

**A Housatonic Valley
Regional High School Graduate**



Housatonic Valley Regional High School

PROGRAM OF STUDIES

2022-2023

Class of 2026

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Principal's Message

Dear Students, Parents, and Guardians,

Since 1938, Housatonic Valley Regional High School has prided itself on offering a comprehensive curriculum that prepares students for careers and further education. Our curriculum and course offerings have changed over time to reflect the demands of our world and the needs of our students, and as you peruse the courses described in our Program of Studies, I am confident that you will encounter some classes that pique your curiosity and excite you.

High school is a time for students to explore potential subjects of interest in greater depth, and especially during your junior and senior years, you will have the opportunity to fill your schedule with courses that suit your interests. Even if you have never attempted to play an instrument, balance a checkbook, take a better photo, or write a short story, now is the time to see if you like those activities so you can explore them in greater depth in the years to come.

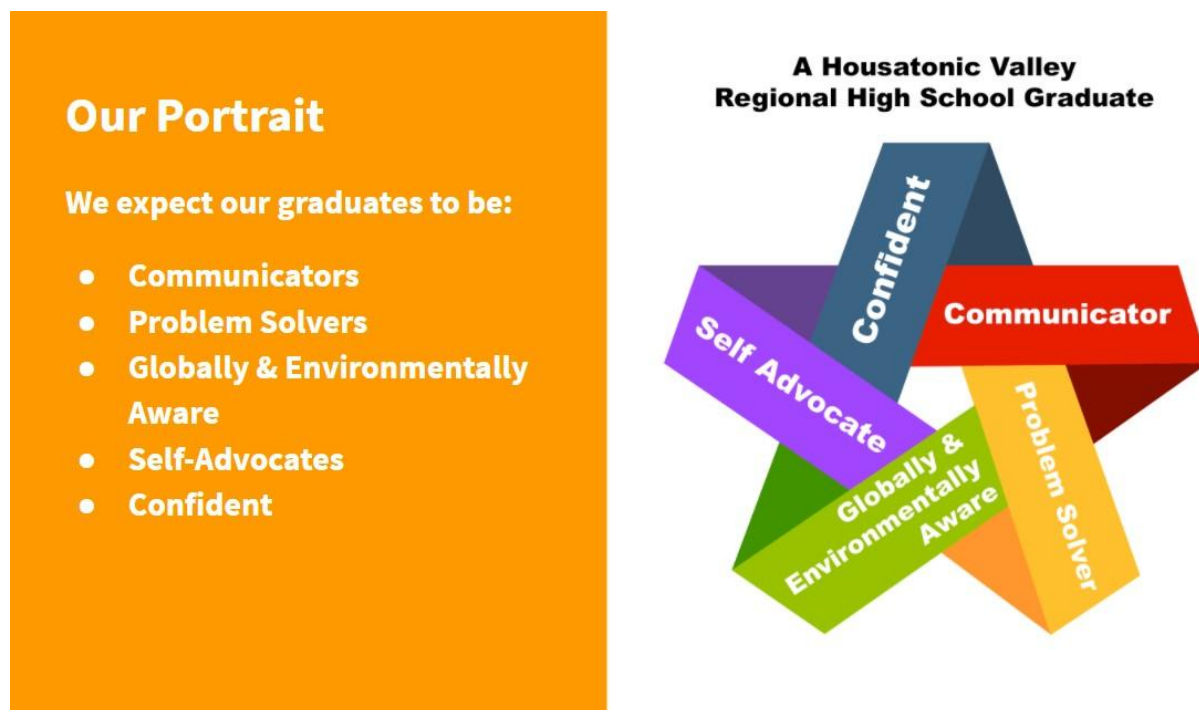
Your school counselor is available to help you decide among courses to design the best schedule to meet your needs and future plans. While you will need to meet certain graduation requirements, there is flexibility in how you meet those. Additionally, you may include Personalized Learning courses to investigate a topic that you want to explore independently. Talk to your counselor to get started; learn something just for the fun of it!

Sincerely,

Ian Strever
Principal

The Portrait of a Graduate

In 2019, members of the Housatonic community developed a vision for what our graduates should know and be able to do upon graduation. Teachers, students, administrators, board members, and members from the public at large held conversations, solicited feedback, and surveyed their constituents about what they wanted to see in our graduates. They identified five qualities that reflect the values of our community and the needs of our students:



Core Values and Beliefs

The HVRHS community promotes personal and academic growth, as well as independence of thought and spirit for all its members, within a culture of respect, responsibility and safety. The core values that support this statement include a commitment to 21st century academic expectations which encourage all members to grow to their potential, accept and respect different learning styles, solve problems and think analytically, and communicate their ideas effectively. Members of the school community are also expected to make ethical choices, demonstrate social and civic responsibility, and show pride and care for the school and its environment.

School-Wide Expectations

Academic Expectations

Students at HVRHS will:

- read for understanding
- communicate effectively
- identify and solve problems
- gather, analyze, interpret, assess and apply information

Social Expectations

- demonstrate respect for all individuals
- demonstrate personal responsibility
- demonstrate respect for our school and our environment
- work collaboratively to resolve conflicts in our school community

Civic Expectations

- make positive contributions to their community.
- demonstrate a sense of ethics that is evident in the decisions they make and the behavior they exhibit.
- exercise their rights, duties, and responsibilities as members of their community.

Graduation Requirements (25 Credits):

Commencing with the graduating class of 2023 and for each graduating class thereafter, in order to graduate and be granted a diploma, students must satisfactorily complete a minimum of twenty-five (25) credits, including not fewer than:

- (1) nine credits in the humanities, including civics and the arts (courses marked with **H** in the course description);
- (2) nine credits in science, technology, engineering, and mathematics (courses marked with **S** in the course description);
- (3) one and a half credits in physical education and wellness;
- (4) one credit in world languages;
- (5) one credit mastery-based diploma assessment (Capstone); and
- (6) one credit in Health Education.

In addition, beginning with the Class of 2023, the Board of Education will provide adequate student support and remedial services for students beginning in grade nine. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements, previously listed, if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to (1) allowing students to retake courses in summer school or through an online course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, (3) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency through success on such alternate assessment.

