TI-83 or TI-84 series) is required for these courses. *Students planning to elect Pre-Calculus must take this course.*

ALGEBRA 2B

(Full Year–1.00Credit)

4390 - Level 2

Prerequisite: Algebra 1 & (Geometry may be taken concurrently)

Algebra 2B uses a graphical approach and understanding to the content of Algebra 2. Algebra 2B uses a graphical approach to understand the content of Algebra. Following successful completions of Algebra 2B, students may select Trigonometry (4440), Discrete Mathematics (4445), or Introduction to Data Science (4430). A graphing calculator (TI-83 or TI-84) series is required for this course.

Students planning to select Pre-Calculus should

not elect this course, but should elect Algebra 2A instead.

MATHEMATICS ELECTIVES

Please note the prerequisite for each course.

Students may elect to take these courses if they are currently in or have completed the Algebra 1-Geometry-Algebra 2 course sequence.

TRIGONOMETRY

(Half Year - 0.50 Credit)

4440 - Level 2

Prerequisite: Algebra 2

This course is a study of the basic trigonometric functions, their graphs and their applications. The use of technology will be emphasized. Students may not earn credit for both Trigonometry and Pre-Calculus. (S, G)

DISCRETE MATHEMATICS

(Half Year-0.50Credit)

4445 - Level 2 (ECE)

Prerequisite: Algebra 2

Discrete mathematics stresses the problem solving and reasoning skills used by decision makers in fields such as business, government, health, manufacturing, information transmission, and social choices. Topics chosen from may include counting and probability, graph theory, deductive reasoning, the axiomatic method and finite geometries, and number systems, voting methods, apportionment methods, mathematics of finance, and number theory. A scientific calculator is required for this course.

Students taking this course may enroll in The University of Connecticut Early College Experience Program (ECE). As a University of Connecticut Early College Experience course,

students should be aware of the demanding work and grading expectations of this course. Please refer to information about the ECE program on page 10 in the Program of Studies.

Limited to juniors and seniors only. (S, G)

AP PRE-CALCULUS, Level 1

(Full Year – 1.00 Credit)

4140 - Level 1

Prerequisite: Algebra 2

PRECALCULUS, Level 2

(Full Year- 1.0 Credit)

4340 - Level 2

Prerequisite: Algebra 2

In this course, connections between previous algebra and geometry courses are made and used to model real life situations. This includes a rigorous study of polynomial, rational, exponential, logarithmic and trigonometric functions through the lens of rates of change. The Level 1 course may include the study of vectors, matrices, parametric equations and conic sections. A graphing calculator (TI-83 or TI-84) series is required for this course. Students may not earn credit for both Trigonometry and Precalculus. Students will be given the option to take the AP Precalculus exam in May. Please see your teacher for more details. (S, G)

APCALCULUS AB

(Full Year–1.00Credit)

4190 - Level 1

Prerequisite: Pre-Calculus Level 1

This course covers differential and integral calculus as well as analytic geometry and limits. Applications include curve sketching, maximum and minimum problems, related rate problems, finding area, volume, L'Hopital's Rule, surface area, and arc length of geometric figures, as well as other related topics. A graphing calculator (TI-83 or TI-84) series is required for this class. College credit or advance placement may be earned through the Advance Placement Exam given in May. (S, G)

APCALCULUS BC

(Full Year–1.00Credit)

4201- Level 1 (ECE)

Prerequisite: AP Pre-Calculus Level 1

This course covers all of the topics of the AP Calculus AB course as well as parametric, polar and vector functions and their derivatives, applications of integrals, solving logistical differential equations and using them in modeling, the concept of series, series of constants, and Taylor series. A graphing calculator (TI-83 or TI-84) series is required for this course.

Students taking this course may enroll in The University of Connecticut Early College Experience Program (ECE). As a University of Connecticut Early College Experience course, students should be aware of the demanding work and grading expectations of this course. Please refer to information about the ECE program on page 10 in the Program of Studies. (S, G)

MULTIVARIABLE CALCULUS w/LINEAR ALGEBRA

(FULL YEAR – 1.00 Credit)

4210- Level 1

Prerequisite: Calculus

This course is the continued study of Calculus, extending to several variables with a primary focus on vector calculus. The topics covered in this course include applications of integration, vectors in space and their applications, equations of surfaces, differentiation/integration and applications of vector-valued functions, functions of several variables, partial derivatives, multiple integration, some vector analysis, including an introduction to vector fields, and line integrals. Students will also study systems of equations, matrices, determinants, linear transformations on vector spaces, characteristic values and vectors, from a computational point of view. The course is an introduction to the techniques of linear algebra with elementary applications. (S, G)

SAT PREPARATION

(Half Year – 0.50 Credit)

Juniors

1650 - Level 2

Prerequisite: Completion of at least one full semester of Geometry

This course provides students an extensive review of math concepts and problem-solving techniques as well as test-taking strategies and ways to build vocabulary and reading comprehension. This course will be taught by an English and a mathematics teacher. *Credit for this elective may not be counted as math or English credit toward graduation.*

Students planning to continue their education beyond high school should plan to take the PSAT in the fall of their sophomore and/or junior year. SATs and ACTs should be scheduled by students in the spring of the junior year and/or fall of the senior year. (H, S, G)

MATH ELECTIVES (STEAM)/ DATA SCIENCE

Please note the prerequisite for each course.

Students may elect to take these courses if they are currently in or have completed the Algebra 1-Geometry-Algebra 2 course sequence.

AP STATISTICS

(Full Year – 1.00 Credit)

4230 -Level 1

Prerequisite: Algebra 2A

This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes: exploring data; sampling and experimentation; anticipating patterns; and statistical inference.

A graphing calculator (TI-83 or TI-84) series is required for this course. (S, G)

DATA SCIENCE AND STATISTICS

(Half Year – 0.50 Credit)

4421 - Level 2

4426 – Level 1

Prerequisite: Algebra 1

This course is designed to provide the background necessary to interpret statistical data. Each unit concludes with a performance task using EXCEL software so that students build their skills in this very useful software. Each unit will also have students analyze data, apply what they learned and communicate their findings through various case-studies. It will include elementary probability and the fundamental statistical method needed to interpret and prepare research materials. Such a study should benefit any student interested in a career in science, business, social science, education, or mathematics. Students may take this course as an introduction to AP Statistics but should not take this course concurrently or after AP Statistics. (S, G)

CODING, DATA SCIENCE, AND SOCIETY

(Full Year-1.0 Credit)

4427 - Level 1 ECE

Prerequisites: Any Computer Science STEAM course*

This course is a true interdisciplinary STEAM course in the computer science and technology pathway. In a world surrounded by information, data literacy is now a crucial life skill that opens up countless opportunities in fast-growing STEAM careers. Students will develop code through Python to interpret real-time data and explore the issues and problems they care about. By integrating content and skills from a variety of disciplines, students will explore data from social media, sports, healthcare, and the environment to better understand the world around us. (S,G)

COURSES OFFERED FOR MATH CREDIT WITHIN THE BUSINESS DEPARTMENT

FINANCIAL DECISION-MAKING

(Half Year – 0.50 Credit)

4661 - Level 2

Students will acquire essential skills to make sound financial decisions. They will practice core financial literacy skills and experience the real-world impact of their financial decisions. Students will participate in a virtual stock-market challenge, complete activities/projects that involve making financial decisions (leasing vs. buying a car; renting an apt vs. buying a house etc.), and will compete in a personal finance simulation to apply knowledge gained throughout the semester. (This course may serve as a mathematics graduation credit). (S, G)

ACCOUNTING

(Full Year – 1.00

Credit) 6300 –

Level 2

(Offered for grades 9-12)

Accounting is a skill-level course providing a strong background for those entering business, marketing, and management. Students will develop and demonstrate manual and computerized skills to create and maintain financial records. Students will learn basic fundamentals and terminology of Accounting, will gain an understanding of financial reports, and explore career opportunities in the accounting field. Practical accounting problems, with business papers, will emphasize actual business records management. (This course may serve as a mathematics graduation credit).(s, G)

PERSONAL FINANCE

(Half Year – 0.50

Credit) 4651 – Level 2

(Offered for grades 10-12)

Students will learn about important financial literacy issues that face today's teens. This course will help students develop an understanding of financial literacy. Topics include: money management and budgeting, major expenditures, loans and credit, managing income and taxes, banking, saving, investing, and protecting wealth through insurance. Instruction may be supported through computer software simulations, field-trips, and guest speakers. By the end of the course, students will have a thorough understanding of personal finance topics and be prepared to handle the financial responsibilities that exist after high school (This course may serve as a mathematics graduation credit). Meets State Financial Literacy Graduation Requirement. (S, G)

ADVANCED ACCOUNTING

(Full Year – 1.00 Credit)

6101 – Level 1

(Offered for grades 11 and 12)

(Offered for grade 10 with recommendation of teacher and counselor)

(Maybe taken for MCC credit)

This full-year course is designed to enable the highly motivated student to build a strong foundation in accounting theory, which can be used in a business career or as a basis for a business major in a post-secondary institution. The course will enable students to use the terminology relating to the accounting process; to maintain a complete set of accounting records for a sole proprietorship and a partnership; to prepare and interpret financial statements; and to utilize accounting data for managerial decisions. In addition to receiving 1.00 credit from Glastonbury High School, students will have the option to apply for three semester hours of college credit through Manchester Community College. (This course may serve as a mathematics graduation credit) (S,G)

INTERMEDIATE COURSES

CYBERSECURITY

(Full Year–1.0Credit)

4188 - Level 2

4187 - Level 1

Prerequisites: Any Introductory Course listed above.

With the increase in students' interest in Computer Science and the increase of jobs in this field, this course offers students the opportunity to explore this field further, rounding out their Computer Science experience. Cybersecurity is the practice of protecting computer systems, computer networks, and digital information. These concepts are important to all digital users, and will be explored throughout this course.

COMPUTER PROGRAMMING IN C++

(Half Year–0.50Credit)

4160 - Level 1

4460 - Level 2

Prerequisite: Algebra 1 and Introduction to Computer Programming or AP Computer Science Principles

Students will be learning one of the most popular industry languages of C++. The students will learn advanced concepts while working on long term projects that have multiples specifications. Topics covered will include functions, pointers, two-dimensional arrays, processing text files, classes, inheritance and modeling. Each student will be responsible for creating a culminating project of his or her own design. This course may be taken for level 1 credit by permission of the instructor. (S, G)

VIDEO GAME DESIGN & DEVELOPMENT

(Half Year- 0.50 Credit)

8431- Level 1 **ECE**

~~8436- Level 2~~

This interdisciplinary ~~STEAM~~ **computer science** course will engage students in an overview of techniques in video game design. Students will, design and develop video games **using the C# programming language**, focusing on level design, story development, rules, strategy, and interactivity. Ethical issues in game design will also be considered. Students may take this course twice and explore advanced topics. ~~The level one option for this course will include the components of the level two and additional independent work and advanced criteria to~~ **This course aligns with** the University of Connecticut Digital Media and Design 2500 course **and students** may ~~Students taking this course as level 1 may enroll in the UCONN ECE program.~~ **(Per UConn policy, ECE credit will only be awarded one time).** (FA,H,S,G)

WEB DESIGN AND DEVELOPMENT

(HalfYear-0.50Credit)

8382 – Level 1

8380 - Level 2

In this interdisciplinary computer science course, students will create websites and web applications using HTML, CSS, and JAVASCRIPT. These technologies offer students the opportunity to computational thinking skills that will prepare them for a wide variety of technology careers, as well as other computer science courses. Students enrolled in the level 1 section of this course will participate in additional self-directed learning experiences, delve deeper into aspects of algorithm development with javascript, and be expected to independently and collaboratively problem solve.(S,G)

ADVANCED COURSES

AP COMPUTER SCIENCE A

(Full Year-1.0Credit)

4180 - Level 1

Prerequisites: Previously or concurrently taking Algebra 2A

The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of linear data, approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. (From the Advanced Placement Program Handbook)
Students who wish to get a more complete view of computer science at Glastonbury High School should take this course after AP Computer Science Principles.(S, G)

COMPUTERSCIENCE (STEAM)

Please note the prerequisite for each course.

CTE/STEAM & Computer Science companion courses:

Computer Science Courses	CTE/STEAM Electives
Introduction to Computer Programming	Video Game Design & Development Web Design & Development Principles of Applied Robotics & Engineering
AP Computer Science Principles	Digital Electronics Web Design & Development Video Game Design & Development Coding, Data Science, & Society
Programming in C++	Web Design & Development Digital Electronics Principles of Applied Robotics & Engineering Video Game Design & Development Engineering Design Applied Engineering
Cybersecurity	Web Design & Development
AP Computer Science A Data Structures & Algorithms	Digital Electronics Engineering Design Coding, Data Science & Society

INTRODUCTORY COURSES

INTRODUCTION TO COMPUTER PROGRAMMING

(Half Year–0.50 Credit)
4450 - Level 2

This course is designed to introduce students to the basics of computer programming. Students will be introduced to object oriented programming in languages such as Microsoft Small Basic or Java Script, which is specifically designed to be accessible to beginners. The class will cover the topics of variables, conditionals, loops, arrays, string manipulation and others. Special emphasis will be placed on graphical interface. Each student will be responsible for creating a culminating project of his or her own design.

Although not a prerequisite, students who wish to optimize their computer science learning at Glastonbury High School should take this course before both the AP Computer Science Principles and AP Computer Science A. This course cannot be taken concurrently with AP Computer Science A. (S, G)

AP COMPUTER SCIENCE PRINCIPLES

(Full Year -1.0 Credit)
4182 - Level 1

Prerequisites: Algebra I

This course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world. (From the Advanced Placement Program Handbook)

Students who wish to optimize the flow of their computer science courses at Glastonbury High School should take this course before AP Computer Science A. (S, G)

DATA STRUCTURES AND ALGORITHMS

(Full Year - 1.0 Credit)

4185 - Level 1

Prerequisites: AP Computer Science A

The Data Algorithms course is an introduction to fundamental data structures and algorithms. The emphasis is on understanding how to efficiently implement different data structures, communicate clearly about design decisions, and understand the relationships among implementations, design decisions, and the four pillars of object-oriented programming: abstraction, encapsulation, inheritance, and polymorphism. Stacks, Queues, Linked Lists, Hashmaps, Trees and Graphs are covered along with the common algorithm associated with these data structures.

This course is intended for students who are intending to pursue a Computer Science related degree in college. The curriculum is based on a 2000 level college course.

MUSIC

Students electing a performing group are expected to attend all performances. Performing groups include all bands, orchestras and choruses. These performances are an important outgrowth of the curriculum and most often are scheduled outside of the regular school day. When enrolling in a performing group, students are committing themselves to all performances of that group. Members of music performance ensembles also become eligible to audition for a variety of state and regional festivals.

All courses provide opportunities for students to demonstrate all learning expectations.

PERFORMANCE ENSEMBLES

CONCERT BAND

(Full Year–1.00Credit)

7300 - Level 2

(Offered for grade 9, 10, 11, & 12)

(Prerequisite: Prior Band Experience)

This ensemble is open to students who can demonstrate the ability to perform level 3 literature. Instruction will focus on group skills, aesthetic awareness, musical literacy and technique through the study of a variety of works. Members are required to participate in concerts, local parades, and three home football games. Students are encouraged to participate in the Football Pep Band on a voluntary basis at the remaining football games. This course may be taken for Level 1 credit through a separate audition process and the completion of additional requirements through independent study. (FA, H, G)

SYMPHONIC BAND

(Full Year–1.00Credit)

7310 - Level 2

(Offered for grades 10, 11 & 12)

Prerequisite: Audition-

This ensemble is open, by audition, to all students in grades 10 through 12 who can demonstrate the ability to perform level 4 literature. Selection is based on ability and instrumentation. Instruction will focus on aesthetic awareness, musical literacy, and advanced skills through the study of a variety of musical styles including Broadway, jazz, and popular as well as traditional band works. Members are required to participate in school concerts, local parades and three home football games. Students are encouraged to participate in the Football Pep Band on a voluntary basis at the remaining football games. This course may be taken for Level 1 credit through a separate audition process and completion of additional requirements through independent study. (FA, H, G)

CHAMBER STRING ENSEMBLE

(Full Year–1.00Credit)

7360 -Level 2

(Offered for Grades 10, 11 & 12)

Prerequisite: Audition

The Chamber String Ensemble is open by audition to high school students entering grades 10 through 12. Students who play violin, viola, cello, or string bass may audition for the course in January of the preceding school year. Students will study and perform challenging level five and six literature for small chamber string ensemble as well as string trios and quartets. Students will participate in an in-depth study of literature for interpretation, musicality, style, and aesthetic quality. Students will study appropriate composers in relation to the era, society, and culture in which they created their works. Students will perform at school concerts and various community events. Class size may be limited to twenty-four students for balanced instrumentation. This course may be taken for Level 1 credit through a separate audition process and completion of additional requirements through independent study. (FA, H, G)

STRING ORCHESTRA

(Full Year–1.00Credit)

7350 – Level 2

(Offered for grades 9, 10, 11 & 12)

Prerequisite: Prior Orchestral Experience

The String Orchestra course is a performing ensemble open to any high school students who play an orchestral string instrument: violin, viola, cello, or double bass. Appropriate string orchestra literature is studied. Emphasis is placed upon skill development as well as interpretation and ensemble skills. Students will study a variety of musical styles appropriate to the genre. The String Orchestra will perform at school concerts as well as community events. This course may be taken for Level 1 credit by audition and completion of additional requirements through independent study. (FA, H, G)

CONCERT CHOIR

(Full Year–1.00Credit)

7340 - Level 2

(Offered for grades 10, 11 & 12)

Prerequisite: Audition

The Concert Choir is a select performance ensemble open to qualified sophomores, juniors and seniors by audition. Prior membership in Chorus, Treble Choir or the equivalent is

expected. Advanced literature from all historical periods including small major works with instrumental accompaniment is studied. Emphasis is placed on development of vocal skills in the areas of tone quality and tone production, breath control, reading accuracy and interpretation. The choir performs at school concerts as well as selected community events. This course may be taken for Level 1 credit by audition and by completing additional requirements through independent study. (FA, H, G)

CHORUS

(Full Year–1.00 Credit)

7330 - Level 2

(Offered for grades 9, 10, 11 & 12)

This is a performing choral ensemble open to any high school student without audition. Students will perform choral repertoire in a wide variety of musical styles. Major emphasis is on developing vocal skills and music literacy. The Chorus performs at school concerts as a vocal ensemble as well as in combination with the Concert Choir and Treble Choir. This course may be taken for Level 1 credit by audition and by completing additional requirements through independent study. (FA, H, G)

TREBLE CHOIR

(Full Year–1.00 Credit)

7345 – Level 2

Offered for Grades 10, 11 & 12)

Prerequisite: Audition

The Treble Choir is an auditioned group for soprano and alto singers that performs music at an advanced level with a focus on a cappella music. This includes music from the standard choral repertoire as well as music in a popular style, specifically suited for soprano and alto voices. Emphasis will be placed on singing with good vocal technique and development of music literacy. Auditions for this group take place in January and are open to all treble singers in grades 10-12, regardless of whether or not they have taken Chorus before. This course may be taken for Level 1 credit by audition and by completing additional requirements through independent study. (FA, H, G)

CLASSROOMMUSIC COURSES

PIANO/KEYBOARD

(Half Year–0.50 Credit)

7450 - Level 2

This course is for students who have little or no previous keyboard experience. Students will learn basic piano technique - fingering, reading, chord progressions and a variety of songs. Students use individual stations in the music MIDI lab and software to work at their own pace. (FA, H, G)

FUNDAMENTALS OF MUSIC THEORY

(Half Year–0.50 Credit)

7169 -Level 1(ECE)

(Not Offered 2025-2026, Offered 2026-2027)

This one semester course introduces students to the fundamentals of music theory including melody, rhythm, harmonic dictation, sight-singing, part-writing, musical terminology and form. This Level 1 course is taught in the music technology lab and is recommended as a preparation to AP Theory. It is recommended for all ensemble students but may also be taken by any student, as an introductory exploration of theory. Students taking this course may enroll in the UConn ECE program, MUSI 1011. (FA, H, G)

AP MUSIC THEORY

(Full Year–1.00Credit)

7170 - Level 1 (ECE)

(Offered 2025-2026, Not Offered 2024-2025)

(Offered for Grades 10, 11, & 12)

This course focuses on aural and visual identification of musical elements including chords, cadences, compositional processes and skills, rhythm and meters, phrase structures, form and modulation. College credit or advanced placement may be earned through the Advanced Placement Examination given in May. Students taking this course may enroll in the UConn ECE program for MUSI 101H and MUSI 1012. (see page 11). Prerequisite for this course is Fundamentals of Music Theory or by consent of the instructor. (FA, H, G)

MUSIC STUDIO PRODUCTION

(Half Year-0.50 Credit)

7441-Level 2

This course is designed to teach students how to create and produce music using a variety of technologies. Students will learn audio engineering skills and work with sequencing /notation software to create a number of projects including a commercial, movie soundtrack, and live recording. Students may focus on their area of interest using other available software programs. No musical experience is necessary. This hands-on course will serve the abilities and interests of all students. (FA, H, S, G)

BEGINNING GUITAR

(Half Year-0.50 Credit)

7370 - Level 2

This course is designed for students with little or no guitar experience. Students will learn basic chords, scales, note and rhythm reading, tab reading and beginning barre chords. Students will also learn to play songs using notes, tab and chords. Students who have proficiency in most of these skills, especially basic chords, should consider taking Intermediate Guitar. If a student is unsure which course to take, he/she should check with a guitar instructor. This course may be taken a second time only with teacher permission. (FA, H, G)

INTERMEDIATE GUITAR

(Half Year-0.50Credit)

7380 - Level 2

This course is designed for students who have completed the GHS Beginning Guitar course and/or for students who have basic rudimentary guitar skills (see requirements from Beginning Guitar description). Students will study advanced barre chords, note and rhythm reading, scales and modes, guitar theory, composition, song writing, improvisation and ensemble performance. If a student is unsure which course to take he/she should check with a guitar instructor. This class may be taken a second time only with teacher permission. (FA, H, G)

POPULAR AND WORLD MUSIC

(Half Year-0.50Credit)

7420- Level 1 (ECE)

In this classroom course, students will examine popular and world music's influence within American society. Students will study significant styles and genres of American popular music and how they are influenced by European American, African American and Latin American traditions. Students will be encouraged to think critically and creatively about musics of the world and their influence on popular music throughout the 20th century. (FA, H, G)

SCIENCE

Recommended Science Course Selection Plan for Grades 8-12

The chart below captures the **most common course sequences**. However, a student's course sequence may change over time depending on interests, skill development, and achievement levels. Students should consult with their school counselor before choosing their courses. **The entrance requirements for most four-year colleges include successful completion of full year courses in Chemistry, Biology, and Physics.**

Grade	Level 1	Level 2	
8	Concepts of Physics, L-1 (Concurrent Algebra 1 recommended)	Concepts of Physics	
9	Chemistry L-1 (5130)	Chemistry (5440)	Integrated Science (5462)
10	AP Biology (5100)	Biology (5410)	Biology (5420)
11	AP Physics 1&2 (5171)	Physics (5470 or 5480)	Introductory Physics (5465)
12	AP Chemistry (5140), AP Environmental Science (5160), AP Physics 1&2 (5171), AP Physics C (5175), and/or Advanced Research Mentorship (5150)	Science electives,	Science electives

The scope and sequence of the GPS science curriculum endeavors to help students develop an understanding of fundamental science principles, their applications, and their implications. The GHS science course offerings attempt to meet the needs of all our students - be it to establish a minimal scientific literacy in a technological world or to establish the cornerstone of a scientific career. In light of these needs, students should plan their program of study to maximize their exposure to concepts and skills in a variety of science areas.

Students must successfully pass Biology (or AP Biology)

and at least one credit of a physical science or earth/space science courses to satisfy the science graduation credit requirement. Students may, upon the approval of the directors of Science and Vocational Education, apply for one science credit with the successful completion of a three year planned program of Agriscience and Technology.

All Advanced Placement science courses at GHS are Level 1. It is strongly recommended that students taking Level 1 science classes have received at least a final grade of B in the previous Level 1 science course or at least an A- in an appropriate Level 2 science course. Other predictors of success in a Level 1 course are high grades (A or B) in language arts courses or mathematics courses.

The Science Department has initiated collaborative programs with the University of Connecticut, to provide an opportunity for GHS students to earn college credit for some GHS science courses. Once accepted, students meeting college criteria will be provided the respective college's credit. Credit from UConn may be transferable to other colleges and universities. Students are notified if the college credit option is available in their science courses every fall.

All courses provide opportunities for students to demonstrate all learning expectations.

CHEMISTRY

Chemistry is an extremely important branch of science. Chemistry affects our daily lives in many ways, and a solid foundation in the study of chemistry is important for understanding the concepts and topics presented in future science courses.

The GHS science program begins during the 9th grade year with a one year introductory course in Chemistry or a course closely associated with chemistry (Integrated Science). These courses explore the basic content areas of chemistry. Advanced Placement (AP) Chemistry is a second year chemistry course for potential college credit. All of these courses satisfy the physical science graduation requirement.

INTEGRATED SCIENCE

(Full Year – 1.50 Credits)

5462 – Level 2

Offered for grade 9 only

Prerequisite: Teacher recommendation

Students in Integrated Science conduct investigations of energy, the structure of matter, the interactions of chemicals, the impacts of chemicals on our society and environment, and

the chemical nature of life. This is a laboratory course with an

emphasis on chemistry that is designed for 9th grade students to utilize concepts of physics, chemistry, and biology to help students understand Earth's systems and develop an appreciation of global interdependence. The course is aligned with expectations of the and the Next Generation Science Standards, and includes themes of engineering design, modeling, patterns, change, and constancy.

CHEMISTRY

(Full Year - 1.50 Credits)

5130 - Level 1 (Grade 9 only)

5440 - Level 2 (Grade 9 only)

Chemistry 5130 and 5440 are investigations into the structure and composition of substances and the physical mechanisms by which chemical, physical, and nuclear changes occur. The role of energy in these changes is examined. Extensive laboratory experiences enable students to expand upon the various concepts of chemistry. This course is aligned with the expectations of the Next Generation Science Standards, and includes themes of engineering design, earth's systems, modeling, patterns, change and constancy.

Guidelines:

For entrance into Chemistry 5130 (Level 1) it is recommended that the student earn a B or higher in Grade 8 Level 1 science (Concepts of Physics) and Algebra. Chemistry 5130 is a first-year chemistry course designed for 9th graders which includes abstract concepts, expanded topics, and numerous applications of mathematics.

For entrance into Chemistry 5440 it is recommended that the student be concurrently enrolled in Algebra or completed Algebra. This is a first-year chemistry course designed for 9th graders who desire introductory chemistry with fewer mathematical challenges than Chemistry 5130.

AP CHEMISTRY

(Full Year - 1.50 Credits)

5140 - Level 1

Prerequisite: Algebra 1 & 2 and Chemistry

(Offered in grades 11 and 12)

Advanced Placement (AP) Chemistry is a second year chemistry course that is equivalent to a two-semester introductory college level chemistry course. The curriculum is based on the College Board's AP Chemistry syllabus and provides investigations into quantitative aspects of topics such as kinetic theory, equilibrium, gas laws, thermochemistry, and thermodynamics. Formal laboratory investigations are conducted to apply concepts of chemistry and to develop inquiry learning skills.

This course is designed to prepare students for the College Board's Advanced Placement Chemistry Examination in May of each year. It is a rigorous course intended for students who may be interested in pursuing careers in pure or applied sciences such as engineering and nursing. Credit may be awarded by some colleges for achievement on the AP Examination. A registration fee is associated with the AP Examination.

BIOLOGY

Biology is an extremely important branch of science. It is about the nature and characteristics of life and, therefore, is essential for all students and citizens. Successful completion of a full year of biology is required for graduation.

The biology program begins in Grade 10 with a one-year biology course. Students may enroll in either Level 2 biology course (Biology 5410 or 5420) which cover the basic topic areas of biology, or they may enroll in Advanced Placement Biology 5100 (Level 1) if they have met the prerequisites. Biology courses are aligned with expectations of Next Generation Science Standards.

There are second year elective options (i.e. Human Anatomy & Physiology) which increase students' general knowledge and understanding in the subject area and which may help students prepare for specific career goals



BIOLOGY

(Full Year - 1.50 Credits)

Grade 10

5410-Level-2 Grade 10

5420-Level 2

Biology is the study of life. Students explore the fundamental properties of living things and the relationships of organisms to their environment. Topics include ecosystem

interactions and energy, photosynthesis and cellular respiration, evolution, inheritance of traits, structure, function, and growth of living things, and ecosystem stability and response to climate change. Students engage in hands-on application and experimentation throughout the topics of study, and further develop skills in the areas of data analysis and scientific communication.

AP BIOLOGY

(Full Year - 1.50 Credits)

5100- Level 1

Prerequisite: Chemistry

AP Biology 5100 is designed to enable students to develop advanced inquiry and reasoning skills, including designing experiments, collecting and analyzing data, and effectively communicating the results of experiments. AP Biology 5100 is equivalent to a two-semester introductory college biology course.

The key concepts and related content of AP Biology are organized around a few underlying principles which encompass core scientific ideas, theories, and processes governing living organisms and biological systems. The key concepts are:

- Evolution
- Cellular Process: Energy and Communication
- Genetics and Information Transfer
- Interactions

This course prepares students for the College Board's Advanced Placement Examination administered in May of each year. Some colleges award credits based on achievement level on this examination.

PHYSICS

Physics is an extremely important branch of science that pervades our daily lives. A working knowledge of physics is important for all students and citizens. It is particularly important for those who may be interested in the pure or applied science careers, including engineering and nursing.

Physics also serves as a rigorous and highly regarded academic science course. In all physics courses, computer-based laboratories are utilized to collect, analyze, and process laboratory data.

Physics 5470, 5480, and Introductory Physics 5465 (all Level 2) are first year courses covering traditional topical areas of physics. Advanced Placement Physics 1 & 2 5171 (Level 1) can be taken as a first year or second year physics course. Physics courses are aligned with expectations of *Next Generation Science Standards*.

INTRODUCTORY PHYSICS

(Full Year - 1.00 Credit)

5465 – Level 2

(Offered for grades 11 and 12)

Prerequisite: None

Students will experience the concepts of physics and how they apply to our world in this single-period class. The basic concepts of measurement, motion, force, light, sound, energy, matter, electricity and nuclear physics are developed and explored. Numerous laboratory activities and projects will enhance student understanding and application of the

concepts. This course can serve as a GHS physical science graduation credit, but may not meet the preparatory laboratory science requirement of some colleges.

PHYSICS

(Full Year - 1.50 Credits)

5470 - Level 2

5480 - Level 2

Prerequisites:

Physics 5470 - Algebra 2A (Algebra 2A may be taken concurrently)

Physics 5480 - Algebra 2B (Algebra 2B may be taken concurrently)

Physics is an investigation into the behavior and interrelationships of matter and energy. Basic concepts of measurement, motion, force, momentum, energy, waves, sound, light, electricity, and magnetism are developed and applied. Laboratory investigations enable students to expand upon the various concepts of physics. Computer-based experimentation enables students to collect, process, and analyze laboratory data. Physics 5470 expects students to apply trigonometry to the solutions of physics problems.

AP PHYSICS 1 & 2

(Full Year - 2.00 Credits)

5171- Level 1 (ECE)

Prerequisite: Chemistry (Level 1), A.P. Biology, Physics 5470, or Physics 5480; Concurrent enrollment in Algebra 2A.

AP Physics 1 & 2 (5171) is equivalent to a two-semester, algebra-based college level introductory physics course and is designed to align with the Advanced Placement Physics 1 and Advanced Placement Physics 2 curriculum. The course content includes concepts related to motion, forces, work, energy, power, rotation, fluid mechanics, waves, sound, light, electricity, magnetism, and nuclear/particle physics.

AP Physics 1 & 2 is a 2.00 credit course which meets for a one block every day. Students who take AP Physics 1 & 2 must meet their Physical Education/Health requirement in a manner that does not involve the physics lab periods.

Students may earn college credits for their achievement in this course. The credit may be awarded by some colleges for achievement on the College Board's AP Physics 1 & 2 Examinations or through the University of Connecticut's Early College Experience Program (see page 11). Registration fees are associated with the AP Examination and the UConn ECE Program. (Note: Because of the compacted nature of this course, students interested in taking the AP Physics 2 Examination should expect to learn some of the content independently prior to the examination.)



ADVANCED RESEARCH MENTORSHIPS IN THE NATURAL SCIENCES

(Full Year - 1.50 Credits)

5150 - Level 1

(Offered for grades 11 and 12)

Prerequisite: Biology and a physical science.

Advanced Research Mentorship is a non-traditional science elective that allows students to complete authentic research under the guidance of a practicing scientist, doctor, or engineer. Students will gain valuable skills and experiences in designing, conducting, and reporting scientific research results. They also demonstrate their ability to interact responsibly with scientific professionals, to manage a large scale project, to meet deadlines, and to access, read, and evaluate relevant information from a variety of sources.

In-class instruction includes scientific literacy skills, effective written and oral communication skills, the ethics of scientific research, and exploration of career options. Students are granted some early dismissal time from school and must document at least 100 hours of work on their research projects. Participation in authentic research competitions or conferences is required. Students are encouraged to connect with a mentor prior to the beginning of the school year. (S, G)

ASTRONOMY

(Half Year - 0.50 Credit)

5500 - Level 2

(Offered for Grades 11 and 12)

Prerequisite: Biology and a physical science

Astronomy involves the study of the Solar System, the Milky Way, and the known universe. The focus of this half year, single period course is to expose the student to the role of science and technology in helping us to better understand outer space. Although laboratory experiences will be provided in this course, Astronomy may not meet the preparatory laboratory science requirement of many colleges. (S, G)

FORENSIC SCIENCE

(Full Year - 1.00 Credit)

5565 - Level 2

Prerequisites: Chemistry, Biology, and Physics or Introductory Physics

(Offered for Grade 12)

Forensic Science is a full year single period course designed to integrate branches of science (biology, chemistry, and physics) and apply science to analyze forensic scenarios. Major topics explored will be fingerprinting, DNA analysis, blood typing and ballistics. Investigations of simulated crime scenes will require students to apply their knowledge and skills in science. Students will use scientific tools to gather, analyze, and interpret data. Additionally, students will learn about career opportunities related to forensic science. Forensic Science may not meet the preparatory laboratory science requirement of many colleges. (S, G)

HUMAN ANATOMY AND PHYSIOLOGY

(Full Year - 1.50 Credit)

5561 - Level 2

(Offered for grades 11 and 12)

Prerequisite: Biology and a physical science

AP PHYSICS C

(Full Year - 1.50 Credits)

5175 - Level 1

Prerequisite: Physics or AP Physics; Concurrent enrollment in Calculus BC or Calculus AB

AP Physics C is a calculus-based, college level course in physics designed to prepare students for both of the College Board's AP Physics C Examinations, 'Mechanics' and 'Electricity and Magnetism'. Both are administered in May. This course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to challenging physical problems. While concurrent enrollment in Calculus AB is accepted for entrance in this course, concurrent enrollment in Calculus BC is preferred because of its stronger alignment. (S, G)

OTHER SCIENCE ELECTIVES

AP ENVIRONMENTAL SCIENCE

(Full Year - 1.50 Credits)

5160 - Level 1 (ECE)

(Offered for grades 11 and 12)

Prerequisite: Biology and Chemistry

AP Environmental Science is equivalent to an introductory college level course and is designed to align with the College Board's Advanced Placement curriculum. It provides students with principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

A summer review assignment may be expected.

Students may earn college credits for their achievement in this course. The credit may be awarded by some colleges for achievement on the College Board's AP Examination and/or through the University of Connecticut's Early College Experience. Registration fees are associated with the AP Exam and the ECE Program (see page 11). (S, G)

Human Anatomy and Physiology is a Level 2 laboratory science course focusing on the scientific principles, concepts, and methodologies required to understand the complex structure and interrelationships within the human body. Focuses of the course include the interdependence of structure and function, the hierarchical organization of living things, and the interdependence of organ systems. Topics include body organization, homeostasis, cytology, and histology. Laboratory work includes microscopic studies, physiologic experiments, and dissections. (S, G)

PRINCIPLES OF APPLIED ROBOTICS AND ENGINEERING

(Full Year -1.00 Credit)

5600-Level 1

5602-Level 2

Grades 9-12

STEM Elective Level 1/2

No prerequisites

This STEAM-integrated course is an innovative approach to interdisciplinary applications of robotics, engineering design, computational thinking, and programming. Students will engage in the exploration of multiple robotics systems and engineering fields across manufacturing, environmental and agricultural sciences, and information technology. Principles of Applied Robotics and Engineering blends the mind of a scientist, technologist, and designer; providing multiple opportunities for students to engage in disciplinary specific work while integrating creativity, collaboration, problem solving, and communication. Students will design a culminating project to fully develop their interests, knowledge, and skills, launching their future career pathways and programs of study at the collegiate level. The level one option for this course will include the components of the level two and additional independent field work and advanced criteria. (S, G)

CODING, DATA SCIENCE, AND SOCIETY

(Full Year- 1.0 Credit)

4427 - Level 1

4428 - Level 2

Prerequisites: Any Computer Science STEAM course*

This course is a true interdisciplinary STEAM course in the computer science and technology pathway. In a world surrounded by information, data literacy is now a crucial life skill that opens up countless opportunities in fast-growing STEAM careers. Students will develop code through Python to interpret real-time data and explore the issues and problems they care about. By integrating content and skills from a variety of disciplines, students will explore data from social media, sports, healthcare, and the environment to better understand the world around us. The level one option for this course includes the components of level two and additional independent work advanced criteria. (S, G)

*List of Computer Science STEAM Courses: Principles of Applied Robotics and Engineering, Web Design and App Development, Engineering Design, Applied Engineering, Digital Electronics, Computer Modeling in Animation and Game Design, Introduction to Computer Programming, Programming in C++, AP Computer Science Principles

TECHNOLOGY EDUCATION

Technology Education courses enable students to survey areas in which they have an interest, aptitude, or career aspiration. They provide an excellent opportunity to develop skills and learn about industry and technology. All courses emphasize learning through hands-on activities coupled with the rigor of other academic areas. As today's technology continues to evolve, we recognize that technology education subject areas are cross-disciplinary in the areas of Science, Technology Engineering, Computer Science, Art and Math. To that end, please see the chart below to assist in planning courses of study that integrate Computer Science and Technology Education. Detailed course descriptions for the Computer Science courses can be found under the Math Department STEAM electives section of the Program of studies.

Students may ~~also~~ take designated advanced courses twice or work with teachers through the independent study program with instructor's approval and plans for the study. Please note, per UConn policy, ECE credit will only be awarded one time.

All courses provide opportunities for students to demonstrate all learning expectations.

CTE/STEAM & Computer Science companion courses

Computer Science Courses	CTE/STEAM Electives
Introduction to Computer Programming	Video Game Design & Development Web Design & Development Principles of Applied Robotics & Engineering
AP Computer Science Principles	Digital Electronics Web Design & Development Video Game Design & Development Coding, Data Science & Society
Programming in C++	Web Design & Development Digital Electronics Principles of Applied Robotics & Engineering Video Game Design & Development Engineering Design Applied Engineering
Cybersecurity	Web Design & Development
AP Computer Science A	Digital Electronics Engineering Design Coding, Data Science & Society

ADVANCED PHOTOGRAPHY

(Half Year - 0.50 Credit)

8360 - Level 2

(Offered for grades 10, 11, and 12)

Prerequisite: Photography or consent of Instructor

This course extends the students' knowledge of both the technical and artistic aspects of photography. Students will work extensively with digital SLR cameras, specialty lenses, flashes and other camera accessories. Mobile devices can be used at home if needed to complete projects. During the course students will choose several topics of interest within the photography field, and then research and create picture projects to demonstrate their deeper understanding of the topic. Professional software will be used to preprocess all digital work to ensure technically correct and well composed photographs. Students will then learn how to create several different types of portfolios to display work ranging from the traditional to multimedia slideshows and web pages. In addition, students will have access to large format archival quality photo printers to produce show quality prints. (FA, H, S, G)

APPLIED ENGINEERING

(Full Year - 1.00 Credit)

8311 - Level 2

Prerequisite: high school level CAD

This course engages students in the process of inventing engineering challenges, then designing and building solutions to meet those challenges. Through this process students will acquire technical literacy and academic proficiencies in math, science and technology. Classroom projects will incorporate mechanical, pneumatic and electronic components to solve these engineering challenges. The curriculum combines robotics and automation while modeling the engineering project cycle of developing strategies, system design and prototype testing. (S, G)

ARCHITECTURAL DESIGN

(Full Year - 1.00 Credit)

8210 - Level 1

Prerequisite: high school level CAD and/or instructor approval

8410 - Level 2

Architectural Design is for those students who are interested in residential design, commercial design, and building construction techniques. Students will develop professional drawings required in the design and construction of a residential home. Students will also develop skills in Architecture design including structure prototypes and scale model construction, including the use of 3D printing to mock up architectural elements. This course may be elected twice.

Level 1 will include the level 2 criteria with additional research into the analysis of building materials and their use in selected design problems. Participation in practical design opportunities, including state and national design contests, will also be available. (FA, H, G)

COMPUTER ASSISTED DESIGN (CAD)

(Half Year - 0.50 Credit)

8400 - Level 2

CAD is an introductory course for students interested in careers related to design including Architecture and/or Engineering. This course is structured to allow students the opportunity to practice the basic CAD skills necessary to develop professional drawings and designs of personal interest concluding with 3D-printed objects. Students will develop individualized architectural plans associated with residential construction and engineering problems. Students will use current industry standard software packages to design and edit drawings. Students will utilize 3D printers to create prototypes of Engineering and Architectural objects. Completed designs will be included in a digital portfolio.

(FA, H, S, G)

DIGITAL ELECTRONICS

(Half Year-0.50 Credit)

8390- Level 1

8395- Level 2

Prerequisite: Introduction to Computer Programming or AP CSP or AP CSA or instructor permission

This interdisciplinary STEAM course provides students the opportunity to develop programs to control devices in the physical world. Topics of study from science (electricity fundamentals, Ohm's Law, electronic components, and circuits), technology (computer programming) and engineering (design, application, systems) combine through the study of digital electronics. Additionally, students will study the Internet of Things, looking at what makes up the IoT, how devices are interconnected, programmed, and utilized. Cybersecurity and privacy issues will also be considered. The level one option for this course will include the components of the level two and additional independent field work and advanced criteria. (FA,H,S,G)

ENGINEERING DESIGN

(Half Year - 0.50 Credit)

8220 - Level 1

Prerequisite: high school level CAD

8420 - Level 2

Prerequisite: high school level CAD and/or instructor approval

This applied CAD course is designed to build on existing computer assisted design skills for students considering a career in the field of engineering or related technologies. Students will work to solve product design problems and complete detail and pictorial drawings using CAD drawing techniques. Students will create prototypes utilizing 3D printers and CNC machines. Students will design a product, either individually or as part of a small group, and make the drawings necessary for production. This course may be elected twice. (FA, H, S, G)

Level 1 will require the level 2 criteria with additional research and technical reports related to product design, feasibility, materials, and processes.

VIDEO GAME DESIGN AND DEVELOPMENT

(Half Year-0.50

Credit) 8431- Level 1

(ECE)

This interdisciplinary STEAM computer science course will engage students in an overview of techniques in video game design. Students will design and develop video games, using the C# programming language, focusing on level design, story development, rules, strategy, and interactivity. Ethical issues in game design will also be considered. Students may take this course twice and explore advanced topics. This course aligns with the University of Connecticut Digital Media and Design 2500 course. and students may enroll in the UConn ECE program. Per UConn policy, ECE credit will only be awarded one time. (FA,H,S,G)

BEGINNER GAME DESIGN

(Half Year- 0.50

8432- Level 2

In this interdisciplinary STEAM course, students will study the history and fundamentals of games. Students will design and create their own board game using modern manufacturing techniques, such as 3D printing and laser cutting and engraving. Students will have an opportunity to learn basic CAD skills, work with block coding, and design and write their first video game in blockly.

GRAPHIC DESIGN LAB

(Half Year -0.50 Credit) 8375-

Level 1 (ECE)

8376 - Level 2

Students will develop the foundational design and production skills to design and create graphic products using the computer and professional software packages such as Adobe Illustrator and Adobe Photoshop. – Students will concentrate on essential design concepts as well as color theory, typography,

and layout. They will be challenged to design and produce products for school organizations, events, as well as for themselves, family, or friends. Students will have access to a wide range of industry standard printers and related machinery to create products such as custom clothing, posters, signage, decals, and more which will provide students with real world production experience. The level one option for this course will include the components of the level two course and additional independent work and advanced criteria to align with the University of Connecticut Digital Media and Design 1101 course. Students taking this course may enroll in the UCONN ECE program. Per UConn policy, ECE credit will only be awarded one time. (FA, H, S, G)

PHOTOGRAPHY

(Half Year - 0.50 Credit)

8350 - Level 2

This is a beginning to intermediate level course dealing primarily with camera controls as they relate to digital photography, and how to make the best out of every digital image. The basics of shooting successful pictures with a digital camera will reference tips from traditional photography and highlight how traditional photography applies to the digital shoot. Students will then learn how to improve, repair, and manipulate digital images within professional software to achieve the best possible digital image. Students will learn composition through the practice and completion of various types of pictures and will learn how to prepare them for print, computer slideshows, and the web. Digital SLR cameras are available for student use during class time, so students do not need to bring one from home. (FA, H, S, G)

PRODUCTION SYSTEMS

(Half Year - 0.50 Credit)

8500 - Level 1: *Strongly recommend CAD Prerequisite and/or instructor approval*

8501 - Level 2

This is an introductory course in which students will work with many of the basic materials associated with manufacturing including wood, metal, plastic and ceramic materials. Students will construct projects using custom building and mass production techniques. CAD along with CNC Machining will be used allowing the creation of intricate products using multiple manufacturing materials. (S, G)

PRINCIPLES OF APPLIED ROBOTICS AND ENGINEERING

(Full Year - 1.00 Credit)

5600-Level 1 *Strongly recommend CAD Prerequisite and/or instructor approval*

Grades 9-12

5602-Level 2

STEM Elective Level 1 / 2

No prerequisites

This STEAM-integrated course is an innovative approach to interdisciplinary applications of robotics, engineering design, computational thinking, and programming. Students will engage in the exploration of multiple robotics systems and

engineering fields across manufacturing, environmental and agricultural sciences, and information technology. Principles of

Applied Robotics and Engineering blends the mind of a scientist, technologist, and designer; providing multiple opportunities for students to engage in disciplinary specific work while integrating creativity, collaboration, problem solving, and communication. Students will design a culminating project to fully develop their interests, knowledge, and skills, launching their future career pathways and programs of study at the collegiate level. The level one option for this course will include the components of the level two and additional independent field work and advanced criteria. (S, G)

TRANSPORTATION SYSTEMS

(Half Year - 0.50 Credit)

8301 - Level 2

Students will study the technology related to four modes of transportation: air, land, sea and space. Working models will be constructed in all units of study and will include monorails, rockets, airplanes, helicopters, submarines, boats, and hovercrafts. (S, G)

TV BROADCASTING

9420 - Level 2

(Half Year - 0.50 Credit)

In TV Broadcasting, students will understand the essential economic, political, and social institutional structures behind TV broadcast journalism; explore and interpret a range of related informative, persuasive, and narrative formats; analyze how they are developed and function within the media landscape; and acquire the essential skills for creating their own TV broadcast journalism content in the GHS TV Studio. In essence, TV Broadcasting is designed to increase students' media literacy by helping them better understand the role of television news in American society and the ways in which citizens can effectively participate in its consumption and creation of media.

This course provides students with the knowledge and skill to produce programs that can be aired on closed circuit and/or public access. Students are introduced to the principles, procedures, and techniques of television production. Students build teamwork and collaboration skills as they learn scripting, shooting, editing and audio production techniques, using the technical equipment in the GHS Studio to effectively collaborate as a production team to produce and record a range of broadcast journalism programs. This course may be taken more than once with the permission of the teacher and an administrator. (FA, H, S, G)

WEB DESIGN AND DEVELOPMENT

(Half Year - 0.50 Credit)

8382 - Level 1

8380 - Level 2

In this interdisciplinary computer science course, students will create websites and web applications using HTML, CSS, and JAVASCRIPT. These technologies offer students the opportunity to learn computational thinking skills

that will prepare them for a wide variety of technology careers, as well as other computer science courses. Students enrolled in the level 1 section of this course will participate in additional self-directed learning experiences, delve deeper into aspects of algorithm development with javascript, and be expected to independently and collaboratively problem solve (S,G)

CODING, DATA SCIENCE, AND SOCIETY

(Full Year-1.0 Credit)

4427 - Level 1 (ECE)

Prerequisites: Any Computer Science STEAM course*

This course is a true interdisciplinary STEAM course in the computer science and technology pathway. In a world surrounded by information, data literacy is now a crucial life skill that opens up countless opportunities in fast-growing STEAM careers. Students will develop code through Python to interpret real-time data and explore the issues and problems they care about. By integrating content and skills from a variety of disciplines, students will explore data from social media, sports, healthcare, and the environment to better understand the world around us.

TELEVISION AND THEATER ARTS

All courses will provide opportunities for students to demonstrate all learning expectations.

DRAMA 1

(Half Year – 0.50 Credit)

~~1210 - Level 1~~

1610- Level 2

This course is primarily devoted to the craft of acting and to the reading and discussion of modern plays. In this class, students become more intimately involved in literature by placing themselves in the situations and circumstances of characters. This course allows beginning and experienced actors to develop specific acting skills including focus, body movement, voice, emotional recall, memorization, and improvisation in order to bring life to dramatic scenes. Students work individually and collaboratively to write and perform creatively. Students read 20th century plays and view some video clips in order to understand characterization and dramatic structure. They also develop a critical eye for both writing and performance. The course may include a field trip to view a professional production. This course may be taken for level 1 credit with the permission of the teacher. An outline detailing additional requirements must be filed with the Director of Secondary English prior to the beginning of the course. This course may be taken more than once with the permission of the teacher and administrator/school counselor. (FA, H, G)

LIGHTING AND SOUND FOR THEATER

1240- Level 1

1630- Level 2

(Half Year – 0.50 Credit)

This survey course introduces students to the technology and design concepts of lighting and sound for live performance applications. Some of the work is conceptual and is grounded in a theoretical framework, involving design as influenced by scripts and directorial concepts, but a great deal of the coursework will involve hands-on use of equipment. Students will learn to hang and focus lighting instruments, to use a computer dimmer board, to create cues, to use a sound mixer, and to create special effects. Students completing this course may opt to participate in the theater program of the school and see some of their designs implemented in GHS productions. This course may be taken more than once with the permission of the teacher and an administrator. (FA, H, S, G)

This course may be taken for level 1 credit with the permission of the teacher. An outline detailing additional requirements must be filed with the Director of Secondary English prior to the beginning of the course.

TV BROADCASTING

9420 - Level 2

(Half Year – 0.50 Credit)

In TV Broadcasting, students will understand the essential economic, political, and social institutional structures behind TV broadcast journalism; explore and interpret a range of related informative, persuasive, and narrative formats; analyze how they are developed and function within the media landscape; and acquire the essential skills for creating their own TV broadcast journalism content in the GHS TV Studio. In essence, TV Broadcasting is designed to increase students' media literacy by helping them better understand the role of television news in American society and the ways in which citizens can effectively participate in its consumption and creation of media.

This course provides students with the knowledge and skill to produce programs that can be aired on closed circuit and/or public access. Students are introduced to the principles, procedures, and techniques of television production. Students build teamwork and collaboration skills as they learn scripting, shooting, editing and audio production techniques, using the technical equipment in the GHS Studio to effectively collaborate as a production team to produce and record a range of broadcast journalism programs. This course may be taken more than once with the permission of the teacher and an administrator. (FA, H, S, G)

WORLD LANGUAGE

All students are encouraged to continue the study of the language they began in elementary and/or middle schools. A long sequence of study is necessary to build proficiency in a language. In addition to the long sequence of study, a student may elect to begin Ancient Greek, Chinese, French, Latin, Russian, or Spanish at Glastonbury High School. Latin provides students with a linguistic foundation for both English and other Romance languages. Students may consider a semester course of Word Power Through Latin or a yearlong course in Advanced Studies in Classical Mythology. Although only one credit of world language is required for graduation, all students are encouraged to pursue language studies as an opportunity to meet the world language requirement to earn the Seal of Biliteracy upon graduation. World languages prepare students for college and career readiness. Students and parents are encouraged to consult with the Director of World Languages /MLand the language staff regarding employment opportunities for students with language training.

College-bound students are advised to consult admissions offices for language entrance and graduation requirements. Level 1 language courses are designed for language students who display a habit of independent language study; a willingness to participate in class discussions on a daily basis; a commitment to complete all work and projects on time; and a willingness to accept the pace and challenge of Level 1 work, which expects a high degree of independence and responsibility. Teachers will recommend students for placement in Level 1 courses, based on demonstration of appropriate skills and knowledge. For information about recommendations into different levels and courses, please visit the world language website.

The Connecticut State Seal of Biliteracy was established to recognize high school graduates who have attained a level of proficiency in English and one or more languages. The Seal of Biliteracy recognizes the value of students' academic efforts, the tangible benefits of being bilingual and biliterate, and prepares students to be global citizens in a multicultural, multilingual world. In order to meet the requirements for the Seal, students must meet Glastonbury High School's English language graduation requirements and a minimum rating of an Intermediate-Mid on both the Oral Proficiency Interview by computer (OPIc) and Writing Proficiency Test (WPT) for modern languages, or the ACTFL Latin Interpretive Reading Assessment (ALIRA). These external assessments, the OPIc and WPT are administered to all seniors enrolled in Chinese, French, Latin, Russian and Spanish. Students who can communicate in

languages other than those offered in our district should reach out to the director / head teacher to get information about possible testing for this language for the world language requirement of the Seal of Biliteracy. Students will use the modes of communication (Interpersonal, Interpretive, Presentational) to engage in performance tasks that build proficiency.

FRENCH 1 - 2

Novice

(Full Year 1.0 Credit)

3009 – Level 1

Students will work towards answering the questions “Who am I? Who are the francophones? What is the francophone world?” This course is intended for students who would like to study French in an accelerated fashion in order to advance to French 3 after two semesters of study. Students who might be eligible include those who have previously studied French, have studied another world language or speak another language at home. This course will be offered at Level 1. Upon successful completion students will be recommended to a French 3 course.

FRENCH 3

Intermediate

(Full Year – 1.00 Credit)

3010 - Level 1

3310 - Level 2

As part of answering the essential questions, “Who are the French? Who are the francophones of Europe?”, students will be able to participate in conversations. Students in this course will also be able to communicate about familiar topics, as well as researching and presenting information on varied cultural themes. (H, G)

FRENCH 4

Intermediate

(Full Year – 1.00 Credit)

3020 - Level 1

3320 - Level 2

As part of answering the essential question, “What happens when cultures meet?”, students will be able to participate with ease and confidence in conversations about familiar topics. Students in this course will also be able to discuss events and experiences, as well as handling social interactions. Students will also be able to research and present information on varied, cultural themes. (H, G)

FRENCH 5

Intermediate

(Full Year–1.00 Credit)

3030 - Level 1

3330 - Level 2

As part of answering the essential questions “Who am I? Who are we? What creates identity?”, and “How and why does our identity change?”, students will be able to communicate about familiar topics, even when there is an unexpected complication. They will be able to construct presentations in various time frames that illustrate and defend particular viewpoints about cultural themes. (H, G)

FRENCH 6

Intermediate-Advanced

(Full Year 1.00 Credit)

3340 - Level 2

As part of answering the essential questions, “How am I transformed by the study of languages and cultures?” and “How do we use our study of language and culture to transform the world?”, students will explore current print, audio and visual media in the French world. Students will be able to understand and produce paragraph-length discourse in all major time-frames with ease and confidence within personal and general contexts. (H, G)

AP FRENCH LANGUAGE 6/ECE

Intermediate-Advanced

(Full Year – 1.00 Credit)

3040 - Level 1 (ECE)

As part of answering the essential question “How am I transformed by the study of languages and cultures?”, students will explore current print, audio and visual media in the French world. Students will be able to understand and produce paragraph-length discourse in all major time frames with ease and confidence within personal, general and some abstract contexts. The AP French Language and Culture course is structured around six themes: Beauty and Aesthetics, Contemporary life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. Students taking this course may enroll in the UConn ECE program (see page 11). All students will be encouraged to prepare for the College Board’s Advanced Placement Examination in French. (H, G)

FRENCH I

Novice

(Full Year–1.00 Credit)

3350 - Level 2

As part of answering the essential question “Who am I?”, students will be able to communicate on a limited number of familiar topics using single words and phrases that have been practiced and memorized. Students will also be able to present information about themselves and limited cultural themes. (H, G)

FRENCH II

Novice

(Full Year–1.00 Credit)

3360 - Level 2

As part of answering the essential question “How do we make connections with the francophone world?”, students will be able to communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized. Students will also be able to present information about themselves, cultural themes, and other familiar themes using memorized language. (H, G)

FRENCH III

Novice-Intermediate

(Full Year–1.00 Credit)

3370 - Level 2

As part of answering the essential questions “Who are the French? Who are the francophones of Europe?”, students will be able to participate in short social interactions and everyday situations, as well as be able to present basic information on cultural themes and familiar topics. (H, G)

FRENCH IV

Intermediate

(Full Year–1.00 Credit)

3380 - Level 2

As part of answering the essential question “What happens when cultures meet?”, students will be able to participate in simple conversations and answer questions on familiar topics. Students will be able to participate in short social interactions that include asking and answering questions, as well as presenting information on cultural themes and familiar topics. (H, G)

FRENCH V

Intermediate

(Full Year–1.00 Credit)

3385 - Level 2

As part of answering the essential questions “Who am I? Who are we? What creates identity?”, students will be able to participate in conversations about familiar topics, ask and answer a variety of questions, as well as describe themselves and their everyday lives. Students will also be able to share information on a wide variety of thematic topics. (H,G)

ADVANCED STUDIES IN CLASSICAL MYTHOLOGY/ECE

(Full Year - 1.00)

3055 - Level 1 (ECE)

(Offered to grades 11,12)

As part of answering the essential question, “What are cultural truths and how are they communicated?”, students will learn the origin, nature, and function of myth in the literature and art of Greece and Rome. Students will understand how and to what effect those myths have been applied over time, and recognize and analyze their influence in our modern society. Students should enroll in this course as an elective, not as a primary world language. The course is taught in English with Latin and Greek supplement. Students may also be eligible to earn up to 3 college credits if enrolled in the University of Connecticut’s Early College Experience (see page 12). (H, G)

WORD POWER THROUGH LATIN

(Half Year–0.50 Credit)

3430 - Level 2

This course is particularly helpful in preparing for PSATs and SATs. Students learn significant elements of Latin and Greek with an emphasis on vocabulary building as a base for strengthening word power. Knowing these roots, prefixes, and suffixes will help students to improve their word attack skills for whatever text they read. Students should experience an increased ability to read difficult texts without a dictionary at their side. Instruction in language control in this class should help them in English as well. This course is open to students in Grades 9 – 12. Students should enroll in Word Power as an elective, not as a primary world language. (H, G)

ANCIENT GREEK I

Novice

(Full Year - 1.00 Credit)

3050 - Level 1

3425 - Level 2

As part of answering the essential question “Who were the Greeks?”, the aim of this course is to enable students to read ancient Greek within the context of studying classical Greek culture. Daily life, political events, mythology, religion, philosophy, literature, art and architecture are among the areas explored. One of the goals of studying ancient Greek is to achieve a better understanding of English. Greek roots, prefixes and suffixes that appear in English are highlighted as well as the influence of Greek on the language of politics, philosophy, literature, science and medicine. Students should take Ancient Greek as an additional language, not as a primary world language. (H, G)

ANCIENT GREEK II

Intermediate

(Full Year - 1.00Credit)

3051 - Level 1

3426 - Level 2

As part of the essential question, “What happens when cultures meet?”, the second-year course in Ancient Greek continues the development of skills and comprehension begun in Greek I. Language control will be further explored in the context of readings based on Greek history, culture, philosophy and mythology. Primary sources such as Herodotus, Thucydides, Plato, and Aristophanes will supplement the Greek texts.

