

BERLIN HIGH SCHOOL



PROGRAM OF STUDIES 2024-2025

COVER ART

Cover Art Created by Hanna Bednarczyk, Class of 2027 About the Artist

Hanna Bednarczyk is a freshman in the Class of 2027. For many years art has been a key focus in her life and a treasured hobby, beginning at a young age and growing throughout her school life.

The artwork displayed on the cover captures Berlin High School's most well-known entrance. Its importance is held in it being both recognizable and familiar to all its students, both past and those being welcomed for the first time. Wishing you a wonderful 2024-2025 school year!



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Berlin High School Administration

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VISION OF THE GRADUATE

Mission: We empower our students to be enthusiastic, curious learners and kind, compassionate leaders in our community and the world.

Core Values:

- PURPOSE – We understand our goals and why our efforts matter.
- PASSION – We inspire a passion for learning and foster meaningful, caring relationships.
- PRIDE – We act in ways that cultivate pride in ourselves, our school, and our community.

Our Beliefs about Learning:

1. All students learn when they feel safe, included, respected, and valued by their community.
2. We must believe in, challenge, and support all students to reach their personal goals and our high expectations.
3. Learning is enhanced by a cycle that includes goal setting, practice, feedback, and reflection.
4. Students are empowered and engaged by choice and authentic learning experiences.

As a preK-12 learning community, our goal is for every graduate to develop important transferable skills that will help them to be successful now and in the future. Through coursework and other learning experiences, we will ensure that every student can:

<p>COMMUNICATE effectively.</p> <ul style="list-style-type: none"> • Deliver ideas in a clear, precise, and thoughtful manner in spoken and written language. • Listen actively and improve conversations by asking and responding to questions to advance understanding. • Demonstrate an awareness of audience by purposefully adjusting language and tone. • Recognize impact of positive and negative non-verbal messages in self and others. 	<p>COLLABORATE to accomplish a shared goal.</p> <ul style="list-style-type: none"> • Encourage one another’s efforts, accept and offer honest feedback, and work to create a productive environment. • Contribute ideas and listen to others’ perspectives, including contradictions and divergent ideas, to consider ways to accomplish a shared goal. • Take ownership of the successes and failures of the group by living up to individual responsibilities.
<p>LEARN continuously.</p> <ul style="list-style-type: none"> • Actively engage in and take ownership of learning. • Pursue learning in areas of personal interest. • Accomplish tasks through self-advocacy and resilience, responding constructively and flexibly to setbacks and mistakes. • Set goals to advance learning based on reflection and feedback. 	<p>THINK critically.</p> <ul style="list-style-type: none"> • Synthesize information from multiple sources to acquire knowledge, frame questions, and broaden perspectives. • Evaluate sources for validity, relevance, reasoning, and assumptions. • Analyze and weigh evidence to reach conclusions and thoughtful judgments.
<p>INNOVATE to design solutions to problems.</p> <ul style="list-style-type: none"> • Investigate questions and problems by developing an informed, flexible plan of action. • Develop, test, and refine ideas by experimenting with techniques and tools to reach a desired outcome. • View feedback and failure as opportunities to learn, persevere, and develop new approaches. • Share ideas and findings through prototypes, performances, or media. 	<p>CONTRIBUTE to local and global communities.</p> <ul style="list-style-type: none"> • Act with empathy, compassion, and respect, knowing that one’s words and deeds affect others. • Engage in informed discussions about local and/or global issues and concerns, and advocate for positive change.

PRINCIPAL'S MESSAGE

Dear Student,

As we embark on another exciting academic year, I am thrilled to introduce the Berlin High School Program of Studies for the 2024-2025 school year. Our dedicated team of educators has worked tirelessly to design courses that not only meet academic standards but also inspire a sense of *purpose* in each student. Our commitment to providing a dynamic and challenging learning environment remains unwavering, and we are excited to present a wide range of innovative courses that will not only stimulate your intellect but also nurture your *passions* and instill a sense of *pride* in your academic achievements.

As you explore the Program of Studies, you will find a plethora of opportunities for personal and academic growth. From advanced placement courses to specialized electives, our goal is to empower you to pursue your interests and excel in your chosen areas of study. We believe that education is a journey, and we are here to support you every step of the way.

Remember, Berlin High School is more than just a place of learning; it's a community that values and ignites *purpose, passion, and pride*.

I look forward to witnessing your academic journey unfold and celebrating your successes throughout the year. Here's to a year filled with growth, discovery, and achievements.

Sincerely,



Mrs. Amenta, Principal

EQUAL OPPORTUNITY AND NON-DISCRIMINATION

The Berlin Public School District is committed to a policy of equal opportunity and affirmative action for all qualified persons and does not discriminate in any educational program, activity, employment, or promotional opportunities on the basis of race, color, national origin, sex, disability, age, religion, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Inquiries regarding Berlin Public School's non-discrimination policies should be directed to Denise Parsons, Title IX Coordinator, Berlin Public Schools, 238 Kensington Road, Berlin, Connecticut 06037 or 860.828.6581. For Berlin High School building support related to Title IV and Title IX, please contact a high school administrator.

GRADUATION REQUIREMENTS

In order to satisfy the high school graduation requirements within Berlin Public Schools, a student must have satisfactorily completed his or her prescribed course of study; completed a senior capstone project; demonstrated proficiency in basic skills identified by the Berlin Board of Education as established performance standards in literacy, mathematics, and science; and satisfied the legally mandated number and distribution of credits required to graduate from high school.

1. Required Coursework and Credits for Graduation

The Berlin Board of Education conforms with state law regarding credits for graduation from high school. In order to graduate from Berlin High School, students must earn credits and meet the credit distribution, as outlined below.

A credit is defined as the equivalent of one 40 minute class period for each school day of a school year. One-half credit is granted for a course with a 40 minute class period each school day for one semester or 90 days. A credit or part of a credit may also be awarded through a demonstration of mastery, based on competency and performance standards, in accordance with the guidelines adopted by the Connecticut State Board of Education. High school graduation credit will be granted to students upon the successful completion of online coursework in accordance with the Board’s online coursework policy.

Credit Distribution of Required Courses

Humanities	9.0 credits	<ul style="list-style-type: none"> • 4.0 English (including 1.0 English 9 or Advanced English 9 and 1.0 American Literature or Advanced American Studies) • 3.0 Social Studies (including 1.0 Civics or AP US Government & Politics and 1.0 US History) • 1.0 Fine Arts (including any combination of Art, Music, or Theatre) • 1.0 electives from English, Social Studies, World Language (beyond required 1.0 credit), Art, Music, or Theatre
STEM	9.0 credits	<ul style="list-style-type: none"> • 3.0 Mathematics • 3.0 Science (including 1.0 Biology and 1.0 Physical Science) • 3.0 electives in Science, Mathematics, or Technology Education; designated Business courses
Health and Physical Education	2.0 credits	<ul style="list-style-type: none"> • 1.0 Physical Education • 1.0 Health and Wellness
World Language	1.0 credit	
Career and College Readiness	1.0 credit	<ul style="list-style-type: none"> • 0.5 Personal Finance • 0.5 elective in Business, Family & Consumer Sciences, or Technology Education
Capstone	1.0 credit	
Electives	4.0 credits	

Required Total: 27 credits

Approved by the Berlin Board of Education on December 12, 2022

2. Course Enrollment

All students in grades 9-11 are required to enroll in the course equivalent of seven (7) credits each year and a minimum of six (6) credits in grade 12. Under extraordinary circumstances, the high school principal may exempt students from this requirement.

A student who presents written documentation from a physician or advanced practice registered nurse stating that participation in physical education is not advisable because of the physical condition of the student will be provided an alternative to meet the physical education requirement.

Any student who is deaf or hearing impaired may be exempted from any world language graduation requirement if the student's parent or guardian requests such exemption in writing.

In the event that a student transfers to Berlin High School during the senior year, the student must successfully complete a minimum of one semester in order to be eligible for a Berlin High School diploma.

3. ePortfolio and Senior Capstone Experience

Berlin High School ePortfolio

Starting in grade 9, students will begin developing an academic portfolio, also known as the **ePortfolio**. The ePortfolio is a personalized website that curates a digital footprint that supports individual purpose, passion, and pride as Berlin High School students. Students will add sample pieces to the ePortfolio over the course of their four years, with a direct correlation between coursework, service work, achievements, and the Berlin Public Schools Vision of a Graduate. By the conclusion of grade 11, students will reflect on their ePortfolio as they prepare for their *Senior Capstone Experience*. Following the Capstone Experience, all grade 12 students will participate in a reflective defense of their ePortfolio. The objective is to capture the culminating skills and experiences achieved and prepare students for the next chapter beyond Berlin High School in higher education or a chosen career field.

Senior Capstone Experience

The senior Capstone Project showcases a collection of skills in alignment with the Berlin Vision of the Graduate. Starting in grade 9, students will build an academic portfolio that supports their purpose, passion, and pride as Berlin Public School students and continue to add to and reflect upon their successes through their high school experience. By the end of grade 11, students will have spent ample time reflecting upon their educational journey and declare a topic they wish to pursue for the Senior Capstone Project.

The Senior Capstone Project is part of the culminating process in the Berlin K-12 educational experience that brings students an immense amount of pride while researching and presenting in the final exhibition at the end of their assigned semester.

All Capstone courses will meet twice per rotation and students will be scored on a Pass/Fail method for all benchmarks, including the final presentation. Any student with a failing grade after one quarter will be required to attend Capstone class three times in the rotation until the end of the semester. This may impact Late Arrival/Early Dismissal and/or study hall. Students must pass Capstone in order to graduate and participate in graduation ceremonies.

4. District Performance Standards of Required Basic Skills

In addition to the credit requirements listed above in section 1, students must also demonstrate required basic skills by meeting the following performance standards in literacy, mathematics, and science.

1. Literacy Basic Skills Standard

- a. Achieve a grade of 70 or better in three (3.0) BHS English courses OR
- b. Achieve the College and Career Readiness Benchmark for the PSAT/NMSQT taken during the junior year OR
- c. Achieve the College and Career Readiness Benchmark for the SAT OR
- d. Portfolio review and assessment of student work

2. Mathematics Basic Skills Standard
 - a. Achieve a grade of 70 or better in two (2.0) BHS Mathematics courses OR
 - b. Achieve the College and Career Readiness Benchmark for the PSAT/NMSQT taken during the junior year OR
 - c. Achieve the College and Career Readiness Benchmark for the SAT OR
 - d. Portfolio review and assessment of student work
3. Science Basic Skills Standard
 - a. Achieve a grade of 70 or better in two (2.0) BHS Science courses OR
 - b. Achieve a score of 3 or better on the NGSS (Next Generation Science Standards) assessment taken in the junior year OR
 - c. Portfolio review and assessment of student work

Additional Support: Students who have not met the performance standards of basic skills by the end of the first marking period of senior year shall be assigned basic skills tutor support beginning in the second marking period. Assessments will be conducted during the second, third, and fourth marking periods for any seniors who have not met the performance standards of basic skills during the previous marking period.

Exemptions: Students with special needs and 504 students will be expected to meet district performance standards of basic skills for graduation as described in this policy unless exempted as indicated in their Individual Education Plan or 504 Plan. English Language Learners (ELL) may be exempted if they have not achieved a determined language proficiency level by the end of their first semester of junior year. Students who transfer into Berlin High School **during their senior year** must meet Berlin's performance standards of basic skills in order to graduate from Berlin High School unless such students have been exempted at the sole discretion of the Berlin High School principal. In considering any exemptions to the graduation requirements set forth in this policy, the Berlin High School principal may choose to review a student's prior academic profile and state/national assessment data.

Notification to Teachers, Students, and Parents/Guardians: Frequent, ongoing communication between and among teachers, students, and parents/guardians is essential in creating home-school support for students to meet the required performance standards, particularly during senior year.

5. Alternative Programs

In certain situations, and with the approval of the principal, a student may complete the senior year elsewhere and still be awarded a Berlin High School diploma.

In order for a student to be eligible to receive a diploma while attending a different institution during the senior year, the student must meet the following requirements:

- Have earned a total of 21 credits prior to the senior year.
- Have a minimum cumulative GPA of 80 at the end of the junior year.
- Provide two letters of recommendation from Berlin High School teachers.
- Apply in writing to the high school principal by the end of Semester 1 of the junior year; application must include a detailed description of the program which the student is planning to attend.
- The program must be an accredited educational program.
- Complete the senior capstone project prior to completion of the senior year.
- Receive approval from the high school principal prior to the start of the program.

A Berlin High School diploma will be issued after the principal conducts a review of credits earned in the approved program. The principal reserves the right to establish/expand/revise compliance reporting dates for any approved alternative senior year program at any time as part of this review process.

6. Graduation During Period of Expulsion

A student may graduate, i.e., be issued his/her diploma, during an expulsion period if the Board determines that the student has completed the necessary credits and met all other criteria required by the Board for graduation. This is separate from participation in the graduation ceremony, which would not be allowed during a period of expulsion.

7. Academic Advancement Program

Notwithstanding the graduation requirements in this policy, students shall be permitted to graduate from high school upon the successful completion of the academic advancement program established by the State Board of Education.

8. Alternative Pathways

Credit toward graduation shall be earned by successfully completing Board approved courses, but the high school principal shall be empowered to give such credit for alternative pathways of study which meet the objectives of standard courses. Primary alternatives shall be independent study and enrollment in courses for credit at other accredited institutions. It shall be the responsibility of the high school counseling department and principal to ensure that each student maintains a balanced and educationally sound program.

9. Graduation Ceremony

In order to participate in the formal graduation ceremony, students must meet all the course credit requirements, have successfully completed the senior capstone project, and have met the district performance standards of basic skills by the date of graduation, as specified in sections 1, 3, and 4, respectively, of this policy. Parents/guardians and adult students will be informed in writing by the high school principal or designee during the second semester, but no later than April 1, of the individual status of each student relative to graduation requirements, including the necessity of successfully completing any courses in which the student may be currently enrolled.

GENERAL INFORMATION

Course Selection Process

Students receive teacher recommendations in PowerSchool. Parents/guardians and students are asked to discuss course recommendations and selections together. Students will enter course selections into PowerSchool. The school counselor will review student selections individually with each student to evaluate the program as it relates to each student's personal goals. Courses are then scheduled according to the spaces available and the period the sections are offered. If parents/guardians or students feel that an adjustment is needed for a course recommendation, an override application must be completed (see Requests for Override).

Courses identified by Roman numerals are sequential courses and must be taken in numerical order. For example: Spanish I must be taken and passed before a student may take Spanish II. Failure of a course will require making up the deficiency before going on to the next course in sequence. Two or more courses in the same sequence may not be taken in one school semester.

Course Level Information

Courses are offered at three levels in order to provide for the needs of students: *Honors* courses, which include Advanced Placement, College Career Pathways, SCSU Early College, and UConn Early College Experience; *advanced* courses; and *college preparatory* courses. Many courses are heterogeneous so that students may benefit from a wide range of experiences in a challenging curriculum. Additionally, *resource* courses such as Learning Center and ESOL are offered to students who qualify. Not all courses are offered at each level. There is a notation on the student's permanent record for honors and advanced coursework.

Course Changes (Adds/Drops, Level Changes, Withdrawals)

Students in grades 9-11 are required to enroll in the course equivalent of seven (7.0) credits each year and a minimum of six (6.0) credits in grade 12 in accordance with Board of Education policy.

- Course changes will not be honored after the fifth school day, with the exception of course level changes.
- **Core course level changes** will be honored until the last day of the first marking period. Should it be decided that a student is in need of a level change, a conversation and/or meeting must take place with the student, teacher, counselor, and parent/guardian prior to the end of the first marking period. The Supervisor of School Counseling will review the request and collaborate with building administration for a final determination. Evidence of progress monitoring, class assessments, and interventions must indicate the student's difficulty with the class to warrant the possible change.
- Any course from which a student has withdrawn beyond the aforementioned date (end of first marking period) **with the exception of mandatory core courses**, will result in a "W" on their transcript. For example, should a student withdraw from AP Environmental Science after the end of the first marking period, they will receive a "W" on their transcript. However, should a student choose to level down from Advanced Chemistry to Concepts in Chemistry, they will not receive a "W" on their transcript and their grades will be averaged upon the date of the withdrawal.
- Partial credit may be awarded if the student has completed an entire marking period with a passing grade of 60% or higher.
- Withdrawals may be requested through the student's school counselor and assistant principal for review. There is no guarantee that withdrawals will be approved.
- Students requesting specific teachers will not be considered.

Requests for Override

Berlin High School supports students interested in further challenging themselves in their academic pursuits. While teachers will recommend students for particular courses, students may choose to enroll in a course other than the recommended course with the use of a Berlin High School override application. Signatures are required by the student, parent/guardian, teacher, and counselor which indicates that a consultation has taken place. Students who request to override a recommended course may be required to complete supplemental work over the summer for the overridden course.

Note for Students Enrolled in Coursework at Outside Institutions or Magnet Schools, Such as GHAA

Berlin High School understands that students completing courses at outside institutions may need to leave Berlin High School earlier than the scheduled 2:10 pm departure time. Every attempt will be made to satisfy student course requests and state-mandated graduation requirements during the periods students attend Berlin High School. However, Berlin High School cannot guarantee that all course requests and/or graduation requirements will be available during the times students are at Berlin High School. In the event that students cannot fit a graduation requirement into their Berlin High School schedule, an alternate plan to satisfy the requirement will be created according to the Credit Recovery policies outlined in the Credit Recovery / Tutoring Process section in this Program of Studies, and parents/guardians are responsible for any course fees.

GRADING INFORMATION

Weighted Grades

An eight point differential is added to all high school courses designated "honors" and a four point differential is added to all high school courses designated "advanced" in consideration of the difficulty of the actual coursework. There is a notation on the student's permanent record for all honors and advanced courses included. Additionally, if a student transfers from an advanced or honors course to a course with no differential, no differential grade points will be added to the final grade at year end, regardless of when the transfer took place. *Transfer Students: Refer to the Transfer Information section.*

Grade Point Average Calculation

A student's grade point average shall be calculated in the following manner: Grading is calculated by using a numerical system 0-100. Transcripts report final grades in all courses taken from grades 9-12. The minimum passing grade is 60%. In consideration of the difficulty of the actual coursework, an eight-point differential is added to all high school courses designated as honors, honors challenge, University of Connecticut/Early College Experience, Advanced Placement, dual enrollment, dual credit, or Early College. A four-point differential is added to all high school courses designated as advanced. The district does not report class rank.

Note for students enrolled in coursework at outside institutions or magnet schools, such as GHAA: Courses completed at outside schools will neither be included in GPA nor class rank at Berlin High School. Such courses would be recorded as transfer credits only.

Promotion Policy

Credit Grid for Berlin High School Students and the Credit That They Should Have Earned at the End of Each Grade Level: All Berlin High School students starting from ninth grade are required to achieve 27 credits to graduate. Students can be considered on target for graduating in four years by achieving the following credit totals:

At the end of:	BHS students should have:
9 th Grade	6.75 credits
10 th Grade	13.50 credits
11 th Grade	20.25 credits
12 th Grade	27.00 credits

Credit Recovery: If students should fall below the credit recommendations above, they can request permission to pursue a pre-approved form of credit recovery in order to graduate in four years. A letter will go home at the end of each year to those students who are below recommended credit totals outlining a graduation plan. (See Credit Recovery section.)

Mid-Year Graduation

Any student considering graduation after the first semester of senior year should review graduation requirements with their school counselor. Written parental request and permission from the principal and school counselor are required. See school counselor for appropriate paperwork.

Honor Roll

Berlin High School publishes its honor roll after the close of each quarter and at the end of the school year. Only unweighted averages are used, and averages are not rounded up. In order to qualify, students must be enrolled in a minimum of 5.0 credits per year. The criteria are as follows:

High Honors:	91% average with no grade below 85
Honors:	85% average with no grade below 80

Students who achieve BHS Honor Roll status for all quarters, beginning with their freshman year at BHS, will be awarded the BHS Scholastic Award at the end of senior year.

Exam / Assessment Information

- Midyear and Final Exams will take place in all core subject area courses.
- Midyear and Final Exams will take place in all elective courses with the exception of Physical Education.
- Midyear and Final Exam assessment types may vary from course to course (i.e. test, project, performance, presentation, demonstration of mastery, etc.). The assessment options include but are not limited to:
 - Comprehensive midyear and final assessment (assess student mastery on multiple curriculum standards)

- Performance assessment (assess student mastery of essential content area standard)
- AP, ECE, SCSU, and CCP assessments/exams will continue to be administered according to the guidelines provided by College Board, ECE, and CCP instructors
- There will be two designated assessment windows: window one in January and window two in June.
- Please note that some course assessments may fall outside of the assessment window if and when necessary.
- Midyear and Final assessment grades will be included in the quarter grade in which they were given (i.e. midterms taken in January will be part of the quarter two grade).
- **Seniors with an 85 percent average or greater**, including an 85 percent average in quarter two for a semester long course and quarter four for a year long course, will be excused from a final assessment, unless the assessment is required by the course.
- Students enrolled in AP courses are expected to take the College Board exam in May.

MISCELLANEOUS CREDIT INFORMATION

External Credit

1. Courses for the purpose of extension/enrichment must meet one of the following criteria:
 - The course is not offered at Berlin High School,
 - The course is offered at Berlin High School but cannot fit into the student's schedule due to scheduling conflicts, or
 - The course meets a prerequisite for another course offered at Berlin High School and will be used for the purpose of accelerating the student's academic program.
2. **Students must get approval from the building principal prior to the commencement of the course.** Extension/enrichment course request forms are available in the school counseling office. Students may request to enroll in two courses each semester.
3. Courses must be taken at an accredited institution. Students may also take enrichment courses through the West Hartford summer school program or another approved high school summer program.
4. Courses will be treated as transfer courses (see Transfer Information).
5. Students who choose to take extension/enrichment courses are still required to enroll in the course equivalent of seven (7.0) credits each year in grades 9-11 or six (6.0) credits in grade 12. Under extraordinary circumstances, the high school principal may exempt students from this requirement.