Area	Credits Required	Specific Course Requirements
STEM (Science, Technology, Engineering, Math)**	9	3 courses in Math 3 courses in Science 3 additional courses designated as STEM
Humanities (English, Social Studies, Art, Music)	9	4 courses in English 3 courses in Social Studies which must include 1 credit of US History and .5 credits in Civics or American Politics or Perspectives on Democracy 1 credit in a course designated as “the Arts”
Physical Education and Wellness	1.5	PE 9, 10, 11, 12

World Languages**	1	
Health Education	1	Health 9, 10, 11, 12 (.25 credit each year)*
Capstone Assessment	1	(.5 credit in Grade 11, .5 credit in Grade 12)
Advisory	1	.25 credit each year
LifeSkills	.75	
Electives	3	
<p><i>*The Class of 2023 earned this credit with .5 credits in Grade 10, followed by .25 in Grades 11 & 12</i></p> <p><i>** Credit for a math course or World Language course taken in Middle School will only meet this requirement if the teacher of the Middle School course holds certification to teach grades 7-12.</i></p>		

Additional Requirements for Graduation

- All freshmen must enroll in Exploring Lifeskills.
- A student must meet proficiency in a minimum of four (4) full year courses or their equivalent in the senior year in addition to Physical Education and Health.

Graduation Credit for Courses Taken in Middle School

Students enrolled in Spanish 1 or Algebra 1 in middle school will receive high school credit subject to the following conditions:

- A student earns a passing grade. A grade of P will be added to the high school transcript and will not be included in the student's high school GPA.
- The high school curriculum has been followed.
- The course is taught by a teacher certified to teach high school Spanish or Algebra.

Transfer Students

A student who transfers into Housatonic Valley Regional High School must meet the school's graduation requirements to be eligible to graduate with an HVRHS diploma. Course work completed in other secondary schools will be added to the student's permanent HVRHS transcript. Students must be enrolled at HVRHS for at least four semesters in order to be eligible for consideration as valedictorian or salutatorian.

Before Making Course Selections

Careful program planning by students and parents is of critical importance. As a general rule, it is wise for a student to take as many academic subjects as can successfully be completed. Many students need to meet academic requirements for college and also complete sequences in other areas of interest such as agriculture, art, music, or technology. Each student's academic program should be individualized according to their interests and goals. An important function of the School Counseling Department is to assist each student in selecting courses to meet their unique goals. The School Counseling Department is a great resource for students, and students and parents are encouraged to reach out to the counselors at any time.

Course Recommendations and Placement

Teachers recommend courses and levels that appropriately challenge each student. All courses at Housatonic Valley Regional High School are rigorous, intellectually stimulating, challenging, and provide rich experiences and excellent preparation for college work; Advanced Placement (AP), UConn Early College Experience (ECE), and Honors (H) level courses involve more sophisticated coursework in comparison to College Preparatory (CP) courses. For this reason, careful consideration is given to each placement decision based on the teacher's knowledge of the student. Course-specific prerequisites for all courses can be found in the Program of Studies. Students need to be aware that AP and ECE level courses are college courses with comparable workloads and expectations; the workload, depth of content and pace of coverage will be intense. These courses also follow a different set of grading policies that reflect college standards.

Course Level Changes

A student must receive a recommendation from their teacher for placement in an AP, ECE, or Honors level course. If necessary, a meeting with the student's School Counselor should be scheduled. If, after these meetings, a parent/student chooses to override the teacher recommendation, an override form must be completed and submitted to the counselor.

In doing so, the parent and student need to be aware that the change in level will place new demands on the student. Significant changes in the student's schedule and/or closed classes may make it impossible to move the student to a different level. Should the student experience difficulty in meeting the demands of the new placement, they must make use of appropriate resources (i.e., confer with the teacher, seek extra help, seek peer tutoring, etc). No override will be rescinded unless the student has made consistent use of these resources. If the override is rescinded, the student's grade will stand as the one earned in the original override placement. Any student requesting an override into a course that requires summer work is expected to complete that summer work.

Enrichment and College Experience Courses

UConn Early College Experience Program

The UConn Early College Experience (ECE) program provides academically motivated students the opportunity to take university courses while in high school. These challenging courses allow for students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and financial head start towards their college degree and future post-secondary opportunities. UConn ECE instructors are high school teachers certified as adjunct instructors by the University of Connecticut. UConn ECE courses are listed in the Program of Studies within each department. All three-credit courses require a \$150 fee, payable to UConn, and billing is made to the student by the college. HVRHS currently offers the following UConn ECE courses:

- US History
- Introduction to American Politics
- Introduction to International Relations
- Introduction to Human Rights
- Environmental Science
- Drawing 1
- Equine Science

Registration for UConn ECE credit is a separate process through Dual Enroll that is run by the University of Connecticut. Students will not be eligible to earn UConn credit in the course if they fail to complete all of the steps by the registration deadline. A student who withdraws from an HVRHS ECE class must also withdraw from the class at UConn. The University of Connecticut sends fee notifications to the email address the student provides during the application process. Students are financially responsible for all courses for which they register. University standard policies on late fees, returned checks, and collections apply. All policies and procedures can be found at ece.UConn.edu. All students who sign up for the ECE course are expected to register for UConn ECE credit.

Partnership Program with Northwestern Connecticut Community College (NCCC)

The High School Partnership Program is designed to enable qualified high school juniors and seniors to take up to two courses each semester on a “space available” basis at no charge. Qualified students must have an overall B average (3.0) with approval from their School Counselor. Students may register for specific developmental courses and/or 100-level or higher courses, and must meet the prerequisites for the courses. Students are responsible for purchasing their own books and providing their own transportation. A transcript of the student’s work will be maintained at NCCC, and can be submitted when the student applies to college. It is the student’s responsibility to request a transcript from NCCC for submission with their applications. Interested students should contact their School Counselor for additional

information and an application. Students must take the placement tests at the college prior to enrolling in the classes. NCCC sets application deadlines for each semester that HVRHS must uphold: November 15 for the Spring semester and June 15 for the Fall semester. For questions or more information, please contact Kalia Kellogg, NCCC Partnership Coordinator, by phone at 860-738-6329, or email at kkellogg@nwcc.commnet.edu.

