Norwich Technical High School

Program of Studies
Grade 10 Courses

Norwich Technical High School
Courses
2022-2023
Grade 10

Graduation and Promotion Guidelines

Connecticut Technical Education and Career System (CTECS) students must meet requirements in the following areas in order to earn a CTECS high school diploma: attendance, credits, courses, a senior summative assessment, a **CTE Senior Portfolio and Basic Skills requirements.

FOR STUDENTS GRADUATING IN 2023 AND AFTER:

Credit Requirements for Graduation:

Thirty-one credits (31) are required for graduation and must include courses from the following content areas:

Career Technical Education (CTE) Program

- CTE Exploratory Program – Grade 9* — 3 credits
- CTE Program – Grade 10 — 3 credits
- CTE Program – Grade 11 — 3 credits
- CTE Program – Grade 12 — 3 credits

Academics

- Humanities — 9 credits
  - English (4 credits)
  - Social Studies (includes Civics) (3 credits)
  - Arts, Music, other electives in English, Social Studies, and Literacy Lab/Enrichment Topics (2 credits)
- Science, Technology, Engineering, Mathematics — 9 credits
  - Mathematics (minimum of 3 credits)
  - Science (minimum of 3 credits)

CTE Program (3 credits) (These credits also count toward CTE requirements above)

Other Requirements

Physical Education and Wellness	1 credit
Health and Safety Education*	1 credit
World Languages (For students graduating in 2025 and after)	1 credit
Mastery-Based Diploma Assessment/Senior Portfolio	1 credit

*A student who transfers mid-year 9th grade or enters in 10th grade may be eligible for exemption from all or a portion of the Exploratory Program and Health Education credit requirement.

Promotion Requirements

- To achieve 10th grade status a student must earn 7.0 credits.
- To achieve 11th grade status a student must earn 14.5 credits and receive a 60 or higher in the CTE program. A student cannot be promoted to the next grade level with a failure in the CTE program.
- To achieve 12th grade status a student must earn 22.5 credits and receive a 60 or higher in the CTE program. A student cannot be promoted to the next grade level with a failure in the CTE program.
- 12th grade students must earn a minimum of 6.5 credits including 3 credits in the CTE program - Grade 12, must participate in a senior summative assessment in the CTE program and meet Basic Skills for Graduation requirements and submit and pass a CTE portfolio.

Successful completion of the CTECS CTE and academic courses is necessary each year to ensure that a student has the credits required for graduation. If students do not meet the minimum credit requirement as they move from grade to grade, they will have difficulty completing the CTECS program. In addition, a student must meet established course prerequisites e.g., successful completion of Algebra I is a requirement for Algebra II.

If a student does not meet the minimum requirements for promotion, the student will need to make up the deficiency through:

- Summer school, where available.
- CTECS approved correspondence and online credit recovery courses.
- Repeat the grade, space permitting, after administrative review.
- Exit and enroll in their local district.
- See exception below regarding Math.

Please Note Exception: Across the district a Mastery-Based Learning Model for Mathematics is being implemented and “phased-in.” Part of this model gives students opportunities to “master” the content of a course and this may require them to need more than one year to achieve this mastery. In cases when students do not complete a math course for credit under the

Mastery-Based Learning Model, s/he will not be “penalized” if this is the course preventing the student from promotion from one grade to the next. Schools may collaborate with the Math Consultant to make a decision that is not only fair to students, but in their best interest. Credit recovery is not an option for students enrolled in a Mastery-Based Learning Math course. If a student attends an outside facility to learn the needed math, the student still needs to pass all of our district’s assessments.

On-line coursework for credit

CTECS may grant credit toward meeting graduation requirements upon the successful completion of on-line coursework based upon the following guidelines:

1. The workload required by the on-line course is equivalent to that of a similar course taught in a traditional classroom setting;

2. The content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate;

3. The course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards or virtual labs;

4. The program of instruction for such on-line coursework is planned, ongoing and systematic; and

5. The courses are (a) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (b) offered by institutions of higher education that are accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited.

Basic Skills Requirements for Graduation

District Performance Standards

Language Arts

Performance Standard

Students will demonstrate the ability to independently read, comprehend, and respond critically to complex literary and informational texts.