Summer School

1. A student who earns between 50 and 59 can retake the course in an approved recovery program and earn up to 1.0 credit. A student who earns between 60 and 100 and has not received credit due to attendance can retake the course in an approved recovery program and earn up to 1.0 credit. This must be at an approved remedial summer school program.
2. A student who earns under 50 for a course and wants to attend summer school must retake the entire course in a full credit program for 1.0 credit, which must be at an approved summer school program.
3. A student who has withdrawn or has been withdrawn from a course may not use summer school to make up the work/credit missed.
4. Completion of pre-approved summer school courses will be reflected on the student's transcript; however, summer school grades are not computed into the student's GPA. Students will receive a grade of "P" (pass) or "F" (fail) upon completion of the course.
5. Students cannot repeat a class that they have already passed for the purpose of qualification/eligibility for co-curricular activities, including athletics.
6. Only 2.0 credits at a time may be taken in summer school or during the school year.
7. Berlin High School offers summer school using an interactive online program. Students complete their work independently, and a proctor is available to answer students' questions. Students seeking to earn up to 2.0 credits will need to complete work outside of the regularly scheduled class time in order to meet both courses' expectations by the end date. Students are expected to comply with attendance and behavior policies.
8. Berlin High School students may enroll in accredited summer school programs. Students must meet with

their school counselor to fill out summer school credit recovery forms and then have them approved by the building principal. **Approval by the high school principal must be given in advance of the summer school program for any credits to be transferred to Berlin High School.** Official transcripts of credits and grades earned must be submitted for approval at the conclusion of any courses at other institutions.

Credit Recovery / Tutoring Process

1. Failed courses may be completed through tutoring arrangements made by the student's family. Such courses must be **approved by the high school principal prior to the beginning of the program.** A minimum of 50 must have been earned in the failed course.
2. Tutors for such courses must have the approval of the high school principal. The tutored make-up course curriculum must have the approval of the high school subject department supervisor. It is the responsibility of the family and tutor to make all necessary contacts with the principal and department supervisor.
3. A tutor must be a certified teacher in the subject being tutored.
4. Tutored courses must have final examinations. Such examinations must be approved by the high school subject department supervisor and will be valued at one-third of the final grade.
5. There is to be a minimum of 10 graded papers besides the final submitted by the tutor to the subject department supervisor (5 for a semester course). The tutor is to submit all completed assignments and exams, a summary of completed curriculum, a final recommended grade, a final examination, and credit to be awarded. All papers are corrected by the tutor.
6. Evidence of a minimum of 30 hours of tutoring for a 1.0 credit course or 15 hours for a 0.5 credit course must be submitted. These hours must extend over a six week period for a 1.0 credit course or three weeks for a 0.5 credit course.
7. The credit and recommended grade are submitted directly to the high school principal or designee.
8. Work must be submitted at least one week prior to the start of the school year.
9. Students cannot repeat a course through tutoring that they have already passed for the purpose of qualification/eligibility for co-curricular activities, including athletics.
10. It is the student's and/or his/her family's responsibility to make all tutoring arrangements.
11. Completion of courses will be reflected on the student's transcript; however, credit recovery grades are not computed into the student's GPA. Students will receive a grade of "P" (pass) or "F" (fail) upon completion of the course.
12. Only 2.0 credits at a time may be taken for credit recovery.

NOTE: A student who is completing diploma requirements must do so prior to the first day of the next school year to qualify for his/her original diploma. If this is not done, the student will receive the diploma for the academic year during which he/she completes his/her requirements. In these cases, the requirements of the new graduating class must be met.

Independent Study Program

Independent study programs are intended to enrich students' experiences. They provide in-depth opportunities for study beyond the school's regular offerings in areas where teachers' expertise cannot be accessed in regular programs. If the advisor is outside the school, the liaison will be a school counselor. Application is made to the independent study program coordinator. Approval of the request is required by the principal before it is undertaken. The principal also reviews and grants credit. Courses from other institutions are not considered independent study programs. Students in grades 9-11 must maintain a total of 7.0 credits in their schedule; students in grade 12 must carry a minimum of 6.0 credits. Under extraordinary circumstances, the high school principal may exempt students from this requirement. A "P" (pass) or "F" (fail) grade is awarded at the conclusion of the study.

1. Students may apply for a credited (.50 or 1.00) independent study program with a teacher advisor. All basic course requirements must be met. Students in grades 9-11 must have a total of 7.0 credits in their schedule before applying; seniors must be carrying a minimum of 6.0 credits. Independent study may not be taken in place of a regular course.
2. All independent study applications must be approved by the principal. All independent study project applications must be reviewed by the Independent Study Coordinator in order for the student to receive credit. Each student will be notified of acceptance in writing.

3. There will be regularly scheduled meetings with the student and Independent Study Advisor at least two to three times per month.
4. The student will present his/her completed work in the form best suited to his/her study.
5. The Independent Study Advisor will submit progress reports quarterly.
6. The Independent Study Coordinator recommendation for credit will be sent to the Berlin High School principal and to the student. A “P” (pass) or “F” (fail) grade is given for independent study and is not averaged into the student’s GPA. Evaluations will be conducted in January and June.

Transfer Information

Students Transferring into Berlin High School After Completion of 1+ Years at Another High School:

When a student transfers into Berlin High School from another accredited high school, consideration will be given to successfully fulfilled requirements of the sending high school with respect to criteria for successful completion of grades 9, 10, 11, and 12, as well as graduation requirements.

Grade Classification for Transfer Students:

One completed year	Enter as a Grade 10 student
Two completed years	Enter as a Grade 11 student
Three or more completed years	*In possession of 18 credits or more, enter as a Grade 12 student
	*In possession of fewer than 18 credits, enter as a Grade 11 student

When a student transfers into Berlin High School having completed 1+ years at another high school, those courses will be noted in the student’s cumulative file and transcript as courses completed in curriculum categories, e.g., English, Personal Finance, World Language, etc. toward the credits required for graduation from Berlin High School. The accepted credits from another high school will be listed on the Berlin High School transcript as “TR English, TR Personal Finance, TR World Language,” etc. and they will be given the credit value based upon Carnegie units, **but NO grade will be listed**. Senior students applying to colleges will need to submit an official transcript from their previous school in addition to their Berlin High School transcript in order to provide accurate information to the college on courses taken at each high school.

Students Transferring Into Berlin High School After the Start of the School Year: When a student has taken courses at another school during any part of a high school year, grades and/or credits will be reviewed by counselors. Students will be granted credits commensurate with the number of hours (i.e., Carnegie units) spent in each class at each high school. Attempts will be made to achieve continuity in courses between the sending high school and Berlin High School. Berlin High School cannot guarantee that students will be able to complete and/or earn credit in classes started at a sending school.

Transfer Students: Since the Connecticut State Department of Education requires that students achieve 25 credits for graduation, *transfer students* can be considered on target for graduating in four years by achieving the following credit totals:

At the end of:	BHS students should have:
9 th Grade	6.25 credits
10 th Grade	12.50 credits
11 th Grade	18.75 credits
12 th Grade	25.00 credits

Transfer students are responsible for fulfilling Berlin High School’s “core” requirements, and they will be scheduled for Berlin High School’s minimum of 7.0 credits per year in grades 9-11 or a minimum of 6.0 credits in grade 12.

Transcripts: When transfer students are requesting transcripts for post-secondary education or career options, the Berlin High School transcript will list the credit awarded for accepted courses transferred from outside accredited institutions as specified previously, along with the courses taken at Berlin High School. Again, if a complete high school record is required for colleges and/or employment, **transfer students will be responsible for contacting their previous high school(s) to request that their official transcript(s) be sent to each college and/or employer.**

GPA for Transfer Students: GPAs indicated in Berlin High School’s grading system for transfer students include **only courses taken at Berlin High School**. Berlin High School does not report class rank. “Internal” computation of class rank applies only to students who have completed their final two years of formal education at Berlin High School (junior and senior year). Class rank is computed solely for determining class valedictorian and salutatorian and is not published on students’ transcripts. Therefore, students who transfer in after the start of junior year will not have met the criteria for valedictorian or salutatorian.

Honors: Any student transferring in as a senior with a 90 average or above during senior year is eligible to be indicated as an honors student in the graduation program and to wear an honor cord at graduation.

Home Schooled Students

Home-schooled students wishing to receive a diploma from Berlin High School must attend Berlin High School for two years of education, one of which must be their final year. The principal shall evaluate the student’s prior educational experiences and determine what, if any, credits meeting graduation requirements have been earned. A student may be required to take a Berlin High School exam, provide a portfolio of evidence of learning, or otherwise demonstrate mastery of content to be awarded credit. After enrolling in Berlin High School, these students must satisfy all additional distribution and credit requirements in appropriate subject areas, as determined by the school counselor and the principal. The decision of the principal shall be final.

CAREER DEVELOPMENT & WORK-BASED LEARNING EXPERIENCES

Career development in high school is an active engagement by students across a variety of in- and out-of-school learning experiences involving family, staff, and community. Berlin High School provides opportunities for students to identify personal strengths and work values that align with potential career paths. Students should take advantage of career learning opportunities that are offered at BHS as well as pursue career learning through personal channels such as family, friends, and community contacts. Opportunities will be advertised throughout the school year through classroom teachers, daily announcements, student email, Schoology announcements, and other relevant social media such as Work-Based Learning on Instagram.

Internship Opportunities

Students who have completed career awareness and exploration opportunities in a career field can apply to receive an unpaid internship for the coming semester as a culminating Capstone Experience. This requires proper planning and documentation *prior* to requesting this in twelfth grade. Students must work with their school counselor and the school’s Work-Based Learning Coordinator if accepted into the program. An occupational safety training, personalized learning plan, and site visit is required before internship hours can be started. All plans must be approved by the principal. Students must maintain required credits in their schedule; only under extraordinary circumstances the principal can exempt students from this requirement.

Suggested career development activities for BHS students include but are not limited to:

Grade	Potential Extended Learning Opportunities
9	<ul style="list-style-type: none"> • Complete career awareness activities: Naviance, O*Net • Participate in clubs/activities related to student interests • Attend in-school speaker events • Participate in relevant industry or business tours

10	<ul style="list-style-type: none"> • Career awareness activities: Naviance, O*Net • Participate in clubs/activities related to student interests or changing interests • Volunteer in the community particularly in a career area of interest • Attend in-school speaker events • Identify career pathways; conduct a deeper dive into wages, job growth, and training/education needed • Participate in relevant industry or business tours • Inquire about or conduct informational interviews with a professional
11	<ul style="list-style-type: none"> • Evaluate career options identified through career awareness activities • Participate in clubs/activities related to student interests • Attend in-school speaker events, career panels • Engage with professionals at a school sponsored career fair • Attend BHS college fair • Identify job shadow opportunities if applicable • Develop a working resume and practice interview skills • Create a personal email to be used with colleges/schools/businesses for communication • Seek entry-level employment to build career readiness skills, add to your resume, and build references • Identify schools and training relevant to a career interest • Tour relevant schools and training available for identified career paths • Apply for unpaid internship in connection to the Capstone Experience (if applicable)
12	<ul style="list-style-type: none"> • Identify at least two potential career paths along with corresponding education/training providers • Participate in relevant in- and out-of-school career experiences • Attend in-school speaker events, career panels, etc. • Earn an industry recognized credential relevant to a career pathway (e.g. CNA, Adobe, CAD, etc.) • Attend BHS college fair and career fair as needed for further identification of post-secondary pathway • Identify job shadow opportunities • Apply for unpaid internship in connection to the Capstone Experience (if applicable)

ADVANCED PLACEMENT, COLLEGE, AND HONORS CHALLENGE PROGRAMS

Berlin High School provides students the opportunity to achieve college credits through the following program options:

Honors Challenge

The Honors Challenge is offered for select courses in elective areas that are heterogeneously grouped. This opportunity is available to students who have a strong desire to strengthen their depth of knowledge and development of skills in a given course. Students will have options to take on more complex, in-depth exploration of course material through a variety of assignments or assessments, independent projects, co-curricular, or experiential activities. Honors Challenge expectations are developed by each elective department for designated courses.

Students will earn Honors credit upon successful completion of the Honors Challenge expectations as outlined for each designated course and successful completion of the course.

Advanced Placement

Advanced Placement (AP) courses are approved by College Board and are designed for students to challenge themselves academically and set themselves apart in the college admission process. Students can earn college credit based upon the score they earn on the AP exam and the AP exam credit policy of their attending college.

Advanced Placement Exams: The experience of taking a rigorous culminating course exam is one of the definitive elements of an Advanced Placement course. Therefore, students who are enrolled in an Advanced Placement course are expected to take the AP exam associated with the course. Fee waivers are available for those that qualify. Students must register for exams by November 1 online through College Board and also with the school counseling office.

AP Courses:

AP 2-D Art and Design	AP Environmental Science
AP 3-D Art and Design	AP Literature and Composition
AP Biology	AP Music Theory
AP Calculus AB	AP Precalculus
AP Calculus BC	AP Psychology
AP Chemistry	AP Statistics
AP Computer Science A	AP US Government & Politics
AP Computer Science Principles	AP US History
AP Drawing	AP World History
AP English Language and Composition	

Note: While the College Board indicates that an AP score of 3 or higher is desirable, acceptance of scores for credit varies amongst colleges and universities, many of whom require scores of 4 or 5. Please check with your desired institutions of higher education.

Note: Any student earning a score of 3 and higher on any AP examination who enrolls at Western, Southern, Eastern, or Central Connecticut State University, or CT State Community College, will be awarded course credits equivalent to a specific course in the general education or elective category.

University of Connecticut (UConn) Early College Experience (ECE)

UConn Early College Experience courses provide students the opportunity to preview college work and build confidence in their readiness for college. UConn ECE instructors are high school teachers certified as adjunct professors by the university. To earn college credits, students must first complete the application and registration processes at ece.uconn.edu. There are fees and tuition costs associated with registering for the UConn course(s).

Note: The grade that a student earns will appear on their UConn transcript as reported by the instructor. Students who wish to withdraw from a course after September 30 must complete a Withdrawal Form (WAU/W) by the posted deadlines, otherwise the instructor will calculate the student's final grade according to the grading scheme applied to all students in the course. Students should meet with their teacher and school counselor for further clarification.

UConn ECE Courses:

- UConn ECE Biology
- UConn ECE Calculus BC
- UConn ECE Chemistry
- UConn ECE Discrete Mathematics
- UConn ECE Drawing
- UConn ECE Environmental Science
- UConn ECE Introduction to Individual and Family Development
- UConn ECE Physics
- UConn ECE Seminar in Writing and Multimodal Composition
- UConn ECE Spanish V
- UConn ECE Statistics



Note: UConn ECE courses are accepted for transfer at most colleges and universities. For the UConn ECE database that reveals the schools most likely to accept ECE credits, go to eceapps.uconn.edu/credit_transfer_database. Please access this database frequently, as the listing is subject to change.

Southern Connecticut State University (SCSU) Early College (EC)

SCSU's Early College program enables eligible high school students to enroll in and earn credit in college courses while still in high school. Students can explore subjects that they can't typically study in high school such as courses in health care, business, education, science, or the arts. SCSU courses taught at partner high schools are identical to the courses taught at the SCSU campus; high school teachers delivering these courses do so as SCSU adjunct faculty and must meet the qualifications and requirements set for Southern Connecticut State University adjunct faculty members.



SCSU Early College Courses:

- SCSU EC Business Law (MGT 204)
- SCSU EC The Business of Science (BIO 298)
- SCSU EC Earth and Space Science (ESC 200 and ESC 220)
- SCSU EC Zoology (BIO 102)

College Career Pathways (CCP)

The College Career Pathways (CCP) program allows Berlin High School students to earn college credit from CT State Community College through partnered programs with Tunxis/Capital and Berlin High School college-certified instructors. Students can earn dual credit, i.e., credit from Berlin High School and Tunxis or Capital, contingent upon the approval of both institutions and the student's successful completion of the course(s).

College credit is available for the following CT State at Tunxis courses at Berlin High School:

- Basic Accounting (ACC*100) – CCP Accounting I
- Principles of Accounting (ACC*113) – CCP Accounting II
- CAD Mechanical AutoCad (CAD*133) – CCP CAD - Computer Aided Design

College credit is available for the following CT State at Capital courses at Berlin High School:

- Mobile Computer Science Principles (CSC*117) – AP/CCP Mobile Computer Science Principles



CAREER AND TECHNICAL EDUCATION CURRICULUM

Business

The Business Department curriculum is fully aligned with the National Standards for Business Education, which is based on the conviction that business education competencies are essential for all students. The Business curriculum ensures all students rigorous and relevant lessons that cultivate transferable skills. Students have the opportunity to explore the fundamentals of management, model ethical behavior in the workplace, and learn to value diverse perspectives in a global economy, all while becoming self-directed, self-reflective independent learners.

Students wishing to receive Honors Challenge credit for designated courses must complete the approved contract process established by the department. Please see the department coordinator or teachers within the department for more information. Honors Challenge courses are designated in the chart below and within each course description.

Grade	Accounting and Finance	Business Management and Administration
Grade 9	Introduction to Business – Accounting and Finance	Business Technologies & Applications Introduction to Business – Management
Grade 10	CCP Accounting I** Economics Introduction to Business – Accounting and Finance	SCSU EC Business Law** Business Technologies & Applications Communications Introduction to Business – Management Marketing I
Grade 11	CCP Accounting I** CCP Accounting II** Economics Finance and Investments Introduction to Business – Accounting and Finance Personal Finance	SCSU EC Business Law** SCSU EC The Business of Science** Business Technologies & Applications Communications Introduction to Business – Management Marketing I Marketing II◀
Grade 12	CCP Accounting I** CCP Accounting II** Accounting III Economics Finance and Investments Introduction to Business – Accounting and Finance Personal Finance	SCSU EC Business Law** SCSU EC The Business of Science** Business Technologies & Applications Communications Introduction to Business – Management Marketing I Marketing II◀

** Indicates an **Honors** level course

◀ **Honors Challenge** available

CCP Accounting I** **HS12104G12**
Full Year **1.00 credit**
Grades 10, 11, and 12
 Students will learn that accounting is the language of business and that it provides the financial knowledge and analytical skills needed by both businesses and individuals. Students will complete accounting cycles for proprietorships and corporations using Excel and accounting software. This course is highly recommended for students considering a business major in college. College credit is available through CT State Community College for ACC*100. *This course meets the STEM graduation requirement.*

CCP Accounting II** **HS12104G22**
Full Year **1.00 credit**
Grades 11 and 12
Prerequisite: CCP Accounting I
 This course further develops financial analysis and interpretation of concepts learned in Accounting I. Advanced theory and generally accepted accounting principles (GAAP) are emphasized to facilitate further study at the post-secondary level. College credit is available through CT State Community College for ACC*113. *This course meets the STEM graduation requirement.*

Accounting III **HS12104G33**
1/2 Year **.50 credit**
Grade 12
Prerequisite: CCP Accounting II
 This advanced course is for students who are looking to pursue a career in the field of accounting or financial management. Students will have a basic understanding of the role of financial and managerial accounting. Financial and managerial methods are studied with an emphasis placed on analyzing, processing, interpreting, and communicating financial data to aid in decision making. *This course meets the STEM graduation requirement.*

SCSU EC Business Law** **HS12054G**
1/2 Year **.50 credit**
Grades 10, 11, and 12
 This course offers students an understanding of business law as it applies to employers, employees, and customers. The course of study includes elements of business ethics, legal systems, trial procedure, and substantive practice areas (e.g., contracts, torts, and financial crimes). Students engage in collaborative learning experiences when analyzing law-related current events and preparing for and carrying out mock hearings, mock trials, and mock debates. College credit is available through Southern Connecticut State University for MGT 204. Students are individually responsible for the costs associated with Southern Connecticut State University enrollment.

SCSU EC The Business of Science** **HS03210H**
1/2 Year **.50 credit**
Grades 11 and 12
Prerequisite: Biology

This course will examine phenomena within the fields of environmental science and biotechnology from not only the scientific perspective, but also from the perspectives of management, economics, law, and ethics. Students in this course will gain a greater appreciation for the practice of environmental management and the promise of emerging biotechnological tools. This course will provide students with hands-on lab and field experiences, as well as extensive case study analysis, all of which will showcase the interconnectedness between scientific investigation and business management. Phenomenon based learning and sensemaking through the lens of NGSS will allow students to gain a meaningful and authentic learning experience which will help propel them to success beyond the secondary level. College credit is available through Southern Connecticut State University where students are expected to register for SCSU EC BIO 298. Students are individually responsible for the costs associated with Southern Connecticut State University enrollment.

Business Technologies & Applications **HS10005G**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12
 This course gives students a foundation in 21st century technology skills crucial to effective communication. In addition to learning techniques to manage, format, chart, and analyze data, students will gain an increased understanding of the capabilities of various applications for information management, presentations, collaboration, and digital communication in the classroom and beyond, as they work through task-oriented applications around a business theme. This program is self-paced and tutorial in nature. *This course meets the STEM graduation requirement.*

Communications **HS12009G**
1/2 Year **.50 credit**
Grades 10, 11, and 12
 Students will learn to communicate effectively, solve problems, work collaboratively, and present themselves professionally. These soft skills are critical to a student's success. Students who can demonstrate strong soft skills have a competitive advantage in today's workforce. Students will engage in hands-on activities that integrate a wide range of skills including: team building, listening, public speaking, preparing business correspondence, and applying appropriate business etiquette.