Personalized Learning Courses

Because students learn in different ways, schools need student-centered strategies to address student learning differences. Each student has unique talents and skills that shape learning, so HVRHS will work to promote personalized learning that will equip students with the skills and abilities described in the Portrait of a Graduate. We use student-centered approaches to help students become communicators, problem-solvers, self-advocates, confident individuals, and globally and environmentally-aware citizens.

To participate in a Personalized Learning (PL) course, the student needs to initiate a meeting with the teacher(s) who will volunteer to oversee progress with the course. Together, the teacher and student submit a proposal that must be approved by the chair of the applicable department and the principal. Both student and parent are required to sign the proposal.

The application for a PL course can be approved at any time; however, the proposal that includes all signatures should be submitted at least ten days prior to the time the student plans to begin the activities related to the course. All PL courses are graded on a Pass/Fail basis and are not included in the calculation of the student's GPA.

Auditing Courses

Students are encouraged to audit courses for enrichment purposes and for reasons of personal interest, providing the teacher of the class, the school counselor, and the parent/guardian approve. The course audited takes the place of the student's scheduled study hall and the student receives no credit for the course. Auditing students must meet all course requirements including attendance. The course audited is noted on the student's permanent record.

Homebound Instruction

Students who are unable to attend school because of an extended illness (ten school days) may arrange to have tutors assigned to them, beginning with the second week of absence. Before homebound instruction can be started, a written statement by the attending doctor must be submitted to the Director of Special Services, Regional School District No. 1, 246 Warren Turnpike, Falls Village, CT 06031.

Academic Load

Students are expected to carry a minimum of six (6) courses during each semester exclusive of physical education and health, which must also be scheduled. **Students are strongly**

encouraged to exceed these minimum requirements. Required credits for promotion to the next grade level are:

Minimum Credits Earned From

- Grade 9 to Grade 10 must be 6 credits
- Grade 10 to Grade 11 must be 12 credits
- Grade 11 to Grade 12 must be 17 credits (18 credits for the Class of 2023 and 2024)
- Graduation = 23 credits (25 credits for the Class of 2023 and 2024)

NCAA Eligibility

Students who intend to participate in Division I or Division II college athletics must register with the NCAA Clearinghouse by the end of their junior year. Students can register at the NCAA Clearinghouse website web3.ncaa.org/ecwr3/.

Weighted Class Rank and Course Levels

Class standing is determined by a weighted grading system. Within the weighted system there are four levels of course difficulty:

- College Preparatory (CP) are standard courses for college preparation. These courses are given a 1.05 GPA weighting.
- Honors (H) courses are designed for students who are recommended by their teachers and department heads as being capable of a higher level of rigor and academic challenge. These courses are given a 1.10 GPA weighting.
- Early College Experience/Advanced Placement (ECE/AP) courses are designed for students recommended by their teachers and department heads as being capable of participating in college-level work. These courses are given a 1.15 GPA weighting.
- Certain courses are designated as non-weighted or assigned a 1.0 GPA weighting. These are physical education, remedial, or life skills courses.

Grade Point Average (GPA)

A student's weighted GPA is determined by the assignment of points for grades at each level of course difficulty. Pass/Fail courses are not included in the calculation of GPA. The student handbook describes the calculation of GPA in greater detail.

Course Change Procedures

Changing Courses

The selection of a course is a very important decision. Courses should be selected only after considerable thought and with the counsel of parents, teachers and the school counselor. It is frequently difficult and often impossible to change a student's schedule after the school year starts. Schedule changes will only be considered after contact has been made with parents,

teacher, school counselor and administration. Schedule changes will be kept to a minimum and made only for the following reasons: to correct scheduling conflicts, to accommodate a student's revised placement, or to meet extenuating circumstances (as determined by the school administration). Schedule changes initiated by students or parents must be initiated by the tenth class session.

Dropping Courses

All students are expected to carry a minimum of six (6) units of credit per academic year, and a minimum of six (6) classes per semester exclusive of PE and Health. Students who have registered for more than the above required credits/classes may work with their School Counselor to drop a course. No student may withdraw from a scheduled course without the appropriate form signed by the classroom teacher, the department chairperson, the student's parent/guardian, and the School Counselor. After the tenth day of school, the principal must also sign the form. Forms are available in the School Counseling office. If the student withdraws from a course within ten (10) calendar days of the beginning of the course, the course will not appear on their transcript. Students who withdraw from a course after the ten (10) day limit with permission from the department chairperson will receive a final course grade of WP (Withdraw Pass) or a WF (Withdraw Failure) on their transcript, depending on the course grade at the time of withdrawal. Any student who withdraws from a course after the ten (10) day limit without the approval of the teacher and/or department chair will receive a final course grade of ***WF (Withdraw Failure) on their transcript and the WF will be counted as a 0 in the student's GPA calculation.*** A student involved in the process of dropping or adding a course may not stop attending class and/or start going to another class until the Course Change Request Form has been signed by all parties, and the Counselor informs the student that the process is complete.

Final Grade

For a full year course, grades received for the first, second, third, and fourth marking periods each account for 25% of a student's final grade. For a half year course, grades received for the two quarters are each worth 50%.

Summer School

At the end of a course, a student who does not earn a passing grade will work with the course instructor or department head to identify how proficiency will be demonstrated in summer school in order to earn full credit. Credits from other summer school programs are not accepted.

HVRHS Course Descriptions by Department

AGRICULTURE SCIENCE AND TECHNOLOGY EDUCATION

The courses in Agriculture Science and Technology Education are open to freshmen, sophomores, juniors and seniors. They are designed to provide education, career training, and experiences in the many areas of agricultural engineering, animal science, biotechnology, food science, natural resources, and plant science. Students in these courses develop knowledge and skills to become culturally- and environmentally-aware life-long learners and informed citizens.

Completion of a Supervised Agricultural Experience (SAE) portfolio is a requirement to receive course credit for all agricultural classes. Many diverse opportunities exist such as agriscience research projects, service-based learning projects, school-based enterprises, job placements, job shadowing/internships, and exploratory activities. The SAE is the application of what is learned in the classroom and is a catalyst for personal growth, career development, and responsible citizenship.