Options

Students have multiple opportunities over the course of their sophomore, junior and senior year to demonstrate their performance relative to the Language Arts performance standard. Students satisfy the district performance standards for the basic skills in language arts if they have:

1. Achieved a score of 430 or higher on the Evidence-Based Reading and Writing section of the Preliminary Scholastic Assessment/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in Grade 10; or

2. Achieved a score of 460 or higher on the Evidence-Based Reading and Writing section of the Preliminary Scholastic Assessment/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in Grade 11; or

3. Achieved a score of 480 or higher on the Evidence-Based Reading and Writing section of the Scholastic Assessment Test (SAT); or

4. Passed English 11, English 12 or full credit English elective course with a 70 or higher; or

5. Passed the *Letters About Literature* (LAL) assessment with a score of 11+.

Mathematics

Performance Standard
Students shall demonstrate the ability to solve multiple mathematical problems that require demonstration of basic math operations including fractions, decimals and percentages and the use of algebraic equations; and explain in writing how they arrived at each answer.

Options

Students have multiple opportunities over the course of their sophomore, junior and senior year to complete the mathematics performance standard. Students satisfy the district performance standards for basic skills in mathematics if they have:

1. Achieved a score of 430 or higher on the mathematics section of the Preliminary Scholastic Assessment/National Merit Scholarship Qualifying Test (PSAT/NMSQT); or
2. Achieved a score of 430 or higher on the mathematics section of the Scholastic Assessment Test (SAT), or

3. Earned a third or fourth full credit of math with a final grade of 70 or above; or

Science

Performance Standard
Students shall demonstrate the ability to use scientific inquiry skills to explore world life problems using the content of biology, physics, chemistry and earth science; evaluate the information for validity and reliability; and use that information to support a position on a contemporary scientific issue.

Options

Students have multiple opportunities over the course of their sophomore, junior and senior year to complete the performance standard. Students satisfy the district performance standards for basic skills in science if they have:

1. Achieved a score of proficiency on the NGSS Science Assessment (students graduating in 2020 and beyond).

2. Passed any science course in Grades 11 or 12 with a 70 or higher; or

3. Earned a grade of 70 or higher on a science basic skills assessment in 12th grade.

Career and Technical Education (CTE)

Performance Standard
Students shall demonstrate the set of skills and competencies required to enter the career and technical field, be accepted in apprenticeships, or pursue post-secondary technical studies as evidenced by their CTE portfolio.

Options

Students have multiple opportunities over the course of their junior and senior year to complete a CTE portfolio outlined in the Student Success Plan. The CTE portfolio includes a skills checklist, resume, academic and CTE accomplishments, certifications, credentials, awards, written responses and reflections.

COURSES

Please note that these are courses that are planned to be offered for the 2022-2023 school year. Courses being offered are always subject to change.

Science

Biology I (SC635) *(1 credit)*

(*NCAA Approved Course*)

Following the Connecticut Science Framework 3 and 4, Biology I/Foundations of Life Science 10 with Lab continues the students' scientific inquiry training as preparation for the NGSS Assessment. The course, which builds upon the knowledge of biological concepts, includes cell chemistry, biotechnology, genetics, evolution and biodiversity. As in grade 9, students will continue forming hypotheses, designing experiments, analyzing data and drawing conclusions while expanding their understanding of the content standards.

Honors Biology I (SC636) *(1 credit)*

Prerequisite: Successful completion of Algebra I and a grade of 95 or a grade of 85 in Honors General Science 9

(*NCAA Approved Course*) *See section XV for Honors/Advanced Level Selection Criteria*

The honors section is a more rigorous application of the Biology I/Foundations of Life Science 10 with Lab. Topics are covered more in-depth and include additional hands-on laboratory work. Individual student research topics in Life Science are emphasized in this course.

Mathematics*

all students should be checking with their math teacher about what math course they should be taking in the fall.

Algebra I (MA111) *(1 credit)*

(NCAA Approved Course)

Based on a real-world application of algebra, students will develop an understanding of the symbolic language of mathematics. Algebraic skills and concepts are developed and applied in a wide variety of problem-solving situations. The application of mathematical concepts to trade experiences reinforces the course curriculum. Students will learn to simplify algebraic expressions, solve algebraic sentences and to communicate their procedures as well as defend their results. The study and application of linear functions will be emphasized (graphing and writing linear equations). Algebra I is aligned to the Common Core State Standard. The structure of the course and district assessments will prepare students for the high-stakes assessments. The use of a graphing calculator is incorporated.

