AVON HIGH SCHOOL ADMINISTRATION

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Avon High School is a student centered community that empowers each member to engage in authentic and substantive learning, develop effective leadership, and demonstrate humane character.

1. LEARN
   Make interdisciplinary connections and integrate previous learning experiences

2. THINK
   Use a variety of critical thinking and problem solving strategies

3. STRIVE
   Assess the value of information, produce quality work, and strive for mastery

4. EXPRESS YOURSELF
   Express ideas clearly and creatively

5. FACE CHALLENGES
   Respond to success and failure with reflection, resilience, and integrity

6. CONTRIBUTE
   Listen to the ideas of others and contribute in a meaningful way

7. CHOOSE WELL
   Make informed choices that promote mental, physical, and emotional well-being

8. BELONG
   Enjoy a sense of inclusion and belonging

9. DO GOOD
   Act in an ethical manner and recognize the potential to effect change
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GRADUATION REQUIREMENTS

All students are required to earn 22.5 credits in order to qualify for an Avon High School diploma. A student earns credit for a course with a passing grade and no more than five absences per semester.

The total number of credits MUST INCLUDE:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>CREDITS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
<td>Must include 1.0 credit in US History, 2.0 credits in World History and 0.5 credit in Civics and American Government</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.0</td>
<td>Must include 1.0 credit in Life Science (Biology) and 1.0 credit in Physical Science (Chemistry or Physics) and 1.0 credit in Environmental Science</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.5</td>
<td>Must include 1.0 credit in US History, 2.0 credits in World History and 0.5 credit in Civics and American Government</td>
</tr>
<tr>
<td>Science</td>
<td>3.0</td>
<td>Must include 1.0 credit in Life Science (Biology) and 1.0 credit in Physical Science (Chemistry or Physics) and 1.0 credit in Environmental Science</td>
</tr>
<tr>
<td>World Language</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Wellness</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Capstone</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Personal Finance</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>STEM</td>
<td>1.0</td>
<td>Electives, see below</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1.0</td>
<td>Electives, see below</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>4.0</td>
<td></td>
</tr>
</tbody>
</table>

FINE ARTS 🎨

<table>
<thead>
<tr>
<th>Visual</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Ceramics</td>
<td>Acting Techniques</td>
</tr>
<tr>
<td>AP Studio Art I &amp; II</td>
<td>AP Music Theory</td>
</tr>
<tr>
<td>Architectural Design*</td>
<td>Camerata Singers</td>
</tr>
<tr>
<td>Book &amp; Paper Arts</td>
<td>Chamber Choir</td>
</tr>
<tr>
<td>Digital Art*</td>
<td>Chamber Orchestra</td>
</tr>
<tr>
<td>Drawing</td>
<td>Concert Band</td>
</tr>
<tr>
<td>Fibers and Textiles</td>
<td>Concert Orchestra</td>
</tr>
<tr>
<td>Foundations of Design</td>
<td>Drama Workshop</td>
</tr>
<tr>
<td>Intro to Ceramics</td>
<td>Guitar I &amp; II</td>
</tr>
<tr>
<td>Intro to Digital Photo*</td>
<td>Improv for the Real World</td>
</tr>
<tr>
<td>Painting</td>
<td>Intro to Theatre</td>
</tr>
<tr>
<td>Sculpture</td>
<td>Jazz Band</td>
</tr>
<tr>
<td>Studio Art</td>
<td>Men’s Choir</td>
</tr>
<tr>
<td></td>
<td>Piano I &amp; II</td>
</tr>
<tr>
<td></td>
<td>String Ensemble</td>
</tr>
<tr>
<td></td>
<td>Symphonic Band</td>
</tr>
<tr>
<td></td>
<td>Television Production *</td>
</tr>
<tr>
<td></td>
<td>Video Production I &amp; II*</td>
</tr>
<tr>
<td></td>
<td>Wind Ensemble</td>
</tr>
<tr>
<td></td>
<td>Women’s Choir</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology</td>
</tr>
<tr>
<td>AP Computer Science</td>
</tr>
<tr>
<td>AP Statistics</td>
</tr>
<tr>
<td>Architectural Design*</td>
</tr>
<tr>
<td>Astronomy</td>
</tr>
<tr>
<td>Computer Modeling for Gaming I, II &amp; III</td>
</tr>
<tr>
<td>Digital Art*</td>
</tr>
<tr>
<td>Engineering Drafting and Design I &amp; II</td>
</tr>
<tr>
<td>Engineering Problem Solving &amp; Presentation</td>
</tr>
<tr>
<td>Forensics</td>
</tr>
<tr>
<td>Graphic Design*</td>
</tr>
<tr>
<td>Intro to Digital Photo*</td>
</tr>
<tr>
<td>Marine Science</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Music Technology*</td>
</tr>
<tr>
<td>Principles of Engineering</td>
</tr>
<tr>
<td>Research &amp; Innovation I &amp; II</td>
</tr>
<tr>
<td>Scientific Principles of Engineering</td>
</tr>
<tr>
<td>Statistics</td>
</tr>
<tr>
<td>Television Production*</td>
</tr>
<tr>
<td>Video Production I &amp; II*</td>
</tr>
<tr>
<td>Math or Science beyond three years</td>
</tr>
</tbody>
</table>

*Courses can be used to fill either Fine Arts or STEM requirement.

Individual courses may not be used to fulfill more than one graduation requirement.
For School Year 2017 – 2018 and Beyond

Per a change in BOE Policy, use of this GPA Scale began July 2017
Avon High School uses a weighted grade point average system. GPA is determined at the end of each semester. All courses taken at Avon High School, as well as Advanced Placement Virtual High School classes and GHAMAS/GHAA, are included in the calculation of the weighted GPA. A weighted grade calculation determines a student’s grade point average. Each grade has an associated quality point value depending upon the phase level of the course as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Advanced Placement/Early College Experience</th>
<th>Honors</th>
<th>College Preparatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>5.33</td>
<td>5.00</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
<td>5.00</td>
<td>4.67</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>4.67</td>
<td>4.34</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>4.33</td>
<td>4.00</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>4.00</td>
<td>3.67</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>3.67</td>
<td>3.34</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>3.33</td>
<td>3.00</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>3.00</td>
<td>2.67</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>2.67</td>
<td>2.34</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>2.34</td>
<td>2.00</td>
<td>1.34</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td>2.00</td>
<td>1.67</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>1.67</td>
<td>1.34</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

P/AU/W = Not included

Other: P/F, WP/WF, I, AU

For School Years 2015 – 2016 to 2016 - 2017

Avon High School uses a weighted grade point average system. GPA is determined at the end of each semester. All courses taken at Avon High School, as well as Advanced Placement Virtual High School classes and GHAMAS/GHAA, are included in the calculation of the weighted GPA. A weighted grade calculation determines a student’s grade point average. Each grade has an associated quality point value depending upon the phase level of the course as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>AP/ECE</th>
<th>Honors</th>
<th>College Preparatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>5.33</td>
<td>5.00</td>
<td>4.67</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
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<tr>
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<td>4.00</td>
<td>3.67</td>
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<td>1.34</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

P/F = Pass Fail; WP = Withdraw Pass; WF = Withdraw Fail; I = Incomplete; AU = Audit

Incompletes

A grade of incomplete must be resolved within 10 school days of the closing date of the marking period unless an extension has been approved by the teacher. Work not completed in the designated time frame will be calculated as a zero and the resulting grade may affect co-curricular eligibility.

Honor Roll

At the conclusion of each quarter, the administration will publish a list of students who have attained scholastic honors. Computation is made on the basis of a simple grade point average (A=4 points; B=3 points; C=2 points; D=1 point) with honors equivalent as follows:

Incompletes disqualify students from Honor Roll this quarter.

- Honors 3.00 – 3.59
- High Honors 3.60 – 3.79
- Highest Honors 3.80 – 4.00
Students who are interested in participating in collegiate sports, the following is information about the academic requirements to ensure that you are academically eligible for Division I and Division II. Please note the Division II requirements will be changing for students who will be entering college Fall 2019. For additional details, and to access eligibility worksheets, please visit the NCAA Eligibility Center at “https://web3.ncaa.org/ecwr3/”.

**ACADEMIC STANDARDS**

**DIVISION I**
To play sports at a Division I school, you must graduate from high school and meet ALL the following requirements:

1. Complete 16 NCAA core courses:
   - 4 years of English
   - 3 years of math (Algebra I or higher)
   - 2 years of natural/physical science (including one year of lab science if your high school offers it)
   - 2 years of social science
   - 1 additional year of English, math or natural/physical science
   - 4 additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
2. Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.
3. Earn at least a 2.3 GPA in your core courses.
4. Earn an ACT sum score or SAT combined score that matches your core-course GPA on the Division I sliding scale.

**DIVISION II**
To play sports at a Division II school, you must graduate from high school and meet ALL the following requirements:

**Before August 1, 2018**
1. Complete 16 NCAA core courses.
2. Earn at least a 2.0 GPA in your core courses.
3. Earn an ACT sum score of 68 or an SAT combined score of 820.

**After August 1, 2018**
1. Complete 16 NCAA core courses.
2. Earn at least a 2.2 GPA in your core courses.
3. Earn an ACT sum score or SAT combined score that matches your core-course GPA on the Division II sliding scale.

**Core Courses for Division II**
To play sports at a Division II school, you must complete these NCAA core courses:

- 3 years of English
- 2 years of math (Algebra I or higher)
- 2 years of natural/physical science (including one year of lab science if your high school offers it)
- 2 years of social science
- 3 additional years of English, math or natural/physical science
- 4 additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy

**DIVISION III**
Division III schools provide an integrated environment focusing on academic success while offering a competitive athletics environment. While Division III schools do not offer athletic scholarships, 75 percent of Division III student-athletes receive some form of merit- or need-based financial aid.

If you are planning to attend a Division III school, you do not need to register with the NCAA Eligibility Center. Division III schools set their own admissions standards.
COURSE SELECTION AND REGISTRATION

The student’s class schedule results from thoughtful collaboration among the student, teachers, counselor, and parents. In February, students meet with each teacher to discuss the teacher’s recommendation. Students will complete their course requests using PowerSchool. When entering requests, the student will enter the teacher’s recommendation for the course. By default, electives are requested at the College Preparatory level. Once the course begins, you can discuss with your teacher the opportunity to contract for Honors Level.

Course sections are scheduled based on requests. Student schedules will be determined during the summer for the subsequent school year. Requests to change teachers or sections within a course are not permitted.

Students who wish to override the recommendation will need to complete the process outlined in the recommendation override form. If an override is granted to a level different from what was originally recommended, be aware that you may not be able to change levels.

When schedule changes do occur, they must be accompanied by the appropriate form obtained in the School Counseling Department. Students follow the original schedule until all steps in the process have been completed and the school counselor has generated a new schedule. Please review the sections that follow for more specific information.

COURSE CHANGES

Level Changes
Requests for change in level should be avoided during the first few weeks of school. A quick decision to drop a level may not be in the student’s long-term best interest. Establishing consistent communication with teachers from the outset will help a student adapt to various teaching styles and teacher guidelines. Most often, a student will be successful in their level if it has been chosen thoughtfully and if the student takes advantage of opportunities for extra help when needed. Students who ultimately decide to change a level are advised that their schedule may be impacted in various ways and a change may not always be possible. Retention of appropriate class sizes in the core classes will be a primary consideration, with elective choices taking a secondary role. Specific teacher requests are not permitted. When a course level is changed, the grade from the previous course will transfer to the new course. Level changes may only be requested until October 1, for full year and first semester courses, and March 1 for second semester courses.

Adding or Dropping a Course
• Students have eight school days (4 class meetings) after the beginning of the semester within which to add a new course. Beyond that, teacher permission is required.
• Students may drop a course without academic penalty (i.e. grade of W/F for the course for the semester) by October 1, for full year and first semester courses, and by March 2 for second semester courses. Beyond this date, a grade of W/F or W/P is recorded on the transcript.
• Academic load requirements must be maintained.

Requesting for Pass/Fail Option
SENIORS ONLY MAY DESIGNATE ONE ELECTIVE COURSE PER SEMESTER TO BE TAKEN ON A PASS/FAIL BASIS. All requests for the Pass/Fail Option must be approved by October 1, for full year and first semester courses, and by March 2 for second semester courses. Pass/Fail Option is NOT available for courses required for graduation or courses at the Advanced Placement or Honors Level. Two weeks prior to grades being stored students can discuss with their teacher and counselor the option of publishing their grade.

Contracting for Honors Credit
Students enrolling in elective courses may choose to earn either College Prep or Honors credit. The decision to choose the Honors option requires a written contract with the teacher and must be made by October 1 for full year and first semester courses, and by March 2 for second semester courses. Criteria for honors credit is individualized for the course and students can access that information directly through the teacher during the honors contract enrollment period.

Additional Note
Courses are designated as year-long courses and semester courses. Courses designated as year-long courses are meant to present a body of knowledge beginning in August and ending in June. Students are urged not to withdraw from any year-long course at the end of the first semester. Students/parents requesting a change in a year-long course at the end of the semester will require approval by meeting with the teacher and the counselor, with final approval from administration. Course credit will be given for the first semester if the student earns a passing grade and meets the attendance requirements.
ACADEMIC LOAD REQUIREMENT

Students in grades 9 – 11 must take a minimum of six subjects totaling six credits per year at Avon High School unless they are enrolled in the Greater Hartford Academy of the Arts or the Greater Hartford Academy of Math and Science.

Seniors who have a sufficient number of credits entering their senior year will be permitted to take 5.5 credits with at least five courses each semester. Students must maintain required credit minimums in order to qualify for honor roll. Administrative approval is required for a reduced schedule.

DESCRIPTION OF COURSE LEVELS

All core academic and elective courses are college preparatory.

Courses at the College Preparatory Level are designed for students who are proficient in communication and critical thinking skills. These courses presume skill in written expression and critical thinking. Support is provided both in and out of the classroom for students requiring additional support with content and/or skill development.

Honors (H):

To be successful at this level, students must have strong foundational skills and be capable of a high degree of abstract reasoning and critical thinking. They must be independent learners who are motivated to engage with complex text, concepts, and/or problems. Content is enriched and extends beyond core curricular requirements. Students will be expected to produce sophisticated work to demonstrate mastery.

Advanced Placement (AP):

Students are exposed to college level content which has a breadth and depth beyond the honors level. The level of rigor is equivalent to the same course at a competitive University and follows a national curriculum. Due to the testing timeline setforth by the College Board, some AP courses may require students to complete summer course work and/or participate in afterschool or evening review sessions. Students typically take a fee-based national exam at the culmination of the course.*

University of Connecticut Early College Experience (ECE):

Students are exposed to college level content which has a breadth and depth beyond the honors level. The level of rigor is equivalent to the same course at the University of Connecticut (UConn). Students can register and pay a fee to receive UConn credit for successful completion of the course. *

*Some courses are offered as both AP and ECE.

PATHWAYS TO A COLLEGE EXPERIENCE

Avon High School offers two avenues for students to receive a college experience while still in high school: Advanced Placement (AP) and University of Connecticut Early College Experience (ECE). Instructors of these courses are trained in the relevant curriculum; however, there are different requirements to teach the course, as highlighted below.