Students are also involved with leadership and community activities through their participation in the FFA. The FFA is a national leadership organization of Agricultural Education students and provides scholarships, awards, cultural exchange and many educational opportunities to members.

All students with an interest in agriculture may apply for this program, and students may apply from the nearby states of Massachusetts and New York and out-of-district school systems. New students should obtain an Agricultural Education Program application from the Agricultural Education Department or the website <https://www.ffa.hvrhs.org/home>.

Upon successful completion of Biology, all science electives of appropriate level are available. In the Agricultural Education Department, these include Equine Science, Vet Science, and Fish and Wildlife.

Introduction to Agriculture I and II

What is Agricultural Science? What types of careers are included? The answers to these questions may surprise you! This course allows freshmen to develop basic skills in the various aspects of agriculture while exploring what it has to offer. It is a full-year course designed to provide practical instruction and hands-on activities in a variety of units including; natural resources, agricultural mechanics, plant science, food science, animal science, and marketing. Equipment safety and operation (yes, driving tractors and more!), shop safety/woodworking, agricultural awareness and career exploration will also be included. Students will be able to take a semester of Introduction to Agriculture or a full year.

Course weight: 1.05

Credit: .5/1

ART

Advanced Painting

This class is designed to develop students' painting skills to a higher level. Various mediums are explored, including acrylic, egg tempera and watercolor. The class experience includes producing work for the annual public exhibition as well as visits from various guest artists. Students also develop their personal portfolios.

Prerequisite: A 'B' or better average in Beginning Painting or permission of instructor.

Course weight: 1.05

Credit: .5

Art History 1

This course is an exciting investigation of the foundations of Western Art. The curriculum covers the early Renaissance through the Impressionists and on to Modern art. Students will have a variety of experiences as they pursue the interesting stories behind great art. This course includes a field trip to a major museum.

Course weight: 1.05

Credit: .5

Art History 2

This class is designed to cover major influences and trends in art history, with an in-depth emphasis on the western tradition. Via in-class activities and independent investigation, students develop skills in interpretation and aesthetics.

Prerequisite: Successful completion of Art History 1.

Course weight: 1.05

Credit: .5

The Art of Photography I

This exciting course explores contemporary digital photography at an introductory level. Students will focus on creative uses of digital cameras and related computer media, especially Adobe Photoshop. Students learn how to see and interpret the world through the camera and how to visually communicate their ideas. Through a series of interesting photo shoots, students will develop their individual portfolios and will be encouraged to submit work to the annual student art exhibit. This course will also touch upon the history and current trends of photography. All needed equipment will be issued in class. Class limited to 16 students.

Course weight: 1.05

Credit: .5

The Art of Photography II

This advanced digital photography course will further develop photography skills learned at the introductory level. Students will explore advanced photography equipment and themes. A majority of the course will be production based: students will develop their portfolios and express themselves through the camera. Students will reflectively explore and critique their work and the work of others. Students will be encouraged to submit work to the annual student art exhibit. All needed equipment will be issued in class.

Prerequisite: Must have completed The Art of Photography 1 with a 'B-' average or permission of instructor. Class limited to 16.

Course weight: 1.05

Credit: .5

The Art of Storytelling

Enjoy comic books, graphic novels or manga? Interested in telling an original story? If so, this hands-on studio course is for you. Each student will conceptualize, author, edit, and create a narrative-based work that uses both words and drawings to tell its story. In creating this project, students will learn the drawing processes of storyboarding, figure drawing, penciling, and inking.

Course weight: 1.05

Credit: .5

Beginning Painting

An exciting hands-on course that provides practical applications of color theory, as well as interesting methods of self-expression. Instruction will be given in a variety of painting media, with an emphasis on water-based mediums. This course provides an opportunity for students to develop a strong portfolio of work.

Course weight: 1.05

Credit: .5

Color and Design

This course provides an exciting introduction to art, covering both design principles and color theory. Students will create works of art in a variety of mediums including colored pencil, acrylic and collage. Some works will also be created in 3D media. Emphasis will be placed on creative problem solving. No prior experience in drawing or painting is needed for students to have a vibrant experience.

Course weight: 1.05

Credit: .5

Computer Animation

Using cutting edge wireless laptops and digital tablet technology, students develop skills in computer animation. The primary application used is Flash. Students will create their own

animations and post their work on the web. Current trends in animation are also explored. Class limited to 15 students.

Prerequisite: Computer Painting or permission of instructor

Course weight: 1.05

Credit: .5

Computer Painting

Using industry standard technology, students develop skills in digital imaging using Photoshop. Activities include: creating digital portfolios that display real world skills, and surveying current trends in graphic design. Class limited to 15 students.

Course weight: 1.05

Credit: .5

ECE Drawing 1

Drawing 1 is an excellent course for the beginning artist, as well as those with no drawing experience. With patience and effort everyone can learn to draw! Students will explore key elements of basic drawing including line, value, shape and perspective. Emphasis will be placed on *creating* art works and developing skills with various media and techniques. This key course develops a foundation for subsequent art making. Only students in grades 11 and 12 are eligible to earn UConn credit for this course.

Course weight: 1.15

Credit: .5

Drawing 2

In this course students will further develop drawing skills as they build upon methods previously learned in Drawing 1. Students will be introduced to new drawing media and tackle more complex subject matter and techniques. Students will explore color drawing, collage drawing, as well as the human figure, foreshortening and gesture. The course will also touch upon art history and art criticism.

Prerequisite: A 'C' average or better in Drawing 1 or permission of instructor.

Course weight: 1.05

Credit: .5

Digital Design

Join us in the exploration of the elements and principles of art and design as you create two-dimensional graphic design/commercial art through the development of typography, logos, trademarks and advertising art with emphasis placed on art and design. The artistic process is implemented while you create "client-ready" commercial art. The computer is the main tool for creative expression and communication through the use of industry standard software including

Adobe Photoshop, Illustrator, InDesign, as well as Adobe Acrobat. Digital photography will support assignments as appropriate to create finished products. Current industry practices are an essential component of this course. Portfolio preparation is also addressed.