Algebra II (MA113) *(1 credit)*

Prerequisite: Successful completion of Algebra I.

(NCAA Approved Course)

In Algebra II, the student's knowledge of algebra is reinforced and extended. Knowledge of functions is expanded to quadratics and polynomials. Topics include algebraic vocabulary, variations, solving systems of equations, understanding non-linear function and graphs, with as many applications as possible. The course sets the stage for a higher-level study of mathematics (Advanced Algebra). Students are expected to communicate their procedures as well as defend their results. The application of mathematical concepts to trade experiences reinforces the curriculum. The use of a graphing calculator is encouraged.

Honors Algebra II (MA114) *(1 credit)*

Prerequisite: Successful completion of Honors Algebra I

(NCAA Approved Course) See Section XV for Honors/Advanced Level Criteria

This is an accelerated course that focuses on an in-depth understanding of algebra. The course continues an in-depth study of functions, which is extended to quadratics, exponential, rational and trigonometric functions. Topics include algebraic vocabulary, variations and graphs, complex numbers, sequences, probability and trigonometry, with as many applications as possible. The course sets the stage for a higher-level study of mathematics. This course requires a greater degree of independence and competence in critical thinking and communicating mathematically. The application of mathematical concepts to trade experiences reinforces the curriculum. The use of a graphing calculator is encouraged.

Geometry (MA211) *(1 credit)*

Prerequisite: Algebra I

(NCAA Approved Course)

Based on the real-life application of geometry, a student will investigate concepts in geometry such as congruence and similarity and apply that knowledge when conducting proofs and constructions. Coordinate geometry is also used, which integrates a lot of algebra skill learning from the previous year. Critical thinking and problem-solving are emphasized as well as developing the skills to communicate mathematical ideas. Geometry is aligned to the Common Core State Standard. The structure of the course and district assessments will prepare students for high-stakes assessments. The use of instructional technology is incorporated.

Art

Foundations of Art All Grades (FA614, FA615) *(1 credit, ½ credit)*

In this course, students will have an opportunity to create and respond to visual arts, focusing on drawing, design, color, painting and sculpture. This course will introduce students to a variety of techniques and mediums that they will apply while creating original artwork. A variety of design elements, such as line, space, form, color, value and texture, as well as a variety of design principles, including balance, unity, contrast, emphasis, movement, rhythm and pattern, will be studied. Students will have an opportunity to appreciate and interpret works of art in terms of history, aesthetics and culture. Students also will begin developing a portfolio of original artwork.

Painting Grades 10, 11, 12 (FA655, FA656) (*1 credit, ½ credit*)

Prerequisite: Foundations of Art

This course focuses on a variety of painting techniques using various media such as watercolor, gouache, tempera, acrylics, pastels, ink wash, collage and mixed media. Color theory will be emphasized, along with composition, art history and art appreciation. Students will be able to make connections between their finished work and that of various artists and art movements in history. Sketchbooks are required for idea development and for both visual and verbal responses to artwork. This class may be repeated for credit.

English

English 10 (EN210), **Honors English 10*** (EN211) *(I credit)*

(NCAA Approved Course) See section XV for Honors/Advanced Level Selection Criteria

The English 10 curriculum is CT Core State Standards-based and aligned with an emphasis on analytical reading and writing across genres. Students will explore four conceptually based units of study to develop their analytic and critical thinking skills and strengthen their voices as speakers and writers. standards. The course will require students to evaluate academic

sources, synthesize information, and properly cite these sources using MLA standards. By the end of the course, students will be able to effectively engage with and respond to a range of multi-modal texts by interpreting, connecting with, and critically evaluating diverse works. They will also be able to support their positions with relevant textual evidence and increasingly sophisticated explanations. Students will be encouraged to develop their own ideas, draw their own conclusions, and express their viewpoints using their own unique voices.