AP

- All teachers are eligible to teach AP.
- May attend AP training (optional)
- Must submit a syllabus for College Board approval

ECE

- Teachers apply to become UCONN adjunct professors (resume, cover letter, letters of recommendation, all post-secondary transcripts)
- Must have requisite, subject-specific course work (undergraduate/graduate)
- Must meet grade requirements in certain courses
- For most disciplines, the teacher must have a Master’s degree in the content area, or at minimum graduate-level work
- Must attend UCONN professional development sessions to learn about most recent research and align standards and assessments with UCONN
- Subject to review and evaluations from UCONN Department Head
- Newly-certified instructors must attend a 2-day summer orientation session.
ADVANCED PLACEMENT (AP)

1) Course syllabus must be approved by the College Board
2) Students are strongly encouraged to register for and take the Advanced Placement Test in May
3) Test fees paid by student (approximately $100 in 2020)
4) Students may request that these test scores be reported to the college they are enrolling in
5) Individual colleges determine whether students are awarded college credit for the AP course based on their test results and/or use the results in course placement process
6) Students are not required to enroll in an AP course in order to register for and take AP tests

EARLY COLLEGE EXPERIENCE (ECE)

- Course syllabus for courses taught at AHS must be approved by UConn
- Instructors of ECE courses are required to be certified through UConn and serve as adjunct faculty members and to participate in UConn ECE professional development activities to maintain certification
- UConn library resources are available to enrolled students
- Fees paid by student:
  - 2 credit course - $90
  - 3 credit course - $125
  - 4 credit course - $160
  - $20 resource fee charged for each course
- Registration is held each spring prior to the year the course will be taken
- Upon successful completion of the course (a grade of C or better), students receive UConn credits and a transcript
- For additional information visit: www.ece.uconn.edu

Students are strongly encouraged to consult with the colleges or universities of their choice regarding the transferability of AP or ECE credits.

AP Credit Policy Search
https://apstudent.collegeboard.org/creditandplacement/search-credit-policies

UConn ECE Credit Transfer Database
https://web2.uconn.edu/ece/credit_transfer_database/index.php
Students may wish to enroll in Advanced Placement (AP) courses for the purpose of pursuing college level studies in a specific content area. Students taking AP courses are encouraged to register for the May Advanced Placement Test. All fees for the testing program are paid by the student. Students may request that these test scores be reported to the college in which the student has decided to enroll. Individual colleges determine whether the student is awarded college credit for the AP course as a result of the test. (Course enrollment is not a prerequisite to pay the fee to take an AP test.)

AP courses are planned in the following areas:
- AP Studio Art I
- AP Studio Art II
- AP English Language
- AP English Literature
- AP Psychology
- AP Music Theory
- AP Economics
- AP European History
- AP US History
- AP US Gov. and Politics
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- AP Computer Science A
- AP Computer Science Principles
- AP Biology
- AP Chemistry
- AP Physics 1
- AP Physics C
- AP French Language and Culture
- AP Latin
- AP Spanish Language and Culture

University of Connecticut classes provide students the opportunity to take college courses while still in high school. ECE instructors, who are certified as adjunct professors by UConn faculty, create a classroom environment fostering independent learning, creativity, and critical thinking—all pivotal for success in college. To support rigorous learning, University of Connecticut library resources are also available to students.

ECE students who want to earn UConn credit must register in the spring prior to taking the course. Students pay for the registration fees and must successfully complete the course with a grade of C or better in order to receive university credit. UConn ECE students have an official University transcript that can be sent to the college of their choice. Many colleges and universities across the country accept UConn credits. For additional information visit: www.ece.uconn.edu.

At AHS, ECE courses may be taught in conjunction with an AP course. AHS course names appear in parenthesis after the UConn course name. Please see our course descriptions for additional details. The following courses are available:
- Writing Through Literature (AP English Lit)
- Seminar in Academic Writing (AP English Lang)
- Writing Through Literature (Must take two of the following half-year AHS courses: Dystopias and Utopias, Memory of Conflict, or Unheard Voices)
- Elementary Discrete Mathematics
- Elementary Concepts of Statistics (AP Statistics)
- Environmental Science
- General Chemistry I (ECE Chemistry)
- General Physics with Calculus (AP Physics C)
- General Physics (AP Physics I)
- Calculus I & II (AP Calculus BC)
- Spanish Conversation and Cultural Topics (Spanish Conversation and Culture Topics)
- Intermediate Spanish Composition and Spanish Conversation and Cultural Topics (AP Spanish Language & Culture)
- Topics in Advanced Latin (Latin 4H and AP Latin)
- French Global Culture I (Francophone Languages and Culture)
- French Grammar and Composition

UCONN E.C.E. Link
## EXTERNAL CREDIT

**Transfer Credit**
Students who have attended another high school and transferred to Avon High School will have credits listed on the official transcript as “Transfer Credit” with a “P/F” for a grade. Transfer credit will be reviewed by a school counselor and/or director of school counseling, and applied to graduation requirements as appropriate. External transcripts may be included with the Avon High School transcript as part of the college application process upon request. Transfer credit is not calculated in the AHS GPA, but will be recorded on the official transcript as a pass/fail.

**Summer School**
Students who need to make up credit for a failed course, or those seeking enrichment, may choose to attend summer school in an accredited summer school program, such as those provided in West Hartford, Simsbury, and Plainville. Students wishing to take a class through an accredited summer school program must see their counselor prior to registering for the class and obtain the appropriate form. Grades earned in summer school are not calculated in the GPA, and no letter grade will appear, only “P/F”.

## SCHOOL COUNSELING

Professional school counselors serve a vital role in maximizing student success. Through leadership, advocacy and collaboration, school counselors promote equity educational experiences for all students. (American School Counselor Association.)

The Avon High School Comprehensive School Counseling program plays a primary role in supporting the academic, social/emotional and post high school planning stages of student success. In following a prescribed scope and sequence of activities, counselors ensure that each student at Avon High School participates in their own development, both as an individual and as a member of the larger high school community, in support of “The Nine” academic, civic and social learning expectations. Counselors meet with students on both an individual basis and in group settings throughout the student’s high school career.

Students are assigned to counselors alphabetically by student’s last name, and keep the same counselor for all four years. Students may schedule a meeting with their counselor by visiting the department or via a Gmail calendar, access to counselor’s calendar is provided. Parents or guardians with questions or concerns are encouraged to make an appointment by calling the school counseling secretary.

**Academic Planning**
School counselors assist students in developing a course of study appropriate to student’s level, interest, and possible career pathway; students are encouraged to make use of resources (PowerSchool, Naviance) in order to set goals and track progress.

**Post-High School Planning**
School counselors help students to gain knowledge about their own interests and skills by making use of assessments (skills, knowledge and inventories, personality type, etc.), technology-based programs (Naviance) and individual counseling to develop an ongoing post-secondary plan.

**Social/Emotional Support**
School counselors assist students with a range of issues related to decision-making skills, transitions, and learning how to manage peer relationships, among others.

**Counseling and Referral Services**
School counselors will provide assistance with referrals to in-school and outside agencies as appropriate, in consultation with other student support personnel and school administration.

School Counselors adhere to and protect student confidentiality in student discussions and in the maintenance of student records. Exceptions to confidentiality occur when a student is at risk of harming him/herself or others; in this case, parents, appropriate personnel and possibly necessary agencies who serve to protect children are informed.
**CAPSTONE**

**Capstone**
Guided by personal passion or intellectual curiosity, students will independently tackle a complex real world problem or engage in an intellectual pursuit. Students will ultimately demonstrate that they have acquired the requisite knowledge and skills through developing and implementing an action plan, and defending their process and product, results, or position to an authentic audience. This is a graduation requirement that is a pass/fail course. There will be a Capstone Skills course to offer support for students who struggle with the topic development, research, or project process.

As early as spring of Junior year and no later than October 1 of Senior year: Student will find a faculty mentor who has some background knowledge in an area related to potential topics. Optional: Student can find a secondary (expert) mentor in the broader community. Student will work with mentor(s) to fine-tune topic and develop a project proposal to submit to the Capstone Committee for approval.

Steps might include:
- Student will develop a contract with mentor to establish the appropriate steps and expectations for the research process.
- This is a research-based project and all students will be expected to provide lists of sources.
- There are three scheduled presentation dates to accommodate various research and project timelines.
- Student and mentor will collaborate to determine presentation readiness (including project reflection and product).
- Student will present to a grading panel of teachers, with at least one topic expert who will be present to ask probing questions.

More specifics and requirements are in the AHS Capstone Handbook.

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**ENGLISH**

The English Department’s philosophy is that sophisticated reading and communication skills are integral in developing the informed perspective necessary to be an active participant in the twenty-first century’s global society. In English courses, all students will have the opportunity for wide-ranging, diverse, and deep experiences in the study of literature, philosophy, rhetoric, and writing. Through foundational courses and elective offerings, students emerge as highly-skilled, well-rounded critical thinkers ready to contribute meaningfully both academically and professionally.

**Long Term Transfer Goals**
- Students will be able to comprehend and engage with a variety of texts in order to become independent critical thinkers.
- Students will be able to thoughtfully produce text for a broad range of audiences, purposes and tasks.

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**PRESCRIBED FOUR-YEAR SEQUENCE**

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<tr>
<th>Grade 9</th>
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<td>English 9</td>
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<td>English 10</td>
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<td>English 11 or AP English Language/ECE</td>
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<tr>
<td>English 12 or AP English Literature/ECE or ECE English 1011 (must take two of the three half-year options)</td>
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**ELECTIVES:**
- Writing and Rhetoric Workshop
- Creative Writing
- The Story Strand

**ELECTIVES:**
- Intro to Film Theory & History
- Writing and Rhetoric Workshop
- Creative Writing
- The Story Strand
ENGLISH COURSES

English 9
1 credit
(also offered at the honors level)
English 9 is designed to foster critical thinking skills as students interact with literature organized by thematic units and consisting of various literary genres. Students engage in higher-order thinking and inferential reading as they identify and interpret various literary devices and apply critical lenses; students also produce writing in the persuasive and narrative modes with attention to the six traits. Formal and informal speaking, vocabulary development, and the reinforcement of usage and skills of Standard English are also a part of this course which provides the requisite structure for further study of literature in tenth grade and beyond.

English 10
1 credit
(also offered at the honors level)
English 10 is designed to develop reading, speaking, listening, and writing skills; introduce various forms of literary criticism; enhance traditional methods of research; and expand knowledge of seminal works from classical and modern literature. Formal speaking and writing opportunities are provided, and inferential reading and critical thinking are stressed. Both the design of units and the variety of teaching strategies recognize individual learning styles.

English 11
1 credit
(also offered at the honors level)
This course is an American Literature course represented by each literary genre with links, as much as possible, to U.S. History and AP U.S. History. Attention will be paid to the relationship between literature and the historical, religious, and philosophical viewpoints of various periods. The emphasis of the course is a broad-based study of diverse American culture as seen primarily through its literature.

English 12
1 credit
(also offered at the honors level)
English 12 is a core course that is designed to complement and complete the literary education of Avon High School students. Students in all levels will study a variety of authors, such as Shakespeare and Wordsworth, as well as a diverse selection of continental and modern authors such as Camus, Mcinerney, Morrison, Silko, O’Brien, McCarthy, Hansberry, etc. This curriculum will address student interest and skill levels and the need for acquisition of knowledge of our literary background.

AP English Language/ECE
1 credit
Grade 11, Advanced Placement/ECE
The course focuses on composition and literature. Students will demonstrate advanced reading, writing, speaking, and listening skills using an extensive variety of classical and contemporary essays, short stories, poems, drama, and novels, with an emphasis on non-fiction prose in preparation for the AP exam in May. Students will engage in the analysis of core and extended readings, and essays representing the four modes of discourse: narration, description, exposition, and argumentation. Students will be expected to understand rhetorical structures, devices, levels of appeal and techniques employed by authors. Students will interact with the literature and the writing on a personal level by using collaborative techniques, visual and written interpretations, oral presentations, and a mock AP Midterm Exam.

Enrolled students may elect, for a small fee, to also enroll in the UConn Early College Experience (ECE), a concurrent enrollment program that allows motivated high school students to take UConn courses at their high schools. The rhetorically based course is called “English 1010: Seminar in Academic Writing,” and it is described in the university course catalog as follows: “Instruction in academic writing through interdisciplinary readings. Assignments emphasize interpretation, argumentation, reflection, revision of formal writing and instruction on grammar, mechanics, and style.” English 1010 emphasizes the intellectual purposes and discursive formations of academic writing.
ENGLISH COURSES

AP English Literature/ECE
1 credit
Grade 12, Advanced Placement/ ECE
Following AP course guidelines this college-level course is specifically structured around the study of fiction, poetry, and essay with the writing of critical analyses of each genre. Heavy emphasis is on critical and analytical writing. Language dexterity, structural proficiency, and insight into critical positions are stressed. Students will be expected to contribute to seminar-style discussions based upon the texts read as well as background topics and literary criticism. Students participating in this course are encouraged to take the Advanced Placement examination in May.

Enrolled students may elect, for a small fee, to also enroll in the UConn Early College Experience (ECE), a concurrent enrollment program that allows motivated high school students to take UConn courses at their high schools. The rhetorically-based course is called “English 1011: Seminar in Writing through Literature,” and it is described in the university course catalog as follows: “Instruction in academic writing through literary reading. Assignments emphasize interpretation, argumentation, reflection, revision of formal writing and instruction on grammar, mechanics, and style.” English 1011 emphasizes the intellectual purposes and aesthetic power of literary texts.

ECE 1011 Utopias and Dystopias
½ credit
Grade 12, ECE
** to receive ECE credit, student must register for two half-year ECE courses
This UConn/ECE course will satisfy the ENGLISH 1011 course offered for freshman English. Its focus is texts whose authors, through alternate realities, expose certain truths about human existence, societal constructs, and the heroics and cowardice of human nature. These texts will ask students to consider social commentary as an art form and their contemporary implications. Seminal texts include Sir Thomas More’s Utopias and continue through more contemporary explorations, such as Huxley’s Brave New World, Atwood’s The Handmaid’s Tale, and Bradbury’s Fahrenheit 451.

ECE 1011 Memory of Conflict
½ credit
Grade 12, ECE
** to receive ECE credit, student must register for two half-year ECE courses
This UConn/ECE course will satisfy the ENGLISH 1011 course offered for freshman English. The course will cover the human experience throughout the stages of conflict and course texts emerge from the tradition of war. Texts will be representative of World War I, World War II, the Vietnam War, and, the murky on-going conflicts that occur on a global basis today. The course will ask students to consider how these conflicts shape the art that emerges from them, how war changes people, and how certain agendas and biases might influence both the creation of the text and our understanding of them. Texts might include Remarque’s All Quiet on the Western Front, selections from the War Poets, Doerr’s All the Light We Cannot See, Heller’s Catch-22, Vonnegut’s Slaughterhouse Five, O’Brien’s The Things We Carried, contemporary fiction, non-fiction, and poetry. Films might include Saving Private Ryan, excerpts from Band of Brothers, Apocalypse Now, Platoon, Full Metal Jacket, and American Sniper, among others.

ECE 1011 Unheard Voices
½ credit
Grade 12, ECE
** to receive ECE credit, student must register for two half-year ECE courses
This UConn/ECE course will satisfy the ENGLISH 1011 course offered for freshman English. Students will immerse themselves in the understanding and study of alternative cultures through literature. After a solid understanding of the Western literary tradition, springing from the Greeks through Shakespeare into Modern British and American Literature, the opportunity to follow (for example) the heroic tradition and archetypal lens through literature from many different minority traditions and cultures will serve to round out the well educated person. Examples of possible texts and author choices are: Beloved, Song of Solomon, Toni Morrison; Poisonwood Bible, Animal Dreams, Barbara Kingsolver; Zami, A New Spelling of My Name, Audre Lorde; The Joy Luck Club, Amy Tan; The Kite Runner, Khaled Hosseini; The God of Small Things, Arundhati Roy; The Well of Loneliness, Radclyffe Hall; and Giovanni’s Room, James Baldwin.
ENGLISH COURSES

Writing and Rhetoric Workshop
½ credit
Grades 10-12 (also offered at the honors level)
This semester-long elective will be a course offered to students interested in developing advanced abilities in critical reading and in expository, persuasive, and creative writing. The primary focus of the class will be to write, revise, and edit individually chosen writing projects on a daily basis in a Writer’s Workshop environment. Students will be involved in advanced workshops on improving and varying their diction, sentence construction, organizational development, narrative structure and voice. Students will also learn how to close-read, line-edit, and peer evaluate, skills that can be applied in college and beyond. The course will culminate with students producing and publishing their favorite pieces.