Economics **HS12105G**
1/2 Year **.50 credit**

Grades 10, 11, and 12

This Junior Achievement sponsored curriculum reinforces principles of micro- and macroeconomics by having students ask: What are the basic characteristics of the US economic system? What is the buzz in our country around private property, the price system, competition, and entrepreneurship? How do economic principles influence business decisions in the US and global markets, and what role does government play in a market economy? Students will be introduced to a variety of consumer issues while reinforcing important academic and leadership skills such as research and data analysis, problem solving, and critical thinking.

Finance and Investments **HS12103G**
1/2 Year **.50 credit**

Grades 11 and 12

Prerequisite: Business Survey or Personal Finance

Finance and Investments offers an in-depth understanding of personal wealth management (e.g. stocks and bonds) and risk management (life insurance and annuity products). This course deals with financial decision making from the perspective of an investor. Students will develop their knowledge on financial market structures, equity and fixed income securities, investment strategies, behavioral finance, and participate in a stock market simulation.

Introduction to Business

These introductory business courses are an online interactive experience to explore various business tracks based on National Standards for Business Education. Students may take one, or both classes. Each track will incorporate real world applications and case studies, as well as valuable career readiness and soft skills (interpersonal [people] skills, communication skills, listening skills, time management, and empathy).

**Introduction to Business –
Accounting and Finance** **HS12051G2**
1/2 Year **.50 credit**

Grades 9, 10, 11, and 12

- Accounting
- Banking and Finance
- Career Development
- Economics
- Financial Literacy

**Introduction to Business –
Management** **HS12051G3**
1/2 Year **.50 credit**

Grades 9, 10, 11, and 12

- Business Law
- Career Development
- Digital Citizenship
- Entrepreneurship
- International Business
- Marketing
- Management

Marketing I **HS12152G1**
Full Year **1.0 credit**

Grades 10, 11, and 12

This introductory course allows students the opportunity to explore the world of marketing. This course is designed to provide a broad based foundation for the field of marketing and the marketing mix. Students will have opportunities to work creatively with numerous forms of technology while collaborating with others. Areas of emphasis include product promotion, product development, pricing, selling, and consumer behavior. Through this course students can opt to become members of the DECA business club, a nationally recognized student organization, and interact with other students nationwide. Through DECA there are numerous opportunities made available to high school students such as local and nationwide leadership conferences and competitive events. In addition, students will participate in running the BHS school store.

Marketing II* **HS12152G2**
Full Year **1.00 credit**

Grades 11 and 12

Honors Challenge Available

Prerequisite: Marketing I

This course is a continuation of Marketing I and is designed to allow students to further enhance their marketing abilities. The first half of the course will focus on learning about entrepreneurial concepts while developing academic skills, creative thinking, and problem solving. Students will have opportunities to explore areas of marketing interest including: Sports & Entertainment marketing, Fashion marketing, International marketing, Hospitality & Tourism marketing, Digital marketing, and Retail Merchandising. This course features blended learning utilizing a teacher-facilitated, student-centered environment that leverages various forms of technology to strengthen classroom learning. Through this course students can also opt to become members of the DECA business club.

Personal Finance **HS12101G**
1/2 Year **.50 credit**

Grades 11 and 12

Students will be introduced to a wide variety of personal finance topics that reflect current trends and issues consumers face in the marketplace including career planning, spending plans, managing savings and checking accounts, credit, insurances, and other types of financial services. The course will teach students to identify and prioritize their personal money management goals, develop a budget, track their income and spending to stay within their budget, comprehend the impact of time on the value of money, understand the cost of using credit, and protect their assets as they begin to accumulate money. In addition, students will complete real-life simulations and utilize online applications to manage finances. ***Beginning with the Class of 2026, this course is required for all students to fulfill the graduation requirement.***

Family & Consumer Sciences

Family & Consumer Sciences curriculum prepares students to enhance the quality of personal and work life in a diverse global society. Courses stress critical thinking, managing resources, consumer awareness, and hands-on skill development. Students explore a variety of skills and careers related to food service, child development, and the development of individuals across their lifespan.

Students wishing to receive Honors Challenge credit for designated courses must complete the approved contract process established by the department. Please see the department coordinator or teachers within the department for more information. Honors Challenge courses are designated in the chart below and within each course description.

Grade	Child Development	Culinary Arts
Grade 9		Baking and Pastry Arts I Culinary Arts I Foods and Fitness for a Healthy Lifestyle◄
Grade 10	Child Development	Baking and Pastry Arts I Baking and Pastry Arts II◄ Culinary Arts I Culinary Arts II◄ Foods and Fitness for a Healthy Lifestyle◄
Grades 11 and 12	Child Development UConn ECE Introduction to Individual and Family Development**	Baking and Pastry Arts I Baking and Pastry Arts II◄ Culinary Arts I Culinary Arts II◄ Foods and Fitness for a Healthy Lifestyle◄

** Indicates an **Honors** level course

◄ **Honors Challenge** available

Child Development

Child Development **HS22204G**
1/2 Year **.50 credit**
Grades 10, 11, and 12

This course imparts knowledge and practical experience in child development, from conception to age four. Students will explore physical, emotional, social, and intellectual development and how these impact how a child learns and grows. Topics include consideration of the roles, responsibilities, and challenges of parenthood; human sexuality; pregnancy; prenatal development; preparation for birth; the birth process; heredity; and the environment. Students will have the opportunity to take on the role of teacher or observer through district partnerships involving preschool children.

UConn ECE Introduction to Individual and Family Development**

(UConn HDFS 1070)

HS22999H

Full Year

1.00 credit

Grades 11 and 12

Students successfully completing this full year UConn course are eligible for 3 credits from UConn. This course provides students with an understanding of individual and family development over the lifespan. It is an introduction to the general study of human development from conception through elderhood. Students will examine the interaction of the biological, psychological, and social systems through a psychosocial approach. The life span perspective of development is a means of understanding the challenges, conflicts, and achievements that are central to people in every part of the world and at every age. Students are individually responsible for costs associated with the University of Connecticut.

Culinary Arts

Baking and Pastry Arts I **HS16056G12**
.50 credit
1/2 Year

Grades 9, 10, 11, and 12

Students will learn the basic skills and role of ingredients in baking. This course will provide an opportunity to collaborate within a group environment to produce various types of baked goods. Students will develop the ability to determine and evaluate methods of preparation of baked products, become familiar with various baking tools and equipment, and analyze best practices for baking and pastry work.

Baking and Pastry Arts II **HS16056G22**
.50 credit
1/2 Year

Grades 10, 11, and 12

Honors Challenge Available

Prerequisite: Baking and Pastry Arts I

This course will provide students with advanced baking skills and knowledge of baking tools and equipment. Emphasis is placed on advanced pastry preparation and presentation, as well as the creation of specialty desserts.

Culinary Arts I **HS22202G01**
.50 credit
1/2 Year

Grades 9, 10, 11, and 12

Students will apply basic cooking techniques to food preparation in the areas of proteins, vegetables, fruits, grains, and dairy. This course begins with kitchen safety and sanitation and includes an introduction to personal nutrition, knife skills, culinary math and vocabulary, lab organization, and equipment. Students will use a variety of cooking techniques and problem solving skills during laboratory experiences to create basic dishes.

Culinary Arts II **HS22202G02**
.50 credit
1/2 Year

Grades 10, 11, and 12

Honors Challenge Available

Prerequisite: Culinary Arts I

Students will apply basic and advanced cooking techniques to food preparation in the areas of stocks, soups, sauces, and global cuisine. This course begins with a review of kitchen safety and sanitation and includes a focus on food presentation, garnishing, and working with more advanced recipes. Students will be introduced to career opportunities in the nutrition and culinary fields.

Foods and Fitness for a Healthy Lifestyle **HS16054G**
.50 credit
1/2 Year

Grades 9, 10, 11, and 12

The purpose of this course is to develop lifelong healthy individuals through an understanding of how nutrition is related to physical activity, thus creating a lifetime of complete wellness with an emphasis on nutritious cooking techniques, healthy choices, personal fitness, and real world issues and challenges affecting the wellness of teens every day. This program focuses on the roles food plays in our lives along the supply chain, from field to plate. The relationship between food, health, justice, and the environment will be explored, incorporating hands-on laboratory experiences in nutritional food preparation, exercise, and health behavior management to attain personal goals.

Technology Education

The Technology Education curriculum consists of applied courses that are activity based. Students put into practice the concepts and processes they learn in Technology Education as well as in core subject courses to challenging problems in the applied areas of Digital Communications, Design & Engineering, Emergency Services, and Manufacturing Technology. Students taking courses in technology education will become more aware of technology and its impact on society and the environment.

Students wishing to receive Honors Challenge credit for designated courses must complete the approved contract process established by the department. Please see the department coordinator or teachers within the department for more information. Honors Challenge courses are designated in the chart below and within each course description.

Grade	Digital Communications	Design & Engineering	Emergency Services	Manufacturing Technology
Grade 9	Television Production I Television Production II	Architectural Design [▲] STEAM Design		Mechanics I: Engine Wood & Mfg. I

Grade 10	Digital Media & Moviemaking Television Production I Television Production II	Architectural Design◀ CCP CAD – Computer Aided Design** Engineering Design & Robotics I STEAM Design		CCP CAD – Computer Aided Design** Mechanics I: Engine Mechanics II: Automotive Wood & Mfg. I Wood & Mfg. II◀
Grades 11 and 12	Digital Media & Moviemaking Television Production I Television Production II	Architectural Design◀ CCP CAD – Computer Aided Design** Engineering Design & Robotics I Engineering Design & Robotics II STEAM Design	Certified Nursing Assistant Emergency Medical Services Introduction to Fire Service	CCP CAD – Computer Aided Design** Mechanics I: Engine Mechanics II: Automotive Wood & Mfg. I Wood & Mfg. II◀
Grades 11 and 12	Digital Media & Moviemaking Television Production I Television Production II	Architectural Design◀ CCP CAD – Computer Aided Design** Engineering Design & Robotics I Engineering Design & Robotics II STEAM Design	Certified Nursing Assistant Emergency Medical Services Introduction to Fire Service Firefighting Leadership◀	CCP CAD – Computer Aided Design** Mechanics I: Engine Mechanics II: Automotive Wood & Mfg. I Wood & Mfg. II◀

** Indicates an **Honors** level course

◀ **Honors Challenge** available

Digital Communications

Digital Media & Moviemaking **HS11151G**
1/2 Year **.50 credit**
Grades 10, 11, and 12

Are you a budding filmmaker who loves to tell visual stories? Students will create original short films and showcase their artistic abilities as a filmmaker. Students will enhance their creative writing skills, develop their acting abilities, and learn how to direct and produce a film. Students will record both in our TV studio and on location, and will have the opportunity to learn how to operate filming equipment creating productions to post online and enter into film festivals.

Television Production I **HS11051G11**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12

This is a hands-on course where students will develop an understanding of the video production process; the formal steps used to plan, film, and edit productions and create digital content for our school community. During pre-production students will be responsible for writing scripts and storyboarding shots to be recorded. In production, students will have the opportunity to perform all of the functions of a television crew, both in our TV studio and on location. Finally, in post-production, students will edit, creating video news packages to post

online and share with our entire student body. Students will have the opportunity to create other film and video projects as they relate to the student's individual interests. This course is a prerequisite for Television Production II.

Television Production II **HS11051G12**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12

Prerequisite: Television Production I or instructor approval

Did you love Television Production I and want to stay involved? Interested in mentoring the next TV crew? This course is a continuation of Television Production I, where you will strengthen your planning skills, increase knowledge of equipment, and dive deeper into editing and streaming possibilities. Again, students will have the opportunity to perform all of the functions of a television crew, both in our TV studio and on location. There will be an emphasis on using the video production process as well as developing editing skills. Field trips and guest speakers will be featured to expose students to options for continuing their education and career possibilities.

Design & Engineering

Architectural Design[†] **HS21103G**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12

Prerequisite: STEAM Design or instructor approval

Ever imagine what your dream home will look like someday? This is a studio course where students will deepen their understanding of the design process and tackle design challenges utilizing the elements and principles of design. Students will have the opportunity to design their “dream” home and build a scale model of that home. The class explores STEAM principles through sketching, drawing in CAD (Computer Aided Design), 3-D model making, and presenting designs.

CCP CAD - Computer Aided Design** **HS21102E**
1/2 Year **.50 credit**
Grades 10, 11, and 12

Curious how blueprints are created? Wondering what steps are used when turning an idea into a product? In this class students will use the design process and techniques used to generate graphic images with computers. Students will learn how to use CAD software to create 2-D drawings and 3-D models. With this course you also have the opportunity to earn college credit, and you will develop skills that can be used in both Architectural Design and Engineering Design & Robotics. College credit is available through CT State Community College for CAD*133.

Engineering Design & Robotics I **HS21006G11**
1/2 Year **.50 credit**
Grades 10, 11, and 12

Prerequisite: CCP CAD - Computer Aided Design or instructor approval

Love to build robots and compete against other robots to win? Enjoy using the computer to 3-D model solutions to problems? In this class students will deepen their understanding of the design process and will tackle design challenges. The class explores computer science and STEAM principles through sketching, drawing in CAD, 3-D model making, 3-D printing, robotics, and programming. Students will develop hands-on skills with an emphasis on analyzing complex problems and developing innovative solutions.

Engineering Design & Robotics II **HS21006G12**
1/2 Year **.50 credit**
Grades 11 and 12

Prerequisite: Engineering Design & Robotics I or instructor approval

This course is a continuation of Engineering Design & Robotics I where you will strengthen your problem solving skills, increase your CAD knowledge, and dive deeper into robotics and programming. Working both in teams and individually, students apply computer science and STEAM concepts to solve engineering design problems and compete against each other in robotics

games. There will be an emphasis on using the design process as well as developing 3-D CAD modeling skills. Field trips and guest speakers will be featured to expose students to options for continuing their education and career possibilities.

STEAM Design **HS21102G1**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12

Did you enjoy STEAM at McGee? Not sure what Tech Ed class you want to take? Or do you love hands-on classes and want to have a block in your day when you can be creative and see if you like designing things? If so, this exploratory class is for you. Students will use the design process to turn their ideas into real solutions. Students will have fun understanding the different principles of design while learning 3-D modeling software and learning how to make their first 3-D print and laser etched projects. Students will get an opportunity to manufacture a project in our woodshop and use robot kits for students who love coding and programming. You will have a chance to explore our VR room, use a green screen in our TV studio, and produce high quality digital content.

Emergency Services

Certified Nursing Assistant **HS14001G**
1/2 Year **.50 credit**
Grades 11 and 12

Prerequisite: Must be at least 16 years of age

This course, offered in partnership with CT State Community College at Tunxis, is designed to provide students with the fundamental knowledge and skills necessary to function as a Certified Nursing Assistant under the supervision of a licensed nurse. Students will learn the roles and responsibilities of the CNA as a member of the health team who will provide care to a patient. Essential care skills are practiced in a school-based laboratory setting and then at a long-term care facility. Upon meeting appropriate requirements, students will be eligible and have the option to sit for the state certification exam on campus and placement on the Connecticut State Nurse Aide Registry. This program will provide students with career entry skills that will enable them to be employed as state certified nursing assistants. This is an excellent course for young people who have an interest in nursing on the level of LPN or RN with an opportunity to earn an industry recognized credential. ***Students must be fully COVID vaccinated and boosted and have received a flu shot during flu season in order to meet state guidelines for external clinical hours. Proof of vaccination will be required by the start of class. Clinical hours at a long-term care facility are required. These will be scheduled during the school day and outside of the school day in order to meet the state requirement. Transportation will be provided. Students need to provide appropriate medical attire (“scrubs”).***

Emergency Medical Services **HS15001G**
1/2 Year **.50 credit**
Grades 11 and 12

Prerequisite: Must be at least 14 years of age

This course is designed to explore key career options and increasing emergency medical demands of a growing population. Emergency Medical Services provides classroom experiences to students through the development of knowledge and skills in preparation for national Emergency Medical Responder certification. Along with career exploration, students will collaborate with health services professionals in the delivery of lifesaving interventions endorsed by the American Heart Association, including Heartsaver First Aid, CPR, and Health Care Provider training. This course is ideal for students interested in health careers exploration and jobs within the medical field. Emergency Medical Responder Certification can be earned at the end of this course with successful completion of the EMR national exam. Students must be 14 years of age to receive EMR Certification. Students must purchase an equipment kit at the cost of \$50. Students have the option to take the National EMR Certification upon completion of the course for \$210. Students are individually responsible for costs associated with the exam.

Introduction to Fire Service **HS15152G1**
1/2 Year **.50 credit**
Grades 11 and 12

Prerequisite: Must be at least 16 years of age

Have you been curious about a career in the fire services? Did you ever wonder what knowledge and skills are needed to pursue this career path? This course is designed to give students interested in a career in the fire services an opportunity to identify those qualifications and requirements for the position of firefighter. Whether you are looking to help your community as a volunteer firefighter or follow the path as a career, this course will focus on a variety of fire service-related subjects including the history of the fire service, fire department organizations, fire behavior, firefighting tactics and strategies, hazardous materials, fire safety, tools and equipment, fire prevention, fire protection systems, codes and standards, fire service occupations, and related subjects. This course will provide an exciting and beneficial path to becoming a firefighter and prepare students to participate in the Cadet program with the Berlin Fire Department.

Firefighting Leadership **HS15199G**
1/2 Year **.50 credit**
Grade 12

Honors Challenge Available

Prerequisite: Introduction to Fire Service

Firefighting Leadership encourages students to take active leadership roles within the firefighting class. Duties may include fire prevention, emergency medical service, freeing trapped individuals, hazardous material response, and search and rescue. The course reviews the fundamentals of firefighting for students who have fire service career interests or those students who wish to

learn as a precursor to community involvement at a volunteer fire department and want to serve in a leadership role in the classroom.

Manufacturing Technology

Mechanics I: Engine **HS20102G3**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12

This is an introduction to transportation systems and internal combustion engines. This course introduces students to both two and four cycle engines such as those used on lawn and garden equipment. Students will have the opportunity to develop engine diagnostic skills while working on school equipment. Students will also learn basic automotive maintenance skills a new driver should know. New trends in transportation will also be discussed. This course is a prerequisite for Mechanics II: Automotive.

Mechanics II: Automotive **HS20102G4**
1/2 Year **.50 credit**
Grades 10, 11, and 12

Prerequisite: Power I or Mechanics I

This course introduces students to automotive systems; safety, tools, basic engine cooling, lubrication, fuel, emissions, tires, brakes, suspension, and steering systems. This course will use activity-based lessons designed to develop a student’s understanding of automotive fundamentals and safety. Students will have an opportunity to work on vehicles with repair opportunities available periodically.

Wood & Manufacturing I **HS17006G**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12

This is an introduction to woodworking and manufacturing using a STEAM-based approach. This course will introduce students to planning, material selection, measurement, and machining materials into a useful product. The curriculum will also enlighten students about the many employment opportunities within the woodworking and manufacturing fields.

Wood & Manufacturing II **HS13054G**
1/2 Year **.50 credit**
Grades 10, 11 and 12

Prerequisite: Wood & Manufacturing I

This is a continuation of skills learned in Wood & Manufacturing 1 with an increased emphasis on independent work. Students will be able to choose their own projects with teacher guidance and support. Students will also help complete team built projects for the community. A continued exposure to wood and manufacturing careers will be featured using field trips and guest speakers.

ENGLISH CURRICULUM

The English Department strives to support the academic, social, and civic expectations of Berlin High School in all of its courses, particularly emphasizing reading critically, writing effectively, communicating clearly and persuasively, and using a variety of resources for academic, technological, and practical purposes. Four full years of English (4 credits) are required for a Berlin High School diploma. They must be taken as part of the regular high school offerings as described in this booklet for all students enrolled in the high school. Additional courses or electives may be taken, but there is an expectation that one full credit of Berlin High School English be successfully completed during each year of high school. **Course placement is based primarily on teacher recommendation.**

Writing Requirements: The development of writing skills is an objective of each course. In order to receive credit for each course, the student is expected to complete writing assignments in a satisfactory manner.

<i>Typical Course Sequence in English</i>		
Grade	College Preparatory	Advanced/Honors
Grade 9	English 9	Advanced English 9*
Grade 10	American Literature	Advanced American Studies*
Grade 11	Junior Seminar: Critical Reading, Writing, and Thinking	AP English Language and Composition** UConn ECE Seminar in Writing and Multimodal Composition**
Grade 12	21 st Century Journalism and Media Literacy American Voices & Modern Issues Creative Writing Mythology Speech Sports Literature	AP English Language and Composition** AP Literature and Composition** UConn ECE Seminar in Writing and Multimodal Composition**

Additional Course Offering	
Grades 10, 11, and 12	Issues and Methods in Writing and Peer Tutoring (with recommendation)

* Indicates an **Advanced** level course

** Indicates an **Honors** level course

With the exception of Issues and Methods in Writing and Peer Tutoring, all English courses are NCAA approved courses.

English Core Courses

English 9 **HS01001G**
Full Year **1.00 credit**
Grade 9 **NCAA Eligible**

In this course, attention is given to writing and the development of communication skills including accurate language usage in written and oral form. A wide breadth of literature, primarily British and American, is read and studied. Comprehension and interpretation of fiction and nonfiction texts is a main focus throughout the year.

Advanced English 9* **HS01001E**
Full Year **1.00 credit**
Grade 9 **NCAA Eligible**

Students selected for this course work intensively on writing and literature at advanced levels. Considerable writing, including essays and research papers, are required. Critical interpretation skills are a main focus.

American Literature **HS01054G**
Full Year **1.00 credit**
Grade 10 **NCAA Eligible**

This course includes instruction in communication skills and literature. There is a strong emphasis on American literature and the development of composition through the writing process. Vocabulary and essays are included in this course with a focus on American literature after 1900 during the second semester.