Social Studies

Civics/American Government (SS210) *(1 credit)*

(*NCAA Approved Course*)

Civics/American Government is a required course for graduation. The focus of this course is to prepare students to participate in exercising their political responsibilities as thoughtful and informed citizens. Civics provides a basis for understanding the rights and responsibilities for being an American citizen and a framework for competent and responsible participation. Emphasis is placed on the historical development of government and political systems and the importance of the rule of law; the United States Constitution; Federal, State and local government structure; and rights and responsibilities of citizenship. Students will actively investigate local, state and national issues, read and participate in discussions, and develop informed opinions using a variety of writing forms. This course prepares students to take the Scholastic Aptitude Test (SAT) by teaching key skills throughout the curriculum.

Honors Civics/American Government (SS211) *(1 credit)*

(*NCAA Approved Course*) *See section XV for Honors/Advanced Level Selection Criteria*

Honors Civics/American Government is an accelerated course for the motivated student who has a strong interest in social studies and is a proficient reader and writer. Civics is a required course for graduation. The focus of this course is to prepare students to participate in exercising their political responsibilities as thoughtful and informed citizens. Civics provides a basis for understanding the rights and responsibilities for being an American citizen and a framework for competent and responsible participation. Emphasis is placed on the historical development of government and political systems and the importance of the rule of law; the United States Constitution; Federal, State and local government structure; and rights and responsibilities of citizenship. Students will actively investigate local, state and national issues, read and participate in discussions, and develop informed opinions using a variety of writing forms. This course prepares students to take the Scholastic Aptitude Test (SAT) by teaching key skills throughout the curriculum.

Physical Education

PHYSICAL EDUCATION II (PE220, PE221) *(¼ or ½ credit)*

Students will enhance physical fitness skills obtained in Physical Education I to participate in the Connecticut Physical Fitness Assessment. Additionally, students will demonstrate basic

competence of locomotor, non-locomotor and manipulative skills through the exploration of lifetime activities and team sports.

Health Education

Health Education *(1 credit total required for graduation)*
Health Education II (HE210) (¼ credit)

CTECS Health Education courses are designed to support and guide students' personal and academic achievement through development of skills needed to:

- Live a healthy and balanced lifestyle;
- Access, evaluate and use information from various sources to achieve overall health and well-being;
- Comprehend concepts related to health and fitness and implement realistic plans for lifelong healthy and balanced living; and
- Make plans and take actions that lead to healthy and balanced living for themselves and for the world around them.

The CTECS Health Education curriculum is a standards-based program that assist CTECS students in understanding that health is a lifelong responsibility by analyzing individual risk factors and health decisions that promote health and prevent disease.

Each CTECS Health Education course is designed to provide CTECS students with the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to health and well-being. All CTECS Health Education courses include medically accurate, developmentally and culturally appropriate content in a planned, sequential, comprehensive health education curriculum aligned to the Connecticut State Department of Education's Healthy and Balanced Living Curriculum Framework that includes: Nutrition, Injury Prevention, Wellness, Substance Abuse Prevention, Disease Prevention, Mental Health, Fitness and Sexual Health Education. The CTECS Health Education curriculum includes Connecticut General Statutes (CGS) required content of Alcohol, Tobacco and Other Drugs (10-19a), Acquired Immune Deficiency Syndrome (10-19b) and sexual health education (10-16f).

Music

Concert Band (MU600, MU601, MU603, MU604, MU606, MU607, MU609, MU610)

(1 credit, ½ credit)

Prerequisite: A minimum of 1 year of concert band experience in middle or high school or audition with the music instructor to assess ability.

This course is open to students who wish to play traditional concert band instruments. Prior experience with your instrument is required. The focus will be on ensemble skills, reading musical notation and other musical concepts. Participation in any school concert is a class requirement. Each school may have a limited number of instruments available to rent. This class may be offered to students in the 9th, 10th, 11th and 12th grades. This class may be repeated for credit. It is recommended that each school adapt full group rehearsal periods weekly.

Concert Choir (MU616-MU627) (*1 credit*, *½ credit*, *¼ credit)*

Open to anyone with a desire to sing a varied repertoire of choral music. Emphasis will be placed on singing alone and with others, as well as the development of musical reading skills and ensemble skills. No experience is necessary. This class may be offered to students in the 9th, 10th, 11th and 12th grades. Participation in any school concert is a class requirement. This class may be repeated for credit. It is recommended that each school adapt full group rehearsal periods weekly.