Introduction to Film Theory and History
½ credit
Grades 11, 12 (also offered at the honors level)
In this rigorous course, students will analyze film as a distinct art form with its own set of tropes, methods, and styles. Starting with the very beginnings of cinema, this course will analyze how film functions as an aesthetic art form as well as a narrative medium, and how it derived from (and differs from) the various other artistic mediums of literature, painting, photography, theatre, and music. The course will deal with how the cinema developed over time from its humble beginnings as a novelty, into a legitimate (if artistically suspect) form of entertainment during Hollywood’s Golden Era, and finally, as a respected form of art due to the efforts of auteur during the 1950s and ’60s (Hitchcock), ’70s (Coppola, Spielberg), and into the contemporary era.

The Story Strand
½ credit
Grades 10-12 (also offered at the honors level)
This elective focuses upon how “story” is crucially important in the world and how it has developed from a simple oral tradition into one communicated digitally and through social media. Students will study rhetoric and narratives, thinking critically about how writers mindfully create a story, and how these change when considering oral rhetoric and technology. Students will examine examples from Serial, This American Life, and Radiolab.

Creative Writing
½ credit
Grades 10-12 (also offered at the honors level)
In this elective, students will engage in a semester-long study of the art and craft of creative writing through the study of master texts or models, writing workshops, and writing theory. Students will create a portfolio over the course of a semester, with much attention paid to the workshop process, revision, and reflection. Genres will include poetry, short fiction, and creative non-fiction.
The philosophy of the Mathematics Program is based upon the premise that each student has unique abilities, interests, aspirations, and learning styles. Our program responds to these differences by providing a curriculum which has sufficient range, quality, and depth to help students acquire and apply mathematics in a manner consistent with their individual needs and abilities. By the end of Grade 12, students will apply proficiently a range of numerical, algebraic, geometric and statistical concepts and skills to formulate, analyze, and solve real-world problems; to facilitate inquiry and the exploration of real-world phenomena; and support continued development and appreciation of mathematics as a discipline.

### Long-Term Transfer Goals
As a result of mathematics education in grades 9-12, students will be able to:
- Initiate a plan which is based on an understanding of any problem, execute it and evaluate the reasonableness of the solution.
- Examine alternate methods to accurately and efficiently solve problems.
- Use appropriate tools strategically to deepen understanding of mathematical concepts.
- Articulate how mathematical concepts relate to one another in the context of a problem or in the theoretical sense.

### MATHEMATICS RECOMMENDED COURSE SEQUENCE

#### Typical progression for Mathematics course sequence

<table>
<thead>
<tr>
<th>Grade 9</th>
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<td>Geometry</td>
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<tr>
<td>Algebra I</td>
<td>Geometry</td>
<td>Integrated Algebra</td>
<td>Algebra II or Consumer Math</td>
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<td>AP Computer Science Principles**</td>
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</table>

**Notes**
1.) **Elective courses may be taken concurrently with required courses.
2.) A TI-84 calculator is required for all mathematics courses.
MATHEMATICS COURSES

Algebra I
1 credit
Grade 9
Students will operate in the real number system, using properties to solve one variable equations, working with rational numbers, linear functions and modeling. They will also solve and model with two variable equations, quadratic and exponential models, polynomials, and operate with polynomials and radicals.

Algebra IB
1 credit
Grade 9
This is the second course in a two-part study of algebra. Concepts from the previous course will be utilized along with quadratic functions, exponential functions, polynomial functions, and operations with polynomials and radicals.

Geometry
1 credit
Grades 9, 10 (also offered at the honors level)
Prerequisite: Algebra I
Students will study the relationship of points, lines, planes, angles and triangles using a formal system of logic. Units include the properties of parallel and perpendicular lines, congruence and triangles, quadrilaterals, regular polygons, area, volume and circles. Units include transformations, similarity and properties of circles and associated special segments, angles and arcs.

Integrated Algebra
1 credit
Grades 10, 11
Prerequisite: Algebra I, Geometry
This course serves to strengthen a student's algebra skills prior to taking Algebra II. Students will graph and solve problems represented by linear, quadratic and exponential functions, with a focus on writing math models to represent real world situations. Systems of linear equations and inequalities will also be studied, again with a problem solving focus. Graphing calculators will be used to create visual representations of models and to aid in problem solving.

Algebra II
1 credit
Grades 10-12 (also offered at the honors level)
Prerequisite: Algebra I
Students will study linear functions, systems of equations, quadratic functions, polynomial functions, real number system (irrational and rational), and conic functions. Included are units on linear equations and inequalities, linear, absolute and piecewise functions, systems of equations/inequalities, polynomial functions, conic sections, and applications in problem solving. Learning objectives will be supported by the use of graphing calculators.

Consumer Mathematics
1 credit
Grades 12
Prerequisite: Algebra I
The course is designed to give students a background in the use of practical mathematics in everyday life. Students will study mathematics through the topics of travel, income, banking, investing, credit, expenditures, and budgeting. In addition, topics such as probability, taxes, automobile sales and ownership, budgeting, real estate, and insurance and statistics will be covered.

Trigonometry and Statistics
1 credit
Grades 11, 12
Prerequisite: Algebra II and Geometry
Semester I includes solving right or oblique triangles, trigonometric functions, the unit circle, radian measurements, arc length, linear and angular velocity, vectors, and modeling using trigonometric functions.
Semester II includes the introduction of data organization, techniques for producing data, probability, central tendency, and statistical inference using means and proportions.

Statistics
1 credit
Grades 11, 12
Prerequisite: Algebra II
This course is designed to give students an introduction to statistics. The curriculum is separated into four categories: Organizing Data, Producing Data, Probability, and Inference. Students will be introduced to methods of data organization, techniques for producing data, and probability. Topics studied are data collection techniques, graphical representation, basic statistic calculation, linear regression, sampling, experiments, surveys, simulations and probability. In addition, students will study central tendency, probability distributions, variability, confidence intervals, and hypothesis testing using means, proportions, and Chi-square.

Pre-Calculus
1 credit
Grades 11, 12 (also offered at the honors level)
Prerequisite: Algebra II and Geometry
Students will graph rational, radical, exponential, logarithmic and trigonometric functions as well as study their applications. Students will also study solving trigonometric equations, verifying identities, calculating linear and angular velocity, and utilizing the Law of Sines and Cosines. In addition, other topics include transformations of functions and working with arithmetic and geometric sequences and series.
MATHEMATICS COURSES

Calculus
1 credit
Grades 11, 12
Prerequisite: Pre-Calculus
Calculus provides students with a good basis upon which to take a calculus course in college. Units include the study of functions, limits, continuity, and the differentiation of algebraic, logarithmic and exponential functions. Applications of differential equations are also explored. Students will also be introduced to the integration of functions, the differentiation and integration of algebraic and trigonometric functions and applications of these operations.

AP Calculus AB
1 credit
Grades 10-12, Advanced Placement
Prerequisite: Pre-Calculus
Students will study limits, continuity, and the differentiation of algebraic, exponential, trigonometric, and logarithmic functions and applications of derivatives. In addition, students will study definite and indefinite integrals. Applications of integration that are studied include area, volume, and solving differential equations. [Students will have an assignment in the summer prior to AP Calculus AB.]

AP Calculus BC/ECE Calculus I and II
1 credit
Grades 10-12, Advanced Placement/ ECE
Prerequisite: Pre-Calculus
Students will study limits, continuity, parametric equations, and the differentiation and integration of algebraic, exponential, trigonometric, and logarithmic functions. Also included is the application of the derivative and integral. In addition, students will study infinite and power series, l’Hopital’s rule, polar coordinates and other applications. [Students will have an assignment in the summer prior to AP Calculus BC.]

AP Computer Science A
1 credit
Grades 11, 12, Advanced Placement
Prerequisite: Algebra II
Students are introduced to the writing of logically structured, well-documented programs. JAVA is the language utilized for instruction. Other units will include programming methodology, features of programming languages, data types and structures, algorithms, and applications of computing. In addition, students continue to study algorithms that are specific to a variety of data structures, searching and sorting as well as take an in depth look at the Advanced Placement required labs. Note: The student must have additional time available to work on the computer outside of class time.

AP Computer Science Principles
1 credit
Grades 9-12, Advanced Placement
Prerequisite: Algebra I
Students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course focuses on fostering student creativity. They are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

AP Statistics/ECE (Elementary Concepts of Statistics)
1 credit
Grades 11, 12, Advanced Placement
Prerequisite: Algebra II
This course is designed to give students an opportunity to study non-calculus based college statistics. The curriculum is separated into four categories: Organizing Data, Producing Data, Probability and Inference. Students will be introduced to data organization, techniques for producing data, and probability. Topics studied include data collection techniques, graphical representation, basic statistic calculation, linear and non-linear regression, sampling, experiments, surveys, simulations, probability, and probability distributions. In addition, students will focus on statistical inference. The topics studied are central tendency, variability, confidence intervals, and hypothesis testing using means, proportions, Chi-square, variance, and regression. Note: Successful completion of this course prepares students to take the College Board’s Advanced Placement Examination in Statistics.

ECE Elementary Discrete Mathematics
½ credit
Grades 10-12, ECE
Prerequisite: Pre-Calculus
Students will study problem solving strategies, solutions of simultaneous linear equations, sequences, counting and probability, graph theory, deductive reasoning, the axiomatic method and finite geometries, number systems.
Business Education Courses
The Business Education program provides course offerings for both academic and business students. Students have an opportunity to select courses which will develop business as well as academic communication skills.

Long-Term Transfer Goals
Students will be able to independently:
- Identify a need, problem, or opportunity to develop possible solutions.
- Make informed fiscal choices in developing short and long-term plans.
- Work to achieve a level of precision and/or adhere to industry standards.
- Evaluate a product/plan and/or accuracy of work performed based on a set of criteria.
- Communicate accurately and effectively using appropriate tools and language based on purpose, task, and audience.
- Apply business concepts and content to make connections to a given situation, problem, or challenge.

BUSINESS COURSES

Accounting I
1 credit
Grades 10-12, Cross Credit Math, (also offered at the honors level)
Accounting is the study of financial activities of an individual or of a business. This one-year course of study includes recording business transactions, reconciling bank statements, and preparing personal income tax forms. This course may be used to fulfill one credit of the mathematics credits required for graduation. In order to take the Honors level of Accounting you must have a recommendation from a Math teacher or from the business teacher teaching this class.

Advanced Accounting
1 credit
Grades 11, 12 (also offered at the honors level)
Prerequisite: Algebra II
Advanced Accounting uses an integrated approach to teach accounting. Students first learn how businesses plan and evaluate their operating, financing and investing decisions and then how accounting systems gather and provide data to internal and external decisions makers. This year-long course covers all learning objectives of a traditional college level financial accounting course, plus those from a managerial accounting course. Topics include an introduction to accounting, accounting information systems, time value of money, and accounting for merchandising firms, sales and receivables, fixed assets, debt and equity. Other topics include statement of cash flows, financial ratios, cost-volume profit analysis and variance analysis.

Principles of Marketing
½ credit
Grades 10-12 (also offered at the honors level)
This course introduces students to the processes and functions involved in transferring business products or services to a consumer. Marketing exists within an environment of rapidly evolving technology, interdependent nations and their economies, increasing demands for ethical and social responsibility and constant change. The following topics will be explored: the impact of marketing on the consumer, business and society, the motivation and behavior of consumers, the role of marketing research in decision-making, and the elements, design, and purposes of a marketing plan.

Advanced Marketing
½ credit
Grades 10-12 (also offered at the honors level)
Prerequisite: Principles of Marketing
Advanced Marketing builds on the principles and concepts taught in Principles of Marketing. Students assume a managerial perspective in applying economic principles in marketing, analyzing operations’ needs, examining distribution and financial alternatives, managing marketing information, pricing products and services, developing product/service planning strategies, promoting products and services, purchasing, and professional sales. This course also explores global marketing in which students will analyze marketing strategies employed in the U.S. versus those employed in other countries.
BUSINESS COURSES

Finance and Investing
½ credit
Grades 10-12 (also offered at the honors level)
This course will introduce students to the financial world. Students will study a wide range of topics including; income and wealth, examine financial institutions, learn how businesses raise capital, learn the key investment-related terms and concepts, develop an understanding of financial analysis and take an in-depth look at the stock market. Students also research how innovations have changed the financial services field. Finally, students explore careers that exist in finance today.

Personal Finance
½ credit
Grades 10 - 12 (also offered at the honors level)
Students learn how to navigate the financial decisions they must face and to make informed decisions related to career exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently, and inheritance. Development of financial literacy skills and an understanding of economic principles provide the basis for responsible citizenship and career success.

Entrepreneurship
½ credit
Grades 11-12 (also offered at the honors level)
Students will learn how to plan and launch their own successful business. They will identify the fundamentals of business creation, the personal attributes needed to be a successful entrepreneur, and will research various business opportunities. Topics covered include the characteristics of an entrepreneur, discovering entrepreneurial opportunities, and researching and analyzing domestic, global and market trends. The course culminates with students developing a business plan to implement their unique venture that conforms to all applicable governmental laws and regulations.

MUSIC

The mission of the Avon High School Music Department is to promote a life-long enjoyment, appreciation, and understanding of the art of music. The students are encouraged to achieve the highest level of musical excellence through artistically rigorous repertoire.

Long Term Transfer Goals
• Create, communicate and express oneself through musical growth.
• Make connections and discover meaning by engaging in the production of and/or immersion in a musical experience.
• Apply appropriate skills, behaviors, and attitudes when performing in and listening to a musical work.
• Analyze and evaluate the technical quality and aesthetic experience of a composition/performance using a musician’s mindset.

MUSIC DEPARTMENT COURSE SEQUENCE

Unauditioned Ensembles | Auditioned Ensembles* | Non-Ensemble Courses**
--- | --- | ---
** | Wind Ensemble | Guitar I & II
* | Jazz Band | Piano I & II
** | Chamber Orchestra | AP Music Theory

Band
- Concert Band
- Symphonic Band

Orchestra
- String Ensemble
- Concert Orchestra

Chorus
- Men's Choir
- Women's Choir

Chamber Choir
- Chamber Choir
- Camerata Singers

*Student placement in auditioned ensembles is based on audition, not always by grade level
** Please see course descriptions for prerequisite information regarding non-ensemble courses
MUSIC COURSES

Concert Band
1 credit
Grade 9, (also offered at the honors level)
Prerequisite: One year of experience on a Band instrument
The Avon High School Concert Band is the performing ensemble for all ninth grade woodwind, brass, and percussion instrumentalists. Concert Band students will focus on developing ensemble skills, technical skills, and musical concepts. Music is specifically selected by the director for this grade level. The following are requirements for Concert Band students: A minimum of one year’s playing experience, attendance at winter and spring concerts, attendance at scheduled Pep Band performances, and attendance at the Memorial Day Parade. Students must bring instruments, music, and equipment to every rehearsal and performance.

Jazz Band
½ credit (After School Course)
Grades 9-12, (Pass/Fail only)
Prerequisite: Audition and approval by the director.
The Avon High School Jazz Band is a performing ensemble that rehearses after the school day and explores Blues, Dixieland, Swing, Bebop, Cool Jazz, Latin Jazz, and Fusion styles. Students who wish to register for Jazz Band must be available to rehearse at the scheduled rehearsal time and must complete an audition that results in approval to register for this course. This course is graded on a pass/fail basis. The following are requirements for Jazz Band: Approval from the director to register for this course, a minimum of one year’s playing experience, and attendance at winter and spring concerts. Students must bring instruments, music, and equipment to every rehearsal and performance.

Symphonic Band
1 credit
Grades 10-12, (also offered at the honors level)
Prerequisite: Two years of experience on a Band instrument
The Avon High School Symphonic Band is a large performing ensemble for 10-12 grade woodwind, brass, and percussion instrumentalists. Symphonic Band students will focus on expanding ensemble skills, technical skills, and musical concepts. The director will choose appropriate music for students to rehearse, perform, and experience high school level literature for Band. The following are requirements for Symphonic Band students: A minimum of two year’s playing experience and attendance at winter and spring concerts. Students must bring instruments, music, and equipment to every rehearsal and performance.