Advanced American Studies* **HS01002E**
Full Year **1.00 credit**
Grade 10 **NCAA Eligible**

This course integrates the study of American history and American literature. During the study of each theme, students have opportunities to develop their communication skills including grammar, writing, oral presentations and discussions, vocabulary, composition, and critical analysis while studying the history, art, and literature related to the themes. Research techniques and the development of SAT-level vocabulary, reading comprehension, and writing skills are also emphasized.

**Junior Seminar: Critical Reading,
Writing, and Thinking** **HS01003G**
Full Year **1.00 credit**
Grade 11 **NCAA Eligible**

Junior Seminar students will analyze multiple interpretations of stories, drama, poetry, and nonfiction pieces. They will gather relevant information from a variety of authoritative print and digital sources. Students will produce high quality written work in various rhetorical modes. They will use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. Students will initiate and participate effectively in a range of collaborative discussions.

**AP English Language and
Composition**** **HS01005H**
Full Year **1.00 credit**
Grades 11 and 12 **NCAA Eligible**

This course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Students will be made aware of the interactions among a writer's purposes, audience expectations, and subjects as well as how the generic conventions and the resources of language contribute to effectiveness in writing. This is a demanding course that will yield substantial benefits to the conscientious student. All students enrolled in this course are expected to demonstrate mature initiative through preparation and willing cooperation. Students enrolling in this course are expected to take the AP exam in May. Students are individually responsible for the costs associated with the Advanced Placement examination. *It is recommended that juniors taking this course proceed to AP Literature and Composition in their senior year.*

AP Literature and Composition** **HS01006H**
Full Year **1.00 credit**
Grade 12 **NCAA Eligible**

This course requires substantial and challenging reading, critical thinking, and analytical writing. Readings will include selections from various nonfiction as well as fiction genres. Students will consider the readings in light of a variety of critical approaches. Writing will be our primary medium for exploring meaning. Students will study and employ important grammatical, syntactic, and stylistic elements as a strategy to improve their own writing. Students will interact with the writing process across a range of compositional and assessment strategies. All students enrolled in this course are expected to demonstrate mature initiative through preparation and willing cooperation. Students enrolling in this course are expected to take the AP exam in May. Students are individually responsible for the costs associated with the Advanced Placement examination.

**UConn ECE Seminar in Writing
and Multimodal Composition**** **HS01103H1**
Full Year **1.00 credit**
Grades 11 and 12 **NCAA Eligible**

Students in this introductory college-level course read and carefully analyze a broad and challenging range of texts, deepening their awareness of how rhetoric and language work. The course emphasizes collaborative multimodal writing. A focus on audience and practical effects encourages creativity, flexibility, and experimentation with multiple forms of literacy, including rhetorical, digital, and information literacies necessary for 21st century contexts. Students who satisfactorily complete this course will satisfy credit requirements for English 1007, as described in the curriculum handbook of the University of Connecticut. Students are individually responsible for the costs associated with University of Connecticut credit. *It is*

recommended that students taking this course as juniors advance to AP Literature and Composition OR AP Language and Composition in their senior year.

Senior English Courses

Senior students who are not enrolled in AP English Language and Composition, AP Literature and Composition, or UConn ECE Seminar in Writing and Multimodal Composition will **select two .50 credit courses** to fulfill the requirements of their final full year of English at Berlin High School. The senior course program addresses all English Language Arts Common Core State Standards by allowing student choice in classes designed to encompass reading, writing, and speaking/listening skills.

21st Century Journalism and Media Literacy

1/2 Year
Grade 12

HS11101G
.50 credit

NCAA Eligible

This course is a study of the ways in which information is gathered and communicated through print and digital platforms. Students will learn to be discerning consumers of media while also engaging in ethical research, applying interviewing and reporting techniques, and writing for online media as well as traditional print. Students will develop skills in writing, speaking, performing, and collaborating through various performance-based assessments. Articles and productions may be submitted to The Redcoat Review and shared with the wider Berlin High School community.

American Voices & Modern Issues

1/2 Year
Grade 12

HS01065G
.50 credit

NCAA Eligible

American Voices & Modern Issues explores the diversification of the American culture by introducing students to key historical, cultural, and literary events in our history through the experiences, eyewitness accounts, and memories of those individuals who experienced them firsthand. The course includes thematic units that establish the historical, cultural, social, and political contexts of the changing voices of America through primary source documents, short stories, novels, memoirs, essays, and poetry. Students will engage in discussions and debate about current issues and policies facing American society today. Students will connect literature with relevant current events that connect conflict, style, and theme.

Creative Writing

1/2 Year
Grade 12

HS01104G
.50 credit

NCAA Eligible

This is a semester course designed as an outlet for student creativity. The goal is to provide opportunity, guidance, and feedback for student writers. The class will present various genres, styles, and activities to provide students

with a wide range of inspiration for their writing. Student selected texts will support their writing study in the areas of memoir, poetry, children's literature, and a variety of modern genres. A portfolio of writings from several different genres will be submitted to a local or national publication.

Mythology

1/2 Year
Grade 12

HS04350G
.50 credit

NCAA Eligible

This course will focus on the various gods/goddesses and stories that form Greek mythology. Time will be spent focusing on the mythology of other cultures as well, including mythical religions from Rome, China, India, and the Netherlands. Students will study and read interesting myths about various deities, analyzing the creation of the gods/goddesses as a means of explaining how/why things happened on Earth. Included will be the study of the epic hero through research of figures including Hercules, Perseus, Theseus, and Jason. Additionally, this course will take an extensive look at religious conceptions of hell derived from various cultures. Included in this section will be studies of the various ideas involving creation and the Apocalypse. By the end of course, students will have a clearer understanding of what mythology is, why it was developed, and how it has survived in various forms throughout the centuries. Several writing assignments, a research presentation, videotape projects, and mythology web quests will be required to successfully complete the course.

Speech

1/2 Year
Grade 12

HS01151G
.50 credit

NCAA Eligible

This class provides students with a chance to learn and practice the skills of public speaking. Students will analyze such literary concepts as audience, tone, bias, and purpose by asking students to analyze those elements in the works of others and then incorporate those into their own speeches. There is an emphasis on the writing process, peer collaboration and feedback, and oral presentation skills. The final exam for this course is a formal speech delivered to an audience of peers and teachers.

Sports Literature

1/2 Year
Grade 12

HS01099G
.50 credit

NCAA Eligible

This course will focus on various pieces of nonfiction based on historical American sports stories, in a variety of sports, both collegiate and professional. The material will include a variety of genres such as memoirs, autobiographies, and news and magazine articles. Along with the required readings, students will be responsible for a number of writing assignments and a research presentation using a myriad of media formats. Required reading includes the stories that have shaped American sports history.

Additional Course Offering

Issues and Methods in Writing and Peer Tutoring

HS01149G
.50 credit

Grades 10, 11, and 12

Prerequisite: Students must receive teacher recommendation prior to enrollment.

This course combines the exploration of writing studies with the application of tutoring skills. Working in collaboration with the BHS Writing Center, students will read, reflect, and respond to influential essays from the fields of composition and tutoring studies. Students

will engage in a variety of writing assignments and will consistently reflect upon their own habits and practices in order to further develop their writing skills. As a result, students will gain new insight into their own writing practices, helping them transfer what they know about writing from one course or subject to another. Through a range of course assignments, students will conduct hands-on research and examine practical approaches to peer tutoring, which will teach them to assist others in various stages of drafting and revising. Upon successful completion of this course, students with a semester average of 90 or higher are encouraged to apply to become peer tutors in the BHS Writing Center.

ESOL CURRICULUM

The ESOL Department values the rich knowledge and cultural assets that our multilingual students and families contribute to our community. The Department provides purposeful and targeted instruction and support to multilingual students identified as English Learners (ELs) toward developing their English language proficiency for success in social and academic settings. The Department also assists other educators in meeting the needs of this population. Student enrollment in any ESOL course requires approval from the ESOL Coordinator.

Grade 9 ESOL English Grade 10 ESOL English Grade 11 ESOL English Grade 12 ESOL English Full Year

EL01001G
EL01002G
EL01003G
EL01004G
1.00 credit

This skill-centered course focuses on developing reading, writing, listening, speaking, and critical thinking skills within context. Reading strategies are explicitly taught and practiced through examination of many different types of fiction and nonfiction text at demanding reading levels. Grammar and vocabulary targets stem from readings. Skills for effective writing are developed and practiced. Enrollment is determined by the ESOL Coordinator.

ESOL Social Studies Full Year

EL04103G
1.00 credit

This course develops reading, writing, listening, speaking, and critical thinking skills through the examination of US history as well as relevant current events topics. With a focus on nonfiction and historical fiction texts, students build academic vocabulary, practice reading and writing skills, and develop note-taking skills. Enrollment is determined by the ESOL Coordinator.

ESOL Study Support Full Year

EL01992G
.50 credit

This class provides small group assistance to ELs toward success in meeting the same standards and expectations as their non-EL peers. Students focus on study skills, reading strategies, and writing skills applied to classes outside the ESOL program.



FINE ARTS CURRICULUM

The Berlin Public Schools Fine Arts Department is committed to fostering a community of creative, innovative, and passionate learners who value and celebrate diversity in a global society through shared experiences in the arts. All learners will be provided with meaningful opportunities in the arts to further develop a deeper form of self-expression, empowering them to become lifelong participants, appreciators, and advocates of the fine arts.

Students wishing to receive Honors Challenge credit for designated courses must complete the approved contract process established by the department. Please see the department coordinator or teachers within the department for more information. Honors Challenge courses are designated in the chart below and within each course description.

Music and Theatre Arts

The BHS Music Department plays an integral role in the school and town community through our large and small ensembles. Through choral and instrumental performance, students are provided with opportunities to develop appropriate artistic technique in the art of music performance. Elective courses include piano, music technology, and history of popular music, which allows students to immerse themselves into the world of music through creating, performing, and responding to a culturally relevant selection of repertoire.

Grade	Performance	Theatre	Non-Performance
Grade 9	Concert Band I Concert Choir	Theatre Unified Theater	History of Popular Music Music Technology I Piano I Piano II
Grades 10, 11, and 12	Bella Voce◄ Concert Band II◄ Concert Choir	Theatre Unified Theater	History of Popular Music AP Music Theory** (grades 11 and 12) Music Technology I Music Technology II Piano I Piano II Piano III Piano IV

** Indicates an **Honors** level course

◄ **Honors Challenge** available



Performance Courses

Please Note: Choir and Band performance configurations may be adjusted based on enrollment.

Bella Voce[▲] **HS05110G33**
Full Year **1.00 credit**
Grades 10, 11, and 12

Honors Challenge Available

Prerequisite: Concert Choir, or permission of instructor through audition

This advanced level mixed choral ensemble is designed to improve the individual student's quality of singing by providing them with repertoire of higher difficulty, and a stronger emphasis on personal and ensemble musicianship. Individual students are strongly encouraged to audition for extracurricular music ensembles in addition to regional, divisional, and national honors ensembles. This ensemble will participate in several adjudication festivals and performances. Participation in performances is a requirement of this course.

Concert Band I **HS05102G12**
Full Year **1.00 credit**
Grade 9

Prerequisite: Participation in middle school band or audition

Concert Band I is a full year course for ninth grade students entering the Berlin High School Band program. In this course, students will continue to develop independent musicianship in a smaller ensemble setting. Through the use of appropriate exercises and literature, emphasis will be placed on the development of fundamental skills related to proper tone production, musical literacy, basic music theory, and musicianship. Through performance, students will gain valuable and memorable musical experiences. Students will be required to attend all football games, events, and required rehearsals in the evening. A required, one week marching band camp is held in August. In addition, the concert band and its members will travel to regional and national festivals to perform and compete.

Concert Band II[▲] **HS05102G22**
Full Year **1.00 credit**
Grades 10, 11, and 12

Honors Challenge Available

Prerequisite: Concert Band I or audition

Concert Band II is a full year course for students in grades 10 through 12. The course will provide a large ensemble setting for students who wish to develop both their individual skills on a musical instrument and their skills as an ensemble member. Students will study varied musical literature to develop these skills. Students will be given many opportunities for performance throughout the school year. Students will be required to attend all football games, events, and required rehearsals in the

evening. A required, one week marching band camp is held in August. In addition, the concert band and its members will travel to regional and national festivals to perform and compete.

Concert Choir **HS05110G23**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12

Concert Choir is a full year course open to all students in grades 9 through 12. Through the use of appropriate exercises and choral literature, emphasis will be on developing a foundation of healthy vocal production technique, sight-singing, ear training, ensemble skills, and music theory. Students will have various performance opportunities throughout the year, which will help foster a positive and collaborative community spirit among the students. Participation in choral performances is a requirement of this course.

Theatre Courses

Theatre **HS05052G11**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12

This introductory level theatre course introduces students to the basic skills and techniques of acting, in addition to play analysis. Students will practice the effective use of vocal technique for the stage, characterization, physical movement, and other performance techniques required of actors. In addition, students will research and read the history of theatre and a variety of scripts, analyzing the connections to history and culture. Peer evaluation, collaborative learning, and emphasis on characterization and performance are important elements in this course. This course may be repeated.

Unified Theater **HS05099G**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12

Unified Theater dissolves typical barriers between youth through transformative, school-based performing arts programming. In Unified Theater, young people with and without disabilities, of all backgrounds, come together as equals to put on a production. The production is entirely organized, written, and directed by the students themselves. Students work together to create a central theme for each annual production, and write scenes and stories that help promote our positive messaging. Participation in the annual Unified Theater production is a requirement of this course. This course may be repeated. *Students should see their school counselor for a peer leader application.*

Non-Performance Courses

History of Popular Music **HS05118G**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12

This elective course will examine the rise and development of various types of popular music as powerful, creative forces in American society and culture. Course assignments will encourage students to engage with and examine major forms of American popular music including jazz, rock, pop, and hip-hop. The course will highlight pioneering artists and musicians who have influenced current musical trends across the cultural landscape.

AP Music Theory** **HS05114H**
Full Year **1.00 credit**
Grades 11 and 12

Prerequisite: It is strongly suggested that students enrolled in this class are also enrolled in a chorus, band, or piano course.

This course is designed to be the equivalent of a first-year music theory college course as specified by the College Board. AP Music Theory develops students' understanding of musical structure and compositional procedures. Usually intended for students who already possess performance-level skills, the AP Music Theory course extends and builds upon students' knowledge of intervals, scales, chords, metric/rhythmic patterns, and the ways they interact in a composition. Musical notation, analysis, composition, and aural skills are important components of this course. Students enrolling in this course are expected to take the Advanced Placement examination in May. Students are individually responsible for the costs associated with the Advanced Placement examination.

Music Technology I **HS10249G12**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12

This course is designed to introduce students to the uses, concepts, techniques, and language of digital audio and digital music production. Students will create their own musical compositions, arrangements, beats, and soundscapes through hands-on use of current technology. The course will also explore the electronic keyboard, audio recording techniques, basic music theory and notation, and live electronic music performance.

Music Technology II **HS10249G22**
1/2 Year **.50 credit**
Grades 10, 11, and 12

Prerequisite: Music Technology I

This course is a continuation of Music Technology I and will build upon previous experience with music technology and digital music production. Through the use of current technologies, students will create, capture, and present their own digital music compositions.

Students will also explore various amateur and professional applications of digital music production including its use in film and television, electronic dance music, hip-hop, and more.

Piano I **HS05107G14**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12

Piano I is an introductory level course open to all students, regardless of musical knowledge or experience. This class covers the fundamentals of reading musical notation and keyboard technique. Students set their own pace for learning and are provided with skill-level appropriate materials, in addition to direct feedback from the instructor, to help them further their development of piano playing skills.

Piano II **HS05107G24**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12

Prerequisite: Piano I, or permission of instructor through audition

Piano II continues building upon the skills and techniques that were started in Piano I by continuing the lessons found in the Piano I method book, in addition to the use of more intermediate musical repertoire. Emphasis is placed on mastering the fundamental skills learned in Piano I, and furthering the student's skills of music literacy and keyboard technique.

Piano III **HS05107G34**
1/2 Year **.50 credit**
Grades 10, 11, and 12

Prerequisite: Piano II, or permission of instructor through audition

Piano III is designed for the intermediate to advanced pianist. An intermediate level method book will be used to further music literacy skills, and keyboard technique, in addition to providing students with more advanced piano repertoire. In addition, students are encouraged to supply their own musical repertoire (either from private instruction or through their own research) to practice and perform throughout the course.

Piano IV **HS05107G44**
1/2 Year **.50 credit**
Grades 10, 11, and 12

Prerequisite: Piano III, or permission of instructor through audition

Piano IV is intended to round out the skills and abilities necessary to be a successful advanced pianist who wishes to further develop their skills in music literacy and piano performance; advanced level method books, and musical repertoire, will be used to do this. In addition, students are encouraged to supply their own musical repertoire (either from private instruction or through their own research) to practice and perform throughout the course. Students will also develop their accompaniment skills, by accompanying other students enrolled in advanced level performing ensembles for rehearsals and performances.

Visual Arts

The BHS Art Department offers an array of opportunities. A student could try a variety of art areas to explore, or if they are on the college-to-career track, they could specialize in a particular art medium and work their way up to one of four college-level pathways through ECE UConn Drawing, AP Drawing, AP 2-D Art and Design and/or AP 3-D Art and Design. The curriculum works to nurture the student's ability to communicate visually while engaging in lifelong learning practices that can lead toward a career path and/or personal growth and development.

Grade	Drawing/Painting	2-D Design	3-D Design
Grade 9	Drawing I Drawing II◄ Painting I Painting II Unified Art	2-D Art and Design I 2-D Art and Design II Digital Art I Digital Art II◄ Digital Photography	3-D Art and Design I 3-D Art and Design II Jewelry & Metalsmithing Pottery I Pottery II
Grade 10	Drawing I Drawing II◄ UConn ECE Drawing**+ Painting I Painting II Unified Art	2-D Art and Design I 2-D Art and Design II Digital Art I Digital Art II◄ Digital Photography	3-D Art and Design I 3-D Art and Design II Jewelry & Metalsmithing Pottery I Pottery II
Grades 11 and 12	Drawing I Drawing II◄ AP Drawing**+ UConn ECE Drawing**+ Painting I Painting II Unified Art	2-D Art and Design I 2-D Art and Design II AP 2-D Art and Design**+ Digital Art I Digital Art II◄ Digital Photography	3-D Art and Design I 3-D Art and Design II AP 3-D Art and Design**+ Jewelry & Metalsmithing Pottery I Pottery II

** Indicates an **Honors** level course

◄ **Honors Challenge** available

+ For success in the UConn ECE and AP courses, it is suggested that students take multiple Level I and II courses within a strand before taking the Honors Level course.