Contributions and influences of Greek on the development of English will continue to be a major focus. Students should be taking Ancient Greek as an additional language, not as the primary world language. (H, G)

LATIN I-II Level 1

Intermediate

(Full Year–1.00 Credit)

3060 - Level 1

This course is an accelerated Latin I and Latin II course. As part of answering the essential question “Who were the Romans?”, this course provides extensive practice in reading skills by introducing students to a Pompeian family and following events in their lives. These stories provide opportunities for studying Roman culture as well as analyzing text. There is emphasis on Latin language control and vocabulary particularly as they relate to English. Students learn to pronounce Latin correctly and sharpen listening and spelling skills through oral reading. Students who might be eligible are those who have successfully studied another language. The course is offered at a high achievement level and registration requires the recommendation of a previous language teacher. (H, G)

LATIN III Level 1

Intermediate

(Full Year–1.00 Credit)

3070 - Level 1

As part of answering the essential question, “How does power affect people?”, students continue an in-depth survey of Roman history and culture. Through various readings in Latin, students explore Roman religion, government, military, social class, philosophy, etc. Study of language control becomes more complex. Students continue to develop skills in interpretive reading, textual analysis, and intercultural competence. (H, G)

LATIN IV Level 1

Intermediate-Advanced

(Full Year–1.00 Credit)

3080 - Level 1

As part of answering the essential question “What was identity in Rome?”, students consolidate their study of Latin language control and engage in a survey of literature from various Roman authors. Students begin to read Latin poetry and become familiar with Latin poetics. Through the study of different types of Latin literature, students explore Roman identity as expressed by the authors and make connections to their own lives and experiences. (H, G)

AP LATIN LITERATURE/ECE

Advanced

(Full Year - 1.00 Credit)

3090 - Level 1 (ECE)

As part of answering the essential question "How are we transformed by our study of Latin?", students in AP Latin will study literature. As an AP course, readings focus on Caesar’s *DeBello Gallico* and Vergil’s *Aeneid*. The student does any

language control review needed and begins to sight read authentic Latin literature. There is emphasis on reading Latin literature critically, analyzing both prose and poetry and comparing themes, language and modes of expression with those found in modern literature. Students taking this course may enroll in the UConn ECE program (see page 11). (H, G) -

LATINI

Novice

(Full Year - 1.00 Credit)

3390 - Level 2

As part of answering the essential question “Who were the Romans?”, the first-year course provides extensive practice in reading skills by introducing students to a Pompeiian family and following events in the lives of these characters. These narratives provide opportunities for studying Roman culture as well as lively, relevant reading passages. There is emphasis on Latin language control and vocabulary particularly as they relate to English. Students learn to pronounce Latin correctly and sharpen listening and spelling skills through oral reading.

(H, G)

LATINI

Novice-Intermediate

(Full Year - 1.00 Credit)

3400 - Level 2

As part of answering the essential question “What happens when cultures meet?”, the second-year course in Latin continues development of skills in reading and comprehension begun in Latin I. The readings are a continuation of the Latin I narratives and take place in Roman Britain and Roman Alexandria. Students explore life in the Roman provinces and how Roman occupation influenced it. Vocabulary and derivative acquisition continue. (H, G)

LATINI

Intermediate

(Full Year - 1.00 Credit)

3410 - Level 2

As part of answering the essential question “How does power affect people?”, in Latin III students continue their exploration of Roman culture through readings. Cultural topics include the study of Roman religion and the Roman government and army. Language control usage becomes increasingly complex so that by the end of the year, the student is nearly ready to read original Latin texts. There is continued work on vocabulary with particular emphasis on English derivatives.

(H, G)

LATINI

Intermediate-Advanced

(Full Year – 1.00 Credit)

3420 - Level 2

As part of answering the essential questions “How am I transformed by the study of Roman languages and culture,” and “What is identity?”, the fourth-year course consolidates the students' reading ability and understanding of Latin. Work on

language control is finished and consolidated. Then the student begins to read original Latin authors and discuss rhetorical devices. This part of the course includes units on Pliny the Younger’s letters about government and daily life, sections from Catullus’s poetry, a section from the Aeneid, and poems from Ovid’s *Metamorphoses*.

(H, G)

CHINESE 1

Novice

(Full Year–1.00 Credit)

3183 - Level 1

As part of answering the essential questions “Who are the Chinese? What is Chinese culture?”, students in this course will be able to express themselves in conversations on familiar topics such as family, daily activities, and sports using words, phrases, and simple sentences. Conversational Chinese and culture topics will be introduced to students through thematic language and culture units. (H, G)

CHINESE 2

Novice-Intermediate

(Full Year–1.00 Credit)

3184 - Level 1

As part of answering the essential questions “How do I connect to the world? How does the world impact me? How do I impact the world?”, students will be able to communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. They can usually handle short social interactions in everyday situations by asking and answering simple questions. The inflectional nature of the language and the acquisition of the Chinese characters will continue to be developed. (H, G)

CHINESE 3

Intermediate

(Full Year–1.00 Credit)

3185 - Level 1

As part of answering the essential question “How do we unlock the mystery of China?”, students will be able to participate in conversations on a number of familiar topics using simple sentences. They will be able to handle short social interactions in everyday situations by asking and answering questions. Conversational Chinese and cultural topics including the tea ceremony, arts, and celebrations will be introduced to students through thematic language and culture units. (H, G)

CHINESE 4/ECE

Intermediate

(Full Year–1.00 Credit)

3186 - Level 1

As part of answering the essential question “How do we unlock the mystery of travel?”, students will be able to participate in conversations on familiar topics using sentences and series of sentences. They will be able to handle short social

interactions in everyday situations. The course will explore a variety of topics such as geography and travel that will serve as a basis for oral discussion and analysis. Various technologies and multimedia will be used to refine students reading and writing skills. (H, G)

CHINESE 5/ECE

Intermediate

(Full Year - 1.00 Credit)

3187 – Level 1 (ECE)

As part of answering the essential question “Who are the Chinese?”, students will continue to build on their language skills, previously developed in the lower levels, demonstrating increased confidence and language proficiency in listening, speaking, reading, and writing. This course expands the students’ knowledge base with new and more complex language structures. Students will be able to participate in conversations on familiar topics using sentences and series of sentences. They can handle short social interactions in everyday situations by asking and answering a variety of questions. Various technologies and multimedia will be used to refine students’ reading and writing skills. Students taking this course may enroll in the UCONN ECE Program (see page 11). (H, G)

AP CHINESE LANGUAGE 6/ECE

Intermediate-Advanced

(Full Year – 1.00 Credit)

3188- Level 1 (ECE)

As part of answering the question “How am I transformed by the study of languages and culture?” students will be able to participate with ease and confidence in conversations on familiar topics. Students will be able to talk about events and experiences in various time frames with more details. They are expected to handle social interactions in everyday situations, even with occasional unexpected complications. Authentic materials from the Chinese speaking community in the world will be used to further develop language proficiency and critical thinking skills. An understanding of contemporary and historical Chinese culture is an important aspect of this course. Students taking this course may enroll in the UCONN ECE Program (see page 11). All students will be encouraged to prepare for the College Board’s Advanced Placement Examination in Chinese. (H, G)

RUSSIAN 1-2

Novice-Intermediate

(Full Year–1.00Credit)

3100 - Level 1

As part of answering the essential questions “What is culture? What does foreign mean?”, students will be able to communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized. Students will also be able to present information about themselves and other familiar themes using memorized language. Students in this course study Russian in an accelerated fashion in order to advance to Russian 3 after two semesters of study. Students who might be eligible include those who have previously studied Russian, have studied another world language or speak another language at home. (H, G)

RUSSIAN 3

Intermediate

(Full Year 1.00 Credit)

3110 - Level 1

Students will explore the theme “What happens when two cultures meet?”, speaking and writing about topics such as sports and hobbies, describing people, exchange programs, tourist sites, and weather and nature. Poetry, readings and listening will be included. Cultural topics will include climate in Russia, Siberia and its people, Alaska and its Russian history, and Russian foods. (H, G)

RUSSIAN 4

Intermediate

(Full Year - 1.00 Credit)

3120 - Level 1

As part of answering the essential question “Who are the Russians?”, students will be able to communicate in language necessary for survival in the target culture. They will be able to create with the language to express their own meaning, and ask and answer a wide variety of questions. They will be able to participate in a variety of social situations. Cultural topics include animals, Russian art, transportation, metro, and World War II. (H, G)

RUSSIAN 5

Intermediate

(Full Year - 1.00 Credit)

3130 - Level 1

As part of answering the essential questions “Who am I? and What is self-identity, in diverse societies?”, students will be able to participate in conversations necessary for survival in the target culture. They will be able to create with the language to express their own meaning. They will be able to ask and answer questions about a variety of topics, including those beyond themselves and their immediate surroundings. They will be able to describe and narrate simply on familiar topics. Cultural topics include the Cold War, commercials, immigration and housing. (H, G)

APRUSSIAN LANGUAGE 6

Intermediate-Advanced

(Full Year – 1.00 Credit)

3140 - Level 1

As part of answering the essential question. “How am I transformed by the study of Russian language and culture?”, students will be able to participate with ease in conversations on a variety of topics beyond themselves. They will be able to encouraged to prepare for the College Board’s Advanced Placement Examination in Spanish. describe and narrate with more detail on a variety of topics. They will be able to handle situations without complications and some situations with a complication. All students will be encouraged to prepare for ACTR’s NEWL AP exam in Russian. Cultural topics include the Russian education system, important documents, university life, technology, Pushkin and other poets, and family history. (H, G)

(H, G)

SPANISH 1-2

Novice

(Full Year - 1.00 Credit)

3200 - Level 1

Students will work towards answering the questions “Who am I? How does my world connect to the Spanish-speaking community?” This course is intended for students who would like to study Spanish in an accelerated fashion in order to advance to Spanish 3 after two semesters of study. Students who might be eligible include those who have previously studied Spanish, have studied another world language or speak another language at home. The course will be offered at a high achievement level. Upon successful completion students will be recommended to a Spanish 3 course. (H, G)

SPANISH 3

Intermediate

(Full Year – 1.00 Credit)

3210 - Level 1

3510 - Level 2

As part of answering the essential question “What happens when cultures meet?”, students will be able to investigate and uncover the impact of the encounter between the pre-Columbian civilizations and the Europeans. Students in this course will also be able to communicate with others about familiar topics, as well as researching and presenting information on a wide variety of themes. (H, G)

SPANISH 4

Intermediate

(Full Year – 1.00 Credit)

3220 - Level 1

3520 - Level 2

As part of answering the essential question “Who are the Spanish?”, students will be able to participate with ease and confidence in conversations about familiar topics. Students in this course will also be able to discuss events and experiences in various time frames, as well as handling social interactions. Students will also be able to research and present information on familiar topics. (H, G)

SPANISH 5

Intermediate

(Full Year – 1.00 Credit)

3530 - Level 2

As part of answering the essential questions “Who am I?” and “What are the concepts of ‘self’ in Hispanic cultures and in

diverse societies?”, students will investigate and uncover the concept of “identity” in relationship to themselves and the Hispanic immigrant community through an exploration of various perspectives and the impact/contributions to U.S. society. They will be able to participate in conversations and debates about familiar topics, even when there is an unexpected complication. They will be able to construct presentations in various time frames that illustrate particular viewpoints. (H, G)

SPANISH 5/ECE

Intermediate

(Full Year – 1.00 Credit)

3230 - Level 1 (ECE)

As part of answering the essential questions “Who are we? What is self-identity especially in diverse societies?” students will identify and explain the diverse and interconnected histories of Latin America and the Caribbean's inhabitants, explore the concepts of self in these cultures, and describe the impact of the ties between the United States with the other nations of the Americas. They will be able to participate in conversations and debates about familiar topics, even when there are unexpected complications. They will be able to construct presentations in various time frames that illustrate particular viewpoints. Students taking this course may enroll in the UConn ECE program for the course, “Perspectives on Latin America and the Caribbean” (see page 11). Successful completion of two years of high school history are recommended to be eligible for ECE credit. (H, G)

SPANISH 6

Intermediate-Advanced

(Full Year – 1.00 Credit)

3540- Level 2

As part of answering the essential questions “How am I transformed by the study of language and culture? How do we use our study of language and culture to transform our world?”, students will explore current print, audio and visual media in the Spanish-speaking world. Students will be able to understand and communicate in all major time-frames with ease and confidence within personal, general and some abstract contexts. (H, G)

AP SPANISH LANGUAGE 6/ECE

Intermediate-Advanced

(Full Year – 1.00 Credit)

3240 - Level 1 (ECE)

As part of answering the essential question “How am I transformed by the study of language and culture?”, students will explore current print, audio and visual media in the Spanish-speaking world. Students will be able to understand and produce paragraph-length discourse in all major time-frames with ease and confidence within personal, general and some abstract contexts. The AP Spanish Language and Culture course is structured around six themes: Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. Students taking this course may enroll in the UConn ECE program (see page 11). All students are encouraged to prepare for the College Board’s Advanced Placement Examination in Spanish (H,G).

SPANISH I

Novice

(Full Year–1.00 Credit)

3550 - Level 2

As part of answering the essential question, “Who am I?”, students will be able to communicate on a limited number of familiar topics using single words and phrases that have been practiced and memorized. Students will also be able to use information to present about themselves. (H, G)

SPANISH II

Novice

(Full Year–1.00 Credit)

3560 - Level 2

As part of answering the essential question “How are we part of our community?”, students will be able to communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized. Students will be able to present information about themselves and other familiar themes using memorized language. (H, G)

SPANISH III

Novice-Intermediate

(Full Year–1.00 Credit)

3570 - Level 2

3571 - Level 2 (grade 9 only)

As part of answering the essential question “What happens when cultures meet?”, students will learn about the impact of the encounter between the pre-Columbian civilizations and the Europeans. Students will be able to participate in short social interactions and everyday situations, as well as be able to present basic information on familiar themes. (H, G)

SPANISH IV

Intermediate

(Full Year–1.00 Credit)

3580 - Level 2

As part of answering the essential question “Who are the Spanish?”, students will be able to participate in simple conversations and answer questions on familiar topics. Students will be able to participate in short social interactions that include asking and answering questions, as well as presenting information on familiar themes. (H, G)

SPANISH V

Intermediate

(Full Year–1.00 Credit)

3590 - Level 2

As part of, answering the essential questions “Who are we? What is self-identity especially in diverse societies?”, students will be able to participate in conversations about familiar topics, ask and answer a variety of questions, as well as describe themselves and their everyday lives. Students will also be able to share information on a wide variety of thematic

topics. (H, G)

SPANISH FOR SPANISH SPEAKERS

(Full Year–1.00 Credit)

3440 - Level 2

(Level 1 credit by agreement with teacher)

This course is intended for native or heritage speakers of Spanish or students who have had extensive immersion language experiences in Spanish. The course will create a bridge into the upper-level world language courses in Spanish. As part of answering the essential question, “How do language, culture, and personal experiences shape our identity as Spanish speakers?”, students will have experiences in developing their reading and writing skills in Spanish. Authentic materials such as newspapers, magazines, videos, and literature from the Spanish-speaking community in the United States, Latin America, and Spain will be used. Contemporary topics in the Spanish-speaking world will be covered.

ENGLISH FOR MULTILINGUAL LEARNERS 1

Novice

(Full Year–1.00 Credit)

3930 - Level 2

As part of answering the essential question “How can I improve my skills in English to reach my personal and academic goals?”, students will participate in oral and written exchanges of information and ideas on a variety of topics. They will also construct meaning from oral presentations and text, and conduct research. This course offers an introduction to the English language and to American culture. (H, G)

ENGLISH FOR MULTILINGUAL LEARNERS 2

Novice-Intermediate

(Full Year–1.00 Credit)

3940 - Level 2

As part of answering the essential question “How can I improve my skills in English to reach my personal and academic goals?”, students will participate in oral and written exchanges of information and ideas on a variety of topics. They will also construct meaning from oral presentations and text, and conduct research. Students will focus on intermediate coursework in English including listening, speaking, reading, writing, vocabulary and conventions of English, as well as American culture. (H, G)

ENGLISH FOR MULTILINGUAL LEARNERS 3

Intermediate

(Full Year–1.00 Credit)

3950 - Level 2

As part of answering the essential question “How can I improve my skills in English to reach my personal and academic goals?”, students will participate in oral and written exchanges of information and ideas on a variety of topics. They will also construct meaning from oral presentations and text, and conduct research. Students will engage in intermediate coursework in English with a greater emphasis on reading, writing, conventions of English, and vocabulary development. Students will also continue to learn about American culture. (H, G)

MULTILINGUAL LEARNER TUTORIAL

Novice-Intermediate

3990-(Half Year - 0.50 Credit)

3991-(Full Year - 1.00 Credit)

Students will complete work in content area classes and develop study skills with the support of Multilingual Learner staff, in collaboration with content instructors. Students will effectively prioritize tutorial time to study and complete assignments and assessments. Students will complete objectives for the day, and self-evaluate their effective use of time, responsibility, and

initiative in achieving their objective by using the “Daily Multilingual Learner Support Rubric”. Students must earn an average of “proficiency” in order to receive credit. Participation in Multilingual Learner Tutorial (every day/every other day/whole year/half year) will be determined by the Multilingual Learner Department. (H, G)

CAREER AND TECHNICAL EDUCATION PROGRAM

All courses provide opportunities for students to demonstrate all learning expectations.

COLLEGE CAREER PATHWAYS

Keyboarding and Computer Applications 1A

(Grades 10, 11, 12)

6320 – Level 2

Semester–0.50 Credit)

Business Computer Applications

6340 – Level 2

(Grades 10, 11, 12)

(Half Year–0.50 Credit)

Prerequisite: Grade of B or better in English 9

Professional Cooking

(Grades 10, 11, 12)

7531 – Level 2

(Half Year – 0.50 Credit)

Prerequisite: Grade of C or better in Algebra I

Professional Baking

(Grades 10, 11, 12)

(Half Year–0.50 Credit)

7541-Level 2

Prerequisite: Grade of C or better in Algebra I

Students enrolled in these courses may apply for three semester hours of college credit for each course through Manchester Community College (MCC). Upon entering MCC, students will have elective credit that may also be transferred to other colleges. Prerequisites listed in this section are only for MCC credit, not to enroll in the course.

SPORTS

Glastonbury High School supports the concept that, along with a strong academic education, a student needs an equally strong social education. To encourage this goal, we provide a number of non-class time activities and events. School-wide and volunteer assemblies that deal with personal growth, health, drama, music, and career opportunities are presented throughout the school year.

Once the school day has ended, many opportunities exist for students to get involved in some sort of activity. The sports program offers numerous varsity sports for both boys and

girls. In addition, many of these sports have J.V. and freshmen teams. An intramural sports program is available for those students who do not have the time for a varsity sport. Glastonbury also provides students with clubs and organizations that range from academic to community volunteer programs.

It is Glastonbury High School's hope that students will participate in these co-curricular activities so that the students will have a better understanding of themselves and those around them

BOYS' SPORTS			GIRLS' SPORTS		
Fall	Winter	Spring	Fall	Winter	Spring
Cross Country	Basketball Varsity, J.V., F	Baseball Varsity, J.V., F	Cheerleading Varsity, J.V.	Cheerleading Varsity, J.V.	Golf V, J.V.
Football Varsity, J.V., F	Ice Hockey	Golf V, J.V.	Cross Country	Basketball Varsity, J.V., F	Lacrosse Varsity, J.V., F
Soccer Varsity, J.V., F	Indoor Track	Lacrosse Varsity, J.V.	Field Hockey Varsity, J.V., F	Gymnastics Varsity	Softball Varsity, J.V.
Crew V, JV, Novice	Ski Racing	Tennis	Soccer Varsity, J.V., F	Indoor Track	Tennis
	Swimming	Outdoor Track	Swimming	Ski Racing	Outdoor Track
	Wrestling Varsity, J.V.	Volleyball Varsity, J.V.	Volleyball Varsity, J.V., F	Ice Hockey Varsity (co-op)	
		Crew V, J.V., Novice	Crew V, J.V., Novice		Crew V, JV, Novice

INTERSCHOLASTIC ATHLETICS

All students are encouraged to participate in the interscholastic program. Thirty-three varsity sports are offered with numerous opportunities for sub-varsity experiences. Both boys' and girls' teams compete in the Central Connecticut Conference. Students should note that participation in sports is not a replacement for the regularly scheduled physical education program.

ATHLETIC TEAMS ELIGIBILITY

Student eligibility for Glastonbury High School athletic teams is controlled by the rules of eligibility adopted by the Connecticut Interscholastic Athletic Conference.

You are NOT eligible:

1. If you are not taking at least four (4) units of work
2. If you have not passed at least four (4) units at the end of the last marking period as of the official day grades are issued (four credits required in June to be eligible in September)
3. If you will reach the age of 20 during a given season.
4. If you have changed schools without a change of residence (for a period of 365 days in sport)
Exceptions may be made via waiver form.*
5. If you play or practice with an outside team in the same sport while a member of the school team

6. If you play under an assumed name on an outside team

7. If you receive payment for participation in any athletic activity

* Consult your Principal or Athletic Director for other rules affecting athletic eligibility.

INTRAMURAL SPORTS

Many after school sports and activities are offered to all students on a seasonal basis. Some of the activities include weight training, badminton and ultimate Frisbee.

CLUBS

ACT

A.C.T is a group of students and adults whose aim is to promote **Acceptance, Community, and Tolerance** in our community. We work as a team to sponsor various activities to motivate and empower students to actively promote positive change and to foster the GHS Mission to “empower students to shape their lives and our world”.

ADVISORY

Advisory facilitators lead the GHS Advisory program alongside an assistant principal. An Advisory facilitator assists with all facets of the program including curriculum, advisor selection, lesson content, and leading committee meetings. Facilitators should be passionate about building a positive school climate and empowering students.

ARCHERY CLUB

The Archery Club allows students an opportunity to learn the basic skills of Archery via the use of school issued compound bows. Students will learn the importance of eye dominance and archery range safety all while shooting on an indoor archery range that will be set up in the GHS gymnasium. The club will meet in the Fall and then again in late spring

ART CLUB

Art Club members enjoy discussing art, looking at art and creating personal and club specific art pieces. Art related community service activities at GHS and in the Glastonbury community are also developed and carried out by club members. Activities and events change from year to year according to the interest of members. Art lovers of all levels of interest and ability are invited to join this club.

ASIAN CULTURE CLUB

Asian Culture Club is a place where students explore, share and appreciate the diversity and beauty of Asian cultures. It is a great place to meet new friends and enjoy fun and culturally enriching activities. Students will make Asian food, learn about different Asian cultures, discuss their current issues and find possible solutions, watch Asian culture movies, explore works of literature from Asian authors, and more!

ASTRONOMY CLUB

The astronomy club brings together students who want to know more about the universe they live in. We have a monthly meeting in which we plan a monthly event (planetarium visit, Observation night, etc.) and discuss a topic in Astronomy. All students are welcome to attend meetings and membership is required to attend the events.

BADMINTON CLUB

GHS Badminton club members enjoy the sport of Badminton. Members participate in recreational matches with their peers as well as school-wide tournaments. Select members also compete in interscholastic matches vs. area schools. All participants interested in the sport of Badminton are welcome to join.

BAKING FROM THE HEART

Baking from the Heart’s mission is to give back to the community. Students put on their aprons and continue their mission every other month. The goal is simple—bake delicious foods for people in need. Club members bake yummy treats like brownies and cookies during their bimonthly meetings. A local farm owner helps them by delivering their goods to local shelters like House of Bread in Hartford. The club empowers students to take leadership and do something that makes a difference to make the world a better place.

BEEKEEPERS CLUB

Join the Beekeepers club to learn about bees and beekeeping. We learn about bee behavior, inside and outside of the hive, bee anatomy, where honey comes from and what is going on inside the hive. We also discuss the role of beekeeper throughout the year. So, if you are interested in being a beekeeper one day, or just like talking about bees, com join our club.

BEST BUDDIES CLUB

The purpose of this club is to unite special needs students with their non-disabled peers through social activities in an informal setting. Students participate in monthly meetings, and have the opportunity to partner one-to-one with a buddy to develop an independent peer relationship. Best Buddies also offers students a unique opportunity to develop leadership skills. With the support of school faculty and Best Buddies staff, students lead and direct the chapter. All students are welcome!

BIG SIBLINGS

Big Siblings are volunteers from the junior and senior classes who do all they can to make ninth graders feel welcome at Glastonbury High School. Each spring juniors and seniors volunteer to spend time in the summer and fall acclimating freshmen to a larger facility, to a different schedule, and to new procedures. During the summer they write notes, make telephone calls, and sometimes treat little brothers and sisters to lunch. Many come in during Open House in August to function as guides to entire families. In short, the Big Siblings are a group of young people committed to making the transition to GHS a successful one for our freshmen.

BOWLING CLUB

The Bowling Club offers the opportunity for students to learn the basic skills of bowling. The Bowling Club will practice at an off-campus site during early spring. The club will meet 4-5 times during the months of Feb and March. Club meetings may consist of matches versus other High Schools. The culminating activity will be select members being invited to the CT State Open Bowling tournament in March.

CARE CLUB

Care Club is a group of students giving up some of their time to make books for children at CCMC, to brighten up their day. These books range from coloring books to picture books to holiday books, recipe books, and more! We hold meetings 1-2 times a month right after school, meeting at GHS and virtually. We supply most of the supplies and ask each member to commit to making 2-5 books throughout the school year.

CERAMICS CLUB

Ceramics club is a space for anyone and everyone who is interested in working with clay. In ceramics club we make space for people who want to learn new techniques, or practice their skills in ceramics. You don't need any prior experience or skills to join this club, just a positive attitude and a passion for creating.

CHESS CLUB

The Chess Club is a casual club that solves interesting puzzles, analyzes famous games and of course plays games. It meets weekly for open play. There is no formal membership structure and students can casually join us on any meeting to play some games against their classmates. The club is open to all ability levels.

CLASSICS CLUB

The Classics Club is for Latin and Greek students and anyone interested in ancient Roman and Greek history, culture, and language. The agenda depends on the interests of the members. "Olympic Games," a "Roman Banquet," and films may be included. Highlights of the year will be the celebration of Roman Saturnalia in winter and participation in State Latin and Greek Day in the spring.

CODE FOR THE FUTURE

Code for the Future focuses on exploring computer science through partaking in coding projects, leading community initiatives, and promoting representation and accessibility in the field. All levels of coding are welcome to join us as we collaborate to improve our skills, discuss issues in the field, and make a greater impact in the computer science field.

CODING CLUB

The GHS Coding Club meets twice a month to prepare for coding competitions throughout the year. We compete on the local, national and international level but are open to coders of all skill levels. We also work on interesting projects throughout the year in a variety of different languages. Join us to improve your coding and problem solving skills.

COMPUTER CLUB

The Computer Club provides opportunities for students to share their computer expertise and to explore many different aspects of technology. Activities may include field trips, speakers, workshops, and discussions on current issues related to computers. All students, including those with little to no computer experience, are invited to join this club.

COMPUTER SCIENCE HONOR SOCIETY

The GHS chapter of the Computer Science Honor Society (CSHS) is dedicated to fostering a vibrant community of students passionate about computer science. This organization encourages enthusiasm for the discipline while honoring academic excellence and promoting meaningful service within the school and the broader community.

CRICKET CLUB

This is a club dedicated to playing Cricket, having fun and learning how to get better.

CROCHET CLUB

Crochet club is a community inspired club for all levels of crocheters from novice to advanced. Club members share patterns and techniques to create a variety of projects. Club leaders support the learning of club members through hands-on demos, video tutorials, and consultation. Our club aims to make products like mittens, hats, and scarves for donation.

CULTURAL DIVERSITY CLUB

Participation in the Cultural Diversity Club allows students from all cultural backgrounds the opportunity to meet with their peers to discuss issues such as race relations, gender equity, and religious tolerance. The club is responsible for planning workshops and activities throughout Black History Month as well as Cultural Diversity Day and our International Food Festival in April. Club members have the opportunity to participate in Connecticut Forum Student Board meetings. The club is open to anyone who would like to celebrate the different cultures of Glastonbury High School students.

CYBERPATRIOT CLUB

The Cyberpatriot Club is an organization of students, working to understand the principles of cybersecurity with the main objective of competing in the national Cyberpatriot competition. The goal of the competition is to secure a computer (Linux, Ubuntu, and Windows) from outside attacks. We meet once a week during the 1st semester only and participate in 3 competitions.

DEBATE CLUB

The Debate Club is affiliated with the Connecticut Debate Association (CDA). Club members participate in a number of CDA exempt tournaments throughout the year which are hosted by various high schools. The club is open to all students. The agenda and timing of meetings focuses around upcoming tournaments and learning the proper debate structure. Debate topics in the past have included human rights, health care, privacy /technology, environment, and justice.

DECA

DECA is a student organization with the goals of developing future leaders in Marketing, Management and Entrepreneurship & Hospitality. As a DECA member, students are able to "Make Their Mark" in a variety of exciting ways: develop leadership and business skills beyond what the classroom can provide; explore a variety of career fields, such as marketing, finance, entrepreneurship, hospitality & tourism,

and sports & entertainment; network with businesspeople who can influence career possibilities; be recognized locally and nationally in competitive events; expand your resume and build a college application that will put you at the top of anyone's list. DECA meets monthly and a second optional meeting for those participating or planning to participate in DECA competitions and events. DECA is open to all students at GHS.

DRAMA CLUB

The Glastonbury High School Drama Club is an organization that welcomes all students to contribute in various ways to the staging of two full productions per year (a fall play and spring musical). This club is student-driven, encouraging members to explore their creative passions and assume leadership positions with the guidance of faculty members. Our work encompasses all aspects of live theater production, including acting, singing, dancing, costume design, set design, building, set decor, props management, lighting/sound design, front of house management, hair/make-up design, set movement, stage management, special effects design, publicity, directing, and much more. The Drama Club also offers additional opportunities and stages other events that students can take part in, including theater workshops, club bonding events, a talent show, and a One-Act Festival. By being involved, students develop valuable life skills and share experiences that often define their high school careers. That development and shared experience is the primary purpose of drama club; however, as a reputable drama club in our community, we hold ourselves to high standards. We work tirelessly as one team to produce shows that are high-quality, engaging, thought-provoking, and entertaining.

DUNGEONS AND DRAGONS

Be a part of the greatest role-playing game of all time! In Dungeons and Dragons Club, students create a hero and role play in a fantasy world of their design. Students participate in student-led groups to tackle scenarios that pit them against monsters and mages, trolls and traps, with only their wits and their hard-earned skills to save them. Since players are put in mixed groupings, students meet new friends across classes and grade levels. This club fosters creativity, character-building, story-telling, ingenuity, camaraderie, and collaboration. The club meets once a week. The possibilities are limited only by your imagination.

E-SPORTS

E-sports offers students the opportunity to use their video game skills in competition. We participate in single player and multiplayer video games against teams from over 3000 schools. Students can participate in Fall, Winter, and Spring seasons.

FASHION AND SEWING CLUB

The Fashion is in association with the FCCLA - Family, Career and Community Leaders of America. This club is for those students who are interested in fashion, the fashion industry, the latest trends, and/or to learn how to sew and construct clothing and accessories. All levels are welcome. Advanced members can participate in the FCCLA Fashion Competitions.

FORENSIC CLUB

Forensic Science Club is a fun learning environment where students interested in forensics and criminology can explore their interests through various experiences such as experiments, videos, trivia, and demonstrations.

FAMILY, CAREER AND COMMUNITY LEADERS OF AMERICA (FCCLA)

The FCCLA Club is a club for students who are interested in cooking and increasing their knife, baking and cooking skills. The agenda depends on the interests of the members. The first meeting members brainstorm activities for the year. Examples of past and upcoming events are Mexican Feast, Farmers Market Senior Send Off, Cinnamon Swirl Bread, Classic Pho, Paella, Cream Puff Swans, Chocolate Cake with Ganache and Whipped Cream, Empty Bowls Fundraiser, King Arthur Bake Off Fundraiser, Chicken Fingers and French Fries.

FFA

The Glastonbury FFA is a co-curricular part of the Glastonbury Regional Agriscience and Technology program and is open to all students enrolled in these courses. The local chapter is associated with the Connecticut FFA Association and the National FFA Organization. The FFA strives to promote premier leadership, personal growth and career success among members. The Glastonbury FFA chapter holds monthly meetings as well as field trips to local agricultural events and businesses. Students have the opportunity to develop leadership skills by serving as officers, on committees, and attending leadership conferences. Additionally, members may participate in a variety of contests such as floriculture, floral design, landscaping, horse judging, safe tractor operation, public speaking, job interview, ag technology and mechanical systems, ag marketing, and veterinary science. Members conduct money making projects which fund students who participate in State and National activities. At the end of each year, the FFA sponsors an awards banquet to recognize the accomplishments of the chapter. All students taking Agriscience and Technology courses are strongly encouraged to become active members. All full time Agriscience students are required to be active FFA members.

FIRST ROBOTICS

FIRST (For Inspiration and Recognition of Science and Technology) is a national organization dedicated to inspiring students to create, design, and exhibit leadership as they prepare for and participate in fast-paced competitions.

The GHS FIRST Robotics team (consisting of students, teachers, engineer mentors, and parents) meets year round to organize, fund-raise, and learn engineering skills. The team focuses its intensity and effort during a six-week period beginning in January when the team's robot is designed, constructed, and tested in preparation for the New England Regional FIRST Robotics Competition.

FRENCH CLUB

“Le club de français” is open to all students who have an interest in French language and culture. At our monthly meetings, members enjoy celebrating French holidays with French food and music, interacting with other language clubs, watching a French movie, or planning future activities. These activities vary from year to year according to what the officers and members decide. Popular excursions include our trips to New York City along with visits to French restaurants, museums, and theaters. The club plays an integral part in welcoming our exchange students from Dinard, France.

GENDERS AND SEXUALITIES ALLIANCES (GSA)

GSA is a support group of students and faculty working to educate and promote awareness of different sexualities and gender identities. The objectives are to provide a safe, secure, and open environment for all people; to make available educational resources and materials for all students; to discuss experiences and support each other; and to educate the Glastonbury community about homophobia and transphobia and work toward eliminating it.

GENT’S CHOIR

The GHS Men’s Choir meets one day a week after school for 45 minutes. The group primarily sings music in a popular style and performs two or three times a year as part of the major choir concerts. No audition is required. Any men who like to sing are welcome.

GHS BOOK

The GHS Book Club is for all students interested in reading and talking about books. The goal of the club is to select a book and decide a reading time line.

GHS MORNINGSHOW

The GHS Morning Show is a student run club which meets every morning to broadcast the daily activities and events of interest. We use professional level technology to produce our show and create our content. A wide variety of student talent is needed to make a successful show and our members work hard both behind and in front of the camera to create a great show for GHS. This is a unique opportunity to learn about how a real TV studio operates.

GLASTONBURY YOUTH SYMPHONY

Glastonbury Youth Symphony is a music club open to students who play any of the band or orchestra instruments, and who want to experience playing with a Symphony Orchestra. We work on various styles of music and perform often in

Glastonbury and the surrounding communities. We rehearse weekly and are open to suggestions and arrangements from students within the group. Come and discover some new friends who love to play music as much as you do!

GUARDIAN GAZETTE (NEWSPAPER)

The Guardian Gazette is a student-run club dedicated to and responsible for all aspects of producing the school newspaper. From conceptualizing, writing, and photographing to planning, designing, and creating the final pages, students experience the joy of seeing their names in print while learning the skills and responsibilities of a journalist. Come to an editorial staff meeting to learn more about the club, help plan, and enjoy our club’s activities.

GUARDIAN STUDIOS

Guardian Studios is a student-run media club. We produce film, video, television, podcasts, and web media content. Students have the opportunity to use professional production equipment including the TV Broadcasting studio. We support students in all phases of pre-production, production, and post production. Our members have interests in screenwriting, acting, directing, videography, editing, storyboarding, and more.

HELPING HANDS

The Helping Hands of Glastonbury works to support and advocate for different initiatives and research tied to healthcare and wellness that are critical to our community. This club also focuses on helping all students improve their leadership and community skills. The club meets once a month. All students are welcome to join!

HOST CLUB

Each year approximately 20 freshman students are selected by staff to serve as HOST Club members throughout their high school career. HOSTs serve as leaders in the high school and assist at many GHS events. These events include; Freshman Orientation, Open House, College Fair, Career Fair and Graduation. In addition, HOST Club members serve as guides to new students entering the high school throughout the year. They may also be called upon by staff members to assist visitors at any time.

HUMAN ANATOMY CLUB

The Human Anatomy Club is looking for enthusiastic anatomy loving students! This club is all about the study of the human body in a fun and relaxing environment. We will learn about topics ranging from neurology to cardiology to endocrinology. We are going to be playing many games such as Kahoots, Quizlet Live while also competing against one another in a quiz bowl style tournament. Lastly, we will introduce a regional competition which we may participate in this year!

INTERACT

Interact is a service club for high school students interested in using their talents, ideas, energy, and enthusiasm to improve their school and community and to promote international understanding and goodwill. Interact at Glastonbury High School will be sponsored by the Glastonbury Rotary Club. The GHS Interact Club will be run by the students with assistance and guidance from two faculty advisors and the Glastonbury Rotary Club.

JAZZBAND

Jazz Band is an extracurricular ensemble which studies and performs music in a variety of jazz styles. Rehearsals are typically Mondays from 6:00 - 8:00 PM. Preference for selection will be given to members of the GHS Band program, although pianists, guitarists and bass players not in band are encouraged to audition in September.

KEY CLUB

The Key Club is Glastonbury High School's largest student organization, comprising over 250 members who volunteer their free time to community service events. On average, the Key Club members volunteer over 1,000 service hours of each year to local events and organizations, as well as raise several thousand dollars for local charities.

KOREAN CLUB

Students will explore, learn, and experience Korean culture through various experiences biweekly—for instance, history, cultural practices, Korean traditional games, arts and crafts, cooking, and more.

LITERARY MAGAZINE

The magazine, “Thought’s Dominion”, affords students an outlet for their creative expression, particularly in writing. Poetry, short stories, and essays are most prominently featured, but photographs, drawings, and paintings are also solicited. Those working for the magazine gain experience with various aspects of the publication process.

MADRIGALS

GHS Madrigal-Chamber Choir is a vocal ensemble which performs madrigals and small choral works chosen mostly from the 16th and 17th centuries. The group’s 16-20 members are selected by audition from the music department’s choral classes. The ensemble rehearses two hours a week and performs at most major school concerts as well as extensively in the community. This choir has received several honors for performances at festivals and competitions.

MARINE AND ENVIRONMENTAL CLUB

The GHS Marine and Environmental Club is committed to exploring, enjoying and protecting nature. Members of this club promote the responsible use of the Earth’s resources. We strive to educate others to protect and restore the quality of nature. Activities may include hikes and nature walks, campus clean-ups, environmental activism, fundraising for environmental causes and promotion of greener living. Join us!

MATH TEAM

The GHS Math Team is affiliated with the Capitol Area Mathematics League. Monthly competitions involving thirty schools throughout Connecticut include both individual and team events. The team is open to all students with categories ranging from arithmetic to trigonometry.

MEDICAL LEADERS OF TOMORROW

Medical Leaders of Tomorrow is a club for any student who is interested in the medical field. MLT provides students with the opportunity to speak to members of the community who work in the medical field – not just doctors and nurses but EMTs, lab tech specialists etc. The club meets approximately once per month and has a variety of guest speakers.

MODEL CONGRESS

Model Congress is a public speaking and research-based club in which students write bills on and debate current issues impact the United States, both with club members and with other students across the country. During club meetings, we discuss important national issues, run mock simulations, and participate in public speaking games. We also attend local model congress events that bring together clubs from other schools.

MODEL UN CLUB

Model UN is a club where students take on the role of a delegate representing a country and debate pressing global issues, write resolutions to solve problems, and meet many amazing people. Students participate in a wide variety of simulations from local conferences such as CTWAC and Choate MUN, to multiple prestigious ones such as Princeton Model UN, Dartmouth Model UN, and Harvard Model UN. Students develop skills enabling them to compete amongst others on local, national, and international levels, frequently receiving awards and commendations such as Best Delegation. If you’re interested in global affairs, public speaking, and meeting people from across the world, Model UN is the place for you!

MU ALPHATHETA – MATH HONORS SOCIETY

Mu Alpha Theta is the National High School and Two-Year College Mathematics Honor Society with chapters at more than 1,500 schools. The society is dedicated to inspiring keen interest in mathematics, developing strong scholarship in the subject, and promoting the enjoyment of mathematics among all students. Membership is available to students that have completed Algebra 2 and maintain a minimum grade while enrolled in an upper level math course. Members provide tutoring service in the GHS Math Lab, compete in international mathematics competitions, and participate in field trips and other events to stimulate growth in mathematics.

NATIONAL ART HONOR SOCIETY

The National Art Honors Society is an international program, dedicated to the recognition of exceptional art students who exhibit outstanding character, leadership, scholarship, and service in the visual arts. The Society offers artists a shared space for appreciation and growth as an artist through shared art experiences, camaraderie, and opportunities for leadership in the visual arts. Students must meet and maintain the academic requirements to join and will engage in art-based service-learning opportunities in the GHS and greater Glastonbury community

NATIONAL BUSINESS HONOR SOCIETY

The Glastonbury Chapter of the National Business Honor Society (NBHS), recognizes individuals who have demonstrated outstanding character, leadership skills, and academic achievement in business education courses.

Members explore and develop their interest in business while attaining ethical and social growth.

The NBHS's main objectives are to promote and recognize achievement in business education, recognize student leadership skills, and continue to develop character.

Website:<https://sites.google.com/glastonburyus.org/ghs-national-business-honor/home>

NATIONAL HONOR SOCIETY

Seniors and juniors are selected by the faculty because of their outstanding character, leadership, scholarship, and service. Members of the National Honor Society provide service to the school by such activities as tutoring other students.

PEER EDUCATION

The Peer Education group consists of 10th, 11th, and 12th graders who have a desire to help support their peers. They are trained in communication skills, relationships, and other important teen issues. Peer educators are not counselors; however they are trained to help students see better ways of coping with problems themselves. Peer Educators sponsors a variety of programs to help promote overall health, wellness and sense of community at GHS. Applications for Freshman and Sophomores are available in January.

PEER TUTORING CLUB

The Peer Tutoring Club gives students the opportunity to help fellow students with their studies on a one-to-one basis. Students can join the Peer Tutoring Club in Grades 10-12. Peer tutors enjoy working with other students to assist them in improving academic performance while becoming independent learners. Peer tutoring is a great way to give back to the Glastonbury school community!

POWDER PUFF

Powder Puff Flag Football Tournament - Powder Puff is a long-standing tradition here at GHS! The flag football game is played either in the fall or spring of the school year. Traditionally, the teams are made up juniors vs. the seniors. The students are involved as players, coaches and sideline cheerleaders. This event benefits the GHS Scholarship Fund.

QUILL AND SCROLL NHS

Quill & Scroll is a national honor society for students involved in school publications and/or productions. At GHS we acknowledge the efforts of our upperclassmen who have

contributed to our school newspaper, literary magazine, yearbook, or TV morning show. To be eligible, students must be juniors or seniors who have been identified and recommended by the advisers of the publications, who have at least a B average or are in the top third of their class, and who have been consistently and/or significantly involved in their publications or production. This unique honor society celebrates students not just for their academic standing but also for their creative efforts here at GHS.

RHO KAPPA: National Social Studies Honor Society

Rho Kappa Social Studies Honor Society is the only national organization for high school that recognizes excellence in the field of Social Studies. The society is dedicated to the promotion of historical scholarship and opportunities for exploration of history and the social sciences in our school and community. The society encourages interest in, the understanding of, and an appreciation for, the disciplines that comprise the Social Studies. Membership is reserved for those juniors and seniors who meet the established criteria for academic excellence. Members of the honor society commit to civic participation to support their school and community, and participate in a historical field study or other events that promote historical and social science learning.

ROAD GUARDIANS

In the Fall of 2014, Glastonbury High School was awarded one of five \$100,000 grants, with the support of the entire Glastonbury Community. Today, Be the Key is a club that works to promote safe teen driving for our students and community members. Events include sponsoring Distractology 101 and school and community educational events and programs. All interested students are invited to join this club. Our Mission and Vision are simple: *Working to keep teen drivers safe through education.*

ROCKETRY CLUB

The GHS Rocketry Club meets regularly to talk about rocket design and flight as well as techniques for building medium powered rockets. The club's main focus is to compete in the TARC Rocketry competition each year in the spring, with the goal of qualifying for the national competition in Washington, DC!

RUSSIAN CLUB

The Russian club is open to all students who have an interest in Russian language and culture. At our monthly meetings, members enjoy celebrating Russian holidays with Russian food and music, watching a Russian movie, or planning future activities. These activities vary from year to year according to what the officers and members decide. For example, club members have participated in Pumpkins for Patriots and International Night, while spearheading the GHS Ukrainian Humanitarian Aid Drive. The Russian club stands firmly with Ukraine and its people.

SCHOOL STORE

We are a student run school store and our goal is to provide students with an opportunity to learn about working in retail/business

SCIENCE BOWL

Science Bowl is a competitive Jeopardy-style quiz bowl competition where students compete to solve technical problems and answer questions in all branches of science, math and engineering. The team competes against other schools from New England and Eastern New York at a regional competition held at the University of Connecticut. Regional championship teams compete in a national event held annually in Washington D.C. In addition to the quiz bowl competition, the GHS Science Bowl Team enters a competition where students are required to build and race a model fuel-cell powered car. If you are interested in science and like to solve problems or build machines, the Science Bowl Team may be for you.

SCIENCE NATIONAL HONOR SOCIETY.

The Science National Honor Society encourages and recognizes scientific and intellectual thought, advances students' knowledge of classical and modern science, communicates with the scientific community, aids the civic community with its comprehension of science, and encourages students to participate in community service and encourages a dedication to the pursuit of scientific knowledge that benefits all humankind.

SCIENCE OLYMPIAD

The Science Olympiad team enters the CT Science Olympiad competition, typically held at the University of Connecticut at the end of March. Fifteen students form pairs or trios to contest 23 events representing a diverse range of science topics. Events vary from building and engineering challenges to written tests and laboratory practicals. The team will also enter practice competitions held at nearby universities or high schools.

SKI AND SNOWBOARD CLUB

The GHS Ski and Snowboard club will allow interested high school students to experience the thrill of learning to ski or snowboard, advance their existing skills, or simply enjoy an evening on the slopes with friends. The club sponsors day trips to local mountains and also to popular destinations in Vermont. You do not have to know how to ski or snowboard nor do you need to have your own equipment. Any student enrolled at GHS is welcome and all abilities from beginner to expert are encouraged to join.

SPANISH CLUB

The Spanish Club meets monthly and holds many activities throughout the year to allow GHS students to broaden their awareness of the Spanish-speaking world. We seek to increase our appreciation of all aspects of Hispanic cultures, including their art, music, food, dance, poetry, and film. Club members initiate and organize the activities each year, so the activities may be as diverse as celebrating a Hispanic holiday, holding a film festival, or cooking a traditional Peruvian meal.

STUDENT COUNCIL

Student Council offers students the opportunity to participate in social and service activities and to work with the school administration to promote school spirit and a supportive environment. Members plan community and school events such as dances, food drives and spirit days. The student council meets bi-monthly on Wednesday evenings. Students interested in joining the Council must submit an application.

TEAMSTEAM

TeamSTEAM is a club that empowers students to explore and pursue their interests in STEAM fields. Members learn how to promote gender equality within STEAM industries, attend interviews with current female STEAM professionals, explore current developments within STEAM, and gain clarity on their own STEAM passions to pursue in college and beyond.

UNIFIED BASKETBALL

Unified Sports is a registered program of Special Olympics that combines approximately equal numbers of athletes with and without intellectual disability on sports teams for training and competition. All Unified Sports players, both athletes and special partners, are of similar age and matched sport skill ability. Unified Sports teams are placed in competitive divisions based on their skill abilities, and range from training divisions (with a skill-learning focus) to high level competition.

UNIFIED THEATER

Unified Theater is a student-led program that brings students together to write, rehearse and perform an original theater piece. The goal for this club is to have students facilitate inclusion through the arts and to give all students the opportunity to learn from one another. The group includes students of all abilities, interests, and backgrounds and is flexible to different students' needs. All students are welcome to participate as actors, singers, dancers, writers, and technicians.

UNICEF CLUB

We are a club that advocates for and supports children across the globe!

US BIOLOGY OLYMPIAD

The USA Biolympiad (USABO) is a four-tiered competition that demands the very best of students in grades 9-12 in their biological concepts knowledge and laboratory research skills. The USABO stimulates students' intellectual curiosity and develops their critical thinking in laboratory skills and biological reasoning to propel them to excellence and leadership in science and technology. After a series of exams, the top four students nationwide will represent the USA at the International Biology Olympiad (IBO) as Team USA. The GHS USABO club welcomes any student who wishes to prepare for and participate in the qualifying exams.

US CHEMISTRY OLYMPIAD

The U.S. National Chemistry Olympiad (USNCO) program is a chemistry competition for high school students. The purpose of the competition is to stimulate young people to achieve excellence in chemistry. The American Chemical Society (ACS) has sponsored the program since 1984.

VOICES

Students that are involved in the Safe School Climate Committee work together with faculty, staff, and administration to support the implementation of the school climate initiatives. Throughout the school year the SSCC coordinates the implementation of the SSCC activities and helps to educate the school community regarding the school climate initiatives.

WEIGHTLIFTING CLUB

Looking for low key, stress free way to get in shape for the school year? Come to the Weight Room at GHS. No experience necessary.

WORLD LANGUAGE HONOR SOCIETIES

Glastonbury High School sponsors honor societies in Ancient Greek, Chinese, French, Latin, Russian, and Spanish. Eligibility is limited to sophomores, juniors, and seniors who have demonstrated academic excellence and are presently enrolled in levels 4, 5, 6, III, IV or V. Members of the Honor Society commit to provide a minimum of five (5) hours of community service, some of which may be providing language tutoring to other students. Full requirements for eligibility are located on the WLHS website.

YEARBOOK

Students participating in the yearbook club are responsible for producing the yearly Glastonbury High School Yearbook which is one of the area's largest and best-selling high school yearbooks. Students have the opportunity to take on varying roles and levels of responsibility including layout design, artwork, graphic design, copy editing, photography, reporting on features, business/sales, and even being a section editor or book editor. Producing the yearbook is one of the most rewarding experiences, you will have in high school knowing that you had a role in something that students will treasure for the rest of their lives.

2025-2026 GHS Program of Studies



Inspires Curiosity, Cultivates Learning, and Empowers
Students To Shape Their Lives and Our World

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~~Matthew H. Dunbar, Assistant Superintendent~~
Kate Lund, Assistant Superintendent
Scott Hurwitz, Ed.D., Assistant Superintendent
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Karen Bonfiglio, Business Manager

High School Administration

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Rebecca M. Comenale, Assistant Principal
Jeremy D. Gervais, Assistant Principal
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Thomas H. Neagle, Ed.D., Assistant Principal
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Curriculum Director

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Athletics, Trish Witkin
Career & Technical Education, Elizabeth Cole
English/Language Arts & Library Media, Tracey DeDonato
Health & Physical Education, Jennifer Spring
History & Social Sciences, Brendan Callahan

Mathematics, Brenda Gregorski
Music, Leslie Lopez
School Counseling, Edward D. Gregorski
Science, Christine Tedisky
Special Education, ~~Jolene Piscitello~~ Cassandra Murphy
World Languages & ML, Amanda Robustelli-Price

The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its education programs or activities because of race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age, or disability, subject to the conditions and limitations established by law.

MESSAGE FROM THE PRINCIPAL

Dear Students,

I am proud of the curriculum offered at GHS and the extensive opportunities available to all of you. We continually review the curriculum to align our programs with district and school goals, Connecticut Core Standards, high school initiatives, as well as our learning expectations and core values and beliefs. This year we have an array of new courses in various subject areas, including courses created and designed around our ~~new~~ STEAM lab.

Please work closely with your parents and/or guardians, teachers, and school counselors to select your courses for next year which support your post-secondary plan. It is important to choose your courses carefully because while it may be possible to make changes later, they will only be made as spaces in classes allow.

Graduation requirements include both course credits and mastery of the GHS Learning Expectations. Our Learning Expectations capture essential skills needed for success at GHS and in the future. Your classes offer multiple opportunities to demonstrate your mastery of these expectations.

Best wishes for a challenging and fulfilling school year ahead.

Sincerely,



Nancy E. Bean, Ed. D.
Principal

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Core Values and Beliefs

Glastonbury High School inspires curiosity, cultivates learning, and empowers students to shape their lives and our world.

Expectations For Student Learning

The learning expectations represents a shift that focuses on interdisciplinary connections and learning in the 21st century. In this way, all students are expected to meet all academic, civic and social expectations. All teachers will evaluate students each year in a holistic manner that ensures academic, social, and civic growth to prepare them for college and careers in a changing world. All courses will provide opportunities for students to demonstrate the learning expectations, as measured by the school-wide rubrics. Testing mandated by the State of Connecticut will also be used to assess student progress towards expectation set #2. Students are required to meet all three expectation sets with an overall score of mastery or proficiency for each set in order to graduate from Glastonbury High School.

EXPECTATION SET #1

Glastonbury High School inspires curiosity and action

- Explore and honor individual intellectual interests and engage in inquiry
- Source reliable information in order to broaden and challenge understandings, perspectives, and beliefs
- Pursue life-long learning through discovery, inquiry, and practice

EXPECTATION SET #2

Glastonbury High School cultivates learning

- Use multiple methods to communicate effectively with diverse audiences
- Apply logic and critical thinking skills to make sense of authentic problems and persevere in solving them
- Use instructional technology for innovation and with intentionality
- Create and perform through innovation and collaboration across lines of difference

EXPECTATION SET #3

Glastonbury High School empowers students to shape their lives and our world

- Contribute to a safe, supportive, and inclusive learning environment where equity and diversity, and the sense of belonging are intentionally messaged and prioritized
- Promote social justice and demonstrate citizenship, integrity, respect, and value for others
- Exhibit academic responsibility through perseverance and ownership of learning

GENERAL INFORMATION

EVERY EFFORT WILL BE MADE TO MEET ALL STUDENT COURSE REQUESTS. HOWEVER, INSUFFICIENT ENROLLMENT OR BUDGET CONSIDERATIONS CAN CAUSE COURSE CANCELLATION.

INSTRUCTIONAL RESOURCES REVIEW PROCESS

In accordance with Board of Education Policy #6121, adopted October, 1981, the Glastonbury Public School System pledges to avoid discriminatory actions and seeks to foster good human and educational relations which will help to attain:

- equal opportunity for all students to participate in the total program of the school
- continual study and development of curricula towards improving human relations and understanding and appreciating cultural differences

In keeping with this policy, textbooks and other instructional materials resources are reviewed for bias prior to purchase. This process is coordinated by the director of the specific discipline and is done both during the formal Curriculum Review and at other points when new instructional material is being considered. The review committee forwards the textbook request and the textbook to the Superintendent for approval. Both the request and the text are then presented to the Board of Education for review. If you have questions about instructional materials, please consult the appropriate curriculum director.

GRIEVANCE PROCEDURE AND COMPLIANCE OFFICERS FOR VIOLATIONS AND COMPLAINTS

The Glastonbury Public Schools as a matter of policy provides educational opportunities without regard to race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, disability, or age. In addition, the Glastonbury Board of Education does not permit or condone discrimination based on race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age or disability in employment matters or assignment in programs or services provided. The Civil Rights compliance officers for the Glastonbury Public Schools have the responsibility to monitor compliance with this policy.

Glastonbury Compliance Officers are:

Title VI (Civil Rights Act of 1964) & Title IX (Equal Opportunity) – ~~Karen Bonfiglio, Business Manager~~ **Tonya Claiborne, Ed.D., Equity, Diversity & Inclusion**, 628 Hebron Ave., P.O. Box 191, Glastonbury, CT 06033 Tel 860- 652-7941 Email: ~~BonfiglioK@glastonburyus.org~~ claibornet@glastonburyus.org

Section 504 (Rehabilitation Act) & ADA (Americans with Disabilities Act), Kimberly Brown Administrator for Pupil Services Address: Eastbury School, 1389 Neipsic Rd., Glastonbury, CT 06033, Telephone: 860-652-7971 Email: BrownK@glastonburyus.org

ADA (Americans with Disabilities Act) ~~Karen Bonfiglio, Business Manager~~, 628 Hebron Ave., P.O. Box 91,

~~Glastonbury, CT 06033, Telephone: 860 652 7941, Email: Bonfigliok@glastonburyus.org~~

Safety/OSH Kenneth Roy, Ph.D., Director of Environmental Health and Safety, Glastonbury High School, 330 Hubbard St., Glastonbury, CT 06033, Telephone: 860-652-7200 ext. 12002, Email: royk@glastonburyus.org

If you wish to discuss the regulations governing these policies, or wish to discuss a concern or file a grievance, please contact the appropriate compliance officer. Forms can be obtained directly compliance officers. The purpose of the grievance procedure is to secure, at the lowest possible administrative level, equitable solutions to problems that may arise concerning claims of discrimination. If you have additional questions, please feel free to contact any of the compliance officers. Safety question or concerns should be directed to the building supervisor and the Safety Director.

GRIEVANCE PROCEDURE:

Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against on the basis of race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age or disability may discuss and/or file a grievance with the appropriate compliance officer (Title VI, Title IX, ADA, and Section 504) of the Glastonbury Public Schools. Reporting should take place, in writing, within forty (40) calendar days of the alleged discrimination.

A student or parent/guardian of a student who has a question or concerns may choose to seek the help of the building administrator or another adult with whom they trust, such as a teacher, counselor, nurse, psychologist. If satisfaction cannot be achieved through this discussion, the adult sought by the student should assist the student in reporting the incident, in writing, to the appropriate compliance officer. The goal is to resolve the problem at the lowest possible administrative level with an equitable solution.

The compliance officer will commence an effective, thorough, objective and complete investigation of the complaint within ten (10) working days after receipt of the complaint. The compliance officer will consult with all individuals reasonably believed to have relevant information, including the complainant and the alleged violator, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigation process, due process rights will be upheld. No reprisals will be taken or permitted for truthfully asserting a

Wellness: 2 credits	
Physical Education	1 credit
Health/Physical Education	1 credit
World Languages:	1 credit
Mastery Experience:	1 credit
Electives:	3 credits

complaint. The compliance officer shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged violator, and, as appropriate, to all others directly concerned within fifteen (15) working days after receiving the complaint.

If the complainant is not satisfied with the decision of the compliance officer, an appeal in writing may be made to the Glastonbury Board of Education within ten (10) days of receipt of the decision. The Glastonbury Board of Education, within thirty (30) working days, will investigate the complaint and may conduct a hearing to gather additional information. The Glastonbury Board of Education will give a written response within ten (10) working days following completion of the hearing.

PLANNING FOR COURSE SELECTION

REQUIREMENTS FOR A DIPLOMA

Class of 2027 and Beyond
Public Act No. 17-42

Commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five credits, including not fewer than: (1) Nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education, as described in section 10-16b; (5) one credit in world languages, subject to the provisions of subsection (g) of this section; and (6) a one credit mastery-based diploma assessment. Public Act No. 23-21 also requires public schools to build financial management and literacy into their curriculums. **Beginning with the graduating class of 2027, students are required to complete a one-half credit course in personal financial management and financial literacy. This requirement may count towards the nine credits required for the humanities or as an elective credit. Section 9 of the Act now also permits credit from the personal financial management and financial literacy requirement to count towards students' nine science, technology, engineering and mathematics credit requirement.** ~~Commencing with the classes graduating in 2027, and for each graduating class thereafter students will be required to take a financial management and literacy course. The class can count as a humanities or elective credit.~~

A student must earn a minimum of 25 credits in the following areas as set by state legislature.

Humanities: 9 credits (Including Civics and Art)

English	4 credits
History/Social Science	3 credits*
Fine Arts	1 credit
Elective	1 credit

Science, Technology, Engineering & Mathematics: 9 credits

Math	3 credits
Science	3 credits**

STEM Elective 3 credits***

TOTAL:25 credits

*All students must earn ½ credit in Modern World History I and ½ credit in Modern World History II. They must also earn 1 credit in a U.S. History or a **Themes of United States History** ~~an American Studies~~ Course and 1 credit in Civics/Current Issues.