Wind Ensemble
1 credit
Grades 10-12, (also offered at the honors level)
Prerequisite: Audition and approval by the director
The Avon High School Wind Ensemble is the premiere Band for 10-12 grade woodwind, brass, and percussion instrumentalists. Students who wish to be in Wind Ensemble must audition at the end of the school year and be approved by the director before registering for this course. The Avon High School Wind Ensemble performs standard band repertoire including transcriptions and college level pieces. Advanced technical skills and concepts will be taught as required by the musical selections. The following are requirements for Wind Ensemble: Approval from the director to register for this course, a minimum of two year’s playing experience, and attendance at winter and spring concerts. Students must bring instruments, music, and equipment to every rehearsal and performance.

Guitar I
½ credit
Grades 9-12, (also offered at the honors level)
Prerequisite: Guitar I or teacher approval
Guitar I is an introductory course in guitar. Students will learn guitar concepts and skills for musical performance, music reading, and music theory. Musical styles for study range from Renaissance to Contemporary Rock. Classical technique is emphasized throughout this course. Classical guitars will be provided, but students may choose to bring a guitar.

Guitar II
½ credit
Grades 9-12, (also offered at the honors level)
Prerequisite: Guitar I or teacher approval
Guitar II builds on the skills and concepts from the Guitar I course. Students will develop guitar concepts and skills for musical performance, music reading, and music theory. Group performances as well as individual performances are expected of students. Musical styles for study range from Renaissance to Contemporary Rock. Students will be allowed to choose a portion of the music to be performed. Classical technique is emphasized throughout this course. Classical guitars will be provided, but students may choose to bring a guitar.
MUSIC COURSES

String Ensemble 1 credit
Grade 9, (also offered at the honors level)
The String Ensemble is the course offering for 9th grade violin, viola, cello, and double bass instrumentalists. Focus is on basic technical skills, musical concepts, and ensemble interests and abilities of this grade level. Music chosen for study and performance is geared to the abilities and interest of the ensemble. A minimum of one year’s playing experience is required. Attendance at all scheduled performances is required for a passing grade.

Concert Orchestra 1 credit
Grades 10-12, (also offered at the honors level)
The Avon High School Orchestra is the instrumental ensemble for all 10th-12th grade violin, viola, cello, and double bass instrumentalists. Focus is on basic technical skills, musical concepts, and ensemble skills. Music chosen for study and performance is geared to the abilities of this grade level. A minimum of two year’s playing experience is required for participation in the Orchestra. Attendance at all scheduled performances is required for a passing grade.

Chamber Orchestra 1 credit
Grades 9-12, (also offered at the honors level)
By audition only
Students in this advanced ensemble will have the opportunity to perform grade 5 and original compositions written for string orchestra. The repertoire will range from Baroque to Contemporary. The students will continue to develop their technical and musical abilities. There will be numerous performing opportunities at the Avon Public Schools, community and surrounding towns. Students will be encouraged to take private lessons and audition for the regional and All-State Festivals. Auditions for this ensemble will be held in April.

Piano I ½ credit
Grades 9-12, (also offered at the honors level)
Piano I is an introductory course in piano that offers any student the opportunity to learn the proper technique, basic musical skills and theoretical knowledge for piano playing so that at the end of the course, students will be able to read, notate, analyze, and play simple piano compositions.

Piano II ½ credit
Grades 9-12, (also offered at the honors level)
Prerequisite: Piano I or teacher approval
Piano II offers an instructional experience similar to private lessons. Students will set individual performance goals as they practice and prepare challenging songs for performance. Piano II students will focus on learning every major scale while also learning to perform in various time signatures with complex rhythms.

Men’s Choir 1 credit
Grades 9-12, (also offered at the honors level)
Men’s Choir is a performing ensemble open to all male students in grades 9-12. This ensemble is designed to offer male singers an opportunity to perform, analyze and explore repertoire specific to the male voice, develop the skills for healthy singing, and enhance their understanding and appreciation of the art of choral music.

Students chosen for this ensemble will have the opportunity to perform and study a wide variety of choral repertoire from all time periods and genres. Concert performances and rehearsals are scheduled throughout the year during non-school hours and they are an integral part of the grading process. Participation in concerts, rehearsals and special events are an important extension of the classroom learning and an essential requirement of the course. The Men’s Choir may perform at various community functions. Some rehearsals and performances may be held outside of the school day; attendance at these activities is required.

Women’s Choir 1 credit
Grades 9-12, (also offered at the honors level)
Women’s Choir is a performing ensemble open to all female students in grades 9-12. This ensemble is designed to offer female singers an opportunity to perform, analyze and explore repertoire specific to the female voice, develop the skills for healthy singing, and enhance their understanding and appreciation of the art of choral music.

Students chosen for this ensemble will have the opportunity to perform and study a wide variety of choral repertoire from all time periods and genres. Concert performances and rehearsals are scheduled throughout the year during non-school hours and they are an integral part of the grading process. Participation in concerts, rehearsals and special events are an important extension of the classroom learning and an essential requirement of the course. The Women’s Choir may perform at various community functions. Some rehearsals and performances may be held outside of the school day; attendance at these activities is required.
MUSIC COURSES

Chamber Choir
1 credit
Grades 10-12, (also offered at the honors level)
Prerequisite: By audition only
Chamber Choir is a select performing ensemble for advanced singers whose membership is based on auditions. This ensemble studies advanced choral literature. Members of the Chamber Choir must be progressing in music reading skills and vocal production. Additionally, all students must demonstrate leadership and appropriate etiquette during all rehearsals.

Students chosen for this ensemble will have the opportunity to perform and study a wide variety of choral repertoire from all time periods and genres. Concert performances and rehearsals are scheduled throughout the year during non-school hours and they are an integral part of the grading process. Participation in concerts, rehearsals and special events are an important extension of the classroom learning and an essential requirement of the course. The Chamber Choir may perform at various community functions. Some rehearsals and performances may be held outside of the school day; attendance at these activities is required.

Camerata Singers
1 credit
Grades 10-12, (also offered at the honors level)
Prerequisite: By audition only
Camerata Singers is a select performing ensemble for advanced singers whose membership is based on audition. Members of the Camerata Singers must be advanced in music reading skills, choral blending and other aspects of vocal production. Additionally, all students must demonstrate leadership and appropriate etiquette during all rehearsals.

Students chosen for this ensemble will have the opportunity to perform and study a wide variety of choral repertoire from all time periods and genres. Participation in concerts, rehearsals and special events are an important extension of classroom learning and an essential requirement of the course. The Camerata Singers will perform at various community functions. Some rehearsals and performances may be held outside of the school day; attendance at these activities is required.

AP Music Theory
1 credit
Grades 11, 12, (also offered at the honors level)
Prerequisite: Participation in a school ensemble or teacher recommendation
AP Music Theory integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, history and style. Musicianship skills such as dictation, sight singing, and traditional harmony will be an important part of this course. The students will also learn to read and write musical notation while following the rule of traditional composition. The ultimate goal of AP Music Theory is to develop a student’s ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score.
Wellness Mission:
Every student in Avon Public Schools will engage in an active process of developing skills and practicing behaviors to make informed choices about good health.

The Wellness Staff have designed this K-12 curriculum to encompass the following broad skills:

1) Develop the body, mind, and spirit:
   a.) Body: focusing on techniques, strategies, and behaviors to impact physical health.
   b.) Mind: acquiring and applying knowledge, and exploring key concepts (physical and health literacy: key terminology, concepts, and practices).
   c.) Spirit: how you see yourself and the values and principles you communicate through personal and interpersonal behavior.

2) Navigating external environments: understand rules and laws, keep oneself safe, and advocate for self and others.

3) Growing from action: set goals, take action, reflect on results, and adjust as needed

4) Making choices by seeking out accurate information and determining the best course of action.

The curriculum is anchored in the following long-term transfer goals that students will develop throughout their educational experience.
- Develop skills, knowledge, and concepts needed to make appropriate decisions to create a healthy and balanced life.
- Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.
- Assess, evaluate, and use information from various sources to deepen understanding of a given topic.
- Advocate based on personal needs (academic, behavioral, emotional, and physical) to determine an appropriate solution.
- Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.

Wellness 9
½ credit
Grade 9
This course for freshmen is geared toward a lifetime of physical wellness. Students will study a wide range of topics from personal fitness to team sports to life-long recreational activities. These concepts and skills will give students the literacies necessary to craft their own personal plans for a lifetime of physical activity and wellness. The purpose of the Health lessons are to encourage the development of desirable health practices, positive attitudes, and increased knowledge of health issues, thereby enabling a student to make intelligent decisions concerning his/ her mental and physical health and general well-being.

Wellness 10
½ credit
Grade 10
This course for sophomores is geared toward a lifetime of physical wellness. Students will study a wide range of topics from personal fitness to team sports to life-long recreational activities. These concepts and skills will give students the literacies necessary to craft their own personal plans for a lifetime of physical activity and wellness. The purpose of the Health lessons are to encourage the development of desirable health practices, positive attitudes, and increased knowledge of health issues, thereby enabling a student to make intelligent decisions concerning his/ her mental and physical health and general well-being.

Advanced Health
½ credit
Grade 11, 12
Prerequisite: Grade 9 and 10 Wellness
This course is designed to expose students to the physical, mental and social aspects of health with a focus on the impact of each on their life now and in the future. Students will receive CPR and AED instruction as well as learn the skills associated with self-protection and safety awareness. This course will also offer nutritional instruction with hands on learning and practice as well as education and participation in a variety of lifetime activities. Participation in this Advanced course is dependent on approval from wellness teacher along with a recommendation from your School Counselor and a classroom teacher.

Adaptive PE Mentor
½ credit
Grades 11, 12
Prerequisite: Grade 9 and 10 Wellness
This course extends the Unified Sports model into the instructional setting. “Special Partners” provide peer coaching/ modeling and an opportunity for socialization and inclusion for all. This course will follow the general curriculum of Wellness offerings with units in games, fitness/resistance training and dance. Each mentor must demonstrate leadership and appropriate behavior during all classes. In order to be a mentor you must have a recommendation from your School Counselor and one other classroom teacher. Participation is dependent upon the approval of the Wellness Teacher.
The primary goal of the Science Department is to help students to acquire and apply scientific knowledge and skills in order to prepare them for informed and responsible participation in society. A diverse program of study provides varying intellectual challenges to meet the needs and foster the potential of all students. Laboratory, problem-solving, and critical thinking skills as well as independent and collaborative work are essential components of every science course curriculum.

**Long Term Transfer Goals**
As a result of science education in grades 9-12, students will be able to:
- Integrate knowledge from a variety of disciplines and apply it to new situations to make sense of information, formulate insightful questions, and/or solve problems.
- Design an investigation or model using appropriate scientific tools, resources, and methods.
- Collect, analyze and evaluate the quality of evidence in relation to a question.
- Develop a valid scientific conclusion, assess its validity and limitations, and determine future course of actions to inspire further questions.
- Communicate scientific information clearly, thoroughly, and accurately.
- Use mathematics to represent physical variables and their relationships, to make quantitative predictions, and to solve problems.

**SCIENCE DEPARTMENT RECOMMENDED COURSE SEQUENCES**

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<thead>
<tr>
<th>Grade 9</th>
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<tbody>
<tr>
<td>Environmental Science</td>
<td>Biology</td>
<td>Physics or Intro Physics &amp; Chemistry</td>
<td>Chemistry or Optional 1-semester electives</td>
</tr>
<tr>
<td>Environmental Science (ECE)</td>
<td>Biology (H)</td>
<td>Physics or AP Physics I &amp; Optional 1-semester electives</td>
<td>Chemistry (AP / ECE) &amp; Optional 1-semester electives</td>
</tr>
<tr>
<td>Environmental Science (ECE)</td>
<td>AP Biology</td>
<td>AP Physics I or AP Physics C &amp; Optional 1-semester electives</td>
<td>Chemistry (AP / ECE) &amp; Optional 1-semester electives</td>
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Please be aware that one semester electives do not fulfill the graduation requirement for 3 lab sciences.
Environmental Science
1 credit
Grade 9
This is an integrated science course which focuses on human interaction with the natural environment. Special emphasis is given to the use and management of natural resources, issues regarding energy sources and consumption, human modifications of the natural environment, and human responses to environmental conditions. The course is both theoretical and practical. Topics in biology, physics and chemistry are integrated and reinforce the themes and content of the course.

ECE Environmental Science
1 credit
Grade 9
Prerequisite: Recommendation of science teacher and completion of Algebra I with a grade of A- or higher and concurrent enrollment in Geometry or a higher course at the honors level.
This challenging course will provide students with an opportunity to develop advanced understandings with an emphasis on an application of earth science and environmental science concepts to problem-solving and laboratory situations. Students need to have very strong critical-thinking and problem-solving skills and must be independent learners capable of doing work at a college level and pace. This course is equivalent to the one-semester UCONN NRE1000 course, but also involves the study of a variety of additional topics in this field. Students can register and pay a fee to UCONN to receive 3 credits for successful completion of this course.

Biology
1 credit
Grade 10, (also offered at the honors level)
Prerequisite: Current enrollment in a math course at an equivalent level.
Biology is the study of living things. In this course, concepts related to evolution, structure and function, heredity, and ecology are investigated at the biochemical, cellular, systemic, and organismal levels. Students will be required to demonstrate understanding of the relationship between the different levels of organization. Students will participate in a variety of inquiry activities including laboratory investigations, simulations, and modeling for example. Students will apply concepts in real-world, authentic scenarios and will be expected to demonstrate scientific literacy when communicating content. Successful completion of this 1 credit laboratory course fulfills a CT graduation requirement.

AP Biology
1.5 credits (meets 1.5 times as often as a typical course)
Grades 10-12, Advanced Placement
Prerequisite: A grade of a B+ or higher in an honors level math course and successful completion of a placement exam and recommendation of current science teacher.
This biology program explores the make-up, organization, and variation of the living world. Emphasis on molecular explanation of biochemical phenomena will be made throughout the program. During the first semester, molecular biology, cytology, and energy relationships are the topics covered. Genetics, reproduction, and plant and animal physiology are the topics presented the second semester. A college-level text is utilized along with classroom presentations to facilitate student understanding of concepts. Successful completion of this course will prepare students to take the Advanced Placement Biology exam.

Introductory Physics & Chemistry
1 credit
Grade 11
This full year course provides students with the opportunity to develop an understanding of fundamental concepts in physics and chemistry with an emphasis on application of these concepts to problem-solving and laboratory situations. A variety of instructional methods are used: lecture, laboratory experimentation, small group work, hands-on activities, and class discussion. Emphasis is placed on the student as an active participant in the learning process.

Physics
1 credit
Grade 11
Prerequisite: Completion of math courses at an equivalent level with grades of B- or higher and concurrent enrollment in Algebra II or higher at an equivalent level.
Physics is the study of matter, energy, and the interaction between them. In this course, students will ask fundamental questions about how our universe works and try to answer them by observing and experimenting. The first semester involves the study of the properties of matter while the second semester explores topics such as waves, heat, light, sound, and electricity. Laboratory activities are correlated with classroom topics. Evaluation is based on demonstrated lab skills and interpretation mixed with effective problem solving, concept understanding, and application on tests and engineering projects.
SCIENCE COURSES

AP Physics I/ ECE
1 credit
Grade 11, Advanced Placement
Prerequisite: Completion of honors-level math courses through at least Algebra II with grades of B- or higher and concurrent enrollment in honors-level class.
This challenging course will provide students with an opportunity to develop advanced understandings with an emphasis on an application of physics concepts to problem-solving and laboratory situations. Students need to have strong critical-thinking and problem-solving skills and must be independent learners. This course follows the AP Physics 1 curriculum and is intended to prepare students to take the associated AP exam in May. Additional topics in physics (beyond the AP Physics 1 curriculum) will be covered in the second semester. This course is also equivalent to UCONN course PHYS1201Q and students can choose to register and pay a fee to UCONN to receive 4 credits for successful completion.