Drawing/Painting

Drawing I **HS05156G12**
1/2 Year **.50 credit**
Grades 9, 10, 11, and 12

Drawing is thought to be at the root of all visual communication, therefore this course serves as a great foundation for all other Art courses. Students will develop their skills of observation through line awareness/sensitivity, proportion, composition, value, perspective, portraiture, and figure studies. Lessons will focus both on achieving realism as well as exploring narrative storytelling through comics and graphic novels. Students will also explore media including but not limited to: pencil, ink, pen, and charcoal. *No prior skills required.*

Drawing II◄ **HS05156G22**
1/2 Year **.50 credit**

Grades 9, 10, 11, and 12

Honors Challenge Available

Prerequisite: Drawing I

This course serves as an extension of Drawing I in that students will apply skills previously learned to problem solve different concepts. Creativity through personal voice and composition is nurtured through storytelling and illustration. Media as well as size, surface, and concept development are explored further with more personal choice as we continue to develop signature styles and preferences. *This course is a great precursor for the UConn ECE Drawing and AP Drawing courses.*

Painting I **HS05157G12**
1/2 Year **.50 credit**

Grades 9, 10, 11, and 12

The joy of color is at the heart of painting and color theory. Different techniques such as washes, sponging, masking, and others are practiced through studies based on observation as well as references. Students will work one quarter with watercolors, focusing on flowers and landscapes, and the other quarter with acrylics, focusing on still life and portraiture. *Prior drawing skills are helpful, but not required.*

Painting II **HS05157G22**
1/2 Year **.50 credit**

Grades 9, 10, 11, and 12

Prerequisite: Painting I

This course serves as an extension of Painting I in that students will apply previously learned skills to problem solve new concepts such as expressive color usage to create a watercolor pet portrait. Creativity through personal expression and composition is nurtured. Watercolors and acrylics will both be explored further, in addition to more abstract work and techniques. *This course is a great precursor for the AP Drawing course.*

Unified Art **HS05151G1**
1/2 Year **.50 credit**

Grades 9, 10, 11, and 12

This course is for students interested in engaging in the visual arts alongside students with special needs and/or considering a career path in Special Education or Art Education. Unified Art combines general education students with students with special needs to work one on one in a visual arts setting. Students will create artwork in media that spans across our department with lessons in drawing, painting, 2-D design, 3-D design, pottery, and digital art. Similar to Unified PE and Unified Theatre, students will be working together at an appropriate pace and level. General education students are assessed based on collaboration, communication, responsibility, and leadership. This course fulfills the requirement for Fine Arts that is necessary for graduation. *Students should see their school counselor for a peer leader application.*

2-D Design

2-D Art and Design I **HS05154G12**
1/2 Year **.50 credit**

Grades 9, 10, 11, and 12

This is a visual communications course that explores the elements and principles of design, composition, and color theory in a variety of ways. As our world is increasingly becoming more visual, this course will explore ways to create meaning through symbolism. This course also teaches students how to read and interpret visual media; problem solve design challenges; and critically think, apply, and convey meaning in their own artwork. Students will create artwork using but not limited to pencil, colored pencil, pen and ink, cut paper

collage, and paint. The 2-D Art and Design classes are the hand-based complement to the more technology-driven Digital Art classes. *No prior skills required.*

2-D Art and Design II **HS05154G22**
1/2 Year **.50 credit**

Grades 9, 10, 11, and 12

Prerequisite: 2-D Art and Design I

This course is an extension of 2-D Art and Design I. It requires the student to apply the skills previously learned while learning skills in new art media. Emphasis will be placed on concept development. A variety of hand-based materials, techniques, and processes will continue to be explored. *This course is a great precursor for the AP 2-D Art and Design course.*

Digital Art I **HS05162G12**
1/2 Year **.50 credit**

Grades 9, 10, 11, and 12

We live in a world driven by technology. Digital Art I is about learning how to create art on the computer using the new Adobe CC Suite. While exploring visual design aesthetics (such as the elements and principles of design, compositional rules, and hierarchy) students will use Adobe Photoshop and Illustrator software to explore areas of digital collaging, retouching, logo design, and poster design. Students will also explore the business aspects of design such as the creation of a brand/identity, advertising campaigns, copyright infringement issues, and working with client specifications. The Digital Art classes are the technological complement to the more hand-based 2-D Art and Design classes. *No prior skills required.*

Digital Art II* **HS05162G22**
1/2 Year **.50 credit**

Grades 9, 10, 11, and 12

Honors Challenge Available

Prerequisite: Digital Art I

Digital Art II is focused on learning advanced skills in the Adobe CC Suite, encompassing both print and interactive media. Emphasis will be placed on concept development. Students will learn to push their design skills and develop a sense of style. *This course is a great precursor for the AP 2-D Art and Design course.*

Digital Photography **HS05167G**
1/2 Year **.50 credit**

Grades 9, 10, 11, and 12

This course aims to advance skills by teaching visual composition, timing, lighting, and build a sense of professionalism in photography. Students will learn how to better use their smartphones as well as a DSLR camera. They will also learn post-processing skills and techniques using the Adobe CC suite. Students will be covering topics such as the history of photography, still life, landscape, portrait photography, and other student-driven lessons. *No prior skills required. This course is a nice complement to the Digital Art and 2-D Art and Design courses.*

3-D Design

3-D Art and Design I **HS05158G12** **1/2 Year** **.50 credit**

Grades 9, 10, 11, and 12

This course is about creating three dimensional artworks in a variety of media. The focus of the class will be split between fine and commercial art and design. Students will create artwork using but not limited to media such as clay, paper, cardboard, wire, foamcore, mixed media, and repurposed materials. *No prior skills required. This course is a nice complement to Pottery I and II as well as Jewelry & Metalsmithing.*

3-D Art and Design II **HS05158G22** **1/2 Year** **.50 credit**

Grades 9, 10, 11, and 12

Prerequisite: Sculpture I or 3-D Art and Design I

This course is an extension of 3-D Art and Design I. It requires the student to apply the skills previously learned while incorporating new skills and media. Emphasis will be placed on concept development. *This course is a nice complement to Pottery I and II as well as Jewelry & Metalsmithing. It is also a great precursor to the AP 3-D Art and Design course.*

Jewelry & Metalsmithing **HS05166** **1/2 Year** **.50 credit**

Grades 9, 10, 11, and 12

Students will explore the art of working three dimensionally with a variety of materials including but not limited to clay, wire, and metal. Emphasis will be placed on design, craftsmanship, and the relationship between form and function. Knowledge of the metalsmithing process will include sawing, piercing, shaping, texturing, and may include soldering, and enameling (painting with fire). *No prior skills required.*

Pottery I **HS05159G13** **1/2 Year** **.50 credit**

Grades 9, 10, 11, and 12

Pottery I is all about creating using the medium of clay. Students will focus on introductory hand building techniques such as pinch, coil, drape, and slab construction. Students will also be introduced to basic wheel throwing techniques. Pottery pieces will be functional and/or decorative and finished with a variety of glazes and decorating techniques. *No prior skills required. This course is a nice complement to the 3-D Art and Design courses as well as Jewelry & Metalsmithing.*

Pottery II **HS05159G23** **1/2 Year** **.50 credit**

Grades 9, 10, 11, and 12

Prerequisite: Pottery I

Pottery II is all about advanced hand building and wheel throwing techniques using the medium of clay.

Emphasis will be placed on concept development as students learn how to create more complex forms. Projects include but are not limited to bowls, vases, teapots, and non-traditional combined methods. *This course in conjunction with the 3-D Art and Design I and II and Jewelry & Metalsmithing courses are a great precursor to the AP 3-D Art and Design course.*

Advanced Studies in Art

AP 2-D Art and Design** **HS05171H2D**

AP 3-D Art and Design** **HS05171H3D**

AP Drawing** **HS05172H**

Full Year **1.00 credit**

Grades 11 and 12

These courses are intended for motivated students who are interested in artistically developing their personal voice through the development of a portfolio. Portfolios will have two sections: Sustained Investigation and Selected Works. Students will be working on in-depth, inquiry-based art and design making. Due to the fast-paced nature of this course, it is highly recommended that students have prior knowledge and understanding of skills in whichever strand they choose by taking the corresponding courses offered by the department to help them understand and develop more complex concepts and sophisticated techniques for their artwork. Students will learn how to actualize their ideas through concept development and artistic behaviors. An AP Art exhibition will take place in the spring to celebrate students and their work. Successful completion will result in AP College Board credit. Students are individually responsible for the costs associated with the Advanced Placement examination.

UConn ECE Drawing** **HS05156H**

Full Year **1.00 credit**

Grades 10, 11, and 12

Prerequisite: Drawing II

This class will explore the technical principles of the drawing process through careful observation of objects, their structure, and the space that they occupy. Drawing is a process of exploration, concentration, decision-making, risk taking, and understanding relationships. We will cover the formal aspects of perspective, contour, composition, scale, form (organic and geometric), line, structure, and value relationships. The objective of this course is to provide the skills, vocabulary, and understanding of direct and accurate observational drawing as a process and language upon which you can develop, explore, and nurture for college credit. A UConn ECE Drawing exhibition will take place in the spring to celebrate students and their work. Successful completion of the course will result in 3 UConn credits. Students are individually responsible for costs associated with University of Connecticut credit. *This course is a great complement to the AP Drawing course.*

LEARNING CENTER CURRICULUM

Learning Center classes are designed for students found eligible for special education services. In these courses, teachers assist and encourage students to challenge themselves to achieve in the least restrictive environment considered to be academically and/or socially appropriate. Academic expectations focus on increasing students' abilities to communicate clearly and persuasively, solve problems creatively, read critically, and write effectively.

Grade	Available Electives		
Grade 9	Transition Center 9		
Grade 10	Transition Center 10		
Grades 11 and 12	Transition Center 11/12		
Grades 9, 10, 11, and 12	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Advocacy and the Community Alternative Learning Strategies Learning Center Biology Learning Center Civics Learning Center English </td> <td style="width: 50%; border: none;"> Learning Center Life Skills Learning Center Math Learning Center Reading Learning Center Science Learning Center US History </td> </tr> </table>	Advocacy and the Community Alternative Learning Strategies Learning Center Biology Learning Center Civics Learning Center English	Learning Center Life Skills Learning Center Math Learning Center Reading Learning Center Science Learning Center US History
Advocacy and the Community Alternative Learning Strategies Learning Center Biology Learning Center Civics Learning Center English	Learning Center Life Skills Learning Center Math Learning Center Reading Learning Center Science Learning Center US History		

Advocacy and the Community **LC22251B**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12

This course is designed to meet the individual needs of students. Students will learn self-advocacy skills as well as independent living skills. Offered to special education students whose IEPs indicate a need for specialized instruction.

Alternative Learning Strategies **LC22207G**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12

The purpose of this course is to offer special education to students whose exceptionality impacts their ability to problem solve, socialize, and communicate with others at an age appropriate level. The overall focus is on teaching social, life, and communication skills so that these students are able to develop into independent problem solvers, self-advocators, lifelong learners, and productive members of society.

Learning Center Biology **LC03051B**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12

This course is designed for students with a variety of learning styles that require a multimodality or multisensory approach to acquire general biology curriculum. The course emphasizes the practical skills of applying the Scientific Method to everyday scenarios along with the ability to identify the traits that make organisms living. It is designed so that students utilize their higher order thinking skills to attain grade-level content. Topics covered in this course include: chemistry of life, cells, DNA/RNA, genetics, evolution,

and ecology. Students also complete lab experiences throughout the year to further apply and solidify content taught. *This course is offered every other year.*

Learning Center Civics **LC04161B**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12 **NCAA Eligible**

Students will study the historical and contemporary conflicts of constitutional principles. They will investigate the rights and responsibilities of citizens. *This course is offered every other year.*

Learning Center English, Grade 9 **LC01001B**
Learning Center English, Grade 10 **LC01002B**
Learning Center English, Grade 11 **LC01003B**
Learning Center English, Grade 12 **LC01004B**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12 **NCAA Eligible**

This course is structured for students who need to improve their knowledge and usage of basic English and written expression skills. Areas addressed may include spelling, vocabulary, grammar, word usage, paragraph development, creative writing, reference/research skills, and literature.

Learning Center Life Skills **LC22206B**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12

This course is designed to meet the individual needs of students to assist them in daily living skills that are necessary to participate as independently as possible in the community. Instruction will be offered in money and time management, food preparation, goal setting, and relationships.

Learning Center Math 9 LC02002B9
Learning Center Math 10 LC02002B10
Learning Center Math 11 LC02002B11
Learning Center Math 12 LC02002B12
Full Year 1.00 credit

This course is structured for students who need to reinforce and/or expand foundational math skills. Concentration of instruction is placed on arithmetic operations, rational numbers, area/volume, ratio and proportion, solving equations and inequalities, and geometry. This course is offered to special education students whose IEPs indicate a need for specialized instruction. Participation in Learning Center Math will meet the Berlin High School graduation requirement for math.

Learning Center Reading LC01068B
Full Year 1.00 credit
Grades 9, 10, 11, and 12

This course is for students who significantly struggle in the areas of reading comprehension, fluency, vocabulary, writing, and/or decoding/encoding. To improve these skills, specialized instruction, based on the student's areas of need and current reading level, is provided. Explicit instruction provides students with the thinking processes and strategies to improve their reading and writing skills.

Learning Center Science LC03202B
Full Year 1.00 credit
Grades 9, 10, 11, and 12

This course is structured for students who need a multimodality instructional approach; it will explore practical applications of science to everyday life.

Learning Center US History LC04101B
Full Year 1.00 credit
Grades 9, 10, 11, and 12 NCAA Eligible

This course is designed for students requiring an alternate approach to acquiring grade level history standards. It will focus on 20th century United States American History with a strong emphasis on its connection to the world today. Three different thematic units will be explored including: foreign policy, social justice, and economics. This course will continue to prepare learners to be responsible and informed citizens who are ready to contribute to American society. *This course is offered every other year.*



Transition Center 9 LC22003G9
Full Year 1.00 credit
Grade 9

The purpose of this course is to offer students an opportunity to receive remediation and specialized instruction in their areas of study skills, understanding their disability and their IEP, and transition planning focused on career exploration and self-advocacy. In addition, students will be provided with opportunities to monitor their classroom performance and progress toward IEP goals and objectives in a structured, supportive environment.

Transition Center 10 LC22003G10
Full Year 1.00 credit
Grade 10

The purpose of this course is to offer students an opportunity to receive remediation and specialized instruction in their areas of study skills, understanding their disability and their IEP, and transition planning focused on identifying career pathways and developing self-advocacy skills to support their goals. In addition, students will be provided with opportunities to monitor their classroom performance and progress toward IEP goals and objectives in a structured, supportive environment. Students may have the option to take this course for 1/2 year and earn 0.50 credit as determined by the PPT.

Transition Center 11/12 LC22003G11
Full Year 1.00 credit
Grades 11 and 12

The purpose of this course is to offer students opportunities to receive specialized instruction and remediation in the following areas: study skills for high school and beyond, understanding their disability, participating in the creation of their IEP, exploring post-secondary options that match their career choices, and self-advocacy skills to plan and execute their future plans. In addition, students will be provided with opportunities to monitor their classroom performance and progress toward IEP goals and objectives in a structured, supportive environment. Students may have the option to take this course for 1/2 year and earn 0.50 credit as determined by the PPT.



MATHEMATICS CURRICULUM

The Mathematics Department offers courses encompassing a wide range of student abilities and pursuits. Each course emphasizes a variety of problem solving methods and strategies. Integrated into each course are applications to real-life situations utilizing data and current technology. Students are encouraged to solve problems creatively and to communicate their results clearly and persuasively. The Berlin High School Math Department requires a TI-30XIIS calculator and highly recommends/requires a TI-84 Plus Graphing calculator (see course descriptions). **Course placement is based primarily on teacher recommendation.**

<i>Typical Course Sequence in Mathematics</i>			
Grade	College Preparatory	College Preparatory	Advanced/Honors
Grade 8	Pre-Algebra 8	Pre-Algebra 8	Honors Algebra I**
Grade 9	Algebra I	Honors Algebra I**	Honors Geometry**
Grade 10	Geometry with Statistics	Honors Geometry**	Honors Algebra II**
Grade 11	Algebra II Algebra IIA	Honors Algebra II**	Honors Precalculus** AP Precalculus**
Grade 12	Precalculus Algebra IIB Probability and Statistics I Probability and Statistics II UConn ECE Discrete Math**	Honors Precalculus** AP Precalculus** Probability and Statistics I Probability and Statistics II AP UConn ECE Statistics** UConn ECE Discrete Math**	Calculus AP Calculus AB** AP UConn ECE Calculus BC** AP UConn ECE Statistics** UConn ECE Discrete Math**

Grade	Available Electives
Grade 9	Computer Science Discoveries I Computer Science Discoveries II
Grade 10	AP/CCP Mobile Computer Science Principles** Computer Science Discoveries I Computer Science Discoveries II
Grades 11 and 12	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> AP Computer Science A** AP/CCP Mobile Computer Science Principles** Computer Science Discoveries I Computer Science Discoveries II </div> <div style="width: 45%;"> College Algebra and Math Modeling Contemporary Math UConn ECE Discrete Math** Probability and Statistics II – Sports Statistics AP UConn ECE Statistics** </div> </div>

** Indicates an **Honors** level course

With the exception of Mathematical Problem Solving Lab and Contemporary Math, all Mathematics courses are NCAA approved courses.

Note: Students doubling up with Geometry and Algebra II as freshmen and meeting with success can take Precalculus as a sophomore, AP Calculus AB or AP UConn ECE Calculus BC as a junior, and will be offered Calculus III either via an online course or the Honors Multivariable Calculus course as a senior.

Mathematics Core Courses

Algebra I **HS02052G**
Full Year **1.00 credit**
Grade 9 **NCAA Eligible**

Prerequisite: Pre-Algebra 8

This course includes a study of the real number system, first degree equations and inequalities, functions, graphs, factoring, polynomial operations, and an introduction to quadratic expressions and equations. Problem solving and applications to real-life situations are emphasized. The curriculum utilizes real data and technology to help visualize the material. A scientific calculator is recommended for this course.

Honors Algebra I** **HS02052H**
Full Year **1.00 credit**
Grade 9 **NCAA Eligible**

Prerequisite: Pre-Algebra 8 and teacher recommendation

This course includes the topics listed for Algebra I, but the topics are covered in greater depth. Problem solving and applications to real-life situations are emphasized. The curriculum utilizes real data and technology to help visualize the material. A scientific calculator is recommended for this course.

Geometry with Statistics **HS02079G**
Full Year **1.00 credit**
Grades 9 and 10 **NCAA Eligible**

Prerequisite: Algebra I

This course uses deductive and inductive reasoning to investigate parallel lines and planes, quadrilaterals, similar polygons, right triangles, trigonometry, and circles. This course also presents an introduction to statistics and basic probability. Hands-on activities and technology are utilized to develop the concepts presented in class. A scientific calculator is recommended for this course.

Honors Geometry** **HS02072H**
Full Year **1.00 credit**
Grades 9 and 10 **NCAA Eligible**

Prerequisite: Honors Algebra I

This course uses deductive and inductive reasoning to investigate parallel lines and planes, quadrilaterals, similar polygons, right triangles, trigonometry, and circles, but these topics are covered in greater depth than

Geometry with Statistics. Additional topics may include coordinate geometry and geometric constructions. A greater emphasis is given to logic and more rigorous treatment is applied to deductive proof and critical thinking. A scientific calculator is required.

Algebra IIA **HS02056G12**
Full year **1.00 credit (.50 cr. NCAA)**
Grades 10 and 11 **NCAA Eligible**

Prerequisite: Geometry

This course is designed to strengthen and extend the concepts learned in Algebra I and introduce the essential concepts in Algebra II. Topics include equations and inequalities in one variable; graphing linear, exponential, and quadratic equations; problem solving; and operations with polynomials. Graphing is emphasized in relation to all functions studied. A scientific calculator is required.

Algebra IIB **HS02056G22**
Full Year **1.00 credit (.50 cr. NCAA)**
Grades 11 and 12 **NCAA Eligible**

Prerequisite: Algebra IIA

This course is designed to extend the topics learned in Algebra IIA and provide a basic introduction to statistics. Algebra IIB topics include quadratic equations with an emphasis on complex numbers and polynomial and radical functions. This course will also take an introductory look at the theory and use of statistics. A scientific calculator is required for this course.

Algebra II **HS02056G**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12 **NCAA Eligible**

Prerequisite: Geometry or Geometry with Statistics

This course is a continuation of Algebra I with emphasis on the concepts of linear, quadratic, and exponential functions, polynomials, rational expressions, radicals, irrational numbers, complex numbers, problem solving, data analysis, and technology. A scientific calculator is required for this course.

Honors Algebra II** **HS02056H**
Full Year **1.00 credit**
Grades 9, 10, and 11 **NCAA Eligible**

Prerequisite: Honors Algebra I or Honors Geometry

This course includes the study of all topics listed for Algebra II with more rigorous treatment.

College Algebra & Math Modeling HS02057G
Full Year 1.00 credit
Grades 11 and 12 NCAA Eligible

Prerequisite: Algebra II

This course emphasizes two components necessary for success in future math courses. The first component consists of basic algebraic notions and their manipulations. The second component consists of the practice of solving multi-step problems from other disciplines, called mathematical modeling. The topics include probability, systems of equations, polynomials, functions, quadratic equations, complex numbers, rational expressions, and exponential and logarithmic functions. This course is strongly recommended for students whose algebra skills need reinforcement. This course can be taken before Precalculus; however, not once a student has earned credit for Precalculus. The TI-84 Plus Graphing Calculator is highly recommended for this course and will be integrated into coursework.

Precalculus HS02110G
Full Year 1.00 credit
Grades 11 and 12 NCAA Eligible

Prerequisite: Algebra II

This course includes the study of polynomial, rational, exponential, and logarithmic functions and their graphs. There is a concentrated study of trigonometry. Time permitting, additional topics include sequence and series and analytic geometry. The TI-84 Plus Graphing Calculator is highly recommended for this course and will be integrated into coursework.

Honors Precalculus HS02110H**
Full Year 1.00 credit
Grades 10, 11, and 12 NCAA Eligible

Prerequisite: Honors Algebra II

This course includes a rigorous, in-depth study and application of linear, quadratic, higher degree polynomials, rational, exponential, logarithmic, and trigonometric functions. Laws of trigonometry and conic sections are also studied and used to solve various application problems. A graphic calculator is required for this course.

AP Precalculus HS02110H1**
Full Year 1.00 credit
Grades 10, 11, and 12 NCAA Eligible

Prerequisite: Honors Algebra II

This course includes a rigorous, in-depth study and application of linear, quadratic, polynomial, rational, exponential, and logarithmic functions. Analysis of trigonometric functions, identities, and applications will also be studied. Additional topics include analysis of conic sections, an introduction to vectors, matrices, parametric curves, vector functions, the polar coordinate system, and the complex plane. A graphic calculator is required for this course. Students who enroll in this course are expected to take the AP Precalculus exam. Students are individually responsible for costs associated with the Advanced Placement examination.

Calculus HS02121G
Full Year 1.00 credit
Grade 12 NCAA Eligible

Prerequisite: Precalculus or AP Precalculus

This course includes the study of the following topics, with supporting algebraic topics: limits, derivatives, optimization, related rates, and anti-derivatives of algebraic, trigonometric, exponential, and logarithmic functions. Time permitting, additional topics include the definite integral as well as techniques and applications of integration. Graphing calculators are integrated into the coursework.

AP Calculus AB HS02124H1**
Full Year 1.00 credit
Grades 11 and 12 NCAA Eligible

Prerequisite: AP Precalculus

This advanced course in mathematics provides a comprehensive and rigorous development of the concept of function (including polynomial, rational, trigonometric, logarithmic, and exponential), limits, continuity, differentiation, and integration. A graphing calculator is required for this course. This course will provide the background needed for any student who desires to take the Advanced Placement AB Examination in Calculus. Each member of this class is expected to take the Advanced Placement examination. Students are individually responsible for costs associated with the Advanced Placement examination.

AP UConn ECE Calculus BC HS02125H**
AP Calculus (UConn Math 1131Q and 1132Q)
Full Year 1.25 credit
Grades 11 and 12 NCAA Eligible

Prerequisite: AP Precalculus

This course is offered in conjunction with the University of Connecticut Early College Experience (ECE) program. This advanced course in mathematics provides a comprehensive and rigorous development of the concept of function (including polynomial, rational, trigonometric, logarithmic, and exponential), limits, continuity, differentiation, integration, infinite series, and polar coordinates. A graphing calculator is required for this course. Calculus also has one additional class period per week. This course will provide the background needed for any student who desires to take the UConn and/or Advanced Placement BC Examination in Calculus. Each member of this class is expected to achieve University of Connecticut credit, as well as take the Advanced Placement examination. Students are individually responsible for costs associated with the University of Connecticut and the Advanced Placement examination.