**All students must successfully complete 1 credit in a life science and 1 credit in a physical science.

***STEM electives could include additional math, science, ag-science, business education, family consumer science, technology education, career and technical education classes.

****Mastery Experience will be fulfilled upon the successful achievement of the GHS Learning Expectations by the end of the students' senior year.

1. Courses taken at the middle school may not be used to meet the minimum requirements for a diploma or any minimum credit requirement necessary to advance from one grade to the next.

2. Algebra and world language taken in middle school will be recorded on the student's transcript with the year-end grade, but no high school credit will be granted. Although middle school credit for Algebra may not be counted in the total twenty-five (25) high school credits needed for graduation.

1b. As set by the Board of Education, to graduate from Glastonbury High School, all students are required to meet all three expectation sets with an overall score of mastery or proficiency for each set. Students will have the opportunity to meet expectation sets in each course, as measured by the school wide rubrics. By the end of the second semester of junior year, if a student meets 60 percent mastery and/or proficiency in each expectation set, they will have met the requirements for graduation. Students who have not met the requirements by the end of junior year will have the opportunity to meet the learning expectations in their senior year. More information can be found on the [learning expectations](#) page of the GHS website.

EXPECTATION SET#1

Glastonbury High School inspires curiosity and action

- Explore and honor individual intellectual interests and engage in inquiry
- Source reliable information in order to broaden and challenge understandings, perspectives, and beliefs
- Pursue life-long learning through discovery, inquiry and practice

EXPECTATION SET#2

Glastonbury High School cultivates learning

- Use multiple methods to communicate

- Apply logic and critical thinking skills to make sense of authentic problems and persevere in solving them
- Use instructional technology for innovation and with intentionality
- Create and perform through innovation and collaboration across lines of difference

EXPECTATION SET#3

Glastonbury High School empowers students to shape their lives and our world

- Contribute to a safe, supportive, and inclusive learning environment where equity and diversity, and the sense of belonging are intentionally messaged and prioritized
- Promote social justice and demonstrate citizenship, integrity, respect and value for others
- Exhibit academic responsibility through perseverance and ownership of learning
- In addition, as juniors, each student will have a formal opportunity in their English 11 class to demonstrate “mastery” or “proficiency” of all ten Learning Expectations through class activities. Every junior will create a portfolio to showcase their work.

For more information on learning expectations and assessment rubrics, please go to www.glastonburyus.org

3. Every student is required to carry a minimum number of six credits a semester, unless special permission is granted by a principal or through the Planning and Placement Team for students with special needs.

4. Students who wish to complete the requirements of a diploma in fewer than four years of high school may do so by making special provisions with the principal to meet all the requirements for the diploma as listed above. Arrangements must be made prior to the end of June of the student’s sophomore year.

PLANNING FOR GRADES 9-12

A most important task is selecting courses at the high school. From February through March, high school counselors meet with every student individually to discuss course selections, including visiting the middle school to meet with all eighth graders. Counselors at both schools are available to confer with parents about a proposed program and to answer any questions. In making choices throughout high school, think about questions such as these:

1. What aspects of your education do you find most interesting? What subjects do you enjoy most?

2. Do you feel you work to your potential? Are you satisfied with your grades?

3. Do you plan to go on to college? If so, in what colleges are you interested? What are some subject areas in which you might consider majoring?

4. Do you have any possible career goals in mind at this time?

5. What extra-curricular activities interest you? What out-of-school commitments do you have?

In trying to arrive at answers to these and other questions, make it a point to talk with your parents, your teachers, and with the representatives from the colleges and vocational fields in which you are interested. Be sure, however, to confer with your counselor, who is in the best position to help plan your high school program.

MAKING COURSE SELECTIONS

Course selection is an important time of year for the high school student since the courses selected affect the next entire school year. For sequential courses, the teacher will recommend which course to take next. Some courses have required course prerequisites. During that student’s individual appointment at scheduling time, the school counselor will discuss the recommended courses and how they fit the overall program for that student. The final responsibility for course selection, however, belongs to the student and his or her parents.

It is possible that during the early years in high school students may be uncertain about plans after graduation. This frequently happens. By the junior year, however, it is important to have some plans. (This is necessary in order to select the subjects most appropriate to any special abilities and to meet the requirements for graduation).

Finally, you should understand that the program is designed to do two things: (1) to give you the general education everyone needs, and (2) to provide the special subjects you need in order to attain your personal objectives. Your abilities and interests should guide your choices. You should confer with your school counselor about your specific program, for it should be a program suited to your individual needs and abilities.

Your future plans should dictate some of your course selections, particularly for the junior and senior years. However, high school is a time for well-rounded, thorough preparation and students should not over-emphasize a certain area of interest. Plans often change, sometimes during the high school years and even after a student has graduated. The following general guidelines may help you in planning for the future:

1. COLLEGE - Most colleges indicate that the most important factors in their admissions’ decisions are the quality and rigor of the student’s high school program and the student’s performance in that program. Every student should attempt to take as challenging a program as possible. A student planning to go to college should concentrate in grades nine and ten on taking credits in the courses required for graduation, as well as a world language and a course in an area of personal interest. For grades eleven and twelve, the student should consult the catalogs of the colleges under consideration for their specific requirements and recommendations.

Students planning to attend college should realize that requirements for college admission vary greatly and depend on the selectivity of the school and the specific program to which the student is applying. Knowing and meeting the entrance requirements of the colleges under consideration are crucial, but meeting all requirements does not guarantee admission. For this reason, it is in the student's best interest to exceed the high school requirements.

Requirements in the area of world language deserve special mention. First, many of the colleges often chosen by Glastonbury High students have a world language requirement for two to three years in grades nine through twelve. Second, some colleges that do not require a world language for admission do require students to reach a certain level of proficiency in world language in order to graduate from that college.

Although world language taken at the middle school does not receive high school credit, some colleges consider those courses equal to those taken in high school. World language taken at the middle school appears on the student's transcript with a grade but without credit. Both the different number of years required and the fact that some colleges have their own "exit" requirements make it advisable for students to continue their study of world language beyond grade ten. ~~Some colleges may waive the world language requirements for students with special needs. This depends on the nature and documentation of the student's disability and the policies of each college.~~

There are, of course, many different types of colleges. At the risk of oversimplification, the following is offered as a general guideline. Again, each student should confer at course selection time with parents, teachers, and his or her school counselor.

College websites should also be consulted, especially for planning the last two high school years.

a. For liberal arts, a student should exceed the high school requirements in his or her area of interest as well as take three years of one world language in grades nine through twelve.

b. For engineering or some other technical field, a student should take four years of mathematics, one year of chemistry, one year of physics, technology and a drafting course.

c. For a business college, a student should take four years of mathematics, computer science courses, world language, and

courses offered through Business Education.

d. For nursing or allied health fields, a student should take at least two years of algebra, geometry, biology, and chemistry.

2. BUSINESS-High School is the time for students to explore many different career opportunities and to begin choosing their own career path. Business Education courses at Glastonbury High School directly link graduating seniors to post-secondary programs at many four-year colleges, two-year colleges, and technical schools. Today's occupations demand transferable

skills such as problem-solving, communication, computer literacy, and teamwork. The Business Education courses are consistently updated to reflect the business environment students will experience after high school and while in the real world. College Career Pathways courses with credit from Manchester Community College are available in Keyboarding and Computer Application 1A and Business Computer Application.

3. TECHNOLOGY - Students planning to enter fields of engineering, technology, computer science or trades should plan to take technology education for four years. In addition, they should elect mathematics, science, social science, and courses offered through Technology Education. Those interested in architecture and engineering would benefit from these courses.

4. FAMILY AND CONSUMER SCIENCES - Students interested in family and consumer sciences (FCS), related careers in the fields of child care, food service, interior decoration, and nutrition should take several FCS courses. In addition, they should elect courses in mathematics, science, and social science. The Professional Cooking and Professional Baking courses are also College Career Pathways classes with credits from Manchester Community College. Introduction to Individual and Family Development is an ECE course through UCONN and students may enroll through UCONN for credit.

5. AGRISCIENCE AND TECHNOLOGY - Students interested in the broad field of agriscience/agribusiness should consider the course offerings of the Agriscience and Technology Department at an early date and begin planning a program to meet personal objectives. The program is designed to prepare students for enrollment in colleges of agriculture or two-year agricultural schools or for employment in agriscience occupations.

a. Students planning to attend a college of agriculture or a two year agricultural school should plan to take at least three years of Agriscience and Technology to develop a good foundation in agriscience/agribusiness and receive specialized training in plant science, animal science, agricultural mechanics, or natural resources/forestry. In addition, a student should select courses in mathematics, science, and social science suitable for entering college.

b. Students planning for employment in agriscience or agribusiness should plan to take three or four years of Agriscience and Technology to develop a good foundation in agriscience/agribusiness along with obtaining specialized training in the area of his or her major interest. Students will develop the skills needed to enter the work force while meeting graduation requirements.

SCHOOL COUNSELING

Each student is assigned a high school counselor, and, as staffing allows, keeps that counselor throughout the four years of high school.

The School Counseling Department encourages parents to be involved with their child's education, and we invite you to call or e-mail your child's counselor anytime there is a concern

or question. Individual student/counselor meetings occur throughout the year and either the counselor or student may initiate an appointment. Additionally, the counselor may see a

student at the request of a parent, teacher, administrator, or agency.

Specifically for scheduling, each student is seen individually during the third marking period to select courses for the subsequent school year. Most contacts with counselors are individual, but small and large group meetings are also held to share information. For example, counselors meet jointly with students and college admissions representatives, and individually with parents and students for post-secondary planning. There are also school counseling assembly programs and evening meetings for students and/or parents.

COURSE CANCELLATION

A course may be canceled or enrollment restricted for any of the following reasons:

- a. Lack of enrollment
- b. Available facilities
- c. Staffing
- d. Budget considerations

NCAA INITIAL-ELIGIBILITY FOR COLLEGE ATHLETES

Students planning to enroll as college freshmen who want to participate DIVISION I or DIVISION II athletics must be certified by the NCAA Initial-Eligibility Center. DIVISION III schools do not require students to be certified.

It is each student's responsibility as a "prospective student-athlete" to make sure the NCAA Eligibility Center has the materials needed for certification. This is an important process and lack of planning could result in not being approved to play at the college level. Students should start to track their progress beginning in their freshman year by going to the NCAA Eligibility Center website (ncaa.org) to access information needed to understand the Division I and Division II eligibility requirements, register with the NCAA Eligibility Center, and access individual records.

We recommend students begin the registration process no later than the spring of their junior year. To start the registration process, a student must go to the NCAA Eligibility Center website (ncaa.org) create an account, register and file a student release form. This form, as well as the required fee, must be submitted to the Eligibility Center. Students are also required to submit their high school transcript. Once requested, an official student transcript will be electronically submitted from the School Counseling Office.

In addition, when registering for the SAT or ACT, the student must request that scores be sent to the NCAA Eligibility Center.

POTENTIAL COLLEGE CREDIT

ADVANCED PLACEMENT PROGRAM

Glastonbury High School offers the following AP courses: AP Studio Art, AP English Literature and Composition, AP English Language and Composition, AP Environmental Science, AP French Language 6, AP Spanish Language 6, AP Latin Literature V, AP Russian Language 6, AP Pre-Calculus, AP Calculus AB and BC, AP Statistics, AP Adv Biology, AP Adv Chemistry, AP Physics 1+2, AP Physics C, AP Psychology, AP Computer Science A, AP Computer Science Principles, AP Music Theory, AP European History, AP Chinese and AP U.S. History. Some courses have prerequisites, so be sure to check each course. AP courses are listed in this booklet and on the student transcript with the AP designation. AP exams will be given during the first and second weeks in May. There is a fee for each examination taken, payable to the Advanced Placement Program.

Recognition of different grades for credit, advanced placement, or both will vary with different colleges. It is suggested that a student interested in a particular college write for information concerning the college's policy regarding advanced placement. Students are encouraged to take AP exams in all courses taken.

UNIVERSITY OF CONNECTICUT EARLY COLLEGE EXPERIENCE PROGRAM

The Early College Experience (ECE) program through the University of Connecticut provides students taking designated courses the opportunity to enroll in the program and earn college credit in addition to GHS credit. Students who meet the prerequisites, complete the ECE application process, pay ECE tuition/fees, and earn a C or better in the course, will receive credit posted to a University of Connecticut transcript.

GHS Course	Sem.	UConn Course	Credit
Introduction to Companion Animals	Fall	ANSC 1676 – Basic concepts of companion animals' nutrition, physiology, health, and management.	3
Behavior and Training of Domestic Animals	Spring	ANSC 1602 – Application of behavior of cattle, horses, sheep, goats, swine, and poultry to their management, training, and welfare. Basic principles of genetics and physiology of behavior, perception, training, learning, motivation, and stress with consideration of integrated behavioral management and animal welfare.	3
Graphic Design Lab	Fall or Spring	DMD 1101 – Design Lab 1 Exploration of digital image creation, manipulation, and reception through project-based work using image-editing software. Through lectures, discussion, projects, and critique, students will develop, refine, and evaluate digital images and understand their artistic, social, and ethical ramifications.	3

GHS Course	Sem.	UConn Course	Credit
Video Game Design & Development	Fall or Spring	DMD 2500 – Introduction to the principles of game design and development. History of the industry, story, and game mechanics	3
Foundation of Teaching (Full Year)	Fall	EDCI 1100 – If You Love It, Teach It Studies of K-12 teaching, learning, and schooling in the United States; historical, philosophical, and social foundations of education as well as self-study to reimagine educational futures	3
	Spring	EPSY1100 – Introduction to Special Education Special education services in American education, including various exceptionalities and the roles of professionals.	3
Floral Art	Fall or Spring	SPSS 2520 – The study of flower arrangement as an art form with emphasis on historical background, artistic principles, color harmony, and care of perishable media. Individual expression is encouraged in the creation of floral compositions.	2
Advanced Floral Design	Fall or Spring	SPSS 3530 – This course allows full-time Agri science students and students considering floral design as a career to have advanced experiences. Students will create more specialized and difficult arrangements including sympathy and wedding arrangements. Students will learn principles of design, costing, and marketing strategies as well as the planning and ordering of flowers.	2
Introduction To Individual & Family Development Full Year	Full Year	HDFS 1070 – Individual Family Development Human development throughout the life span, with emphasis upon family as a primary context.	3
Fundamentals of Horticulture	Fall or Spring	SPSS 1110 – Fundamentals of Horticulture – Science and practice of horticultural plant propagation and culture. Basic concepts of plant structure, growth and function. Integrated pest management. Impact of new technology. Horticulture and the environment.	3

Coding, Data Science and Society	Full Year	CSE 1010- Introduction to Computing for Engineers. Introduction to computing logic, algorithmic thinking, computing processes, a programming language and computing environment. Knowledge obtained in this course enables use of the computer as an instrument to solve computing problems. Representative problems from science, mathematics, and engineering will be solved.	3
Film & Video Production	Fall or Spring	DMD 2210: Film and Video Editing I Introduction to digital editing, project management, working with sound, and time-based storytelling.	3
Advanced Drawing	Fall or Spring	ART 1030 – Fundamental principles of drawing based on observation.	3
Digital Art and Media	Fall or Spring	DMD 1102: Design Lab II DMD Theory, principles, and practices of digital screen-based visual communication. Through a multidisciplinary perspective involving art, design, art history, and media studies, students will address how culture visualizes screen-based communication through both image and type.	3
Film and Video Editing I		DMD 2210 – Introduction to digital editing, project management, working with sound, and time-based storytelling.	3
English 11	Full Year	ENGL 1007 – College composition through multiple forms of literacy, including rhetorical, digital, and information literacies necessary for twenty-first-century contexts. The development of creatively intellectual inquiries through sustained engagement with texts, ideas, and problems. Emphasis on transfer of writing and rhetorical skills to academic and daily life. Students design a digital portfolio that curates' creations and skills-based micro-credentials they earn in coursework.	4
Elementary Discrete Mathematics	Fall or Spring	MATH 1030Q – UConn ECE Math 1030Q cannot be taken concurrently with or after UConn ECE Math1131Q or 1132Q. Problem-solving strategies, solutions of simultaneous linear equations, sequences, counting and probability, graph theory, deductive reasoning, the axiomatic method and finite geometries, and number systems.	3

GHS Course	Sem.	UConn Course	Credit
Calculus I	Fall	MATH 1131Q – Students who matriculate to UCONN cannot receive credit for MATH 1131Q and 1151Q. Limits, continuity, differentiation of algebraic and transcendental functions, antidifferentiation, definite integrals, the Fundamental Theorem of Calculus, u-substitution, with applications to the physical and engineering sciences.	4
Calculus II	Spring	MATH 1132Q – A continuation of MATH 1131! With techniques of integration, applications of integration, infinite sequences and series, power and Taylor series, polar coordinates, and parametric equations, with applications to the physical sciences and engineering.	4
Music Fundamentals and Ear Training I	Fall	MUSI 1011 – Basic skills in note reading, rhythm, meter, pitch symbols, scales, key signatures, intervals, triads, sight-singing, and dictation. No previous training is required.	3
Music Fundamentals and Ear Training II	Spring	MUSI 1012 – Further development of skills in music reading, sight-singing, and dictation.	3
Popular and World Music	Spring	MUSI 1003 - An introduction to popular music and diversity in America: jazz, blues, pop, rock, hip-hop, and other genres. Musicians and their music studied in the context of twentieth-century and contemporary American society	3
AP Spanish Language 6 L1)	Full Year	LLAS 1190 – Multidisciplinary exploration of the historical development of such aspects of Latin America and the Caribbean as colonization and nation formation; geography and the environment; immigration and migration; race, ethnicity, and gender in society, politics, economy, and culture.	3
AP Spanish Language 6 L1	Fall	SPAN 3178 – This course provides a thorough review of grammar and methodical practice in composition leading to a command of practical idioms and vocabulary	3
AP Spanish Language 6 L1	Spring	SPAN 3179 – Recommended preparation: SPAN 3178. In-depth development of speaking skills through cultural readings, group discussions, and oral presentations on selected topics concerning the Spanish-speaking world.	3

Classical Mythology	Full Year	CAMS 1103 – Origin, nature, and function of myth in the literature and art of Greece and Rome and the reinterpretation of classical myth in modern art forms.	3
AP Latin Literature L1	Full Year	CAMS 3102 – With a change in content, may be repeated for credit. Reading of Latin texts in the original.	3
Chinese 4 L1	Full Year	CHIN 1114 – Development of ability to communicate in Chinese, orally and in writing	4
Chinese 5 L1	Full Year	CHIN 3210 - Development of ability to communicate in Chinese, orally and in writing.	3
AP Chinese Language 6 L1	Full Year	CHIN 3211 - Development of ability to communicate in Chinese, orally and in writing.	3
AP French Language 6 L1	Fall	FREN 3250 – Intense study of oral French. Learning of oral techniques of communication in conjunction with weekly topics of conversation associated with various francophone cultures. Rigorous and active oral practice through dialogues, interviews, round tables, and oral reports.	3
AP French Language 6 L1	Spring	FREN 3268 – Advanced study of French texts and extensive written practice in a variety of forms ranging from compositions, essays, summaries, and film reviews.	3

AP French Language 6 L1	Spring	FREN 3268 – Advanced study of French texts and extensive written practice in a variety of forms ranging from compositions, essays, summaries, and film reviews.	3
Environmental Science	Full Year	NRE 1000E – An introduction to basic concepts and areas of environmental concern and how these problems can be effectively addressed. Topics include human population; ecological principles; conservation of biological resources; biodiversity; croplands, rangelands, forestlands; soil and water conservation; pollution and water management; and wildlife and fisheries conservation; pollution and water management; and wildlife and fisheries conservation.	3
General Physics I	Fall	PHYS 1201Q – Basic facts and principles of physics. The laboratory offers fundamental training in precise measurements.	4
General Physics II	Spring	PHYS 1202Q – Basic facts and principles of physics. The laboratory offers fundamental training in precise measurements.	4

Discrete Math	Fall-Spring	MATH1030Q – Elementary-DiscreteMath Problem-solving strategies,—solutions of simultaneous linear equations, sequences, counting and probability, graph theory, deductive reasoning, the axiomatic method and finite geometries, number systems.	3
Digital Art & Media	Fall-Spring	DMD1002 – Foundations in Digital Media II – Introduction to the fundamentals of storytelling—using a variety of practical digital media applications.	3
English 11, L1	Full-Year	ENGL1007 – College composition through multiple forms of literacy, including rhetorical, digital, and information literacies necessary for twenty-first-century contexts. The development of creatively-intellectual inquiries through sustained engagement with texts, ideas, and problems. Emphasis on transfer of writing and rhetorical skills to academic and daily life. Students design a digital portfolio that curates creations and skills-based micro-credentials they earn in coursework.	3
Film & Video Production	Fall-Spring	DMD2210 – Film and Video Editing I Introduction to digital editing,—project management, working with sound, and time-based storytelling.	3
Foundation of Teaching	Full-Year (Fall)	EDCI1100 – If You Love It, Teach It Studies of K-12 teaching,—learning, and schooling in the United States; historical, philosophical, and—social foundations of education as well as self-study to reimagine educational futures	3
	Spring	EPSY1100 – Introduction to Special Education – Special education services in American education, including various exceptionalities and—the roles of professionals.	3
Graphic Design Lab	Fall of Spring	DMD1101 – Design Lab 1 – Exploration of the creation,—manipulation, and—reception of digital images through project-based work using image editing software. Through lectures, discussion, projects,—and critique;	3

GHS Course	Sem.	UConn Course	Credit
Advanced Studies in Classical Mythology	Full-Year	CAMS 1103 – Three credits,—origin, nature and function of myth in the literature and art of Greece and Rome and the reinterpretation of classical myth in modern art forms.	3
Advanced Drawing	Fall-Spring	ART 1030 – Drawing I – Fundamental principles of drawing based on observation.	3
Advanced Floral Design	Spring	SPSS2520 Floral Art	3
Floral Art and Designs	Fall-Spring	SPSS 3530	3
AP Calculus BC	Fall	Math 1131Q	3
	Spring	Math 1132Q	3

Behavior & Training of Domestic Animals	Spring	ANSC 1602—This upper-level course is designed to give students opportunities to apply theories of behavior regarding animals.	3
AP Music Theory	Fall	MUSI 1011 Fundamental/Ear Training	3
	Spring	MUSI 1012 Fundamentals/Ear Training II	3
AP Physics 1 & 2	Fall	PHYS 1201Q—General Physics I	4
	Spring	PHYS 1202Q—General Physics II	4
AP Spanish Lang 6	Fall	SPAN 3178—Composition & Reading for Spanish Speakers—Grammar, written composition, and readings for speakers of Spanish.	3
Spanish 5	Spring	SPAN 3179—Intermediate Spanish Composition—Thorough review of grammar and methodical practice in composition leading to	3

		students will develop, refine, and evaluate digital images and understand their artistic, social, and ethical ramifications.	
AP Environmental Science	Full-Year	NRE 1000—Environmental Science An introduction to basic concepts and areas of environmental concern and how these problems can be effectively addressed.	3
AP French Lang 6	Fall	French 3250—Global Culture and Conversation Intense study of oral French. Learning of oral techniques of communication in conjunction with topics of conversation associated with various francophone cultures. Rigorous and active oral practice through dialogues, interviews, round tables, and oral reports.	3
	Spring	FREN 3268—Writing in French Advanced study of French texts and extensive written practice in a variety of forms ranging from compositions, essays, summaries, and film review.	3
AP Introduction to Companion Animals	Fall	ANSC 1676 Introduction to Companion Animals—Basic concepts of the nutrition, physiology, health, and management of companion animals.	3

		command of practical idioms & vocabulary.	
Introduction to Individual & Family Development	Full-Year	HDFS 1070—Individual Family Development—Human development throughout the life span, with emphasis upon family as a primary context.	3
AP Chinese	Full-Year	1114 Intermediate Chinese	3
AP Latin Lit V	Full-Year	CAMS 3102 Topics in Advanced Latin	3
Comp Modeling for Animation-Game Design L1	Fall-Spring	DMD 2500—Introduction to the principles of game design and development. History of the industry, story, and game mechanics.	3
Horticulture L1	Fall-Spring	SPSS 1110—Fundamentals of Horticulture—Science and practice of horticultural plant propagation and culture. Basic concepts of plant structure, growth and function. Integrated pest management. Impact of new technology. Horticulture and the environment.	3

For more information about the UConn Early College Experience, including course descriptions, tuitions/fees, and enrollment policies, visit: www.ece.uconn.edu.

All fees are non-refundable after the add/drop period.

COLLEGE CAREER PATHWAYS

The College Career Pathways program is designed to benefit every high school student regardless of his or her career goals. Manchester

Community College (MCC) has identified GHS courses in Business Education and Foods as having curriculum equivalent to courses taught at the college level. College Career Pathways provides students with a program of study that coordinates secondary and post-secondary education, thus

to motivate students toward higher levels of achievement in the natural sciences, connect students to real world applications of science and technology, and integrate concepts of math into the basic principles of scientific exploration. The ability to make connections between mathematics and science empowers students with knowledge, confidence, and motivation that extend beyond the classroom. You can apply to the Academy of Aerospace & Engineering at the Greater Hartford Academy of Mathematics & Science online at www.crec.org

GREATER HARTFORD ACADEMY OF THE ARTS AT THE LEARNING CORRIDOR AND TRINITY COLLEGE

The Greater Hartford Academy of the Arts is an interdistrict magnet high school focused on the arts that serves students each year in grades 9-12 from the 35 school districts in the Capital Region Education Council (CREC). The program is designed to prepare gifted and talented students to pursue post-secondary studies and professional careers in creative writing, dance, instrumental music, vocal music, theater, musical theater, technical theater, visual arts, or interarts study. You can apply to the Greater Hartford Academy of the Arts online at www.crec.org

MIDDLE COLLEGE HIGH SCHOOL AT MANCHESTER COMMUNITY COLLEGE (GREAT PATH ACADEMY)

Students in grades 10-12 who may have had academic challenges at Glastonbury High School and who have strengths and abilities that can be nurtured in a smaller, more individualized setting may have the opportunity to attend Great Path Academy. The focus at Great Path is on Graphic Arts, Communication, and Technology. The program is hands-on and includes work experience and the opportunity to take courses at MCC for college credit. Participating schools include Bolton, Coventry, East Hartford, Manchester, Tolland and Glastonbury. The school is located on the MCC campus. More information about Great Path can be obtained in the School Counseling Office.

STATE TECHNICAL HIGH SCHOOLS

It is not practical for industrial courses in a comprehensive high school to be presented with the intensity and the amount of practical application that can be offered in regional technical high schools such as Vinal Technical High School in Middletown and Howell Cheney in Manchester. For this reason, boards of education throughout the state reimburse transportation costs for any of their students who attend these technical schools. Students may apply for admission if they have successfully completed either the eighth or the ninth grade. If accepted, they will receive alternating weeks of general education courses and classes in shop theory and practice. A diploma is awarded at the close of successful completion of the three or four year program. The students will also have accumulated a specified number of hours toward licensing in their chosen trade.

eliminating repetition of course work. After completing the courses and graduation from high school, College Career Pathways students may be eligible for college credit. Students may continue their education at MCC or they may request these credits be transferred to other post-secondary institutions.

OTHER CREDIT OPTIONS

ACADEMY OF AEROSPACE & ENGINEERING AT THE GREATER HARTFORD ACADEMY OF MATHEMATICS AND SCIENCE

The Academy of Aerospace & Engineering at the Greater Hartford Academy of Mathematics & Science provides students in grades 9-12 from 35 school districts in the Capital Region Education Council (CREC), exciting supplementary scientific experiences through unique teaching methods and the use of state-of-the-art technology. These activities are designed

Technical School Offerings:

Howell Cheney Technical High School

Automotive Technology Carpentry
Culinary Arts DigitalMedia
Electrical
Heating, Ventilation & Air Conditioning (HVAC)
Information Systems Technology
Mechanical Design & Engineering Technology
Diesel & Heavy-Duty Equipment Repair
Precision Machining Technology
Welding & Metal Fabrication

Vinal Technical High School

Carpentry Electrical
Automotive Technology VeterinaryScience
Diesel & Heavy-Duty Equipment
Hairdressing & Cosmetology
Heating, Ventilation & Air Conditioning (HVAC)
Information Systems
Precision Machining Technology

INDEPENDENT STUDY

This program is designed for the student who is broadly and deeply curious about a particular subject and who can benefit from the experience of developing, organizing, and completing a project that he or she finds stimulating. The work done must be over and above what is being offered in the curriculum. The independent study project may be taken in the place of an elective. The following conditions must be met to receive credit:

1. The project must receive the approval of a sponsoring teacher, the director of the department, the student's parents, and the high school administration.
2. Each student will be required to meet with the sponsoring teacher once a week to review his or her progress.
3. Credit will be given for the project. However, it is required that a student will spend at least sixty hours per one-half credit.
4. Grades for the study will be given on a regular or pass/fail basis. An administrator, the director, and the sponsoring teacher will determine the level of the course.

PASS/FAIL OPTION

This option is for seniors whose reasons for taking a course are based on its content rather than on achievement of a grade and for students who would like to take difficult or exploratory courses without risk to their G.P.A. (provided the course is passed). The following conditions must be met in order to participate:

1. A student must be a senior.
2. No course that is to be used as a "Requirement for a Diploma" may be chosen on a pass/fail option.

3. Seniors may elect one full year or two semester courses (one each semester) on a pass/fail basis.

4. The decision to participate in a selected course on a pass/fail basis must be made prior to the first quarter grade in any course. Students who are taking the pass/fail option are not exempted from the final exam. The principal and the appropriate director may make exceptions to these deadlines in rare instances.

REQUEST FOR CREDIT FOR COURSES TAKEN OUTSIDE GLASTONBURY HIGH SCHOOL

In order to receive credit for a course offered outside the Glastonbury School System, a student must complete the Request for Course Credit form at least five days prior to the start of the course. The student will be responsible for obtaining a course outline, documentation of the hours of instruction, and a final grade. In addition, the Director or Principal from the Glastonbury Public School System may require that a final examination for the course be taken outside the school system.

If the course is being taken for the first time, the hours of instruction must meet the state requirements. If the course is a make-up for one failed, the hours of instruction can vary proportionately, to be determined by the Director and Principal. Credit for a course required for graduation will be granted only under special circumstances. The Director and Principal must approve these requests.

SUMMER SCHOOL

Students who fail courses or lose credit due to attendance have the opportunity to make them up by attending the summer school programs sponsored by ~~the East Hartford or West Hartford Boards of Education~~ or online through Educere. These programs differ.

~~Educere-East Hartford~~ offers a remedial summer school open to students who have failed a course during the regular school year, have lost credit due to attendance, or want to improve a passing grade in a course already taken. (Note: If a student has failed all four marking periods of a full-year course, that course may not be made up in a remedial summer school). The grade the student earns for each three-week session is averaged with one original quarter grade and the final grade is then recalculated.

West Hartford Summer School offers courses that meet the minimum time requirements for credit (60 hours for 0.50 credit; 120 hours for 1.00 credit). The credit courses are designed to allow a student to earn a passing grade for course work previously failed, improve a passing grade, or earn credit for a course not previously taken.

The grade earned in one summer session in a course taken either to earn or improve a passing grade is averaged with two original quarter grades and the final grade is then recalculated. Grades for courses not previously taken are posted on the student's transcript with the notation S.S. (Summer School) and either 0.50 or 1.00 credit is given depending on the number of summer sessions attended.

Students who wish to make up a course or take a new course in summer programs other than East Hartford or West Hartford and who want to receive credit at Glastonbury High School

must obtain permission from the Principal and Director on the Request for Course Credit form prior to the beginning of the course. The form is available in the School Counseling office.

TRANSFER OF SCHOOL RECORDS

When a student enrolls in the high school from another school district, we will notify the previous district of the enrollment and request the student's educational and medical records. The previous school district is required by law to transfer the records with or without written parent authorization. Similarly, when the School Counseling Department receives notification of a student's enrollment in another district, we are required to transfer the records. We will notify the parent or guardian of the transfer at the time they are sent to a new school if no written parent authorization is on file.

School Counseling Best Practice Transfer Student Guidelines

PROCESS:

1. Transfer students new to GHS will have those courses from the previous school listed on the Glastonbury transcript. Transfer credits will be determined and awarded for those courses that align with our credit system. Grade point average (GPA) will be computed based on the student's course work and grade from previous school(s) and Glastonbury High.
2. When a student enrolls at GHS after a quarter has begun, that student's grade earned in the sending school/program will be given to the current GHS teacher if the student is placed in a corresponding class. That grade will be factored in with the student's work in his or her classes at GHS.
3. When a student enters from a school that requires them to participate in an after school sport, that required participation will be transferred in as .50 credit and denoted on a GHS transcript as a "P". This .50 credit will be counted as a Physical Education credit toward GHS graduation requirements.
4. A transfer student's GHS transcript is noted with the name of the previous school that the student attended.

SPECIAL SUPPORT PROGRAMS

SECONDARY SPECIAL EDUCATION PROGRAM

Programming for students with special needs at Glastonbury High School is provided in the least restrictive environment. Least restrictive environment means an educational environment which meets the needs of a child requiring special

education services, and at the same time ensures that to the maximum extent appropriate, students with disabilities are educated with children who are not disabled. It is the responsibility of each Planning and Placement Team to ensure

that no child is placed in a highly restrictive environment (such as full time special education classes) until all less restrictive programs have been tried. Programming options along the continuum of services are as follows:

1. Regular class with program adaptations
2. Regular class with supportive services in the general education (i.e. consultation/collaboration)
3. Regular class with resource services provided in a separate setting
4. Team taught classes in selected general education content areas
5. Special education class with instruction in general education to the maximum extent possible

In addition to the academic courses, the secondary special education program provides a variety of vocational options. A transition coordinator is available to assist all students with special needs in planning for a successful transition from school to post-secondary opportunities.

Another important vocational option is the Special Education Supported Work Experience Program, a cooperative program between the Special Education Department and employers in the community. The purpose of the program is to provide vocational training and experience to enable students to develop marketable skills.

MENTOR PROGRAM Grade 9

The Mentor Program is designed to serve those ninth graders in need of transitional academic and organizational support. Students who have been identified by eighth and ninth grade teachers and counselors as needing this program are assigned to a small group during a scheduled study hall with a teacher. The group meets each day. The Mentor Program provides students with the opportunity to develop academic and social skills. In addition, school counselors and support people from the community make visits to the mentored classrooms.

READINGSKILLS Grades 9-12

(Half Year-0.50 Credit)
1760 - Level 2

This course will be required for those students who need additional help with their reading skills in a small group setting. Placement in this course is based on classroom performance as well as the recommendation of the middle school supportive reading teachers. This course is open to all students who wish to improve their reading skills.

READING & WRITING ACROSS THE DISCIPLINES – Grades 9-12

(Half Year-0.50 Credit)
0700 - Level 2

This course is designed to help those students in need of strategies specific to reading and writing across the disciplines. While the course does include help with study skills, it is intended for those students who need more attention in reading and writing in the content areas. Classes will be limited in size

so those students needing additional teacher interaction will find it here. Students may retake this course with the permission of the Director of Language Arts.

SCIENTIFIC RESEARCH BASED- INTERVENTIONS (SRBI)

~~SRBI is an approach which provides services and interventions to all students based on their academic and /or behavioral needs. The State of Connecticut mandates that all~~

~~school districts in Connecticut use this process. When a need is identified using assessment data, interventions are developed. School personnel monitor student progress closely to be sure the interventions are appropriate and successful. For more information, visit the GPS website Parent Link to SRBI.~~

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Glastonbury Public Schools is committed to supporting the whole student. The Connecticut State Department of Education requires school districts to use a framework to address student needs. The framework we use for this support is known as Multi-Tiered System of Supports (MTSS). MTSS ensures all students receive the appropriate level of support for academic, behavioral, and social-emotional needs through various tiers of intervention. School personnel monitor student progress closely to be sure supports are appropriate and successful. For more information, visit the GPS website Parents tab to MTSS.

ACADEMIC PRACTICES

GROUPING

Classes in certain subjects have been grouped according to achievement levels to provide for students who have demonstrated special abilities or needs. Class groups are set as follows:

- (1) Level 1 for students who have demonstrated high achievement in a particular subject area. Students taking Level 1 and/or AP courses should be aware of the demanding work and grading expectations of these courses.
- (2) Level 2 for students who have demonstrated the academic knowledge and background to meet the requirements of their grade level.

All special education courses are Level 2 achievement. Special notation of enrollment in a Level 1 or AP class is made on the student's transcript. Some Level 1 courses offer the student the opportunity to participate in the University of Connecticut's Early College Experience Program or prepare students to take the College Entrance Examination Board Advanced Placement Tests.

A student's placement in a given level is reviewed periodically and students are placed in more appropriate classes as the need arises.

Note: As a rule, Level 1 courses are those with course numbers 0, 1, or 2 as the second digit.

As a rule, the first digit in each course number denotes the department as follows: Health, Physical Ed (0), English (1),

History/Social Sciences (2), World Language (3), Mathematics (4), Science (5), Business Education and Agriscience & Technology (6), Family and Consumer Sciences and Music (7), Technology Education (8), Art (9).

Examples:

1101 English9
European History1

English, Level 1 2430
Social Science, Level 2

HONOR ROLL

The following criteria have been established for determining honor roll and high honor roll status for Glastonbury High School.

classroom.

1. A 3.000 Grade Point Average (GPA) or better entitles a student to honor roll status provided that no grade received is an incomplete (I) or is lower than a C- in any one course, including physical education. Physical education grades are included in the GPA.
2. A 3.750 Grade Point Average (GPA) or better entitles a student to high honor roll status provided that no grade received is an incomplete (I) or is lower than a C- in any one course, including physical education. Physical education grades are included in the GPA.
3. High Honor Roll and Honor Roll listings will be published at the end of each quarter.
4. In computing honor roll, an A=4, A-=3.670, B+=3.340, B=3, B-=2.670, C+=2.340, C=2, C-=1.670, D+=1.340, D=1, D-=.670 and F=0. Level 1 courses are given one additional point.

Please note that, as it relates to the honor roll, physical education is half-weighted if it does not meet every day. Therefore, an A in physical education will not average with a C in another course for a B average.

PROMOTION TO THE NEXT GRADE Class of 2023 and Beyond

1. To become a sophomore, a student must have earned a minimum of **four** units of credit.
2. To become a junior, a student must have earned a minimum of **eleven** units of credit.
3. To become a senior, a student must be **scheduled to meet** all requirements for graduation.

REPORTING TO PARENTS: REPORT CARDS AND GRADING PORTAL

Parents and students can view information regarding student progress, grades, learning expectations and attendance via the PowerSchool Grading Portal. Parents that do not have access to this confidential, web-based system should contact the GHS School Counseling office for more information.

SUMMER READING PROGRAM

In an effort to promote a love of reading among students, Glastonbury High School students are encouraged to read independently, particularly during the summer months. This school-wide initiative is supported by Library Media Specialists, who monitor independent reading trends and provide students with recommendations and access to popular reads from various genres throughout the year. Since the goal is to encourage reading as the enjoyable pastime it is intended to be, students may read any book or text that matches their interests. Summer reading experiences are shared and celebrated at the start of the year through school-wide discussions which provide students and staff the opportunity to talk about what they have read. This celebratory approach to summer reading intends to promote a school culture that values reading beyond the

COURSES OFFERED

Elective Credit Fulfillment: FA=Fine Arts, H=Humanities, S = STEM, G = General

AGRISCIENCE & TECHNOLOGY

Agriscience Leadership 1,2,3,4 (G)
Foundations of Agriscience & Technology(S,G)
Animal Science
 Introduction to Animal Science (S,G)
 Livestock Management(S,G)
 Veterinary Anatomy and Physiology(S,G)
 Veterinary Science(S,G)
 Kennel Management (S,G)
 Introduction to Companion Animals(S,G)
 Behavior and Training of Domestic Animals (S,G)
 Animal Reproduction and Genetics(S,G)
Natural Resources & Forestry
 Environmental and Natural Resources Studies(S,G)
 Fish and Marine Life Management (S,G)
 Wildlife Management(S,G)
 Forestry(S,G)
Plant Sciences
 Horticulture(S,G)
 Floral Art and Design (FA,H,G)
 Advanced Floral Design(FA,H,G)
 Green Infrastructure and Sustainable Design(FA,H,G)
 ~~Landscape Construction and Maintenance(S,G)~~
Agricultural Mechanic & Engineering
 Outdoor Power Equipment(S,G)
 Equipment Systems and Repair(S,G)

ART

Art Foundations(FA,H,G)
Advanced Drawing(FA,H,G)
AP Studio Art(FA,H,G)
Ceramics(FA,H,G)
Collaborative Connections in Art
(FA,H,G)
Contemporary Crafts Design(FA,H,G)
Drawing and Painting(FA,H,G)
Sculpture(FA,H,S,G)
Animation(FA,H,G)
Design Careers in STEAM (FA,H,S,G)
Digital Art & Media(FA,H,S,G)
Fashion Design (FA, H, G)
Film & Video Production(FA,H,S,G)

BUSINESS EDUCATION

Keyboarding and Computer Applications 1A(G)
Business Computer Applications (S,G)
International Business(G)
Personal Finance (S,G)
Personal Finance On-Line(S,G)
Financial Decision-Making(G)
Banking and Investments(G)
Accounting (S,G)
Advanced Accounting(S,G)
Criminal Law (H,G)
~~Civil Law(H,G)~~
~~Criminology(H,G)~~
Marketing (G)

Entrepreneurship(G)
Sports & Entertainment Marketing

ENGLISH

English 9
English 10
English 11
AP English Language and Composition (juniors only)
AP English Literature (seniors only)
Introduction to Poetry
American Literature
Modern Literature
Global Literature
Journalism
World Literature
Creative Writing(H,G)
SAT Preparation(H,S,G)
Film Study(H,G)

FAMILY & CONSUMER SCIENCES

Culinary Arts and Nutrition(G)
Foods and Cultures (H,G)
Professional Cooking(G)
Professional Baking(G)
Fashion Design(FA,H,G)
Early Childhood Development(H,G)
Early Childhood Education (H,G)
Introduction to Individual and Family Development(H,G)
Foundations of Education

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education GRADE 9 (HPE9)
Health and Physical Education GRADE 10 (HPE 10)
Upper-class Health and Physical Education (11-12 HPE)
Dance & Fitness
Lifetime Activities
Group Games
Alternative Environment Activities
Sports Issues
No Boundaries for Wellness
Personal Wellness; Strength & Performance
First Aid Careers in Athletics and Recreation(G)

HISTORY/SOCIAL SCIENCES

Civics/Current Issues
United States History I
United States History II
Themes of United States History I
Themes of United States History II
AP United States History
Modern World History I
Modern World History II
AP European History(H,G)
Introduction to Economics (H, S, G)
Introduction to Political Science(H,G)

Introduction to Psychology(H,G)
African American/Black and Puerto Rican/ Latino
Studies(H,G)
Criminology(H,G)
AP Psychology(H,G)
Sociology(H,G)
Criminal Law

MATHEMATICS

Essentials for Algebra
Integrated Algebra and Geometry 1
Integrated Algebra and Geometry 2
Contemporary Math
Algebra 1A, 1B-1, 1B-2
Geometry A, 1-2
Geometry B
Algebra 2A, 1-2
Algebra 2B
Trigonometry(S,G)
Discrete Mathematics ECE(S,G)
AP Pre-Calculus, Level I(S,G)
Pre-Calculus, Level II(S,G)
AP Calculus AB(S,G)
AP Calculus BCECE(S,G)
Multivariable Calculus w/ Linear Algebra(S,G)
SAT Preparation(H, S, G)
AP Statistics
Introduction to Data Science (S,G)
Coding, Data Science, and Society(S,G)
AP Computer Science Principles(S,G)
Introduction to Computer Programming (S,G)
Computer Programming in C++ 1, 2(S,G)
AP Computer Science A(S,G)
Data Structures and Algorithms(S, G)
Cybersecurity
AP Statistics
Introduction to Data Science (S,G)
Coding, Data Science, and Society(S,G)
Personal Finance (S,G)
Personal Finance On-Line(S,G)
Financial Decision Making(S,G)
Accounting (S,G)
Advanced Accounting(S,G)

MUSIC

Concert Band(FA,H,G)
Symphonic Band(FA,H,G)
Chamber String Ensemble(FA,H,G)
String Orchestra(FA,H,G)
Concert Choir(FA,H,G)
Chorus(FA,H,G)
Treble Choir(FA,H,G)
Piano/Keyboard(FA,H,G)
Fundamentals of Music Theory*(FA,H,G)
AP Music Theory*(FA,H,G)
Music Studio Production(FA,H,S,G)
Beginning Guitar(FA,H,G)
Intermediate Guitar(FA,H,G)
~~Worlds of Popular and World~~
Music(FA,H,G)

SCIENCE

Integrated Science
Chemistry
AP Chemistry
Biology
AP Biology
Introductory Physics

Physics
AP Physics 1 & 2
AP Physics C(S,G)
AP Environmental Science(S,G)
Advanced Research Mentorships in the Natural Sciences(S,G)
Astronomy(S,G)
Forensic Science(S,G)
Human Anatomy and Physiology(S,G)
Principles of Applied Robotics and Engineering (S,G)
Coding, Data Science, & Society (S, G)

TECHNOLOGY EDUCATION

Advanced Photography(FA, H, S, G)
Applied Engineering (S,G)
Architectural Design (FA,H,G)
Computer Assisted Design(CAD)(FA, H, S, G)
Digital Electronics (FA, H, S, G)
Engineering Design(FA, H, S, G)
~~Computer Modeling for Animation and~~ Video Game Design &
Development (FA, H, S, G)
Graphic Communication Technology(FA, H, S, G)
Photography (FA, H, S, G)
Production Systems(S,G)
Transportation Systems (S,G)
TV Broadcasting (FA, H, S, G)
Web Design and Mobile Application Development(S,G)
Principles of Applied Robotics and Engineering(S,G)

TELEVISION AND THEATRE ARTS

Drama 1(FA, H, G)
Lighting and Sound for Theater(FA, H, S, G)
TV Broadcasting (FA, H, S, G)

WORLD LANGUAGES

French 1-2(H,G)
French 3, 4, 5, 6 (H,G)
AP French Language 6/ECE (H,G)
French I, II, III, IV, V (H,G)
Advanced Studies in Classical Mythology(H,G)
Word Power Through Latin(H,G)
Ancient Greek I, II (H,G)
~~Latin I, II, III, IV Level I (H,G)~~
AP Latin Literature V(H,G)
Latin I, I-II, III, IV(H,G)
Chinese 1, 2, 3, 4, 5 (H,G)
AP Chinese Language 6/ECE(H,G)
Russian 1-2(H,G)
Russian 3, 4, 5(H,G)
AP Russian Language 6 (H,G)
Spanish 1-2 (H,G)
Spanish 3, 4, 5, 6(H,G)
Spanish 5/ECE (H,G)
AP Spanish Language 6/ECE (H,G)
Spanish for Spanish Speakers (H,G)
Spanish I, II, III, IV, V (H,G)
English for Multilingual Learners 1, 2, 3 (H,G)
Multilingual Learner Tutorial (H,G)

OTHER CAREER AND TECHNICAL EDUCATION PROGRAMS

State Vocational Technical High Schools

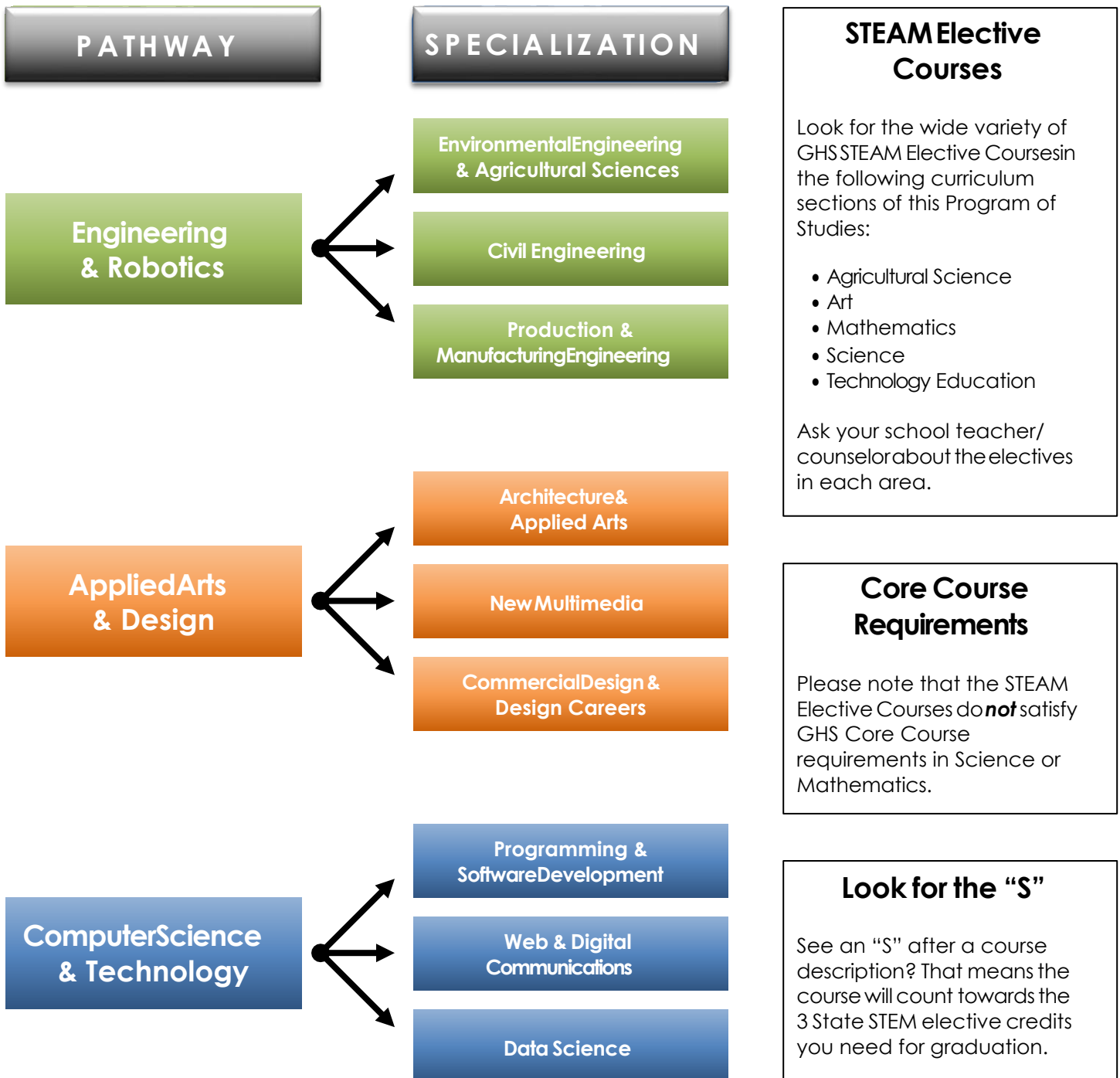
* Represents courses offered on alternating year cycles. See individual course descriptions for dates. Availability of courses is subject to change due to changes of the budget and economic conditions.



GHS Students

Spark your Passions and Prepare for your Future!

Explore the STEAM Pathways Available to You.



COURSE DESCRIPTIONS

Elective Credit Fulfillment: FA=Fine Arts, H=Humanities, S=STEM, G=General

AGRISCIENCE AND TECHNOLOGY

The AgriScience and Technology program offerings are open to all students. Courses may be elected on the same basis as any other course in the program of studies, however *preference will be given to program students first*. AgriScience and Technology courses enable students to survey areas in which they have interests, aptitudes, and/or college and career aspirations. The department has the goal of providing education about - and - for AgriScience/AgriBusiness. Courses are designed to meet the college and career needs of students.

The major areas of study are grouped under Animal Sciences, Natural Resources and Forestry, Plant Sciences, and Agricultural Mechanics & Engineering. Students may sample courses from each area or specialize in one or two, depending upon their interests.

AgriScience and Technology program students are required to:

- Enroll in the appropriate AgriScience Leadership course
- Incoming Freshmen are required to enroll in Foundations of AgriScience & Technology in addition to AgriScience Leadership 1
- Successfully complete a given number of classes as outlined by state legislation and regulations
- Participate in leadership activities (the primary vehicle to accomplish this is the FFA Organization)
- Develop and implement a Supervised Agricultural Experience (SAE) program under the supervision of an AgriScience staff member (grades 9-12).

Students who complete three or more years (minimum of six semester courses) in AgriScience and Technology may, with the consent of the Director of Science and Director of Career Technical Education, receive one science credit.

All courses provide opportunities for students to demonstrate all learning expectations.

AGRISCIENCE LEADERSHIP COURSES:

There are two components to these courses:

1. The Supervised Agricultural Experience (SAE) may include entrepreneurship, placement, or research external experiences. Various combinations of these may make up the work experience component. Students will be required to keep records of their activities and will be supervised by an AgriScience and Technology teacher. This phase is completed year-round and outside of the scheduled leadership course (1.0 credits). Students must complete at least 125 hours each year and maintain an active SAE all four years.

2. The classroom component will meet for one (0.5 credits). This phase will include developing skills, interviewing for jobs and writing resumes as well as discussion of employee benefits and other related topics. Students will also be required to meet the minimum expectations of the FFA degrees associated with each year, to develop career and leadership skills via Career Development Events (CDE's) and Leadership Development Events (LDE's) which may occur as co-curricular field experiences.

AGRISCIENCE LEADERSHIP 1

(Half Year - 1.5 Credit)

(Freshmen Only)

6671 - Level 1

This is a required course for all ninth graders entering Glastonbury High School as AgriScience program students. Students will be introduced to the AgriScience center and gain an understanding of the GHS community. Students will be given an overview of the scope of AgriScience program requirements and experiences. Students will learn about the FFA, develop their Supervised Agricultural Experience Program (SAE), and work with their advisor to meet minimum expectations for Greenhand Degree and prepare for various CDE's and LDE's. (G)

AGRISCIENCE LEADERSHIP 2

(Half Year - 1.5 Credit)

(Sophomores Only)

6672 - Level 1

This is a required course for all AgriScience students in grade 10. The course builds on the concepts introduced in the AgriScience Leadership 1 course. Students will expand their knowledge related to the FFA and parliamentary procedure while completing an agriculturally related research paper including an oral presentation. Students will work as a group to organize an FFA sales project and develop leadership skills. They will continue their comprehensive SAE portfolio,

meet minimum expectations for Chapter Degree and prepare for various CDE's and LDE's. (G)

AGRISCIENCE LEADERSHIP 3

(Juniors Only 1.5 Credit)

6673- Level 1

This is a required course for all AgriScience students in grade 11. The course builds on the concepts introduced in the previous AgriScience Leadership courses. Students will expand their knowledge related to the FFA and parliamentary procedure while completing an agriculturally related research paper including an oral presentation. Students will work as a group to organize an FFA sales project and develop leadership skills. They will continue their comprehensive SAE portfolio, meet minimum expectations for State Degree and prepare for various CDE's and LDE's. This course meets the state Financial Literacy Requirement (G)

AGRISCIENCE LEADERSHIP 4

(Seniors Only 1.5 Credit)

6674- Level 1

This course is for all AgriScience students in grade 12. Students prepare for FFA Proficiency Awards, Scholarship opportunities, CDE's, LDE's and college/career life after high school. Students are expected to have completed a minimum of 500 SAE hours by the end of the course to complete their program requirement. (G)

FOUNDATIONS OF AGRISCIENCE & TECHNOLOGY

(HalfYear-0.50 Credit)

6655- Level 2

Foundations of AgriScience and Technology introduces students to the four main concentrations within the AgriScience and Technology program (Animal Science, Plant Science, Natural Resources and Agricultural Mechanics & Engineering) as well as current industry standard practices. STEAM disciplines are woven through the context of Agriculture and students learn, apply and master standards and skills across content areas. While surveying Animal Science, Plant Science, Natural Resources and Agricultural Mechanics & Engineering students: investigate, experiment, analyze data, problem solve and communicate their solutions and conclusions publicly. Students explore career and post-secondary opportunities in each AgriScience concentration. Completion of this required AgriScience course will prepare students for their SAE and to select an AgriScience concentration for their advanced studies. This is a required course for freshmen enrolled in the AgriScience program. (S,G)



ANIMAL SCIENCE

INTRODUCTION TO ANIMAL SCIENCE

(HalfYear-0.50Credit)

6570 - Level 2

This course will serve as an introduction to all animal science courses. It will include terminology associated with companion animals and livestock. Students will discover the relationship between people and animals as they study animals used as companions, food and fiber, and in research. The course will cover basic animal nutrition, reproduction and behavior and serve as the basis for advanced animal science courses. (S, G)

LIVESTOCK MANAGEMENT

(HalfYear-0.50Credit)

6415- Level 2

Prerequisite: Introduction to Animal Science

This course will focus on several areas of Livestock Management (i.e. horses, cattle, poultry, swine, goat, sheep, etc.). Students will learn about the history and use of livestock, the development of breeds and their characteristics, and the functions of breed associations. Students will also learn how to select livestock based on conformation as it relates to performance, pedigree and personal preferences. Basic livestock behavior and training, basic nutrition and balancing of rations, restraint, and grooming will be studied. Career opportunities will be explored and students may have the opportunity to work with live animals. (S, G)

VETERINARY ANATOMY AND PHYSIOLOGY

(HalfYear-0.50Credit)

6431 - Level 2

Prerequisite: Introduction to Animal Science

This course will examine the anatomy and physiology of animals as it relates to the understanding

of veterinary medicine. Students will learn and apply veterinary terms, animal restraint techniques, and how to conduct physical exams. Students will also learn how to – identify and treat common animal diseases. Students will have the opportunity to work with live animals and conduct physical and virtual dissections. (S, G)

VETERINARY SCIENCE

(HalfYear–0.50 Credit)

6441 - Level 2

Prerequisite: Introduction to Animal Science

This course will focus on the causes, prevention and treatment of animal disease. The course will cover vaccination protocols, pharmacology, radiology, veterinary instruments, euthanasia and the pet people bond. Students will have the opportunity to explore the various types of disease on a species of their choice. The course will explore opportunities in veterinary medicine and related fields. (S, G)

KENNEL MANAGEMENT

(HalfYear–0.50 Credit)

6490 - Level 2

This course is designed to give students a background in the care and management of the many breeds of dogs. There will be opportunities for students to dialogue with guest speakers, interview individuals, and participate in various activities. The course will cover breeds, selection, reproductive management, health care and disease prevention, grooming, and training of dogs. Students will have the opportunity to perform several kennel related activities with dogs. Career opportunities will be explored. Field trips may be included. (S, G)

INTRODUCTION TO COMPANION ANIMALS

(HalfYear–0.50 Credit)

6501 - Level 1 (ECE)

Prerequisites: Biology & Introduction to Animal Science

This upper-level course is designed to give juniors and seniors a background in the care and management of the many breeds of cats and to explore other animals as companions. Students will have the opportunity to work with cats and other small companion animals. The course will explore the animal-people bond, animal care, selection of breeds, nutrition, reproduction, health and management of: cats, birds, rabbits, ferrets and other small animals. Students will also examine career opportunities with small animals. Students must have successfully completed Biology and Introduction to

Animal Science prior to registering for the course. Students taking this course may enroll in the UConn ECE program (see page 11). (S, G)

BEHAVIOR AND TRAINING OF DOMESTIC ANIMALS

(HalfYear-0.50Credit)

6445- Level 1 (ECE)

Prerequisites: Biology & Introduction to Animal Science

This upper-level course is designed to give juniors and seniors opportunities to apply theories of behavior regarding cattle, horses, sheep, goats, swine, poultry, cats and dogs to their management, training and welfare. Basic principles of genetics and physiology of behavior, perception, training, learning, motivation, and stress with consideration of integrated behavioral management will be covered. Students will train an animal as a part of the class. Students must have successfully completed Biology and Introduction to Animal Science prior to registering for the course. It is recommended that students first take Introduction to Companion Animals, but is not required. Students taking this course may enroll in the UConn ECE program (see page 11). (S, G)

ANIMALREPRODUCTIONAND GENETICS

(HalfYear–0.50Credit)

6450 - Level 2

Prerequisite: Biology & Introduction to Animal Science

This course will explore the reproductive physiology and anatomy of livestock, pets, and wildlife. It will look at the hormonal regulation of the reproductive process and explore the use of biotechnology in regulating reproduction in animal populations including its use in saving endangered species. Students will explore genetic principles and apply them to the selection, breeding, and development of animal populations. Students will have the opportunity to explore particular areas of interest as they apply to reproduction and genetics through research and class activities. Career opportunities will be examined. (S, G)

NATURAL RESOURCES AND FORESTRY



PRINCIPLES OF AGROECOLOGY AND CONSERVATION

(Half Year–0.50 Credit)

6525 Level 2

This course covers a wide variety of topics related to our natural resources, including an exploration of the living and non-living components of soil, water, and forest ecosystems **interactions**. Students will gain an understanding of the diversity of natural resources and how they can be utilized and conserved. Through experimentation, discussions, and experiences students will discover the sustainable management of resources that seeks to preserve the integrity of the services that they provide. Students will also explore how the intentional blend of the ~~ecological~~ principles of **ecology** ~~natural resource management~~ into agricultural **production and natural resource management can lead to a more sustainable outcomes. and equitable food system**. This course will serve as an introduction to all Natural Resource courses. (S, G)

FISH AND MARINE LIFE MANAGEMENT

(Half Year–0.50 Credit)

6470 - Level 2

This course will survey fresh and marine species in both natural and managed systems, especially those in our local area. Students will explore careers, learn tank maintenance, water quality, fish anatomy and physiology, freshwater and marine ecology, and aquaculture system management. Students will perform on-site and off-site experiments related to fish and marine life management, including the regular maintenance of our on-site tanks. Guest speakers may be a part of this course. Emphasis in the course will be placed on local water systems such as the Connecticut River and the Long Island Sound.