AP Physics C/ ECE
1.5 credits (meets 1.5 times as often as a typical course)
Grade 11, Advanced Placement/ ECE
Prerequisite: Completion of all math courses at the honors level with grades of A- or higher and concurrent enrollment in Pre-calculus or a higher course at the honors level.
This course is appropriate for students considering a college major in physics, engineering, or a related science which require a physics course with calculus. This very challenging course will provide students with an opportunity to develop advanced understandings with an emphasis on an application of physics concepts to problem-solving and laboratory situations. Basic calculus (derivatives and integrals) is used sporadically throughout the mechanics/motion portion of this course. Students need to have very strong critical-thinking and problem-solving skills and must be independent learners capable of doing college-level work. This course follows the AP Physics C: Mechanics curriculum and is intended to prepare students to take the Advanced Placement Physics exam developed by the College Board. This course is equivalent to UCONN courses 1127Q and 1128Q. Students can register and pay a fee to UCONN to receive 8 credits for successful completion.

Chemistry
1 credit
Grade 12, (also offered at the honors level)
Prerequisite: Completion of math courses with grades of B- or higher and concurrent enrollment in Algebra II or higher.
All levels of chemistry provide students with the opportunity to develop an understanding of fundamental concepts in chemistry with an emphasis on application of these concepts to problem-solving and laboratory situations. A variety of instructional methods are used--lecture, laboratory experimentation, small group work, hands-on activities, and class discussions. Emphasis is placed on student as initiator and active participant in the learning process.

AP Chemistry / ECE
1.5 credits (meets 1.5 times as often as a typical course)
Grade 12, Advanced Placement
Prerequisite: Completion of honors-level math courses through at least Algebra II with grades of B+ or higher.
This is a challenging and rigorous course that is only appropriate for highly motivated students. The course will explore a very broad range of topics in chemistry. A college-level text is utilized and class time will involve demonstrations, lecture, discussion, demonstrations, laboratory work, and problem-solving review. Evaluation focuses primarily on student performance on classroom tests and laboratory work. Successful completion of this course will prepare students to take the Advanced Placement Chemistry exam developed by the College Board. This course is equivalent to UCONN courses 1127Q and 1128Q. Students can register and pay a fee to UCONN to receive 8 credits for successful completion of this course.
SCIENCE COURSES

**Anatomy and Physiology**
½ credit
**Grades 11, 12 (also offered at the honors level)**
*Prerequisite: Successful completion of 3 full credits in core science courses (environmental science, biology, chemistry or physics) or successful completion of 2 full credits in core science courses and concurrent enrollment in a third.*
In this one semester elective course, students will study the major systems of the human body and gain an in-depth understanding of the relationship between structure and function that allows the body to operate effectively. For each system studied, students will perform technology-based experiments that will allow them to collect data which they will then analyze to better understand how the human body maintains equilibrium. Students interested in pursuing a health-related career would find this course beneficial.

**Marine Science**
½ credit
**Grades 11, 12 (also offered at the honors level)**
*Prerequisite: Successful completion of 3 full credits in core science courses (environmental science, biology, chemistry or physics) or successful completion of 2 full credits in core science courses and concurrent enrollment in a third.*
Note: There will be some student charges to defray the cost of field trips.
This one semester elective course is directed toward students with either a general interest in science or a specific interest in marine science. The intent of the course is to develop an understanding of the topics of marine biology, marine chemistry, physical oceanography, maritime history, and marine exploration. Upon completion of this course, students will have a solid knowledge and appreciation for the major fields of marine science.

**Forensics**
½ credit
**Grades 11, 12 (also offered at the honors level)**
*Prerequisite: Successful completion of 3 full credits in core science courses (environmental science, biology, chemistry or physics) or successful completion of 2 full credits in core science courses and concurrent enrollment in a third.*
This one-semester elective course incorporates key scientific concepts and laboratory experiments in the process of solving forensics-based mysteries. Students will learn the scientific principles behind forensics techniques such as enzyme testing, paper chromatography, footprint casting, and DNA or hair analysis. Throughout the entire process of solving forensics mysteries, students must apply key scientific concepts and exercise their ability to think critically and formulate scientific arguments that are supported by scientific evidence.

**Astronomy**
½ credit
**Grades 11, 12 (also offered at the honors level)**
*Prerequisite: Successful completion of 3 full credits in core science courses (environmental science, biology, chemistry or physics) or successful completion of 2 full credits in core science courses and concurrent enrollment in a third.*
In this one-semester elective course, students will explore the scientific methods used to develop our current understanding of the Earth’s place in our Universe. Students will begin by examining the history of our study of the night sky and solar system. Then, they will apply physics principles to understand the leading scientific explanations for life cycles of stars and the origin of the Universe. Scientific ideas such as Newton’s law of universal gravitation, Kepler’s laws of planetary motion, the Doppler effect, Kirchoff’s laws of spectral analysis, nuclear fusion, and the inverse-square law for light luminosity will be explored in this course.

**Scientific Principles of Engineering**
½ credit
**Grades 11, 12 (also offered at the honors level)**
*Prerequisite: Successful completion of 3 full credits in core science courses (environmental science, biology, chemistry or physics) or successful completion of 2 full credits in core science courses and concurrent enrollment in a third.*
In this one-semester elective course, students will use physics concepts to design solutions to real-world, engineering problems. Students will develop their ideas through the engineering process, creating a functioning product from a theoretical concept. The concepts of mechanics, simple machines (gearing, torque), pneumatics/hydraulics, and electronic systems (basic circuitry, programming, and automation) are key topics that students will explore through a series of laboratory experiments and small projects. These studies will culminate with the design, construction, and testing of a robotic apparatus.

**Please Note:**
One-semester elective courses cannot be used to fulfill the graduation requirement of 3 lab science courses.
SOCIAL STUDIES

The Avon High School Social Studies Department believes that being an educated person and an active, involved citizen depends in large part on understanding the world in which one lives, and the study of history and social studies is essential to developing this understanding. Studying history and social studies helps a person to develop the knowledge and skills needed to realize his or her potential, to appreciate diverse peoples and cultures, and to be an agent for positive change in society.

Long Term Transfer Goals:
• Access and analyze text for context, reliability, and accuracy to determine relevance.
• Create question(s) or statement(s) that advance research and analysis.
• Use textual evidence to formulate and defend a thesis.
• Communicate information and ideas based on purpose, task, and intended audience using appropriate language.
• Apply social studies concepts and content to make connections across time, cultures and disciplines.
• Evaluate how individuals and groups influence or change society.
• Actively engage in a problem or idea that is meaningful to self and society.

SOCIAL STUDIES RECOMMENDED COURSE SEQUENCE

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<tr>
<td>World History</td>
<td>Human Rights in a Modern World</td>
<td>U.S. History/ AP US History</td>
<td>Civics or AP US Government</td>
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<td><strong>Elective Courses</strong></td>
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<td>• Current Issues &amp; Events • Economics • Genocide &amp; Human Behavior Law Seminar • Social Psychology • Sociology • Sport and Society</td>
<td>• AP Psychology • AP Economics • AP European History</td>
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*Electives must be taken in addition to the grade specific required courses.*
SOCIAL STUDIES COURSES

World History
1 credit
Grade 9 (also offered at the honors level)
World History develops students’ abilities to apply historical thinking skills as they learn about issues and events from the Renaissance period to the eve of World War I. Students will view content with emphases on themes such as environment, culture, and political, social and economic institutions. In addition, historical inquiry and research skills will also be developed.

Human Rights in a Modern World
1 credit
Grade 10 (also offered at the honors level)
Human Rights in a Modern World will continue to develop students’ abilities to apply historical thinking skills as they learn about issues and events from World War I to the present. The course will provide historical background with a particular emphasis on universal human rights in the modern world. In addition, historical inquiry and research skills will also be advanced.

United States History
1 credit
Grade 11 (also offered at the honors level)
United States History focuses on the major issues and events of American history, beginning with the late-nineteenth century and continuing to the present. The course will emphasize the important political, social, and economic developments that shape 21st century American society.

AP United States History
1 credit
Grade 11, Advanced Placement
Advanced Placement United States History is intended for students who have a genuine interest in and curiosity about American history. College-level texts are used to explore American history from the colonial period to the present, and emphasis will be placed on writing, research, discussion, and preparation for the Advanced Placement Examination. Students selecting this course should have the ability to work independently, be self-motivated, and have solid time management, reading, and writing skills. Students participating in this course are strongly encouraged to take the Advanced Placement examination in May.

Civics
½ credit
Grade 12 (also offered at the honors level)
The focus of Civics is to prepare students to exercise their political responsibilities as thoughtful and informed citizens. Students will explore the purpose and functions of government; the historical development of the American republic; the creation of the Constitution and its main principles and concepts; federal, state, and local government structures; and the rights and responsibilities of citizenship.

AP U.S. Government and Politics
1 credit
Grades 12, Advanced Placement
AP U.S. Government and Politics focuses on the structure, institutions and groups, beliefs and ideas that form the American political system. College-level texts are used to examine political concepts and history. In addition, students will explain patterns, interpret data and analyze and apply theories relevant to U.S. government.

AP European History
1 credit
Grades 10 - 12, Advanced Placement
Advanced Placement European History is a rigorous examination of the general narrative of European history from approximately 1450 (High Renaissance) to the present. The course includes an examination of the political, diplomatic, intellectual, cultural, and social/economic history of Europe. In addition to providing an emphasis of events and movements, the goal is to develop an understanding of principle themes in modern European history, an ability to analyze historical evidence, and an ability to express that understanding and analysis in writing. Students enrolled in this course are encouraged to take the Advanced Placement examination in May.

AP Psychology
1 credit
Grades 11, 12, Advanced Placement
AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students will explore and apply psychological theories, key concepts, and phenomena associated with topics such as the biological bases of behavior, sensation and perception, states of consciousness, learning and cognition, motivation and emotion, developmental psychology, personality and intelligence testing, treatment of abnormal behavior, and social psychology. Throughout the course, students will discuss readings and films, participate in demonstrations, and conduct research in order to have a better understanding of human behavior.
SOCIAL STUDIES COURSES

Genocide and Human Behavior

½ credit
Grades 10 – 12 (also offered at the honors level)
Genocide and Human Behavior will examine one of the central problems of the 20th and 21st centuries. Perhaps the most compelling theme in history is that of the propensity of human beings to attempt to dominate one another through genocide. Central to this course’s rationale is that learning about past destructive activities can influence us to recognize, and hopefully, prevent this behavior from occurring in the future. This course will analyze the nature of this behavior by focusing on four examples of 20th century genocide: The Armenians, the Jews, the Cambodians, and the Rwandans. Literary, psychological, sociological, political and historical analyses shall be applied. Students will be required to complete extensive reading, maintain reflective journals, and prepare and participate in class discussions.

Law Seminar

½ credit
Grades 10 – 12 (also offered at the honors level.)
Law Seminar focuses on an introduction to the philosophy of law, the legal process, and criminal, civil, and constitutional law from both a philosophical and practical point of view. The course also includes a mock jury selection and a mediation simulation. The course stresses class participation and the use of seminar techniques.

Social Psychology

½ credit
Grades 10 – 12 (also offered at the honors level)
Social Psychology will explore human social interaction with reading and writing assignments derived from supplemental sources provided by the instructor and our textbook. During class periods, students will discuss readings, participate in demonstrations, create and perform experiments, view films, and participate in other academic activities, with the aim of building the skills necessary to analyze and understand social behavior. In a world where human behavior can be endlessly surprising and where research can be quite counterintuitive, it is important to prepare students by providing a firm foundation on which to build their understanding of this challenging discipline. The goal of the instructor is to present a rigorous, scientific approach to social psychology in a way that engages and fascinates students.

Current Issues and Events

½ credit
Grades 10-12 (also offered at the honors level)
Current Issues and Events begins with the idea that informed citizens are a necessity in a democratic society. This course will help students to gain a greater understanding of important issues and events that occur within the United States and throughout the world. Broad national and global issues that shape day-to-day current events will also be examined, such as liberal versus conservative perspectives, the changing role of government, economic trends, regional conflicts, and global terrorism. Students will also critically examine the news media, the conflict between substance and style in the delivery of the news, commercialism in the news media, and the ever-changing ways in which the public “consumes” the news.

Sport and Society

½ credit
Grades 10 – 12 (also offered at the honors level)
In Sport and Society, students will think critically about sports in order to identify and understand social issues, problems, and benefits associated with sports in society. Students will look beyond game scores and performance to the social patterns that underlie them and understand Sport as a microcosm of society. The course is designed to teach students how to develop a sociological and psychological framework for understanding, interpreting, and analyzing the role of sport in American society. Relevant issues to be explored could include the role of race, class, and gender in sport; ethical dilemmas in sport; who plays sport and what happens to them; the positive and negative impact of sport on children; sports and politics; deviant behavior in sport; and the roles that money, power, and the media play in sport today.

Sociology

½ credit
Grades 10 – 12 (also offered at the honors level)
Sociology focuses on the ways in which humans behave and interact in society, in addition to the impact that society has on the individual. This course provides an opportunity to analyze the process of becoming a member of society through the transmission of customs, values, beliefs, and attitudes. The interactions of people in and among various social groups, including those that generate social problems, are also examined. Specific topics that will be studied include culture, deviance and crime, socialization throughout the lifespan, and the intersection of race, social class, and gender in society.
### SOCIAL STUDIES COURSES

<table>
<thead>
<tr>
<th>Economics</th>
<th>AP Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>½ credit</td>
<td>1 credit</td>
</tr>
<tr>
<td>Grades 10 – 12 (also offered at the honors level)</td>
<td>Grades 11, 12, Advanced Placement</td>
</tr>
</tbody>
</table>

Economics focuses on various economic philosophies and their application to specific issues and topics. Current issues of economic policy and practice and the role of public policy in economic decision-making are studied. An understanding of the operation of a free market economy and the influence of contemporary forces upon it constitute the major purposes of the study.

AP Economics introduces students to the principles of macro and micro economics that apply to an economic system as a whole. College-level texts are used to explore topics such as national income and price determination, the financial sector, stabilization policies, economic growth and internal economies, as well as the foreign exchange market, as well as supply and demand, the role of prices, taxation, monetary and fiscal policy, price elasticity and production markets.
TECHNOLOGY EDUCATION

The Mission of the Avon High School Technology Education Department is to develop a student who will be a productive member of an ever changing technological society by focusing on critical thinking and problem solving techniques. To achieve this, students must become life-long learners and develop the appropriate work ethic needed for continued success in a variety of career fields.

Characteristics of Technology Education Participation
- Demonstrates the ability to solve complex problems using a variety of tools and methods.
- Understands the changing technological world with the ability to adapt to new situations.
- Recognizes the need to be a life-long learner.
- Communicates effectively through a variety of techniques.

TECHNOLOGY EDUCATION COURSE SEQUENCE

<table>
<thead>
<tr>
<th>Introductory Courses</th>
<th>Advanced Courses*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering, Drafting &amp; Design I</td>
<td>Engineering, Drafting &amp; Design II</td>
</tr>
<tr>
<td></td>
<td>Architectural Design</td>
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<tr>
<td></td>
<td>Principles of Engineering</td>
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<tr>
<td></td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Computer Modeling for Gaming</td>
<td>Engineering for Robotics</td>
</tr>
<tr>
<td>Computer Modeling I</td>
<td>Computer Modeling II &amp; III</td>
</tr>
<tr>
<td>Video Production I</td>
<td>Video Production II</td>
</tr>
<tr>
<td></td>
<td>Television Production</td>
</tr>
</tbody>
</table>

*Some classes may be taken concurrently. Please see course description for important prerequisite information.

TECHNOLOGY EDUCATION COURSES

Engineering, Drafting & Design I (EDD I) ½ credit
Grades 9-12, (also offered at the honors level)
Engineering Drafting and Design is an introduction to drafting and design through the use of Computer Aided Design (CAD) Software. Today, a working knowledge of CAD is necessary for all engineers and engineering technologists and is the universal language of industry. CAD is a very precise way to describe an object to be designed or manufactured. This course covers some sketching and several types of computer generated drawings. Students will be introduced to AutoCAD and a suite of ancillary software to design and create mechanical and industrial parts. Students will learn both two and three dimensional skills necessary to fully describe parts so that the final product can be manufactured. An introduction to the Epilog Laser Cutter, 3-D printing and CAD/CAM milling will also be covered.