Course weight: 1.05

Credit: .5

Introduction to Web Design

Come explore and enjoy the world of web design in this introductory course! You will learn effective website creation using the elements of art and design as they pertain to the World Wide Web. You will learn several ways to create and maintain web pages including Adobe Dreamweaver and HTML5, the newest release of web markup language. This course will result in the creation of a personal web page.

Course weight: 1.05

Credit: .5

Sculpture

Combining hands and imagination, students create a variety of three-dimensional works. Students will explore several 3D techniques; molding, carving, assemblage, as well as casting. This course will also touch upon the history of sculpture. Students will be directly exposed to sculptures through a field trip to a major sculpture exhibit. Sculpture is the art department's première hands-on course.

Course weight: 1.05

Credit: .5

Personalized Learning, Portfolio Preparation

This course is directed by the self-disciplined student with a high average in art who is planning to go to an art school. The student and teacher will determine together what is to be covered. The student and advisor will draw up a contract which the student will sign. As part of the Personalized Learning program, the student is expected to create and hang an exhibit of his or her work.

Prerequisite: 2+ semesters of art and permission of instructor.

Course weight: 0 (Pass/Fail)

Credit: .5

Personalized Learning, Photography

This course is directed by the student with a high photography average who is planning a career in photography. The student and teacher will determine together what is to be covered. The student and advisor will draw up a contract which the student will sign. As part of the Personalized Learning program the student is expected to hang an exhibit and written rationale or complete a similar major portfolio presentation.

Prerequisite: Art of Photography II.

Course weight: 0 (Pass/Fail)

Credit: 1 or .5

BRIDGES PROGRAM

The Bridges program is an alternative education program offering students the opportunity to successfully achieve credit through an individualized educational experience. The mission of the Bridges Program is to provide an alternative route for these designated students to a high school diploma. These students will be given a curriculum that is personally created and corresponds to future career goals. This program also involves therapeutic support using the individual model. Bridges helps students develop skills to manage academic and social demands of the public school while reestablishing a connection to their school and community. Enrollment in the Bridges program is only open to students who have been recommended by a counselor or through the school's SRBI/MTSS process.

BUSINESS & FINANCIAL EDUCATION

Introduction to Accounting

The course objective is to provide a basic understanding of accounting principles, including preparation of financial statements. Students will become familiar with debits, credits, journals and ledgers. Students will learn the double-entry accounting cycle for a sole proprietorship. Also, students will focus on balance sheets and income statements. Accounting careers, advanced vocabulary and financial current events will also be discussed throughout the semester. Even when taught by a certified mathematics teacher, this course **does not** meet the graduation requirements for mathematics or STEM.

Course weight: 1.05

Credit: .5

Marketing in a Global Economy

This course focuses on the basic concepts of marketing and business. Marketing is a coordinated system of business activities, which relies on the performance of people. Topics include the functions of marketing, the components of a marketing plan, and how marketing works within global economies. The functions of marketing consist of many activities to help get a product or service to the consumer and include distribution, financing, pricing, promotion, and selling. Students will participate in activities where they will develop skills in communication, collaboration, and creativity. Even when taught by a certified mathematics teacher, this course **does not** meet the graduation requirements for mathematics or STEM.

Course weight: 1.05

Credit: .5

ADVISORY EXPERIENCES

Advisory

Advisory prepares students for college and career success as documented in a Student Success Plan (SSP) that contributes to a student's Capstone project in junior and senior year. Students work with their Advisor in a small-group setting to personalize their high school experience. Teachers will regularly touch base with students in their Advisory groups to monitor academic achievement and to energize students with regard to active participation in their education. Advisory teachers serve as mentors to model and encourage success. Because the groups are small and more intimate, mentors will be able to celebrate and support student success as well as, when necessary, provide information about and referral to available resources.

Course weight: 0 (Pass/Fail)

Credit: 1 (.25 credits per year)

ENGLISH

The high school's four-year English program follows a standards-referenced curriculum developed in alignment with the Common Core State Standards and those Advanced Placements guidelines defined by the College Board. Placement is determined with past achievement, identified needs, and student interest in mind. Elective course offerings are open to all students, though seniors are given priority for enrollment. Non-seniors, and those students who wish to enroll in electives that are being offered outside of their established placement level, may only do so with teacher approval during the course selection process.

Grade 9

English 9 is a prerequisite for all other courses offered by the department. Students who do not pass English 9 must repeat the course in the following year. They will not be allowed to take English 10 concurrently.

English 9H

English 9H is available to students whose demonstrated intellectual potential indicates they are ready for mature and independent work, both in English and Social Studies. This level of study hones students' skills in the comprehension, analysis, and evaluation of concepts encountered in their reading. It also provides them with the opportunity to identify the characteristics of quality writing and to adopt the practices on which skilled writers rely. English 9H emphasizes a global approach to literature, pairing works from Africa, China, South America and the Middle East with the study of those regions' histories. These texts will serve as the basis for class discussions, collaborative projects and independent work. Students in this class will need to show strong levels of self-direction and intellectual curiosity. Students enrolled in English 9H must also be enrolled in Global History I H.

Course weight: 1.10

Credit: 1

English 9

English 9 serves as an introduction to the skills and concepts outlined in the Common Core State Standards, which are necessary for the study of English Language Arts at the high school level and beyond. This course assists students in the development of their reading, writing, speaking and listening, and language application skills. They will read a variety of texts from different times and places, including short fiction, novels, personal essays, articles, and poems. Represented authors possess diverse beliefs, perspectives, backgrounds, and purposes for writing. As part of their analysis, students will identify and apply literary devices, poetic techniques, and context-specific vocabulary in an effort to develop their personal and critical responses to the works studied. Students will also hone their ability to work independently both inside and outside of class.

Course weight: 1.05

Credit: 1

EXPLORING LIFE SKILLS

Exploring Life Skills

This required course is designed to introduce all freshmen to life skills and career opportunities in the areas of technology, art, and agriculture. Students will explore areas such as manufacturing, materials processing, art, graphics production, horticulture, natural resources, animal care, and mechanics. At any time during the year students can join the FFA and begin a Supervised Agricultural Experience program (SAE).