(S, G)

WILDLIFE MANAGEMENT

(Half Year–0.50 Credit)

6480 - Level 2

This course will survey the history of wildlife conservation in the United States and the world. It will cover habitats, wildlife population capacities, current methods of preserving endangered species, population genetics, factors influencing wildlife populations, and management practices. The course will focus on mammal and bird populations, especially those indigenous to Connecticut and New England. Students will be exposed to multiple wildlife species and will create a field guide throughout the semester. They will be involved in developing habitat plans, determining populations and carrying capacities of land areas, and surveying land for wildlife improvements. Class work may be supplemented by field trips, guest speakers, and exploration of related careers. (S, G)

FORESTRY

(Half Year–0.50 Credit)

6510 - Level 2

This course will provide the student with an introduction to forestry as a science and a practice. Careers in forestry, dendrology, identification, harvesting procedures, timber cruising, orienteering, forest health, timber stand improvement, and sustainable forest management. Emphasis will be put on local tree species and populations.

There will be several on-site and off-site experimental forestry related activities. Students should be prepared to utilize the outdoors as a laboratory space. (S, G)

PLANT SCIENCES



FUNDAMENTALS OF HORTICULTURE

(Half Year–0.50 Credit)
6641 - Level 1 (ECE)

This course will focus on horticulture as both a science and practice with a blend of concepts ranging from plant physiology basics to practical applications in a diversity of plant science pathways. Topics will include a foundational understanding of plant structure, growth, and function. This will build towards more advanced physiological processes such as plant propagation and the role of environmental factors on production. Students will then apply our learning to applied understandings of production systems, their management, and the impact of emergent technology. Class time will include a blend of instruction, laboratory experience, and the management of our school's greenhouse. Students taking this course may enroll in the UConn ECE program (see page 10). (S, G)

FLORAL ART AND DESIGN

(Half Year–0.50 Credit)

6541 - Level 1 (ECE)

This course seeks to introduce the student to the study of flower arrangement as an art form with emphasis on historical background, artistic principles, color harmony and care of perishable media. Individual expression is encouraged in the creation of floral composition. The student will gain practical experience in the making of arrangements while emphasizing the principles of design. The course will also focus on the merchandising and business areas of the floral industry. Students taking this course may enroll in the UConn ECE program (see page 10). (FA, H, G)

ADVANCED FLORAL DESIGN

(Half Year–0.50 Credit)

6550 - Level 1 (ECE)

Prerequisite: Floral Art and Design

This course allows full-time Agriscience students and students considering floral design as a career to have advanced experiences. Students will create more specialized and difficult arrangements including sympathy and wedding arrangements. Students will learn principles of design, costing, and marketing strategies as well as the planning and ordering of flowers. Students taking this course may enroll in the UConn ECE program (see page 10). (FA, H, G)

GREEN INFRASTRUCTURE AND SUSTAINABLE DESIGN

(Half Year–0.50 Credit)

6615 - Level 2

This course will study sustainable landscapes and their aesthetic functionality. In this course, students will learn and then apply the foundations of landscaping to the rapidly growing field of green infrastructure and sustainable design. Students will use the elements and principles of design to draw landscapes for both commercial and residential settings. Students will first be introduced to many aspects of the traditional landscape industry including plant identification, site analysis, the elements of design, plant selection, the use of industry-standard technological design tools.

Students will integrate and apply their learning to the context of green infrastructure by exploring sustainable technology including, but not limited to, green roofs, vegetative walls, and rain gardens. In doing so, students will connect their foundational knowledge to real-world problems. Career opportunities in landscape architecture and design may be explored through field trips and guest speakers. At the end of the course, students will have a portfolio of work that will serve as artifacts for the transferable skills and knowledge they have acquired throughout the semester.

(FA, H, G)

AGRICULTURAL MECHANICS & ENGINEERING

OUTDOOR POWER EQUIPMENT

(Half Year – 0.50 Credit)

6670 - Level 2

This course will cover the safe operation, maintenance, and care of small power equipment primarily used in grounds care and landscaping operations. Students will learn to operate and perform maintenance on equipment that may include lawn and garden tractors, lawn mowers, edgers, leaf blowers, rototillers, snow blowers, etc. The safe use, operation and maintenance of larger tractors (those with horsepower over 20) will be studied and practiced and an opportunity to receive National Safe Tractor and Machinery Operation Program certification will be available. Additionally, business procedures for managing a small outdoor power equipment business will be researched. Field trips to local businesses and guest speakers may be utilized to enhance the students' understanding of job opportunities. This course meets the requirement of a basic Agriscience course. (S, G)

EQUIPMENT SYSTEMS AND REPAIR

(Half Year – 0.50 Credit)

6660 - Level 2 Prerequisite: Outdoor Power Equipment

Students enrolled in this course will study engine theory, comparison of different types of engines, hydraulics & pneumatics, and welding applications specifically as they relate to agriculture. Students will learn to take apart and rebuild small engines. Also included will be theories and applications of electric arc, MIG, TIG and oxyacetylene welding. This course will cover safety procedures associated with all these applications and emphasize hands-on laboratory activities in each of the areas to be explored. Related career opportunities will be discussed.

ART

“...artmaking is essentially a learning process that spans the entire continuum between learning and creativity.”

Julia Marshall in *Connecting Art, Learning, and Creativity: a case for curriculum integration*. (Studies in Art Education, Vol. 46 3, 2005)

The GHS Art Program provides meaningful learning experiences for students who wish to work in visual arts for personal satisfaction, as well as for those considering careers in the visual and applied arts. The major goals of the Art Program at GHS relate to the development of knowledge, skills, and attributes in the areas of: (1) creative thinking, (2) personal expression, (3) visual literacy and discrimination, (4) qualitative aesthetic judgment, (5) cultural understanding and appreciation, (5) critical and analytical thinking skills, and (6) 21st Century Skills, attributes, and literacies. Specifically, students, across all Art courses, will learn, develop, and apply the “habits of mind” associated with visual artists and designers in the areas of creating, reflecting, refining, responding, communicating, and demonstrating artistic literacy.

Art is an important component of the STEAM program here in Glastonbury Public Schools and multiple art electives offer students the opportunity to gain STEAM credit.

Technology is an ever-present part of our lives and, therefore, plays a key role in the visual and applied arts as a tool for artistic expression, communication, research, and creative production. Whenever and wherever possible, computer software and hardware applications and multimedia techniques will be included as relevant real-world experiences.

Design continues to emerge as an important area of study in the visual and applied arts. The strategies, approaches, and skills designers develop and apply across a wide range of design-related fields will be explored in learning experiences in all Art courses.

The Art Department’s offerings meet the needs of all students offering specific electives for AP or ECE credit and Level 1 or 2. Enrollment in all Art courses is open to all students with the exception of Advanced Drawing and AP Studio Art, which require prerequisite courses taken and/or consent of the instructor. To enroll in more than two art courses per semester, a student must receive permission from the department director. All courses will provide opportunities for students to demonstrate all learning expectations.

ARTELECTIVES

ART FOUNDATIONS

(Half Year–0.50 Credit)

9321 - Level 2

This introductory course provides students with experiences to explore artistic skill development, personal expression and creative thinking. Art Foundations represents an overview of the visual arts program at GHS **and helps students learn what type of art they are interested in.** Students have the opportunity to explore 2-D and 3-D media and processes, including drawing, graphic design, painting, illustration, sculpture, and crafts, while learning about art-related careers. Students will create original artwork while exploring a variety of multimedia and technology- based visual arts with an emphasis on collaboration, problem-solving skills, craftsmanship, and artistic literacy. (FA, H, G)

ADVANCED DRAWING

(Half Year – 0.50 Credit) 9110 - Level 1 (ECE)

9310 - Level 2

(Offered for grades 10, 11 & 12)

Prerequisite: Successful completion of Drawing & Painting and recommendation of the Instructor.

This course provides a continuation of drawing skill development, emphasizes increased individual exploration of art mediums, and encompasses the development of a focused body of work. Students will be responsible to complete weekly sketchbook assignments and participate in individual and class critiques. Students will work with a variety of professional media and explore innovative and traditional techniques. Students may enroll in this course at level 1 for UCONN ECE credit. This course may be taken for four semesters with 0.50 credit given for each semester. This course should be taken as a prerequisite for AP Studio Art. (FA, H, G)



APSTUDIO ART

(2-D, 3-D, or Drawing Portfolio)

(Full Year – 1.00 Credit)

9150 - Level 1

(Offered for grades 11 and 12)

Prerequisite: 1 1/2 credits in art, including Advanced Drawing and recommendation of the Instructor.

Students in Advanced Placement Studio Art will choose to create a 2-D Art and Design Portfolio, a 3-D Art and Design Portfolio, or a Drawing Portfolio. Students enrolled in the class explore and build upon the techniques, skills, theories, and principles learned in prior art courses. Students will expand and master their skills in drawing, painting, design, and/or 3-D media, grow artistically and creatively while developing a personal style, and engage their critical thinking and problem solving skills. This course will address three major concerns that are constants in high school art: (1) measurable quality in a student's work as demonstrated through exceptional technical skill and conceptual merit (2) the student's commitment to concentration on a particular visual interest or problem, and (3) the student's need for experience in the formal, technical, and expressive means of the artist in the context of specific lineage, historical models, and contemporary theories and practices. Students have the opportunity to earn AP credit by going through the portfolio application and submission process. Students will be required to complete summer art assignments prior to entering this course in the fall. (FA, H, G)

CERAMICS

(Half Year– 0.50 Credit)

9330 - Level 2

This course introduces students to the techniques and processes of working with clay. Students will develop skills in problem solving and how to work three-dimensionally, while practicing a variety of hand building techniques including coil building, slab construction, pinch, press mold, sculpture, as well as throwing on the wheel. Students will learn surface treatment methods and various glazing techniques and applications for the production of functional, decorative, and artistic forms. Through these ceramic processes, students learn innovations and adaptability as well as how to articulate and communicate thoughts and ideas clearly and effectively. This course may be taken for four semesters with 0.50 credit given for each semester. This course can be taken as a prerequisite for AP 3-D Design. (FA, H, G)

COLLABORATIVECONNECTIONS IN ART

(Full Year– 1.0 Credit)

9355 - Level 2

Prerequisite: Recommended by instructor and Director's approval required.

In this course student "Collaborator" peer models will acquire leadership skills by facilitating and participating in the creative process, helping develop and tailor art experiences across a variety of art media and practices to help their peers develop cognitive, social/emotional, and behavioral skills.

Activities range from experiences in the fine, applied, craft, and STEAM arts. Students will develop relationships and foster an appreciation and understanding of individual differences, strengths, interests, and needs. Curriculum is designed to make the course meaningful, motivating, accessible, and joyful for all participants. (FA, H, G)

CONTEMPORARY CRAFT DESIGN

(Half Year–0.50 Credit)

9351 - Level 2

Students are introduced to new forms of art making through exploration of traditional and nontraditional media and materials, in the fields of crafts, fine art, and design. Students learn processes and techniques that may include glass, weaving, jewelry making, textiles, fiber arts, and woodworking, and experiment with repurposing, recycling, and up-cycling found objects and materials. With a strong emphasis on alternative media and materials exploration, students plan and develop original artwork using creative thinking and the process of problem-solving. Students will discuss and consider aesthetics, functionality, decoration, and utility through the planning, creating and critiquing processes. This course may be taken for four semesters with 0.50 credit given for each semester. This course can be taken as a prerequisite for AP 3-D Design.(FA,H,G)



DRAWING AND PAINTING

(Half Year–0.50 Credit)

9370 - Level 2

A variety of drawing and painting techniques are introduced with traditional and experimental media and subject matter. Observational drawing methods are practiced to create depth on a 2- dimensional surface, and color theory is explored through painting and color media. As students' progress, risk-taking and personal choices are encouraged as they build a repertoire of more advanced skills and become more self-expressive in their work. This course may be taken for four semesters with 0.50 credit given for each semester. This course can be taken as a prerequisite for Advanced Drawing. (FA, H, G)



FASHION DESIGN

(Half Year – 0.50 Credit)

7595 - Level 2

~~This is an introductory course for students interested in working individually and in small teams to learn about careers within the fashion/apparel industry, fibers and fabrics, clothing construction, as well as fashion trends and styles. Students will work with commercial patterns while learning basic cutting and sewing techniques. Conventional straight stitch and serger sewing machines will be used to create personal clothing and accessories. (FA, H, G)~~

Fashion Design is an introductory course for students interested in learning the role of designers in the fashion industry. Through the exploration of historical trends, notable designers, fashion illustration, as well as sewing/construction, students will extend their artistic expression to create unique designs and wearables. Students will learn essential trade practices, from concept development as 2D designs to sewing techniques for finished garments. This course may be taken for four semesters with .50 credit given for each semester. (FA, H, G)

ARTELECTIVES (STEAM)

ANIMATION

(Half Year-0.50 Credit)

9410 - Level 2

Through traditional and contemporary processes, students in Animation learn to make original images appear to move and come alive! Students use Adobe Animate, iPad apps and other technology to render animations for story-telling and personal expression. Emphasis is placed on creative problem-solving, storyboarding, and the principles of Animation. This hands-on course provides a foundation for future work with animation and digital art while exploring sophisticated software used by professional animators. Previous animation and drawing experience is not required. This course may be taken for four semesters with 0.50 credit given for each semester. This course can be taken as a prerequisite for AP 2-D Design. (FA, H, S, G)

Design Careers in STEAM

(Half Year– 0.50 Credit)

9200 - Level 1

9210 - Level 2

Design Careers in STEAM is a new course offering that will focus on offers the opportunity to develop creative and artistic solutions to real-world scenarios. applications. Students will use the creative process and design thinking to explore applied design opportunities including but not limited to fields such as Architecture/Interior, Product, Industrial, and Interface Design. Students will also learn about social innovation design and how to bring about real change in the world. Design Careers in STEAM will use the professional collaborative design team model (Project Manager, Art Director, Designer role) to conceive, develop, manage, and produce projects. Students will have opportunities to schedule "freelancers" with members of the GHS and greater community including professional Designers (Architects, Product Designers, Interface Designers, etc.), and GHS teachers and peers in the other STEAM disciplines, to gain the apply knowledge needed from other disciplines and bring their concept through to prototype.

Students choosing level 1 will work as leaders in the class, explore research on STEAM files, can opt to utilize the Adobe Education Exchange to gain greater proficiency in an Adobe Creative Cloud program(s), and work towards certification. This is would be a STEAM pathway and applied design pathway course for students on or interested in a career or college path. This course may be taken for four semesters with .50 credit given for each semester. (FA, S, G)

DIGITAL ART & MEDIA

(Half Year–0.50 Credit)

9402 - Level 1 (ECE)

9401 - Level 2

Students will use computer design technology as a creative tool and incorporate digital media in the production of visual art and design.

Emphasis is on the creation, manipulation, and display of the digital image. Collaboration is encouraged to expand ideas and build computer skills. Experiences may include collaborative group advertising, textile design, fine art creation, graphic communication page layout, photographic manipulation, presentation, and class critique. Students learn professional applications of art and design software, including Adobe Suite programs such as Photoshop and Fresco to create original images. Previous computer experience or art experience is not required. Students may enroll in this course at level 1 ~~for~~ ~~and the~~ UCONN ECE credit. This course may be taken for four semesters with 0.50 credit given for each semester. This course can be taken as a prerequisite for AP 2-D Design. (FA, H, S, G)

semester. This course can be taken as a prerequisite for AP 3-D Design. (FA, H, G, S)



FILM & VIDEO PRODUCTION

(Half Year–0.50 Credit)

9393 - Level 1 (ECE)

9392 - Level 2

Students will explore video arts and film-making as an art form. Video art, experimental film, and historical film genres will be discussed, analyzed, and used to inspire the creative process. Students will plan and develop ideas for original story-telling using digital video media, learning to use cameras, lighting, and sound equipment. Students learn professional processes of script-writing, videography, storyboarding, and digital editing to create independent and collaborative films and video. Students will use professional video software, including Adobe Premiere Pro and Adobe Rush to create original videos. Students may enroll in this course at level 1 ~~and the~~ UCONN ECE credit. This course may be taken for four semesters with .50 credit given for each semester. (FA, H, S, G)

SCULPTURE

(Half Year–0.50 Credit)

9380 - Level 2

This course in multimedia construction encourages the exploration of materials and processes as students develop three-dimensional problem-solving skills, sculptural techniques and artistic expression. Working with materials such as soapstone, clay, wood, wire, plaster and found objects, students plan, design and construct uniquely expressive forms and participate in class critiques. Additive, subtractive, modular, and relief sculptural processes are explored. STEAM processes and technology offer students the opportunity to explore connections through sculpture. This course may be taken for four semesters with 0.50 credit given for each

BUSINESS EDUCATION

The Business Department curriculum provides opportunities for students to develop knowledge, attitudes and skills to live and work as productive citizens. Students apply technology, legal principles, communication skills, and computational skills to meet the challenges of a fast-changing multicultural society. Students enrolled in Business Education courses build an educational foundation that also promotes responsibility and ethical behavior.

All courses will provide opportunities for students to demonstrate all learning expectations.

KEYBOARDING AND COMPUTER APPLICATIONS 1A

(Half Year – 0.50 Credit)
6320 - Level 2

Students will develop and improve their keyboarding skills by creating various business documents (letters, memos, reports, etc.). Instruction will be provided in the touch-typing method and be supported through various computer software programs. Use of the Internet will enhance coursework. To expand ~~their his/her~~ knowledge of additional business software applications, students are encouraged to enroll in Business Computer Applications. Students in grades 10-12 may be eligible for college credit through [the College & Career Pathways program through CT State Community College Manchester Community College](#). (G)

BUSINESS COMPUTER APPLICATIONS

(Half Year – 0.50)
6340 – Level 2
Prerequisite: None

Students will acquire essential computer software skills that will benefit them throughout their high school and post-secondary course work. Students will gain experience from hands-on application of Microsoft Office software, including word processing, spreadsheets, presentation graphics, database management, and desktop publishing. Students in grades 10-12 may be eligible for college credit through [the College & Career Pathways program through CT State Community College Manchester Community College](#). (S, G)

INTERNATIONAL BUSINESS

(Half Year -0.50 Credit)
6290 - Level 2
(Offered for grades 10-12)

Students will explore and learn about the various elements of running a business from a global perspective. The course will cover topics such as economics, management, finance, operations, employment, and marketing. Special emphasis will be placed on how different cultures, governments and people around the world interact to make up the global economy as it exists today. (G)

PERSONAL FINANCE

(Half Year – 0.50 Credit)
4651 – Level 2
(Offered for grades 10-12)

Students will learn about important financial literacy issues that face today's teens. This course will help students develop an understanding of financial literacy. Topics include: money management and budgeting, major expenditures, loans and credit, managing income and taxes, banking, saving, investing, and protecting wealth through insurance.

Instruction may be supported through computer software simulations, field-trips, and guest speakers. By the end of the course, students will have a thorough understanding of personal finance topics and be prepared to handle the financial responsibilities that exist after high school Meets State Financial Literacy Graduation Requirement. **(This course may serve as a mathematics graduation credit.)** (S, G)

FINANCIAL DECISION-MAKING

(Half Year – 0.50 Credit)
4661 - Level 2
(Math credit)

Students will acquire essential skills to make sound financial decisions. They will practice core financial literacy skills and experience the real-world impact of their financial decisions. Students will ~~participate in a virtual stock market challenge~~, complete activities/projects that involve making financial decisions (leasing vs. buying a car; renting an apartment vs. buying a house etc.), and will compete in a personal finance simulation to apply knowledge gained throughout the semester. (This course may serve as a mathematics graduation credit). (G)

BANKING AND INVESTMENTS

(Half Year – 0.50 Credit)

6110 – Level 1

6310 – Level 2

Banking and Investments is open to students in Grades 11-12. Students will learn about the world of finance, financial institutions as businesses and their role in the world economy. Through hands-on activities, case studies and guest speakers, students will explore the Federal Reserve System, employment in financial services, and real-world banking and investment practices. Any business course may serve as a prerequisite. ***This course may be taken for Level 1 or Level 2 credit.*** This selection will be agreed upon during the first week of class. **In addition to completing all of the level 2 work, level 1 students will be required to take enhanced assessments, submit periodic article reviews, create and present at least 1 topic specific presentations to the class and create a review activity/game for the class to play,** noting the additional L1 requirements. (G)

ACCOUNTING

(Full Year–1.00Credit)

6300 - Level 2

(Math credit)

Accounting is a skill-level course providing a strong background for those entering business. Students will develop and demonstrate manual and computerized skills to create and maintain financial records. Students will learn basic fundamentals and terminology of Accounting, gain an understanding of financial reports, and explore career opportunities in the accounting field. Practical accounting problems, with business papers, will emphasize actual business records management. (This course may serve as a mathematics graduation credit). (S, G)

ADVANCED ACCOUNTING

(Full Year–1.00Credit)

6101 - Level 1

(Offered for grades 11 and 12)

(Math credit)

(Offered for grade 10 with recommendation of teacher and counselor)

Advanced Accounting uses an integrated approach to teach accounting. Students first learn how businesses plan for and evaluate their operating, financing, and investing decisions and how accounting systems gather and provide data to internal and external decision makers. This year-long course includes all of the learning objectives of a traditional college level financial accounting course, as well as those from a managerial accounting course. Topics include an introduction to accounting, accounting information systems, time value of money, and accounting for merchandising firms, sales and receivables, fixed assets, debt and equity. Other topics include statement of cash flows, financial ratios, cost-volume profit analysis and variance analysis (This course may serve as a mathematics graduation credit). (S, G)

CIVIL LAW

(Half Year–0.50 Credit)

6391 - Level 2

(Offered for grades 10, 11 and 12)

Students will explore and learn about the basic legal principles that apply to different areas of their everyday lives. The course includes topics such as consumer laws, contractual agreements, housing laws, employment laws and laws dealing with your credit. Student learning will be enhanced through class discussions of case studies and current events, as well as videos on relevant legal topics. (H,G)

MARKETING

(Half Year–0.50 Credit)

6360 - Level 2

Students will explore the components of marketing as it relates to businesses and consumers. Areas of study include principles of marketing, product development and planning, distribution and pricing, **social media marketing research,** and advertising/promotion. Throughout the semester, students will work on activities, ~~and~~ projects **and simulation** to reinforce concepts **being learned throughout the semester.** (G)

SPORTS AND ENTERTAINMENT

MARKETING

(Half Year-0.50 Credit)

6365- Level 2

(Offered for grades 10-12)

Prerequisite: Marketing

Students will continue to explore & develop the principles learned in Marketing and apply them in the fast paced and exciting environment of the Sports and Entertainment Industry. Students will use their understanding of marketing, sponsorships, finance, promotion and event management to explore possible career paths into an industry that could see them traveling the world! Student learning will be enhanced with guest speakers, venue tours and culminate with an authentic learning experience by participating in an event management capstone activity.

ENTREPRENEURSHIP

(Half Year – 0.50 Credit)

6111 – Level 1

6311 – Level 2

Entrepreneurship is open to all students who are ready to pursue business ownership in any field of study. Students will learn the business knowledge and skills necessary to become an entrepreneur and enter the dynamic world of the 21st Century. Students will learn introductory concepts of economics, finance, marketing, and management in order to design and create an original business plan for their own company. This course will combine business theory with authentic experiences inside and outside of the classroom. This course may be taken for Level 1 or Level 2 credit. Level 1 will require students to engage in advanced work beyond the Level 2 core content and skills such as learning and running the operations of the GHS School store and Shark Tank.

ENGLISH

The English program in grades 9-12 has as its objectives the continued development of independent readers, competent writers, discriminating viewers, active listeners, articulate speakers, and critical thinkers. Students will have multiple experiences in literary analysis, argument writing, informational writing, and narrative/creative writing. In addition, students learn to value diversity from the voices of the authors they read, as well as from the voices of their peers. Students are actively engaged in reading and reflecting on a wide range of texts, including novels, short stories, essays, poetry, drama, articles, and memoirs, in print, non-print, and digital formats.

Through whole class, small group, and independent reading and reflection, students in high school English classes develop an understanding of the power of language, and how writers use genre and literary devices to convey meaning and provide insight into the human condition.

English courses are offered at either level 1 or level 2. Some level 2 courses, however, are designed to meet the needs of those students who would benefit from a more individualized approach and may need extra time developing language arts skills. Usually at least one section of this course is taught by an English and Special Education team.

Level 1 English Courses: It is strongly recommended that students taking level 1 English classes have received at least a final grade of B+ in a previous level 1 English class or at least an A- in a level 2 English class. Other predictors of success in a level 1 class are high scores on state tests.

Level 1 students should have a habit of voluntary reading, of completing all homework on time, and a willingness to accept the challenge of level 1 work, which expects a high degree of independence and responsibility.

All courses will provide opportunities for students to demonstrate all learning expectations.

The following courses require teacher recommendation:

AP Literature & Composition

AP Language & Composition

English 1701

English 1711

The Connecticut State Seal of Bilingualism was established to recognize high school graduates who have attained a level of proficiency in English and one or more languages. The Seal of Bilingualism recognizes the value of students' academic efforts, the tangible benefits of being bilingual and biliterate and prepares students to be 21st-century global citizens in a multicultural, multilingual world. In order to meet the requirements for the seal, students must meet Glastonbury High School's English language graduation requirements and a minimum rating of an Intermediate-Mid on both the Oral Proficiency Interview by computer (OPIc) and Writing Proficiency Test (WPT) for modern languages, or the ACTFL Latin Interpretive Reading Assessment (ALIRA). These external assessments, the OPIc and WPT are administered to all seniors enrolled in Chinese, French, Latin, Russian and Spanish.

ENGLISH 9, 10 & 11

ENGLISH 9

1101 –Level 1

(Full Year – 1.00 Credit)

1301 – Level 2

1701 – Level 2

The English 9 curriculum provides students with the opportunity to explore the relationship of the individual within the larger society. Through their reading experiences, students explore the concepts of Personal Journey, Family and Relationship, Heroes and the Better Self, and The Individual vs. Mass Mentality. Students study literature in a variety of genres (novel, short story, poetry, drama, non-fiction), literary periods (classic and contemporary texts) and cultures, and they practice research as a scaffolded process, learning critical skills for finding information and discerning fact from fiction. Additionally, students study media literacy exposing them to the profound role media plays in contemporary society, fostering the essential skills of inquiry and self-expression.

Students read to interpret author's purpose. Students continue to use reading strategies such as prediction, visualization, and questioning to analyze theme, character, and setting. The study of text includes how an author crafts meaning with textual elements and stylistic devices. By the end of the course, students should be able to effectively respond to text by interpreting, making personal connections, critically judging the quality of various works, and supporting their positions with relevant evidence and elaborate explanations.

The English 9 writing curriculum continues to emphasize clear and fluent writing with an awareness of audience and purpose. Assignments require students to practice writing

skills within three writing modes: narrative, informative/explanatory and argument/opinion. The grammar concepts taught at the secondary level are mapped across grades and aligned with both CCS and SAT; concepts are also taught in response to students' weaknesses observed in the context of writing. Students study vocabulary words related to unit concepts.

Skill acquisition and development might focus on employing figurative devices, description, and imagery in narrative pieces using facts, reasons, examples, and quotations to support a clear position in literary analysis and applying sound research skills while completing the Freshman Research Experience.

Note: All students must pass English 9 before taking English 10.

ENGLISH 10

(Full Year–1.00 Credit)

1111 – Level 1

1311 - Level 2

1711 - Level 2

Prerequisite: English 9

The English 10 curriculum builds upon the concepts studied in English 9, requiring and supporting more sophisticated and independent application of reading and writing skills. The study of literature in English 10 develops a sense of being a responsible and empathetic member of society. Through their reading experiences, students study concepts of Love and Sacrifice, Innocence and Experience, Power and Persuasion, and Personal Philosophy and a Sense of Self. Students study literature in a variety of genres (novel, short story, poetry, drama, non-fiction), literary periods (classic and contemporary texts), and cultures.

The literature study further emphasizes the development of the important skills of making inferences and interpreting an author's purpose. Students continue to use reading strategies such as prediction, visualization, and questioning to analyze theme, character, and setting. The study of text includes how an author crafts meaning with textual elements and stylistic devices. By the end of the course, students should be able to effectively respond to text by interpreting, making personal connections, critically judging the quality of various works, and supporting their positions with relevant evidence and elaborate explanations with increasing sophistication.

The English 10 writing curriculum continues to emphasize clear and fluent writing with an awareness of audience and purpose. More emphasis is placed on rhetoric and writing techniques as students continue to practice skills within three writing modes: narrative, informative and argument. Skill development focuses on applying more complex and sophisticated style devices and techniques appropriate to each writing mode. Assignments require students to employ figurative devices, description, and imagery in narrative pieces; use facts, reasons, examples, and quotations to support a clear position in literary analyses; and research a current issue and take a stance to complete the Sophomore Research Paper. The grammar concepts taught at the secondary level are mapped across grades and aligned with

both CCS and SAT; concepts are also taught in response to students' weaknesses observed in the context of writing. Students study vocabulary words related to unit concepts.

Note: All students must pass English 10 before taking English 11.

ENGLISH 11

(Full Year–1.00 Credit)

1112 –Level 1 (ECE)

1312– Level 2

1712– Level 2

In English 11, students will research, adopt, and adapt the habits, attitudes, and methods of authentic writers in order to discover and declare who they are as writers. In no other English class is such an autonomous experience of self-discovery offered to students! While carrying out the work of writers, students will identify areas of personal interest and inquiry and deeply consider and synthesize their understandings about broad, complex topics. Moving recursively through writing process stages, requires that students engage in the self-driven work of the writer who must make purposeful choices and richly reflect on their own product, progress, and learning.

For each mode of writing studied and crafted, students will examine mentor texts as models, practice offering and applying feedback within a community of peer writers, and ultimately assess the effectiveness of their own moves and choices as writers of their own pieces. Writers will create and self-evaluate a comprehensive portfolio of persuasive, informative, and narrative pieces and then select a showcase piece to contribute to a community publication as a final course product.

Ongoing engagement in the writing process offers all English 11 students opportunities to develop and practice the ten GHS Learning Expectations. Each student writer will also demonstrate their achieved level of mastery by writing 6-8 of the following pieces to showcase their learning: *Profile, Commentary, Rhetorical Analysis, Speech, Podcast, Review, Compare/Contrast Essay, College Essay/Personal Statement Essay, Epistolary Fiction, Narrative Poem, "Obscure Sorrows" Word Invention Piece*. Students will also participate in an independent reading strand called *Writers Read* and study and master vocabulary and grammar concepts designed to offer them SAT-style preparation.

Instructional Units and Strands of the Course Include:

Unit 1 *I Am A a Writer in a Community of Writers*

Unit 2 *Writing to Persuade*

Unit 3 *Writing to Inform*

Unit 4 *Writing to Delight & Capture the Self*

Independent Reading Strand: *Writers Read*

Vocabulary Strand: SAT-Prep

Grammar Strand: SAT-Prep

Upon successful completion of this course, students will fulfill the writing requirement for graduation. Students enrolled in English 11, L1 may also choose to enroll in the

UConn ECE program (see page 11). To be eligible, students must indicate their preference for an ECE section of English 11, L1 during the course registration process; the deadline is March 15th.

AP ENGLISH LANGUAGE AND COMPOSITION (JUNIORS ONLY)

(Full Year–1.00Credit)

1131- Level 1

This junior-year seminar course is designed for readers and writers who have clearly demonstrated superior language arts ability. Students who select this class must be able to employ accurate grammatical conventions, logical organization and a sophisticated vocabulary in their writing for both impromptu and revised writing assignments. With this foundation, students will develop a mature stylistic prose and an individual voice. The primary aim of the course is to help students write effectively in different forms (narrative, descriptive, expository, analytical, and argumentative), for different purposes and audiences. Students will not only learn the rhetorical devices and strategies writers employ for effectiveness and persuasion, but also incorporate these rhetorical strategies into their own writing. A special emphasis on argumentation will require students to evaluate academic sources, synthesize information, and properly cite these sources using MLA standards. This course prepares students for the AP Language and Composition Exam (which they are encouraged to take in May) by focusing on non-fiction texts written by memoirists, essayists, literary critics, speechwriters, and journalists. Open only to juniors, this course can be taken independently of senior AP English.

Note: All students must pass English 11 before taking courses in grade 12.

ENGLISH 12

The fourth credit in English is earned by selecting two semester courses (one “A” semester course and one “B” semester course) from the offerings listed below. Additional credits may also be selected. In making a selection, the student is cautioned that all courses are not taught at the same level. Students recommended for a particular level of any course may change this recommendation only with their parents’ written approval.

Prerequisite for all English 12 Courses: English 11 OR AP Language and Composition

Students may choose to take the full year AP Literature & Composition course *or* one “A” semester course *and* one “B” semester course during senior year:

AP Literature & Composition (full year)

“A” Semester Courses

American Literature (L1 or L2)

World Literature (L1 or L2)

Modern Literature (L1 or L2)

“B” Semester Courses

Global Literature (L1 or L2)

Introduction to Poetry (L1 or L2)

Journalism (L1 or L2)

AP ENGLISH LITERATURE AND COMPOSITION (SENIORS ONLY)

(Full Year–1.00 Credit)

1132-Level 1

This senior seminar course is designed for readers and writers who have clearly demonstrated superior language arts ability. Students who select this course must be able to employ accurate grammatical conventions, a mature stylistic prose, a logical organization, and a sophisticated vocabulary in their writing for both impromptu and revised writing assignments. Students taking this course are encouraged to take the Composition and Advanced Placement Literature Exam in May. The composition portion of the course provides a college-level reader, which includes models from professional and student writers. Students practice a variety of strategies used by professional writers. The major emphasis of the course is for students to learn the many rhetorical strategies and stylistic techniques that writers use as the foundation of meaning and to employ these techniques in their own writing. The literature of this course focuses on in-depth analysis of selections from fiction and non-fiction. Students read a wide variety of thematically grouped literature from many different periods. They develop their own papers, which analyze or interpret writers’ style and meaning.

Students who do not choose to take the full year AP Literature & Composition course must choose one “A” semester course from the following list.

“A” SEMESTER COURSES

AMERICAN LITERATURE

(Half Year–0.50 Credit)

1150 - Level 1

1450 - Level 2

This course focuses on how American literature originated and how unique voices and cultural themes emerged and evolved through its history such as the American Dream. Students will also explore how historical and cultural forces shaped literature. By engaging in the same cultural conversation as early American writers, students will develop an appreciation for the diversity of our nation’s literature as well as an understanding of the American identity as a rich, complex paradox of idealistic values and realistic truths. Ultimately, students will use their literary investigation as a means to evaluate traditional American ideas and their roles in our current society.

WORLD LITERATURE

(Half Year–0.50Credit)

1109 - Level 1

1510 - Level 2

~~This course introduces students to the important literature of foreign countries, especially classics of Western Civilization. World Literature explores selections from ancient Greece and Rome including mythology, the Bible, and Medieval Europe. Several literary types and strands are analyzed through selected readings in such areas as epics, drama, and lyric poetry as they developed historically.~~

This course is designed to develop the student's ability to interpret and appreciate significant works of world writers. The course begins with mythology. The students will explore the similarities in how cultures understand their origins, make sense of their world, and establish social order. Students will then trace the development of a hero across time and culture, beginning with the classic hero exemplified by *Beowulf* and *Hamlet* before moving on to modern ideas of heroism in novels and short stories by writers who represent different cultures: Nigeria, India, Afghanistan, France, England, American and African American, Indigenous groups, and Latino/a cultures. Through this study, students will explore universal human truths about life.

MODERN LITERATURE

(Half Year–0.50 Credit)

1192 - Level 1

1491- Level 2

This course focuses on writers who break from tradition in narrative structure as well as in their portrayal of cultural norms and identity. Students will examine the intense reaction of modern writers to the perceived contradictions and restrictions of traditional thinking and writing. Students will analyze the experimental nature of form and the writers' pessimistic view of reality. Ultimately, students will develop empathy for isolated individuals and understand them as products of their circumstances. Books include, but are not limited to, *Catcher in the Rye* and *The Perks of Being a Wallflower*.

“B” SEMESTER COURSES

Students who do not choose to take the full year AP Literature & Composition course must choose one “B” semester course from the following list.

GLOBAL LITERATURE

(Half Year–0.50 Credit)

1102 - Level 1

1501- Level 2

This course focuses on understanding individual stories, struggles, identities and cultures through the exploration of multicultural contemporary texts. Students will examine and

explore how individuals can maintain a sense of optimism and hope despite struggle, even in direst of circumstances at times. Using these diverse texts, students will navigate and appreciate a dynamic global society that can feel isolating yet simultaneously interconnected. Students will learn how empathy and understanding of others' stories leads to a better understanding of the self and one's place in the modern world. Books include, but are not limited to *A Long Way Gone*, *Sold*, *Krik?Kraak!* and *Persepolis*.

INTRODUCTION TO POETRY

(Half Year–0.50 Credit)

1161 - Level 1

1560 - Level 2

This course involves reading poetry and writing critical analyses and interpretations of individual poems. Some secondary attention is devoted to the student's own writing of poetry. Imagery, metaphor, form, metrics, and speaking voice will be emphasized. Students are not expected to have extensive experience in reading poetry; they are expected, however, to have an interest in learning more about poetry.

JOURNALISM

(Half Year–0.50 Credit)

1190 - Level 1

1540 - Level 2

~~This course instructs students in all steps of the writing process (prewriting, drafting, editing, revising, copy editing, and publishing) with activities emphasizing aspects of the creative process. Students learn to write for publication and publish a wide variety of materials, including the school newspaper.~~

~~News, editorials, features, sports, and specialty columns related to publishing the school newspaper are emphasized along with layout and design of the printed page. Students develop skills in problem solving, teamwork, cooperative learning, leadership, and interviewing techniques. Although this course focuses intensively on writing, students also develop their reading comprehension through nonfiction titles that may include *Into the Wild* and *Friday Night Lights*.~~

This course focuses on the consumption and interpretation of information via modern mass communication systems and forms of multimedia such as print texts, news, advertising, film, television, websites, social media, video games, and podcasts. Using an understanding of the purpose and design techniques behind such texts, students will interpret and analyze the mass mediated messaging embedded within them. Ultimately, students will become effective consumers of the media as they learn how and why messages are created. They will also learn to write and publish their own multimedia texts to more effectively navigate contemporary society.

ELECTIVES

Note: Credits for the following electives may not be counted as English credits toward graduation.

CREATIVE WRITING

(Half Year–0.50 Credit)

1200- Level 1

1600- Level 2

(Offered for grades 11 and 12)

This course teaches students to develop those thinking and writing skills that are especially helpful in writing creative pieces. During the semester, students write in a variety of genres within a workshop approach. Students taking this course share their writing in draft forms with the class and lead the discussion concerning significant revision. By the end of the course, students are expected to produce a portfolio of writings from several different genres. This course may be taken for level 1 credit with the permission of the teacher and the Director of Secondary English. An outline detailing additional requirements must be filed with the ~~Supervisor~~ **Director** of Secondary English prior to the beginning of the course. (H, G)

SAT PREPARATION

(Half Year – 0.50 Credit) Juniors

1650 - Level 2

Prerequisite: Completion of at least one full semester of Geometry.

This course provides students an extensive review of math concepts and problem-solving techniques as well as test-taking strategies and ways to build vocabulary and reading comprehension. This course will be taught by an English and a mathematics teacher. Students planning to continue their education beyond high school should plan to take the PSAT in the fall of their sophomore and/or junior year. SATs and Achievement Tests should be scheduled by students in the spring of the junior year and/or fall of the senior year. Credit for this elective may not be counted as math or English credit toward graduation. (H, S, G)

FILMSTUDY

(Half Year–0.50 Credit)

1290 - Level 1

1590 - Level 2

(Offered for grades 11 and 12)

This course introduces students to the analysis and interpretation of classic American and foreign films. Students will view films from the early days of film making to the present. Students will discuss key elements such as editing, storyboarding, sound and special effects, composition, and directing. This course concentrates on the critical viewing of film rather than criticism or making films. This course may be taken for level 1 credit with the permission of the teacher and the ~~Supervisor~~ **Director** of Secondary English. An outline detailing additional requirements must be filed with the Director of Secondary English prior to the beginning of the course.(H,G)

EDUCATION AND TRAINING

Courses in this area provide unique opportunities for students to explore education as a profession and focus on developing skills related to working with and teaching children. Students enrolled in these courses will have opportunities to earn dual college credit, industry-certifications and participate in on-site learning experiences. Career exploration across course offerings may include the professions of teacher, school counselor, childcare director, early childhood professional, coach and other professions that work with children from birth through high school.

EARLY CHILDHOOD DEVELOPMENT

(Half Year – 0.50 Credit)

7561 - Level 2

(Offered for grades 10, 11 and 12)

(Grade 10 by recommendation only.)

Aligned toward the 8 goals associated with the Child Development Association, students are prepared to foster an understanding toward the social, emotional, physical and intellectual growth of young children (ages birth to 5 years). Students will explore the roles and responsibilities associated with working and caring for young children. Students will earn their work experience hours by attending and participating at the Eastbury Early Learning Center (ELC). The course is recommended for future parents, caregivers and/or those who are pursuing a career within a human development field. Students will also take part in the Reality Care Baby program and take the baby home for a weekend. (H, G)

EARLY CHILDHOOD EDUCATION

(Half Year – 0.50 Credit)

7571 - Level 2

(Offered for grades 10, 11 and 12)

(Grade 10 by recommendation only.)

This course enables students to investigate the development and growth of children within the educational environment. The education of children with an emphasis on the pre-kindergarten, (ages 3 – 5). Intellectual, physical, social, and emotional growth and development patterns are studied. Other topics include children with special needs, children's literature, children's art and early childhood education. Childcare design, developmental centers, and teaching strategies and techniques are also covered. This course is recommended for future parents, caregivers, and those interested in careers in nursing, teaching, childcare or any field related to human development. Students plan activities and lessons for preschool age children and will work with the children at the Eastbury Learning Center. (H, G)

INTRODUCTION TO INDIVIDUAL AND FAMILY DEVELOPMENT

(Full Year – 1.0 Credit)

7200 - Level 1 (ECE)

7202 - Level 2

(Offered for grades 10, 11 and 12)

This course is designed as an introduction to the field of Human Development and Family Science. The course will provide students with an understanding of individual and family development over the lifespan. In particular, the course will focus on the developing individual within the context of the family system and the changes that occur in family systems over time. The course will also include an internship component. Students taking this course may enroll in the UConn ECE program (see page 11). (H, G)

FOUNDATIONS OF TEACHING

(Full Year – 1.0 Credit)

7581 Level 1 (ECE)

(Offered grades 11, 12)

This is an educational foundations survey course for students who are interested in learning more about the landscape of K-12 education and how to connect their passions to it. Articulated with two UConn ECE courses, the fall semester, *"If You Love It, Teach It"* explores studies of K-12 teaching, learning, and schooling in the United States: historical, philosophical, and social foundations of education. The spring semester *"Introduction to Special Education"* focuses on Special Education services in American education including various exceptionalities and the roles of professionals. Across the year, students will engage in on-site and off-site learning experiences, complete readings, journal entries, conduct a minimum number of field experience hours and submit a portfolio. Students enrolled in Foundations of Teaching may also choose to enroll in the UConn ECE program (see page 11) and earn up to six UConn ECE credits upon successful completion of both semester **courses**.

HEALTH EDUCATION/PHYSICAL EDUCATION

In order to meet graduation requirements, all students are required to pass Health and Physical Education 9 (HPE 9), Health and Physical Education 10 (HPE 10), and two grade 11/12 Physical Education courses.

All courses provide opportunities for students to demonstrate all learning expectations.

HEALTH AND PHYSICAL EDUCATION

GRADE 9 (HPE 9)

(Full Year–Alternate Day Cycle–0.50 HPE Credit)

(Required for grade 9)

0440– Level 2

The focus of HPE 9 is to develop student’s health and physical literacy skills and knowledge to achieve optimal levels of total wellness. Students are scheduled the first semester in Health Education and second semester in Physical Education. Students will learn how to advocate for themselves and others to keep themselves safe and free from high risk, negative behaviors. Students learn about societal norms and drug use prevention, teen sexuality and healthy relationships, the seriousness of mental health issues, and the importance of nutrition and physical activity to one’s well-being. Students utilize skills and knowledge learned in elementary and middle school to participate in activities that are of interest and will motivate them to continue to be active and healthy for life. In Physical Education, students participate in many team, individual, lifetime and recreational activities.

HEALTH AND PHYSICAL EDUCATION

GRADE 10 (HPE 10)

(Full Year, Alternate Day Cycle -0.50 HPE Credit)

0480–Level 2

(Required for grade 10)

Prerequisite: Health and Physical Education 9

Students enrolled in HPE 10 explore and build upon skills and knowledge learned in prior Health and Physical Education courses. Decision making and goal setting are critical skills developed in this course. Students are scheduled in Physical Education during the first semester and are required to take the Connecticut Physical Fitness Assessment. Students will participate in activities that utilize skills and knowledge in an assortment of traditional and non-traditional team games, individual, lifetime and recreational activities. During the second semester, students identify their own strengths and interests by continued development of the Student Success Plan. An in depth analysis of topics include drinking, driving and drug use, sexual harassment, stress management, food production and healthy eating, and Adult/Child CPR/AED training.

UPPERCLASS HEALTH & PHYSICAL EDUCATION

Prerequisites:

Health and Physical Education 9 and 10 (HPE 9 and HPE 10)

Health and Physical Education 9 and 10 (HPE9 and HPE10) are prerequisite courses for upper class Physical Education. Upper-class Physical Education classes meet on an alternate day cycle for the entire year. Class instruction is designed to assist students in the development of health and physical literacy skills to develop positive attitudes toward physical activity and build confidence to enjoy a lifetime of healthy living. Students that require independent study need prior approval from the Director of Health & Physical Education.

Students may pre-select one of seven courses: (Dance and Fitness, Lifetime Activities, Group Games, Alternative Environment Activities, No Boundaries for Wellness, Personal Wellness; Strength and Performance and Sport Issues).

DANCE AND FITNESS

(Full Year – Alternate Day Cycle –PE 0.50 Credit)

(Offered for grades 11 and 12)

0581 – Level 2

In this course, fitness concepts and dance exploration are combined. Students learn basic steps to a wide variety of dance, such as merengue, salsa, hip hop, swing, folk dances, reggaeton, ballet, and others. This course will change year to year based on student interests and presentation topics. Emphasis in this class is placed on a shared enjoyment of dance as a lifetime activity, increasing physical activity, improving personal fitness, and building leadership and presentation skills.

LIFETIME ACTIVITIES

(Full Year - Alternate Day Cycle - PE 0.50 Credit)

(Offered for grades 11 and 12)

0531 - Level 2

In this course, students will engage in a variety of lifelong physical activities associated with practicing healthy lifestyle choices. Activities may include but are not limited to yoga, fitness/power walking, interval training, tennis, tai chi, golf, relaxation techniques, pickleball, disc golf, water safety, and self-defense. Emphasis in this class is placed on increasing physical activity, improving personal fitness, and building leadership and presentation skills.

GROUP GAMES

(Full Year – Alternate Day Cycle –PE 0.50 Credit)

(Offered for grades 11 and 12)

0521- Level 2

This high intensity course is designed for students who enjoy team-based activities to further develop an understanding of strategies related to a variety of group

games. Students apply safe practices, rules, procedures, etiquette and good sportsmanship in all physical activity settings and take initiative to encourage others to do the same. Students demonstrate leadership and cooperation in order to accomplish the goals. This course also focuses on developing knowledge and skills in group games that contribute to the improvement of lifetime fitness and overall health.

ALTERNATIVE ENVIRONMENT ACTIVITIES

(Full Year, Alternate Day Cycle – PE 0.50 Credit)
(Physical Education 0.50 Credit)
(Offered for grades 11 and 12)
0591 - Level 2

Prerequisite: Recommended by instructor and Director's approval required if student requests to take this course a second time.

The purpose of this course is to expose students to a wide range of possibilities for being active with the objective of individuals finding an activity they may pursue throughout life. In this course, students participate in, plan, and implement a variety of alternative environment indoor/outdoor, land and aquatic activities.

Examples of activities may include: kayaking/canoeing, snorkeling, hiking, climbing, snowshoeing, geocaching, leaf identification, archery, fly fishing, sustainable living concepts; foraging and tree tapping, and recreational games. Students develop knowledge and skills that place an emphasis on the importance of experiential education, risk management, wellness, and the value of personal choice in lifetime activities for health and enjoyment.

SPORTS ISSUES

(Full Year - Alternate Day Cycle – Physical Education
0.50 Credit)
(Offered for grades 11 and 12)
0450 - Level 2
(Full Year- Alternate Day Cycle – Physical Education
0.50 Credit) (Offered for grades 11 and 12) 0450 -
Level 2

Students will investigate, analyze, and discuss sports related topics and issues. Students will analyze the historical and modern significance of sport in society, identify and discuss issues in youth sports, study the relationship between academics and sports, investigate discrimination and equality in sports, and explore the issues surrounding attitudes in sports.

NO BOUNDARIES FOR WELLNESS

(Full Year – Alternate Day Cycle – PE 0.50 Credit)
Offered for grades 11 and 12) 0512 – Level 2
Prerequisite: Recommended by instructor and
Director's approval required

In this course student coaches will be provided unique opportunities to develop leadership skills by facilitating and that help their peers to develop cognitive, social/emotional, and behavioral skills. Students participate in a wide variety of activities of dance, team games, individual and lifetime activities, and adventure-based experiential events. Lead up

and modified games will be used to help students develop relationships and foster an appreciation and understanding of individual differences and strengths. Curriculum is designed to make the course meaningful, motivating and fun for all participants.

PERSONAL WELLNESS; STRENGTH AND PERFORMANCE

(Full Year-Alternate Day Cycle – PE 0.50 Credit)
(Offered for grades 11 and 12)
0540- Level 2

In this activity-based course, students of all abilities will be provided opportunities to learn and develop habits and attitudes that contribute to living a healthy lifestyle. Basic and advanced exercise and conditioning programs will be designed specific to individual needs to improve strength, speed, endurance, flexibility, agility and power. The wide variety of class activities will all align in improving personal wellness for any individual.

HEALTH EDUCATION ELECTIVE

Prerequisites: Health and Physical Education 9 and 10
(HPE 9 and HPE 10)

In addition to the courses offered for graduation requirements, students have the opportunity to take elective courses in Health Education. Classes meet on an alternate day cycle for the entire year.

FIRST AID AND CAREERS IN ATHLETICS AND RECREATION:

(Full Year -Alternate Day Cycle - 0.50 Credit)
(Offered for grades 11 and 12)
0470- Level 2

In this course students will develop skills and knowledge in CPR/AED/First Aid and Safety. Students will also learn about career opportunities in Athletics and Recreation. This includes, but will not be limited to Athletic Training, Sports Management, Coaching, Exercise Physiology and Kinesiology. (G)

HISTORY/SOCIAL SCIENCES

All courses provide opportunities for students to demonstrate all learning expectations.

REQUIRED COURSES

CIVICS/CURRENT ISSUES

(Full Year–1.00 Credit) 2310 - Level 2

(Full Year & Tutorial Seminar-1.50 Credits)

2320 - Level 2

Civics/Current Issues is designed to give students a better understanding of some of the chief issues facing American citizens today and, at the same time, to consider possible ways of dealing with such issues intelligently. Students who are recommended for a tutorial seminar in Civics/Current Issues may earn a total of 1.5 Level 2 credits. The tutorial seminar meets every other day. ~~All Civic/Current Issues students must complete both a research paper or a community services paper/project and an economic budget simulation project.~~

UNITED STATES HISTORY I

(First Semester)

(Half Year–0.50 Credit)

2330 - Level 2

All students must earn one credit in United States History, usually in the junior year, by completing the two semester chronological survey courses or by taking the two semester Themes of United States History course or by taking the yearlong level 1 AP United States History course. The first semester course will review the legacies of Early America and examine the development of our country from the emergence of Modern America to World War II with an emphasis on the emergence of the United States on the world stage.

UNITED STATES HISTORY II

(Second Semester)

(Half Year–0.50 Credit)

2340 - Level 2

All students must earn one credit in United States History, usually in the junior year, by completing the two semester chronological survey courses or by taking the two semester Themes of United States History courses or by taking the yearlong level 1 AP United States History course. The second semester course will examine United States foreign and domestic developments from the Cold War to September 11th, 2001 and its aftermath, with an emphasis on the role of the United States in the world. All students must complete a formal historical research paper in United States History II.

THEMES OF UNITED STATES HISTORY I

(First Semester)

(Half Year–0.50 Credit)

2351 - Level 2

All students must earn one credit in United States History, usually in the junior year, by completing the two semester chronological survey courses or by taking the two semester Themes of United States History courses or by taking the yearlong level 1 AP United States History course.

The Thematic U.S. History course organizes content around themes that have shaped the development of the United States. This course addresses historical developments from Industrialization through the 21st century through the examination of select case studies. Thematic U.S. History I will focus on the themes of American character and identity, the changing roles and responsibilities of government and citizens, and rights and reform movements. The course will also provide students an opportunity to develop disciplinary reading and writing skills by critically analyzing primary and secondary sources, drawing conclusions from evidence, and engaging in the writing process. Students electing to satisfy their one credit graduation requirement in U.S. history by taking Thematic U.S. History must sign up for both semesters of Thematic U.S. History in the junior year.

THEMES OF UNITED STATES HISTORY II

(Second Semester)

(Half Year–0.50 Credit)

2361 - Level 2

All students must earn one credit in United States History, usually in the junior year, by completing the two semester chronological survey courses or by taking the two semester Themes of United States History course or by taking the yearlong level 1 AP United States History course.

The Thematic U.S. History course organizes content around themes that have shaped the development of the United States. This course addresses historical developments from Industrialization through the 21st century through the examination of select case studies. Thematic U.S. History II will focus on the themes of globalization including: exploring America's foreign policy goals and tools, the social, political, and economic impacts of foreign policy, and the nation's role in a global and interdependent world. In semester 2, students will continue to develop and apply disciplinary reading and

writing skills in their study of history. Also, all students must complete a formal historical research paper in Thematic U.S. History II. To this end, a unit of study in this course is dedicated to the development of research and writing skills. Students electing to satisfy their one credit graduation requirement in U.S. history by taking Thematic U.S. History must sign up for both semesters of Thematic U.S. History in the junior year.

AP UNITED STATES HISTORY

(Full Year -1.00)

2150 -Level 1

(Offered for grade 11 only)

This year long course provides students with the opportunity to learn United States History at the college level while still in high school. AP United States History will provide a survey of United States History from the colonial period until the late 20th century, while focusing specifically on those areas of study highlighted for the AP Examination. This course is intended to provide a college level exposure to American history while assisting those students who wish to take the AP Examination in their preparation for that test. Students taking this course should be able to: (1) work independently at a college level, (2) become familiar with both primary and secondary sources, (3) analyze historical documents, and (4) prepare a minimum of one historical research paper. As a college level course, students taking AP United States History should be aware of the demanding work and grading expectations of this course. Students are required to complete a summer reading and writing assignment prior to entering this course in the fall.

MODERN WORLD HISTORY I

(First Semester)

(Half Year-0.50Credit)

2421-Level 2

~~All students must take Modern World History in their freshman year and by the conclusion of their sophomore year, have completed both of the two semesters of this course~~

Modern World History I precedes Modern World History II. Students must complete both by the end of Grade 10. The Modern World History course organizes content around themes that are essential to understanding historical patterns and connections critical to the development of the modern world. Students will explore selected case studies from around the world, chosen to illustrate the course themes. Students will apply historical and social science thinking and literacy skills in their study of history throughout the year. First semester units include historical developments from 19th century Age of Imperialism through the Second World War.

MODERN WORLD HISTORY II

(Second Semester)

(Half Year–0.50Credit)

2422 Level 2

~~All students must take Modern World History in their freshman year and by the conclusion of their sophomore year, have completed both of the two semesters of this course~~

Modern World History I precedes Modern World History II. Students must complete both by the end of Grade 10. The Modern World History course organizes content around themes that are essential to understanding historical patterns and connections critical to the development of the modern world. Students will explore selected case studies from around the world, chosen to illustrate the course themes. Students will apply historical and social science thinking and literacy skills in their study of history throughout the year. Second semester units include historical developments beginning with the Holocaust and the Cold War and continuing through the early 21st century to include the study of modern human rights issues.

HISTORY/SOCIAL SCIENCES ELECTIVES

APEUROPEAN HISTORY

(Full Year– 1.00 credits)

2130-Level 1

(Offered for Grades 10, 11, & 12 only)

This year long course provides students with the opportunity to learn European History at the college level while still in high school. AP European History will provide a survey of European history from the 15th century to the present, while focusing specifically on those areas of study and historical thinking skills highlighted by the AP examination. This course is intended to provide a college level exposure to European history while assisting those students who wish to take the AP examination in preparation for the test. Students taking this course should be able to: 1. Work independently at a college level. 2. Become familiar with both primary and secondary historical sources. 3. Become proficient with a number of historical thinking skills. 4. Prepare historical arguments and research papers. As a college level course, students should be aware of the demanding workload and grading expectations for the course. Students are required to complete a summer reading and writing assignment prior to entering the course in the fall. (H, G)

INTRODUCTION TO ECONOMICS

(Half Year–0.50 Credit)

2470 – Level 2

This course examines the basic principles of capitalism. Its primary objective is the development of economic literacy. Topics include the operation of markets, the consumer, business and market structure, money and banking, growth and instability, and the role of government and international trade and finance. (H, S, G)

INTRODUCTION TO POLITICAL SCIENCE

(Half Year–0.50 Credit)

2480 – Level 2

This course gives students a better understanding of the philosophy and structure of United States government at the local, state, and national levels. Topics included are the nature of American democracy, information and the role of public opinion, political parties and elections, and decision-making. Introduction to Political Science will also introduce the basic elements of other political philosophies and institutions. (H, G)

INTRODUCTION TO PSYCHOLOGY

(Half Year – 0.50 Credit)

2400 – Level 2

(Offered for Grades 10, 11, & 12 only)

This course offers an opportunity for students to become familiar with the various subdivisions, concepts, experiments, and theories in the field of psychology. Among the topics considered will be motivation and learning, child and personality development, the brain and behavior, stress and conflict, altered states, and abnormal and social psychology. Throughout the course, emphasis will be on helping the individual to gain self-awareness. Students will actively participate in simulations, demonstrations, and experiments as part of the course. This course is open only to sophomores, juniors, and seniors. (H, G)

AFRICAN AMERICAN/BLACK AND PUERTO RICAN/LATINO STUDIES

(Full Year – 1.0 Credit)

2560 - Level 2

(Offered for Grades 10, 11, & 12 only)

The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and

contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities. This course is open only to sophomores, juniors and seniors. (H, G)

THE FOLLOWING COURSES ARE OPEN ONLY TO JUNIORS AND SENIORS:

CRIMINOLOGY

(Half Year–0.50 Credit)

2570- Level 2

Prerequisite: One of the following courses:

Introduction to Psychology, Sociology, or Criminal Law.