Architectural Design ½ credit
Grades 10 - 12, (also offered at the honors level)
Prerequisite: EDD II
Students will be introduced to several design aspects related to residential architecture. Formal design skills will be used to develop a full set of house plans, from choosing an appropriate style, to placement on a building lot, through the elevation view process. Placement of doors and windows based on aesthetics will also be covered. Interior floor planning with minimum square footage requirements and kitchen design for efficiency will also be covered. Energy efficiency and environmental concerns will be discussed.
**TECHNOLOGY EDUCATION COURSES**

**Engineering, Drafting & Design II (EDD II)**  
½ credit  
**Grades 9 - 12 (also offered at the honors level)**  
**Prerequisite:** EDD I  
Engineering Drafting and Design II is intended to give students a firm understanding and comfort “maneuvering” through 3-D space. This course encourages students to think and perform tasks in 3 dimensions. The related processes of designing, modeling, and fabricating are evolving due to the power of the 3-D software and innovative manufacturing/prototyping methods. Students in EDD II will become comfortable selecting the appropriate software for the design, creating a three dimensional model, animating an assembly of parts, and fabricating solutions for complex design problems. The second phase of the course will introduce students to Architectural Drafting. Architectural Drafting is intended to introduce students to architectural concepts and practices involved in the design and construction of a residential building. The student will learn to apply the concepts of accepted drafting and construction techniques while preparing a series of working drawings for a structure. The course will incorporate basic math concepts including computing square footage, slope, stair design, live and dead loads, and cost and weight of a structure. Lot development, floor plans and elevation views will be created.

**Engineering for Robotics**  
½ credit  
**Grades 11 - 12 (also offered at the honors level)**  
**Prerequisite:** Mechanical Eng. or Principles of Eng.  
This course is a culmination of every facet of the Engineering Track at Avon High School. Topics to be covered include two dimensional design, 3d modeling, 3d printing, electricity, electrical circuits and pneumatics/hydraulics. STEM related lab activities will include machine controls, automation, fabrication, motor operation, power supplies, solenoids, sensors, and drive systems will also be covered. Robotic programming and an introduction to Arduino products will also be covered. Students will begin by constructing a simple robotic device using simple hydraulic systems, then create a mechanism from a kit robot. Introduction to programming with an industrial style robotic arm and peripherals will teach students how to control robotic devices autonomously. As a final project, students will construct their own device to function as intended to solve a specific task.

**Principles of Engineering**  
½ credit  
**Grades 10 - 12 (also offered at the honors level)**  
**Prerequisite:** EDD II  
Principles of Engineering students will learn the process of successful product design, development and automation through the use of mechanical, electrical/electronic, pneumatic/hydraulic and robotic concepts. This course will help students develop the knowledge and skills necessary for a variety of engineering technology and engineering fields. 3-dimensional CAD drafting will be the central focus of the product/process driven assignments with an introduction to the use industrial training systems. Production, automation and fabrication will be a large part of this course.

**Mechanical Engineering**  
½ credit  
**Grades 10 - 12 (also offered at the honors level)**  
**Prerequisite:** EDD II  
Mechanical Engineering students will explore the materials, material properties and manufacturing processes that engineers use to develop mechanical parts for industry. The forces that act on a part during operation will be reviewed, appropriate materials selected and tested to develop a suitable part for a given situation. Through the use of additive 3D printing, subtractive CAD/CAM milling and laser cutting, students will construct prototypes for several design challenges. The subject of creating movement of mechanical parts through gear reductions, linkages, cams, pulleys and chain drives will be a major theme throughout the course. Categorizing engineering disasters with a detailed research project will also be covered.
**Technology Education Courses**

**Computer Modeling for Gaming I** ½ credit
**Grades 9 – 12 (also offered at the honors level)**
Computer Modeling for Gaming I will give students experience designing and creating within a three dimensional environment. Units of study include Game Design and Theory, Introduction to 3-D modeling using the software package Rhinoceros, and Adding Texture and Material using the software package Flamingo. Students will create three-dimensional computer models and add textures and materials to their three dimensional models. The course will culminate with student generated photorealistic 3D models that they will use as assets in Computer Modeling for Gaming II.

**Computer Modeling for Gaming II** ½ credit
**Grades 9 - 12, (also offered at the honors level)**
Prerequisite: CMG I
Computer Modeling for Gaming II will give students an opportunity to use the assets created in previous courses to develop animations and three dimensional games. Students will design and create advanced three dimensional models and backgrounds with emphasis placed on lighting and texturing. Students will rig and animate their 3D models. Maya, Rhinoceros, Flamingo, and 3DS Max will be used to create content to be imported into a game engine.

**Computer Programming for Gaming I** ½ credit
**Grades 9 – 12 (also offered at the honors level)**
Computer Programming for Gaming will give students experience designing, programming and creating assets for a 2D video game. Students will program their games using a 2D game engine, Construct 2. Students will be given the opportunity to use a number of software packages to create animations they will use in the games they design and create. The software packages introduced and used in this course are Adobe Photoshop, Adobe Illustrator and Construct 2. This course was previously named Computer Modeling for Gaming 2 [CMG2]. Students that have previously enrolled in and completed CMG2 may take this class, but it MUST be taken at the honors level. Additionally, students will be responsible to create all assets that are provided to students in CPG1 [backgrounds, character animations, sound effects, animated objects]. This will effect a very minimal amount of students [around 20] for the 19-20 and 20-21 school years.

**Video Production I** ½ credit
**Grades 9 - 12, (also offered at the honors level)**
This course is an introductory level course covering the fundamentals of pre-production, production and post-production. Students will learn fundamental skills required for scripting, capturing, editing and managing high quality videos. Students will learn how to properly use camcorders and tripods with a focus on shot styles and frame composition. Students will demonstrate the ability to use basic 3-point lighting techniques and learn about video laws and commonly encountered issues in the production world. This course is the foundation and prerequisite for students to go onto Television Production or Video Production II. Student work will be displayed and select assignments may be viewed by judges for competition purposes.

**Video Production II** ½ credit
**Grades 9 - 12, (also offered at the honors level)**
Prerequisite: Video Production I
This course is meant to build on the knowledge and skills developed in the Video Production I course. Students will demonstrate the ability to use video editing software and develop technical skills in special effects, media transfer/management, keyframing, A-roll, B-roll, title creation, cuts, transitions, and many other basic video editing skills and techniques. Students will experience more freedom and responsibility with real world assignments. Students will be required to film 5-10 hours outside the class period. Student work will be displayed and select assignments may be viewed by judges for competition purposes.

**Television Production** ½ credit
**Grades 9 - 12, (also offered at the honors level)**
Prerequisite: Video Production I
This course is an introductory level course covering the fundamentals of pre-production, production and post-production. Students will learn fundamental skills required for scripting, capturing, editing and managing high quality videos. Students will learn how to properly use camcorders and tripods with a focus on shot styles and frame composition. Students will demonstrate the ability to use basic 3-point lighting techniques and learn about video laws and commonly encountered issues in the production world. This course is the foundation and prerequisite for students to go onto Television Production or Video Production II. Student work will be displayed and select assignments may be viewed by judges for competition purposes.
THEATRE ARTS

The Mission of the staff and students of the Theatre Arts Program is to explore the diverse qualities of the human experience through performance and, through such exploration, to develop a deeper understanding of ourselves and our unique perspectives, challenges, contributions, and responsibilities within human society.

Characteristics of Theatre Arts Participation
• Demonstrates mastery of fundamental theatre arts concepts.
• Integrates knowledge from a variety of theatre arts disciplines (acting, design, management, playwriting and history) and applies it to new situations to formulate insightful conclusions.
• Utilizes appropriate technical equipment in safe, responsible ways to foster creative expression.
• Understands the ever-shifting landscape of the relationship among performer, performance, and audience.
• Evaluates theatrical expression, whether writing, performing, or designing, in constructive, affirming ways that challenge as well as support the creative artists behind the expression.
• Understands and interprets theatre works in cultural and historical context.
• Demonstrates ethical responsibility in all aspects of artistic expression.
• Collaborates effectively, with integrity, passion, and generosity.

THEATRE ARTS COURSES

Introduction to Theatre
1 credit (Full year course)
Grades 9-12, (also offered at the honors level)
Students learn the basic principles of theatre arts, including an understanding of the diverse elements of theatrical production. The focus will shift throughout the school-year, based on discrete units taught in the areas of theatre history, writing (i.e. character descriptions, blocking notation, scene/plot summaries), acting, set design, set painting, costume design and execution, and make-up design and application. The midterm and finals will be performance-based.

Acting Techniques
½ credit (Fall Semester, Spring Semester)
Grades 9-12, (also offered at the honors level)
In this course, students take an in-depth approach to creating characters. Elements of presentational and representational acting techniques will be discussed and explored as well as a reasonable exploration of Method Acting. Students will experiment with techniques that are appropriate for a variety of monologues and scenes, performing for classmates in different ways to learn which techniques are most effective for them as individual performers.
The Mission of the Visual Arts Department is to provide students with artistic experiences that develop visual literacy. Each student will gain the necessary skills to problem solve creatively and express themselves through a dynamic and relevant studio based curriculum that emphasizes personal, contemporary and historical artworks.

**Characteristics of Visual Art Participation**
- Demonstrates proficiency with course relevant art tools, materials and techniques.
- Understands and interprets artworks in context.
- Demonstrates proficiency in visual expression.
- Creates works which communicate or convey specific messages, ideas and personal meaning.
- Demonstrates appreciation for own and other’s artwork.
- Demonstrates creative problem solving and critical thinking skills.
- Is able to speak, write, and reflect on own and other’s artwork.
- Demonstrates self-direction in learning.

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**VISUAL ARTS COURSE SEQUENCE**

**Introductory Courses**
- Introduction to Ceramics
- Foundations of Design

**Advanced Courses**
- Advanced Ceramics
- Drawing
- Painting
- Studio Art
- Intro to Digital Photo
- AP Studio Art I
- AP Studio Art II
- Sculpture
- Book & Paper Arts
- Fibers & Textiles
- Digital Art
VISUAL ARTS COURSES

Introduction to Ceramics
½ credit
Grades 9-12, (also offered at the honors level)
This course will introduce students to clay properties and processes. Students will work with a variety of hand-building methods including pinch, coil and slab techniques in the creation of functional and sculptural works. Glazing, finishing and surface design will also be addressed. Relevant criticism and art history will be incorporated into 3-dimensional assignments. This course is a prerequisite for Advanced Ceramics.

Advanced Ceramics
½ credit
Grades 9-12, (also offered at the honors level)
Prerequisite: Introduction to Ceramics
This course will build upon the skills introduced in the Introduction to Ceramics course. Additionally, students will learn basic wheel-throwing techniques, altering methods, basic mold making, and use of molds for working in series. Advanced glazing techniques will include use of resists, underglazes and stains. Relevant criticism, art history, and contemporary issues in ceramics will also be addressed.

Sculpture
½ credit
Grades 9-12, (also offered at the honors level)
This course offers students experience in the concepts of 3-dimensional design. Projects will predominantly explore the visual elements of mass, form, and space. Projects may include but are not limited to: assemblage, constructing on an armature, bas-relief, mold-making and working in series. Throughout this course, students will address art criticism, relevant art history and contemporary issues in sculpture.

Book & Paper Arts
½ credit
Grades 9-12, (also offered at the honors level)
This craft based course will emphasize historical and cultural connections to techniques in paper and book related arts. This is an introductory level class with no prior skills required. Projects may include but are not limited to: alliteration, image transfer, calligraphy, illumination, altered books, and basic printmaking.

Fiber & Textiles
½ credit
Grades 9-12, (also offered at the honors level)
This course will explore historical and cultural connections to craft based techniques through the creation of fiber and textile artworks. This is an introductory level class with no prior skills required. Projects may include but are not limited to: fabric dyeing, batik, basketry, weaving and textile printing.

Foundations of Design
½ credit
Grades 9-12, (also offered at the honors level)
Prerequisite: Introduction to Ceramics
This course will offer students an introduction to various studio tools and techniques. The basic elements of design and composition will be stressed through studio work, which will include, but not be limited to, drawing, painting, mixed media, and 2-d composition. Art criticism, art technology, and relevant art history will be incorporated in various assignments. This is a basic course for all advanced work in art.

Drawing
½ credit
Grades 9-12, (also offered at the honors level)
Prerequisite: Foundations of Design
This course offers concentrated work with various drawing media and techniques. It includes traditional and non-traditional approaches to drawing as well as criticism and relevant art history. This course prepares students for Studio Art or Advanced Placement Studio Art.

Painting
½ credit
Grades 9-12, (also offered at the honors level)
Prerequisite: Foundations of Design
This course offers concentrated work with various painting media and techniques. It includes traditional and non-traditional approaches to painting as well as criticism and relevant art history. This course prepares students for Studio Art or Advanced Placement Studio Art.

Studio Art
½ credit
Grades 10-12, (also offered at the honors level)
Prerequisite: Drawing or Painting
This course is intended for students who have completed the basic studio courses and are interested in continuing studio work. This course will prepare students for AP Studio Art senior year. Students will work with a wide variety of media and concepts. Emphasis is placed on drawing and painting. This course includes art criticism and relevant art history.

AP Studio Art I
1 credit
Grade 11, Advanced Placement
Prerequisite: Teacher recommendation
This is the first year of a two-year course intended for students interested in studying advanced level art. Emphasis is placed on drawing. Students work with a wide variety of media and concepts in order to fulfill the “breadth” section of the AP portfolio curriculum. Students should plan on continuing with AP Studio Art II in Grade 12.
VISUAL ARTS COURSES

AP Studio Art II
1 credit
Grade 12, Advanced Placement
Prerequisite: AP Studio Art I
This is the second year of a two-year course intended for students interested in studying advanced level art and preparing a college portfolio. Emphasis is placed on development of a personal artistic vision. Students focus on a visual theme of their choice in order to fulfill the “concentration” section of the AP Portfolio curriculum.

Digital Art
½ credit
Grades 9-12, (also offered at the honors level)
This course offers students an introduction to the digital design elements of Adobe Illustrator. Illustrator is the industry-standard vector graphics software that lets you create logos, icons, drawings, typography, and illustrations for print, web, video, and mobile. In this course, you will learn, through hands-on exercises, how to use Illustrator to create expressive individual works of art and also create an advertising/marketing campaign.

Introduction to Digital Photography
½ credit
Grades 10-12, (also offered at the honors level)
Prerequisite: Foundations of Design
This course introduces the techniques and aesthetic principles of digital photography. Students will be introduced to the basic technology necessary for the production of still photographs, camera and lens operation, file formats, exposure, lighting, image editing software, and image output. Through the medium of digital photography they will also learn about the visual arts including: guiding principles of design, how to look at and critique photography, photographic vocabulary, using tools such as framing, composition and depth of field. Students will be introduced to works by well-known photographers and potential careers that utilize photography. Students will be expected to demonstrate an ability to use the tools in the production of their still photographs, however, the production and analysis of expressive and thoughtful art work is the main objective of this course.
**WORLD LANGUAGES**

The mission of the Avon High School World Language Department is to enable our students to communicate effectively in the target language, develop an understanding of the cultures of the speakers of that language and compare those to their own. As a result, students will be able to use their language skills in learning and understanding other disciplines, seeing themselves as life-long learners and as members of the world community. The Avon High School World Language standards are in alignment with the National Standards for Learning Languages, ACTFL and with the Common Core State Standards.

**Long-Term Transfer Goals**

**Interpretive Communication**
- Use vocabulary, grammar, and sentence structure to understand meaning
- Analyze visual, written, and spoken sources to make connections and inferences and draw conclusions

**Interpersonal Communication**
- Initiate and respond effectively on a given topic based on interactions/exchanges.

**Presentational Communication**
- Develop and communicate a clear and effective message for a given purpose, topic, and audience.