Honors Multivariable Calculus HS02122H**
Full Year 1.00 credit
Grade 12 NCAA Eligible

Prerequisite: AP UConn ECE Calculus BC

Multivariable Calculus extends concepts of Calculus into three (and more) dimensions. In this course, students will analyze space curves, surfaces, and solids in three

dimensions. Students will learn about new coordinate systems, vector functions and fields, partial differentiation, iterated and multiple integrals, line and surface integrals, Green's theorem, and Stokes' theorem.

Mathematics Electives

Mathematical Problem Solving Lab HS02001B14
1/2 Year .50 credit
Grades 9, 10, 11, and 12

Prerequisite: Results from SBAC, PSAT, SAT and/or teacher recommendation

This course provides students the opportunity to strengthen and acquire the fundamental math skills necessary for the continued study of mathematics. The course will increase a student's working knowledge of the CCSS-M standards for Algebra, Functions, Geometry, Modeling, Problem Solving, and Statistics and Probability. Classes will provide both individualized and group instruction, focusing on a student's ability to understand and solve both multi-step and open-ended problems. Each student will have the opportunity to test out at the end of Semester 1. Students who demonstrate the need for continuing support will be enrolled for Semester 2. *The course is Pass/Fail and credit received for this course will not count toward the Mathematics credit requirement necessary for graduation.*

Contemporary Math HS02061G
Full Year 1.00 credit
Grades 12

Prerequisite: Teacher recommendation

This course includes a review and application of algebra topics. The course will cover topics including: ratios, proportions, and similar figures; interpreting data; investments and budgeting; probability; everyday word problems; working with triangles including introduction to trigonometry, matrices, and logarithms. A four function calculator is required.

Probability and Statistics I HS02201G
1/2 Year .50 credit
Grades 11 and 12 NCAA Eligible

Prerequisite: Algebra II

This course is designed to provide the background necessary to interpret statistical data. It will include elementary probability and the fundamental statistics needed to interpret and prepare research materials.

Probability and Statistics II HS02202G
1/2 Year .50 credit
Grades 11 and 12 NCAA Eligible

Prerequisite: Probability and Statistics I

This course builds on topics found in Probability and Statistics I. It is designed to provide the background necessary to interpret statistical data in your everyday life and your career. Topics of study include normal probability distributions, hypothesis testing, and

confidence intervals. Time permitting, correlation and regression will be included. There is a focus on the relevance of statistics through the use of "real world" examples. Graphing calculators are integrated into this course.

**Probability and Statistics II –
Sports Statistics HS02209G**
1/2 Year .50 credit
Grades 11 and 12 NCAA Eligible

Prerequisite: Probability and Statistics I

This course is designed to take the properties examined in Probability and Statistics I and use them to make decisions about the sports world. We will use hypothesis testing to analyze streaks, strategies, and differences in equipment and technique, use probability and correlation to predict ability and outcomes, and gain insight on how a general manager or coach can inform his/her actions. Note: Due to the significant similarities in content skills shared between the two courses, students may not earn credit for both Probability and Statistics II – Sports Statistics and Probability and Statistics II.

AP UConn ECE Statistics
(STAT-1100 QC) HS02203H**
Full Year 1.00 credit
Grades 11 and 12 NCAA Eligible

Prerequisite: Honors Algebra II

This course is offered in conjunction with the University of Connecticut Early College Experience (ECE) program. Topics of study include elementary probability, sampling distributions, confidence intervals and hypothesis testing, regression and correlation, and exploratory data analysis. Using the TI-84 graphing calculator to aid in statistical analysis is an integral part of this course. The TI-84 Plus Graphing Calculator is required. Students enrolling in this course are expected to take the AP Statistics exam in May. Students are individually responsible for costs associated with the University of Connecticut and the Advanced Placement examination.

UConn ECE Discrete Mathematics
(UConn Math 1030Q) HS02102H**
1/2 Year .50 credit
Grades 11 and 12 NCAA Eligible

Prerequisite: Algebra II

This course is offered in conjunction with the University of Connecticut Early College Experience (ECE) program. This course emphasizes problem solving through the following concepts: voting methods, apportionment methods, mathematics of money, counting principles and probability, and graph theory. Students are individually responsible for costs associated with the University of Connecticut.

Computer Science

Computer Science Discoveries I **HS10012G** **1/2 Year** **.50 credit**

Grades 9, 10, 11, and 12 **NCAA Eligible**

Computer Science Discoveries is an introductory computer science course. Mapped to CSTA standards, this course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user centered design, and data while inspiring students as they build their own websites, apps, animations, games, and physical computer systems. Students will cover three units pertaining to problem solving and computing, web development, and interactive animations and games.

Computer Science Discoveries II **HS10013G** **1/2 Year** **.50 credit**

Grades 9, 10, 11, and 12 **NCAA Eligible**

Prerequisite: Computer Science Discoveries I

Computer Science Discoveries is an introductory computer science course. Mapped to CSTA standards, this course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user centered design, and data while inspiring students as they build their own websites, apps, animations, games, and physical computing systems. Students will cover three units pertaining to the design process, data and society, and physical computing.

AP/CCP Mobile Computer Science Principles**

Full Year **HS10001H1**
1.00 credit

Grades 10, 11, and 12 **NCAA Eligible**

Prerequisite: Algebra I; students may NOT take Computer Science Discoveries I or Computer Science Discoveries II once AP/CCP Computer Science Principles has been completed; students in grades 10 and 11 must be concurrently registered for another core (full year) math course

This course introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and understanding how computing changes the world. This rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages



students in the creative aspects of the field. The major areas of study in the course are organized around seven big ideas, which encompass ideas foundational to studying computer science. These big ideas connect students to a curriculum scope that includes the art of programming, but is not programming-centric. Students will use block-based programming to solve a variety of problems by creating mobile apps. The seven big ideas are Creativity, Abstraction, Data & Information, Algorithms, Programming, Internet, and Global Impact. Students enrolling in this course are expected to take the AP exam in May, consisting of a two-part exam, one multiple choice and one performance task, completed in class. College credit is available for CSC*117 at CT State Community College through the College Career Pathways (CCP) program. Students are individually responsible for the cost associated with the Advanced Placement examination.

AP Computer Science A** **HS10157H** **Full Year** **1.00 credit**

Grades 11 and 12 **NCAA Eligible**

Prerequisite: Students must currently be enrolled in or have previously taken Algebra II; students may NOT take Computer Science Discoveries I or Computer Science Discoveries II once AP Computer Science A has been completed

The AP Computer Science A course is an introductory course in computer science. Because the design and implementation of computer programs to solve problems involves skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and, when appropriate, reusable. At the same time, the design and implementation of computer programs are used as contexts for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course. Students enrolling in this course are expected to take the AP Computer Science A exam in May. Students are individually responsible for the cost associated with the Advanced Placement examination.



PHYSICAL EDUCATION / HEALTH & WELLNESS CURRICULUM

Students are required to complete 1.0 credit in Physical Education and 1.0 credit in Health & Wellness. All ninth grade students are required to take one semester of Health & Wellness I for 0.5 credit. All tenth grade students are required to take one semester of PE Grade 10 for 0.5 credit. All eleventh grade students are required to take one semester of Health & Wellness II for 0.5 credit. The PE curriculum is designed to promote and reinforce a healthy and active lifestyle. Team, individual, and cooperative sports activities, along with ongoing fitness assessments, are part of the process of helping students understand, improve, and/or maintain their physical health and well-being. The curriculum also aims to develop responsible, ethical, and productive citizens. Individual and group instruction in a positive social setting encourages students to accept and appreciate diversity while allowing each student to explore their own potential.

The Health and Wellness curriculum is designed to develop critical thinking skills about today’s ever changing societal issues. Emphasis is placed on the importance of living a long, healthy lifestyle. The purpose is to supply students with practical and theoretical knowledge that will allow them to make smart choices, promoting sound personal, ethical, and moral character.

Grade	Available Electives
Grade 9	Unified PE (elective) Wellness I: Building a Community (required)
Grade 10	Lifetime Activities I (elective) Lifetime Activities II (elective) PE Grade 10: Developing Relationships (required) Unified PE (elective)
Grade 11	Lifetime Activities I (elective) Lifetime Activities II (elective) Unified PE (elective) Wellness II: Advocacy and Leadership (required)
Grade 12	Lifetime Activities I Lifetime Activities II PE Grade 12: Sustainable Healthy Behaviors Unified PE

Lifetime Activities I

1/2 Year

Grades 10, 11, and 12

This course will focus on non-competitive “lifetime” activities. Bicycling will be the focus during good weather days. Introductory skills, techniques, basic maintenance, and road rules will be covered so students will have all of the tools needed for a lifetime of activity. Students will also have the opportunity to experience a variety of non-traditional activities including gardening, fishing, and yard games. When weather restricts students from going outside, the focus will remain on personal wellness which includes resistance training in the weight room, cardio-respiratory endurance, flexibility, yoga, and Pilates. **This course can fulfill the PE Grade 12 requirement.**

HS08016G12

.50 credit

Lifetime Activities II

1/2 Year

Grades 10, 11, and 12

Prerequisite: Lifetime Activities I

If you enjoyed Lifetime Activities I, this class is for you. Students will take a more serious look into bicycling. This class will go in depth into skills, techniques, maintenance, efficiency, and laws. Students participate in off campus rides regularly. Students will also have the opportunity to experience a variety of non-traditional activities including gardening, fishing, and yard games. When weather restricts students from going outside, the focus will remain on personal wellness which includes resistance training in the weight room, cardio-respiratory endurance, and flexibility. Students will participate in a

HS08016G22

.50 credit

more advanced level of yoga and Pilates workouts. This class features a deeper look into more popular styles of yoga, advanced poses, and core training. **This course can fulfill the PE Grade 12 requirement.**

PE Grade 10: Developing Relationships

HS08001G22

1/2 Year

.50 credit

The grade 10 PE curriculum will foster the development of relationships through lifetime activities, personal wellness, international games (lacrosse and rugby), racquet sports (pickleball and tennis), group games (soccer, flag football, handball, floor hockey), corporate games (softball and kickball) and leisure games (slam-O and cornhole). Each unit will take approximately two weeks to complete, varying in time due to facility and equipment availability. Students will have some opportunities for structured choice of activities for units in the course. The curriculum is aligned with the SHAPE America and the Connecticut state health and physical education standards.

PE Grade 12: Sustainable Healthy Behaviors

HS08001G

1/2 Year

.50 credit

The grade 12 PE curriculum will encourage healthy behaviors through activities which include lifetime activities, personal wellness, international games (golf and cricket), racquet sports (table tennis and badminton), group games (ultimate frisbee, basketball, volleyball, speedball), corporate games (wiffle ball and dodgeball), and leisure games (kan jam, Viking chess, and bocce). Each unit will take approximately two weeks to complete, varying in time due to facility and equipment availability. Students will have some opportunities for structured choice of activities for units in the course. The curriculum is aligned with the SHAPE America and the Connecticut state health and physical education standards.

Unified PE – Grades 9, 10, 11, and 12

HS08049G22

1/2 Year

.50 credit

This course is for students interested in working closely with students with disabilities, considering a career path in special education or physical education/wellness, or

those involved in Special Olympics. Unified Physical Education combines general education students with students with disabilities to work in a one-on-one physical education/health setting. Similar to a Unified Sports model, students work together, targeting skill progression at the appropriate pace and level. General education students are assessed based on collaboration, communication, responsibility, and leadership. *Students should see their school counselor for a peer leader application.* **This course fulfills the requirement for PE that is necessary for graduation.**

Wellness I: Building a Community HS08052G9

1/2 Year

.50 credit

Grade 9

The grade 9 Wellness curriculum has an emphasis on goal setting, interpersonal communication, accessing information, and analyzing influences. Students will engage in lifetime fitness and sports activities to improve and/or maintain their physical health and personal well-being. Student participation in a variety of activities will help build a community through topics such as healthy eating and physical activity; healthy relationships; mental and emotional health; and alcohol, nicotine, and other drugs (ANOD). Students will participate in the Connecticut state physical fitness tests. The curriculum is aligned with the SHAPE America and the Connecticut state health and physical education standards.

Wellness II: Advocacy and Leadership

HS08052G11

1/2 Year

.50 credit

Grade 11

Prerequisite: Wellness I

The grade 11 Wellness curriculum has an emphasis on decision making, self-management, accessing information, and advocacy. Students will engage in lifetime, fitness, and sports activities to improve and/or maintain their physical health and personal well-being. Student participation in a variety of activities will help build advocacy and leadership skills through topics such as alcohol, nicotine, and other drugs (ANOD); CPR; sexual health; optimal wellness and disease prevention; and choice health issues. The curriculum is aligned with the SHAPE America and Connecticut state health and physical education standards.



SCHOOL COUNSELING CURRICULUM

The mission of the school counseling department is to assist students in maximizing their educational and personal development and self-fulfillment. To accomplish these ends, the school counseling department works with the entire educational community in a proactive manner, providing services for students, parents/guardians, and instructional staff. The school counseling department delivers lessons from a comprehensive school counseling curriculum structured to anticipate and nurture the academic, career, and social-emotional growth of all students as they pass through different developmental stages in their high school career. In addition to individual counseling, school counselors assist students with school transitions, goal setting and achievement, decision-making and problem solving, and post-secondary career and college planning.

Freshmen Workshop 1/4 Year

HS22106G09
.25 credit

Freshman Workshop meets once per rotation during the first quarter to focus on the transition to high school. This course, led by school counselors, provides freshmen with the skills, strategies, network, and experiences needed to successfully navigate the culture of high school life. Concepts include, but are not limited to, academic planning and developing an interest-driven success plan; assessment of skills, learning styles, and personal qualities; organization; healthy relationships; problem-solving; study skills; test taking strategies; and library media and school resources. This course is graded as Pass/Fail.

Junior Workshop 1/4 Year

HS22106G11
.25 credit

Junior Workshop meets once per rotation during the second quarter. This course, led by school counselors, equips students with the skills needed to prepare for and achieve postsecondary goals. Concepts include, but are not limited to, resume writing, interviewing skills, locating and evaluating career resources, job and college applications, searching for appropriate postsecondary programs, understanding the global workforce, and financial aid. Students will set postsecondary goals and create a detailed success plan. This course is graded as Pass/Fail.

SCIENCE CURRICULUM

The Science Department strives to support the academic, social, and civic expectations of Berlin High School in all of its courses. All science courses encourage students to use a variety of academic and technological resources to become self-directed, self-reflective independent learners. Substantial emphasis is placed on Next Generation Science Standards (NGSS) science and engineering practices, cultivating effective communication, developing resilient and discerning problem solvers, growing innovative and imaginative designers, and supporting mindful and responsive collaboration, thereby developing skills that are transferable for success in a global society. **Course placement is based primarily on teacher recommendation.**

<i>Typical Course Sequence in Science</i>		
Grade	College Preparatory	Advanced/Honors
Grade 9	Concepts in Chemistry Chemistry: Matter and Interactions	Advanced Chemistry*
Grade 10	Biology Advanced Biology*	Advanced Biology* AP UConn ECE Biology**
Grade 11	Earth & Space Science Chemistry: Investigations in Chemical Reactivity Science Electives	AP UConn ECE Science (Chemistry or Environmental Science)** SCSU EC Earth and Space Science**

Grade 12	Physics Additional Core Science and/or Science Electives	AP UConn ECE Science (Biology, Chemistry, or Environmental Science)** SCSU EC Earth and Space Science** UConn ECE Physics Science Electives
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Grade	Available Electives	
Grade 10	Astronomy Busting Myths in Science Catastrophic Events in Science Cooking Chemistry	AP UConn ECE Biology**
Grade 11	Anatomy and Physiology Astronomy Busting Myths in Science Catastrophic Events in Science Cooking Chemistry Forensic Science Horticulture Marine Biology	AP UConn ECE Chemistry** AP UConn ECE Environmental Science** SCSU EC The Business of Science** SCSU EC Earth and Space Science** SCSU EC Zoology**
Grade 12	Anatomy and Physiology Astronomy Busting Myths in Science Catastrophic Events in Science Cooking Chemistry Forensic Science Horticulture Marine Biology	AP UConn ECE Biology** AP UConn ECE Chemistry** AP UConn ECE Environmental Science** UConn ECE Physics** SCSU EC The Business of Science** SCSU EC Earth and Space Science** SCSU EC Zoology**

* Indicates an **Advanced** level course

** Indicates an **Honors** level course

With the exception of Cooking Chemistry, Horticulture, and SCSU EC The Business of Science, all Science courses are NCAA approved courses.

Science Core Courses

Advanced Chemistry*

Full Year

Grade 9

Prerequisite: Honors Algebra I

This is a full year lab course in the principles of modern chemistry for college preparatory students with superior math skills and a strong interest in science. Units include properties of matter, atomic structure, periodicity, chemical bonds and formulas, types of reactions, stoichiometry, gas laws, acids and bases, organic chemistry, and NGSS science and engineering practices. Problem solving and critical laboratory report writing is required.

HS03101E

1.00 credit

NCAA Eligible

Chemistry: Matter and Interactions HS03101G

Full Year

1.00 credit

Grade 9

NCAA Eligible

Prerequisite: Honors Algebra I or Pre-Algebra 8 with teacher recommendation

This course is an introductory course in chemistry for the college-bound student with a strong foundation in Pre-Algebra 8 or Honors Algebra I. The course offers the application of chemistry to everyday life while utilizing mathematics and computational thinking to quantify patterns using algebraic relationships. Laboratory investigations and assessments will focus on creating and refining models, problem solving skills, designing solutions, enhancing effective communication skills, and NGSS science and engineering practices. Concepts include the properties and structure of matter, the periodic table, writing chemical formulae and balancing equations, chemical quantities, acids & bases, nuclear

chemistry, and organic chemistry. This course is intended as an introductory full year chemistry course for students who have not yet taken high school level Biology or Earth Science courses.

Concepts in Chemistry **HS03101G03**
Full Year **1.00 credit**
Grade 9 **NCAA Eligible**

Prerequisite: Pre-Algebra 8 or Honors Algebra I and teacher recommendation

This course is an introductory chemistry course applying grade appropriate math skills. NGSS science and engineering practices are applied to investigate crosscutting concepts such as energy and matter, structure and function, and stability and change. Effective communication skills are cultivated through model development, peer collaboration, discussion driven inquiry, and technical writing requirements. Core ideas include the structure and properties of matter, patterns in the periodic table, chemical reactions, and nuclear processes.

Chemistry: Investigations in Chemical Reactivity **HS03102G**
Full Year **1.00 credit**
Grades 11 and 12 **NCAA Eligible**

Prerequisites: Integrated Earth & Physical Science, Biology, and Algebra I; this course is not intended for students who have already completed a full year chemistry course

This course is an upperclassmen chemistry course for the college-bound student applying grade appropriate math skills. NGSS science and engineering practices are applied to investigate crosscutting concepts such as energy and matter, structure and function, and stability and change. Effective communication skills are cultivated through model development, peer collaboration, discussion driven inquiry, and technical writing requirements. Core ideas include the structure and properties of matter, patterns in the periodic table, chemical reactions, and nuclear processes.

AP UConn ECE Chemistry** **HS03106H**
Full Year **1.50 credit**
Grades 11 and 12 **NCAA Eligible**

Prerequisites: Advanced Chemistry and completion of Algebra II (may not be concurrently enrolled)

Topics covered in this rigorous course are consistent with UConn CHEM 1127Q and 1128Q, AP Chemistry Development Committee, and NGSS science and engineering practices. Topics covered include: properties/states/structure of matter, measurement, stoichiometry, solution chemistry, electron behavior and the quantum concept, covalent and ionic bonding, thermochemistry, gaseous/acid-base/precipitation equilibrium, spontaneity and rate of reaction, electrochemistry, and nuclear chemistry. Students use the college level text: Flowers, Paul and Klaus, Theopold. Chemistry. Houston: OpenStax College, 2015. Print. This course includes two double lab periods per schedule rotation. Students electing to enroll in this

course are expected to take the AP exam in May and register with the UConn ECE program for the opportunity to earn UConn credits in CHEM 1127Q and 1128Q. Students are individually responsible for the costs associated with the University of Connecticut credit and the Advanced Placement examination.

Biology **HS03051G**
Full Year **1.00 credit**
Grade 10 **NCAA Eligible**

This biology course emphasizes the application of NGSS science and engineering practices relevant to everyday life. Topics include investigations of the following: biochemistry, cell structure and function, genetics, DNA, evolution, photosynthesis, cellular respiration, and ecology. Critical thinking and applications will be emphasized. Successful completion of this course fulfills the Biology graduation requirement.

Advanced Biology* **HS03051E**
Full Year **1.00 credit**
Grade 10 **NCAA Eligible**

Prerequisite: Chemistry or Advanced Chemistry

This full year lab course in the principles of modern biology is designed for college preparatory students who have superior reading, writing, and math skills along with a strong interest in science. Topics include investigations and in-depth discussions of the following: characteristics of life, organic molecules, cell structure and function, genetics, DNA and protein synthesis, evolution, photosynthesis, cellular respiration, and ecology. Critical thinking, critical writing, problem solving, and applications of NGSS science and engineering practices will be emphasized. Successful completion of this course fulfills the Biology graduation requirement.

AP UConn ECE Biology** **HS03056H**
Full Year **1.50 credit**
Grades 10 and 12 **NCAA Eligible**

Prerequisite: Advanced Chemistry; offered to students entering grades 10 and 12

Topics covered in this rigorous course are consistent with UConn BIO 1107 and 1108 and with the AP Biology Development Committee. Topics covered include biomolecules and cells, genetics and evolution, evolutionary history of biological diversity, plant and animal form and function, and ecology. Students use the college level text Campbell Biology (AP) 12th ed. Students electing to enroll in this course must participate in field trips and dissections. Students enrolling in this course are expected to take the AP Biology exam in May and register with the UConn ECE program for the opportunity to earn UConn credits in BIO 1107 and BIO 1108. Students are individually responsible for the costs associated with University of Connecticut and the Advanced Placement examination. This course includes two lab periods per schedule rotation. Successful completion of this course fulfills the Biology graduation requirement. Students may also take this AP/ECE course for full credit, in addition to having completed Biology.