This interdisciplinary course is designed for students seeking advanced study in law and psychology. The course will stress theories of criminal behavior; the measurement and impact of crime; rehabilitation, treatment, and correctional facilities; and forensic science. A mock scene investigation will reinforce classroom instruction. This course is offered as a business or history/social sciences elective. This course is open only to juniors and seniors. (H, G)

AP PSYCHOLOGY

(Full Year–1.00 Credit)

2141 - Level 1

Advanced Placement Psychology introduces students to the systematic and scientific study of the behavioral and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use to explore the processes involved in normal and abnormal perceptions, thoughts, feelings and actions. Students will actively participate in simulations, demonstrations and experiments as part of Psychology and should be aware of the demanding work and grading expectations of this course. (H, G)

SOCIOLOGY

(Half Year–0.50 Credit)

2410 – Level 2

Sociology studies human society and social behavior. The course examines cultural and social structure and then focuses on social issues and problems. Some of the topics considered are minority groups, discrimination and prejudice, race relations, the elderly, gay rights, crime and punishment, juvenile delinquency, poverty and social class, and issues revolving around the American family, including teenage sexuality, child care, divorce, and family violence. This course is open only to juniors and seniors. (H, G)

~~structure and then focuses on social issues and problems.~~

~~Some of the topics considered are minority groups, discrimination and prejudice, race relations, the elderly, gay rights, crime and punishment, juvenile delinquency, poverty and social class, and issues revolving around the American family, including teenage sexuality, child care, divorce, and family violence. This course is open only to juniors and seniors. (H, G)~~

CRIMINAL LAW

(Half Year–0.50 Credit)

6381 - Level 2

(Offered for grades 10, 11 and 12)

Students obtain a basic understanding of individual legal rights and responsibilities under the U.S. justice system. The acquisition of knowledge about law is approached as a means for expanding capacity for responsible citizenship. Topics include an introduction to law and the structure of the court system, the criminal justice process, and crime and punishment. Guest speakers, videos, field-trips, and simulations enhance the curriculum. Students participate in a mock trial as a culminating activity. (H,G)

MATHEMATICS

Recommended Mathematics Course Selection Plan Grades 9 - 12

The chart below captures the **most common course sequences**. A student's course sequence, however, may change over time depending on interests, skill development, and achievement levels. Students should consult with their school counselor before choosing their courses. An Algebra 1-Geometry-Algebra 2 sequence will meet the entrance requirements of most four-year colleges, although additional courses are recommended for students considering college majors in mathematics, science, engineering and other related fields.

Grade	Level 1	Level 2		
8	Algebra 1	Transitions to Algebra		Mathematics 8
9	Geometry A, L-1 (4120)	Algebra 1A (4310)	Algebra 1B – 1 (4351)	Essentials for Algebra (4680)
10	Algebra 2A, L-1 (4130)	Geometry A (4320)	Algebra 1B – 2 (4361)	Integrated Algebra & Geometry 1 (4540)
11	AP Pre-Calculus, L-1 (4140) and/or Math Electives	Algebra 2A (4330)	Geometry B (4380)	Integrated Algebra & Geometry 2 (4541)
12	AP Calculus AB (4190), AP Calculus BC (4200), and/or Math Electives	Pre-Calculus (4340) and/or Math Electives	Algebra 2B (4390) and/or Math Electives	Math Electives

SEQUENCES AND OPTIONS IN MATHEMATICS

The goal of the mathematics curriculum is to develop students' ability to learn and use mathematics as lifelong problem solvers. Through their course of studies in mathematics, students will develop and use a range of numerical, algebraic, geometrical and statistical concepts and skills to formulate and solve authentic problems. Critical thinking and reasoning skills are developed throughout the study of mathematics as students investigate, explore, and apply their learning.

The GHS mathematics curriculum provides a variety of courses designed to meet the needs of mathematical competency for various post-secondary pursuits. 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 and parents are urged to give careful consideration to the teacher recommendation for course placement.** Algebra is offered in grade 9 only at Level 2. ~~Anyone who does not meet a course prerequisite should enroll in a summer school program or arrange for special help with a private tutor. Consult with a math teacher and guidance counselor for details.~~

Students who are not yet ready for a formal algebra course are advised to begin with Essentials for Algebra. They may then elect an algebra course or take the two-year sequence of Integrated Algebra and Geometry. Other math course options will include Contemporary Math.

Calculators are used extensively in the math courses at Glastonbury High School. For some courses the scientific calculator is sufficient. In all courses, beginning with Algebra 1 and above, a graphing calculator is needed. Class instruction is based on the **TI-83 or TI-84 series** of graphing calculators **as well as the Desmos Calculator application on the iPad**. (Please note that the TI-89 and TI-Nspire calculators are not permitted). A limited number of classroom calculators will be available for student use.

~~Although students are allowed to use a graphing calculator on the SAT or AP exams in mathematics, iPads or other tablet devices are **not** permitted at this time.~~

Students are allowed to use the TI graphing calculator or Desmos embedded calculator on both the SAT and AP Exams (with the exception of AP Statistics at this time). Courses will focus on both applications of calculator usage.

All courses will provide opportunities for students to demonstrate all learning expectations.

ESSENTIALS FOR ALGEBRA

(Full Year – 1.0 Credits)

4680 - Level 2

This course will use problem solving and technology to develop skills that will be critical for students as they prepare for further high school math study including the study of algebra. Our number system is examined through a study of number theory, focusing on rational numbers and the contextual situations that use them. Algebraic topics will include variables and expressions as well as a study of equations and formulas. The course may include an exploration of the coordinate plane and its role in algebra. A scientific calculator is required for the course.

Limited to freshman and sophomores who have not completed Algebra 1.

INTEGRATED ALGEBRA & GEOMETRY 1

(One year – 1.00 Credit)

4540 - Level 2

INTEGRATED ALGEBRA & GEOMETRY 2

(One year – 1.00 Credit)

4541 - Level 2

Prerequisite: Students must have completed Integrated Algebra & Geometry 1.

Algebraic and geometrical concepts are integrated over the two years from an applied, hands-on problem-solving approach. This spiraling instructional approach builds on the

connections and relationships between introductory algebra and geometry for students who need more support. A scientific calculator is required for the course.

Limited to students who have **not** completed an Algebra or Geometry course.

CONTEMPORARY MATH

(Half Year–0.50 Credit)

4510 - Level 2

This one-semester course will stress the use of mathematics as a tool for solving real world problems, the value of collaboration and will encourage the development of problem solving and higher order thinking skills. Students will work alone and in groups to find solutions to contemporary problems and to complete projects using number sense, probability and statistics, logic, algebra and geometry. Current news items will be examined through a mathematical lens. A scientific calculator is required for the course.

Limited to seniors who have the approval of the Directors of Mathematics.

ALGEBRA 1

Algebra is offered as both a one-year course (Algebra 1A) and a two-year course (Algebra 1B-1 & 1B-2) Both courses cover the key concepts of algebraic thinking, however, the Algebra 1A course moves at a faster pace in order to cover the material in one year. Algebra 1B-1 and 1B-2 teaches the same topics but over a two year period. Students and parents should work with the guidance and math departments to determine which pace is more appropriate.

ALGEBRA 1A

(Full Year–1.00Credit)

4310 - Level 2

ALGEBRA 1B-1

(Year 1- 1.0 Credit)

4351 - Level 2

ALGEBRA 1B-2

(Year 2- 1.0 Credit)

4361 - Level 2

Prerequisite: Algebra 1B-1

Algebra 1 is the foundational course for the study of higher mathematics. Students will formalize many algebraic concepts originally introduced in earlier math courses. Linear and quadratic functions and their behaviors are studied in depth.

Algebraic reasoning and skills are also formalized so that they can be used to solve a variety of problems. **They are used to solve a variety of problems.** Over the course of the year students develop a deep understanding that families of functions behave in predictable ways. Students will learn to use the symbolic language of algebra to investigate, represent and solve problems. ~~A graphing calculator (TI-83 or TI-84 series) is required for these courses.~~

GEOMETRY

GEOMETRY A, Level 1

(Full Year–1.00Credit)

4120 - Level 1

Prerequisite: Algebra 1

GEOMETRY A, Level 2

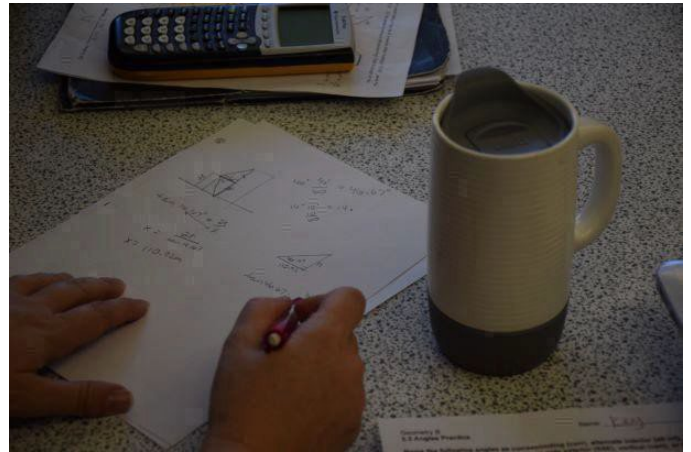
(One Year – 1.0 Credit)

4320 - Level 2

Prerequisite: Algebra 1

This course is a study of the properties and relationships of figures. Students begin with assumptions, definitions, and theorems and build on them through deductive reasoning and logical proofs. Geometric properties are developed through investigations and practical applications. Students will use the skills acquired in Algebra I in the context of this course. These skills include but are not limited to solving linear equations, systems of linear equations and quadratic equations.

In addition to a more rigorous and in-depth approach to the above-mentioned topics, the Level 1 course may include formal proof writing and geometric extensions.



GEOMETRY B

(Full Year – 1.00 Credit)

4380 - Level 2

Prerequisite: Algebra 1

Geometry B is a full-year course that is a natural follow-up to Algebra 1B. This course will be quite similar to Geometry A with a less rigorous approach. The course will stress geometric properties through investigations. Practical applications are emphasized and algebra skills are used throughout this course.

ALGEBRA 2

ALGEBRA 2A, Level 1

(Full Year–1.00 Credit)

4130 - Level 1

Prerequisite: Algebra 1 & (Geometry may be taken concurrently)

ALGEBRA 2A, Level 2

(Full Year-1.00Credit)

4330 - Level 2

Prerequisite: Algebra 1 & (Geometry may be taken concurrently)

Algebra 2A is an extension of topics of Algebra 1A with a more thorough treatment of solving equations, problem solving, and graphing. New topics include logarithms, complex numbers, polynomials, and rational expressions. In addition to a more rigorous approach to the above-mentioned topics, the Level 1 course will include recursion, conic sections and rational functions. A graphing calculator (TI-83 or TI-84 series) is required for these courses. *Students planning to elect Pre-Calculus must take this course.*

ALGEBRA 2B

(Full Year–1.00Credit)

4390 - Level 2

Prerequisite: Algebra 1 & (Geometry may be taken concurrently)

Algebra 2B uses a graphical approach and understanding to the content of Algebra 2. Algebra 2B uses a graphical approach to understand the content of Algebra. Following successful completions of Algebra 2B, students may select Trigonometry (4440), Discrete Mathematics (4445), or Introduction to Data Science (4430). A graphing calculator (TI-83 or TI-84) series is required for this course. *Students planning to select Pre-Calculus should not elect this course, but should elect Algebra 2A instead.*

MATHEMATICS ELECTIVES

Please note the prerequisite for each course.

Students may elect to take these courses if they are currently in or have completed the Algebra 1-Geometry-Algebra 2 course sequence.

TRIGONOMETRY

(Half Year - 0.50 Credit)

4440 - Level 2

Prerequisite: Algebra 2

This course is a study of the basic trigonometric functions, their graphs and their applications. The use of technology will be emphasized. Students may not earn credit for both Trigonometry and Pre-Calculus. (S, G)

DISCRETE MATHEMATICS

(Half Year-0.50Credit)

4445 - Level 2 (ECE)

~~4446 - Level 1 (ECE)~~

Prerequisite: Algebra 2

Discrete mathematics stresses the problem solving and reasoning skills used by decision makers in fields such as business, government, health, manufacturing, information transmission, and social choices. Topics chosen from may include counting and probability, graph theory, deductive reasoning, the axiomatic method and finite geometries, and number systems, voting methods, apportionment methods, mathematics of finance, and number theory. A scientific calculator is required for this course.

Students taking this course may enroll in The University of Connecticut Early College Experience Program (ECE). As a University of Connecticut Early College Experience course,

students should be aware of the demanding work and grading expectations of this course. Please refer to information about the ECE program on page 10 in the Program of Studies.

Limited to juniors and seniors only. (S, G)

AP PRE-CALCULUS, Level 1

(Full Year – 1.00 Credit)

4140 - Level 1

Prerequisite: Algebra 2

PRECALCULUS, Level 2

(Full Year- 1.0 Credit)

4340 - Level 2

Prerequisite: Algebra 2

In this course, connections between previous algebra and geometry courses are made and used to model real life situations. This includes a rigorous study of polynomial, rational, exponential, logarithmic and trigonometric functions through the lens of rates of change. The Level 1 course may include the study of vectors, matrices, parametric equations and conic sections. A graphing calculator (TI-83 or TI-84) series is required for this course. Students may not earn credit for both Trigonometry and Precalculus. Students will be given the option to take the AP Precalculus exam in May. Please see your teacher for more details. (S, G)

APCALCULUS AB

(Full Year–1.00Credit)

4190 - Level 1

Prerequisite: Pre-Calculus Level 1

This course covers differential and integral calculus as well as analytic geometry and limits. Applications include curve sketching, maximum and minimum problems, related rate problems, finding area, volume, L'Hopital's Rule, surface area, and arc length of geometric figures, as well as other related topics. A graphing calculator (TI-83 or TI-84) series is required for this class. College credit or advance placement may be earned through the Advance Placement Exam given in May. (S, G)

APCALCULUS BC

(Full Year–1.00Credit)

4201- Level 1 (ECE)

Prerequisite: **AP** Pre-Calculus Level 1

This course covers all of the topics of the AP Calculus AB course as well as parametric, polar and vector functions and their derivatives, applications of integrals, solving logistical differential equations and using them in modeling, the concept of series, series of constants, and Taylor series. A graphing calculator (TI-83 or TI-84) series is required for this course.

Students taking this course may enroll in The University of Connecticut Early College Experience Program (ECE). As a University of Connecticut Early College Experience course, students should be aware of the demanding work and grading expectations of this course. Please refer to information about the ECE program on page 10 in the Program of Studies. (S, G)

MULTIVARIABLE CALCULUS w/LINEAR ALGEBRA

(FULL YEAR – 1.00 Credit)

4210- Level 1

Prerequisite: Calculus

This course is the continued study of Calculus, extending to several variables with a primary focus on vector calculus. The topics covered in this course include applications of integration, vectors in space and their applications, equations of surfaces, differentiation/integration and applications of vector-valued functions, functions of several variables, partial derivatives, multiple integration, some vector analysis, including an introduction to vector fields, and line integrals. Students will also study ~~linear maps and their representations in vector spaces and through matrices as well as set theory.~~ **systems of equations, matrices, determinants, linear transformations on vector spaces, characteristic values and vectors, from a computational point of view. The course is an introduction to the techniques of linear algebra with elementary applications.** (S, G)

SAT PREPARATION

(Half Year – 0.50 Credit)

Juniors

1650 - Level 2

Prerequisite: Completion of at least one full semester of Geometry

This course provides students an extensive review of math concepts and problem-solving techniques as well as test-taking strategies and ways to build vocabulary and reading comprehension. This course will be taught by an English and a mathematics teacher. *Credit for this elective may not be counted as math or English credit toward graduation.*

Students planning to continue their education beyond high school should plan to take the PSAT in the fall of their sophomore and/or junior year. SATs and ACTs should be scheduled by students in the spring of the junior year and/or fall of the senior year. (H, S, G)

MATH ELECTIVES (STEAM)/ DATA SCIENCE

Please note the prerequisite for each course.

Students may elect to take these courses if they are currently in or have completed the Algebra 1-Geometry-Algebra 2 course sequence.

AP STATISTICS

(Full Year – 1.00 Credit)

4230 - Level 1

Prerequisite: Algebra 2A

This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes: exploring data; sampling and experimentation; anticipating patterns; and statistical inference.

A graphing calculator (TI-83 or TI-84) series is required for this course. (S, G)

~~INTRODUCTION TO DATA SCIENCE~~ DATA SCIENCE AND STATISTICS

(Half Year – 0.50 Credit)

4420 - ~~4421~~ Level 2

4425 - ~~4426~~ Level 1

Prerequisite: Algebra 1

This course is designed to provide the background necessary to interpret statistical data. Each unit concludes with a performance task using EXCEL software so that students build their skills in this very useful software. Each unit will also have students analyze data, apply what they learned and communicate their findings through various case-studies. It will include elementary probability and the fundamental statistical method needed to interpret and prepare research materials. Such a study should benefit any student interested in a career in science, business, social science, education, or mathematics. Students may take this course as an introduction to AP Statistics **but should not take this course concurrently or after AP Statistics.** (S, G)

CODING, DATA SCIENCE, AND SOCIETY

(Full Year - 1.0 Credit)

4427 - Level 1 **ECE**

~~4428 - Level 2~~

Prerequisites: Any Computer Science STEAM course*

This course is a true interdisciplinary STEAM course in the computer science and technology pathway. In a world surrounded by information, data literacy is now a crucial life skill that opens up countless opportunities in fast-growing STEAM careers. Students will develop code through Python to interpret real-time data and explore the issues and problems they care about. By integrating content and skills from a variety of disciplines, students will explore data from social media, sports, healthcare, and the environment to better understand the world around us. ~~The level one option for this course includes the components of level two and additional independent work.~~ (S, G)

COURSES OFFERED FOR MATH CREDIT WITHIN THE BUSINESS DEPARTMENT

FINANCIAL DECISION-MAKING

(Half Year – 0.50 Credit)

4661 - Level 2

Students will acquire essential skills to make sound financial decisions. They will practice core financial literacy skills and experience the real-world impact of their financial decisions. Students will participate in a virtual stock-market challenge, complete activities/projects that involve making financial decisions (leasing vs. buying a car; renting an apt vs. buying a house etc.), and will compete in a personal finance simulation to apply knowledge gained throughout the semester. (This course may serve as a mathematics graduation credit). (S, G)

ACCOUNTING

(Full Year – 1.00

Credit) 6300 –

Level 2

(Offered for grades 9-12)

Accounting is a skill-level course providing a strong background for those entering business, marketing, and management. Students will develop and demonstrate manual and computerized skills to create and maintain financial records. Students will learn basic fundamentals and terminology of Accounting, will gain an understanding of financial reports, and explore career opportunities in the accounting field. Practical accounting problems, with business papers, will emphasize actual business records management. (This course may serve as a mathematics graduation credit). (S, G)

PERSONAL FINANCE

(Half Year – 0.50

Credit) 4651 – Level 2

(Offered for grades 10-12)

Students will learn about important financial literacy issues that face today's teens. This course will help students develop an understanding of financial literacy. Topics include: money management and budgeting, major expenditures, loans and credit, managing income and taxes, banking, saving, investing, and protecting wealth through insurance.

Instruction may be supported through computer software simulations, field-trips, and guest speakers. By the end of the course, students will have a thorough understanding of personal finance topics and be prepared to handle the financial responsibilities that exist after high school. (This course may serve as a mathematics graduation credit). Meets State Financial Literacy Graduation Requirement. (S, G)

ADVANCED ACCOUNTING

(Full Year – 1.00 Credit)

6101 – Level 1

(Offered for grades 11 and 12)

(Offered for grade 10 with recommendation of teacher and counselor)

(Maybe taken for MCC credit)

This full-year course is designed to enable the highly motivated student to build a strong foundation in accounting theory, which can be used in a business career or as a basis for a business major in a post-secondary institution. The course will enable students to use the terminology relating to the accounting process; to maintain a complete set of accounting records for a sole proprietorship and a partnership; to prepare and interpret financial statements; and to utilize accounting data for managerial decisions. In addition to receiving 1.00 credit from Glastonbury High School, students will have the option to apply for three semester hours of college credit through Manchester Community College. (This course may serve as a mathematics graduation credit) (S,G)

INTERMEDIATE COURSES

CYBERSECURITY

(Full Year–1.0Credit)

4188 - Level 2

4187 - Level 1

Prerequisites: Any Introductory Course listed above.

With the increase in students' interest in Computer Science and the increase of jobs in this field, this course offers students the opportunity to explore this field further, rounding out their Computer Science experience. Cybersecurity is the practice of protecting computer systems, computer networks, and digital information. These concepts are important to all digital users, and will be explored throughout this course.

COMPUTER PROGRAMMING IN C++

(HalfYear–0.50Credit)

4160 - Level 1

4460 - Level 2

Prerequisite: Algebra 1 and Introduction to Computer Programming or AP Computer Science Principles

Students will be learning one of the most popular industry languages of C++. The students will learn advanced concepts while working on long term projects that have multiples specifications. Topics covered will include functions, pointers, two-dimensional arrays, processing text files, classes, inheritance and modeling. Each student will be responsible for creating a culminating project of his or her own design. This course may be taken for level 1 credit by permission of the instructor. (S, G)

VIDEO GAME DESIGN & DEVELOPMENT

(Half Year- 0.50 Credit)

8431- Level 1 **ECE**

~~8436- Level 2~~

This interdisciplinary ~~STEAM~~ **computer science** course will engage students in an overview of techniques in video game design. Students will, design and develop video games **using the C# programming language**, focusing on level design, story development, rules, strategy, and interactivity. Ethical issues in game design will also be considered. Students may take this course twice and explore advanced topics. ~~The level one option for this course will include the components of the level two and additional independent work and advanced criteria to~~ **This course aligns with** the University of Connecticut Digital Media and Design 2500 course **and students** may ~~Students taking this course as level 1 may~~ enroll in the UCONN ECE program. **(Per UConn policy, ECE credit will only be awarded one time).** (FA,H,S,G)

WEB DESIGN AND DEVELOPMENT

(HalfYear-0.50Credit)

8382 – Level 1

8380 - Level 2

~~This is an introductory level course that will explore the overall production process surrounding web design with a particular emphasis on design elements, layout, navigation, and interactivity. Students will design and prototype applications for apple and android devices. To complete these projects students will utilize industry standard programming languages including~~ **In this interdisciplinary computer science course, students will create websites and web applications using HTML, CSS, and JAVASCRIPT. These technologies offer students the opportunity to computational thinking skills that will prepare them for a wide variety of technology careers, as well as other computer science courses. Students may pursue advanced topics by taking this course a second time. The level one option for this course will include the components of level two and additional independent work and advanced criteria. Students enrolled in the level 1 section of this course will participate in additional self-directed learning experiences, delve deeper into aspects of algorithm development with javascript, and be expected to independently and collaboratively problem solve.**(S,G)

ADVANCED COURSES

AP COMPUTER SCIENCE A

(FullYear-1.0Credit)

4180 - Level 1

Prerequisites: Previously or concurrently taking Algebra 2A

The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of linear data, approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. (From the Advanced Placement Program Handbook)

Students who wish to get a more complete view of computer science at Glastonbury High School should take this course after AP Computer Science Principles.(S, G)

COMPUTERSCIENCE (STEAM)

Please note the prerequisite for each course.

CTE/STEAM & Computer Science companion courses:

Computer Science Courses	CTE/STEAM Electives
Introduction to Computer Programming	Video Game Design & Development Web Design & Development Principles of Applied Robotics & Engineering
AP Computer Science Principles	Digital Electronics Web Design & Development Video Game Design & Development Coding, Data Science, & Society
Programming in C++	Web Design & Development Digital Electronics Principles of Applied Robotics & Engineering Video Game Design & Development Engineering Design Applied Engineering
Cybersecurity	Web Design & Development
AP Computer Science A Data Structures & Algorithms	Digital Electronics Engineering Design Coding, Data Science & Society

INTRODUCTORY COURSES

INTRODUCTION TO COMPUTER PROGRAMMING

(Half Year - 0.50 Credit)
4450 - Level 2

This course is designed to introduce students to the basics of computer programming. Students will be introduced to object oriented programming in languages such as Microsoft Small Basic or Java Script, which is specifically designed to be accessible to beginners. The class will cover the topics of variables, conditionals, loops, arrays, string manipulation and others. Special emphasis will be placed on graphical interface. Each student will be responsible for creating a culminating project of his or her own design.

Although not a prerequisite, students who wish to optimize their computer science learning at Glastonbury High School should take this course before both the AP Computer Science Principles and AP Computer Science A. This course cannot be taken concurrently with AP Computer Science A. (S, G)

AP COMPUTER SCIENCE PRINCIPLES

(Full Year - 1.0 Credit)
4182 - Level 1

Prerequisites: Algebra I

This course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world. (From the Advanced Placement Program Handbook)

Students who wish to optimize the flow of their computer science courses at Glastonbury High School should take this course before AP Computer Science A. (S, G)

DATA STRUCTURES AND ALGORITHMS

(Full Year - 1.0 Credit)

4185 - Level 1

Prerequisites: AP Computer Science A

The Data Algorithms course is an introduction to fundamental data structures and algorithms. The emphasis is on understanding how to efficiently implement different data structures, communicate clearly about design decisions, and understand the relationships among implementations, design decisions, and the four pillars of object-oriented programming: abstraction, encapsulation, inheritance, and polymorphism. **Stacks, Queues, Linked Lists, Hashmaps, Trees and Graphs** are covered along with the common algorithm associated with these data structures.

This course is intended for students who are intending to pursue a Computer Science related degree in college. The curriculum is based on a 2000 level college course.

MUSIC

Students electing a performing group are expected to attend all performances. Performing groups include all bands, orchestras and choruses. These performances are an important outgrowth of the curriculum and most often are scheduled outside of the regular school day. When enrolling in a performing group, students are committing themselves to all performances of that group. Members of music performance ensembles also become eligible to audition for a variety of state and regional festivals.

All courses provide opportunities for students to demonstrate all learning expectations.

PERFORMANCE ENSEMBLES

CONCERT BAND

(Full Year–1.00Credit)

7300 - Level 2

(Offered for grade 9, 10, 11, & 12)

(Prerequisite: Prior Band Experience)

This ensemble is open to students who can demonstrate the ability to perform level 3 literature. Instruction will focus on group skills, aesthetic awareness, musical literacy and technique through the study of a variety of works. Members are required to participate in concerts, local parades, and three home football games. Students are encouraged to participate in the Football Pep Band on a voluntary basis at the remaining football games. This course may be taken for Level 1 credit through a separate audition process and the completion of additional requirements through independent study. (FA, H, G)

SYMPHONIC BAND

(Full Year–1.00Credit)

7310 - Level 2

(Offered for grades 10, 11 & 12)

Prerequisite: Audition-

This ensemble is open, by audition, to all students in grades 10 through 12 who can demonstrate the ability to perform level 4 literature. Selection is based on ability and instrumentation. Instruction will focus on aesthetic awareness, musical literacy, and advanced skills through the study of a variety of musical styles including Broadway, jazz, and popular as well as traditional band works. Members are required to participate in school concerts, local parades and three home football games. Students are encouraged to participate in the Football Pep Band on a voluntary basis at the remaining football games. This course may be taken for Level 1 credit through a separate audition process and completion of additional requirements through **independent study**. (FA, H, G)

CHAMBER STRING ENSEMBLE

(Full Year–1.00Credit)

7360 -Level 2

(Offered for Grades 10, 11 & 12)

Prerequisite: Audition

The Chamber String Ensemble is open by audition to high school students entering grades 10 through 12. Students who play violin, viola, cello, or string bass may audition for the course in January of the preceding school year. Students will study and perform challenging level five and six literature for small chamber string ensemble as well as string trios and quartets. Students will participate in an in-depth study of literature for interpretation, musicality, style, and aesthetic quality. Students will study appropriate composers in relation to the era, society, and culture in which they created their works. Students will perform at school concerts and various community events. Class size may be limited to twenty-four students for balanced instrumentation. This course may be taken for Level 1 credit through a separate audition process and completion of additional requirements through **independent study**. (FA, H, G)

STRING ORCHESTRA

(Full Year–1.00Credit)

7350 – Level 2

(Offered for grades 9, 10, 11 & 12)

Prerequisite: Prior Orchestral Experience

The String Orchestra course is a performing ensemble open to any high school students who play an orchestral string instrument: violin, viola, cello, or double bass. Appropriate string orchestra literature is studied. Emphasis is placed upon skill development as well as interpretation and ensemble skills. Students will study a variety of musical styles appropriate to the genre. The String Orchestra will perform at school concerts as well as community events. This course may be taken for Level 1 credit by audition and completion of additional requirements through **independent study**. (FA, H, G)

CONCERT CHOIR

(Full Year–1.00Credit)

7340 - Level 2

(Offered for grades 10, 11 & 12)

Prerequisite: Audition

The Concert Choir is a select performance ensemble open to qualified sophomores, juniors and seniors by audition. Prior membership in Chorus, Treble Choir or the equivalent is

expected. Advanced literature from all historical periods including small major works with instrumental accompaniment is studied. Emphasis is placed on development of vocal skills in the areas of tone quality and tone production, breath control, reading accuracy and interpretation. The choir performs at school concerts as well as selected community events. This course may be taken for Level 1 credit by audition and by completing additional requirements through independent study. (FA, H, G)

CHORUS

(Full Year–1.00 Credit)

7330 - Level 2

(Offered for grades 9, 10, 11 & 12)

This is a performing choral ensemble open to any high school student without audition. Students will perform choral repertoire in a wide variety of musical styles. Major emphasis is on developing vocal skills and music literacy. The Chorus performs at school concerts as a vocal ensemble as well as in combination with the Concert Choir and Treble Choir. This course may be taken for Level 1 credit by audition and by completing additional requirements through independent study. (FA, H, G)

TREBLE CHOIR

(Full Year–1.00 Credit)

7345 – Level 2

Offered for Grades 10, 11 & 12)

Prerequisite: Audition

The Treble Choir is an auditioned group for soprano and alto singers that performs music at an advanced level with a focus on a cappella music. This includes music from the standard choral repertoire as well as music in a popular style, specifically suited for soprano and alto voices. Emphasis will be placed on singing with good vocal technique and development of music literacy. Auditions for this group take place in January and are opened to all treble singers in grades 10-12, regardless of whether or not they have taken Chorus before. This course may be taken for Level 1 credit by audition and by completing additional requirements through independent study. (FA, H, G)

CLASSROOMMUSIC COURSES

PIANO/KEYBOARD

(Half Year–0.50 Credit)

7450 - Level 2

This course is for students who have little or no previous keyboard experience. Students will learn basic piano technique - fingering, reading, chord progressions and a variety of songs. Students use individual stations in the music MIDI lab and software to work at their own pace. (FA, H, G)

FUNDAMENTALS OF MUSIC THEORY

(Half Year–0.50 Credit)

7169 -Level 1(ECE)

(Not Offered 2025-2026, Offered 2026-2027)

This is a one semester course introduces students to the fundamentals of in music theory components explored through the study of including melody, rhythm, harmonic dictation, sight-singing, part-writing, musical terminology and form. Fundamentals of Music Theory This Level 1 course is taught in the music technology lab. This Level 1 course and is recommended as a preparation to AP Theory. and recommended for all ensemble students. It is recommended for all ensemble students but may also be taken by any student, as an introductory exploration of theory. Students taking this course may enroll in the UConn ECE program, MUSI 1011. (FA, H, G)

AP MUSIC THEORY

(Full Year–1.00Credit)

7170 - Level 1 (ECE)

(Offered 2025-2026)

(Offered for Grades 10, 11, & 12)

This course emphasizes focuses on aural and visual identification of musical elements including chords, cadences, compositional processes and skills, rhythm and meters, phrase structures, form and modulation. College credit or advanced placement may be earned through the Advanced Placement Examination given in May. Students taking this course may enroll in the UConn ECE program for MUSI 1011 and MUSI 1012. (see page 11). Prerequisite for this course is Fundamentals of Music Theory or by consent of the instructor. (FA, H, G)

MUSIC STUDIO PRODUCTION

(Half Year -0.50 Credit)

7441-Level 2

This course is designed to teach students how to create and produce music using a variety of technologies. Students will learn audio engineering skills and work with sequencing /notation software to create a number of projects including a commercial, movie soundtrack, and live recording. Students may focus on their area of interest using other available software programs. No musical experience is necessary. This hands-on course will serve the abilities and interests of all students. (FA, H, S, G)

BEGINNING GUITAR

(Half Year -0.50 Credit)

7370 - Level 2

This course is designed for students with little or no guitar experience. Students will learn basic chords, scales, note and rhythm reading, tab reading and beginning barre chords. Students will also learn to play songs using notes, tab and chords. Students who have proficiency in most of these skills, especially basic chords, should consider taking Intermediate Guitar. If a student is unsure which course to take, he/she should check with a guitar instructor. This course may be taken a second time only with teacher permission. (FA, H, G)

INTERMEDIATE GUITAR

(Half Year-0.50Credit)

7380 - Level 2

This course is designed for students who have completed the GHS Beginning Guitar course and/or for students who have basic rudimentary guitar skills (see requirements from Beginning Guitar description). Students will study advanced barre chords, note and rhythm reading, scales and modes, guitar theory, composition, song writing, improvisation and ensemble performance. If a student is unsure which course to take he/she should check with a guitar instructor. This class may be taken a second time only with teacher permission. (FA, H, G)

WORLDS OF MUSIC

~~(Half Year-0.50~~

~~Credit) 7420- Level 2~~

~~In this classroom course, students will study and experience music from diverse cultures to gain an understanding of the development of music in society. Some styles of music from the following countries which may be studied include: South India, West Africa, Japan, Indonesia. (FA, H, G)~~

POPULAR AND WORLD MUSIC

(Half Year-0.50Credit)

7430- Level 1 (ECE)

In this classroom course, students will examine popular and world music's influence within American society. Students will study significant styles and genres of American popular music and how they are influenced by European American, African American and Latin American traditions. Students will be encouraged to think critically and creatively about musics of the world and their influence on popular music throughout the 20th century. (FA, H, G)

SCIENCE

Recommended Science Course Selection Plan for Grades 8-12

The chart below captures the **most common course sequences**. However, a student's course sequence may change over time depending on interests, skill development, and achievement levels. Students should consult with their school counselor before choosing their courses. **The entrance requirements for most four-year colleges include successful completion of full year courses in Chemistry, Biology, and Physics.**

Grade	Level 1	Level 2	
8	ConceptsofPhysics, L-1 (Concurrent Algebra 1 recommended)	Conceptsof Physics	
9	Chemistry L-1 (5130)	Chemistry (5440)	IntegratedScience (5462)
10	AP Biology (5100)	Biology(5410)	Biology(5420)
11	AP Physics 1&2 (5171)	Physics (5470 or 5480)	IntroductoryPhysics (5465)
12	AP Chemistry (5140), AP Environmental Science(5160), AP Physics 1&2(5171), AP Physics C (5175), and/or Advanced Research Mentorship (5150)	Science electives,	Science electives

The scope and sequence of the GPS science curriculum endeavors to help students develop an understanding of fundamental science principles, their applications, and their implications. The GHS science course offerings attempt to meet the needs of all our students - be it to establish a minimal scientific literacy in a technological world or to establish the cornerstone of a scientific career. In light of these needs, students should plan their program of study to maximize their exposure to concepts and skills in a variety of science areas.

Students must successfully pass Biology (or AP Biology) and at least one credit of a physical science or earth/space science courses to satisfy the science graduation credit requirement. Students may, upon the approval of the directors of Science and Vocational Education, apply for one science credit with the successful completion of a three year planned program of Agriscience and Technology.

All Advanced Placement science courses at GHS are Level 1. It is strongly recommended that students taking Level 1 science classes have received at least a final grade of B in the previous Level 1 science course or at least an A- in an appropriate Level 2 science course. Other predictors of success in a Level 1 course are high grades (A or B) in language arts courses or mathematics courses.

The Science Department has initiated collaborative programs with the University of Connecticut, to provide an opportunity for GHS students to earn college credit for some GHS science courses. Once accepted, students meeting college criteria will be provided the respective college's credit. Credit from UConn may be transferable to other colleges and universities. Students are notified if the college credit option is available in their science courses every fall.

All courses provide opportunities for students to demonstrate all learning expectations.

CHEMISTRY

Chemistry is an extremely important branch of science. Chemistry affects our daily lives in many ways, and a solid foundation in the study of chemistry is important for understanding the concepts and topics presented in future science courses.

The GHS science program begins during the 9th grade year with a one year introductory course in Chemistry or a course closely associated with chemistry (Integrated Science). These courses explore the basic content areas of chemistry. Advanced Placement (AP) Chemistry is a second year chemistry course for potential college credit. All of these courses satisfy the physical science graduation requirement.

INTEGRATED SCIENCE

(Full Year – 1.50 Credits)

5462 – Level 2

Offered for grade 9 only

Prerequisite: Teacher recommendation

Students in Integrated Science conduct investigations of energy, the structure of matter, the interactions of chemicals, the impacts of chemicals on our society and environment, and the chemical nature of life. This is a laboratory course with an emphasis on chemistry that is designed for 9th grade students to utilize concepts of physics, chemistry, and biology to help students understand Earth's systems and develop an appreciation of global interdependence. The course is aligned with expectations of the and the Next Generation Science Standards, and includes themes of engineering design, modeling, patterns, change, and constancy.

CHEMISTRY

(Full Year - 1.50 Credits)

5130 - Level 1 (Grade 9 only)

5440 - Level 2 (Grade 9 only)

Chemistry 5130 and 5440 are investigations into the structure and composition of substances and the physical mechanisms by which chemical, physical, and nuclear changes occur. The role of energy in these changes is examined. Extensive laboratory experiences enable students to expand upon the various concepts of chemistry. This course is aligned with the expectations of the Next Generation Science Standards, and includes themes of engineering design, earth's systems, modeling, patterns, change and constancy.

Guidelines:

For entrance into Chemistry 5130 (Level 1) it is recommended that the student earn a B or higher in Grade 8 Level 1 science (Concepts of Physics) and Algebra. Chemistry 5130 is a first-year chemistry course designed for 9th graders which includes abstract concepts, expanded topics, and numerous applications of mathematics.

For entrance into Chemistry 5440 it is recommended that the student be concurrently enrolled in Algebra or completed Algebra. This is a first-year chemistry course designed for 9th graders who desire introductory chemistry with fewer mathematical challenges than Chemistry 5130.

AP CHEMISTRY

(Full Year - 1.50 Credits)

5140 - Level 1

Prerequisite: Algebra 1 & 2 and Chemistry
(Offered in grades 11 and 12)

Advanced Placement (AP) Chemistry is a second year chemistry course that is equivalent to a two-semester introductory college level chemistry course. The curriculum is based on the College Board's AP Chemistry syllabus and provides investigations into quantitative aspects of topics such as kinetic theory, equilibrium, gas laws, thermochemistry, and thermodynamics. Formal laboratory investigations are conducted to apply concepts of chemistry and to develop inquiry learning skills.

This course is designed to prepare students for the College Board's Advanced Placement Chemistry Examination in May of each year. It is a rigorous course intended for students who may be interested in pursuing careers in pure or applied sciences such as engineering and nursing. Credit may be awarded by some colleges for achievement on the AP Examination. A registration fee is associated with the AP Examination.

BIOLOGY

Biology is an extremely important branch of science. It is about the nature and characteristics of life and, therefore, is essential for all students and citizens. Successful completion of a full year of biology is required for graduation.

The biology program begins in Grade 10 with a one-year biology course. Students may enroll in either Level 2 biology course (Biology 5410 or 5420) which cover the basic topic areas of biology, or they may enroll in Advanced Placement Biology 5100 (Level 1) if they have met the prerequisites. Biology courses are aligned with expectations of Next Generation Science Standards.

There are second year elective options (i.e. Human Anatomy & Physiology) which increase students' general knowledge and understanding in the subject area and which may help students prepare for specific career goals



BIOLOGY

(Full Year - 1.50 Credits)

Grade 10

5410-Level-2 Grade 10

5420-Level 2

Biology is the study of life. Students explore the fundamental properties of living things and the relationships of organisms to their environment. Topics include ecosystem

interactions and energy, photosynthesis and cellular respiration, evolution, inheritance of traits, structure, function, and growth of living things, and ecosystem stability and response to climate change. Students engage in hands-on application and experimentation throughout the topics of study, and further develop skills in the areas of data analysis and scientific communication.

AP BIOLOGY

(Full Year - 1.50 Credits)

5100- Level 1

Prerequisite: Chemistry

AP Biology 5100 is designed to enable students to develop advanced inquiry and reasoning skills, including designing experiments, collecting and analyzing data, and effectively communicating the results of experiments. AP Biology 5100 is equivalent to a two-semester introductory college biology course.

The key concepts and related content of AP Biology are organized around a few underlying principles which encompass core scientific ideas, theories, and processes governing living organisms and biological systems. The key concepts are:

- Evolution
- Cellular Process: Energy and Communication
- Genetics and Information Transfer
- Interactions

This course prepares students for the College Board's Advanced Placement Examination administered in May of each year. Some colleges award credits based on achievement level on this examination.

PHYSICS

Physics is an extremely important branch of science that pervades our daily lives. A working knowledge of physics is important for all students and citizens. It is particularly important for those who may be interested in the pure or applied science careers, including engineering and nursing.

Physics also serves as a rigorous and highly regarded academic science course. In all physics courses, computer-based laboratories are utilized to collect, analyze, and process laboratory data.

Physics 5470, 5480, and Introductory Physics 5465 (all Level 2) are first year courses covering traditional topical areas of physics. Advanced Placement Physics 1 & 2 5171 (Level 1) can be taken as a first year or second year physics course. Physics courses are aligned with expectations of *Next Generation Science Standards*.

INTRODUCTORY PHYSICS

(Full Year - 1.00 Credit)

5465 – Level 2

(Offered for grades 11 and 12)

Prerequisite: None

Students will experience the concepts of physics and how they apply to our world in this single-period class. The basic concepts of measurement, motion, force, light, sound, energy, matter, electricity and nuclear physics are developed and explored. Numerous laboratory activities and projects will enhance student understanding and application of the

concepts. This course can serve as a GHS physical science graduation credit, but may not meet the preparatory laboratory science requirement of some colleges.

PHYSICS

(Full Year - 1.50 Credits)

5470 - Level 2

5480 - Level 2

Prerequisites:

Physics 5470 - Algebra 2A (Algebra 2A may be taken concurrently)

Physics 5480 - Algebra 2B (Algebra 2B may be taken concurrently)

Physics is an investigation into the behavior and interrelationships of matter and energy. Basic concepts of measurement, motion, force, momentum, energy, waves, sound, light, electricity, and magnetism are developed and applied. Laboratory investigations enable students to expand upon the various concepts of physics. Computer-based experimentation enables students to collect, process, and analyze laboratory data. Physics 5470 expects students to apply trigonometry to the solutions of physics problems.

AP PHYSICS 1 & 2

(Full Year - 2.00 Credits)

5171- Level 1 (ECE)

Prerequisite: Chemistry (Level 1), A.P. Biology, Physics 5470, or Physics 5480; Concurrent enrollment in Algebra 2A.

AP Physics 1 & 2 (5171) is equivalent to a two-semester, algebra-based college level introductory physics course and is designed to align with the Advanced Placement Physics 1 and Advanced Placement Physics 2 curriculum. The course content includes concepts related to motion, forces, work, energy, power, rotation, fluid mechanics, waves, sound, light, electricity, magnetism, and nuclear/particle physics.

AP Physics 1 & 2 is a 2.00 credit course which meets for a one block every day. Students who take AP Physics 1 & 2 must meet their Physical Education/Health requirement in a manner that does not involve the physics lab periods.

Students may earn college credits for their achievement in this course. The credit may be awarded by some colleges for achievement on the College Board's AP Physics 1 & 2 Examinations or through the University of Connecticut's Early College Experience Program (see page 11). Registration fees are associated with the AP Examination and the UConn ECE Program. (Note: Because of the compacted nature of this course, students interested in taking the AP Physics 2 Examination should expect to learn some of the content independently prior to the examination.)



ADVANCED RESEARCH MENTORSHIPS IN THE NATURAL SCIENCES

(Full Year-1.50 Credits)

5150 - Level 1

(Offered for grades 11 and 12)

Prerequisite: Biology and a physical science.

Advanced Research Mentorship is a non-traditional science elective that allows students to complete authentic research under the guidance of a practicing scientist, doctor, or engineer. Students will gain valuable skills and experiences in designing, conducting, and reporting scientific research results. They also demonstrate their ability to interact responsibly with scientific professionals, to manage a large scale project, to meet deadlines, and to access, read, and evaluate relevant information from a variety of sources.

In-class instruction includes scientific literacy skills, effective written and oral communication skills, the ethics of scientific research, and exploration of career options. Students are granted some early dismissal time from school and must document at least 100 hours of work on their research projects. Participation in authentic research competitions or conferences is required. Students are encouraged to connect with a mentor prior to the beginning of the school year. (S, G)

ASTRONOMY

(Half Year-0.50 Credit)

5500 - Level 2

(Offered for Grades 11 and 12)

Prerequisite: Biology and a physical science

Astronomy involves the study of the Solar System, the Milky Way, and the known universe. The focus of this half year, single period course is to expose the student to the role of science and technology in helping us to better understand outer space. Although laboratory experiences will be provided in this course, Astronomy may not meet the preparatory laboratory science requirement of many colleges. (S, G)

FORENSIC SCIENCE

(Full Year-1.00 Credit)

5565 - Level 2

Prerequisites: Chemistry, Biology, and Physics or Introductory Physics

(Offered for Grade 12)

Forensic Science is a full year single period course designed to integrate branches of science (biology, chemistry, and physics) and apply science to analyze forensic scenarios. Major topics explored will be fingerprinting, DNA analysis, blood typing and ballistics. Investigations of simulated crime scenes will require students to apply their knowledge and skills in science. Students will use scientific tools to gather analyze, and interpret data. Additionally, students will learn about career opportunities related to forensic science. Forensic Science may not meet the preparatory laboratory science requirement of many colleges. (S, G)

HUMAN ANATOMY AND PHYSIOLOGY

(Full Year-1.50 Credit)

5561 - Level 2

(Offered for grades 11 and 12)

Prerequisite: Biology and a physical science

AP PHYSICS C

(Full Year-1.50 Credits)

5175 - Level 1

Prerequisite: Physics or AP Physics; Concurrent enrollment in Calculus BC or Calculus AB

AP Physics C is a calculus-based, college level course in physics designed to prepare students for both of the College Board's AP Physics C Examinations, 'Mechanics' and 'Electricity and Magnetism. Both are administered in May. This course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to challenging physical problems. While concurrent enrollment in Calculus AB is accepted for entrance in this course, concurrent enrollment in Calculus BC is preferred because of its stronger alignment. (S,G)

OTHER SCIENCE ELECTIVES

AP ENVIRONMENTAL SCIENCE

(Full Year-1.50 Credits)

5160 - Level 1 (ECE)

(Offered for grades 11 and 12)

Prerequisite: Biology and Chemistry

AP Environmental Science is equivalent to an introductory college level course and is designed to align with the College Board's Advanced Placement curriculum. It provides students with principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

A summer review assignment may be expected.

Students may earn college credits for their achievement in this course. The credit may be awarded by some colleges for achievement on the College Board's AP Examination and/or through the University of Connecticut's Early College Experience. Registration fees are associated with the AP Exam and the ECE Program (see page 11). (S, G)

Human Anatomy and Physiology is a Level 2 laboratory science course focusing on the scientific principles, concepts, and methodologies required to understand the complex structure and interrelationships within the human body. Focuses of the course include the interdependence of structure and function, the hierarchical organization of living things, and the interdependence of organ systems. Topics include body organization, homeostasis, cytology, and histology. Laboratory work includes microscopic studies, physiologic experiments, and dissections. (S, G)

PRINCIPLES OF APPLIED ROBOTICS AND ENGINEERING

(Full Year -1.00 Credit)

5600-Level 1

5602-Level 2

Grades 9-12

STEM Elective Level 1/2

No prerequisites

This STEAM-integrated course is an innovative approach to interdisciplinary applications of robotics, engineering design, computational thinking, and programming. Students will engage in the exploration of multiple robotics systems and engineering fields across manufacturing, environmental and agricultural sciences, and information technology. Principles of Applied Robotics and Engineering blends the mind of a scientist, technologist, and designer; providing multiple opportunities for students to engage in disciplinary specific work while integrating creativity, collaboration, problem solving, and communication. Students will design a culminating project to fully develop their interests, knowledge, and skills, launching their future career pathways and programs of study at the collegiate level. The level one option for this course will include the components of the level two and additional independent field work and advanced criteria. (S, G)

CODING, DATA SCIENCE, AND SOCIETY

(Full Year- 1.0 Credit)

4427 - Level 1

4428 - Level 2

Prerequisites: Any Computer Science STEAM course*

This course is a true interdisciplinary STEAM course in the computer science and technology pathway. In a world surrounded by information, data literacy is now a crucial life skill that opens up countless opportunities in fast-growing STEAM careers. Students will develop code through Python to interpret real-time data and explore the issues and problems they care about. By integrating content and skills from a variety of disciplines, students will explore data from social media, sports, healthcare, and the environment to better understand the world around us. The level one option for this course includes the components of level two and additional independent work advanced criteria. (S, G)

*List of Computer Science STEAM Courses: Principles of Applied Robotics and Engineering, Web Design and App Development, Engineering Design, Applied Engineering, Digital Electronics, Computer Modeling in Animation and Game Design, Introduction to Computer Programming, Programming in C++, AP Computer Science Principles

TECHNOLOGY EDUCATION

Technology Education courses enable students to survey areas in which they have an interest, aptitude, or career aspiration. They provide an excellent opportunity to develop skills and learn about industry and technology. All courses emphasize learning through hands-on activities coupled with the rigor of other academic areas. As today's technology continues to evolve, we recognize that technology education subject areas are cross-disciplinary in the areas of Science, Technology Engineering, **Computer Science**, Art and Math. To that end, please see the chart below to assist in planning courses of study that integrate Computer Science and Technology Education. Detailed course descriptions for the Computer Science courses can be found under the Math Department STEAM electives section of the Program of studies.

~~Juniors and seniors, based upon their experience and the consent of the instructor, may take an advanced course without taking the prerequisite course.~~ Students may also take designated advanced courses twice or work with teachers through the independent study program with instructor's approval and plans for the study. **Please note, per UConn policy, ECE credit will only be awarded one time.**

All courses provide opportunities for students to demonstrate all learning expectations.

CTE/STEAM & Computer Science companion courses

Computer Science Courses	CTE/STEAM Electives
Introduction to Computer Programming	Video Game Design & Development Web Design & Development Principles of Applied Robotics & Engineering
AP Computer Science Principles	Digital Electronics Web Design & Development Video Game Design & Development Coding, Data Science & Society
Programming in C++	Web Design & Development Digital Electronics Principles of Applied Robotics & Engineering Video Game Design & Development Engineering Design Applied Engineering
Cybersecurity	Web Design & Development
AP Computer Science A	Digital Electronics Engineering Design Coding, Data Science & Society

ADVANCED PHOTOGRAPHY

(Half Year - 0.50 Credit)

8360 - Level 2

(Offered for grades 10, 11, and 12)

Prerequisite: Photography or consent of Instructor

This course extends the students' knowledge of both the technical and artistic aspects of photography. Students will work extensively with digital SLR cameras, specialty lenses, flashes and other camera accessories. Mobile devices can be used at home if needed to complete projects. During the course students will choose several topics of interest within the photography field, and then research and create picture projects to demonstrate their deeper understanding of the topic. Professional software will be used to preprocess all digital work to ensure technically correct and well composed photographs. Students will then learn how to create several different types of portfolios to display work ranging from the traditional to multimedia slideshows and web pages. In addition, students will have access to large format archival quality photo printers to produce show quality prints. (FA, H, S, G)

APPLIED ENGINEERING

(Full Year - 1.00 Credit)

8311 - Level 2

Prerequisite: high school level CAD

This course engages students in the process of inventing engineering challenges, then designing and building solutions to meet those challenges. Through this process students will acquire technical literacy and academic proficiencies in math, science and technology. Classroom projects will incorporate mechanical, pneumatic and electronic components to solve these engineering challenges. The curriculum combines robotics and automation while modeling the engineering project cycle of developing strategies, system design and prototype testing. (S, G)

ARCHITECTURAL DESIGN

(Full Year - 1.00 Credit)

8210 - Level 1 ~~Strongly recommend~~

Prerequisite: **high school level CAD** and/or instructor approval

8410 - Level 2

Architectural Design is for those students who are interested in residential design, commercial design, and building construction techniques. Students will develop professional drawings required in the design and construction of a residential home. Students will also develop skills in Architecture design including structure prototypes and scale model construction, including the use of 3D printing to mock up architectural elements. This course may be elected twice.

Level 1 will include the level 2 criteria with additional research into the analysis of building materials and their use in selected design problems. Participation in practical design opportunities, including state and national design contests, will also be available. (FA, H, G)

COMPUTER ASSISTED DESIGN (CAD)

(Half Year - 0.50 Credit)

8400 - Level 2

CAD is an introductory course for students interested in careers related to design including Architecture and/or Engineering. This course is structured to allow students the opportunity to practice the basic CAD skills necessary to develop professional drawings and designs of personal interest concluding with 3D-printed objects. Students will develop individualized architectural plans associated with residential construction and engineering problems. Students will use current industry standard software packages to design and edit drawings. Students will utilize 3D printers to create prototypes of Engineering and Architectural objects. Completed designs will be included in a digital portfolio.

(FA, H, S, G)

DIGITAL ELECTRONICS

(Half Year-0.50 Credit)

8390- Level 1

8395- Level 2

Prerequisite: Introduction to Computer Programming or AP CSP or AP CSA or instructor permission

This interdisciplinary STEAM course provides students the opportunity to develop programs to control devices in the physical world. Topics of study from science (electricity fundamentals, Ohm's Law, electronic components, and circuits), technology (computer programming) and engineering (design, application, systems) combine through the study of digital electronics. Additionally, students will study the Internet of Things, looking at what makes up the IoT, how devices are interconnected, programmed, and utilized. Cybersecurity and privacy issues will also be considered. The level one option for this course will include the components of the level two and additional independent field work and advanced criteria. (FA,H,S,G)

ENGINEERING DESIGN

(Half Year - 0.50 Credit)

8220 - Level 1 ~~Strongly recommend CAD~~

Prerequisite: **high school level CAD**

8420 - Level 2

Prerequisite: **high school level CAD and/or instructor approval**

This **applied CAD** course is designed to **build on existing computer assisted design skills** for students considering a career in the field of engineering or related technologies. Students will work to solve product design problems and complete detail and pictorial drawings using CAD drawing techniques. Students will create prototypes utilizing 3D printers and CNC machines. Students will design a product, either individually or as part of a small group, and make the drawings necessary for production. ~~Robotics, and robot coding, is introduced in this course to expose students to real world technologies and problem solving.~~ This course may be elected twice. (FA, H, S, G)

Level 1 will require the level 2 criteria with additional research and technical reports related to product design, feasibility, materials, and processes.

VIDEO GAME DESIGN AND DEVELOPMENT

(Half Year-0.50 Credit)

8431- Level 1 (ECE)

~~8436- Level 2~~

This interdisciplinary STEAM **computer science** course will engage students in an overview of techniques in video game design. Students will design and develop video games ~~using industry standard software,~~ **using the C# programming language**, focusing on level design, story development, rules, strategy, and interactivity. Ethical issues in game design will also be considered. Students may take this course twice and explore advanced topics. ~~The level one option for this course will include the components of the level two and additional independent work and advanced criteria to~~ **This course aligns with align** with the University of Connecticut Digital Media and Design 2500 course. ~~Students taking this course as level 1 and students~~ may enroll in the UConn ECE program. **Per UConn policy, ECE credit will only be awarded one time.** . (FA,H,S,G)

BEGINNER GAME DESIGN

(Half Year- 0.50

8432 - Level 2

In this interdisciplinary STEAM course, students will study the history and fundamentals of games. Students will design and create their own board game using modern manufacturing techniques, such as 3D printing and laser cutting and engraving. Students will have an opportunity to learn basic CAD skills, work with block coding, and design and write their first video game in blockly.

GRAPHIC DESIGN LAB

(Half Year - 0.50 Credit)

8375- Level 1 (ECE)

8376 - Level 2

Students will develop the foundational design and production skills to design and create graphic products using the computer and professional software packages such as Adobe Illustrator and Adobe Photoshop. — Students will concentrate on essential design concepts as well as color theory, typography, and layout. They will be challenged to design and produce products for school organizations, events, as well as for themselves, family, or friends. Students will have access to a wide range of industry standard printers and related machinery to create products such as custom clothing, posters, signage, decals, and more which will provide students with real world production experience. The level one option for this course will include the components of the level two course and additional independent work and advanced criteria to align with the University of Connecticut Digital Media and Design 1101 course. Students taking this course may enroll in the UCONN ECE program. **Per UConn policy, ECE credit will only be awarded one time.** ~~See a video of some of our great machines and tools here!~~ (FA, H, S, G)

PHOTOGRAPHY

(Half Year - 0.50 Credit)

8350 - Level 2

This is a beginning to intermediate level course dealing primarily with camera controls as they relate to digital photography, and how to make the best out of every digital image. The basics of shooting successful pictures with a digital camera will reference tips from traditional photography and highlight how traditional photography applies to the digital shoot. Students will then learn how to improve, repair, and manipulate digital images within professional software to achieve the best possible digital image. Students will learn composition through the practice and completion of various types of pictures and will learn how to prepare them for print, computer slideshows, and the web. Digital SLR cameras are available for student use during class time, so students do not need to bring one from home. (FA, H, S, G)

PRODUCTION SYSTEMS

(Half Year - 0.50 Credit)

8500 - Level 1: *Strongly recommend CAD Prerequisite*

and/or instructor approval

8501 - Level 2

This is an introductory course in which students will work with many of the basic materials associated with manufacturing including wood, metal, plastic and ceramic materials. Students will construct projects using custom building and mass production techniques. CAD along with CNC Machining will be used allowing the creation of intricate products using multiple manufacturing materials. (S, G)

PRINCIPLES OF APPLIED ROBOTICS AND ENGINEERING

(Full Year - 1.00 Credit)

5600-Level 1 *Strongly recommend CAD Prerequisite and/or instructor approval*

Grades 9-12

5602-Level 2

STEM Elective Level 1 / 2

No prerequisites

This STEAM-integrated course is an innovative approach to interdisciplinary applications of robotics, engineering design, computational thinking, and programming. Students will engage in the exploration of multiple robotics systems and engineering fields across manufacturing, environmental and agricultural sciences, and information technology. Principles of

Applied Robotics and Engineering blends the mind of a scientist, technologist, and designer; providing multiple opportunities for students to engage in disciplinary specific work while integrating creativity, collaboration, problem solving, and communication. Students will design a culminating project to fully develop their interests, knowledge, and skills, launching their future career pathways and programs of study at the collegiate level. The level one option for this course will include the components of the level two and additional independent field work and advanced criteria. (S, G)

TRANSPORTATION SYSTEMS

(Half Year - 0.50 Credit)

8301 - Level 2

Students will study the technology related to four modes of transportation: air, land, sea and space. Working models will be constructed in all units of study and will include monorails, rockets, airplanes, helicopters, submarines, boats, and hovercrafts. (S, G)

TV BROADCASTING

9420 - Level 2

(Half Year – 0.50 Credit)

In TV Broadcasting, students will understand the essential economic, political, and social institutional structures behind TV broadcast journalism; explore and interpret a range of related informative, persuasive, and narrative formats; analyze how they are developed and function within the media landscape; and acquire the essential skills for creating their own TV broadcast journalism content in the GHS TV Studio. In essence, TV Broadcasting is designed to increase students' media literacy by helping them better understand the role of television news in American society and the ways in which citizens can effectively participate in its consumption and creation of media.