### WORLD LANGUAGE COURSE SEQUENCE

<table>
<thead>
<tr>
<th>ASL I</th>
<th>Mandarin Chinese I</th>
<th>French I</th>
<th>Latin I or Latin I (H)</th>
<th>Spanish I</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL II</td>
<td>Mandarin Chinese II</td>
<td>French II</td>
<td>Latin II or Latin II (H)</td>
<td>Spanish II</td>
</tr>
<tr>
<td>ASL III or ASL III (H)</td>
<td>Mandarin Chinese III or Mandarin Chinese III (H)</td>
<td>French III or French III (H)</td>
<td>Latin III or Latin III (H)</td>
<td>Spanish III or Spanish III (H)</td>
</tr>
<tr>
<td>Mandarin Chinese IV (H)</td>
<td>French IV or French IV (H)</td>
<td>Latin IV (H) or Latin IV (H/ECE) or AP Latin/ECE Latin</td>
<td>Spanish IV or Spanish IV (H) or Heritage Spanish I (H)</td>
<td></td>
</tr>
<tr>
<td>Mandarin Chinese IV (H)</td>
<td>French V or French V (H)</td>
<td>Spanish V or Spanish V (H)</td>
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</tbody>
</table>

- AP French Language & Culture (ECE FR W3250 & 3268)
- Francophone Language & Culture (ECE FR W3250)
- AP Spanish Language & Culture (ECE SPAN 3178 & 3179)
- Spanish Conversation & Culture (ECE SPAN 3179)
## WORLD LANGUAGES: AMERICAN SIGN LANGUAGE

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Grades</th>
<th>Prerequisite</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>American Sign Language I</strong></td>
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<td>Grades 9-12</td>
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<td>This course introduces students to American Sign Language (ASL) as well as the culture and history of the Deaf. Students will begin to develop their ability to visually attend in a voice off setting where a majority of learning will take place. This level course will emphasize vocabulary development as well as ability to form basic sentence and question structures in order to hold simple conversation. The learner will begin to develop proficiency in expressive and receptive use of the language including space and grammatical features.</td>
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<tr>
<td><strong>American Sign Language II</strong></td>
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<td>Grades 10-12 (also offered at the honors level)</td>
<td>Prerequisite: ASL I</td>
<td>Students will continue to learn and expand on common daily vocabulary. They will refine their ability to visually attend, comprehend and then respond in complete sentences using ASL. Opportunity for student directed ASL discussions will be provided since expressive and receptive use of the language is a primary goals of this course. Discussions of Deaf cultural and current events will be included in order to promote awareness and an understanding of issues faced by the Deaf.</td>
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<tr>
<td><strong>American Sign Language III</strong></td>
<td></td>
<td>Grades 11, 12 (also offered at the honors level)</td>
<td>Prerequisite: ASL II</td>
<td>This course is for the student who has completed ASL II. ASL III is designed to provide the student with opportunities to review and practice learned material in the classroom as well as to increase comprehension of signed narratives. New vocabulary as well as more complex language structures will be learned. Major language functions studied will focus on daily conversational skills involving: describing and locating objects, making suggestions and requests including inflection and spatial agreement, poetry and storytelling. Ability to summarize narratives clearly and accurately with specific language and cultural behaviors will be learned. Awareness of Deaf cultural issues in the news will also be a focus to keep current with the cultural aspects.</td>
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## WORLD LANGUAGES: MANDARIN CHINESE

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Grades</th>
<th>Prerequisite</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Mandarin Chinese III</strong></td>
<td></td>
<td>Grades 9-12 (also offered at the honors level)</td>
<td>Prerequisite: Mandarin Chinese I and II</td>
<td>This course provides the students with the opportunity to develop communicative skills in listening, speaking, reading and writing Mandarin at an intermediate level. It employs different activities to cultivate the students’ interests in Chinese language and culture, to make the language come alive by motivating the students and broadening their cultural understanding. While this course continues to stress the four basic skills in language acquisition: listening, speaking, reading, and writing, more emphasis will be put on oral discussion as well as reading and writing.</td>
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<tr>
<td><strong>Mandarin Chinese IV</strong></td>
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<td>Grades 9-12 (also offered at the honors level)</td>
<td>Prerequisite: Mandarin Chinese I, II and III</td>
<td>This advanced course develops students’ fluency in speaking, listening, reading and writing in Chinese. Students expand their ability to communicate effectively and properly in various real-life situations, learn more complex grammatical structures, and build up their vocabulary by using more characters. In addition, students learn the usage of idioms and authentic expressions through story reading and telling. This course also considers both contemporary and traditional Chinese cultural elements.</td>
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<tr>
<td><strong>Mandarin Chinese V</strong></td>
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<td>Grades 9-12 (also offered at the honors level)</td>
<td>Prerequisite: Mandarin Chinese I, II and III</td>
<td>This course seeks to develop language that is vital for communicating in real life as well as for the study of the Chinese culture. Students will function at mid to high intermediate levels in the three modes of communication (Interpersonal, Interpretive and Presentational Modes). They will therefore further their use of idioms and authentic expressions through store reading and telling, and build additional vocabulary. Authentic sources are used to further communication skills. Students may enroll in Chinese and elect to use the honors contract policy to receive honors credit in the language.</td>
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</tbody>
</table>
WORLD LANGUAGES: FRENCH COURSES

French I
1 credit
Grades 9-11
Prerequisite: None
This introductory course is designed for beginner students. Students will begin to develop communicative skills in the French language and an appreciation of the Francophone world. Students will start to communicate in the target language and talk about themselves.

French II
1 credit
Grades 9-12
Prerequisite: French I
This course continues to present the Francophone world through a thematic approach and to ease students into the three modes of communication (interpersonal, interpretive and Presentational). Students will continue to build vocabulary acquisition and language use.

French III
1 credit
Grades 9-12 (also offered at the honors level)
Prerequisite: French II
This course continues to increase students’ knowledge of the Francophone language and culture. More complex structures and new vocabulary are introduced while students are exposed to more authentic texts and audio samples. The three modes of communication are practiced in order to increase students’ linguistic fluency and more cultural themes are discussed in comparative situations.

French IV
1 credit
Grades 9-12 (also offered at the honors level)
Prerequisite: French III College Prep or Honors
A continuation of the sequence, this course seeks to strengthen language acquisition, vocabulary and language use in authentic tasks that are used as integral part of the thematic culturally based units. Three modes of communication (interpersonal, interpretive and presentation) are further developed. Authentic material are constantly used so that students are now becoming more independent in their language study.

French V
1 credit
Grades 9-12 (also offered at the honors level) ECE
Prerequisite: French IV
This course seeks to develop language that is vital for communicating in real life as well as for the study of the Francophone world. Students will function at mid to high intermediate levels in the 3 modes of communication (Interpersonal, Interpretive and Presentational modes). Authentic sources are used to further communication skills.

AP French Language and Culture/ECE FR W3250 and W3268
1 credit
Grade 12, Advanced Placement/ECE
Prerequisite: French V College Prep or higher.
The AP French Language and Culture Course description published by the College Board determines the content of this course. The course is intended for students in their fourth year of study (or earlier upon recommendation). The course is exclusively in French.

This course aims to incorporate real life settings and integration of skills to reflect on the Francophone world. Students are encouraged to synthesize information in the 3 modes of communication and demonstrate cultural understanding.

At the end of the course, students will be prepared to take the AP French exam. This course is also accredited by the University of Connecticut. Students may pay a registration fee and receive up to six credits for successful completion of the year’s course.

If students chose this option, additional and/or different work will be required in order to follow the ECE French program.

Francophone Language & Cultures/ECE FR W3250
1 credit
Grade 12
Prerequisite: French V
This course is conducted exclusively in French and focuses on the French language and francophone cultures through fiction, film and non-fiction material. The emphasis is on perfecting both oral and written expression through discussions, presentations and compositions on assigned topic. This course is also accredited by the University of Connecticut. Students may pay a registration fee and receive up to 3 credits for successful completion of the year’s course.
WORLD LANGUAGES: LATIN COURSES

**Latin Long-Term Transfer Goals**

**Cultural Connections**
• Gain knowledge about the global community (past and present) to foster respect for diverse languages, cultures, and their achievements.

**Interpretive Communication**
• Use vocabulary, grammar, and sentence structure to create an idiomatic English translation of an ancient text.
• Analyze visual, written, and spoken sources to make connections and inferences and draw conclusions.

**Interpersonal Communication**
• Develop and communicate a clear and effective message for a given purpose, topic, and audience.

**Presentational Communication**
• Develop and communicate a clear and effective message for a given purpose, topic, and audience.

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**Latin I**
1 credit
Grades 9-11 (also offered at the honors level)
This course introduces the student to classical Latin and ancient Roman civilization. The Latin language is mainly taught via practice in reading it through a coherent narrative set in Pompeii. By the end of the course students are expected to have mastered basic sentence structures, three tenses of the verb, etc. They will have amassed a vocabulary between 300 and 600 words depending on the level. While the main focus of the course is on the study of the Latin language, various aspects of Roman society, religion, history, and imperialism are also examined. In addition, students will look at the influence of Latin both in English and on the Romance languages.

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**Latin II**
1 credit
Grades 10-12 (also offered at the honors level)
*Prerequisite: Latin I*
This course continues the study of Latin grammar and Roman civilization begun in Latin I. The student will extend their knowledge of grammar and vocabulary by following the narrative which now takes them to Roman Britain and Egypt during the Roman period and specific urban and military centers in Roman Britain. Significant new grammar includes pronouns, participles, and further sentence structures.

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**Latin III**
1 credit
Grades 11, 12 (also offered at the honors level)
*Prerequisite: Latin II*
Having learned the rudiments of the Latin language over the first two years of study, a student will now read Latin with knowledge of its more advanced grammar structures. Further topics include the continued study of Roman religion, daily life in the ancient world, and the Roman military. By the end of the course, students will have amassed a vocabulary of over one thousand words in addition to a further study of English word derivations. At the honors level, the course contains a rich study of Roman government and society. In addition, the student will read original Latin prose and poetry which includes selections from Martial, Virgil, Ovid, Pliny, and Catullus.

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**Latin IV**
1 credit
Grades 11, 12
*Prerequisite: Latin III*
This course continues the study of Latin grammar and Roman civilization from Latin III. The student will extend their knowledge of grammar and vocabulary by following the narrative which takes place in various social and political situations in the city of Rome itself. Significant new grammar includes the passive of verbs and complex sentence structures. Having completed this course, students now may embark upon reading original Latin texts.

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**Latin IV Honors/ECE Latin Literature**
1 credit
Grades 11, 12
*Honors/ECE*
This is a course in which students read original Latin authors more widely and in greater depth. Students will gain a fuller understanding of the artistry of Latin literature, and the social and political influence which brought it about. In particular we shall study the prose of Caesar and the poetry of Virgil. This is an accredited University of Connecticut Classics course. Students may pay a registration fee and receive three credits for successful completion of the year’s course.

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**AP Latin/ECE Latin Literature**
1 credit
Grade 12 Advanced Placement/ECE
*Prerequisite: The student must have successfully completed three years of Latin or must seek teacher approval.*
AP Latin is a college level course which is demanding both because of the amount of material to be covered and the depth of knowledge required. AP Latin now focuses on the works of Vergil and Caesar in Latin as well as extensive selections of these authors in English. The course requires students to read and translate poetry and prose, to analyze literary texts in written argument, and practice sight reading.
WORLD LANGUAGES: SPANISH COURSES

Spanish I
1 credit
Grades 9-12
Spanish I is an introduction to the language and culture of the Hispanic world. Students will begin to develop proficiency in the four basic skills of the language: listening, speaking, reading, and writing. This course is for the student who has not studied Spanish previously.

Spanish II
1 credit
Grades 9-12
Prerequisite: Spanish I
This course is for the student who has successfully completed Spanish I. There will be a review of previous grammatical structures and vocabulary learned before progressing to presentations of new material. Students will be introduced to vocabulary units that spotlight identity, contemporary life and community. Emphasis remains on using the language for communication.

Spanish III
1 credit
Grades 9-12 (also offered at the honors level)
Prerequisite: Spanish II
This course continues to present the Hispanic world through a thematic approach and to ease students into the three modes of communication (interpersonal, interpretive, and presentational). Students will continue to build vocabulary acquisition and language use. Authentic print, audio and video sources will be used to help students develop their communicative skills.

Spanish IV
1 credit
Grades 10-12 (also offered at the honors level)
Prerequisite: Spanish III
A continuation of the sequence, this course seeks to strengthen language acquisition, vocabulary and language use in tasks that are used as an integral part of thematic, culturally based units. Three modes of communication (interpersonal, interpretive, and presentational) are further developed.

Spanish Heritage I Honors
1 credit
Grades 10-12
Prerequisite: Bilingual heritage in Spanish
This course is conducted entirely in Spanish for fluent speakers of Spanish who are orally proficient in the language, but have had little or no formal language training in a classroom setting. It is meant to provide Spanish language, literature and culture experiences in oral, written communication, word usage, formal vocabulary, and elementary principles of grammar. Reading of Spanish, Latin American and Chicano narrative will frame the classroom activities.

Spanish Heritage II Honors
1 credit
Grades 10-12
Prerequisite: Spanish Heritage I
This course is designed for students who speak Spanish at home and successfully completed Spanish Heritage I. The instruction will focus on the writing needs of students who have an oral command of the language but need to acquire more sophisticated writing and reading skills. More complex grammatical structures will be introduced and practiced and students will also further explore the literature and cultures of the Spanish-speaking world. At the conclusion of this course, students will be ready to take any college level course offered by our Spanish program.

Spanish V
1 credit
Grades 11, 12 (also offered at the honors level)
Prerequisite: Spanish IV
This course seeks to develop language that is vital for communicating in real life as well as for studying the Hispanic world. At this point, students have acquired most languages structures and vocabulary to function at a mid-intermediate level. They will continue to hone their skills and learn about cultures via thematic units. The three modes of communication (interpersonal, interpretive, and presentational) are further developed.
WORLD LANGUAGES: SPANISH COURSES

AP Spanish Language & Culture/ECE SPAN 3178 and 3179
1 credit
Grade 12, Advanced Placement/ECE
Prerequisite: Spanish V
The AP Spanish Language and Culture course description published by the College Board determines the content of this course. The course is intended for students in their fourth year of study (or earlier upon recommendation). The course is exclusively in Spanish and aims to incorporate real life settings and integration of skills to reflect on the Hispanic world. Students are encouraged to synthesize information in the 3 modes of communication and demonstrate cultural understanding. At the end of the course, students will be prepared to take the AP Spanish Language and Culture exam. This course is also accredited by the University of Connecticut. Students may pay a registration fee and receive up to six credits for successful completion of the year’s course. Students who opt for either or both ECE courses will be required to do additional and/or different work to match the UConn curriculum.

Spanish Conversation & Cultural Topics/ECE SPAN 3179
1 credit
Grade 12
Prerequisite: Spanish V
This course is conducted exclusively in Spanish and focuses on the Spanish language and Hispanic cultures through fiction, film and non-fiction material. The emphasis is on perfecting both oral and written expression through discussions, presentations and compositions on assigned topic. This course is also accredited by the University of Connecticut. Students may pay a registration fee and receive up to 3 credits for successful completion of the year’s course.
AHS STUDENT SUPPORT COURSES

Support courses are designed to strengthen a student’s skill set for learning in a key academic area. Through direct instruction, students are exposed to specific learning strategies and techniques to incorporate in the core class(es). Student support courses are graded on a pass/fail basis. As with all pass/fail courses, a student’s GPA is not impacted.

Critical Reading
⅛ credit
Grades 9-12
Prerequisite: Team Recommendation
This course focuses on learning strategies to utilize when reading content related to the core curriculum. Instruction will focus primarily on sentence-level comprehension, integration, and inference strategies for fiction and non-fiction texts, as well as providing practice in using contextual background to develop a richer understanding of text.

Strategic Literacy
⅛ credit
Grades 9-12
Prerequisite: Team Recommendation
This course is intended to improve a student’s vocabulary, critical-thinking and analysis skills, or reading rate and comprehension level. Although this course typically emphasizes works of fiction, it may also include works of non-fiction (including textbooks). This course will also provide strategies for note-taking and for understanding and evaluating the important points of a text.