Course weight: 1.05

Credit: .75

HEALTH AND PHYSICAL EDUCATION

HEALTH EDUCATION

All seniors, juniors, sophomores and freshmen are required to take and pass one marking period of health each year.

Health 9

Units of study in Health 9 include marijuana, tobacco, alcohol and HIV/AIDS.

Course weight: 1.05

Credit:.25

PHYSICAL EDUCATION

Students must take and pass a total of 1.5 credits in physical education in order to graduate. PE 9 and PE 10 are one semester each, and PE 11 and PE 12 are one quarter each for a total of 1.5 credits. Grades in PE classes are not calculated as part of GPA and therefore are not assigned a course weight.

Mountain Climbers

This is a one-semester course that provides adaptive physical education to identified students. This course allows specific goals, needs, and modifications to be used in a smaller setting for those students with similar skills. Students in Mountain Climbers remain in mainstream PE classes, but also get small group instruction in skills that would benefit them. Enrollment in Mountain Climbers is open only to students who have been recommended by IEP or by their teachers.

PE units:

- Throwing, catching, dribbling skills
- Striking skills
- Balance skills
- Gross motor skills - running, skipping, jumping, etc.
- Cooperative games & team building activities
- Snowshoeing
- Kick ball
- Badminton
- Yoga
- Cardio kickboxing
- Parachute games
- Fitness Center

MATHEMATICS

Given the sequential nature of the courses in the College Prep (CP) and Honors (H) levels, a student obtaining a grade of C- in a prerequisite course will need teacher approval to continue in that level. Should the teacher not believe that the level is appropriate, the student's parent or guardian will be asked to complete a level override form, available from the School Counseling Department.

Applied Algebra

Applied Algebra is a bridge course between Algebra 1 and Algebra 2. Students learn algebraic concepts through real-world applications at the same time they are reviewing their learning from Algebra 1. Students examine real-world situations and how they relate to mathematical topics such as measurement, ratios, proportions, and other topics from algebra. Students are expected to use informal algebra and the concepts of algebra to guide their solution to meaningful problems. Sequentially this course is intended for those students who have successfully completed Algebra 1 but who need some additional review of algebraic concepts before taking Algebra 2. Applied Algebra is NOT open to students who have passed Algebra 2. This course is not open to freshmen. This course can be taken concurrently with Geometry CP.

As a result of their experiences in Applied Algebra, students are expected to become more confident problem solvers and use a variety of problem solving strategies. They will become better able to choose appropriate mathematical procedures to use in a variety of real-world settings. Students should be prepared to write regularly to describe the procedures that they employ and to explain and defend their reasoning. Students will use scientific and graphing calculators and various computer software packages as tools for the solution of problems and to explore mathematical concepts.

Prerequisite: Successful completion of Algebra 1.

Course weight: 1.05

Credit: 1

Algebra 1

Students in Region One use the Illustrative Math Algebra 1 course. In Algebra 1, students build on the descriptive statistics, expressions and equations, and functions first encountered in the middle grades while using more formal reasoning and precise language as they think deeper about mathematics. Students add to the statistical work from the middle grades by working with standard deviation, describing statistical distributions more precisely, and measuring goodness-of-fit with residuals and the correlation coefficient. Students further their work with linear equations and inequalities as they transition from representations tied to tangible objects to working with abstract expressions. Students develop their abilities to see structure in expressions to show that expressions involving several operations are equivalent (for example, grasping that “substitution” works at various levels of complexity), and they solve linear and quadratic equations by writing a series of equivalent statements, justifying each step. Students formalize their concept of function and encounter exponential and quadratic functions as well as other examples of non-linear functions. A function that arises from a real context requires students to attend to an appropriate

domain and to the meaning of various features of the function in the context. As they explore various functions, students should also leverage the power of making connections between graphical, tabular, symbolic, and contextual representations.

Course weight: 1.05

Credit: 1

Algebra Lab

Students who enter high school having skill deficits or who have had multiple interventions in previous courses will be enrolled in Algebra Lab to help to attain the skills necessary for success in Algebra 1. Students will be assigned to Algebra Lab and Algebra 1 until they have demonstrated the prerequisite skills necessary for success in Algebra 1.

Course weight: 1.05

Credit: 0.25 per quarter

Geometry CP/H

Students in Geometry CP and Geometry H use the Illustrative Math Geometry program. For the first several units, students practice generating conjectures and observations. This begins with work on compass and straightedge constructions. They gradually build up to formal proof, engaging in a cycle of conjecture, rough draft, peer feedback, and final draft narratives. To support their proof writing, students record definitions and theorems in a reference chart, which will be used and expanded throughout the course.

Students build on their middle school study of transformations of figures. Students use transformation-based definitions of congruence and similarity, allowing them to rigorously prove the triangle congruence and similarity theorems. They apply these theorems to prove results about quadrilaterals, isosceles triangles, and other figures. Students extend their understanding of similarity when they study right triangle trigonometry, which in future courses will be expanded into a study of periodic functions.

Next, students derive volume formulas and study the effect of dilation on both area and volume. They connect ideas from algebra and geometry through coordinate geometry, reviewing theorems and skills from prior units using the structure of the coordinate plane. They use transformations and the Pythagorean Theorem to build equations of circles, parabolas, parallel lines, and perpendicular lines from definitions, and they link transformations to the concept of functions.

Students analyze relationships between segments and angles in circles and develop the concept of radian measure for angles, which will be built upon in subsequent courses. They close the year by extending what they learned about probability in grade 7 to consider probabilities of combined events, including identifying when events are independent.

Within the classroom activities, students have opportunities to engage in aspects of mathematical modeling. Additionally, modeling prompts are provided for use throughout the course. Modeling prompts offer opportunities for students to engage in the full modeling cycle.

Geometry is STRONGLY RECOMMENDED for any student who anticipates going to college. A student who wishes to enroll in two math courses can elect Geometry and Algebra 2.

Prerequisite: Successful completion of Algebra 1 or Applied Algebra (with Department approval).