This course provides students with the knowledge and skill to produce programs that can be aired on closed circuit and/or public access. Students are introduced to the principles, procedures, and techniques of television production. Students build teamwork and collaboration skills as they learn scripting, shooting, editing and audio production techniques, using the technical equipment in the GHS Studio to effectively collaborate as a production team to produce and record a range of broadcast journalism programs. This course may be taken more than once with the permission of the teacher and an administrator. (FA, H, S, G)

WEB DESIGN AND DEVELOPMENT

(Half Year - 0.50 Credit)

8382 - Level 1

8380 - Level 2

~~This is an introductory level course that will explore the overall production process surrounding web design with a particular emphasis on design elements, layout, navigation, and interactivity. Students will design and prototype applications for apple and android devices. To complete these projects students will utilize industry standard programming languages including~~ **In this interdisciplinary computer science course, students will create websites and web applications using HTML, CSS, and JAVASCRIPT. These technologies offer students the opportunity to learn computational thinking skills that will prepare them for a wide variety of technology careers, as well as other computer science courses. Students may pursue advanced topics by taking this course a second time. The level one option for this course will include the components of the level two and additional independent work and advanced criteria. Students enrolled in the level 1 section of this course will participate in additional self-directed learning experiences, delve deeper into aspects of algorithm development with**

javascript, and be expected to independently and collaboratively problem solve (S,G)

CODING, DATA SCIENCE, AND SOCIETY

(Full Year-1.0 Credit)

4427 - Level 1 (ECE)

~~4428 - Level 2~~

Prerequisites: Any Computer Science STEAM course*

This course is a true interdisciplinary STEAM course in the computer science and technology pathway. In a world surrounded by information, data literacy is now a crucial life skill that opens up countless opportunities in fast-growing STEAM careers. Students will develop code through Python to interpret real-time data and explore the issues and problems they care about. By integrating content and skills from a variety of disciplines, students will explore data from social media, sports, healthcare, and the environment to better understand the world around us. ~~The level one option for this course includes the components of level two and additional independent work. (S,G)~~

TELEVISION AND THEATER ARTS

All courses will provide opportunities for students to demonstrate all learning expectations.

DRAMA 1

(Half Year – 0.50 Credit)

~~1210- Level 1~~

1610- Level 2

This course is primarily devoted to the craft of acting and to the reading and discussion of modern plays. In this class, students become more intimately involved in literature by placing themselves in the situations and circumstances of characters. This course allows beginning and experienced actors to develop specific acting skills including focus, body movement, voice, emotional recall, memorization, and improvisation in order to bring life to dramatic scenes. Students work individually and collaboratively to write and perform creatively. Students read 20th century plays and view some video clips in order to understand characterization and dramatic structure. They also develop a critical eye for both writing and performance. The course may include a field trip to view a professional production. This course may be taken for level 1 credit with the permission of the teacher. An outline detailing additional requirements must be filed with the Director of Secondary English prior to the beginning of the course. This course may be taken more than once with the permission of the teacher and administrator/school counselor. (FA, H, G)

LIGHTING AND SOUND FOR THEATER

1240- Level 1

1630- Level 2

(Half Year – 0.50 Credit)

This survey course introduces students to the technology and design concepts of lighting and sound for live performance applications. Some of the work is conceptual and is grounded in a theoretical framework, involving design as influenced by scripts and directorial concepts, but a great deal of the coursework will involve hands-on use of equipment. Students

will learn to hang and focus lighting instruments, to use a computer dimmer board, to create cues, to use a sound mixer, and to create special effects. Students completing this course may opt to participate in the theater program of the school and see some of their designs implemented in GHS productions. This course may be taken more than once with the permission of the teacher and an administrator. (FA, H, S, G)

This course may be taken for level 1 credit with the permission of the teacher. An outline detailing additional requirements must be filed with the Director of Secondary English prior to the beginning of the course.

TV BROADCASTING

9420 - Level 2

(Half Year – 0.50 Credit)

In TV Broadcasting, students will understand the essential economic, political, and social institutional structures behind TV broadcast journalism; explore and interpret a range of related informative, persuasive, and narrative formats; analyze how they are developed and function within the media landscape; and acquire the essential skills for creating their own TV broadcast journalism content in the GHS TV Studio. In essence, TV Broadcasting is designed to increase students' media literacy by helping them better understand the role of television news in American society and the ways in which citizens can effectively participate in its consumption and creation of media.

This course provides students with the knowledge and skill to produce programs that can be aired on closed circuit and/or public access. Students are introduced to the principles, procedures, and techniques of television production. Students build teamwork and collaboration skills as they learn scripting, shooting, editing and audio production techniques, using the technical equipment in the GHS Studio to effectively collaborate as a production team to produce and record a range of broadcast journalism programs. This course may be taken more than once with the permission of the teacher and an administrator. (FA, H, S, G)

WORLD LANGUAGE

All students are encouraged to continue the study of the language they began in elementary and/or middle schools. A long sequence of study is necessary to build proficiency in a language. In addition to the long sequence of study, a student may elect to begin Ancient Greek, Chinese, French, Latin, Russian, or Spanish at Glastonbury High School. Latin provides students with a linguistic foundation for both English and other Romance languages. Students may consider a semester course of Word Power Through Latin or a yearlong course in Advanced Studies in Classical Mythology. Although only one credit of world language is required for graduation, all students are encouraged to pursue language studies as an opportunity to meet the world language requirement to earn the Seal of Biliteracy upon graduation. World languages prepare students for college and career readiness. Students and parents are encouraged to consult with the Director of World Languages /ML and the language staff regarding employment opportunities for students with language training.

College-bound students are advised to consult admissions offices for language entrance and graduation requirements. Level 1 language courses are designed for language students who display a habit of independent language study; a willingness to participate in class discussions on a daily basis; a commitment to complete all work and projects on time; and a willingness to accept the pace and challenge of Level 1 work, which expects a high degree of independence and responsibility. Teachers will recommend students for placement in Level 1 courses, based on demonstration of appropriate skills and knowledge. For information about recommendations into different levels and courses, please visit the [world language website](#).

The Connecticut State Seal of Biliteracy was established to recognize high school graduates who have attained a level of proficiency in English and one or more languages. The Seal of Biliteracy recognizes the value of students' academic efforts, the tangible benefits of being bilingual and biliterate, and prepares students to be global citizens in a multicultural, multilingual world. In order to meet the requirements for the Seal, students must meet Glastonbury High School's English language graduation requirements and a minimum rating of an Intermediate-Mid on both the Oral Proficiency Interview by computer (OPIc) and Writing Proficiency Test (WPT) for modern languages, or the ACTFL Latin Interpretive Reading Assessment (ALIRA). These external assessments, the OPIc and WPT are administered to all seniors enrolled in Chinese, French, Latin, Russian and Spanish. Students who can communicate in

languages other than those offered in our district should reach out to the director / head teacher to get information about possible testing for this language for the world language requirement of the Seal of Biliteracy. Students will use the modes of communication (Interpersonal, Interpretive, Presentational) to engage in performance tasks that build proficiency.

FRENCH 1 - 2

Novice

(Full Year 1.0 Credit)

3009 – Level 1

Students will work towards answering the questions “Who am I? Who are the francophones? What is the francophone world?” “What is culture? What is French culture? What does foreign mean?” This course is intended for students who would like to study French in an accelerated fashion in order to advance to French 3 after two semesters of study. Students who might be eligible include those who have previously studied French, have studied another world language or speak another language at home. This course will be offered at Level 1. Upon successful completion students will be recommended to a French 3 course.

FRENCH 3

Intermediate

(Full Year – 1.00 Credit)

3010 - Level 1

3310 - Level 2

As part of answering the essential questions, “Who are the French? Who are the francophones of Europe?”, students will be able to participate in conversations. Students in this course will also be able to communicate about familiar topics, as well as researching and presenting information on varied cultural themes. (H, G)

FRENCH 4

Intermediate

(Full Year – 1.00 Credit)

3020 - Level 1

3320 - Level 2

As part of answering the essential question, “What happens when cultures meet?”, students will be able to participate with ease and confidence in conversations about familiar topics. Students in this course will also be able to discuss events and experiences, as well as handling social interactions. Students will also be able to research and present information on varied, cultural themes. (H, G)

FRENCH 5

Intermediate

(Full Year–1.00 Credit)

3030 - Level 1

3330 - Level 2

As part of answering the essential questions “Who am I? Who are we? What creates identity?”, ~~“Who am I?”, “What is self-identity?”~~ and “How and why does our identity change?”, students will be able to communicate about familiar topics, even when there is an unexpected complication. They will be able to construct presentations in various time frames that illustrate and defend particular viewpoints about cultural themes. (H, G)

FRENCH 6

Intermediate-Advanced

(Full Year 1.00 Credit)

3340 - Level 2

As part of answering the essential questions, “How am I transformed by the study of languages and cultures?” and “How do we use our study of language and culture to transform the world?”, students will explore current print, audio and visual media in the French world. Students will be able to understand and produce paragraph-length discourse in all major time-frames with ease and confidence within personal and general contexts. (H, G)

AP FRENCH LANGUAGE 6/ECE

Intermediate-Advanced

(Full Year – 1.00 Credit)

3040 - Level 1 (ECE)

As part of answering the essential question “How am I transformed by the study of languages and cultures?”, students will explore current print, audio and visual media in the French world. Students will be able to understand and produce paragraph-length discourse in all major time frames with ease and confidence within personal, general and some abstract contexts. The AP French Language and Culture course is structured around six themes: Beauty and Aesthetics, Contemporary life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. Students taking this course may enroll in the UConn ECE program (see page 11). All students will be encouraged to prepare for the College Board’s Advanced Placement Examination in French. (H, G)

FRENCH I

Novice

(Full Year–1.00 Credit)

3350 - Level 2

As part of answering the essential question “Who am I?”, ~~“What is culture? What is French culture?”~~, students will be able to communicate on a limited number of familiar topics using single words and phrases that have been practiced and memorized. Students will also be able to present information about themselves and limited cultural themes. (H, G)

FRENCH II

Novice

(Full Year–1.00 Credit)

3360 - Level 2

As part of answering the essential question “How do we make connections with the francophone world?”, students will be able to communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized. Students will also be able to present information about themselves, cultural themes, and other familiar themes using memorized language. (H, G)

FRENCH III

Novice-Intermediate

(Full Year–1.00 Credit)

3370 - Level 2

As part of answering the essential questions “Who are the French? Who are the francophones of Europe?”, students will be able to participate in short social interactions and everyday situations, as well as be able to present basic information on cultural themes and familiar topics. (H, G)

FRENCH IV

Intermediate

(Full Year–1.00 Credit)

3380 - Level 2

As part of answering the essential question “What happens when cultures meet?”, students will be able to participate in simple conversations and answer questions on familiar topics. Students will be able to participate in short social interactions that include asking and answering questions, as well as presenting information on cultural themes and familiar topics. (H, G)

FRENCH V

Intermediate

(Full Year–1.00 Credit)

3385 - Level 2

As part of answering the essential questions “Who am I? Who are we? What creates identity?”, ~~“Who am I? What are the concepts of ‘self’ in French cultures and in diverse societies? How and why does our identity change?”~~, students will be able to participate in conversations about familiar topics, ask and answer a variety of questions, as well as describe themselves and their everyday lives. Students will also be able to share information on a wide variety of thematic topics. (H,G)

ADVANCED STUDIES IN CLASSICAL MYTHOLOGY/ECE

(Full Year - 1.00)

3055 - Level 1 (ECE)

(Offered to grades 11,12)

As part of answering the essential question, “What are cultural truths and how are they communicated?”, students will learn the origin, nature, and function of myth in the literature and art of Greece and Rome. Students will understand how and to what effect those myths have been applied over time, and recognize and analyze their influence in our modern society. Students should enroll in this course as an elective, not as a primary world language. The course is taught in English with Latin and Greek supplement. Students may also be eligible to earn up to 3 college credits if enrolled in the University of Connecticut’s Early College Experience (see page 12). (H, G)

WORD POWER THROUGH LATIN

(Half Year – 0.50 Credit)

3430 - Level 2

This course is particularly helpful in preparing for PSATs and SATs. Students learn significant elements of Latin and Greek with an emphasis on vocabulary building as a base for strengthening word power. Knowing these roots, prefixes, and suffixes will help students to improve their word attack skills for whatever text they read. Students should experience an increased ability to read difficult texts without a dictionary at their side. Instruction in language control in this class should help them in English as well. This course is open to students in Grades 9 – 12. Students should enroll in Word Power as an elective, not as a primary world language. (H, G)

ANCIENT GREEK I

Novice

(Full Year - 1.00 Credit)

3050 - Level 1

3425 - Level 2

As part of answering the essential question “Who were the Greeks?”, the aim of this course is to enable students to read ancient Greek within the context of studying classical Greek culture. Daily life, political events, mythology, religion, philosophy, literature, art and architecture are among the areas explored. One of the goals of studying ancient Greek is to achieve a better understanding of English. Greek roots, prefixes and suffixes that appear in English are highlighted as well as the influence of Greek on the language of politics, philosophy, literature, science and medicine. Students should take Ancient Greek as an additional language, not as a primary world language. (H, G)

ANCIENT GREEK II

Intermediate

(Full Year - 1.00 Credit)

3051 - Level 1

3426 - Level 2

As part of the essential question, “What happens when cultures meet?”, the second-year course in Ancient Greek continues the development of skills and comprehension begun in Greek I. Language control will be further explored in the context of readings based on Greek history, culture, philosophy and mythology. Primary sources such as Herodotus, Thucydides, Plato, and Aristophanes will supplement the Greek texts.

Contributions and influences of Greek on the development of English will continue to be a major focus. Students should be taking Ancient Greek as an additional language, not as the primary world language. (H, G)

LATIN I-II Level 1

Intermediate

(Full Year – 1.00 Credit)

3060 - Level 1

This course is an accelerated Latin I and Latin II course. As part of answering the essential question “Who were the Romans?”, this course provides extensive practice in reading skills by introducing students to a Pompeian family and following events in their lives. These stories provide opportunities for studying Roman culture as well as analyzing text. There is emphasis on Latin language control and vocabulary particularly as they relate to English. Students learn to pronounce Latin correctly and sharpen listening and spelling skills through oral reading. Students who might be eligible are those who have successfully studied another language. The course is offered at a high achievement level and registration requires the recommendation of a previous language teacher. (H, G)

LATIN III Level 1

Intermediate

(Full Year – 1.00 Credit)

3070 - Level 1

As part of answering the essential question, “How does power affect people?”, students continue an in-depth survey of Roman history and culture. Through various readings in Latin, students explore Roman religion, government, military, social class, philosophy, etc. Study of language control becomes more complex. Students continue to develop skills in interpretive reading, textual analysis, and intercultural competence. (H, G)

LATIN IV Level 1

Intermediate-Advanced

(Full Year – 1.00 Credit)

3080 - Level 1

As part of answering the essential question “What was identity in Rome?”, students consolidate their study of Latin language control and engage in a survey of literature from various Roman authors. Students begin to read Latin poetry and become familiar with Latin poetics. Through the study of different types of Latin literature, students explore Roman identity as expressed by the authors and make connections to their own lives and experiences. (H, G)

AP LATIN LITERATURE/ECE

Advanced

(Full Year - 1.00 Credit)

3090 - Level 1 (ECE)

As part of answering the essential question “How are we transformed by our study of Latin?”, students in AP Latin will study literature. As an AP course, readings focus on Caesar’s *DeBello Gallico* and Vergil’s *Aeneid*. The student does any

language control review needed and begins to sight read authentic Latin literature. There is emphasis on reading Latin literature critically, analyzing both prose and poetry and comparing themes, language and modes of expression with those found in modern literature. Students taking this course may enroll in the UConn ECE program (see page 11). (H, G)

LATINI

Novice

(Full Year - 1.00 Credit)

3390 - Level 2

As part of answering the essential question “Who were the Romans?”, the **first-year** course provides extensive practice in reading skills by introducing students to a Pompeian family and following events in the lives of these characters. These narratives provide opportunities for studying Roman culture as well as lively, relevant reading passages. There is emphasis on Latin language control and vocabulary particularly as they relate to English. Students learn to pronounce Latin correctly and sharpen listening and spelling skills through oral reading. (H, G)

LATINII

Novice-Intermediate

(Full Year - 1.00 Credit)

3400 - Level 2

As part of answering the essential question “What happens when cultures meet?”, the second-year course in Latin continues development of skills in reading and comprehension begun in Latin I. The readings are a continuation of the Latin I narratives and take place in Roman Britain and Roman Alexandria. Students explore life in the Roman provinces and how Roman occupation influenced it. Vocabulary and derivative acquisition continue. (H, G)

LATINIII

Intermediate

(Full Year - 1.00 Credit)

3410 - Level 2

As part of answering the essential question “How does power affect people?”, in Latin III students continue their exploration of Roman culture through readings. Cultural topics include the study of Roman religion and the Roman government and army. Language control usage becomes increasingly complex so that by the end of the year, the student is nearly ready to read original Latin texts. There is continued work on vocabulary with particular emphasis on English derivatives. (H, G)

LATINIV

Intermediate-Advanced

(Full Year – 1.00 Credit)

3420 - Level 2

As part of answering the essential questions “How am I transformed by the study of Roman languages and culture,” and “What is identity?”, the **fourth-year** course consolidates the students' reading ability and understanding of Latin. Work on

language control is finished and consolidated. Then the student begins to read original Latin authors and discuss rhetorical devices. This part of the course includes units on Pliny the Younger’s letters about government and daily life, sections from Catullus’s poetry, a section from the Aeneid, and poems from Ovid’s *Metamorphoses*.

(H, G)

CHINESE 1

Novice

(Full Year–1.00 Credit)

3183 - Level 1

As part of answering the essential questions “Who are the Chinese? What is Chinese culture?”, students in this course will be able to express themselves in conversations on familiar topics such as family, daily activities, and sports using words, phrases, and simple sentences. Conversational Chinese and culture topics will be introduced to students through thematic language and culture units. (H, G)

CHINESE 2

Novice-Intermediate

(Full Year–1.00 Credit)

3184 - Level 1

As part of answering the essential questions “How do I connect to the world? How does the world impact me? How do I impact the world?”, “What does foreign mean?”, students will be able to communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. They can usually handle short social interactions in everyday situations by asking and answering simple questions. The inflectional nature of the language and the acquisition of the Chinese characters will continue to be developed. (H, G)

CHINESE 3

Intermediate

(Full Year–1.00 Credit)

3185 - Level 1

As part of answering the essential question “How do we unlock the mystery of China?”, students will be able to participate in conversations on a number of familiar topics using simple sentences. They will be able to handle short social interactions in everyday situations by asking and answering questions. Conversational Chinese and cultural topics including the tea ceremony, arts, and celebrations will be introduced to students through thematic language and culture units. (H, G)

CHINESE 4/ECE

Intermediate

(Full Year–1.00 Credit)

3186 - Level 1

As part of answering the essential question “How do we unlock the mystery of travel?”, students will be able to participate in conversations on familiar topics using sentences and series of sentences. They will be able to handle short social

interactions in everyday situations. The course will explore a variety of topics such as geography and travel that will serve as a basis for oral discussion and analysis. Various technologies and multimedia will be used to refine students reading and writing skills. (H, G)

CHINESE 5/ECE

Intermediate

(Full Year - 1.00 Credit)

3187 – Level 1 (ECE)

As part of answering the essential question “Who are the Chinese?”, students will continue to build on their language skills, previously developed in the lower levels, demonstrating increased confidence and language proficiency in listening, speaking, reading, and writing. This course expands the students’ knowledge base with new and more complex language structures. Students will be able to participate in conversations on familiar topics using sentences and series of sentences. They can handle short social interactions in everyday situations by asking and answering a variety of questions. Various technologies and multimedia will be used to refine students’ reading and writing skills. **Students taking this course may enroll in the UCONN ECE Program (see page 11).** (H, G)

AP CHINESE LANGUAGE 6/ECE

Intermediate-Advanced

(Full Year – 1.00 Credit)

3188- Level 1 (ECE)

As part of answering the question “How am I transformed by the study of languages and culture?” students will be able to participate with ease and confidence in conversations on familiar topics. Students will be able to talk about events and experiences in various time frames with more details. They are expected to handle social interactions in everyday situations, even with occasional unexpected complications. Authentic materials from the Chinese speaking community in the world will be used to further develop language proficiency and critical thinking skills. An understanding of contemporary and historical Chinese culture is an important aspect of this course. Students taking this course may enroll in the UCONN ECE Program (see page 11). All students will be encouraged to prepare for the College Board’s Advanced Placement Examination in Chinese. (H, G)

RUSSIAN 1-2

Novice-Intermediate

(Full Year–1.00Credit)

3100 - Level 1

As part of answering the essential questions “What is culture? What does foreign mean?”, students will be able to communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized. Students will also be able to present information about themselves and other familiar themes using memorized language. Students in this course study Russian in an accelerated fashion in order to advance to Russian 3 after two semesters of study. Students who might be eligible include those who have previously studied Russian, have studied another world language or speak another language at home. (H, G)

RUSSIAN 3

Intermediate

(Full Year 1.00 Credit)

3110 - Level 1

Students will explore the theme “What happens when two cultures meet?”, speaking and writing about topics such as sports and hobbies, describing people, exchange programs, tourist sites, and weather and nature. Poetry, readings and listening will be included. Cultural topics will include climate in Russia, Siberia and its people, Alaska and its Russian history, and Russian foods. (H, G)

RUSSIAN 4

Intermediate

(Full Year - 1.00 Credit)

3120 - Level 1

As part of answering the essential question “Who are the Russians?”, students will be able to communicate in language necessary for survival in the target culture. They will be able to create with the language to express their own meaning, and ask and answer a wide variety of questions. They will be able to participate in a variety of social situations. Cultural topics include animals, Russian art, transportation, metro, and World War II. (H, G)

RUSSIAN 5

Intermediate

(Full Year - 1.00 Credit)

3130 - Level 1

As part of answering the essential questions “Who am I? and What is self-identity, in diverse societies?”, students will be able to participate in conversations necessary for survival in the target culture. They will be able to create with the language to express their own meaning. They will be able to ask and answer questions about a variety of topics, including those beyond themselves and their immediate surroundings. They will be able to describe and narrate simply on familiar topics. Cultural topics include the Cold War, commercials, immigration and housing. (H, G)

APRUSSIAN LANGUAGE 6

Intermediate-

Advanced (Full Year –
1.00 Credit)

3140 - Level 1

As part of answering the essential question. “How am I transformed by the study of Russian language and culture?”, students will be able to participate with ease in conversations on a variety of topics beyond themselves. They will be able to describe and narrate with more detail on a variety of topics. They will be able to handle situations without complications and some situations with a complication. All students will be encouraged to prepare for ACTR's NEWL AP exam in Russian. Cultural topics include the Russian education system, important documents, university life, technology, Pushkin and other poets, and family history (H, G)

SPANISH 1-2

Novice

(Full Year- 1.00 Credit)

3200 - Level 1

Students will work towards answering the questions “Who am I? How does my world connect to the Spanish-speaking community?” This course is intended for students who would like to study Spanish in an accelerated fashion in order to advance to Spanish 3 after two semesters of study. Students who might be eligible include those who have previously studied Spanish, have studied another world language or speak another language at home. The course will be offered at a high achievement level. Upon successful completion students will be recommended to a Spanish 3 course. (H, G)

SPANISH 3

Intermediate

(Full Year–1.00 Credit)

3210 - Level 1

3510 - Level 2

As part of answering the essential question “What happens when cultures meet?”, students will be able to investigate and uncover the impact of the encounter between the pre-Columbian civilizations and the Europeans. Students in this course will also be able to communicate with others about familiar topics, as well as researching and presenting information on a wide variety of themes. (H, G)

SPANISH 4

Intermediate

(Full Year–1.00 Credit)

3220 - Level 1

3520 - Level 2

As part of answering the essential question “Who are the Spanish?”, students will be able to participate with ease and confidence in conversations about familiar topics. Students in this course will also be able to discuss events and experiences in various time frames, as well as handling social interactions. Students will also be able to research and present information on familiar topics. (H, G)

SPANISH 5

Intermediate

(Full Year–1.00 Credit)

3530 - Level 2

As part of answering the essential questions “Who am I?” and “What are the concepts of ‘self’ in Hispanic cultures and in diverse societies?”, students will investigate and uncover the concept of “identity” in relationship to themselves and the Hispanic immigrant community through an exploration of various perspectives and the impact/contributions to U.S. society. They will be able to participate in conversations and debates about familiar topics, even when there is an unexpected complication. They will be able to construct presentations in various time frames that illustrate particular viewpoints. (H, G)

SPANISH 5/ECE

Intermediate

(Full Year–1.00 Credit)

3230 - Level 1 (ECE)

As part of answering the essential questions “Who are we? What is self-identity especially in diverse societies?” students will identify and explain the diverse and interconnected histories of Latin America and the Caribbean's inhabitants, explore the concepts of self in these cultures, and describe the impact of the ties between the United States with the other nations of the Americas. They will be able to participate in conversations and debates about familiar topics, even when there are unexpected complications. They will be able to construct presentations in various time frames that illustrate particular viewpoints. Students taking this course may enroll in the UConn ECE program for the course, “Perspectives on Latin America and the Caribbean” (see page 11). Successful completion of two years of high school history are recommended to be eligible for ECE credit. (H, G)

SPANISH 6

Intermediate-Advanced

(Full Year – 1.00 Credit)

3540- Level 2

As part of answering the essential questions “How am I transformed by the study of language and culture? How do we use our study of language and culture to transform our world?”, students will explore current print, audio and visual media in the Spanish-speaking world. Students will be able to understand and communicate in all major time-frames with ease and confidence within personal, general and some abstract contexts. (H, G)

APSPANISH LANGUAGE 6/ECE

Intermediate-Advanced

(Full Year – 1.00 Credit)

3240 - Level 1 (ECE)

As part of answering the essential question “How am I transformed by the study of language and culture?”, students will explore current print, audio and visual media in the Spanish-speaking world. Students will be able to understand and produce paragraph-length discourse in all major time-frames with ease and confidence within personal, general and some abstract contexts. The AP Spanish Language and Culture course is structured around six themes: Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. Students taking this course may enroll in the UConn ECE program (see page 11). All students are encouraged to prepare for the College Board’s Advanced Placement Examination in Spanish. (H, G)

SPANISH I

Novice

(Full Year–1.00 Credit)

3550 - Level 2

As part of answering the essential question, “Who am I?”, students will be able to communicate on a limited number of familiar topics using single words and phrases that have been practiced and memorized. Students will also be able to use information to present about themselves. (H, G)

SPANISH II

Novice

(Full Year–1.00 Credit)

3560 - Level 2

As part of answering the essential question “How are we part of our community?”, students will be able to communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized. Students will be able to present information about themselves and other familiar themes using memorized language. (H, G)

SPANISH III

Novice-Intermediate

(Full Year–1.00 Credit)

3570 - Level 2

3571 - Level 2 (grade 9 only)

As part of answering the essential question “What happens when cultures meet?”, students will learn about the impact of the encounter between the pre-Columbian civilizations and the Europeans. Students will be able to participate in short social interactions and everyday situations, as well as be able to present basic information on familiar themes. (H, G)

SPANISH IV

Intermediate

(Full Year–1.00 Credit)

3580 - Level 2

As part of answering the essential question “Who are the Spanish?”, students will be able to participate in simple conversations and answer questions on familiar topics. Students will be able to participate in short social interactions that include asking and answering questions, as well as presenting information on familiar themes. (H, G)

SPANISH V

Intermediate

(Full Year–1.00 Credit)

3590 - Level 2

As part of, answering the essential questions “Who are we? What is self-identity especially in diverse societies?”, students will be able to participate in conversations about familiar topics, ask and answer a variety of questions, as well as describe themselves and their everyday lives. Students will also be able to share information on a wide variety of thematic

topics. (H, G)

SPANISH FOR SPANISH SPEAKERS

(Full Year–1.00 Credit)

3440 - Level 2

(Level 1 credit by agreement with teacher)

This course is intended for native **or heritage** speakers of Spanish or students who have had extensive immersion language experiences in Spanish. The course will create a bridge into the upper-level **world foreign** language courses in Spanish. **As part of answering the essential question, “How do language, culture, and personal experiences shape our identity as Spanish speakers?”, students** will have experiences in developing their reading and writing skills in Spanish. Authentic materials such as newspapers, magazines, videos, and literature from the Spanish-speaking community in the United States, Latin America, and Spain will be used. Contemporary topics in the Spanish-speaking world will be covered. ~~Level 1 credit will be given at the end of the year provided the student has satisfactorily completed additional course work. Students interested in taking this course should meet with the Director of World Languages or a guidance counselor to discuss the course content prior to signing up for the course.~~

ENGLISH FOR MULTILINGUAL LEARNERS 1

Novice

(Full Year–1.00 Credit)

3930 - Level 2

As part of answering the essential question “How can I improve my skills in English to reach my personal and academic goals?”, students will participate in oral and written exchanges of information and ideas on a variety of topics. They will also construct meaning from oral presentations and text, and conduct research. This course offers an introduction to the English language and to American culture. (H, G)

ENGLISH FOR MULTILINGUAL LEARNERS 2

Novice-Intermediate

(Full Year–1.00 Credit)

3940 - Level 2

As part of answering the essential question “How can I improve my skills in English to reach my personal and academic goals?”, students will participate in oral and written exchanges of information and ideas on a variety of topics. They will also construct meaning from oral presentations and text, and conduct research. Students will focus on intermediate coursework in English including listening, speaking, reading, writing, vocabulary and conventions of English, as well as American culture. (H, G)

ENGLISH FOR MULTILINGUAL LEARNERS 3

Intermediate

(Full Year–1.00 Credit)

3950 - Level 2

As part of answering the essential question “How can I improve my skills in English to reach my personal and academic goals?”, students will participate in oral and written exchanges of information and ideas on a variety of topics. They will also construct meaning from oral presentations and text, and conduct research. Students will engage in intermediate coursework in English with a greater emphasis on reading, writing, conventions of English, and vocabulary development. Students will also continue to learn about American culture. (H, G)

MULTILINGUAL LEARNER TUTORIAL

Novice-Intermediate

3990-(Half Year - 0.50 Credit)

3991-(Full Year - 1.00 Credit)

Students will complete work in content area classes and develop study skills with the support of Multilingual Learner staff, in collaboration with content instructors. Students will effectively prioritize tutorial time to study and complete assignments and assessments. Students will complete objectives for the day, and self-evaluate their effective use of time, responsibility, and

initiative in achieving their objective by using the “Daily Multilingual Learner Support Rubric”. Students must earn an average of “proficiency” in order to receive credit. Participation in Multilingual Learner Tutorial (every day/every other day/whole year/half year) will be determined by the Multilingual Learner Department. (H, G)

SPORTS

Glastonbury High School supports the concept that, along with a strong academic education, a student needs an equally strong social education. To encourage this goal, we provide a number of non-class time activities and events. School-wide and volunteer assemblies that deal with personal growth, health, drama, music, and career opportunities are presented throughout the school year.

Once the school day has ended, many opportunities exist for students to get involved in some sort of activity. The sports program offers numerous varsity sports for both boys and

girls. In addition, many of these sports have J.V. and freshmen teams. An intramural sports program is available for those students who do not have the time for a varsity sport. Glastonbury also provides students with clubs and organizations that range from academic to community volunteer programs.

It is Glastonbury High School's hope that students will participate in these co-curricular activities so that the students will have a better understanding of themselves and those around them

BOYS' SPORTS			GIRLS' SPORTS		
Fall	Winter	Spring	Fall	Winter	Spring
Cross Country	Basketball Varsity, J.V., F	Baseball Varsity, J.V., F	Cheerleading Varsity, J.V.	Cheerleading Varsity, J.V.	Golf V, J.V.
Football Varsity, J.V., F	Ice Hockey	Golf V, J.V.	Cross Country	Basketball Varsity, J.V., F	Lacrosse Varsity, J.V., F
Soccer Varsity, J.V., F	Indoor Track	Lacrosse Varsity, J.V., F	Field Hockey Varsity, J.V., F	Gymnastics Varsity	Softball Varsity, J.V., F
Crew V, JV, Novice	Ski Racing	Tennis	Soccer Varsity, J.V., F	Indoor Track	Tennis
	Swimming	Outdoor Track	Swimming	Ski Racing	Outdoor Track
	Wrestling Varsity, J.V.	Volleyball Varsity, J.V.	Volleyball Varsity, J.V., F	Ice Hockey Varsity (co-op)	
		Crew V, J.V., Novice	Crew V, J.V., Novice		Crew V, JV, Novice

INTERSCHOLASTIC ATHLETICS

All students are encouraged to participate in the interscholastic program. Thirty-three varsity sports are offered with numerous opportunities for sub-varsity experiences. Both boys' and girls' teams compete in the Central Connecticut Conference. Students should note that participation in sports is not a replacement for the regularly scheduled physical education program.

ATHLETIC TEAMS ELIGIBILITY

Student eligibility for Glastonbury High School athletic teams is controlled by the rules of eligibility adopted by the Connecticut Interscholastic Athletic Conference.

You are NOT eligible:

1. If you are not taking at least four (4) units of work
2. If you have not passed at least four (4) units at the end of the last marking period as of the official day grades are issued (four credits required in June to be eligible in September)
3. If you will reach the age of 20 during a given season.
4. If you have changed schools without a change of residence (for a period of 365 days in sport)
Exceptions may be made via waiver form.*
5. If you play or practice with an outside team in the same sport while a member of the school team

6. If you play under an assumed name on an outside team

7. If you receive payment for participation in any athletic activity

* Consult your Principal or Athletic Director for other rules affecting athletic eligibility.

INTRAMURAL SPORTS

Many after school sports and activities are offered to all students on a seasonal basis. Some of the activities include weight training, badminton and ultimate Frisbee.

CLUBS

ACT

A.C.T is a group of students and adults whose aim is to promote **Acceptance, Community, and Tolerance** in our community. We work as a team to sponsor various activities to motivate and empower students to actively promote positive change and to foster the GHS Mission to “empower students to shape their lives and our world”.

ADVISORY

Advisory facilitators lead the GHS Advisory program alongside an assistant principal. An Advisory facilitator assists with all facets of the program including curriculum, advisor selection, lesson content, and leading committee meetings. Facilitators should be passionate about building a positive school climate and empowering students.

ARCHERY CLUB

The Archery Club allows students an opportunity to learn the basic skills of Archery via the use of school issued compound bows. Students will learn the importance of eye dominance and archery range safety all while shooting on an indoor archery range that will be set up in the GHS gymnasium. The club will meet in the Fall and then again in late spring

ART CLUB

Art Club members enjoy discussing art, looking at art and creating personal and club specific art pieces. Art related community service activities at GHS and in the Glastonbury community are also developed and carried out by club members. Activities and events change from year to year according to the interest of members. Art lovers of all levels of interest and ability are invited to join this club.

ASIAN CULTURE CLUB

Asian Culture Club is a place where students explore, share and appreciate the diversity and beauty of Asian cultures. It is a great place to meet new friends and enjoy fun and culturally enriching activities. Students will make Asian food, learn about different Asian cultures, discuss their current issues and find possible solutions, watch Asian culture movies, explore works of literature from Asian authors, and more!

ASTRONOMY CLUB

The astronomy club brings together students who want to know more about the universe they live in. We have a monthly meeting in which we plan a monthly event (planetarium visit, Observation night, etc.) and discuss a topic in Astronomy. All students are welcome to attend meetings and membership is required to attend the events.

BADMINTON CLUB

GHS Badminton club members enjoy the sport of Badminton. Members participate in recreational matches with their peers as well as school-wide tournaments. Select members also compete in interscholastic matches vs. area schools. All participants interested in the sport of Badminton are welcome to join.

BAKING FROM THE HEART

Baking from the Heart’s mission is to give back to the community. Students put on their aprons and continue their mission every other month. The goal is simple—bake delicious foods for people in need. Club members bake yummy treats like brownies and cookies during their bimonthly meetings. A local farm owner helps them by delivering their goods to local shelters like House of Bread in Hartford. The club empowers students to take leadership and do something that makes a difference to make the world a better place.

BEEKEEPERS CLUB

Join the Beekeepers club to learn about, and celebrate, bees.

BEST BUDDIES CLUB

The purpose of this club is to unite special needs students with their non-disabled peers through social activities in an informal setting. Students participate in monthly meetings, and have the opportunity to partner one-to-one with a buddy to develop an independent peer relationship. Best Buddies also offers students a unique opportunity to develop leadership skills. With the support of school faculty and Best Buddies staff, students lead and direct the chapter. All students are welcome!

BIG SIBLINGS

Big Siblings are volunteers from the junior and senior classes who do all they can to make ninth graders feel welcome at Glastonbury High School. Each spring juniors and seniors volunteer to spend time in the summer and fall acclimating freshmen to a larger facility, to a different schedule, and to new procedures. During the summer they write notes, make telephone calls, and sometimes treat little brothers and sisters to lunch. Many come in during Open House in August to function as guides to entire families. In short, the Big Siblings are a group of young people committed to making the transition to GHS a successful one for our freshmen.

BOWLING CLUB

The Bowling Club offers the opportunity for students to learn the basic skills of bowling. The Bowling Club will practice at an off-campus site during early spring. The club will meet 4-5 times during the months of Feb and March. Club meetings may consist of matches versus other High Schools. The culminating activity will be select members being invited to the CT State Open Bowling tournament in March.

CARE CLUB

Care Club is a group of students giving up some of their time to make books for children at CCMC, to brighten up their day. These books range from coloring books to picture books to holiday books, recipe books, and more! We hold meetings 1-2 times a month right after school, meeting at GHS and virtually. We supply most of the supplies and ask each member to commit to making 2-5 books throughout the school year.

CERAMICS CLUB

Ceramics club is a space for anyone and everyone who is interested in working with clay. In ceramics club we make space for people who want to learn new techniques, or practice their skills in ceramics. You don't need any prior experience or skills to join this club, just a positive attitude and a passion for creating.

CHESS CLUB

The Chess Club is a casual club that solves interesting puzzles, analyzes famous games and of course plays games. It meets weekly for open play. There is no formal membership structure and students can casually join us on any meeting to play some games against their classmates. The club is open to all ability levels.

CLASSICS CLUB

The Classics Club is for Latin and Greek students and anyone interested in ancient Roman and Greek history, culture, and language. The agenda depends on the interests of the members. "Olympic Games," a "Roman Banquet," and films may be included. Highlights of the year will be the celebration of Roman Saturnalia in winter and participation in State Latin and Greek Day in the spring.

CODE FOR THE FUTURE

Code for the Future focuses on exploring computer science through partaking in coding projects, leading community initiatives, and promoting representation and accessibility in the field. All levels of coding are welcome to join us as we collaborate to improve our skills, discuss issues in the field, and make a greater impact in the computer science field.

CODING CLUB

The GHS Coding Club meets twice a month to prepare for coding competitions throughout the year. We compete on the local, national and international level but are open to coders of all skill levels. We also work on interesting projects throughout the year in a variety of different languages. Join us to improve your coding and problem solving skills.

COMPUTER CLUB

The Computer Club provides opportunities for students to share their computer expertise and to explore many different aspects of technology. Activities may include field trips, speakers, workshops, and discussions on current issues related to computers. All students, including those with little to no computer experience, are invited to join this club.

COMPUTER SCIENCE HONOR SOCIETY

The GHS chapter of the Computer Science Honor Society (CSHS) is dedicated to fostering a vibrant community of students passionate about computer science. This organization encourages enthusiasm for the discipline while honoring academic excellence and promoting meaningful service within the school and the broader community.

CRICKET CLUB

This is a club dedicated to playing Cricket, having fun and learning how to get better.

CROCHET CLUB

Crochet club is a community inspired club for all levels of crocheters from novice to advanced. Club members share patterns and techniques to create a variety of projects. Club leaders support the learning of club members through hands-on demos, video tutorials, and consultation. Our club aims to make products like mittens, hats, and scarves for donation.

CULTURAL DIVERSITY CLUB

Participation in the Cultural Diversity Club allows students from all cultural backgrounds the opportunity to meet with their peers to discuss issues such as race relations, gender equity, and religious tolerance. The club is responsible for planning workshops and activities throughout Black History Month as well as Cultural Diversity Day and our International Food Festival in April. Club members have the opportunity to participate in Connecticut Forum Student Board meetings. The club is open to anyone who would like to celebrate the different cultures of Glastonbury High School students.

CYBERPATRIOT CLUB

The Cyberpatriot Club is an organization of students, working to understand the principles of cybersecurity with the main objective of competing in the national Cyberpatriot competition. The goal of the competition is to secure a computer (Linux, Ubuntu, and Windows) from outside attacks. We meet once a week during the 1st semester only and participate in 3 competitions.

DEBATE CLUB

The Debate Club is affiliated with the Connecticut Debate Association (CDA). Club members participate in a number of CDA exempt tournaments throughout the year which are hosted by various high schools. The club is open to all students. The agenda and timing of meetings focuses around upcoming tournaments and learning the proper debate structure. Debate topics in the past have included human rights, health care, privacy /technology, environment, and justice.

DECA

DECA is a student organization with the goals of developing future leaders in Marketing, Management and Entrepreneurship & Hospitality. As a DECA member, students are able to "Make Their Mark" in a variety of exciting ways: develop leadership and business skills beyond what the classroom can provide; explore a variety of career fields, such as marketing, finance, entrepreneurship, hospitality & tourism, and sports & entertainment; network with businesspeople who can influence career possibilities; be recognized locally and nationally in competitive events; expand your resume and build a college application that will put you at the top of anyone's list. DECA meets monthly and a second optional meeting for those participating or planning to participate in DECA competitions and events. DECA is open to all students at GHS.

DRAMA CLUB

The Glastonbury High School Drama Club is an organization that welcomes all students to contribute in various ways to the staging of two full productions per year (a fall play and spring musical). This club is student-driven, encouraging members to explore their creative passions and assume leadership positions with the guidance of faculty members. Our work encompasses all aspects of live theater production, including acting, singing, dancing, costume design, set design, building, set decor, props management, lighting/sound design, front of house management, hair/make-up design, set movement, stage management, special effects design, publicity, directing, and much more. The Drama Club also offers additional opportunities and stages other events that students can take part in, including theater workshops, club bonding events, a talent show, and a One-Act Festival. By being involved, students develop valuable life skills and share experiences that often define their high school careers. That development and shared experience is the primary purpose of drama club; however, as a reputable drama club in our community, we hold ourselves to high standards. We work tirelessly as one team to produce shows that are high-quality, engaging, thought-provoking, and entertaining.

DUNGEONS AND DRAGONS

Be a part of the greatest role-playing game of all time! In Dungeons and Dragons Club, students create a hero and role play in a fantasy world of their design. Students participate in student-led groups to tackle scenarios that pit them against monsters and mages, trolls and traps, with only their wits and their hard-earned skills to save them. Since players are put in mixed groupings, students meet new friends across classes and grade levels. This club fosters creativity, character-building, story-telling, ingenuity, camaraderie, and collaboration. The club meets once a week. The possibilities are limited only by your imagination.

E-SPORTS

E-sports offers students the opportunity to use their video game skills in competition. We participate in single player and multiplayer video games against teams from over 3000 schools. Students can participate in Fall, Winter, and Spring seasons.

FASHION AND SEWING CLUB

The Fashion is in association with the FCCLA - Family, Career and Community Leaders of America. This club is for those students who are interested in fashion, the fashion industry, the latest trends, and/or to learn how to sew and construct clothing and accessories. All levels are welcome. Advanced members can participate in the FCCLA Fashion Competitions.

FORENSIC CLUB

Forensic Science Club is a fun learning environment where students interested in forensics and criminology can explore their interests through various experiences such as experiments, videos, trivia, and demonstrations.

FUTURE EDUCATORS OF DIVERSITY

~~FEOD seeks to encourage all students to consider public school education as a career, especially students from diverse backgrounds. It also strives to provide students with leadership development in social justice activism. According to studies, most public school teachers are non-Hispanic white, while their students are increasingly racially and ethnically diverse. Research further shows that student academic performance improves when there is a demographic match between teachers and students. For these reasons, FEOD seeks to create a student to teacher "pipeline" where FEOD members will someday return to Glastonbury Public Schools and become our educators of the future. Club activities include: "Read Alongs" at local elementary schools, hosting guest speakers, attending UConn & CCSU conferences, sponsoring inspirational movie nights, producing Teacher Feature interviews, and much more. New members are always welcome.~~

FAMILY, CAREER AND COMMUNITY LEADERS OF AMERICA (FCCLA)

The FCCLA Club is a club for students who are interested in cooking and increasing their knife, baking and cooking skills. The agenda depends on the interests of the members. The first meeting members brainstorm activities for the year. Examples of past and upcoming events are Mexican Feast, Farmers Market Senior Send Off, Cinnamon Swirl Bread, Classic Pho, Paella, Cream Puff Swans, Chocolate Cake with Ganache and Whipped Cream, Empty Bowls Fundraiser, King Arthur Bake Off Fundraiser, Chicken Fingers and French Fries.

FFA

The Glastonbury FFA is a co-curricular part of the Glastonbury Regional Agriscience and Technology program and is open to all students enrolled in these courses. The local chapter is associated with the Connecticut FFA Association and the National FFA Organization. The FFA strives to promote premier leadership, personal growth and career success among members. The Glastonbury FFA chapter holds monthly meetings as well as field trips to local agricultural events and businesses. Students have the opportunity to develop leadership skills by serving as officers, on committees, and attending leadership conferences. Additionally, members may participate in a variety of contests such as floriculture, floral design, landscaping, horse judging, safe tractor operation, public speaking, job interview, ag technology and mechanical systems, ag marketing, and veterinary science. Members conduct money making projects which fund students who participate in State and National activities. At the end of each year, the FFA sponsors an awards banquet to recognize the accomplishments of the chapter. All students taking Agriscience and Technology courses are strongly encouraged to become active members. All full time Agriscience students are required to be active FFA members.

FIRST ROBOTICS

FIRST (For Inspiration and Recognition of Science and Technology) is a national organization dedicated to inspiring

students to create, design, and exhibit leadership as they prepare for and participate in fast-paced competitions.

The GHS FIRST Robotics team (consisting of students, teachers, engineer mentors, and parents) meets year round to organize, fund-raise, and learn engineering skills. The team focuses its intensity and effort during a six-week period beginning in January when the team's robot is designed, constructed, and tested in preparation for the New England Regional FIRST Robotics Competition.

FRENCH CLUB

"Le club de français" is open to all students who have an interest in French language and culture. At our monthly meetings, members enjoy celebrating French holidays with French food and music, interacting with other language clubs, watching a French movie, or planning future activities. These activities vary from year to year according to what the officers and members decide. Popular excursions include our trips to New York City along with visits to French restaurants, museums, and theaters. The club plays an integral part in welcoming our exchange students from Dinard, France.

GENDERS AND SEXUALITIES

ALLIANCES (GSA)

GSA is a support group of students and faculty working to educate and promote awareness of different sexualities and gender identities. The objectives are to provide a safe, secure, and open environment for all people; to make available educational resources and materials for all students; to discuss experiences and support each other; and to educate the Glastonbury community about homophobia and transphobia and work toward eliminating it.

GENT'S ~~MEN'S~~ CHOIR

The GHS Men's Choir meets one day a week after school for 45 minutes. The group primarily sings music in a popular style and performs two or three times a year as part of the major choir concerts. No audition is required. Any men who like to sing are welcome

GHS BOOK

The GHS Book Club is for all students interested in reading and talking about books. The goal of the club is to select a book and decide a reading time line.

GHS MORNINGSHOW

The GHS Morning Show is a student run club which meets every morning to broadcast the daily activities and events of interest. We use professional level technology to produce our show and create our content. A wide variety of student talent is needed to make a successful show and our members work hard both behind and in front of the camera to create a great show for GHS. This is a unique opportunity to learn about how a real TV studio operates.

GLASTONBURY YOUTH SYMPHONY

Glastonbury Youth Symphony is a music club open to students who play any of the band or orchestra instruments, and who want to experience playing with a Symphony Orchestra. We work on various styles of music and perform often in

Glastonbury and the surrounding communities. We rehearse weekly and are open to suggestions and arrangements from students within the group. Come and discover some new friends who love to play music as much as you do!

GUARDIAN GAZETTE (NEWSPAPER)

The Guardian Gazette is a student-run club dedicated to and responsible for all aspects of producing the school newspaper. From conceptualizing, writing, and photographing to planning, designing, and creating the final pages, students experience the joy of seeing their names in print while learning the skills and responsibilities of a journalist. Come to an editorial staff meeting to learn more about the club, help plan, and enjoy our club's activities.

GUARDIAN STUDIOS

Guardian Studios is a student-run media club. We produce film, video, television, podcasts, and web media content. Students have the opportunity to use professional production equipment including the TV Broadcasting studio. We support students in all phases of pre-production, production, and post production. Our members have interests in screenwriting, acting, directing, videography, editing, storyboarding, and more.

HELPING HANDS

The Helping Hands of Glastonbury works to support and advocate for different initiatives and research tied to healthcare and wellness that are critical to our community. This club also focuses on helping all students improve their leadership and community skills. The club meets once a month. All students are welcome to join!

HOST CLUB

Each year approximately 20 freshman students are selected by staff to serve as HOST Club members throughout their high school career. HOSTs serve as leaders in the high school and assist at many GHS events. These events include; Freshman Orientation, Open House, College Fair, Career Fair and Graduation. In addition, HOST Club members serve as guides to new students entering the high school throughout the year. They may also be called upon by staff members to assist visitors at any time

HUMAN ANATOMY CLUB

The Human Anatomy Club is looking for enthusiastic anatomy loving students! This club is all about the study of the human body in a fun and relaxing environment. We will learn about topics ranging from neurology to cardiology to endocrinology. We are going to be playing many games such as Kahoots, Quizlet Live while also competing against one another in a quiz bowl style tournament. Lastly, we will introduce a regional competition which we may participate in this year!

INTERACT

Interact is a service club for high school students interested in using their talents, ideas, energy, and enthusiasm to improve their school and community and to promote international understanding and goodwill. Interact at Glastonbury High School will be sponsored by the Glastonbury Rotary Club. The GHS Interact Club will be run by the students with assistance and guidance from two faculty advisors and the Glastonbury Rotary Club.

JAZZBAND

Jazz Band is an extracurricular ensemble which studies and performs music in a variety of jazz styles. Rehearsals are typically Mondays from 6:00 - 8:00 PM. Preference for selection will be given to members of the GHS Band program, although pianists, guitarists and bass players not in band are encouraged to audition in September.

KEY CLUB

The Key Club is Glastonbury High School's largest student organization, comprising over 250 members who volunteer their free time to community service events. On average, the Key Club members volunteer over 1,000 service hours of each year to local events and organizations, as well as raise several thousand dollars for local charities.

KOREAN CLUB

Students will explore, learn, and experience Korean culture through various experiences biweekly—for instance, history, cultural practices, Korean traditional games, arts and crafts, cooking, and more.

LITERARY MAGAZINE

The magazine, “Thought’s Dominion”, affords students an outlet for their creative expression, particularly in writing. Poetry, short stories, and essays are most prominently featured, but photographs, drawings, and paintings are also solicited. Those working for the magazine gain experience with various aspects of the publication process.

MADRIGALS

GHS Madrigal-Chamber Choir is a vocal ensemble which performs madrigals and small choral works chosen mostly from the 16th and 17th centuries. The group’s 16-20 members are selected by audition from the music department’s choral classes. The ensemble rehearses two hours a week and performs at most major school concerts as well as extensively in the community. This choir has received several honors for performances at festivals and competitions.

MARINE AND ENVIRONMENTAL CLUB

The GHS Marine and Environmental Club is committed to exploring, enjoying and protecting nature. Members of this club promote the responsible use of the Earth’s resources. We strive to educate others to protect and restore the quality of nature. Activities may include hikes and nature walks, campus clean-ups, environmental activism, fundraising for environmental causes and promotion of greener living. Join us!

MATH TEAM

The GHS Math Team is affiliated with the Capitol Area Mathematics League. Monthly competitions involving thirty schools throughout Connecticut include both individual and team events. The team is open to all students with categories ranging from arithmetic to trigonometry.

MEDICAL LEADERS OF TOMORROW

Medical Leaders of Tomorrow is a club for any student who is interested in the medical field. MLT provides students with the opportunity to speak to members of the community who work in the medical field – not just doctors and nurses but EMTs, lab tech specialists etc. The club meets approximately once per month and has a variety of guest speakers.

MODEL CONGRESS

Model Congress is a public speaking and research-based club in which students write bills on and debate current issues impact the United States, both with club members and with other students across the country. During club meetings, we discuss important national issues, run mock simulations, and participate in public speaking games. We also attend local model congress events that bring together clubs from other schools.

MODEL UN CLUB

Model UN is a club where students take on the role of a delegate representing a country and debate pressing global issues, write resolutions to solve problems, and meet many amazing people. Students participate in a wide variety of simulations from local conferences such as CTWAC and Choate MUN, to multiple prestigious ones such as Princeton Model UN, Dartmouth Model UN, and Harvard Model UN. Students develop skills enabling them to compete amongst others on local, national, and international levels, frequently receiving awards and commendations such as Best Delegation.

If you’re interested in global affairs, public speaking, and meeting people from across the world, Model UN is the place for you!

MU ALPHA THETA – MATH HONORS SOCIETY

Mu Alpha Theta is the National High School and Two-Year College Mathematics Honor Society with chapters at more than 1,500 schools. The society is dedicated to inspiring keen interest in mathematics, developing strong scholarship in the subject, and promoting the enjoyment of mathematics among all students. Membership is available to students that have completed Algebra 2 and maintain a minimum grade while enrolled in an upper level math course. Members provide tutoring service in the GHS Math Lab, compete in international mathematics competitions, and participate in field trips and other events to stimulate growth in mathematics.

NATIONAL ART HONOR SOCIETY

The National Art Honors Society is an international program, dedicated to the recognition of exceptional art students who exhibit outstanding character, leadership, scholarship, and service in the visual arts. The Society offers artists a shared space for appreciation and growth as an artist through shared art experiences, camaraderie, and opportunities for leadership in the visual arts. Students must meet and maintain the academic requirements to join and will engage in art-based service-learning opportunities in the GHS and greater Glastonbury community.

NATIONAL BUSINESS HONOR SOCIETY

The Glastonbury Chapter of the National Business Honor Society (NBHS), recognizes individuals who have demonstrated outstanding character, leadership skills, and academic achievement in business education courses.

Members explore and develop their interest in business while attaining ethical and social growth.

The NBHS's main objectives are to promote and recognize achievement in business education, recognize student leadership skills, and continue to develop character.

Website: <https://sites.google.com/glastonburyus.org/ghs-national-business-honor/home>

NATIONAL HONOR SOCIETY

Seniors and juniors are selected by the faculty because of their outstanding character, leadership, scholarship, and service. Members of the National Honor Society provide service to the school by such activities as tutoring other students.

PEER EDUCATION

The Peer Education group consists of 10th, 11th, and 12th graders who have a desire to help support their peers. They are trained in communication skills, relationships, and other important teen issues. Peer educators are not counselors; however they are trained to help students see better ways of coping with problems themselves. Peer Educators sponsors a variety of programs to help promote overall health, wellness and sense of community at GHS. Applications for Freshman and Sophomores are available in January.

PEER TUTORING CLUB

The Peer Tutoring Club gives students the opportunity to help fellow students with their studies on a one-to-one basis. Students can join the Peer Tutoring Club in Grades 10-12. Peer tutors enjoy working with other students to assist them in improving academic performance while becoming independent learners. Peer tutoring is a great way to give back to the Glastonbury school community!

POWDER PUFF

Powder Puff Flag Football Tournament - Powder Puff is a long-standing tradition here at GHS! The flag football game is played either in the fall or spring of the school year. Traditionally, the teams are made up juniors vs. the seniors. The students are involved as players, coaches and sideline cheerleaders. This event benefits the GHS Scholarship Fund.

QUILL AND SCROLL NHS

Quill & Scroll is a national honor society for students involved in school publications and/or productions. At GHS we acknowledge the efforts of our upperclassmen who have contributed to our school newspaper, literary magazine, yearbook, or TV morning show. To be eligible, students must be juniors or seniors who have been identified and recommended by the advisers of the publications, who have at least a B average or are in the top third of their class, and who have been consistently and/or significantly involved in their publications or production. This unique honor society celebrates students not just for their academic standing but also for their creative efforts here at GHS.

RHO KAPPA: National Social Studies Honor Society

Rho Kappa Social Studies Honor Society is the only national organization for high school that recognizes excellence in the field of Social Studies. The society is dedicated to the promotion of historical scholarship and opportunities for exploration of history and the social sciences in our school and community. The society encourages interest in, the understanding of, and an appreciation for, the disciplines that comprise the Social Studies. Membership is reserved for those juniors and seniors who meet the established criteria for academic excellence. Members of the honor society commit to civic participation to support their school and community, and participate in a historical field study or other events that promote historical and social science learning.

ROAD GUARDIANS ~~BE THE KEY~~

In the Fall of 2014, Glastonbury High School was awarded one of five \$100,000 grants, with the support of the entire Glastonbury Community. Today, Be the Key is a club that works to promote safe teen driving for our students and community members. Events include sponsoring Distractology 101 and school and community educational events and programs. All interested students are invited to join this club. Our Mission and Vision are simple: *Working to keep teen drivers safe through education.*

ROCKETRY CLUB

The GHS Rocketry Club meets regularly to talk about rocket design and flight as well as techniques for building medium powered rockets. The club's main focus is to compete in the TARC Rocketry competition each year in the spring, with the goal of qualifying for the national competition in Washington, DC!

RUSSIAN CLUB

The Russian club is open to all students who have an interest in Russian language and culture. At our monthly meetings, members enjoy celebrating Russian holidays with Russian food and music, watching a Russian movie, or planning future activities. These activities vary from year to year according to what the officers and members decide. For example, club members have participated in Pumpkins for Patriots and International Night, while spearheading the GHS Ukrainian Humanitarian Aid Drive. The Russian club stands firmly with Ukraine and its people.

SCHOOL STORE

We are a student run school store and our goal is to provide students with an opportunity to learn about working in retail/business.

SCIENCE BOWL

Science Bowl is a competitive Jeopardy-style quiz bowl competition where students compete to solve technical problems and answer questions in all branches of science, math and engineering. The team competes against other schools from New England and Eastern New York at a regional competition held at the University of Connecticut. Regional championship teams compete in a national event held annually in Washington D.C. In addition to the quiz bowl competition, the GHS Science Bowl Team enters a competition where students are required to build and race a model fuel-cell powered car. If you are interested in science and like to solve problems or build machines, the Science Bowl Team may be for you.

SCIENCE NATIONAL HONOR SOCIETY.

The Science National Honor Society encourages and recognizes scientific and intellectual thought, advances students' knowledge of classical and modern science, communicates with the scientific community, aids the civic community with its comprehension of science, and encourages students to participate in community service and encourages a dedication to the pursuit of scientific knowledge that benefits all humankind.

SCIENCE OLYMPIAD

The Science Olympiad team enters the CT Science Olympiad competition, typically held at the University of Connecticut at the end of March. Fifteen students form pairs or trios to contest 23 events representing a diverse range of science topics. Events vary from building and engineering challenges to written tests and laboratory practicals. The team will also enter practice competitions held at nearby universities or high schools.

SKI AND SNOWBOARD CLUB

The GHS Ski and Snowboard club will allow interested high school students to experience the thrill of learning to ski or snowboard, advance their existing skills, or simply enjoy an evening on the slopes with friends. The club sponsors day trips to local mountains and also to popular destinations in Vermont. You do not have to know how to ski or snowboard nor do you need to have your own equipment. Any student enrolled at GHS is welcome and all abilities from beginner to expert are encouraged to join.

SPANISH CLUB

The Spanish Club meets monthly and holds many activities throughout the year to allow GHS students to broaden their awareness of the Spanish-speaking world. We seek to increase our appreciation of all aspects of Hispanic cultures, including their art, music, food, dance, poetry, and film. Club members initiate and organize the activities each year, so the activities may be as diverse as celebrating a Hispanic holiday, holding a film festival, or cooking a traditional Peruvian meal.