Structured Literacy
⅛ credit
Grades 9-12
Prerequisite: Team Recommendation
This course provides explicit reading instruction to prepare students to decode words in an explicit and systematic manner. The structure of language is taught in a systematic, cumulative manner. Concepts are taught step-by-step, following a specific sequence.

Foundations of Composition
⅛ credit
Grades 9-12
Prerequisite: Team Recommendation
This course will provide students with direct instruction on the foundational writing skills that support the stages of writing (prewriting, drafting, revising, editing, and publishing). Different modes of writing will be covered with the focus on expository and argumentative writing. In addition, writing mechanics will be reviewed.

Strategic Learning Principles
⅛ credit
Grades 9-12
Prerequisite: Team Recommendation
This course will provide explicit instruction in organization and learning strategies that impact academic performance in a structured environment. Student progress in academic classes will be monitored in relation to the application of these skills through a student led goal setting process.

Algebra 2 Skills
⅛ credit
Grade 9, 10
Co-requisite: Algebra 2 concurrently
This course is designed to give students foundational support for their Algebra 2 CP course. Topics include the study of rational numbers, simplifying expressions, solving one-variable linear equations, creating algebraic expressions and equations from word problems, developing an understanding of slope, writing and graphing linear equations, and developing an understanding of quadratic equations. Additionally many calculator skills and test taking strategies are presented.

Geometry Skills
⅛ credit
Grade 9, 10
Co-requisite: Geometry concurrently
This course is designed to give students foundational support for their Geometry CP course. Topics include understanding key geometric vocabulary and terminology, solving and graphing linear equations, solving ratios/percentages/proportions, factoring polynomials, working with parallel lines and their properties, and solving problems involving polygons and trigonometry. Additionally many calculator skills and test taking strategies are presented.
ADDITIONAL CREDIT OPPORTUNITIES

ACHIEVE: AHS Internship Program
½ credit
Grade 12
Achieve, the student internship program, enables our students to explore an area of interest outside the classroom. By helping to foster independence and decision-making skills, the program will provide students an opportunity to make a smoother transition from high school to college, the work place, or military service. Students will explore a career interest or service opportunity in a field prior to beginning formal training in their post-secondary schooling. Credit will be awarded on a pass/fail basis up to 1.0 credit. Choice of timing: Summer, Fall, Winter or Spring.

Community Service
½ credit
Avon High School supports students in their efforts to enhance our community. Students interested in this option should see their counselor. Community service may be completed over the course of one academic year. Community Service is not calculated in the weighted GPA and will be awarded on a pass/fail basis. Successful completion and awarding of credit require: Administrative approval of the project. Site/Organization approval, with a site contact person for verification of hours. Completion of 150 hours on log sheet. Completion of culminating written essay.

Independent Study
½ credit
Independent study takes place in all curricular areas. Independent study is an arrangement between the teacher and student in a specific course which gives the individual student the opportunity to meet course objectives as well as develop his or her own particular interest in the subject area. This may consist of work done outside the confines of the class either during class time or outside the time allocated for class. Students interested in this type of opportunity should consult the teacher with whom they are enrolled and the appropriate department coordinator. Independent study programs are available for the student who wishes to independently pursue an educational program not available in any regular course offering. Such requests should be initiated by the student. A written plan should then be developed and submitted to the department coordinator, school counselor, and principal for final approval. In each case, a teacher must agree to assume responsibility for the independent study program. A commitment from the teacher and the written plan should be finalized by the start of the semester in which the work will be done. Such programs may be taken on either a pass/fail or letter grade basis with the decision to be made prior to final approval of the program.

Teaching Assistant (TA)
¼ credit
Grade 12
Prerequisite: permission of the teacher
The T.A. works on a variety of support tasks to enhance the learning programs of students. Goals include: deepen understanding in a curricular area of interest; gain insight into teaching as a career; collaborate with teachers and students for the benefit of all parties. A student may earn a maximum of ½ credit over two semesters. The T.A. will receive a grade of pass/fail, not calculated in the weighted GPA. Note: T.A.’s are not privy to student grades or other confidential information.

ADDITIONAL CREDIT OPPORTUNITIES: AHS AFFILIATED PROGRAMS

Greater Hartford Academy of the Arts
The Greater Hartford Academy of the Arts is committed to the identification and training of Capitol Region students with talent and interest in the performing arts. At the Academy, these students develop performance skills in music, creative writing, dance, and acting classes taught by professional artists. Students acquire a broad understanding of the history and criticism of the arts through interdisciplinary study and through opportunities to experience professional arts events. Academy students receive counseling and information on performing arts careers so that they can make appropriate postgraduate plans with respect to their career choice.

The Academy provides a unique environment in which students from city and suburbs and from a variety of backgrounds and artistic interests can interact. Students attend their own high school in the morning for their core academic courses, and then in the afternoon they are transported to the Academy for their courses in the arts. Students can also choose to attend the Academy all day. Auditions are normally held in the spring of each year for the following school year. See your counselor for details. There is a tuition fee for students. Students receive three (3.0) credits in the Arts, which can include ½ credit of Physical Education if dance classes are taken. Students meet the Health requirement (.50 credit) through AHS’s Biology course.
ADDITIONAL CREDIT OPPORTUNITIES: AHS AFFILIATED PROGRAMS

Greater Harford Academy of Mathematics and Science
The Greater Harford Academy of Mathematics and Science (GHAMAS) is a half-day mathematics and science high school program managed by the Capitol Region Education Council. The school is both a resource center and academic program designed for students with the desire to excel in the fields of mathematics, natural sciences and technology. The mission of the academy is to provide exceptional opportunities for all students in science, mathematics and technology in a diverse environment. Most GHAMAS courses carry honors level credit or, where indicated, Advanced Placement credit. Algebra I, however, is offered only at the College Preparatory level. Students meet the Health requirement (.50 credit) through GHAMAS’s Biology course. Participating school districts receive access to all GHAMAS resources, teacher training and professional development and a wide variety of outreach programs directed toward Grades 4-12. The academy offers courses at the honors and advanced placement college level. Students attend the academy for half of the day and their home schools for the remainder of the day. In this environment, students are afforded an opportunity to be challenged to their maximum potential and are provided access to educational resources at Trinity College, Hartford Hospital, UConn, and the Institute of Living. GHAMAS is a member of the National Consortium of Specialized Secondary Schools of Mathematics, Science and Technology.

Bristol Technical Education Center
The Bristol Tech/Ed Center offers juniors or seniors a full-year vocational/technical program in which students receive credit toward AHS graduation requirements. This is a full-time program and is tuition free. Students complete technical training in one of seven areas. High school students receive seven (7) credits toward graduation requirements as follows: 1 credit in math, 1 credit in English, 1 credit in trade theory, 4 credits in applied vocational arts. The following programs are available:
- computer-aided drafting
- culinary arts
- digital micro processing technician
- environmental systems
- industrial electronics
- machine tool
- manufacturing
- welding

Adults and high school students will receive a trade certificate upon completion of the course. In an apprenticing trade, students may receive 900 hours of credit. More information is available through the School Counseling Office.

Connecticut Open Choice Options

College Credit Programs
Avon High School Students can apply to take a class at a local college and earn both high school and college credit. College credit programs are available at the high school level for the student who has the skill and motivation to do college level work. Most are tuition-free, though other fees may apply. Each college has its own admission requirements, which may include a minimum GPA or prerequisites. Resulting grades are not calculated as part of the weighted GPA. See the school counselor for details.
- The University of Hartford “College Now”
- University of St. Joseph “Project Challenge Program”
- Tunxis Community College “High School Partnership”
- Trinity College
- Wesleyan University
VIRTUAL HIGH SCHOOL – GRADES 9, 10, 11, 12

Avon High School students benefit from the opportunity to take classes on-line through the Virtual High School Collaborative. VHS allows students the chance to participate in global virtual learning community and expand their knowledge in areas of interest beyond the regular curriculum. VHS courses are intended as enrichment and may not be substituted to meet graduation requirements or for courses otherwise offered as part of the regular curriculum. Space is limited and priority will be given to juniors and seniors. Please see your school counselor, and VHS coordinator in the Media Center for additional information.

AP® Courses

**AP® Art History**
**AP® Biology**
**AP® Calculus AB**
**AP® Computer Science A**
**AP® Economics: Micro and Macro**
**AP® English Language and Composition**
**AP® English Literature and Composition**
**AP® Environmental Science**
**AP® European History**
**AP® French Language**
**AP® Government & Politics: U.S.**
**AP® Physics B**
**AP® Physics C**
**AP® Psychology**
**AP® Spanish Language/Spanish V**
**AP® Statistics**
**AP® U.S. History**
**AP® World History**

**International Baccalaureate**

IB Economics SL IB Economics HL
IB Information Technology in a Global Society
IB Psychology SL
IB Environmental Systems and Society
IB Mathematics HL IB Film SL
IB Spanish A/B Initio

**Arts**
**American Popular Music**
**AP® Art History**
**Art History: Renaissance to Present Caribbean Art History**
**Creating Art History**
**History and American Pop Music**
**History of Photography**
**Music Composition**
**Music Listening and Critique**
**Music: Fundamentals of Composition**

**Business**

**Business and Personal Law**
**Entrepreneurship: Starting Your Own Business**

**Foreign Language**
**AP® French Language**
**AP® Spanish Language/Spanish V**
**Basic Mandarin: Chinese Language and Culture**
**Latin 1**
**Latin 2**

**Spanish Culture and 20th Century Hispanic Lit.**

**Language Arts**
**101 Ways to Write a Short Story**
**Academic Writing**
**AP® English Language & Composition**
**AP® English Literature & Composition**
**Around the World in 80 Days* Blogs, Wikis, and Web Tools**
**Contemporary Irish Literature* Creative Writing for People Who Mean It**
**Cultural Identity Through Literature Essay Writing**
**Fantasy & Science Fiction Short Stories**
**Film and Literature: The European Experience**
**Folklore and Literature of Myth, Magic, and Ritual**
**Ghoulies, Ghosties, and Long-Legged Beasts**
**Hearts of Darkness: Meeting Ourselves in Literature**
**Heroes**
**Horror, Mystery and Science Fiction Literature**
**Introduction to English Literature and Composition**
**Journalism in the Digital Age**
**Literacy Skills for the 21st Century**
**Mythology: Stories from Around the World**
**Poetry Reading & Writing Poetry Writing**
**Screenwriting Fundamentals**
**Shakespeare in Films To Kill a Mockingbird**
**Twentieth Century Women Authors**
**Young Adult Literature**

**Life Skills/Health**

**Career Awareness for the New Millennium**
**Employability Skills for the 21st Century**
**Kindergarten Apprentice Teacher Parenting in the Twenty-First Century**
**Perspectives in Health Preparing for College Admissions and Financial Aid**
**Sports and American Society**
**Who Do I Want To Be When I Grow Up?**

**Math**
**Algebra 1**
**Algebra 2**
**Algebra 2 Honors**
**AP® Calculus AB**
**AP® Statistics**
**Geometry and Algebra Applications Introduction to Calculus AB* Introduction to Statistics* Math You Can Use In College**

**Mathematical Reasoning and Logic**
**Mathematics of Electricity**
**Number Theory**
**Statistics and Business Quality Management**

**Science**

**Advanced Topics In Chemistry**
**Anatomy & Physiology: A Study in Stability**
**Animal Behavior and Zoology**
**AP® Biology**
**AP® Environmental Science**
**AP® Physics B**
**AP® Physics C**
**Astronomy Basics**
**Astronomy: Stars and the Cosmos**
**Bioethics Symposium**
**Biotechnology**
**Chemistry II: Chemicals of Civilization**
**DNA Technology**
**Environmental Chemistry**
**Environmental Science-The World Around Us**
**Epidemics: Ecology or Evolution**
**Evolution and the Nature of Science**
**Forensic Science**
**Genes and Disease**
**Great Inventions and Scientific Discoveries**
**Integrated Mechanical Physics**
**Introduction to Biology**
**Introduction to Chemistry**
**Introduction to Environmental Science**
**Introduction to Physics B**
**Meteorology: A Study of Atmospheric Interactions**
**Nuclear Physics: Science, Technology & Society**
**Oceanography: A Virtual Semester at Sea**
**Physics for Inquiring Minds**
**Pre-Veterinary Medicine**
**Sustainable Energy Engineering**
**The Human Body**

**Social Studies**

**American Foreign Policy**
**American Multiculturalism**
**AP® Economics: Micro and Macro**
**AP® European History**
**AP® Government & Politics: U.S.**
**AP® Psychology**
**AP® U.S. History**
**AP® World History**
**Arts and Ideas: The Best of Western Culture**
**Community Service-Learning**
**Constitutional Law**

**Current Issues in American Law and Justice**
**Democracy in America?**
**Eastern and Western Thought**
**Film and Literature: The European Experience**
**Gods of CNN: The Power of Modern Media**
**Great Inventions and Scientific Discoveries**
**Introduction to Economics**
**Introduction to Government**
**Introduction to Psychology**
**Introduction to U.S. History**
**Lewis and Clark's Expedition**
**Maritime History: Riders on the Storm**
**Peacemaking**
**Pearl Harbor to the Atomic Bomb**
**Philosophy I**
**Practical Law**
**Psychology I**
**Psychology of Crime**
**Sociology**
**Sports and American Society**
**The Glory of Ancient Rome**
**The Golden Age of Classical Greece**
**The Holocaust**
**The Vietnam War**
**Who Do I Want To Be When I Grow Up?**
**World Conflict, a United Nations Introduction**
**World Religions**

**Technology/ Tech Ed.**

**Advanced Web Design**
**Animation and Effects: Flash MX Basics**
**AP® Computer Science A**
**Blogs, Wikis, and Web Tools CAD**
**Computational Science & Engineering Using Java**
**Desktop Publishing: In an Information Age**
**Digital Literacy for a Digital Age Engineering Principles**
**Introduction to Computer Science Programming in Visual Basic**
**Sustainable Energy Engineering Technology and Multimedia**
**Web Design and Internet Research**
**Web Design: Artistry and Functionality**

* Appropriate for both High School and Gifted and Talented Middle School Students.

1 VHS is qualified through the AP Course Audit to label its courses “AP”.
The Avon Board of Education prohibits any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability (including pregnancy), genetic information, veteran status, gender identity or expression, or any other basis prohibited by state or federal law.

Any employee or student wishing to file a complaint regarding discrimination may obtain a copy of the Board’s complaint procedures and complaint form which are included in the Board’s Administrative Regulations Regarding Non-Discrimination/Personnel. These regulations accompany Board Policy 4118.11/4218.11/5145.4 and are available online at http://www.avon.k12.ct.us/district/board-of-education/pages/policies or upon request from the main office of any district school.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex or disability, such complaints will be handled under other appropriate policies (e.g., Board Policy 4000.1/4200.1/5145.5 Sexual Harassment; Board Policy 5145, Section 504). The district Title IX Coordinators are:

Avon High School:  Dr. Eileen O’Neil or Andrew Ellrod          (860) 404-4740
Avon Middle School: James Pappa or Cara Boland                (860) 404-4770
Thompson Brook School: William Boudreau or Sara Chaves        (860) 404-4870
Pine Grove School: Amy Borio or Todd Markham                  (860) 404-4790
Roaring Brook School: Lawrence Sparks or Lisa Schwoerke       (860) 404-4810
Central Office: Donna Nestler-Rusack or Robert Vojtek        (860) 404-4700

Anyone who has questions or concerns about the Board’s policies regarding discrimination on the basis of disability may contact the Section 504/ADA Coordinator:

Kim Mearman                                                 (860) 404-4700

Any employee also may file a complaint with the Office for Civil Rights, U.S. Department of Education:

Office for Civil Rights, Boston Office          (617) 289-0111
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
http://www2.ed.gov/about/offices/list/ocr/docs/howto.html

Employees may also file a complaint regarding employment discrimination with the Equal Employment Opportunity Commission:

Equal Employment Opportunity Commission, Boston Area Office (800) 669-4000
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203

Employees may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities (800) 477-5737
450 Columbus Blvd.
Hartford, CT 06103-1835