Course weight: 1.05 (for CP) or 1.10 (for H)

Credit: 1

MUSIC

Band (Fall and Spring) H

This is a performing arts course open to interested students with previous band instrument experience. A minimum of two concerts will be performed each year. Opportunities for additional concerts will be provided, such as Berkshire League Music Festival, Northern Regional Festival and the All State Festival. Emphasis will be placed on musicianship, ensemble playing, tone, articulation and general technique. Additional rehearsal time is available during the school day. This is a full-year course. Concert attendance is mandatory. This class can fulfill the requirement for participation in the night groups – Jazz Band, Night Choir, Sweethearts and Heartbreakers.

Course weight: 1.05

Credit: 1 or .5

Chorus (Fall and Spring) H

This is a vocal group experience in choral literature which includes repertoire from all styles of music. A minimum of two concerts will be performed each year. Opportunities for additional concerts will be provided, such as Berkshire League Music Festival, Northern Regional Festival and the All State Festival. Emphasis will be placed on musicianship, ensemble playing, tone, articulation and general technique. Additional rehearsal time is available during the school day. This is a full-year course. Concert attendance is mandatory. This class can fulfill the requirement for participation in the night groups – Jazz Band, Night Choir, Sweethearts and Heartbreakers.

Course weight: 1.05

Credit: 1 or .5

Music Theory 1 H

This course is designed to teach students the basics of writing music through music theory and composition. New music technology, equipment, and piano keyboards will be used along with Finale and Logic.

Course weight: 1.05

Credit: .5

Music Technology S

Music technology is a course designed to appeal to the songwriter and music producer in you. Have you ever wondered what it takes to produce a music track? In music technology you will learn how to compose and produce a song from start to finish. No experience necessary, and closet guitar heroes are highly encouraged. Students will be exposed to Audacity, Garageband, and Logic. Students will learn about basic principles of the physics of sound, the different types of recording, and how to properly set up a recording session. This course can be repeated with a different curriculum for additional credit.

Course weight: 1.05

Credit: .5

SCIENCE

All freshmen should enroll in the appropriate level of Science 9. All sophomores should take Biology. Upon successful completion of Biology, all science electives of appropriate level are available. These include:

Chemistry CP, H	Forensic Science CP	Earth Science CP
Physics CP, AP	AP/ECE Environmental Science	Engineer, Design, and Coding
AP Comp. Science Principles	AP Biology	Marine Biology CP

Students should discuss their appropriate course sequence and placement with their science teacher, school counselor, and parent/guardian. **Please note both science and math prerequisites carefully when selecting a science elective.**

Three years of science are required for graduation. Students should carefully consider post-graduate plans when selecting science electives .

Grade 9

Science 9 S

This course emphasizes the basic chemical concepts that underlie a great deal of our technology. Students will learn how those concepts are applied in our lives and to the function of the Earth. In keeping with the Next Generation Science Standards, emphasis is placed on the use of science and scientific argumentation to solve problems and to understand the world around us.

Course weight: 1.05

Credit: 1

Science 9H S

This course explores the same standards as Science 9 CP; however, topics are dealt with in more depth and at a more demanding pace.

Prerequisite for Science 9H: Recommendation by eighth grade teacher and school counselor or recommendation of ninth grade teacher.

Course weight: 1.10

Credit: 1

SOCIAL STUDIES

Grade 9

Global History I H

To prepare students to be global citizens, this course focuses on the common strands of history from the earliest human civilizations to the Age of Discovery. Students will be introduced to the skills of the historian as well as different ideas about the meaning of history. The major emphasis of the course will be on how civilizations around the globe developed in different ways, while also examining aspects common to all civilizations. As connections and common assignments with the English 9H course will be at the heart of this course, students taking Global History I H must also enroll in English 9H. A summer reading assignment will be given. This course meets the graduation requirement for Social Studies 9.

Course weight: 1.10

Credit: 1

Global History I

To prepare students to be global citizens, this course focuses on the common strands of history from the first human civilizations to the Age of Discovery. Students will be introduced to the skills of the historian as well as different ideas about the meaning and definition of history. The major emphasis of the course will be on how civilizations around the globe developed in different ways, while also examining aspects common to all civilizations. This course meets the graduation requirement for Social Studies 9.

Course weight: 1.05

Credit: 1

STUDENT SUPPORT SERVICES

The Special Education Department at Housatonic Valley Regional High School offers a number of different programs and services that are designed to meet the needs of students with Individualized Education Plans. All programming is determined by the Planning and Placement Team (PPT).

General Education

A Special Education teacher, collaborating with a General Education teacher, will provide specialized instruction both in class and pull out, as needed depending on the student, to individual or small groups of students to support teaching and learning in the content area.

Supported General Education

A paraprofessional is assigned to one or a group of students in a general education class to maximize learning in the general education setting.

Academic Lab

The Planning and Placement Team may recommend a student for Academic Lab as part of the student's specially designed Individual Education Plan. Students with 504 plans may also be considered for this course. Additionally, an intervention team may recommend this class as a tier 3 intervention. The course is offered in different categories (based on grade level and/or academic needs) determined by teacher recommendation.

The goal of the course is to teach skills and content that will help students become independent learners in their general education courses. General curriculum content, foundational skills, and background information are developed to work toward this goal. Through pre-teaching and clarification of general curriculum, as well as direct instruction of necessary math, literacy, and executive skills, this course assists students in developing skills for success in academics while increasing their ability to manage their own learning. Students receive individualized and/or small group instruction and guided practice in topics critical to becoming independent learners.

Transition and Work Study Experiences

Students who require more individualized or intensive life or social skills training, as determined during the PPT, will participate in classroom or site based activities to support post high school education, career and independent living goals.

Alternative Learning Program for Student Success (ALPSS)

The Alternative Learning Program for School Success (ALPSS) is a collaborative learning program with Wheeler Clinic, which provides an integrated educational and clinical program supporting student social, emotional, cognitive, environmental, familial, and/or behavioral needs. In addition to individualized goals, the vision of the program is to improve academic performance, develop

skills for students to manage academic and social demands of the public school, all while keeping students connected to their school community. Course enrollment and membership in the ALPSS cohort is only open to students who have been recommended by a multidisciplinary team.

Mountaineer Academy

Mountaineer Academy is a program where students cultivate the academic, social and vocational skills necessary for life as an independent adult. The program embeds a variety of community, cultural, team building and service trips during the school year that give students an opportunity to extend learning beyond the campus of Housatonic Valley Regional High School. Courses in the Mountaineer Academy are open only to students who have been recommended by their teachers.