Earth & Space Science
Full Year
Grades 11 and 12
Prerequisite: Chemistry and Biology (any levels). This course is not intended for students who have completed Integrated Earth & Physical Science.

HS03008G
1.00 credit
NCAA Eligible

This course covers the study of the physical and chemical components of the Earth, builds from prior knowledge in previous science courses, and focuses on the study of the Earth's lithosphere, atmosphere, hydrosphere, and its celestial environment. Students enrolled in this course analyze and describe Earth's interconnected systems and how they are changing due to natural processes and human influence. Units of study include: Earth's surface processes, topography, rocks, minerals, natural resource management, plate tectonics, earthquakes, volcanoes, geologic history, the atmosphere, weather, climate, oceanography, Earth in space, solar system, and stars. Throughout the year, NGSS science and engineering practices will be applied to solving problems related to the units of study.

SCSU EC Earth and Space Science**
Full Year
Grades 11 and 12

HS03008H
1.25 credit
NCAA Eligible

Prerequisite: Chemistry and Biology (any levels)
This course covers the study of the physical and chemical components of the Earth, builds from prior knowledge in previous science courses, and focuses on the study of the Earth's lithosphere, atmosphere, hydrosphere, and its celestial environment. Students enrolled in this course analyze and describe Earth's interconnected systems and how they are changing due to natural processes and human influence. SCSU EC ESC 200 course includes concepts of physical geology including the composition, structure, and dynamics of the earth from the atomic scale of minerals to the planetary scale of plate tectonics. ESC 220 includes an introduction to the physical and chemical characteristics of ocean water and the ocean basins. The course focuses on the composition and properties of seawater, waves, tides, coastal processes, and ocean circulation. The relationships between chemical and physical oceanographic processes and the geology and biology of the oceans will be explored. Other units of study include: Earth's surface processes, topography, rocks, minerals, natural resource management, plate tectonics, earthquakes, volcanoes, geologic history, the atmosphere, weather, climate, oceanography, Earth in space, solar system, and stars. Throughout the year, NGSS science and engineering practices will be applied to solving problems related to the units of study. College credit is available through Southern Connecticut State University where students are expected to register for SCSU EC ESC 200 (3 credits) and ESC 220 (4 credits). Students are individually responsible for the costs associated with Southern Connecticut State University enrollment.

AP UConn ECE Environmental Science**
Full Year
Grades 11 and 12

HS03207H
1.25 credit
NCAA Eligible

Prerequisite: Biology, Chemistry

Topics covered in this rigorous course are designed to align with the Advanced Placement curriculum and UConn's Natural Resources and the Environment (NRE) 1000: Environmental Science course. For students attending UConn after graduation this class meets UConn's general education Environmental Science literary requirement. This course provides students with principles, concepts, and methodologies required to understand the interrelationships of the natural world, identify and analyze both natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. Students electing to enroll in this course are expected to take the AP exam in May and register with the UConn ECE program for the opportunity to earn UConn credits. Students are individually responsible for the costs associated with the University of Connecticut and the Advanced Placement examination. This course includes one additional lab period per schedule rotation. Students are expected to attend off-campus field activities.

Physics
Full Year
Grades 11 and 12

HS03151G
1.00 credit
NCAA Eligible

Prerequisite: Geometry and Algebra II

A full-year lab course in the principles of physics, science, and engineering practices and problem solving for college preparatory students with strong math backgrounds. Topics include measurement, mechanics, dynamics, optics, sound, electricity, and an introduction to modern physics. Throughout the year, NGSS science and engineering practices will be applied to solving problems related to the units of study.

UConn ECE Physics**
Full Year
Grade 12

HS03155H
1.25 credit
NCAA Eligible

Prerequisite: AP Precalculus, concurrent enrollment in senior level Honors Math

Topics covered in this rigorous course are consistent with UConn Physics (Non-Calculus) PHYS 1201Q and PHYS 1202Q. This is a full year lab course in the principles and applications of physics that requires extensive use of mathematics. Topics to be covered include mechanics, kinematics, rotation, hydrostatics, thermo-dynamics, optics, sound, electricity, magnetism, and an introduction to modern physics. This course includes one additional lab period per schedule rotation. Students electing to enroll are expected to register with the UConn ECE program for the opportunity to earn UConn credits in PHYS 1201Q and PHYS 1202Q. Students are individually responsible for the costs associated with the University of Connecticut enrollment.

Science Electives

Anatomy and Physiology **HS03053G**
Full Year **1.00 credit**
Grades 11 and 12 **NCAA Eligible**

Prerequisite: Biology and Chemistry; students in grade 11 must be concurrently registered for another core (full year) science course

This course is designed for the student with a sincere interest in the biological sciences/medical field and includes a detailed study of the structures and functions of the human body. Each student is required to dissect a domestic cat, perform other dissections, and actively participate in various physiological experiments.

Astronomy **HS03004G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**

Prerequisite: Successful completion of any full year core science course

Students will apply skills developed in previous science courses to investigate topics of current interest such as formation of stars, planets, habitable zones, Kepler mission, Mars missions, origin of chemical elements, novae and supernovae, white dwarfs, neutron stars, black holes, galaxies, quasars, asteroids, meteors, distances in space, and explore the possibility of life outside of Earth. The topics listed above may vary due to current events in astronomy.

Busting Myths in Science **HS03210G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**

Prerequisite: Successful completion of any full year core science course

This is a project and lab-based course based on the TV show *MythBusters*. By utilizing NGSS science and engineering practices students will prove or debunk advertising claims, online videos, and myths in science. Students will also participate in various build challenges. Students will communicate their findings in numerous ways, including video presentations and modeling.

Catastrophic Events in Science **HS03049G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**

Prerequisite: Successful completion of any full year core science course

This course features a survey of devastating events that may impact our world. The content focuses on current events as they are available, but also investigates the historical, scientific, and personal implications of local and global events in a project-based learning environment. Events of interest vary but may include hurricanes, earthquakes, heat waves, floods, war, alien invasion, black holes, asteroid impact, and super-volcanoes.

Cooking Chemistry **HS03105G**
1/2 Year **.50 credit**

Grades 10, 11, and 12

Prerequisite: Successful completion of any full year core science course

This semester-long science elective focuses on the chemical processes and reactions involved in food preparation. This course spices up the scientific concepts of acid-base chemistry, organic chemistry, biochemistry, and engineering. The course is designed to be an experimental and hands-on approach to applied chemistry. Each topic centers around edible experiments. Mixtures, phase changes, fermentation, and Maillard reactions have never tasted so good.

Forensic Science **HS03202G**
1/2 Year **.50 credit**
Grades 11 and 12 **NCAA Eligible**

Prerequisite: Biology

This course encourages students to investigate scientific concepts in a variety of disciplines including Earth Science, Biology, Chemistry, and Physics while solving crimes through hands-on experimentation. Extensive use of math is required to perform the laboratory assessments. Students will construct a portfolio from all of the laboratory exercises performed in the course. Topics covered in this course will be the investigations of crime scenes, evidence collection, and analysis of blood, fingerprints, DNA fingerprinting, and ballistics. Student choice units of study as well as real-life case studies enhance the purposeful scientific analysis, problem solving skills, and creation of solutions applied in solving criminal cases.

Horticulture **HS03058G**
1/2 Year **.50 credit**
Grades 11 and 12

Prerequisite: Biology

Horticulture revolves around the science and art of cultivating more robust plants. Through indoor and outdoor experiments, students will investigate and apply various techniques related to seed germination, plant propagation, and permaculture. Plant form and function, pathology, genetics, and selection will be covered to support all horticultural investigations. Hands-on activities in the greenhouse will be emphasized. Students are required to work with soil and various plantings to successfully complete this course.

Marine Biology **HS03005G12**
1/2 Year **.50 credit**
Grades 11 and 12 **NCAA Eligible**

Prerequisite: Biology

Students will study the physical, chemical, and biological aspects of the marine environment. Heavy emphasis will be on the chemistry of seawater and the ecology of estuaries. Marine aquariums will be maintained and science field investigations in Long Island Sound, using Project Oceanology, will be completed.

SCSU EC The Business of Science**
1/2 Year
Grades 11 and 12

HS03210H
.50 credit

Prerequisite: Biology

This course will examine phenomena within the fields of environmental science and biotechnology from not only the scientific perspective, but also from the perspectives of management, economics, law, and ethics. Students in this course will gain a greater appreciation for the practice of environmental management and the promise of emerging biotechnological tools. This course will provide students with hands-on lab and field experiences, as well as extensive case study analysis, all of which will showcase the interconnectedness between scientific investigation and business management. Phenomenon based learning and sensemaking through the lens of NGSS will allow students to gain a meaningful and authentic learning experience which will help propel them to success beyond the secondary level. College credit is available through Southern Connecticut State University where students are expected to register for SCSU EC BIO 298. Students are individually responsible for the costs associated with Southern Connecticut State University enrollment.

SCSU EC Zoology**
1/2 Year
Grades 11 and 12

HS03061G
.50 credit
NCAA Eligible

Prerequisite: Biology

This course will examine aspects of the broader fields of evolutionary biology, comparative zoology, taxonomy, animal physiology, ethology, ecology, field biology, and conservation biology via the examination of the nine major animal phyla. Students in this course will gain a greater appreciation for the study of animals and the natural world in which all organisms coexist. This course will provide students with hands-on field and lab experiences which will showcase what life as a zoologist can entail. This is a dissection heavy course. College credit is available through Southern Connecticut State University where students are expected to register for SCSU EC BIO 102. Students are individually responsible for the costs associated with the Southern Connecticut State University enrollment.

SOCIAL STUDIES CURRICULUM

The Berlin High School Social Studies Department is committed to the mission of developing responsible and ethical citizens as well as lifelong learners. Departmental courses actively engage students in the acquisition of theoretical, technological, and practical knowledge; rigorously challenge students to think creatively and critically; and encourage students to understand, accept, and appreciate the diverse nature of society. In particular, departmental courses prepare Berlin High School students to read critically, write effectively, and communicate clearly and persuasively. In this way the Social Studies Department, its faculty, and its courses provide students the skills to achieve and to fulfill the expectations of their school and community. All students must earn 3.0 credits in Social Studies inclusive of 1.0 Civics and 1.0 US History. **Course placement is based primarily on teacher recommendation.**

<i>Typical Course Sequence in Social Studies</i>		
Grade	College Preparatory	Advanced/Honors
Grade 9	Modern World History	
Grade 10	Civics	AP US Government & Politics**
Grade 11	US History	AP US History**
Grade 12	See Electives Listed Below	See Electives Listed Below

Grade	Available Electives	
Grade 10	African American/Black and Puerto Rican/Latino Studies Conflicts in Reel History Debating Current Events Human Rights and Social Justice	Introduction to Law Introduction to Psychology Introduction to Sociology Reel American History AP US Government & Politics**
Grade 11	African American/Black and Puerto Rican/Latino Studies Conflicts in Reel History Debating Current Events Human Rights and Social Justice Introduction to Law Introduction to Psychology	AP Psychology** Introduction to Sociology Reel American History AP US Government & Politics** AP US History** AP World History**
Grade 12	African American/Black and Puerto Rican/Latino Studies Conflicts in Reel History Debating Current Events Human Rights and Social Justice Introduction to Law Introduction to Psychology	AP Psychology** Psychology Lab Introduction to Sociology Reel American History AP US Government & Politics** AP US History** AP World History**

** Indicates an **Honors** level course

With the exception of Psychology Lab, all Social Studies courses are NCAA approved courses.

Social Studies Core Courses

Modern World History **HS04053G**
Full Year **1.00 credit**
Grade 9 **NCAA Eligible**
 Students enrolled in the full-year grade 9 course will study the four themes of Culture, Conflict, and Change; Power, Authority, and Governance; Imperialism, Nationalism, and Sovereignty; and Human Rights and Social Justice, with a focus on Africa, the Middle East, China, India, Japan, Europe, Russia, and Latin America.

Civics **HS04161G**
Full Year **1.00 credit**
Grade 10 **NCAA Eligible**
 Students will study the historical and contemporary conflicts of constitutional principles. They will investigate the rights and responsibilities of citizens, take positions on current issues, and participate in civic projects. Investigations of local, state, and federal governments will help prepare students to become active citizens in the present and future. Civics is a state-required course for graduation. Students are required to complete a performance-based assessment through the Civics course.

AP US Government & Politics** **HS04157H**
Full Year **1.00 credit**
Grades 10, 11, and 12 **NCAA Eligible**
 This course is designed for students who are ready to meet the demands of college level work. Students will analyze and interpret political culture and behavior in the democratic process, rules governing elections, and political parties and agendas. They will critique both historical and contemporary events underpinning the ideologies and institutions of American government. Students enrolling in this course are expected to take the AP exam in May. Students are individually responsible for the costs associated with the Advanced Placement examination. **This course fulfills the requirement for Civics that is necessary for graduation.**

US History **HS04101G**
Full Year **1.00 credit**
Grade 11 **NCAA Eligible**
 All students in Grade 11 enroll in US History or AP US History. The most important aspects of United States history from the 1880s to modern times are studied, with an emphasis on major social, cultural, political, and economic developments of the time period.

AP US History** **HS04104H**
Full Year **1.00 credit**
Grades 11 and 12 **NCAA Eligible**
 The AP US History program is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. Students will learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. Student responsibility for reading and digesting material is required. Students enrolling in this course are expected to take the AP exam in May. Students are individually responsible for the costs associated with the Advanced Placement examination. **This course fulfills the requirement for US History that is necessary for graduation.**

Debating Current Events **HS04064G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**
 Democracy works only when the people inform themselves about the issues of the day and are able to debate fellow citizens in a constructive manner. This course will offer the techniques of debate using a variety of current events. The hope is that students will build the habit of being informed on multiple perspectives while advocating for a particular position. *This course is offered every other year.*

Human Rights and Social Justice **HS04259G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**
 This course provides an interdisciplinary overview of the key questions and concerns shaping the study of human rights across the world. Students will explore the complexities underlying civil, political, economic, social, and cultural rights, both in theory and practice. Drawing on a variety of perspectives and cases from around the world, including the United States, students will be equipped to think comparatively and critically about a wide range of human rights issues and work to create and offer solutions to these issues.

Social Studies Electives

African American/Black Studies **HS01901G1**
Puerto Rican/Latino Studies **HS04901G2**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**
 This course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the US. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build US cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities. *This course will be offered as a full year course OR as two semester courses. Each semester will cover sections of the curriculum. Students must sign up for both courses in order to receive 1.00 credit.*

Introduction to Law **HS04162G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**
 This course serves as an introduction to legal systems in the United States and to give students a better understanding of how law impacts daily life. We will use case studies, individual research, group discussion/debate, guest speakers, mock trials, and possible field trips throughout the course. Concepts such as civil law, jurisdiction, and the court systems will be covered. In addition, students will learn about the criminal justice process by applying multidisciplinary social sciences to understand, predict, and explain crime and contribute to the development of public policy within different communities.

Conflicts in Reel History **HS04156G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**
 Movies teach us about conflicts between groups of people and nations. This course will begin by considering past and current conflicts and groups that wish to stop conflicts. The same conflict will be compared by viewing different video perspectives. Questions to ponder throughout the course may include: How have attempts at resolving conflicts created further problems? How do people and nations seek and react to change? What is the proper balance between the rights of the individual and the power of government?

Introduction to Psychology **HS04254G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**
 Can you really have a “great personality?” What does “smart” mean? How do we define insanity? This course will examine ideas such as personality, intelligence, emotion, human development, and psychological disorders such as depression and addiction. Readings and films will include both literary and historical sources.

AP Psychology** **HS04256H**
Full Year **1.00 credit**
Grades 11 and 12 **NCAA Eligible**
 The AP program offers a course and exam in psychology to qualified students who wish to complete studies in a postsecondary school equivalent to an introductory college course in psychology. The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals.

Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Students enrolling in this course are expected to take the AP exam in May. Students are individually responsible for costs associated with the Advanced Placement examination.

Psychology Lab **HS04255G**
1/2 Year **1.00 credit**
Grade 12

This course will fulfill Capstone requirements.

Prerequisite: Successful completion of Introduction to Psychology or concurrent enrollment in AP Psychology
This course is designed for students to further explore topics they learned in Introduction to Psychology and/or AP Psychology. Students will research topics like sensation and perception, consciousness, development, psychological disorders, and social stigma. Students will design and conduct experiments and public awareness campaigns to learn more about topics while educating the community about important concepts in psychology.

Introduction to Sociology **HS04258G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**

The Introduction to Sociology curriculum is designed to allow students insight into and appreciation of the basic concepts of human relationships and their causes and consequences. This course will provide students with an understanding of these relationships through observation, research, readings, and discussions regarding topics such as self, school, and town community; American culture and society; group dynamics; pop culture and mass media; social problems; social institutions; and human development.

Reel American History **HS04109G**
1/2 Year **.50 credit**
Grades 10, 11, and 12 **NCAA Eligible**

Reel American History will tap into students' personalized learning experiences. This course will be crafted based on student interest of American history. Areas that might be explored through film can include: immigration, slavery, the changing status and roles of women, the Great Depression, America's role in World War II, etc. Questions to ponder throughout the course may include: How do Americans define freedom and equality and how have American conceptions of freedom and equality changed over the course of US history for members of various racial, ethnic, religious, gender, and minority groups? Is the United States a "just" society and how has the concept of justice evolved over time?

AP World History** **HS04057H**
Full Year **1.00 credit**
Grades 11 and 12 **NCAA Eligible**

This AP course, organized around key concepts and themes, covers six chronological periods of world history from 600 BCE to the present. The themes and key concepts are intended to provide foundational knowledge for future college-level coursework in history. Themes focus on interaction between humans and the environment; the development and interaction of cultures; state-building, expansion, and conflict; creation, expansion, and interaction of economic systems; and the development and transformation of social structures. The goal of the course is to develop historical thinking skills necessary to explore the broad trends and global processes. Accordingly, students will be able to craft historical arguments from historical evidence; use chronological reasoning and understand historical causation; compare and contextualize broader regional, national, and global processes; and engage in historical interpretation and synthesis. Students enrolling in this course are expected to take the AP exam in May. Students are individually responsible for costs associated with the Advanced Placement examination.

WORLD LANGUAGE CURRICULUM

The Berlin World Language department motivates and inspires students to recognize the personal value and global benefit of learning languages. We create an environment that fosters students to take risks and communicate with confidence in and out of the classroom. Our goal is to ignite a passion in students to continuously develop language and intercultural proficiency.

The performance targets established for each course align with the American Council on the Teaching of Foreign Language's levels of language proficiency. Students will begin their language program at the Novice level with the goal of acquiring Intermediate or Advanced level proficiency upon graduation.

Course placement is based primarily on teacher recommendation.

Typical Course Sequence in World Languages

Course student is currently enrolled in:	Course student may enroll in next year:
Not currently taking a language	French I Spanish IA
8 th grade French / French I 8 th grade Spanish / Spanish IA	French II Spanish IB Transitional Spanish (by teacher recommendation only)
Spanish IB	Spanish II Transitional Spanish (by teacher recommendation only)
Transitional Spanish	Spanish II
French II Spanish II	French III Spanish III
French III Spanish III	Advanced French IV* Advanced Spanish IV*
Advanced French IV* Advanced Spanish IV*	Honors French V** UConn ECE Spanish V**

* Indicates an **Advanced** level course

** Indicates an **Honors** level course

A language assessment is available to students newly enrolled to Berlin High School or seeking a higher placement. Please see a school counselor or the world language supervisor for more information.

All World Language courses with the exception of Spanish Conversation & Culture are NCAA approved courses.

French I **HS06121G**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12 **NCAA Eligible**
 Performance Target: Novice Mid
 Extension Target: Novice High

This is an introductory course in which students will begin to develop the interpretive, presentational, and interpersonal modes of communication in French, through thematic units that explore daily life and the diverse cultures of the Francophone world. Authentic and French-language resources are utilized to offer a variety of opportunities to interpret and respond to French speakers. Students are encouraged to practice using the language as much as possible in and out of the classroom.

French II **HS06122G**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12 **NCAA Eligible**
Prerequisite: French I
 Performance Target: Novice High
 Extension Target: Intermediate Low

In this course, students will continue developing the interpretive, presentational, and interpersonal modes of communication in French. Cultural, thematic units related to school, family life, and sports and leisure activities will help students to expand their ability to describe their present lives and begin to describe past events. Authentic and French-language resources will continue to be utilized to offer a variety of opportunities to interpret and respond to French speakers. Students are encouraged to practice using the language as much as possible in and out of the classroom.

French III **HS06123G**
Full Year **1.00 credit**
Grades 10, 11, and 12 **NCAA Eligible**
Prerequisite: French II

Performance Target: Intermediate Low
Extension Target: Intermediate Mid

In this course, students will continue developing the interpretive, presentational, and interpersonal modes of communication in French. Cultural, thematic units related to school life, personal interests, and leisure activities will help students to continue expanding their ability to describe events in their present, past, and near future. Authentic and French-language resources will continue to be utilized to offer a variety of opportunities to interpret and respond to French speakers. Students are expected to communicate with their teacher and peers in French as much as possible.

