Norwich Technical High School

Program of Studies
Grade 11 Courses

Norwich Technical High School
Courses
2022-2023
Grade 11

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

Chemistry (SC610) *(1 credit)*

(*NCAA Approved Course*)

This lab course builds on knowledge developed in the previous integrated science courses. Students will be introduced to chemistry topics such as atomic structure, chemical bonding, energy changes, stoichiometry, periodicity, properties of gasses, solutions, acid-base theory, electrochemistry and organic and biochemistry. Students will investigate the properties, composition and structure of matter and the laws that govern the combination of elements and reaction of substances. The application of scientific concepts to trade experiences reinforces the curriculum. Students will apply their knowledge of chemistry to various problem-solving activities with the use of science-specific technologies and standard laboratory tools.

Honors Chemistry (SC615) *(1 credit)*

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

Honors Chemistry is a laboratory and mathematically oriented science course. Basic classical concepts are emphasized in this college preparatory course. Topics studied will include measurement, atomic and molecular structure and theory, periodic law, chemical bonding, formulas, equations and stoichiometry, gasses, liquids, solids and solutions, chemical reactions (acid-base and red-ox), nuclear and organic chemistry.

Topics in General Science (SC310) *(1 credit)*

(*NCAA Approved Course*)

Advanced Topics in General Science allows students to continue to explore aspects of Chemistry, Physics, and Earth and Space Sciences and to apply data collection, analysis, and interpretation skills related to those scientific concepts. Based on the Next Generation Science Standards, the course is made up of three related disciplines: Earth and Space Science; Physical Sciences; and Engineering, Technology, and Applications of Science. This framework articulates the standards as well as the science and engineering performances, disciplinary core ideas, and crosscutting concepts. The curriculum describes the specific performances that will be assessed on the Next Generation Science Assessment. Students are expected to complete several inquiry-based projects over the course of the year.

Mathematics

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

Mathematics Course Sequence

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.

Honors Geometry (MA212) *(1 credit)*

Prerequisite: 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 the relationships of congruence and similarity, the structures used to analyze them and the language used to communicate these ideas. Constructing proofs, use of coordinate geometry and the study of conic sections are included. This course requires a greater degree of independence and competence in critical thinking and communicating mathematically. 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.

Honors Pre-calculus (MA313) *(1 credit)*

Prerequisite: Successful completion of Honors Algebra II

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

This course will enable students to develop an in-depth understanding of graphs of relations, algebraic and trigonometric functions. Special focus is placed on the use of models to solve real-life problems. The course is taught as a preparation for the study of calculus. In addition, students convert real-world data into numerical or algebraic models. Students also use these models to analyze and predict the behavior of data and effectively communicate those results. This demanding course requires a great deal of independence and competence in critical thinking and communicating mathematically. The use of a graphing calculator is highly integrated into instruction and learning.

Mathematical Applications I (MA620) ***(1 credit)***

Prerequisite: Successful completion of Algebra I.

The purpose of this course is to explore new areas of mathematics and reinforce them through the application of algebraic and geometry concepts. Areas of study include topics such as discrete math (graph theory, simulations and optimizations), simple statistics and data analysis, application of the Pythagorean Theorem and linear programming. The application of mathematical concepts to trade experiences reinforces this curriculum.

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 11 (EN310), **Honors English 11*** (EN311) *(1 credit)*

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

The English 11 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. 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 as well as supporting their positions with relevant textual evidence and

elaborate explanations with a high level of sophistication. Students will also acquire the habits of reading independently and closely, which are essential to their future success in college, career, and life. The course will require students to evaluate academic sources, synthesize information and properly cite these sources using MLA standards.

AP English Language and Composition (EN413) *(1 credit)*

(*NCAA Approved Course)*

This 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 English 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. Students taking this course and passing the AP Exam can earn college credit. Students not meeting the Honors and Advanced Academic Placement Criteria may take an alternate assessment that will be evaluated by the AP English teacher and/or by the Supervisor of Humanities to ensure appropriateness of placement

Social Studies

Modern U.S. History (SS310) *(1 credit)*

(*NCAA Approved Course*)

Modern United States History builds upon the historical foundations learned in Civics/American Government. Using a chrono-thematic approach, students study people, events, and movements through time in United States History with a focus on inquiry into the changes in American identity, the economy, foreign affairs, and science, lifestyle and technology. The curriculum allows multiple opportunities for students to develop an understanding of how an issue develops over time. An emphasis is placed on analyzing and evaluating a variety of documents, sources, and perspectives. Throughout the year, connections are made to the student's trade and technical program. Students will develop historical thinking through active inquiry and research using multiple sources. Students will analyze multiple perspectives and interpretations and write to inform and persuade the reader.

Honors Modern U.S. History (SS311) *(1 credit)*

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

Honors Modern United States History is an accelerated course for the motivated student who has a strong interest in social studies and is a proficient reader and writer. The course builds upon the historical foundations learned in Civics/American Government. Using a chrono-thematic approach, students study people, events, and movements through time in United States History with a focus on inquiry into the changes in American identity, the economy, foreign affairs, and science, lifestyle and technology. The curriculum allows multiple opportunities for students to develop an understanding of how an issue develops over time. An emphasis is placed on analyzing and evaluating a variety of documents, sources, and perspectives. Throughout the year, connections are made to the student's trade and technical program. Students will develop historical thinking through active inquiry and research using multiple sources. Students will analyze multiple perspectives and interpretations and write to inform and persuade the reader.

Physical Education

PHYSICAL EDUCATION III (PE320, PE321) *(1/2 credit)*

Students will refine physical fitness skills obtained in Physical Education I and II to develop a personal fitness program. Students will use advanced locomotor, non-locomotor and manipulative skills and strategies through participation in lifetime activities and team sports.

Health Education

Health Education *(1 credit total required for graduation)*
Health Education III (HE310) (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.