STUDENT COUNCIL

Student Council offers students the opportunity to participate in social and service activities and to work with the school administration to promote school spirit and a supportive environment. Members plan community and school events

such as dances, food drives and spirit days. The student council meets bi-monthly on Wednesday evenings. Students interested in joining the Council must submit an application.

TEAMSTEAM

TeamSTEAM is a club that empowers students to explore and pursue their interests in STEAM fields. Members learn how to promote gender equality within STEAM industries, attend interviews with current female STEAM professionals, explore current developments within STEAM, and gain clarity on their own STEAM passions to pursue in college and beyond.

UNIFIED BASKETBALL

Unified Sports is a registered program of Special Olympics that combines approximately equal numbers of athletes with and without intellectual disability on sports teams for training and competition. All Unified Sports players, both athletes and special partners, are of similar age and matched sport skill ability. Unified Sports teams are placed in competitive divisions based on their skill abilities, and range from training divisions (with a skill-learning focus) to high level competition.

UNIFIED THEATER

Unified Theater is a student-led program that brings students together to write, rehearse and perform an original theater piece. The goal for this club is to have students facilitate inclusion through the arts and to give all students the opportunity to learn from one another. The group includes students of all abilities, interests, and backgrounds and is flexible to different students' needs. All students are welcome to participate as actors, singers, dancers, writers, and technicians.

UNICEF CLUB

We are a club that advocates for and supports children across the globe!

US BIOLOGY OLYMPIAD

The USA Biolympiad (USABO) is a four-tiered competition that demands the very best of students in grades 9-12 in their biological concepts knowledge and laboratory research skills. The USABO stimulates students' intellectual curiosity and develops their critical thinking in laboratory skills and biological reasoning to propel them to excellence and leadership in science and technology. After a series of exams, the top four students nationwide will represent the USA at the International Biology Olympiad (IBO) as Team USA. The GHS USABO club welcomes any student who wishes to prepare for and participate in the qualifying exams.

US CHEMISTRY OLYMPIAD

The U.S. National Chemistry Olympiad (USNCO) program is a chemistry competition for high school students. The purpose of the competition is to stimulate young people to achieve excellence in chemistry. The American Chemical Society (ACS) has sponsored the program since 1984.

VOICES ~~SAFE SCHOOL CLIMATE COMM~~

Students that are involved in the Safe School Climate Committee work together with faculty, staff, and administration to support the implementation of the school climate initiatives. Throughout the school year the SSCC coordinates the implementation of the SSCC activities and helps to educate the school community regarding the school climate initiatives.

WEIGHTLIFTING CLUB

Looking for low key, stress free way to get in shape for the school year? Come to the Weight Room at GHS. No experience necessary.

WORLD LANGUAGE HONOR SOCIETIES

Glastonbury High School sponsors honor societies in Ancient Greek, Chinese, French, Latin, Russian, and Spanish. Eligibility is limited to sophomores, juniors, and seniors who have demonstrated academic excellence and are presently enrolled in levels 4, 5, 6, III, IV or V. Members of the Honor Society commit to provide a minimum of five (5) hours of community service, some of which may be providing language tutoring to other students. Full requirements for eligibility are located on the WLHS website.

YEARBOOK

Students participating in the yearbook club are responsible for producing the yearly Glastonbury High School Yearbook which is one of the area's largest and best-selling high school yearbooks. Students have the opportunity to take on varying roles and levels of responsibility including layout design, artwork, graphic design, copy editing, photography, reporting on features, business/sales, and even being a section editor or book editor. Producing the yearbook is one of the most rewarding experiences you will have in high school knowing that you had a role in something that students will treasure for the rest of their lives.

2025-2026
SMITH MIDDLE SCHOOL
PROGRAM OF STUDIES



Principal: Dr. Bobby Skarvelas
Assistant Principal: Mr. Jemal Graham
Assistant Principal: Mrs. Jillian Bernard

Smith Middle School Mission Statement



Smith Middle School encourages inquiry that fosters learning, embraces a culture of tolerance and kindness and inspires students to reach out to others and make a difference in our world.

**SMITH MIDDLE SCHOOL
PROGRAM OF STUDIES
2025-2026**

Smith Middle School Administration

Bobby Skarvelas, E.D., Principal
Jemal Graham, Assistant Principal
Jillian Bernard, Assistant Principal

Central Office Administration

Alan B. Bookman, Ph.D., Superintendent
Scott Hurwitz, Ed.D , Assistant Superintendent
Kate Lund, Assistant Superintendent
Kimberly Brown, Administrator for Pupil Services
Karen Bonfiglio, Business Manager

Board of Education

Douglas C. Foyle, Ph.D., Chair
Julie Thompson, Vice Chair
Kali Cavanaugh, Secretary
Alison Couture
Jennifer L. Faust
Jenn Jennings
David Peniston, Jr.
Matthew Saunig

Glastonbury Public Schools as a matter of policy provides educational opportunities without regard to race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age, or disability. In addition, the Glastonbury Board of Education does not permit or condone discrimination based on race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age, or disability in employment matters or assignment in programs or services provided.

Compliance Officers for the Glastonbury Public Schools have the responsibility to monitor compliance with this policy. More information is available on our [Non-Discrimination Policy page](#).

Curriculum Directors

Art, Holly Constantine
Career and Technical Education, Elizabeth Cole
World Language/Multilingual Learners, Amanda Robustelli-Price
Health and Physical Education, Jennifer Spring
History/Social Sciences, Brendan Callahan
English/Language Arts/Library Media K-5, Christina O'Brien
English/Language Arts and Library Media, Grades 6-12, Tracey DeDonato
Mathematics, Brenda Gregorski
Music, Leslie Lopez
School Counseling, Edward Gregorski
Science, Christine Tedisky
Special Education Pre K-12, Cassandra Murphy

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GENERAL INFORMATION

INTRODUCTION

The Smith Middle School program offers students an opportunity to extend their learning horizons through varied experiences, both required and elective. Smith Middle School teachers help students to acquire information, skills and values, necessary for developing the “credibility, reputation, and character” that will ensure future successes. The Smith Middle School program strives to create opportunities for its students to share in the responsibility for their growth and learning.

The Smith Middle School Program of Studies consists of a group of required courses which are supplemented and enriched by a group of elective courses. In this way, students are taught basic and advanced skills and also have the opportunity to sample and explore a wide variety of topics in the practical, fine, and performing arts.

This Program of Studies is designed to help parents and students work together to plan an educational program ideally suited to each individual. The teaching staff, guidance department, and school administration are ready to assist you as you undertake this important task.

SCHOOL ORGANIZATION

Smith Middle School is organized as a seventh and eighth grade middle school incorporating the team format. The middle school model is an excellent means of organization for teaching early adolescents and meeting their special developmental needs. This organizational model encourages and supports interdisciplinary initiatives as well as active parent involvement.

SMS has four Grade 7 teams and four Grade 8 teams. Each Grade 7 and Grade 8 team consists of approximately 120 students. All teams include an English, world language, history, math, and science teacher. Teams are supported by a school counselor, special education teacher and reading teacher.

The instructional day at Smith Middle School consists of eight periods; five are reserved for required academic courses (English, world language, history, math and science), two may be used for electives or supportive services, and one for lunch/homeroom. Physical Education and Health are required courses for both Grade 7 and Grade 8 students. These courses are offered during the elective time slots.

SCHOOL COUNSELING DEPARTMENT

The school counseling department is founded on the belief that each individual is unique and capable of self-direction and personal growth. School counseling services are an integral part of a student’s educational experience in Grade 7 and Grade 8. These services consist of an ongoing, proactive and planned program, which recognizes the developmental needs of all students. The program is delivered in a systematic way through curriculum lessons, systems supports, and responsive services that are provided individually or in groups.

Through the school counseling program, students are assisted in matters related to academics and personal/social issues. In addition, school counseling services assist in the process of helping students develop into knowledgeable, responsible, ethical, and caring members of a diverse society within a complex and technological world.

The counselor-counselee relationship is unique because it is based on the unconditional acceptance of students. It is this non-threatening aspect of the counseling experience that allows students to better understand themselves and their environment, and to recognize that relationship between the two. Each student at Smith will be assigned a school counselor who will work with them during their Grade 7 and Grade 8 years.

FORMAT OF COURSE OFFERINGS

All required academic courses (English, world language, history, math and science) are taught five times per week for the year.

Elective courses meet every other day for one or both semesters (twice one week and three times the next).

Physical Education is a required course both semesters and is offered every other day. Health is required in both grades and is taught every other day for one semester.

Special Education IEP or Resource classes are offered either daily (5x per week) or every other day (2/3x per week).

Every attempt is made to schedule students into their elective choices; however, this is not always possible. When student choices are not available, the administration may assign students to alternative elective courses. When there are no elective options available that match the students' schedule, students may be assigned to a study hall.

ACADEMIC LEVELS

Smith Middle School offers both heterogeneous and homogenous groupings. English, math and science classes are grouped according to specific achievement levels.

Level 1 courses are for students who have demonstrated superior achievement.

Level 2 courses are for students who have demonstrated academic knowledge at grade level.

IEP courses are for students identified through special education to be in need of specialized assistance.

A student's recommendation is determined collaboratively with input from parents and teachers and based on all available data including student needs, past performance, and standardized test results. Recommendation for a given level is reviewed periodically during the school year, and if the need arises, students are placed in a more appropriate level.

REPORTING STUDENT PROGRESS

Teachers, counselors, and administrators are committed to making timely and regular contact with parents regarding student progress. In addition to teacher phone calls and team meetings with parents and students, grades are posted regularly on the PowerSchool portal and also updated mid quarter to keep parents informed about student performance. A report card is mailed home only at year's end.

Student grades are reported as: A+, A, A- B+, B, B- C+, C, C- D+, D, D-, F

Student "Effort" and "Conduct" are reported as:

1 Excellent 2 Good 3 Fair 4 Unsatisfactory

HONOR ROLL

Students who have achieved a B- or better in all courses (required and elective) will earn honor roll status. Any grade below a B- in any subject will disqualify a student from the honor roll.

RETENTION POLICY

Specific procedures go into effect for students who are in danger of failing two or more academic subjects. Parents are contacted and involved in designing and implementing a plan to avoid retention. Retention is a last resort and used only after other options have been exhausted.

MIDDLE SCHOOL COURSES RECOGNIZED ON GHS TRANSCRIPTS

Smith Middle School students who successfully complete the course requirements in Spanish 1 and 2, French 1 and 2, Russian 1 and 2, Chinese and Algebra will have these grades recorded on their high school transcripts. However, high school credit for the purpose of meeting graduation requirements CANNOT be given to courses completed before grade nine.

For example, Algebra I does not count toward the twenty-five credits needed for graduation when taken at Smith Middle School, but it is recorded on the GHS transcript since it is identical to the Algebra I course offered in Grade 9 at Glastonbury High School. Algebra I is a prerequisite course for other mathematics courses at Glastonbury High School.

MODIFICATION OF A COURSE OFFERING

In very rare cases, a course offered at Smith Middle School may be withdrawn or enrollment may be restricted for any of the following reasons:

1. Interest and enrollment is too small
2. Limited facilities
3. Unavailability of certified staff
4. Reduction of budget

INSTRUCTIONAL MATERIALS REVIEW PROCESS

In accordance with Board of Education Policy #6121, October 1981, the Glastonbury Public School System pledges to avoid discriminatory actions and seeks to foster good human and educational relations which are to attain:

- ◆ Equal opportunity for all students to participate in the total program of the school.
- ◆ Continual study and development of curricula towards improving human relations and understanding and appreciating cultural differences.

In keeping with this policy, instructional materials are reviewed for bias prior to purchase. This process is coordinated by the curriculum area director and is done both during the formal curriculum review and at other points when new instructional materials are being considered. The review committee forwards the requests to the superintendent for approval. Both the requests and the instructional materials are then presented to the Board of Education for review.

If you have any questions or concerns about instructional materials, please consult the appropriate curriculum director.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Glastonbury Public Schools is committed to supporting the whole student. The Connecticut State Department of Education requires school districts to use a framework to address student needs. The framework we use for this support is known as Multi-Tiered System of Supports (MTSS). MTSS ensures all students receive the appropriate level of support for academic, behavioral, and social-emotional needs through various tiers of intervention. School personnel monitor student progress closely to be sure supports are appropriate and successful. For more information, visit the GPS website Parents tab to MTSS.

REQUIRED ACADEMIC COURSES

ENGLISH DEPARTMENT

The English/Language Arts curriculum for Grade 7 and Grade 8 is organized into units of study.

English/Language Arts Grade 7: <i>The Power of Word Choice</i>	
Fictional Narrative: A Study of Short Story	Realistic Fiction: Literary Analysis & Discussion
Science Fiction: Argument Writing & Speaking	Traditional/Historical Literature : Performance & Expository Writing
English/Language Arts Grade 8: <i>The Power of Perspective</i>	
Reading with Perspective: Elements of Fictional Narrative & Literary Analysis	The Hero's Journey & Origins of Storytelling
There are Two Sides to Every Story: Critical Reading of Nonfiction Texts	Shakespeare's Form & Narrative Writing

Woven throughout these units are areas of direct instruction that include opportunities for students to strategically apply their reading and writing strategies, to respond to texts both orally and in writing, and to study and apply grammar conventions.

Within our flexible structure of instruction:

- Reading and writing are valued as complex and highly social activities.
- Time is provided for students to read and write.
- The close study of genre enables students to become more skillful readers and writers.
- Independent reading helps students discover their interests and appreciate reading for pleasure.
- Students are provided with opportunities to communicate clearly and listen respectfully to the ideas of others.
- Technology is authentically used as a means to enhance student learning.

Student preferences begin to take shape during the middle school years, thus leveled classes are offered in order to enable students to pursue learning opportunities that are responsive to their interests and abilities. Students are grouped into two levels for English/Language Arts instruction: Level 1 and Level 2. In reading, both levels provide students with opportunities to analyze text, make inferences, and develop their understanding. In writing, students in Level 1 and Level 2 are required to write in a variety of genres and are encouraged to develop their elaboration, organization, and fluency skills. Both levels provide students with rigorous academic opportunities. Level 1 classes differ from Level 2 classes in that they require students to work at an accelerated pace, to operate with a high degree of independence, to read text of greater length and complexity, and to strategically apply their writing skills.

The ultimate goal of the English/Language Arts program is to prepare our students for the challenges and opportunities of the 21st Century. Thus, the curriculum is in alignment with the Common Core State Standards (CCSS) and is delivered in ways that provide our students with opportunities to apply their reading, writing, speaking, listening and language skills for authentic purposes.

**Reading Strategies 7 & Advanced Reading Strategies 8
Teacher Recommendation Only**

Meets 2/3x for Year

Reading Strategies classes are scheduled in addition to the regular English class and provide support to students in need of assistance in the small group setting. Students are recommended for Reading Strategies 7 & Advanced Reading Strategies 8 based on the reading teacher’s evaluation, including performance on standardized tests. Due to the nature of the courses, enrollment is limited in size.

WORLD LANGUAGE/MULTILINGUAL LEARNER DEPARTMENT

Students entering the middle school will continue their study of world language which began in the elementary grades and expanded in Grade 6. Exceptions to this requirement will be made on a student-by-student basis. New students to Smith Middle School, who have never taken a world language, may enroll in Introductory French* or Spanish. New students to Smith Middle School who studied Chinese, French, Russian, or Spanish in a prior school should connect with the Director of World Languages to determine best placement for language study. In addition, Introductory and Introductory Continuing Russian and Introductory and Introductory Continuing Chinese may be studied as a **second** world language in the elective track.

The Connecticut Seal of Biliteracy recognizes the value of students’ academic efforts, the tangible benefits of being bilingual and biliterate and prepares students to be active learners and compassionate individuals who thrive in our global community. The following courses help students to reach the necessary proficiency level in order to meet the world language requirement as part of earning this distinction on their high school diploma upon graduation.

SECONDARY LEVEL LANGUAGE PROGRESSION

Teachers make recommendations for student placement at the high school. Course offerings at SMS are impacted by those offered at GHS. All students are encouraged to continue the study of the language they began in the elementary and/or middle school. *A long sequence of study is necessary to build proficiency in a language.*

		Grade 6		Grade 7		Grade 8		Grade 9
Continued sequence from Gideon Welles	French	French Grade 6	→	French Grade 7	→	French Grade 8	→	French 3 Level 1, 3, or III
	Spanish	Spanish Grade 6	→	Spanish Grade 7	→	Spanish Grade 8	→	Spanish 3 Level 1, 3, or III
	Chinese	Chinese Grade 6	→	Chinese Grade 7	→	Chinese Grade 8	→	Chinese 3 Level 1
Starting or adding a new language sequence at SMS <small>*typically only for new students or those adding an additional language</small>	Chinese			Intro. Chinese	→	Intro. Continuing Chinese	→	Chinese 3 Level 1 or Chinese 2 Level 1
	Russian			Intro. Russian	→	Intro. Continuing Russian	→	Russian 3 Level 1
New to SMS in 7th Grade	French			Intro. French <small>*If numbers warrant</small>	→	Intro. Cont. Fr. <small>*If numbers warrant</small>	→	French 3, III, or II
	Spanish			Intro. Spanish	→	Intro. Continuing Spanish	→	Spanish 3, III, or II
New to SMS in 8th grade	Chinese					Intro. Chinese	→	Chinese 1 Level 1 or Chinese 2 Level 1
	French					Intro. French	→	French 1-2 Level 1 or French II
	Spanish					Intro. Spanish	→	Spanish 1-2 Level 1 or Spanish II

In addition to modern languages, students may begin the study of Latin or Ancient Greek at the high school. A student may also elect to begin Chinese, French, Russian, or Spanish at the high school.

French Gr. 7 and French Gr. 8

Novice-Intermediate

As part of answering the essential questions “What is culture?”, “What is French culture?” and “What connections can we make?” students in Grade 7 and Grade 8 will continue the study of French, which began in Grade 6. Students at the end of Grade 7 can initiate, maintain and bring simple conversations to a close as well as write simple sentences on familiar topics. Students can recognize pieces of information of what is being said and understand simple readings. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of the French-speaking world.

Introductory French and Introductory Continuing French *

Novice

These courses are designed for new students who have moved into Glastonbury and who have not previously taken the world language or have only had minimal contact with the world language. Students will be introduced to the vocabulary and structure of the language as well as the culture of the French speaking world. Grade 8 students who began French for the first time in Grade 7 will continue with Introductory Continuing French. This course will build on the introductory French skills students learned in Grade 7.

***Course(s) require(s) sufficient enrollment to run.**

Spanish Gr.7 and Spanish Gr. 8

Intermediate

As part of answering the essential questions “What is culture?”, “What is Spanish culture?” and “How are we connected?” students in Grade 7 and Grade 8 will continue the study of Spanish, which began in elementary school. Students at the end of Grade 7 can initiate, maintain and bring simple conversations to a close as well as write simple sentences on familiar topics. Students can recognize pieces of information of what is being said and understand simple readings. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of Spain and the countries and regions of South America.

Introductory Spanish and Introductory Continuing Spanish

Novice

These courses are designed for new students who have moved into Glastonbury and who have not previously taken a world language or have only had minimal contact with a world language. Students will be introduced to the vocabulary and structure of the language as well as the culture of the Spanish speaking world. Grade 8 students who began Spanish for the first time in Grade 7 will continue with Introductory Continuing Spanish. This course will build on the introductory Spanish skills students learned in Grade 7.

Introductory Russian and Introductory Continuing Russian

Novice-Intermediate

As part of answering the essential questions “What is culture?”, “What is Russian culture?” and “How can I connect to Russian culture through language?” students in Grade 7 will begin and in Grade 8 will continue the study of Russian. Students in Grade 7 can communicate and exchange information about familiar topics using phrases and simple sentences and can usually handle short social interactions in everyday situations by asking and answering simple questions. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of Russia and Russian-speaking countries, regions, and communities.

Chinese Gr. 7 and Chinese Gr. 8

Novice-Intermediate

As part of answering the essential questions “What is culture?”, “What is Chinese culture?” and “How are we connected?” students in Grade 7 and Grade 8 will continue the study of Chinese, which began in Grade 6. Students at the end of Grade 7 can initiate, maintain, and bring simple conversations to a close, as well as write simple sentences on familiar topics. Students also can recognize pieces of information of what is being said and understand simple readings. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of China and the Chinese speaking world.

Introductory Chinese and Introductory Continuing Chinese

Novice

As part of answering the essential questions “What is culture?”, “What is Chinese culture?” and “How are we connected?” students in Grade 7 will begin and in Grade 8 will continue the study of Chinese. Students can communicate and exchange information about familiar topics using phrases and simple sentences and can usually handle short social interactions in

everyday situations by asking and answering simple questions. Students will expand their cultural awareness of China and other regions where Chinese is spoken.

Multilingual Learner Class

Director/Coordinator/Teacher Recommendation Only

Meets 5x for Year

As a part of answering the essential question “How can I improve my skills in English to reach my personal and academic goals?” students at beginning to intermediate levels of English will participate in oral and written exchanges of information and ideas on a variety of topics. They will also construct meaning from oral presentations and text. Students will develop their skills in listening, speaking, reading, and writing in English and learn about American culture.

Multilingual Learner Tutorial

Director/Coordinator/Teacher Recommendation Only

Meets 3/5x for Year

Students who speak a language other than English at home may be eligible for tutorial services. The Multilingual Learner tutor works with students in a small group setting to develop skills in English and to provide assistance for content area subjects.

HISTORY/SOCIAL SCIENCES DEPARTMENT

World History 7

World History is a course designed to take students on a journey of exploration through the world’s civilizations. The course begins by providing students with a sense of history. Students will travel through the ancient civilizations of Egypt, Mesopotamia, China, India, and the Americas, and then on to the classical civilizations of Greece, Rome and Islam. The course concludes with the study of the ideas, inventions, and explorations of the Middle Ages and the Early modern period. Student exploration is viewed through the lens of common themes that connect and integrate the world’s diverse history. Through their study, students will enrich their knowledge of major historical periods, issues, and patterns in world history, as well as acquire, develop and apply the skills and process of historical thinking and inquiry.

United States History 8

Students in U.S. History 8 will use a national lens to enrich their knowledge of the major historical periods, issues, concepts and patterns in United States History. Their journey through our country’s history will begin with the meeting of the world’s cultures in the pre-Colonial period and continue through to the transformation of our nation in the Civil War and Reconstruction Eras. Throughout their studies, students will enrich their understanding of the connecting themes and enduring understandings of American History and acquire, develop and apply the skills and processes of historical thinking.

MATHEMATICS DEPARTMENT

Recommended Mathematics Course Selection Plan for Grade 7 through Grade 12

The chart below captures the **most common course sequences**; however, a student’s course sequence may change over time depending on interests, skill development and achievement levels. Students should consult with their school counselor before choosing their courses. An Algebra 1-Geometry-Algebra 2 sequence (beginning in Grade 8 or Grade 9) will meet the entrance requirements of most four-year colleges, although additional courses are recommended for students considering college majors in mathematics, science, engineering and other related fields.

Grade				
7	Mathematics 7, L-1	Mathematics 7		
8	Algebra 1, L-1	Transitions to Algebra	Mathematics 8	
	Level 1	Level 2		
9	Geometry A, L-1 (4120)	Algebra 1A (4310)	Algebra 1B – 1 (4351)	Essentials for Algebra (4680)
10	Algebra 2A, L-1 (4130)	Geometry A (4320)	Algebra 1B – 2 (4360)	Integrated Algebra & Geometry 1 (4540)
	AP Pre-Calculus (4140) and/or Math Electives	Algebra 2A (4330)	Geometry B (4380)	Integrated Algebra & Geometry 2 (4541)
12	AP Calculus AB (4190), AP Calculus BC (4200), and/or Math Electives	Pre-Calculus (4340) and/or Math Electives	Algebra 2B (4390) and/or Math Electives	Math Electives

Important Note: Algebra 1 in Grade 8 is more rigorous than the Algebra 1 at the high school. To be successful in algebra at this level, students should have consistently demonstrated mastery and deep understanding of the prerequisite mathematical concepts and skills. In addition, the ability to comprehend and perform abstract mathematical tasks, including high level reasoning and transfer of understanding to new problem solving situations is essential. Successful completion of Algebra in Grade 8 prepares a student to tackle the challenges of Advanced Placement Calculus by senior year.

The grade for Algebra 1 will appear on the student’s high school transcript, but is not counted towards the three mathematics credits that a student must earn for graduation. Because Algebra 1 is a foundational course for all future study of mathematics, it is important that students are well-prepared and have mastered the skills of Algebra I before proceeding to the next course. Therefore, if a student’s performance is a C or lower in Grade 8 Algebra I, it may be recommended that he/she *repeat Algebra 1* at the high school (Algebra 1A, Level 2).

The ability to understand and use problem solving strategies is the strong, unifying idea for all courses in mathematics at Smith Middle School. Showing solutions, writing explanations, and demonstrating mastery are vital components of the problem solving process.

Mathematics 7 Levels 1, 2

The units of study in Mathematics 7 are *Rational Numbers, Expressions, Equations and Inequalities, Proportional Relationships, Percent and Scaling, Statistics, and Probability*. Throughout the course, students uncover mathematical understanding through problem solving and learning experiences designed to make students think. Students develop a deep understanding of proportional reasoning as a way to understand mathematical relationships in our world. They continue to learn that mathematics makes sense.

The curriculum of Mathematics 7, Level 1 is compacted so that a significant number of the concepts of Grade 8 math are learned at appropriate times during the Grade 7 year.

Mathematics 8

Level 2

In Grade 8, students' model relationships between two sets of data using linear equations, solve linear equations and systems of equations. Building the understanding of the meaning of a solution to a system is a focus. Students begin to understand the concept of a function and use functions to describe quantitative relationships. Also, students analyze two- and three-dimensional space and figures using distance, angle, similarity and congruence, and understand and apply the Pythagorean Theorem. Conceptual understanding and skills are interwoven through instructional activities that prepare students for formal Algebra in Grade 9.

Transitions to Algebra Gr. 8

Level 2

Transitions to Algebra has the same topic outline as Mathematics 8. Students enrolled in this course have strong computational skills and have maintained at least a B average in Mathematics 7 level 2.

Algebra 1 Gr. 8

Level 1

Algebra is the study of mathematical relationships which can be represented and analyzed through tables, graphs, equations and inequalities. The symbolic language of algebra is used to represent, investigate and solve problems. Students will work with variables; write, solve, graph and interpret linear and quadratic equations; perform operations with polynomials; and work with radical and rational expressions and equations. Students continue the study of function families to include exponential, piecewise and absolute value functions.

In order to be recommended for this course, a student must have a B+ or higher average in Grade 7, Level 1, or an A average in Mathematics 7, Level 2. Since Algebra is a high school course, students who have not been highly successful in Mathematics 7 should take this course in Grade 9.

SCIENCE DEPARTMENT

A student's courses in the middle school can have an impact on science course opportunities at the high school level. The inextricable link between mathematics and science makes it advisable for a student to have gained solid mathematical skills before tackling the challenges of Level 1 science in Grade 8 and Grade 9.

RECOMMENDED SCIENCE COURSE SELECTION PLAN FOR GRADES 7-12

The chart below captures the most common course sequences. However, a student's course sequence may change over time depending on interests, skill development and achievement levels. A student should consult with his/her school counselor before choosing courses. The entrance requirements for most four-year colleges include successful completion of full year courses in Chemistry, Biology and Physics.

Grade		
7	Planet Earth 7, L-1	Planet Earth 7
8	Concepts of Physics, L-1 (Concurrent Algebra 1 recommended)	Concepts of Physics

Grade	Level 1	Level 2	
9	Chemistry (5130) (L-1)	Chemistry (5440)	Integrated Science (5462)
10	AP Biology (5100)	Biology (5410)	Biology (5420)
11	AP Physics 1 & 2 (5171) (Or other AP science)	Physics (5470 or 5480) and/or science electives	Introductory Physics (5465) and/or science electives
12	AP Chemistry (5140) AP Environmental Science (5160) AP Biology (5100) AP Physics 1 & 2 (5171) AP Physics C (5175) and/or Advanced Research Mentorship (5150)	Physics (5470 or 5480) and/or science electives	

Planet Earth 7

Levels 1, 2

This course focuses on investigations of Earth, its atmosphere, its changing surface, its water resources, and its place in the solar family. Students will explore those systems and phenomena of planet Earth which require knowledge and skills of the earth and space sciences, as well as interactions and properties of matter. Connections to life sciences and physical sciences are also emphasized. The course provides for a variety of practical laboratory experiences and engineering tasks that help students gain a better grasp of the fundamental concepts of our world and the Universe. Throughout the course, students will apply inquiry skills and the engineering design process when exploring science concepts. The curriculum for this course is aligned to the Next Generation Science Standards.

Concepts of Physics

Levels 1, 2

This course is designed to introduce students to some of the fundamental principles and laws that govern phenomena that we experience in our everyday lives and that determine the interactions of matter and energy throughout the Universe. Content areas that are explored include motion, forces, energy, electricity, magnetism and waves. The course provides opportunities for inquiry and for a wide variety of practical laboratory investigations, as well as for application of the engineering design process. Students can explore concepts and develop scientific skills that lay the foundation for further studies of science at the high school level.

HEALTH and PHYSICAL EDUCATION DEPARTMENT

Students in Grade 7 and Grade 8 are required to take physical education every other day for a full year. The Physical Education curriculum is aligned with state and national standards. Curriculum expectations and outcomes include the students' ability to demonstrate various motor skills and movement patterns, explain strategies and principals as they apply to movement, identify and incorporate fitness concepts in a personal fitness plan, demonstrate responsible and respectful behavior and articulate the benefits of being physically active.

Physical Education Gr. 7 and Gr. 8

Meets 2/3x for Year

All Grade 7 and Grade 8 students are required to actively participate in all activities. Students are expected to bring a change of clothing and footwear that is appropriate to engage in physical activity. All students participate in the Connecticut Physical Fitness Assessment and the Grade 8 scores are included in the district strategic profile report.

Curriculum units include, but are not limited to, these activities:

PHYSICAL EDUCATION UNITS GRADE 7 AND GRADE 8

Aerobics	Football	Recreational Games and Activities
Adventure Challenges	Frisbee (Touch/Ultime)	Soccer
Badminton	Golf (SNAG)	Softball
Basketball	Handball	Tennis
Bowling	Lacrosse	Track & Field
Fitness Testing	Physical Fitness Activities	Variety of Lifetime Fitness Activities
Floor Hockey (Touch/Ultime)	Project Adventure Climbing	Volleyball

Health Education Gr. 7 and Gr. 8

Meets 2/3x for Semester

Students in Grade 7 and Grade 8 are required to take Health Education every other day for a half a year. The Health Education curriculum is aligned with state and national standards. Health Education curriculum expectations and outcomes include the students’ ability to comprehend core concepts related to health promotion and disease. Students are expected to be able to access appropriate health information, practice health-enhancing behaviors, analyze internal and external influences, demonstrate interpersonal communication skills, use decision making and goal setting skills and advocate for personal, family and community health. In each grade level, there are five core concepts or unit themes that address the topics listed in the table below. As a result of participation in this course, students will have skills and knowledge to make a successful transition into a contemporary high school setting.

HEALTH EDUCATION CORE CONCEPTS Gr. 7 and Gr. 8

Health Education - Grade 7	Health Education - Grade 8
Mental and Emotional Health Brain Function and Mental Illness Depression and SOS	Mental and Emotional Health Stress and Self-Management Analyzing Internal and External Influences
Injury and Disease Prevention Diseases and Disorders	Injury and Disease Prevention First Aid and Hands on CPR
Alcohol, Nicotine and Other Drugs Influences, Peer Pressure, Refusal Skills	Sexuality and Adolescent Health Abstinence, STI’s, and Identity
Puberty and Adolescence Physical, Social and Emotional Changes	Alcohol, Nicotine and Other Drugs Addiction Decision Making and Goal Setting
Friends and Relationships	Relationships and Health Decisions
Skill Focus: Accessing Information and Interpersonal Communication Skills	Skill Focus: Analyzing Influences, Decision Making and Goal Setting

RECOMMENDATION ONLY

Special Education

Small Group IEP Classes or Resource

PPT Recommendation Only

Meets 2/3x for Year or 5x for Year

The resource rooms and special education classes at Smith Middle are non-categorical and designated to assist the students who are identified by a Planning and Placement Team as requiring special education. Teachers work with individuals in small groups on a remedial and/or tutorial basis. The resource room teachers are also available to other Smith Middle School teachers on a consultative basis regarding individual students.

ELECTIVE COURSES

ART

The Smith Middle School Art Department offers art instruction in a variety of media and processes, including animation, clay, crafts, design, digital art, and fine arts. Students enrolled in Grade 7 art, are introduced to new materials and techniques, and apply studio behaviors of idea development, planning, problem-solving, evaluation and revising, to create original works of art. In Grade 8, students learn to be self-expressive through their use of materials, processes, and choice of subject matter, and begin to develop a personal voice in their work. Grade 7 art electives are not prerequisites for taking Grade 8 art electives. Both grades cultivate a passion for art and introduce the students to future career and college paths including fine, applied, commercial, and STEAM-based careers.

Gr. 7 Art Offerings

The Art of Animation

#E227

Gr. 7

Meets 2/3x for Semester

Explore the techniques of traditional and digital-based animation, while taking the first look into how art, design, and STEAM come together! In this class, students learn to create flip books, zoetropes, stop-motion, and digitally-animated films using animation software. Students work both independently and collaboratively to develop ideas, storyboards, and characters, and bring them to life using pencil, paint, paper, cameras and technology!

Crafts

#E237

Gr. 7

Meets 2/3x for Semester

Use a variety of traditional and non-traditional materials and techniques to create artistic forms with a contemporary flair. Learn how to design and create boxes, fiber art, books, jewelry, textiles and other functional objects. Sign up, and watch your ideas take form!

3-D Art

#E247

Gr. 7

Meets 2/3x for Semester

Shape, sculpt, carve, and build 3-dimensional forms that are self-expressive and original. Plan, design and create 3-dimensional works with a variety of materials such as clay, wood, plaster, paper mache, paper, recycled, repurposed and found items. Roll up your sleeves and let creativity be your guide!

Art Zone

#E217

Gr. 7**Meets 2/3x for Semester**

Whether you consider yourself an artist or not, you will have fun learning and growing as an artist. Develop observational drawing skills, and learn painting and printmaking processes and techniques while expanding media skills using pastels, paints, charcoal, oil pastels, pen & ink and MORE! Don't hesitate. Sign up today! Get in the ART ZONE!

Gr. 8 Art Offerings**Sculpture**

#E248

Gr. 8**Meets 2/3x for Semester**

Plan and build 3-dimensional art, sculptures, and more. Students learn to problem-solve concepts such as balance, unity, and structure, and make artistic choices to create works that demonstrate their personal ideas and meaning. Use new-age materials as well as clay, wood, paper, natural fibers, glass, wire, plastic, plaster and everyday objects.

Modern Design

#E238

Gr. 8**Meets 2/3x for Semester**

Everything is designed by someone. Learn the design processes used by professionals in design and STEAM fields such as fashion, advertising, product, package, and graphic design. Explore the role that design plays in our culture and the idea of form vs. function. Students learn both traditional and technology-based processes of commercial and applied design, and explore industry careers. If you'd like to learn to use technology-based software and traditional processes to create original artwork, and learn about careers in the fields of Design, Applied Arts, and STEAM, then this hands-on course is for you!

Studio Art and Media E218**Gr. 8****Meets 2/3x for Semester**

Enjoy exploring the world of art, bringing your creative ideas to your work. Students learn to use a variety of media and processes used by traditional and contemporary artists, including, painting, drawing, printmaking, and other 2-D media. Learn observational drawing skills and other artistic strategies to develop realistic and expressive works of art. This course will teach you how to creatively and skillfully express yourself through art. All skill levels are welcome.

Digital Art and Media #E228**Gr. 8****Meets 2/3x for Semester**

Learn to use digital software and media to create original art and design. In this technology-based class, students are introduced to Adobe Photoshop© and iPad tools and apps, while learning to create unique and dynamic works of art. See how professional STEAM, commercial, applied design, and fine artists can use technology to develop, enhance and manipulate digital photos and drawings to express their personal ideas.

FAMILY AND CONSUMER SCIENCE

Courses are aligned with college and career readiness as well as the development of leisure skills.

Design Your Space

#E337 & #E338

Gr. 7 & 8**Meets 2/3x for Semester**

Students will explore the basics of creative home interiors for both personal and functional spaces. Units include transforming space using color, the elements and principles of design, time and budget management, and career exploration. Projects may include space and floor planning and designing a room make-over.

Foods and Nutrition

#E317 & #E318

Gr. 7 & 8

Meets 2/3x for Semester

Students will learn the basics of food preparation and will develop skills in the safe use and care of kitchen equipment and appliances. Students will have an opportunity to prepare simple snacks, baked goods, and quick and easy meals during cooperative food lab experiences. Included in the curriculum is a nutrition unit where students will learn about the six major nutrients, food groups, and the relationship of food choices to health and wellness during their lifespan.

Money Matters

#E378

Gr. 8

Meets 2/3x for Semester

Find out how to survive money, consumer, and career challenges. See the relevance of school subjects to everyday life and work roles. Explore how to use the services of financial institutions. Learn more about the world of work, sharpen job skills, identify your unique talents and abilities and participate in career exploration activities.

Specialty Foods

#E328

Gr. 8

Meets 2/3x for Semester

Specialty Foods is a course developed for grade eight students who have previously taken our introductory Foods and Nutrition class. In Specialty Foods, students will develop skills in the area of baking including quick breads and yeast breads. Principles of meal planning and preparation will be explored with an emphasis on herbs and their use in world cuisines. The course culminates in the planning, preparation, plating and serving of a buffet-style meal, built off the foundations learned in Foods and Nutrition, as well as the content in Specialty Foods.

Understanding Young Children

#E357 and #E358

Gr. 7 & 8

Meets 2/3x for Semester

In this course, students will put theory into practice and become skilled in understanding the development of young children (birth - 5 years old). Students will apply their knowledge and demonstrate their understanding of concepts through collaborations with the Eastbury Early Learning Center, caring for a RealCare Baby Infant Simulator, and participating in projects which include planning age-appropriate activities. This comprehensive and interactive class will equip students with the essential knowledge and skills to be confident babysitters and future childcare professionals. Upon completing the course, students can apply for the Smith Babysitting Certificate.

MUSIC AND PERFORMING ARTS

Band

#E117 & #E118

Gr. 7 & 8

Meets 2/3x for Year

Band is a performing ensemble open to students who play woodwind, brass and percussion instruments. Instruction includes balance, blend, coordination of musical effort and performance of band literature that represents a variety of musical styles and cultures. Students will have a minimum of two evening band performances. For new band students, a minimum of one year of instrumental lessons and one year of ensemble experience, within the prior year, on the same instrument and consent of the band director is required before enrolling.

Chorus

#E127 & #E128

Gr. 7 & 8

Meets 2/3x for Year

The chorus is a performing ensemble open to all students. Instruction centers around tone, diction, expression, ear training, reading accuracy and performance of choral literature that represents a variety of musical styles and cultures. Students will have a minimum of two evening chorus performances. For chorus students, there is no minimum of prior ensemble experience or consent required to enroll.

Orchestra

#E137 & #E138

Gr. 7 & 8**Meets 2/3x for Year**

String orchestra is open to students who play violin, viola, cello and bass violin (string bass). Emphasis is placed on tonal balance, blend, coordination of musical effort, and offerings of solo, ensemble, and string and orchestral literature. Students will have a minimum of two evening orchestra performances. For new orchestra students, a minimum of one year of instrumental lessons and one year of ensemble experience, within the prior year, on the same instrument and consent of the orchestra director is needed before enrolling.

Creating and Recording Music 1

#E157

Gr. 7**Meets 2/3x for Semester**

You will be creating and arranging your own music in the Smith Middle School music lab using iMAC computers, Korg Piano Synthesizers, Logic Pro Software and Apple Loops. Basic piano skills will be introduced. No previous experience necessary.

Creating and Recording Music 2

#E158

Gr. 8**Meets 2/3x for Semester**

You will be creating and arranging your own music in the Smith Middle School music lab using iMAC computers, Korg Piano Synthesizers Logic Pro Software and Apple Loops. You will be exploring in depth music writing techniques. Basic piano skills will also be introduced. No previous experience required.

Lights Up! Theater I

#E147

Gr. 7**Meets 2/3x for Semester**

In this introduction to theater class, Grade 7 students will have the opportunity to participate in improvisational games, stage combat, scene study, monologue performance, lip sync battles, and audition preparation. Students will learn the foundations of acting including staging, blocking, and movement. No prior experience in theater is necessary.

Lights Up! Theater II

#E148

Gr. 8**Meets 2/3x for Semester**

In this overview of theater class, Grade 8 students will have the opportunity to participate in improvisational games, stage combat, lip sync battles, scene and monologue, performance, audition preparation, scene writing, and directing. Students will practice the foundations of acting culminating in small group performances. No prior experience is necessary. Students do not have to have taken Lights Up! Theater I in order to register for this class.

Piano and Guitar Sampler

#E167

Gr. 7**Meets 2/3x for Semester**

Learn to play the piano and guitar in this one beginning course. You will learn the basics of each instrument and will play songs and short pieces on them. You will also learn to accompany yourself and others on both instruments.

Make Your Own Video

#E168

Gr. 8**Meets 2/3x for Semester**

This course offers an exciting opportunity to create your own videos, including music videos, using your iPad and the SMS Music lab. This is a hands-on course where you will be using iMovie, iPhoto and Garage Band. No previous experience required.

TECHNOLOGY EDUCATION

Computer Graphics

#E457

Gr. 7**Meets 2/3x for Semester**

In this creative STEAM course, students will explore cutting-edge digital tools while creating graphics for a variety of purposes and audiences. Students will use web-based and professional applications, like Adobe Photoshop, to create graphics for digital and physical projects. They will have access to a range of tools, including DSLR cameras, vinyl

cutters, and a variety of printers, to bring their creative designs to life. Topics include photography, digital image manipulation, AI, interactive design, and animation.

Pre-Engineering Lab

#E407

Gr. 7

Meets 2/3x for Semester

Students learn to utilize the engineering design process to complete STEAM challenges. Working individually and in collaborative groups, students will explore electrical, mechanical, and architectural engineering. Projects include the design, construction, testing and sharing of wind-powered vehicles, geared vehicles for power and speed, bridge trusses, catapults, wind turbines and more.

New Media

#E438

Gr. 8

Meets 2/3x for Semester

Dive into the world of game design while learning the artistic and technical skills necessary to create interactive experiences. This interdisciplinary STEAM offering incorporates coding, design, digital art, and the development of new media using a variety of digital tools. Example projects include the creation of characters, animations, and a variety of game types. Through a mix of game design projects and coding lessons, participants will explore fundamental concepts and lessons for aspiring game developers.

Young Inventors

#E447

Gr. 7

Meets 2/3x for Semester

Students enrolled in this course will have the opportunity to apply their problem analysis and problem solving skills as they create new inventions to serve our society. Students will explore the process of inventing a product from its first moment as an idea to the final stage of a completed product. Students will also create marketing tools to advertise and promote their new inventions incorporating visual arts and writing skills.

Robo Code

#E468

Gr. 8

Meets 2/3x for Semester

Students will be introduced to the exciting world of robotics and engineering. They will build and code robots, while developing critical thinking, collaboration, and problem-solving skills. Students will be introduced to fundamental computer science concepts while learning about mechanical systems, sensors, and automation through a variety of engaging challenges.

Manufacturing Lab

#E418

Gr. 8

Meets 2/3x for Semester

Students will be introduced to the skill of creating a company and work from an “idea” to completion. The team problem solving approach will focus on the designing, manufacturing, and marketing of a product. Skills used in engineering, manufacturing and marketing will be explored. Students will also design, build and test CO₂ powered dragsters. A variety of tools and machinery will be used throughout the course.

Aero-Lab

#E437

Gr. 7

Meets 2/3x for Semester

Students enrolled in this course will apply concepts of science, math and technology as they design and build projects related to air and space transportation. Principles of flight are explored as students design, build, and understand the parts of gliders, airplanes, helicopters and rockets. Students will become familiar with careers in aerospace fields and understand their impact on society.

World of Motion

#E428

Gr. 8

Meets 2/3x for Semester

Students explore energy sources and the transfer of energy by designing and building solar, wind, spring and mag-lev vehicles. Students gain a global perspective on alternative energy sources by comparing economics, efficiency, and environmental impacts of using different energy sources. Students explore magnetism, the differences between AC and DC electricity and construct their own motor.

**GRIEVANCE PROCEDURE AND COMPLIANCE OFFICERS FOR VIOLATIONS OF OR
COMPLAINTS REGARDING:
Glastonbury Public Schools
*Non Discrimination and Equal Opportunity Policy and Procedures***

Glastonbury Compliance Officers are:

Title VI (Civil Rights Act of 1964) & Title IX (Equal Opportunity) – Tonya Claiborne, Director of Equity, Diversity, and Inclusion, Glastonbury Public Schools, 628 Hebron Avenue, P.O. Box 191, Glastonbury, CT 06033-2361, Telephone: 860-652-7944, Email: ClaiborneT@Glastonburyus.org.

Section 504 (Rehabilitation Act) – Kimberly Brown, Administrator for Pupil Services, Eastbury School, 1389 Neipsic Road, Glastonbury, CT 06033-2361, Telephone: 860-652-7971 Email: BrownK@Glastonburyus.org.

ADA (Americans with Disabilities Act) – Kimberly Brown, Administrator for Pupil Services, Eastbury School, 1389 Neipsic Road, Glastonbury, CT 06033-2361, Telephone: 860-652-7971 Email: BrownK@Glastonburyus.org.

Safety/OSHA–Dr. Kenneth Roy, Director of Environmental Health and Safety, Glastonbury High School, 330 Hubbard Street, Glastonbury, CT 06033-2361, Telephone: 860-652-7200 ext. 12002 Email: RoyK@Glastonburyus.org.

If you wish to discuss the regulations governing these policies, or wish to discuss a concern or file a grievance, please contact the appropriate compliance officer. Forms can be obtained directly from the compliance officers. The purpose of the grievance procedure is to secure, at the lowest possible administrative level, equitable solutions to problems that may arise concerning claims of discrimination. If you have additional questions, please feel free to contact any of the compliance officers. Safety questions and concerns should be directed to the building supervisor and the Safety Director.

Grievance Procedure:

Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against on the basis of race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, disability, or age, may discuss and/or file a grievance with the appropriate compliance officer (Title VI, Title IX, ADA, and Section 504) of the Glastonbury Public Schools. Reporting should take place, in writing, within forty (40) calendar days of the alleged discrimination.

A student or parent/guardian of a student who has a question or concerns may choose to seek the help of the building administrator or another adult with whom they trust, such as a teacher, counselor, nurse, psychologist. If satisfaction cannot be achieved through this discussion, the adult sought by the student should assist the student in reporting the incident, in writing, to the appropriate compliance officer. The goal is to resolve the problem at the lowest possible administrative level with an equitable solution.

The compliance officer will commence an effective, thorough, objective and complete investigation of the complaint within ten (10) working days after receipt of the complaint. The compliance officer will consult with all individuals reasonably believed to have relevant information, including the complainant and the alleged violator, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigation process, due process rights will be upheld. No reprisals will be taken or permitted for truthfully asserting a complaint.

The compliance officer shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged violator, and, as appropriate, to all others directly concerned within fifteen (15) working days after receiving the complaint.

If the complainant is not satisfied with the decision of the compliance officer, an appeal in writing may be made to the Glastonbury Board of Education within ten (10) days of receipt of the decision.

The Glastonbury Board of Education, within thirty (30) working days, will investigate the complaint and may conduct a hearing to gather additional information. The Glastonbury Board of Education will give a written response within ten (10) working days following completion of the hearing.

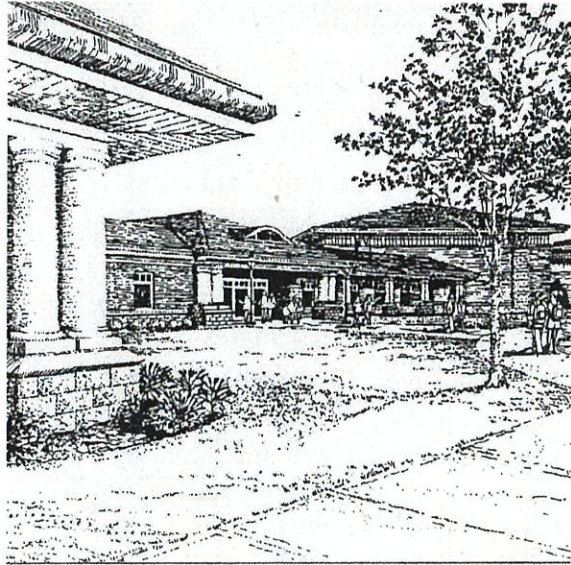
20245-20256

**SMITH MIDDLE SCHOOL
PROGRAM OF STUDIES**



Principal: Dr. Bobby Skarvelas
Assistant Principal: Mr. Jemal Graham
Assistant Principal: Mrs. Jillian Bernard

Smith Middle School Mission Statement



Smith Middle School encourages inquiry that fosters learning, embraces a culture of tolerance and kindness and inspires students to reach out to others and make a difference in our world.

**SMITH MIDDLE SCHOOL
PROGRAM OF STUDIES
20245-20256**

Smith Middle School Administration

Bobby Skarvelas, E.D., Principal
Jemal Graham, Assistant Principal
Jillian Bernard, Assistant Principal

Central Office Administration

Alan B. Bookman, Ph.D., Superintendent
~~Scott Hurwitz, Ed.D~~ ~~Matthew H. Dunbar~~, Assistant Superintendent
Kate Lund, Assistant Superintendent
Kimberly Brown, Administrator for Pupil Services
Karen Bonfiglio, Business Manager

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~~The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its education programs or activities because of race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age, or disability, subject to the conditions and limitations established by law.~~

~~Compliance Officers for the Glastonbury Board of Education have the responsibility to monitor the compliance of these policies. The names and locations are provided to staff annually and also included in the school calendar. Glastonbury Public Schools as a matter of policy provides educational opportunities without regard to race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age, or disability. In addition, the Glastonbury Board of Education does not permit or condone discrimination based on race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age, or disability in employment matters or assignment in programs or services provided.~~

Compliance Officers for the Glastonbury Public Schools have the responsibility to monitor compliance with this policy. More information is available on our [Non-Discrimination Policy page](#).

Curriculum Directors

Art, Holly Constantine
Career and Technical Education, Elizabeth Cole
World Language/Multilingual Learners, Amanda Robustelli-Price
Health and Physical Education, Jennifer Spring

History/Social Sciences, Brendan Callahan
 English/Language Arts/Library Media K-5, ~~Mary Poisson~~ Christina O'Brien
 English/Language Arts and Library Media, Grades 6-12, Tracey DeDonato
 Mathematics, Brenda Gregorski
 Music, Leslie Lopez
 School Counseling, Edward Gregorski
 Science, Christine Tedisky
 Special Education Pre K-12, ~~Jolene Pisette~~ Cassandra Murphy

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GENERAL INFORMATION

INTRODUCTION

The Smith Middle School program offers students an opportunity to extend their learning horizons through varied experiences, both required and elective. Smith Middle School teachers help students to acquire information, skills and values, necessary for developing the “credibility, reputation, and character” that will ensure future successes. The Smith Middle School program strives to create opportunities for its students to share in the responsibility for their growth and learning.

The Smith Middle School Program of Studies consists of a group of required courses which are supplemented and enriched by a group of elective courses. In this way, students are taught basic and advanced skills and also have the opportunity to sample and explore a wide variety of topics in the practical, fine, and performing arts.

This Program of Studies is designed to help parents and students work together to plan an educational program ideally suited to each individual. The teaching staff, guidance department, and school administration are ready to assist you as you undertake this important task.

SCHOOL ORGANIZATION

Smith Middle School is organized as a seventh and eighth grade middle school incorporating the team format. The middle school model is an excellent means of organization for teaching early adolescents and meeting their special developmental needs. This organizational model encourages and supports interdisciplinary initiatives as well as active parent involvement.

SMS has four Grade 7 teams and four Grade 8 teams. Each Grade 7 and Grade 8 team consists of approximately 120 students. All teams include an English, world language, history, math, and science teacher. Teams are supported by a school counselor, special education teacher and reading teacher.

The instructional day at Smith Middle School consists of eight periods; five are reserved for required academic courses (English, world language, history, math and science), two may be used for electives or supportive services, and one for lunch/homeroom. Physical Education and Health are required courses for both Grade 7 and Grade 8 students. These courses are offered during the elective time slots.

SCHOOL COUNSELING DEPARTMENT

The school counseling department is founded on the belief that each individual is unique and capable of self-direction and personal growth. School counseling services are an integral part of a student’s educational experience in Grade 7 and Grade 8. These services consist of an ongoing, proactive and planned program, which recognizes the developmental needs of all students. The program is delivered in a systematic way through curriculum lessons, systems supports, and responsive services that are provided individually or in groups.

Through the school counseling program, students are assisted in matters related to academics and personal/social issues. In addition, school counseling services assist in the process of helping students develop into knowledgeable, responsible, ethical, and caring members of a diverse society within a complex and technological world.

The counselor-counselee relationship is unique because it is based on the unconditional acceptance of students. It is this non-threatening aspect of the counseling experience that allows students to better understand themselves and their environment, and to recognize that relationship between the two. Each student at Smith will be assigned a school counselor who will work with them during their Grade 7 and Grade 8 years.

FORMAT OF COURSE OFFERINGS

All required academic courses (English, world language, history, math and science) are taught five times per week for the year.

Elective courses meet every other day for one or both semesters (twice one week and three times the next).

Physical Education is a required course both semesters and is offered every other day. Health is required in both grades and is taught every other day for one semester.

Special Education IEP or Resource classes are offered either daily (5x per week) or every other day (2/3x per week).

Every attempt is made to schedule students into their elective choices; however, this is not always possible. When student choices are not available, the administration may assign students to alternative elective courses. When there are no elective options available that match the students' schedule, students may be assigned to a study hall.

ACADEMIC LEVELS

Smith Middle School offers both heterogeneous and homogenous groupings. English, math and science classes are grouped according to specific achievement levels.

Level 1 courses are for students who have demonstrated superior achievement.

Level 2 courses are for students who have demonstrated academic knowledge at grade level.

IEP courses are for students identified through special education to be in need of specialized assistance.

A student's recommendation is determined collaboratively with input from parents and teachers and based on all available data including student needs, past performance, and standardized test results. Recommendation for a given level is reviewed periodically during the school year, and if the need arises, students are placed in a more appropriate level.

REPORTING STUDENT PROGRESS

Teachers, counselors, and administrators are committed to making timely and regular contact with parents regarding student progress. In addition to teacher phone calls and team meetings with parents and students, grades are posted regularly on the PowerSchool portal and also updated mid quarter to keep parents informed about student performance. A report card is mailed home only at year's end.

Student grades are reported as: A+, A, A- B+, B, B- C+, C, C- D+, D, D-, F

Student "Effort" and "Conduct" are reported as:

1 Excellent 2 Good 3 Fair 4 Unsatisfactory

HONOR ROLL

Students who have achieved a B- or better in all courses (required and elective) will earn honor roll status. Any grade below a B- in any subject will disqualify a student from the honor roll.

RETENTION POLICY

Specific procedures go into effect for students who are in danger of failing two or more academic subjects. Parents are contacted and involved in designing and implementing a plan to avoid retention. Retention is a last resort and used only after other options have been exhausted.

MIDDLE SCHOOL COURSES RECOGNIZED ON GHS TRANSCRIPTS

Smith Middle School students who successfully complete the course requirements in Spanish 1 and 2, French 1 and 2, Russian 1 and 2, Chinese and Algebra will have these grades recorded on their high school transcripts. However, high school credit for the purpose of meeting graduation requirements CANNOT be given to courses completed before grade nine.

For example, Algebra I does not count toward the twenty-five credits needed for graduation when taken at Smith Middle School, but it is recorded on the GHS transcript since it is identical to the Algebra I course offered in Grade 9 at Glastonbury High School. Algebra I is a prerequisite course for other mathematics courses at Glastonbury High School.

MODIFICATION OF A COURSE OFFERING

In very rare cases, a course offered at Smith Middle School may be withdrawn or enrollment may be restricted for any of the following reasons:

1. Interest and enrollment is too small
2. Limited facilities
3. Unavailability of certified staff
4. Reduction of budget

INSTRUCTIONAL MATERIALS REVIEW PROCESS

In accordance with Board of Education Policy #6121, October 1981, the Glastonbury Public School System pledges to avoid discriminatory actions and seeks to foster good human and educational relations which are to attain:

- ◆ Equal opportunity for all students to participate in the total program of the school.
- ◆ Continual study and development of curricula towards improving human relations and understanding and appreciating cultural differences.

In keeping with this policy, instructional materials are reviewed for bias prior to purchase. This process is coordinated by the curriculum area director and is done both during the formal curriculum review and at other points when new instructional materials are being considered. The review committee forwards the requests to the superintendent for approval. Both the requests and the instructional materials are then presented to the Board of Education for review.

If you have any questions or concerns about instructional materials, please consult the appropriate curriculum director.

~~SCIENTIFIC RESEARCH BASED INTERVENTIONS (SRBI)~~

~~SRBI is an approach which provides services and interventions to all students based on their academic and /or behavioral needs. The State of Connecticut mandates that all school districts in Connecticut use this process. When a need is identified using assessment data, interventions are developed. School personnel monitor student progress closely to be sure the interventions are appropriate and successful. For more information, visit the GPS website Parent Link to SRBI.~~

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Glastonbury Public Schools is committed to supporting the whole student. The Connecticut State Department of Education requires school districts to use a framework to address student needs. The framework we use for this support is known as Multi-Tiered System of Supports (MTSS). MTSS ensures all students receive the appropriate level of support for academic, behavioral, and social-emotional needs through various tiers of intervention. School

personnel monitor student progress closely to be sure supports are appropriate and successful. For more information, visit the GPS website Parents tab to MTSS.

REQUIRED ACADEMIC COURSES

ENGLISH DEPARTMENT

The English/Language Arts curriculum for Grade 7 and Grade 8 is organized into units of study.

English/Language Arts Grade 7: <i>The Power of Word Choice</i>	
Fictional Narrative: A Study of Short Story	Realistic Fiction: Literary Analysis & Discussion
Science Fiction: Argument Writing & Speaking	Traditional/Historical Literature : Performance & Expository Writing
English/Language Arts Grade 8: <i>The Power of Perspective</i>	
Reading with Perspective: Elements of Fictional Narrative & Literary Analysis	The Hero's Journey & Origins of Storytelling
There are Two Sides to Every Story: Critical Reading of Nonfiction Texts	Shakespeare's Form & Narrative Writing

Woven throughout these units are areas of direct instruction that include opportunities for students to strategically apply their reading and writing strategies, to respond to texts both orally and in writing, and to study and apply grammar conventions.

Within our flexible structure of instruction:

- Reading and writing are valued as complex and highly social activities.
- Time is provided for students to read and write.
- The close study of genre enables students to become more skillful readers and writers.
- Independent reading helps students discover their interests and appreciate reading for pleasure.
- Students are provided with opportunities to communicate clearly and listen respectfully to the ideas of others.
- Technology is authentically used as a means to enhance student learning.

Student preferences begin to take shape during the middle school years, thus leveled classes are offered in order to enable students to pursue learning opportunities that are responsive to their interests and abilities. Students are grouped into two levels for English/Language Arts instruction: Level 1 and Level 2. In reading, both levels provide students with opportunities to analyze text, make inferences, and develop their understanding. In writing, students in Level 1 and Level 2 are required to write in a variety of genres and are encouraged to develop their elaboration, organization, and fluency skills. Both levels provide students with rigorous academic opportunities. Level 1 classes differ from Level 2 classes in that they require students to work at an accelerated pace, to operate with a high degree of independence, to read text of greater length and complexity, and to strategically apply their writing skills.

The ultimate goal of the English/Language Arts program is to prepare our students for the challenges and opportunities of the 21st Century. Thus, the curriculum is in alignment with the Common Core State Standards (CCSS) and is delivered in ways that provide our students with opportunities to apply their reading, writing, speaking, listening and language skills for authentic purposes.