Introduction to Guitar (MU646) ***(½ credit)***

Open to all students who wish to learn to play the acoustic guitar. Emphasis will be placed on performing a variety of music alone and with others, as well as the development of musical reading skills and ensemble skills. If a student wishes to enroll but does not own a guitar, a limited number of school instruments are available.

Advanced Guitar (MU649) ***(½ credit)***

Prerequisite: Introduction to Guitar and Instructor Approval

Open to students who successfully completed Introduction to Guitar and would like to continue more advanced study. Students will learn higher-level repertoire and techniques with greater emphasis on public performance. Participation in any school concert is a class requirement. This class may be repeated for credit.

Introduction to Drumline (MU660) ***(½ credit)***

Open to all students who wish to learn percussion instruments. Emphasis will be placed on performing a variety of music alone and with others, as well as the development of musical reading skills and ensemble skills.

Advanced Drumline (MU760) (*½ credit)*

Prerequisite: Introduction or Instructor Approval

Open to students who successfully completed Introduction to Drumline and would like to continue more advanced study. Students will learn higher level repertoire and techniques, with greater emphasis on public performance. Participation in any school concert is a class requirement. This class may be repeated for credit.

Spanish

Spanish Program (F114) (**Spanish I** *-1 credit)*

(NCAA Approved)

The design of the Spanish credit program for the CTECS is aligned to college credit requirements for World Languages based on Common Core Standards and Spanish World Languages course standards. The CTECS Spanish program complies with state standards instruction. CTECS students are offered the opportunity to graduate from high school with an added set of skills by pursuing a foreign language. This pathway provides our students with an added repertoire of academic skills making their college and/or career ready, in order to prepare them for the world of work and enhance their opportunities to navigate the job market of the 21st Century.

The Spanish I language curriculum and instruction are based on the 5Cs (Communication, Cultures, Connections, Comparisons, and Communities) with the goal of building communicative proficiency and cultural understanding. The CTECS Spanish program follows a blended learning model which provides language instruction during the students' trade-technology cycle affording them the opportunity of 180 days of *time-on-task* improving their Spanish language skills.

Blending a variety of media, levels of interactivity coupled with traditional pedagogy students are immersed in Spanish. Students are engaged through both digital online instruction and teacher-led instruction which provides meaningful interactions to meet the needs of diverse learning styles. Participating in community activities garners for students' genuine opportunities to practice and enhance communication in Spanish.

Beginning with the class of 2025, the Spanish World Languages 1 credit graduation requirement will be offered either as .5 or 1 credit course options as determined by the school scheduling framework.

ELD

English Language Development *Level I and II (ED610, ED612) **(*½ credit, ¾ credit)*, (ED620, ED622) (*½ credit, ¾ credit)*
Students who have been identified as English Learners (ELs) are provided interventions to improve their English proficiency. Participation in this program provides a structured focus in the areas of listening, reading, speaking and writing skills. This course expands students' essential English communication skills and cultural knowledge and introduces the language of the classroom studies. Students will develop oral classroom skills and reading strategies, expand their vocabulary and use more complex sentence patterns. Students will also learn how to use some school and community resources. *EL students identified Level 1-3 on LAS Links must be afforded 1 credit of ED.

Honors and Advanced[1] Academic Course Placement Criteria

Honors and advanced placement courses provide students with more challenging and rigorous learning experiences. For this reason, careful consideration is given to the placement of a student into an honors or advanced placement course. Student placement into an honors level course for each academic area is based on the academic criteria provided below.

English

The course materials in an English honors/advanced placement course are more complex in the following areas: text selection; length of reading assignments; writing assignment tasks; assessment types. Students are expected to be independently motivated to meet course expectations. For this reason, students in an honors/advanced placement course will be expected to do the following:

- Comprehend complex grade-level texts independently;
- Contribute thoughtful grade-level commentary to classroom discussion;
- Write to grade-level expectations, with attention to organization, detailed content, precise analysis, and standard writing conventions;
- Understand the fundamentals of the research process and execute research with minimal support from teacher;
- Create and conduct presentations for classmates and take a lead role in classroom discussions; and

- Have a habit of voluntarily reading, of completing all homework on time, and demonstrate a willingness to accept the challenge of honors/advanced placement work which expects a high degree of independence and responsibility.