Literacy Lab

A Planning and Placement team may recommend this course for students who require specially designed instruction in the area of Language Arts (Reading and Writing). Students will receive direct instruction and immediate feedback while working with the classroom teacher on Reading and Writing Activities. Additionally, students will work with a sophisticated web-based software program that measures present levels of performance, gives targeted drill and practice activities, and measures Reading and Writing progress during the instructional year.

Course weight: 1.00

Credit: .5

Intensive Literacy Lab

At the recommendation of the Planning and Placement Team, students will be enrolled in Intensive Literacy Lab to service Goals and Objectives addressing significant needs in the areas of Reading and Writing. This class will focus on:

- Decoding strategies, word recognition, fluency and comprehension
- Word construction, content vocabulary, deriving meaning from word components
- Literature experience and text evidence to support comprehension
- Contemporary issues, understanding our role in the global community

The Planning and Placement Team will recommend this course based on a variety of data sources including, standardized assessments, universal screeners, and curriculum based assessments.

Course weight: 1.00

Credit: .5

Foundations of Pre-Algebra

Students in math skills will work toward mastery of the math skills necessary for success in a pre-algebra course. Students will experience direct instruction, small group and individual work in the classroom, and have access to lessons and practice online. Students will also work directly with the classroom teacher to identify and progress toward mastery of their math IEP goals. Students' ability to apply math skills and their ability to explain the concepts and/or reasoning used to arrive at conclusions will be assessed.

Math Skills

A Planning and Placement team may recommend this course for students who require specially-designed instruction in the area of basic numeracy, money, time and practical real-life math problems. Students will receive individualized direct instruction according to their needs and prior skill development. The course format includes small and whole group instruction utilizing hands-on and teacher-made materials.

Course weight: 1.00

Credit: .5

Related Services

Counseling, Speech/Language, Occupational and Physical Therapy are available as recommended by the PPT.

TECHNOLOGY EDUCATION

Introductory Metal Technology S

This course allows students an opportunity to develop skills and to gain experience working with various metals and related tools and equipment. Major areas of study include sheet metal work, mechanical and physical joining, forging, heat treatment, brazing and soldering, MIG and Arc welding as well as other supportive technologies employed to complete the fabrication of planned project work. The shop is equipped with a plasma cutter that cleanly cuts steel with a small torch flame. Students may also access the hot metals area where sand castings may be made. Safety both in the shop area and lifetime awareness is constantly stressed. Students may enter this course at mid-year. Class limited to 16 students.

Course weight: 1.05

Credit: .5

Introductory Woodworking Technology S

This course is organized to give the student instruction and practical experience with tools and machines common to the woodworking industry. Additional areas of instruction include wood identification, planning and drawing, tool and machine safety, and finishing materials and techniques. Class limited to 16 students.

Course weight: 1.05

Credit: .5

Introductory Black and White Photography S

This course will introduce the student to the myriad of concepts that comprise the core of photography. From compositional theory to the actual mechanics of the camera, students will gain a deep understanding and appreciation for the art of photography. The wet chemistry process reinforces science concepts such as the interaction of bases and acids, light theory, focal length and the effect of temperature upon reactions. Exposure control, film processing, composition, enlargement and finishing techniques will round out the skills students will gain. Any student wishing to express themselves with a graphic, hands-on process should take this course. Class limited to 16 students.

Course weight: 1.05

Credit: .5

Computer Aided Drafting (CAD) and Electronic Publishing S

This semester course is designed to engage students in awareness about the changing industry of publishing and to teach the basic application of CAD techniques. During the first half of the course, students will use a variety of computer software programs and production equipment to design and produce a class publication as well as printed materials to support other school projects. These may include posters, tickets, programs, brochures, flyers, banners, and business cards. During the CAD focused units of study, students are introduced to the appropriate tools, techniques, and

terminology necessary for processing information utilized in mechanical drawing, architectural drawing, and computer image generation and publishing. Emphasis is placed on the development of basic skills in layout and design, measurement, problem solving, computer operation, and software application. Class limited to 16 students.

Course weight: 1.05

Credit: .5

Production Graphics

This course will use a hands-on approach to teach students how to design and execute graphic arts projects as the class completes real world jobs that support other schools and programs as well as private business needs. Production jobs such as student publications, posters, tickets, brochures and other printed materials will teach students how to work cooperatively, problem solve and meet crucial deadlines. The Versa Camm wide format digital printer allows for the production of fatheads, stickers and t-shirt heat transfers. The screen process of printing will allow students to execute artwork and designs on a varied number of substrates including t-shirts, vinyl stickers and magnets. Class limited to 16 students.

Course weight: 1.05

Credit: .5

WORLD LANGUAGES

French 1

In the first year, students master elementary listening, speaking, reading, and writing skills necessary for simple communication in practical, day-to-day situations. The course stresses active student use of the language through frequent speaking and writing exercises as well as reading and grammar drills.

Course weight: 1.05

Credit: 1

French 2

The course is a continuation of French 1. Emphasis is placed on students' vocabulary and increasing their ability to understand, speak, read, and write the language in both present and past tenses. Emphasis is placed on the students' acquiring more refined grammatical and syntactical structures and particular emphasis is placed on increasing the students' awareness and knowledge of the francophone world.

Prerequisite: French 1

Course weight: 1.05

Credit: 1

Spanish 1

This course is an introduction to the basic grammar and vocabulary of the language. Emphasis is placed on the listening, speaking, reading and writing skills necessary for communicating practical, everyday needs. Active participation by the student in a variety of activities is designed to stimulate conversation and aural comprehension. Students will be introduced to the many cultures found in the Hispanic world.

Course weight: 1.05

Credit: 1

Spanish 2

A continuation of Spanish 1, this course further develops oral and written proficiency in the language through a concentrated program of grammar presentation and an expansion of the student's vocabulary and writing skills. Active practice of the four skills is stressed. Cultural backgrounds, customs and the geography of the Spanish-speaking world are explored through reading selections and discussions.

Prerequisite: Spanish 1

Course weight: 1.05

Credit: 1