**Reading Strategies 7 & Advanced Reading Strategies 8
Teacher Recommendation Only**

Meets 2/3x for Year

Reading Strategies classes are scheduled in addition to the regular English class and provide support to students in need of assistance in the small group setting. Students are recommended for Reading Strategies 7 & Advanced Reading Strategies 8 based on the reading teacher’s evaluation, including performance on standardized tests. Due to the nature of the courses, enrollment is limited in size.

WORLD LANGUAGE/MULTILINGUAL LEARNER DEPARTMENT

Students entering the middle school will continue their study of world language which began in the elementary grades and expanded in Grade 6. Exceptions to this requirement will be made on a student-by-student basis. New students to Smith Middle School, who have never taken a world language, may enroll in Introductory French* or Spanish. **New students to Smith Middle School who studied Chinese, French, Russian, or Spanish in a prior school should connect with the Director of World Languages to determine best placement for language study.** In addition, Introductory and Introductory Continuing Russian and Introductory and Introductory Continuing Chinese may be studied as a **second** world language in the elective track.

The Connecticut Seal of Biliteracy recognizes the value of students’ academic efforts, the tangible benefits of being bilingual and biliterate and prepares students to be **global citizens in a multicultural, multilingual world active learners and compassionate individuals who thrive in our global community.** The following courses help students to reach the necessary proficiency level in order to meet the world language requirement as part of earning this distinction on their high school diploma upon graduation.

SECONDARY LEVEL LANGUAGE PROGRESSION

Teachers make recommendations for student placement at the high school. Course offerings at SMS are impacted by those offered at GHS. All students are encouraged to continue the study of the language they began in the elementary and/or middle school. *A long sequence of study is necessary to build proficiency in a language.*

		Grade 6		Grade 7		Grade 8		Grade 9
Continued sequence from Gideon Welles	French	French Grade 6	→	French Grade 7	→	French Grade 8	→	French 3 Level 1, 3, or III
	Spanish	Spanish Grade 6	→	Spanish Grade 7	→	Spanish Grade 8	→	Spanish 3 Level 1, 3, or III
	Chinese	Chinese Grade 6	→	Chinese Grade 7	→	Chinese Grade 8	→	Chinese 3 Level 1
Starting or adding a new language sequence at SMS <small>*typically only for new students or those adding an additional language.</small>	Chinese			Intro. Chinese	→	Intro. Continuing Chinese	→	Chinese 3 Level 1 or Chinese 2 Level 1
	Russian			Intro. Russian	→	Intro. Continuing Russian	→	Russian 3 Level 1
New to SMS in 7th Grade	French			Intro. French <small>*if numbers warrant</small>	→	Intro. Cont. Fr. <small>*if numbers warrant</small>	→	French 3, III, or II
	Spanish			Intro. Spanish	→	Intro. Continuing Spanish	→	Spanish 3, III, or II
New to SMS in 8th grade	Chinese					Intro. Chinese	→	Chinese 1 Level 1 or Chinese 2 Level 1
	French					Intro. French	→	French 1-2 Level 1 or French II
	Spanish					Intro. Spanish	→	Spanish 1-2 Level 1 or Spanish II

In addition to modern languages, students may begin the study of Latin or Ancient Greek at the high school. A student may also elect to begin Chinese, French, Russian, or Spanish at the high school.

French Gr. 7 and French Gr. 8

Novice-Intermediate

As part of answering the essential questions “What is culture?”, “What is French culture?” and ~~“How are we connected?”~~ **“What connections can we make?”** students in Grade 7 and Grade 8 will continue the study of French, which began in Grade 6. Students at the end of Grade 7 can initiate, maintain and bring simple conversations to a close as well as write simple sentences on familiar topics. Students can recognize pieces of information of what is being said and understand simple readings. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of ~~France and other regions where French is spoken~~ **the French-speaking world.**

Introductory French and Introductory Continuing French *

Novice

These courses are designed for new students who have moved into Glastonbury and who have not previously taken the world language or have only had minimal contact with the world language. Students will be introduced to the vocabulary and structure of the language as well as the culture of the French speaking world. Grade 8 students who began French for the first time in Grade 7 will continue with Introductory Continuing French. This course will build on the introductory French skills students learned in Grade 7.

***Course(s) require(s) sufficient enrollment to run.**

Spanish Gr.7 and Spanish Gr. 8

Intermediate

As part of answering the essential questions “What is culture?”, “What is Spanish culture?” and “How are we connected?” students in Grade 7 and Grade 8 will continue the study of Spanish, which began in elementary school. Students at the end of Grade 7 can initiate, maintain and bring simple conversations to a close as well as write simple sentences on familiar topics. Students can recognize pieces of information of what is being said and understand simple readings. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of Spain ~~and other regions where Spanish is spoken~~ **and the countries and regions of South America.**

Introductory Spanish and Introductory Continuing Spanish

Novice

These courses are designed for new students who have moved into Glastonbury and who have not previously taken a world language or have only had minimal contact with a world language. Students will be introduced to the vocabulary and structure of the language as well as the culture of the Spanish speaking world. Grade 8 students who began Spanish for the first time in Grade 7 will continue with Introductory Continuing Spanish. This course will build on the introductory Spanish skills students learned in Grade 7.

Introductory Russian and Introductory Continuing Russian

Novice-Intermediate

As part of answering the essential questions “What is culture?”, “What is Russian culture?” and ~~“How are we connected?”~~ **“How can I connect to Russian culture through language?”** students in Grade 7 will begin and in Grade 8 will continue the study of Russian. Students in Grade 7 can communicate and exchange information about familiar topics using phrases and simple sentences and can usually handle short social interactions in everyday situations by asking and answering simple questions. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of Russia **and Russian-speaking countries, regions, and communities.**

Chinese Gr. 7 and Chinese Gr. 8

Novice-Intermediate

As part of answering the essential questions “What is culture?”, “What is Chinese culture?” and “How are we connected?” students in Grade 7 and Grade 8 will continue the study of Chinese, which began in Grade 6. Students at the end of Grade 7 can initiate, maintain, and bring simple conversations to a close, as well as write simple sentences on familiar topics. Students also can recognize pieces of information of what is being said and understand simple readings. At the end of Grade 8, students are able to write in more complex structures as they are exposed to more authentic texts that help to build proficiency in all skill areas. Students will expand their cultural awareness of China and the Chinese speaking world.

Introductory Chinese and Introductory Continuing Chinese

Novice

As part of answering the essential questions “What is culture?”, “What is Chinese culture?” and “How are we connected?” students in Grade 7 will begin and in Grade 8 will continue the study of Chinese. Students can communicate and exchange information about familiar topics using phrases and simple sentences and can usually handle short social interactions in everyday situations by asking and answering simple questions. Students will expand their cultural awareness of China and other regions where Chinese is spoken.

Multilingual Learner Class **Director/Coordinator/Teacher Recommendation Only**

Meets 5x for Year

As a part of answering the essential question “How can I improve my skills in English to reach my personal and academic goals?” students at beginning to intermediate levels of English will participate in oral and written exchanges of information and ideas on a variety of topics. They will also construct meaning from oral presentations and text. Students will develop their skills in listening, speaking, reading, and writing in English and learn about American culture.

Multilingual Learner Tutorial **Director/Coordinator/Teacher Recommendation Only**

Meets 3/5x for Year

Students who speak a language other than English at home may be eligible for tutorial services. The Multilingual Learner tutor works with students in a small group setting to develop skills in English and to provide assistance for content area subjects.

HISTORY/SOCIAL SCIENCES DEPARTMENT

World History 7

World History is a course designed to take students on a journey of exploration through the world’s civilizations. The course begins by providing students with a sense of history. Students will travel through the ancient civilizations of Egypt, Mesopotamia, China, India, and the Americas, and then on to the classical civilizations of Greece, Rome and Islam. The course concludes with the study of the ideas, inventions, and explorations of the Middle Ages and the Early modern period. Student exploration is viewed through the lens of common themes that connect and integrate the world’s diverse history. Through their study, students will enrich their knowledge of major historical periods, issues, and patterns in world history, as well as acquire, develop and apply the skills and process of historical thinking and inquiry.

United States History 8

Students in U.S. History 8 will use a national lens to enrich their knowledge of the major historical periods, issues, concepts and patterns in United States History. Their journey through our country’s history will begin with the meeting of the world’s cultures in the pre-Colonial period and continue through to the transformation of our nation in the Civil War and Reconstruction Eras. Throughout their studies, students will enrich their understanding of the connecting themes and enduring understandings of American History and acquire, develop and apply the skills and processes of historical thinking.

MATHEMATICS DEPARTMENT

Recommended Mathematics Course Selection Plan for Grade 7 through Grade 12

The chart below captures the **most common course sequences**; however, a student’s course sequence may change over time depending on interests, skill development and achievement levels. Students should consult with their school

counselor before choosing their courses. An Algebra 1-Geometry-Algebra 2 sequence (beginning in Grade 8 or Grade 9) will meet the entrance requirements of most four-year colleges, although additional courses are recommended for students considering college majors in mathematics, science, engineering and other related fields.

Grade				
7	Mathematics 7, L-1	Mathematics 7		
8	Algebra 1, L-1	Transitions to Algebra	Mathematics 8	
	Level 1	Level 2		
9	Geometry A, L-1 (4120)	Algebra 1A (4310)	Algebra 1B – 1 (4351)	Essentials for Algebra (4680)
10	Algebra 2A, L-1 (4130)	Geometry A (4320)	Algebra 1B – 2 (4360)	Integrated Algebra & Geometry 1 (4540)
11	AP Pre-Calculus (4140) and/or Math Electives	Algebra 2A (4330)	Geometry B (4380)	Integrated Algebra & Geometry 2 (4541)
12	AP Calculus AB (4190), AP Calculus BC (4200), and/or Math Electives	Pre-Calculus (4340) and/or Math Electives	Algebra 2B (4390) and/or Math Electives	Math Electives

Important Note: Algebra 1 in Grade 8 is more rigorous than the Algebra 1 at the high school. To be successful in algebra at this level, students should have consistently demonstrated mastery and deep understanding of the prerequisite mathematical concepts and skills. In addition, the ability to comprehend and perform abstract mathematical tasks, including high level reasoning and transfer of understanding to new problem solving situations is essential. Successful completion of Algebra in Grade 8 prepares a student to tackle the challenges of Advanced Placement Calculus by senior year.

The grade for Algebra 1 will appear on the student’s high school transcript, but is not counted towards the three mathematics credits that a student must earn for graduation. Because Algebra 1 is a foundational course for all future study of mathematics, it is important that students are well-prepared and have mastered the skills of Algebra I before proceeding to the next course. Therefore, if a student’s performance is a C or lower in Grade 8 Algebra I, it may be recommended that he/she *repeat Algebra 1* at the high school (Algebra 1A, Level 2).

The ability to understand and use problem solving strategies is the strong, unifying idea for all courses in mathematics at Smith Middle School. Showing solutions, writing explanations, and demonstrating mastery are vital components of the problem solving process.

Mathematics 7

Levels 1, 2

The units of study in Mathematics 7 are *Rational Numbers, Expressions, Equations and Inequalities, Proportional Relationships, Percent and Scaling, Statistics, and Probability*. Throughout the course, students uncover mathematical understanding through problem solving and learning experiences designed to make students think. Students develop a deep understanding of proportional reasoning as a way to understand mathematical relationships in our world. They continue to learn that mathematics makes sense.

The curriculum of Mathematics 7, Level 1 is compacted so that a significant number of the concepts of Grade 8 math are learned at appropriate times during the Grade 7 year.

Mathematics 8

Level 2

In Grade 8, students' model relationships between two sets of data using linear equations, solve linear equations and systems of equations. Building the understanding of the meaning of a solution to a system is a focus. Students begin to understand the concept of a function and use functions to describe quantitative relationships. Also, students analyze two- and three-dimensional space and figures using distance, angle, similarity and congruence, and understand and apply the Pythagorean Theorem. Conceptual understanding and skills are interwoven through instructional activities that prepare students for formal Algebra in Grade 9.

Transitions to Algebra Gr. 8

Level 2

Transitions to Algebra has the same topic outline as Mathematics 8. Students enrolled in this course have strong computational skills and have maintained at least a B average in Mathematics 7 level 2.

Algebra 1 Gr. 8

Level 1

Algebra is the study of mathematical relationships which can be represented and analyzed through tables, graphs, equations and inequalities. The symbolic language of algebra is used to represent, investigate and solve problems. Students will work with variables; write, solve, graph and interpret linear and quadratic equations; perform operations with polynomials; and work with radical and rational expressions and equations. Students continue the study of function families to include exponential, piecewise and absolute value functions.

In order to be recommended for this course, a student must have a B+ or higher average in Grade 7, Level 1, or an A average in Mathematics 7, Level 2. Since Algebra is a high school course, students who have not been highly successful in Mathematics 7 should take this course in Grade 9.

SCIENCE DEPARTMENT

A student's courses in the middle school can have an impact on science course opportunities at the high school level. The inextricable link between mathematics and science makes it advisable for a student to have gained solid mathematical skills before tackling the challenges of Level 1 science in Grade 8 and Grade 9.

RECOMMENDED SCIENCE COURSE SELECTION PLAN FOR GRADES 7-12

The chart below captures the most common course sequences. However, a student's course sequence may change over time depending on interests, skill development and achievement levels. A student should consult with his/her school counselor before choosing courses. The entrance requirements for most four-year colleges include successful completion of full year courses in Chemistry, Biology and Physics.

Grade			
7	Planet Earth 7, L-1	Planet Earth 7	
8	Concepts of Physics, L-1 (Concurrent Algebra 1 recommended)	Concepts of Physics	
Grade	Level 1	Level 2	
9	Chemistry (5130) (L-1)	Chemistry (5440)	Integrated Science (5462)
10	AP Biology (5100)	Biology (5410)	Biology (5420)
11	AP Physics 1 & 2 (5171) (Or other AP science)	Physics (5470 or 5480) and/or science electives	Introductory Physics (5465) and/or science electives
12	AP Chemistry (5140) AP Environmental Science (5160) AP Biology (5100) AP Physics 1 & 2 (5171) AP Physics C (5175) and/or Advanced Research Mentorship (5150)	Physics (5470 or 5480) and/or science electives	

Planet Earth 7

Levels 1, 2

This course focuses on investigations of Earth, its atmosphere, its changing surface, its water resources, and its place in the solar family. Students will explore those systems and phenomena of planet Earth which require knowledge and skills of the earth and space sciences, as well as interactions and properties of matter. Connections to life sciences and physical sciences are also emphasized. The course provides for a variety of practical laboratory experiences and engineering tasks that help students gain a better grasp of the fundamental concepts of our world and the Universe. Throughout the course, students will apply inquiry skills and the engineering design process when exploring science concepts. The curriculum for this course is aligned to the Next Generation Science Standards.

Concepts of Physics

Levels 1, 2

This course is designed to introduce students to some of the fundamental principles and laws that govern phenomena that we experience in our everyday lives and that determine the interactions of matter and energy throughout the Universe. Content areas that are explored include motion, forces, energy, electricity, magnetism and waves. The course provides opportunities for inquiry and for a wide variety of practical laboratory investigations, as well as for application of the engineering design process. Students can explore concepts and develop scientific skills that lay the foundation for further studies of science at the high school level.

HEALTH and PHYSICAL EDUCATION DEPARTMENT

Students in Grade 7 and Grade 8 are required to take physical education every other day for a full year. The Physical Education curriculum is aligned with state and national standards. Curriculum expectations and outcomes include the students' ability to demonstrate various motor skills and movement patterns, explain strategies and principals as they

apply to movement, identify and incorporate fitness concepts in a personal fitness plan, demonstrate responsible and respectful behavior and articulate the benefits of being physically active.

Physical Education Gr. 7 and Gr. 8

Meets 2/3x for Year

All Grade 7 and Grade 8 students are required to actively participate in all activities. Students are expected to bring a change of clothing and footwear that is appropriate to engage in physical activity. All students participate in the Connecticut Physical Fitness Assessment and the Grade 8 scores are included in the district strategic profile report.

Curriculum units include, but are not limited to, these activities:

PHYSICAL EDUCATION UNITS GRADE 7 AND GRADE 8

Aerobics	Football	Recreational Games and Activities
Adventure Challenges	Frisbee (Touch/Ultimate)	Soccer
Badminton	Golf (SNAG)	Softball
Basketball	Handball	Tennis
Bowling	Lacrosse	Track & Field
Fitness Testing	Physical Fitness Activities	Variety of Lifetime Fitness Activities
Floor Hockey (Touch/Ultimate)	Project Adventure Climbing	Volleyball

Health Education Gr. 7 and Gr. 8

Meets 2/3x for Semester

Students in Grade 7 and Grade 8 are required to take Health Education every other day for a half a year. The Health Education curriculum is aligned with state and national standards. Health Education curriculum expectations and outcomes include the students' ability to comprehend core concepts related to health promotion and disease. Students are expected to be able to access appropriate health information, practice health-enhancing behaviors, analyze internal and external influences, demonstrate interpersonal communication skills, use decision making and goal setting skills and advocate for personal, family and community health. In each grade level, there are five core concepts or unit themes that address the topics listed in the table below. As a result of participation in this course, students will have skills and knowledge to make a successful transition into a contemporary high school setting.

HEALTH EDUCATION CORE CONCEPTS Gr. 7 and Gr. 8

Health Education - Grade 7	Health Education - Grade 8
Mental and Emotional Health Brain Function and Mental Illness Depression and SOS	Mental and Emotional Health Stress and Self-Management Analyzing Internal and External Influences
Injury and Disease Prevention Diseases and Disorders	Injury and Disease Prevention First Aid and Hands on CPR
Alcohol, Nicotine and Other Drugs Influences, Peer Pressure, Refusal Skills	Sexuality and Adolescent Health Abstinence, STI's, and Identity
Puberty and Adolescence Physical, Social and Emotional Changes	Alcohol, Nicotine and Other Drugs Addiction

	Decision Making and Goal Setting
Friends and Relationships	Relationships and Health Decisions
Skill Focus: Accessing Information and Interpersonal Communication Skills	Skill Focus: Analyzing Influences, Decision Making and Goal Setting

RECOMMENDATION ONLY

Special Education

Small Group IEP Classes or Resource

PPT Recommendation Only

Meets 2/3x for Year or 5x for Year

The resource rooms and special education classes at Smith Middle are non-categorical and designated to assist the students who are identified by a Planning and Placement Team as requiring special education. Teachers work with individuals in small groups on a remedial and/or tutorial basis. The resource room teachers are also available to other Smith Middle School teachers on a consultative basis regarding individual students.

ELECTIVE COURSES

ART

The Smith Middle School Art Department offers art instruction in a variety of media and processes, including animation, clay, crafts, design, digital art, and fine arts. Students enrolled in Grade 7 art, are introduced to new materials and techniques, and apply studio behaviors of idea development, planning, problem-solving, evaluation and revising, to create original works of art. In Grade 8, students learn to be self-expressive through their use of materials, processes, and choice of subject matter, and begin to develop a personal voice in their work. Grade 7 art electives are not prerequisites for taking Grade 8 art electives. Both grades cultivate a passion for art and introduce the students to future career and college paths including fine, applied, commercial, and STEAM-based careers.

Gr. 7 Art Offerings

The Art of Animation

#E227

Gr. 7

Meets 2/3x for Semester

Explore the techniques of traditional and digital-based animation, while taking the first look into how art, design, and STEAM come together! In this class, students learn to create flip books, zoetropes, stop-motion, and digitally-animated films using animation software. Students work both independently and collaboratively to develop ideas, storyboards, and characters, and bring them to life using pencil, paint, paper, cameras and technology!

Crafts

#E237

Gr. 7

Meets 2/3x for Semester

Use a variety of traditional and non-traditional materials and techniques to create artistic forms with a contemporary flair. Learn how to design and create boxes, fiber art, books, jewelry, textiles and other functional objects. Sign up, and watch your ideas take form!

3-D Art

#E247

Gr. 7

Meets 2/3x for Semester

Shape, sculpt, carve, and build 3-dimensional forms that are self-expressive and original. Plan, design and create 3-dimensional works with a variety of materials such as clay, wood, plaster, paper mache, paper, recycled, repurposed and found items. Roll up your sleeves and let creativity be your guide!

Art Zone

#E217

Gr. 7

Meets 2/3x for Semester

Whether you consider yourself an artist or not, you will have fun learning and growing as an artist. Develop observational drawing skills, and learn painting and printmaking processes and techniques while expanding media skills using pastels, paints, charcoal, oil pastels, pen & ink and MORE! Don't hesitate. Sign up today! Get in the ART ZONE!

Gr. 8 Art Offerings

Sculpture

#E248

Gr. 8

Meets 2/3x for Semester

Plan and build 3-dimensional art, sculptures, and more. Students learn to problem-solve concepts such as balance, unity, and structure, and make artistic choices to create works that demonstrate their personal ideas and meaning. Use new-age materials as well as clay, wood, paper, natural fibers, glass, wire, plastic, plaster and everyday objects.

Modern Design

#E238

Gr. 8

Meets 2/3x for Semester

Everything is designed by someone. Learn the design processes used by professionals in design and STEAM fields such as fashion, advertising, product, package, and graphic design. Explore the role that design plays in our culture and the idea of form vs. function. Students learn both traditional and technology-based processes of commercial and applied design, and explore industry careers. If you'd like to learn to use technology-based software and traditional processes to create original artwork, and learn about careers in the fields of Design, Applied Arts, and STEAM, then this hands-on course is for you!

Studio Art and Media E218

Gr. 8

Meets 2/3x for Semester

Enjoy exploring the world of art, bringing your creative ideas to your work. Students learn to use a variety of media and processes used by traditional and contemporary artists, including, painting, drawing, printmaking, and other 2-D media. Learn observational drawing skills and other artistic strategies to develop realistic and expressive works of art. This course will teach you how to creatively and skillfully express yourself through art. All skill levels are welcome.

Digital Art and Media #E228

Gr. 8

Meets 2/3x for Semester

Learn to use digital software and media to create original art and design. In this technology-based class, students are introduced to Adobe Photoshop© and iPad tools and apps, while learning to create unique and dynamic works of art. See how professional STEAM, commercial, applied design, and fine artists can use technology to develop, enhance and manipulate digital photos and drawings to express their personal ideas.

FAMILY AND CONSUMER SCIENCE

Courses are aligned with college and career readiness as well as the development of leisure skills.

Design Your Space

#E337 & #E338

Gr. 7 & 8

Meets 2/3x for Semester

Students will explore the basics of creative home interiors for both personal and functional spaces. Units include transforming space using color, the elements and principles of design, time and budget management, and career exploration. Projects may include space and floor planning and designing a room make-over.

Foods and Nutrition

#E317 & #E318

Gr. 7 & 8

Meets 2/3x for Semester

Students will learn the basics of food preparation and will develop skills in the safe use and care of kitchen equipment and appliances. Students will have an opportunity to prepare simple snacks, baked goods, and quick and easy meals during cooperative food lab experiences. Included in the curriculum is a nutrition unit where students will learn about the six major nutrients, food groups, and the relationship of food choices to health and wellness during their lifespan.

Money Matters

#E378

Gr. 8

Meets 2/3x for Semester

Find out how to survive money, consumer, and career challenges. See the relevance of school subjects to everyday life and work roles. Explore how to use the services of financial institutions. Learn more about the world of work, sharpen job skills, identify your unique talents and abilities and participate in career exploration activities.

Specialty Foods

#E328

Gr. 8

Meets 2/3x for Semester

Specialty Foods is a course developed for grade eight students who have previously taken our introductory Foods and Nutrition class. In Specialty Foods, students will develop skills in the area of baking including quick breads and yeast breads. Principles of meal planning and preparation will be explored with an emphasis on herbs and their use in world cuisines. The course culminates in the planning, preparation, plating and serving of a buffet-style meal, built off the foundations learned in Foods and Nutrition, as well as the content in Specialty Foods.

Understanding Young Children

#E357 and #E358

Gr. 7 & 8

Meets 2/3x for Semester

~~Explore development of children and related issues from conception to age five. Observe young children in a preschool setting or through classroom visitations and look at current issues surrounding childcare and parenting. Plan age appropriate activities and prepare nutritious snacks for young children. Smith Middle School babysitting certification is included.~~ In this course, students will put theory into practice and become skilled in understanding the development of young children (birth - 5 years old). Students will apply their knowledge and demonstrate their understanding of concepts through collaborations with the Eastbury Early Learning Center, caring for a RealCare Baby Infant Simulator, and participating in projects which include planning age-appropriate activities. This comprehensive and interactive class will equip students with the essential knowledge and skills to be confident babysitters and future childcare professionals. Upon completing the course, students can apply for the Smith Babysitting Certificate.

MUSIC AND PERFORMING ARTS

Band

#E117 & #E118

Gr. 7 & 8

Meets 2/3x for Year

Band is a performing ensemble open to students who play woodwind, brass and percussion instruments. Instruction includes balance, blend, coordination of musical effort and performance of band literature that represents a variety of

musical styles and cultures. Students will have a minimum of two evening band performances. For new band students, a minimum of one year of instrumental lessons and one year of ensemble experience, within the prior year, on the same instrument and consent of the band director is required before enrolling.

Chorus

#E127 & #E128

Gr. 7 & 8

Meets 2/3x for Year

The chorus is a performing ensemble open to all students. Instruction centers around tone, diction, expression, ear training, reading accuracy and performance of choral literature that represents a variety of musical styles and cultures. Students will have a minimum of two evening chorus performances. For chorus students, there is no minimum of prior ensemble experience or consent required to enroll.

Orchestra

#E137 & #E138

Gr. 7 & 8

Meets 2/3x for Year

String orchestra is open to students who play violin, viola, cello and bass violin (string bass). Emphasis is placed on tonal balance, blend, coordination of musical effort, and offerings of solo, ensemble, and string and orchestral literature. Students will have a minimum of two evening orchestra performances. For new orchestra students, a minimum of one year of instrumental lessons and one year of ensemble experience, within the prior year, on the same instrument and consent of the orchestra director is needed before enrolling.

Creating and Recording Music 1

#E157

Gr. 7

Meets 2/3x for Semester

You will be creating and arranging your own music in the Smith Middle School music lab using iMAC computers, Korg Piano Synthesizers, Logic Pro Software and Apple Loops. Basic piano skills will be introduced. No previous experience necessary.

Creating and Recording Music 2

#E158

Gr. 8

Meets 2/3x for Semester

You will be creating and arranging your own music in the Smith Middle School music lab using iMAC computers, Korg Piano Synthesizers Logic Pro Software and Apple Loops. You will be exploring in depth music writing techniques. Basic piano skills will also be introduced. No previous experience required.

Lights Up! Theater I

#E147

Gr. 7

Meets 2/3x for Semester

In this introduction to theater class, Grade 7 students will have the opportunity to participate in improvisational games, stage combat, scene study, monologue performance, lip sync battles, and audition preparation. Students will learn the foundations of acting including staging, blocking, and movement. No prior experience in theater is necessary.

Lights Up! Theater II

#E148

Gr. 8

Meets 2/3x for Semester

In this overview of theater class, Grade 8 students will have the opportunity to participate in improvisational games, stage combat, lip sync battles, scene and monologue, performance, audition preparation, scene writing, and directing. Students will practice the foundations of acting culminating in small group performances. No prior experience is necessary. Students do not have to have taken Lights Up! Theater I in order to register for this class.

Piano and Guitar Sampler

#E167

Gr. 7

Meets 2/3x for Semester

Learn to play the piano and guitar in this one beginning course. You will learn the basics of each instrument and will play songs and short pieces on them. You will also learn to accompany yourself and others on both instruments.

Make Your Own Video

#E168

Gr. 8

Meets 2/3x for Semester

This course offers an exciting opportunity to create your own videos, including music videos, using your

iPad and the SMS Music lab. This is a hands-on course where you will be using iMovie, iPhoto and Garage Band. No previous experience required.

TECHNOLOGY EDUCATION

Computer Graphics

#E457

Gr. 7

Meets 2/3x for Semester

~~You use icons all the time, why not make them? Students will learn techniques and tips for creating digital graphics and make all kinds of images for logos, presentations, greeting cards, and text messages. No previous graphics experience is necessary.~~ In this creative STEAM course, students will explore cutting-edge digital tools while creating graphics for a variety of purposes and audiences. Students will use web-based and professional applications, like Adobe Photoshop, to create graphics for digital and physical projects. They will have access to a range of tools, including DSLR cameras, vinyl cutters, and a variety of printers, to bring their creative designs to life. Topics include photography, digital image manipulation, AI, interactive design, and animation.

Pre-Engineering Lab

#E407

Gr. 7

Meets 2/3x for Semester

Students learn to utilize the engineering design process to complete STEAM challenges. Working individually and in collaborative groups, students will explore electrical, mechanical, and architectural engineering. Projects include the design, construction, testing and sharing of wind-powered vehicles, geared vehicles for power and speed, bridge trusses, catapults, wind turbines and more.

New Media

#E438

Gr. 8

Meets 2/3x for Semester

~~Students will jump into learning the basic principles of video game design using Gamemaker. This interdisciplinary STEAM offering incorporates drag and drop and line coding, developing story lines, game balance and logic challenges, and visual design of new media through introductory video game development. Students will have the opportunity to learn these basic principles and apply them by creating their own components and games.~~

Dive into the world of game design while learning the artistic and technical skills necessary to create interactive experiences. This interdisciplinary STEAM offering incorporates coding, design, digital art, and the development of new media using a variety of digital tools. Example projects include the creation of characters, animations, and a variety of game types. Through a mix of game design projects and coding lessons, participants will explore fundamental concepts and lessons for aspiring game developers.

Young Inventors

#E447

Gr. 7

Meets 2/3x for Semester

Students enrolled in this course will have the opportunity to apply their problem analysis and problem solving skills as they create new inventions to serve our society. Students will explore the process of inventing a product from its first moment as an idea to the final stage of a completed product. Students will also create marketing tools to advertise and promote their new inventions incorporating visual arts and writing skills.

Robo Code

#E468

Gr. 8

Meets 2/3x for Semester

~~Students will have the opportunity to work in teams to build their own robots using the engineering design process. They will engage in hands-on solution-based strategies to construct robots, and then learn to code and program these robots for collaborative scenarios. Students will be introduced to the exciting world of robotics and engineering. They will build and code robots, while developing critical thinking, collaboration, and problem-solving skills. Students will be introduced to fundamental computer science concepts while learning about mechanical systems, sensors, and automation through a variety of engaging challenges.~~

Manufacturing Lab

#E418

Gr. 8

Meets 2/3x for Semester

Students will be introduced to the skill of creating a company and work from an “idea” to completion. The team problem solving approach will focus on the designing, manufacturing, and marketing of a product. Skills used in engineering, manufacturing and marketing will be explored. Students will also design, build and test CO₂ powered dragsters. A variety of tools and machinery will be used throughout the course.

Aero-Lab

#E437

Gr. 7

Meets 2/3x for Semester

Students enrolled in this course will apply concepts of science, math and technology as they design and build projects related to air and space transportation. Principles of flight are explored as students design, build, and understand the parts of gliders, airplanes, helicopters and rockets. Students will become familiar with careers in aerospace fields and understand their impact on society.

World of Motion

#E428

Gr. 8

Meets 2/3x for Semester

Students explore energy sources and the transfer of energy by designing and building solar, wind, spring and mag-lev vehicles. Students gain a global perspective on alternative energy sources by comparing economics, efficiency, and environmental impacts of using different energy sources. Students explore magnetism, the differences between AC and DC electricity and construct their own motor.

GRIEVANCE PROCEDURE AND COMPLIANCE OFFICERS FOR VIOLATIONS OF OR COMPLAINTS REGARDING:***Glastonbury Public Schools******Non Discrimination and Equal Opportunity Policy and Procedures*****Glastonbury Compliance Officers are:**

Title VI (Civil Rights Act of 1964) & Title IX (Equal Opportunity) – ~~Tonya Claiborne, Director of Equity, Diversity, and Inclusion, Glastonbury Public Schools, 628 Hebron Avenue, P.O. Box 191, Glastonbury, CT 06033-2361, Telephone: 860-652-7944, Email: ClaiborneT@Glastonburyus.org. Karen Bonfiglio, Business Manager, Glastonbury Public Schools, 628 Hebron Avenue, P.O. Box 191, Glastonbury, CT 06033-2361, Telephone: 860-652-7941 Email: BonfiglioK@Glastonburyus.org.~~

Section 504 (Rehabilitation Act) – Kimberly Brown, Administrator for Pupil Services, Eastbury School, 1389 Neipsic Road, Glastonbury, CT 06033-2361, Telephone: 860-652-7971 Email: BrownK@Glastonburyus.org.

ADA (Americans with Disabilities Act) – ~~Kimberly Brown, Administrator for Pupil Services, Eastbury School, 1389 Neipsic Road, Glastonbury, CT 06033-2361, Telephone: 860-652-7971 Email: BrownK@Glastonburyus.org. Karen Bonfiglio, Business Manager, Glastonbury Public Schools, 628 Hebron Avenue, P.O. Box 191, Glastonbury, CT 06033-2361, Telephone: 860-652-7941 Email: BonfiglioK@Glastonburyus.org.~~

Safety/OSHA–Dr. Kenneth Roy, Director of Environmental Health and Safety, Glastonbury High School, 330 Hubbard Street, Glastonbury, CT 06033-2361, Telephone: 860-652-7200 ext. 12002 Email: RoyK@Glastonburyus.org.

If you wish to discuss the regulations governing these policies, or wish to discuss a concern or file a grievance, please contact the appropriate compliance officer. Forms can be obtained directly from the compliance officers. The purpose of the grievance procedure is to secure, at the lowest possible administrative level, equitable solutions to problems that may arise concerning claims of discrimination. If you have additional questions, please feel free to contact any of the compliance officers. Safety questions and concerns should be directed to the building supervisor and the Safety Director.

Grievance Procedure:

Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against on the basis of race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, disability, or age, may discuss and/or file a grievance with the appropriate compliance officer (Title VI, Title IX, ADA, and Section 504) of the Glastonbury Public Schools. Reporting should take place, in writing, within forty (40) calendar days of the alleged discrimination.

A student or parent/guardian of a student who has a question or concerns may choose to seek the help of the building administrator or another adult with whom they trust, such as a teacher, counselor, nurse, psychologist. If satisfaction cannot be achieved through this discussion, the adult sought by the student should assist the student in reporting the incident, in writing, to the appropriate compliance officer. The goal is to resolve the problem at the lowest possible administrative level with an equitable solution.

The compliance officer will commence an effective, thorough, objective and complete investigation of the complaint within ten (10) working days after receipt of the complaint. The compliance officer will consult with all individuals reasonably believed to have relevant information, including the complainant and the alleged violator, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigation process, due process rights will be upheld. No reprisals will be taken or permitted for truthfully asserting a complaint.

The compliance officer shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged violator, and, as appropriate, to all others directly concerned within fifteen (15) working days after receiving the complaint.

If the complainant is not satisfied with the decision of the compliance officer, an appeal in writing may be made to the Glastonbury Board of Education within ten (10) days of receipt of the decision.

The Glastonbury Board of Education, within thirty (30) working days, will investigate the complaint and may conduct a hearing to gather additional information. The Glastonbury Board of Education will give a written response within ten (10) working days following completion of the hearing.

Smith Middle School

Proposed Program of Studies Amendments 2025-2026 Summary

PAGES	SUBJECT AREA	REVISIONS
Cover	General Information	Updated: Year, CO Admin., Nondiscrimination Statement & 2 Directors
3	CO/BOE information	Updated: CO Admin., Nondiscrimination Statement & 2 Directors
8	Multi-Tiered System of Supports (MTSS)	Changes made per Central Office.
9	World Language	Changes made to aid new students and match district mission statement per WL Director.
10	World Language	Changes made to match curriculum per Director of WL.
18	F&CS = Understanding Young Children Course	Changes made to Understanding Young Children Course to match curriculum per Director of FCS & CTE.
19	CTE/STEAM = Computer Graphics	Changes made to Computer Graphics Course to match current curriculum per Director of FCS & CTE.
20	CTE/STEAM = New Media	Changes made per Director of FCS & CTE.
20	CTE/STEAM = Robo Code	Changes made per Director of FCS & CTE.
21	Title VI, IX & ADA	Changes made per Central Office.



CALENDAR OF BOARD OF EDUCATION MEETINGS JANUARY 2026-JANUARY 2027

DAY/DATE	MEETING LOCATION
Monday, January 12, 2026	Town Council Chambers
Monday, January 26, 2026	Town Council Chambers
Monday, February 9, 2026	Town Council Chambers
Monday, February 23, 2026	Town Council Chambers
Monday, March 9, 2026	Town Council Chambers
Monday, March 23, 2026	Town Council Chambers
Monday, April 6, 2026	Town Council Chambers - 1 st Monday
Monday, April 20, 2026	Town Council Chambers - 3 rd Monday
Monday, May 4, 2026	Town Council Chambers - 1 st Monday
Monday, May 18, 2026	Town Council Chambers - 3 rd Monday
Monday, June 8, 2026	Town Council Chambers
Monday, June 22, 2026	Town Council Chambers
Monday, July 13, 2026	Town Council Chambers
Monday, August 10, 2026	Town Council Chambers
Monday, August 24, 2026	Town Council Chambers
Monday, September 14, 2026	Town Council Chambers
Monday, October 5, 2026	Town Council Chambers - 1 st Monday
Monday, October 26, 2026	Town Council Chambers
Monday, November 9, 2026	Town Council Chambers
Monday, November 23, 2026	Town Council Chambers
Monday, December 14, 2026	Town Council Chambers
Monday, January 11, 2027	Town Council Chambers
Monday, January 25, 2027	Town Council Chambers

PLEASE NOTE:

Regular meetings of the Board of Education are normally be held on the second and fourth Monday of each month except in instances when the second or fourth Monday is impacted by a school break or holiday. Meetings begin at 7:00 p.m. unless otherwise noted.

Approved:

Glastonbury Public Schools

TRAVEL APPROVAL FORM

THIS FORM MUST BE COMPLETED AND APPROVED BEFORE PARTICIPANTS ARE SOLICITED

INTERNATIONAL US CT

DESTINATION: Chinatown, Vancouver, Canada

DEPARTURE DATE: April 15, 2025

RETURN DATE: April 19, 2025

ESTIMATED NUMBER OF PARTICIPANTS: ten students

WILL ANY SCHOOL TIME BE USED: no

SPONSORING TEACHER: J. Burszytn

COST PER PARTICIPANT: \$2,300

OTHER CHAPERONE(S): J. Wildman

AGENCY/ORGANIZATION MAKING ARRANGEMENTS: Glastonbury Public Schools and Historical Chinatown Tours

SCHOOL(S) PARTICIPATING: Glastonbury High School

STUDENTS' REQUIREMENTS FOR PARTICIPATION: Students need to be currently enrolled in Chinese, be in good academic and behavioral standing (per Board of Education policy), have good attendance and successful completion of applicatoin process.

PURPOSE OF TRIP: To immerse students in authentic Chinese language and culture through a variety of engaging educational and cultural activities including

ITINERARY (MAY BE ATTACHED): Bus from GHS to Bradley Airport (BLD) and return; round trip flight from BLD to Vancouver (YVR)
Chinatown Tour/Storytelling Centre
Lessons in Mahjong, ping pong, Chinese dancing, dumpling making class, martial arts
Chinese Canadian museum; Science World
Dr. Sun Yat-Sen Classical Garden (includes calligraphy and Mandarin practice)
Chinese grocery shopping and tea tasting
Explore Granville Island
Explore Vancouver's historical Chinatown

STATEMENT OF ANTICIPATED OUTCOMES FOR STUDENTS:

Students will return from this trip with knowledge that traces the history and heritage of Chinese culture in Canada as well as a new linguistic confidence from having communicated in Chinese in traditional and authentic situations.

APPROVAL:

DIRECTOR: Amanda Robustelli-Price

November 12, 2024

(DATE)

PRINCIPAL(S): Nancy Bean 12/3/24

(of first school where trip is taking place)

(DATE)

(of second school if applicable)

(DATE)

PRINCIPAL(S):

(of first school where chaperones teach)

(DATE)

(of second school if applicable)

(DATE)

SUPERINTENDENT APPROVAL: 

12/4/24

(DATE)

Regular Board of Education Meeting
Monday, November 25, 2024 7:00 PM
Town Council Chambers
Glastonbury Town Hall
2155 Main Street
Glastonbury, CT 06033

Mrs. Kali Cavanaugh: Present
Mrs. Alison Couture: Present
Mrs. Jennifer Faust: Present
Dr. Douglas Foyle: Present
Ms. Jenn Jennings: Present
Mr. David Peniston, Jr.: Present
Mr. Matthew Saunig: Present
Ms. Julie Thompson: Present

Julie Thompson joined the meeting at 7:15 pm

Also Present: Alan B. Bookman, Superintendent
Dr. Scott Hurwitz, Assistant Superintendent
Kate Lund, Assistant Superintendent
Citizens and Staff Members, representatives of the press

1. Call to Order

Dr. Foyle called the meeting to order at 7PM.

2. Pledge of Allegiance

3. Awards and Recognition

- 3.A. Smith Middle School, Unified Special Olympics Champion School
- 3.B. Smith Middle School Girls' Cross Country Team - State Champions
- 3.C. Glastonbury High School Girls' Cross Country Team - State Open Champions
- 3.D. Brian Collins - Connecticut High School Coaches Association Hall of Fame

4. Student Representatives' Report

4.A. Hayley Lemieux, Class of 2025

Student Representative, Hayley Lemieux, Class of 2025, highlighted events happening at GHS with the Board.

4.B. Amalia Baird, Class of 2027

Student Representative, Amalia Baird, Class of 2027, highlighted events happening at GHS with the Board.

5. Information Session for Public Comment

None

6. Business Requiring Action

6.A. Acceptance for First Reading Glastonbury High School Program of Studies 2025-2026
Board accepts the Glastonbury High School Program of Studies for the 2025-2026 school year for first reading. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Yea
Mrs. Alison Couture: Yea
Mrs. Jennifer Faust: Yea
Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.B. Acceptance for First Reading Smith Middle School Program of Studies 2025-2026
Board accepts the Smith Middle School Program of Studies for the 2025-2026 school year for first reading. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Yea
Mrs. Alison Couture: Yea
Mrs. Jennifer Faust: Yea
Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.C. Acceptance for First Reading Board of Education Meeting Dates January 2026-January 2027
Board accepts the Board of Education meeting dates for January 2026 through January 2027 for first reading. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Yea
Mrs. Alison Couture: Yea
Mrs. Jennifer Faust: Yea
Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.D. Approval of GHS Student Trip to Boston, Massachusetts

Board approves the student trip to Boston, Massachusetts, reserving the right to cancel the trip if there are government advisories against travel to this destination or any other serious threats or crises or any other reason deemed appropriate by the Board. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Yea
Mrs. Alison Couture: Yea
Mrs. Jennifer Faust: Yea
Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

6.E. Approval of the November 11, 2024 Meeting Minutes

Board approves the amended meeting minutes of Monday, November 11, 2024. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried.

Mrs. Kali Cavanaugh: Yea
Mrs. Alison Couture: Yea
Mrs. Jennifer Faust: Yea
Dr. Douglas Foyle: Yea
Ms. Jenn Jennings: Yea
Mr. David Peniston, Jr.: Yea
Mr. Matthew Saunig: Yea
Ms. Julie Thompson: Yea

7. Reports and Discussion

7.A. Program Reports

7.A.1. Operations and Maintenance Program Report

Director of Operations and Maintenance, Al Costa, highlighted areas of his report for the Board.

7.A.2. Transportation Program Report

Transportation Coordinator, Angelo Balesano, highlighted areas of his report with the Board.

7.B. Veterans Day Celebrations

Assistant Superintendent Dr. Scott Hurwitz, shared an overview of the executive summary and a video of the special events held at the schools on Veterans Day.

7.C. Next Generation Accountability Results

Assistant Superintendent Kate Lund, highlighted areas of the report for the Board.

7.D. Glastonbury Education Foundation

Julie Thompson shared that over 300 people attended the recent GEF Gala, which raised over \$80,000 for Glastonbury Public Schools and students.

8. Committee Reports

None

9. Chairman's Reports

Dr. Foyle shared the following:

- The agenda setting committee scheduled a discussion on the Buttonball Lane enrollment on December 9, 2024 meeting.
- The surveying of the parents of Buttonball Elementary School will be postponed until after the December 9th meeting. A notice of the December 9 discussion will be sent to the Buttonball Lane community.
- The strength and conditioning facility state reimbursement response is attached and open for discussion.
- Julie Thompson attended the CABA/CAPSS Convention, on Friday, November 15, 2024, where the Glastonbury Board of Education won six (6) different communications awards. The Board also received the CABA Board of Distinction Award for 2024.

9.A. Strength and Conditioning Facility State Reimbursement Response

The Board discussed the reimbursement response. Dr. Foyle will forward Ms. Jennings question regarding the reimbursement to administration. During an upcoming Chairman's Report, Dr. Foyle will share the response from the State.

10. Superintendent's Report

Dr. Bookman distributed Carol Lemieux's class book of "How to Cook a Turkey" to the Board.

10.A. Self-Insurance Reserve Update, October 2024

10.B. Student Suspension Report, October 2024

10.C. Staff Resignation

10.C.1. Samantha Konopka

10.D. Dates to Remember

11. Adjournment

Move that the Board adjourn and enter into an Executive Session to discuss legal matters and invite the Superintendent of Schools to join. This motion, made by Ms. Julie Thompson and seconded by Mrs. Kali Cavanaugh, Carried. The Board entered an Executive Session at 9:04PM.

Mrs. Kali Cavanaugh: Yea

Mrs. Alison Couture: Yea

Mrs. Jennifer Faust: Yea

Dr. Douglas Foyle: Yea

Ms. Jenn Jennings: Yea

Mr. David Peniston, Jr.: Yea

Mr. Matthew Saunig: Yea

Ms. Julie Thompson: Yea

11.A. Please note: It is possible that the Board of Education may go into Executive Session

Respectfully Submitted,

Kali Cavanaugh, Secretary

Approved:



Report to Glastonbury Board of Education
Be Kind, Be Curious, Be Well

Academic Program: Equity, Diversity, and Inclusion

Director: Dr. Tonya Claiborne

Date: December 9, 2024

1. Please share any district advancements in equity, diversity, and inclusion from this past year.

- Delivered a series of professional learning workshops to build understanding and skills of administrators and educators:
 - Using student profiles to build relationships (K-5 staff)
 - Identifying and interrupting harmful language and microaggressions (Admin)
 - Creating an inclusive classroom culture (New certified staff)
- Partnered with UConn's Leadership in Diversity program to host the first networking for recruitment and retention event, which resulted in new hires and internships for the 2024-2025 school year
- Hosted campus visits for aspiring educators of color, which increased diversity among our current interns
- Increased diversity of staff of new hires from 5% to 20% over the past year
- Developed a strategic plan for increasing educator diversity, approved by the BOE
- Leveraged EDI Council to draft district Equity Statement, approved by the BOE
- Supported and mentored new administrators on inclusive practices to build relationships with our families who are part of Open Choice, resulting in:
 - increased student participation in before school activities
 - increased family registration in ParentSquare to 100%
 - increased room parent participation of Open Choice families
- Engaged 18 families at the Nayaug School annual Open Choice Welcoming Day, an increase from last year's participation
- Supported Community Connectors initiative to build relationships between families who are zoned to Nayaug school and families with students enrolled through Open Choice resulting in:
 - additional families joining Community Connectors
 - increased playdates and one sleepover
 - increased diversity of staff (two family members now work for Glastonbury Public Schools)
 - one student from Glastonbury joined the Boys and Girls Club in Hartford
- Collaborated with the Director of Career and Technology Education to increase participation of underrepresented students in STEAM courses in middle grades
- Designed a curriculum review tool to ensure all programs are reviewed through an equity lens and content is free of bias

- Joined the district’s restorative practices leadership team to plan and deliver the rollout of restorative practices

2. What are your goals for change and direction in accordance with the 6th Generation Strategic Plan? Please provide examples of specific initiatives or strategies you plan to implement to ensure safe, supportive, and inclusive learning environments for students and staff.

Goal 1: Promote active learning and high expectations for all students

- **Support the development and revision of curricula**
 - Participate in the formal curriculum review process for those programs under review for the 2024-2025 school year: Health/Physical Education, Science, and Agricultural Science
 - Support the review of curriculum and resources to assess representation, access, perspective and ensure content is free of bias
 - Build capacity of EDI Council members to support staff through the formal 5-Year Curriculum Review process

Goal 2: Provide safe, supportive, and inclusive learning environments

- **Improve cultural competencies of certified and classified staff**
 - Continue to design and facilitate professional learning sessions for teachers and administrators on the following topics:

Topic	Audience	Feedback Data
<i>Restorative Practices & Repairing Harm</i>	Admin	100% stated they were “comfortable” or “very comfortable” using and modeling restorative practices and processes to repair harm
<i>Identifying & Interrupting Microaggressions</i>	Admin	<ul style="list-style-type: none"> • In April 2024, 21% stated “not confident” in interrupting microaggressions • By August 2024, 100% stated they felt “confident” or “very confident” interrupting microaggressions
<i>Listening to Understand & Conflict Management</i>	Admin	83% agreed or strongly agreed they feel more skilled and equipped to address and/or revisit conflicts as a leader
<i>Identifying & Interrupting Microaggressions</i>	Certified Staff	<ul style="list-style-type: none"> • 95% agreed or strongly agreed the topic is relevant to their role as an educator. • 67% agreed or strongly agreed with the need for additional cultural competency training.

- Continue to provide individualized intensive coaching to select staff in response to bias, discrimination, and harm
- Continue to facilitate restorative circles and conferences among students, families, and staff to improve communication and relationships
- **Support recruitment and retention of staff**
 - Present annually to new educators at New Educator Orientation
 - Attend recruitment fairs to attract highly qualified staff to increase the diversity of our employees
 - Provide opportunities and support for staff to build connections through Affinity Groups
 - Facilitate annual anti-bias training for administrators and members of hiring committees

- Continue hosting on-campus visits for aspiring educators of color
- Create additional partnerships with postsecondary institutions and programs
- **Increase communication and engagement**
 - Use ParentSquare to increase district-level communication regarding EDI initiatives
 - Support Nayaug and Community Connectors initiative
 - Respond to and counsel individuals and groups regarding EDI issues and concerns as needed
 - Partner with community organizations to support district initiatives
 - Participate in Safe School Climate Committee meetings across the district
 - Lead district's EDI Council and continue to increase participation; membership has grown from 17 members to 25 since last year
 - Serve as lead for our Open Choice Program and collaborate with Capital Region Education Council (CREC) to maintain consistent support for staff and families
 - Serve as a member of the Professional Development and Evaluation Committee
 - Continue to support the GWS mentorship program, resulting in families seeking additional opportunities outside of the school day
 - Lead a district-wide Choose Love Not Hate Campaign to promote awareness and empower individuals to contribute positively

3. What goals (current and future) have financial implications for the upcoming year?

- Provide funding to add EDI Coordinator position to support day-to-day operations, data tracking, and administrative support
- Continue to fund professional development opportunities for staff to develop and increase cultural competency
- Provide funding to attract high-quality, diverse staff through recruitment and retention efforts, including events, marketing, and travel
- Continue to support the Open Choice Welcoming Day and Community Connectors initiative by providing instructional materials, food, and transportation
- Provide funding to increase partnerships for diverse mentorship opportunities for students

TOWN OF GLASTONBURY**MEMORANDUM****DEPARTMENT OF ADMINISTRATIVE SERVICES****FINANCIAL ADMINISTRATION**

TO: Board of Finance
Jonathan Luiz, Town Manager

FROM: Keri Rowley, Director of Finance & Administrative Services

DATE: December 6, 2024

SUBJECT: Self Insurance Reserve Update November 2024

The attached report summarizes the Self Insurance Reserve fund through **November**. The total reserve is **\$9,844,920** allocated **\$4,847,287** and **\$4,997,634** between Town and Board of Education, respectively. As of **November**, the fund is experiencing a **\$3,232,098** loss for the fiscal year.

There are **10** large loss claims which are defined as any claims that exceed **\$50,000**. There are **seven** large loss claims for the BOE and **three** for the Town. There are **4** claims that have exceeded the individual Stop Loss limit; **three** for the BOE and **one** for the Town. The Individual Stop Loss limit is **\$200,000** for BOE and **\$150,000** for the Town.

cc: Dr. Alan Bookman, Superintendent
Karen Bonfiglio, Business Manager

SELF INSURANCE RESERVE FUND

YTD Balances As of November 30, 2024

	Town	Education	Total
Contributions			
Employer	\$1,488,276	\$4,142,126	\$5,630,402
Employee	505,627	905,703	1,411,329
Stop Loss Reimbursement	-	147,245	147,245
Total Revenues	\$1,993,903	\$5,195,074	\$7,188,976
Expenditures			
Anthem			
ASO Fees	\$33,583	\$123,590	\$157,172
Claims	1,760,566	7,186,076	8,946,642
	\$1,794,148	\$7,309,666	\$9,103,815
Delta Dental			
ASO Fees	\$6,177	-	\$6,177
Claims	68,894	-	68,894
	\$75,070	-	\$75,070
Bank Fees/PCORI Fee	\$0	\$0	\$0
CT Prime	303,472	893,717	\$1,197,189
OneDigital Consultant Fees	9,000	36,000	45,000
	\$312,472	\$929,717	\$1,242,189
Total Expenditures	\$2,181,691	\$8,239,383	\$10,421,074
Current Year Revenues Less Expenses	(\$187,788)	(\$3,044,309)	(\$3,232,098)
Reserve July 1, 2024	\$5,035,075	\$8,041,943	\$13,077,018
Reserve at end of month	\$4,847,287	\$4,997,634	\$9,844,920

	Town		BOE		Total
Reserve at end of month	\$ 4,847,287	\$	4,997,634	\$	9,844,920
Recommended Minimum Reserve ^A	\$ 1,137,961	\$	3,917,305	\$	5,055,266
Variance Over/(Under) Reserved	\$ 3,709,326	\$	1,080,329	\$	4,789,654

A. As of August 2024. The next update will be provided in December 2024.

**GLASTONBURY PUBLIC SCHOOLS
GLASTONBURY, CONNECTICUT**

SCHOOL ENROLLMENT December 1, 2024

<u>Elementary</u>	<u>Pre- K = 77</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>Total</u>
Buttonball		83	74	87	71	79	70		464
Hebron Ave.		63	67	86	86	80	80		462
Hopewell		91	86	89	83	109			458
Naubuc		62	67	68	80	79	86		442
Naugaug		80	87	112	76	89	87		531
Elementary Subtotal		379	381	442	396	436	323	0	2357
Gideon Welles							107	445	552
	K-6 Totals								2909
Elementary Total		379	381	442	396	436	430	445	2909

<u>Middle</u>	<u>7</u>	<u>8</u>	<u>Total</u>	
Smith Middle	Middle Subtotal	439	436	875
Middle Total		439	436	875

<u>Secondary</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Total</u>	
Glastonbury High	Secondary Subtotal	411	437	428	458	1734
Secondary Total		411	437	428	458	1734

TOTAL								5518
OUT OF DISTRICT (30 & GHS ALTERNATIVE PROGRAM (0)								30
Pre-K								77
GRAND TOTAL								5625

RECAPITULATION			
	12/1/2023	12/1/2024	Change Over
	Enrollment	Enrollment	Previous Years
	All	All	Enrollment All
	Without M	Without M	
Pre-K	83	77	-6
K	369	379	10
1	435	381	-54
2	379	442	63
3	423	396	-27
4	415	436	21
5	428	430	2
6	434	445	11
Subtotal Elementary	2966	2986	20
7	422	439	17
8	421	436	15
9	444	411	-33
10	436	437	1
11	458	428	-30
12	438	458	20
Subtotal Secondary	2619	2609	-10
TOTAL	5585	5595	10
OUT OF DISTRICT & GHS ALTERNATE	29	30	1
GRAND TOTAL	5614	5625	11

School Enrollment by Class December 1, 2024

				GRADE K			TOTAL
Buttonball	17	17	17	16	16	=	83
Hebron	16	16	16	15		=	63
Hopewell	20	18	18	18	17	=	91
Naubuc	16	16	15	15		=	62
Nayaug	17	17	16	15	15	=	80
							<u>379</u>
				GRADE 1			
Buttonball	19	19	18	18		=	74
Hebron	17	17	17	16		=	67
Hopewell	18	17	17	17	17	=	86
Naubuc	17	17	17	16		=	67
Nayaug	19	18	17	17	16	=	87
							<u>381</u>
				GRADE 2			
Buttonball	18	18	17	17	17	=	87
Hebron	22	22	21	21		=	86
Hopewell	18	18	18	18	17	=	89
Naubuc	18	17	17	16		=	68
Nayaug	20	20	19	18	18	=	112
							<u>442</u>
				GRADE 3			
Buttonball	19	18	17	17		=	71
Hebron	22	22	21	21		=	86
Hopewell	21	21	21	20		=	83
Naubuc	21	20	20	19		=	80
Nayaug	20	19	19	18		=	76
							<u>396</u>
				GRADE 4			
Buttonball	21	20	19	19		=	79
Hebron	20	20	20	20		=	80
Hopewell	23	22	22	22	20	=	109
Naubuc	20	20	20	19		=	79
Nayaug	23	22	22	22		=	89
							<u>436</u>
				GRADE 5			
Buttonball	24	23	23			=	70
Hebron	20	20	20	20		=	80
Naubuc	22	22	21	21		=	86
Nayaug	23	22	22	20		=	87
Gideon	22	22	21	21	21	=	107
							<u>430</u>

1. Total Number of Suspensions by Month	3	20	19	13							
In-School	2	19	15	13							
Out-of-School	1	4	4	1							
2. No. of 1 Day Suspensions											
3. No. of 2-4 Day Suspensions	0	12	15	7							
4. No. of 5-10 Day Suspensions	3	8	4	8							
5. * No. of Different Students Suspended for the Month	3	19	19	11							
6. * No. of Different Students Suspended this Year (Cumulative)	3	22	38	47							
7. * No. of Different Students Suspended More than Once this Month	0	1	0	2							
8. * No. of Students Suspended More than Once this Year (Cumulative)	0	1	4	7							

Revised 11.15.05

*See Reverse Side

The building administrator reviews suspension notices. Copies of all suspension notices detailing the problem and the consequences are sent to the Superintendent. This information is reviewed in compliance with special education legislation and may result in a student's program being modified by a school team when appropriate.

5. No student is counted more than once per month.
6. No student is counted more than once during the school year. This number is cumulative.
7. Only students who have been suspended on more than one occasion this month are included.
8. This is a cumulative number and represents the number of students suspended more than once during this school year.

Glastonbury Public Schools Cumulative Summary of Suspensions

School: Smith Middle School

School Year: 2024-2025

Reason	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
A. Alcohol Possession/Use/ Sale/Distribution/ Manufacture											
B. Drugs Possession/Use/ Sale/Distribution/ Manufacture											
C. Vandalism											
D. Fighting /Altercation		2		2							
E. Physical Attack on Student		1		1							
F. Physical Attack on Staff											
G. Threatening/Bullying											
H. Insubordination											
I. Cutting/Skipping Class											
J. Profanity											
K. Tardiness											
L. Harassment			1	1							
M. Weapon-Possession/Use											
N. Tobacco Possession/Use/ Sale/Distribution											
O. Theft											
P. Interference with school Safety/ Order/Discipline				1							
Q. Personal/Property Injury											
R. Motor Vehicle											
S. Failure to Attend Detention											

1. Total Number of Suspensions by Month	0	3	1	5							
In-School	0	3	1	5							
Out-of-School	0	0	0	0							
2. No. of 1 Day Suspensions	0	0	0	0							
3. No. of 2-4 Day Suspensions	0	3	1	5							
4. No. of 5-10 Day Suspensions	0	0	0	0							
5. * No. of Different Students Suspended for the Month	0	3	4	5							

6. * No. of Different Students Suspended this Year (Cumulative)	0	3	4	9							
7. * No. of Different Students Suspended More than Once this Month	0	0	0	0							
8. * No. of Students Suspended More than Once this Year (Cumulative)	0	0	0	0							

Revised 11.15.05

*See Reverse Side

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