Advanced French IV* **HS06124E**
Full Year **1.00 credit**
Grades 11 and 12 **NCAA Eligible**
Prerequisite: French III

Performance Target: Intermediate Mid
Extension Target: Intermediate High

In this course, students will continue developing the interpretive, presentational, and interpersonal modes of communication in French with the goal of intermediate level proficiency. Cultural, thematic units related to beauty and esthetics, marketing and advertisements in France, and health lifestyle will help students to continue expanding their ability to describe events across multiple timeframes. Authentic and French-language resources will continue to be utilized to offer a variety of opportunities to interpret and respond to French speakers. Students are expected to communicate with their teacher and peers in French as much as possible. In the spring semester, students will take the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL). A proficiency score of Intermediate Mid (I-3), or higher, on each section fulfills the World Language requirement for the Seal of Biliteracy.

Honors French V** **HS06125H**
Full Year **1.00 credit**
Grade 12 **NCAA Eligible**
Prerequisite: French IV

Performance Target: Intermediate High
Extension Target: Advanced Low

This course is designed to provide advanced and highly motivated students the opportunity to continue improving their language proficiency. In this course French history, culture, and advanced grammatical topics will be explored through the analysis of authentic resources and discussions relating to the environment, science and technology, and vacations. Students will be encouraged to expand their vocabulary and apply advanced language skills in order to increase their speaking, writing, and listening proficiency. Students are expected to communicate with their teacher and peers in French. In the fall and/or spring semesters,

students may take the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL). A proficiency score of Intermediate Mid (I-3), or higher, on each section fulfills the World Language requirement for the Seal of Biliteracy. Students are individually responsible for costs associated with the AAPPL.

Spanish Conversation & Culture **HS24059B**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12

This course is by teacher or world language supervisor recommendation only. It is offered to give students an introduction to the language and cultures of Spanish-speaking countries. Curriculum is tailored to the needs and interests of the students. Cultural thematic units may include music, food, history, and art. This course can be taken before Spanish IA.

Spanish IA **HS06101G**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12 **NCAA Eligible**

Performance Target: Novice Mid
Extension Target: Novice High

This is the first of two introductory courses in which students will begin to develop the interpretive, presentational, and interpersonal modes of communication in Spanish through thematic units that explore daily life and the diverse cultures of the Spanish-speaking communities within the United States and North America. Authentic and Spanish-language resources are utilized to offer a variety of opportunities to interpret and respond to Spanish speakers. Students are encouraged to practice using the language as much as possible in and out of the classroom.

Spanish IB **HS24052GB**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12 **NCAA Eligible**
Prerequisite: Spanish IA

Performance Target: Novice Mid/High
Extension Target: Intermediate Low

This is the second of two introductory courses in which students will continue to develop the interpretive, presentational, and interpersonal modes of communication in Spanish through thematic units that explore daily life and the diverse cultures of Spanish-speaking communities within North America and Spain. Thematic units will include school life, family, sports, and shopping/around the town. Authentic and Spanish-language resources are utilized to offer a variety of opportunities to interpret and respond to Spanish speakers. Students are encouraged to practice using the language as much as possible in and out of the classroom.

Transitional Spanish **HS24059G**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12 **NCAA Eligible**
Prerequisite: Students will only be placed in this course by Spanish IB teacher recommendation and permission of the World Language Supervisor

Performance Target: Novice Mid/Novice High
Extension Target: Intermediate Low

This course is for students with prior knowledge of Spanish. It will focus on practical communicative activities in real life situations and emphasize study skills for successful language acquisition. This course will review and strengthen the targeted language skills of Spanish IA and IB. It is designed to continue the development of the four skills of the target language: listening, speaking, reading, and writing through thematic cultural units. This course prepares students to continue improving their language performance prior to Spanish II.

Spanish II **HS06102G**
Full Year **1.00 credit**
Grades 9, 10, 11, and 12 **NCAA Eligible**
Prerequisite: Spanish IB or Transitional Spanish

Performance Target: Novice High
Extension Target: Intermediate Low

In this course, students will continue developing the interpretive, presentational, and interpersonal modes of communication in Spanish. Cultural, thematic units related to home and community life, celebrations, and leisure activities will help students to expand their ability to describe their daily lives. Authentic and Spanish-language resources will continue to be utilized to offer a variety of opportunities to interpret and respond to Spanish speakers. Students are encouraged to practice using the language as much as possible in and out of the classroom.

Spanish III **HS06103G**
Full Year **1.00 credit**
Grades 10, 11, and 12 **NCAA Eligible**
Prerequisite: Spanish II

Performance Target: Intermediate Low
Extension Target: Intermediate Mid

In this course, students will continue developing the interpretive, presentational, and interpersonal modes of communication in Spanish. Cultural, thematic units related to vacations, sports/healthy lifestyle, Hispanic legends, and foods will help students to continue expanding their ability to describe events in their present lives and in the past. Authentic and Spanish-language resources will continue to be utilized to offer a variety of opportunities to interpret and respond to Spanish speakers. Students are expected to communicate with their teacher and peers in Spanish as much as possible.

Advanced Spanish IV* **HS06104E**
Full Year **1.00 credit**
Grades 11 and 12 **NCAA Eligible**
Prerequisite: Spanish III

Performance Target: Intermediate Mid
Extension Target: Intermediate High

In this course, students will continue developing the interpretive, presentational, and interpersonal modes of communication in Spanish with the goal of intermediate level proficiency. Cultural, thematic units related to nature and outdoor activities, the future and the environment, city life, and traveling in Spain will help students to continue expanding their ability to describe events across multiple timeframes. Authentic and Spanish-language resources will continue to be utilized to offer a variety of opportunities to interpret and respond to Spanish speakers. Students are expected to communicate with their teacher and peers in Spanish as much as possible. In the spring semester, students will take the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL). A proficiency score of Intermediate Mid (I-3), or higher, on each section fulfills the World Language requirement for the Seal of Biliteracy.

UConn ECE Spanish V** **HS06112H**
Full Year **1.00 credit**
Grade 12 **NCAA Eligible**

Prerequisite: Spanish IV

Performance Target: Intermediate High
Extension Target: Advanced Low

This course is offered in conjunction with the University of Connecticut Early College Experience program and is designed to provide advanced and highly motivated students the opportunity to continue improving their language proficiency. In this course, Hispanic civilization will be explored through the analysis of authentic resources and discussions relating to contemporary culture, societal issues, history, art, religion, and politics. Students will be encouraged to expand their vocabulary and apply advanced language skills in order to increase their speaking, writing, and listening proficiency. Students are expected to communicate with their teacher and peers in Spanish. Students enrolling in this course are expected to register with the UConn ECE program for the opportunity to earn six college credits. In the fall and/or spring semesters, students may take the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL). A proficiency score of Intermediate Mid (I-3), or higher, on each section fulfills the World Language requirement for the Seal of Biliteracy. Students are individually responsible for costs associated with University of Connecticut credit and the AAPPL.

ALTERNATE SCHOOLING OPTIONS AND MISCELLANEOUS PROGRAMS

CREC

The Capital Region Education Council has a number of themed magnet high schools available. Students must apply and be accepted. Please visit ChooseCREC.org for more information.

Early College Experience Programs (grades 11 and 12)

A variety of local colleges offer excellent opportunities for qualified juniors and senior to experience the challenge of a college classroom, enhance their existing high school program, and potentially earn college credit. Some programs available are:

- University of St. Joseph *Challenge Program*
- CT State Community College at Tunxis *High School Partnership Program*
- Wesleyan University

Interested students should see their school counselor for more information. Participating students assume all costs and transportation associated with these programs.

COLLEGE CREDIT REQUIREMENTS

Grades, courses taken, letters of recommendation, extracurricular activities (athletics, clubs, community service), and national standardized testing such as the SAT and ACT are factors a college admissions office considers in determining student acceptance. Students are urged to meet with their school counselor and visit post-secondary programs with their family in order to gain more detailed information. Success in a full, challenging academic program, including the senior year, is the best preparation for post-secondary admission and eventual post-secondary success.

Recommended Courses for College/University Admission

English	4 years
Math	4 years including Geometry and Algebra II
Science	3 years (4 recommended) including laboratory courses
Social Studies	3 years (4 recommended) including US History
World Language	2 years in one language (3-4 recommended)
Electives	Some schools look specifically for Fine Arts and/or Career and Technical Education electives

For students pursuing entrance to highly competitive colleges and universities, it is recommended that students pursue Advanced, AP, ECE, and Honors courses as appropriate. Students should meet with their counselors to develop a plan specifically designed to meet the student's future plans.

NCAA CREDIT REQUIREMENTS

NCAA Clearinghouse Course Requirements for Athletes Focusing on Division I and II

Student-athletes must:

- Complete their registration by going to www.eligibilitycenter.org during their junior year.
- Ask the school counselor to send transcripts at the end of their junior year.
- Continually review courses to see that they match Berlin High School’s list of approved courses for eligibility.
- Review amateurism responses and request final amateurism certification.
- After graduation, request all official transcripts from all high schools the student-athlete attended be sent to the NCAA Clearinghouse (i.e., GHAA and transfer schools).



**In January 2023, the NCAA eliminated SAT/ACT test score requirements for initial eligibility for student-athletes. This change will take effect from the 2023-2024 school year onward. The NCAA will no longer use a sliding scale to assess academic eligibility.*

This exemption is for eligibility purposes only. Many colleges & universities still require students to take the ACT or SAT for admissions or scholarship purposes. Furthermore, when looking to compete in athletics or specific extracurricular programs, colleges and universities may require scores to determine if the student meets their program’s academic standards.

Academic – Eligibility Requirements Division I: 16 Core Courses	Academic – Eligibility Requirements Division II: 16 Core Courses
<ul style="list-style-type: none"> • Graduate from high school • 4 years English • 3 years math (Algebra I or higher) • 2 years natural or physical science • 1 additional year of English, math, or natural or physical science • 2 years social science • 4 years of additional core courses • Earn at least a 2.3 GPA in core courses <p>NCAA Division I requires 10 core courses to be completed prior to the seventh semester of high school. (Seven of the ten must be a combination of English, math, or natural/physical science.)</p> <p>These 10 courses will be “locked in” at the seventh semester of high school and <u>cannot be retaken</u> for grade improvement.</p>	<ul style="list-style-type: none"> • Graduate from high school • 3 years English • 2 years math (Algebra I or higher) • 2 years natural or physical science • 3 additional years of English, math, or natural or physical science • 2 years social science • 4 years of additional core courses • Earn at least a 2.2 GPA in core courses

Berlin High School Co-Curricular Eligibility

A student has eight (8) consecutive semesters or four (4) consecutive years of eligibility from the date of entry into the ninth grade to be eligible for interscholastic competition. Students are **NOT ELIGIBLE** for interscholastic athletics, cheerleading, or other co-curricular activities (eligibility is declared on the day report cards are distributed or 14 days after the close of the term, whichever comes first) if:

1. A student is not taking at least four (4) credits of work.
2. A student has not passed at least four (4) credits at the end of the last regular marking period (previous year’s credits for fall session).

3. A student has not attained a minimum cumulative average of 70 at the end of the last regular marking period. For the fall season, the final grade point average (GPA) of the previous school year must be 70 or higher. This does not apply to incoming freshmen. **Summer school results do not change end of year GPAs and, therefore, will not have any effect on eligibility status for athletics or other co-curricular activities.**
4. A student has changed schools without a change of legal residence in grades 10, 11, or 12 (Transfer Rule II; see complete Rule for exceptions).
5. A student plays or practices with an outside team or group in the same sport while a member of the school team after the first scheduled game in any season (Rule II.E; see exceptions).
6. A student plays under an assumed name on an outside team.
7. A student receives personal economic gain for participation in any CIAC sport (Rule II.F).
8. A student has reached his/her 20th birthday. A student-athlete will not be allowed to start a season or compete during a season in which their 20th birthday falls.

Notes:

1. Courses included in the four credits of work must be courses in which the student has not previously received credit. Therefore, a student taking the same level of world language for the second time cannot count this course if he/she received credit in the course previously.
2. Copies of the CIAC Rules may be viewed and downloaded from the CIAC website (<http://ciacsports.com/site>). Click “Students/Parents” and then select “Eligibility Rules.” Due to the complexity and exceptions to these and other CIAC rules, any questions regarding eligibility should be discussed with the athletic director.
3. A student who is ineligible, but plans on gaining eligibility during a given season, cannot participate with an outside team or group in the same sport while awaiting eligibility. This causes ineligibility.
4. An ineligible student, at the discretion of the coach and the athletic director, may practice with the team in order to maintain physical condition and skills. This may be denied by school officials at any time. This “possibility” does not apply to students who are ineligible for athletics due to CIAC regulations. It applies only to Berlin High School eligibility (i.e., 70 passing grade).
5. In all cases of eligibility, only credits earned at Berlin High School or credits granted by a certified or accredited school and pre-approved by Berlin High School may be used.
6. If in doubt, find out before doing anything!

AWARDS AND RECOGNITIONS

Community Service Recognitions

A student who completes 120 hours of approved community service will receive recognition at graduation including a notation on the graduation program and a special citation awarded to the student. The community service must be approved by the person in charge of the related activity and cannot be a “required” service. The community service must be unpaid and voluntary. This can be within the school or in the community. The reporting portion of the form must be completed after the activity and signed by the person in charge of the activity, attesting to the hours the student devoted to the service. The school counseling administrative assistant will record the information. At the end of each year, the hours completed for the year will be totaled. The hours for the citation must be completed by the beginning of quarter four of senior year.

President’s Award / Honors Graduates

The President’s Education Award, established by the US Department of Education, recognizes and honors outstanding education achievement. To qualify, the recipient must have the following qualifications: A graduating senior must have a weighted, not rounded up, 90% or higher four-year average, calculated after finalized quarter three grades.

If a graduating senior meets the criteria, he/she is recognized at graduation as both an Honors Graduate and recipient of the President’s Education Award – a combined recognition.

Academic Honors Citation

This program is designed to motivate academically strong students to enroll in the most demanding high school course offerings and to give recognition to students who achieve high averages in academically demanding courses. An academic honors citation is possible for each student who meets the requirements. Each qualifying student will receive a special citation. Eligibility is calculated by the School Counseling Supervisor after quarter three of the senior year. Students are recognized with a certificate at the end of senior year.

General Requirements:

1. Weighted average of 85 or above in all courses
2. Weighted average of 85 or better in 10 academic credits in the following departments: English, Mathematics, Science, Social Studies, and World Language
3. Weighted Average of 88 or better **in at least two** of the following departmental sequences (exceptions as noted):
 - a. English: Advanced English 9, Advanced American Studies, AP English Language and Composition, AP Literature and Composition
 - b. Mathematics: Honors Geometry, Honors Algebra II, AP Precalculus, AP Calculus BC
 - c. Science: Advanced Chemistry, AP UConn Biology, AP UConn Chemistry, AP UConn ECE Environmental Science, UConn ECE Physics
 - d. Social Studies: Modern World History, Civics, AP US History, AP Psychology, AP US Government & Politics, AP World History
 - e. World Language: Five years in one language (four years when five are not available)

Seal of Biliteracy

Students are eligible to earn the Connecticut Seal of Biliteracy, an honor open to both native and non-native speakers of English. Students who meet specific criteria to demonstrate mastery of English and another language will receive the Seal of Biliteracy on their diploma upon graduation, and will receive special recognition at the graduation ceremony.

Various pathways enable students to become proficient in multiple languages, such as World Language courses or the ESOL program at Berlin High School, private language instruction, and heritage language knowledge. Proficiency in both languages must include both social and academic language use and proficiency in all domains (speaking, listening, reading, and writing). For additional information including requirements that must be completed to earn the Seal of Biliteracy students should see their school counselor, World Language teacher, or ESOL teacher.



SIXTEEN NATIONAL CAREER CLUSTERS FRAMEWORK



At different times throughout the school year, students meet with their counselors to discuss their educational plans related to career and post-secondary interests. The National Career Clusters Framework listed on the following pages are 16 groupings of vocational areas as developed by the U.S. Department of Education, the Office of Vocational and Adult Education (OVAE), the National School-to-Work Office (NSTWO), and the National Skill Standards Board (NSSB). Each cluster is accompanied by a listing of courses that can help students explore and prepare for entry into that career cluster.

<p>Agriculture, Food, and Natural Resources Anatomy and Physiology Baking and Pastry Arts I/II Biology (all levels) SCSU EC Business Law SCSU EC The Business of Science Chemistry (all levels) Culinary Arts I/II Earth Science (all levels) Economics Environmental Science (all levels) Foods and Fitness for a Healthy Lifestyle Horticulture Marine Biology Physics (all levels) Statistics (all levels) World Languages (all levels) SCSU EC Zoology</p> <p>Architecture and Construction 2-D / 3-D Art and Design (all levels) Algebra (all levels) Architectural Design Business Technologies & Applications CCP CAD Digital Photography Drawing (all levels) Geometry (all levels) Jewelry & Metalsmithing Painting I/II Physics (all levels) Pottery I/II STEAM Design Wood & Manufacturing I/II World Languages (all levels)</p>	<p>Arts, Audio-Visual Technology, and Communications 21st Century Journalism and Media Literacy 2-D / 3-D Art and Design (all levels) Advanced American Studies Bella Voce Business Technologies & Applications Civics Communications Concert Band I/II Concert Choir Creative Writing Digital Art I/II Digital Media & Moviemaking Digital Photography Drawing (all levels) History of Popular Music Introduction to Sociology Jewelry & Metalsmithing Music Technology I/II AP Music Theory Painting I/II Piano (all levels) Pottery I/II Psychology (all levels) Speech Television Production I/II Theatre World Languages (all levels)</p>	<p>Business Management and Administration Accounting (all levels) SCSU EC Business Law SCSU EC The Business of Science Business Technologies & Applications Communications Digital Media & Moviemaking Economics Finance and Investments Introduction to Business Introduction to Law Introduction to Sociology Marketing I/II Personal Finance Psychology (all levels) Speech Statistics (all levels) Television Production I/II Visual Arts (all levels/courses) World Languages (all levels)</p> <p>Education and Training Child Development Creative Writing Health & Wellness I/II UConn Introduction to Individual and Family Development Introduction to Sociology Marketing I/II Music Technology I/II AP Music Theory Piano (all levels) Psychology (all levels) Unified Art Unified PE Unified Theater Visual Arts (all levels/courses) World Languages (all levels)</p>
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<p>Finance Accounting (all levels) SCSU EC Business Law SCSU EC The Business of Science Business Technologies & Applications Economics Finance and Investments Introduction to Business Marketing I/II Personal Finance Statistics (all levels) World Languages (all levels)</p> <p>Government and Public Administration Accounting (all levels) Advanced American Studies Anatomy and Physiology AP US Government & Politics Biology (all levels) SCSU EC Business Law SCSU EC The Business of Science Chemistry (all levels) Child Development Civics Communications Debating Current Events Emergency Medical Services Finance and Investments Firefighting Leadership Human Rights and Social Justice Introduction to Fire Service Introduction to Law US History (all levels)</p> <p>Health Science Anatomy and Physiology Biology (all levels) Certified Nursing Assistant Emergency Medical Services Foods and Fitness for a Healthy Lifestyle Health/Physical Education UConn Intro to Individual/Family Dev. Introduction to Law Introduction to Sociology Lifetimes Activities I/II Physics (all levels) Psychology (all levels) US History (all levels) World Languages (all levels)</p> <p>Hospitality and Tourism Baking and Pastry Arts I/II Culinary Arts I/II Economics Foods and Fitness for a Healthy Lifestyle UConn Intro to Individual/Family Dev. Introduction to Sociology Marketing I/II Psychology (all levels) Visual Arts (all levels/courses) World Languages (all levels)</p>	<p>Human Services Anatomy and Physiology Biology (all levels) Certified Nursing Assistant Chemistry (all levels) Child Development Emergency Medical Services Firefighting Leadership Forensic Science Health/Physical Education Introduction to Fire Service UConn Introduction to Individual and Family Development Introduction to Sociology Psychology (all levels) World Languages (all levels)</p> <p>Information Technology 21st Century Journalism and Media Literacy CCP CAD Communications Computer Science (all levels) Conflicts in Reel History Creative Writing Digital Art I/II Digital Media & Moviemaking Digital Photography Music Technology I/II Reel American History World Languages (all levels)</p> <p>Law, Public Safety, Corrections, and Security Advanced American Studies AP US Government & Politics SCSU EC Business Law Certified Nursing Assistant Civics Digital Photography Drawing (all levels) Emergency Medical Services Firefighting Leadership Introduction to Fire Service Introduction to Law Introduction to Sociology Psychology (all levels) US History (all levels) World Languages (all levels)</p> <p>Manufacturing Architectural Design CCP CAD Mechanics I: Engines Mechanics II: Automotive Physics (all levels) STEAM Design Wood & Manufacturing I/II</p>	<p>Marketing 21st Century Journalism and Media Literacy Accounting (all levels) SCSU EC Business Law Business Technologies & Applications Creative Writing Digital Media & Moviemaking Economics Introduction to Business Introduction to Sociology Marketing I/II Probability and Statistics I/II Psychology (all levels) UConn Statistics Visual Arts (all levels/courses) World Languages (all levels)</p> <p>Science, Technology, Engineering, and Mathematics (STEM) Algebra (all levels) Anatomy and Physiology Architectural Design Biology (all levels) SCSU EC The Business of Science Calculus (all levels) CCP CAD Certified Nursing Assistant Chemistry (all levels) Computer Science (all levels) Digital Art I/II Drawing (all levels) Earth Science (all levels) Engineering Design & Robotics I/II Geometry (all levels) Mechanics I: Engines Mechanics II: Automotive Physics (all levels) Precalculus (all levels) Statistics (all levels) STEAM Design Wood & Manufacturing I/II World Languages (all levels) SCSU EC Zoology</p> <p>Transportation, Distribution, and Logistics Mechanics I: Engines Mechanics II: Automotive Statistics (all levels)</p>
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BERLIN HIGH SCHOOL