Students seeking admission into an English honors or advanced course should meet the following criteria:

1. **Current grade in English course:**

    a. If student is currently in an English honors course, s/he should have earned an 85% average at the time of scheduling.

    b. If student is currently in a core level English course, s/he should have earned a 90% at the time of scheduling.

2. **Teacher Recommendation:**

When recommending students, teachers should take into consideration the above bulleted items.

Students not meeting the above grade prerequisites may take an alternate assessment that will be evaluated by the AP English teacher and/or by the Supervisor Literacy and Humanities to ensure appropriateness of placement.

Math

Students who are looking to attend highly competitive colleges should consider honors level math course work. Honors math courses differ from the core curriculum both in the number of topics assessed and the complexity or depth to which topics are expected to be learned. To that end, the number of topics in a typical honors level math course is twice as many as those in core courses. Additionally, the assessment item types in an honors math course are more complex and difficult.

Student performance determines placement in an honors level math course. Incoming 9th grade students are pre-assessed for proper placement. Freshmen will be placed in Pre-Algebra, Algebra I or Honors Algebra I based on placement assessment score. Freshmen who are ready for coursework beyond the Honors Algebra I Level will be accommodated individually.

Science

General Information- Honors and Advanced Placement Science: The course materials in a science honors/advanced placement course is more rigorous in the following areas: research, math aptitude, lab performances, text selection; length of reading assignments; writing assignment prompts; assessment types. The term “advanced” as used in this description includes UCONN Early Experience courses, Community College Career Pathways Courses and

College Board AP Courses. There may be additional requirements for UCONN, community college and AP courses as requested by the credit granting institutions.

Grade 9 Honors General Science: Students entering Grade 9 Honors General Science should have experience in Algebra 1, or (where applicable) performed high level in an ALEKS pretest in Algebra 1 and received an 85 or higher in Grade 8 science. Grade 8 students arriving to us may have little academic experience in science. The mathematical component and advanced science terminologies in an honors program may be challenging. Thus, performance in math is the criteria used when determining placement into Honors General Science.

Grade 10 Honors Biology 1 (or Honors Life Science): Successful completion of Algebra 1 and a grade of A or B in Honors General Science 9.

Grade 11 or Grade 12 Honors Physics: Successful completion of Algebra 2 with a grade of 85 or higher and a grade of 85 or higher in the science course taken in the previous year.

Grade 11 or 12 Honors Chemistry: Successful completion of Algebra 2 with a grade of 85 or higher and a grade of 85 or higher in the science course taken in the previous year.

Social Studies

The course materials in a social studies honors/advanced placement course are more complex in the following areas: text selection; length of reading assignments; writing assignment tasks; assessment types. Students are expected to be independently motivated to meet course expectations. The term "advanced" as used in this description includes UCONN Early Experience Courses, Community College Career Pathways Courses and College Board AP Courses. There may be additional requirements for UCONN, community college and AP courses as requested by the credit granting institutions. For this reason, students in an honors/advanced placement course will be expected to do the following:

- Comprehend complex grade-level texts independently;
- Contribute thoughtful grade-level commentary to classroom discussion;
- Write to grade-level expectations, with attention to organization, detailed content, precise analysis and writing conventions;
- Understand the fundamentals of the research process and execute research with minimal support from teacher;
- Create and conduct presentations for classmates and take a lead role in classroom discussions; and
- Have a habit of voluntarily reading, of completing all homework on time, and demonstrate a willingness to accept the challenge of honors/advanced placement work which expects a high degree of independence and responsibility.

Students seeking admission into a Social Studies honors or advanced placement course should meet the following criteria:

1. **Current grade in Social Studies course:**

    a. If student is currently in a social studies honors course, s/he should have earned an 85% average at the time of scheduling.

b. If student is currently in a core level social studies course, s/he should have earned a 90% at the time of scheduling.

2. Teacher Recommendation:
When recommending students, teachers should take into consideration the above bulleted items.

Students not meeting the above grade prerequisites may take an alternate assessment that will be evaluated by the AP Social Studies teacher and/or by the Supervisor Literacy and Humanities to ensure appropriateness of placement.

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[1] The term “advanced” as used in this description includes UCONN Early Experience courses, Community College Career Pathways Courses and College Board AP Courses. There may be additional requirements for UCONN, community college and AP courses as requested by the credit granting institutions.