

2015 – 2016

Program of Studies

East Hampton High School
15 North Maple Street
East Hampton, CT 06424
www.easthamptonps.org

Main Office Phone: (860) 365-4030
Main Office Fax: (860) 365-4034

John H. Fidler, Principal
Michael L. Dalton, Assistant Principal

School Counselors

Kaitlin Sullivan-Freimuth
Pamela Malcolm

Guidance Office Direct Line (860) 365-4031 ~ Guidance Office Fax (860) 365-4045

Team Leaders

Stacey Riggio	English
Kaitlin Sullivan-Freimuth	Guidance
Sherry Banack	Mathematics
Joseph Ochterski	Science
Matthew Warner	Social Studies
Lisa Lupacchino-Gilson	Special Areas
Jan Merkent	Special Education
Regina DellaVolpe	World Language

Athletics

Athletic Director ~ Shaun Russell

TABLE OF CONTENTS

Message from the Principal	Page 3
Student Responsibilities in the Scheduling Process	Page 3
Mission Statement and Expectations for Student Learning	Page 5
East Hampton Graduation Requirements	Page 6
Requirements for Promotion and Summer School	Page 7
Honor Roll and GPA Scale	Page 10
Course Level Descriptions	Page 11
Course Offerings Recommended by Grade Level	Page 13
Career/College Major Course Suggestions	Page 17
English	Page 19
Mathematics	Page 24
Science	Page 28
Social Studies	Page 34
World Language	Page 38
Business Education	Page 41
Family and Consumer Science	Page 43
Music	Page 45
Physical Education and Health	Page 47
Studio Arts	Page 48
Technology Education	Page 51
Visual Arts and Communications	Page 52
Special Education	Page 54
Extraordinary Proficient Student Tuition	Page 54
Independent Study	Page 54
Non-discrimination Policy	Page 54
Release of Student Information to Military Recruiters	Page 55

MESSAGE FROM THE PRINCIPAL

This 2015-2016 Program of Studies provides you with information that will help you choose your courses for the upcoming year. In addition to being available on the school website, copies of the Program of Studies can be found in the guidance office and in each classroom. It is important that you and your parents/guardians review this booklet and discuss the options available to you. You should also seek advice from your school counselor and teachers. I encourage you to take full advantage of the wide variety of courses that are offered. Challenge yourself by not only taking a full course load, but by taking the most rigorous courses that you can manage. Most colleges suggest that you participate in a challenging and well-rounded academic program. Check college websites for specific requirements. An important rule to follow is to keep your options open. If you are uncertain about your long range goals, follow a broad, general program of studies which will prepare you for almost any college major. As you read about the courses in this booklet, focus on the future you want to build for yourself and select a course of study that will prepare you for that future. In selecting your courses, set high goals for yourself knowing that the East Hampton High School teaching staff is committed to providing you with the resources and support that will help you to be successful. East Hampton is a great school that will provide you with an excellent education. I look forward to watching your continued academic progress and successes!

John H. Fidler
Principal

STUDENT RESPONSIBILITIES IN THE SCHEDULING PROCESS

1. Before you begin completing your course selection sheets, review where you stand in relation to the school's graduation requirements. Discuss recommendations with your academic teachers and inquire about the electives from teachers in each respective area.
2. Every student will obtain their course selection sheets in homeroom on Course Selection Day.
3. Students must bring this sheet to all academic classes so that each academic teacher will initial their course level recommendation on their course selection sheet.
4. Students should carefully select courses for next year that align with your plans after graduation. Counselors will talk about course selections with students during small group and individual meetings in the spring.
5. Students will sign their course selection sheet and return them to their homeroom teachers at the end of Course Selection Day.
6. Each department will make recommendations for their own AP courses. As a result, AP courses must be initialed only by the teacher who teaches that AP course.
7. Student's schedules will be sent home during the summer. Any course changes should be made before the start of school.
6. Once school has started, classes may only be changed during the 7 day add/drop window. You must speak to your counselor about this request.

**East Hampton High School Athletics
2015 – 2016**

Fall Sports	Winter Sports	Spring Sports
Cross Country (boys and girls)	Basketball (boys and girls)	Baseball
Football	Cheerleading	Golf
Soccer (boys and girls)	Indoor Track (boys and girls)	Outdoor Track (boys and girls)
Swimming	Swimming	Softball
Volleyball	Wrestling	Tennis (boys and girls)

**Non-Athletic Activities and Clubs
2015 – 2016**

Art Club	Gay/Straight Alliance
Bellringer Newspaper	Interact Club
Big Brother/Big Sister	Model United Nations
CT Youth Forum	National Honor Society
Diversity Club	Ski Club
Drama	Spanish Club
Environmental Club	Student Council
Flag Team	Visions Magazine
French Club	Yearbook
Future Business Leaders of America	

Bell Schedule

Period	Monday, Wednesday, & Friday	Tuesday & Thursday
A	7:35 – 8:23	7:35 - 8:16
Homeroom	8:27 – 8:34	8:20 – 9:05 XBlock
B	8:38 – 9:25	9:09 – 9:50
C	9:29 – 10:16	9:54 – 10:35
D	10:20 – 11:08	10:39 – 11:20
E and Lunch	11:12 – 11:36 Lunch 1 11:36 – 11:40 Pass 11:40 – 12:04 Lunch 2 12:04 – 12:08 Pass 12:08 – 12:32 Lunch 3	11:24 – 11:48 Lunch 1 11:48 – 11:52 Pass 11:52 – 12:16 Lunch 2 12:16 – 12:20 Pass 12:20 – 12:44 Lunch 3
F	12:36 – 1:23	12:48 – 1:29
G	1:27 – 2:15	1:33 – 2:15

**EAST HAMPTON HIGH SCHOOL MISSION STATEMENT AND
EXPECTATIONS FOR STUDENT LEARNING**

MISSION STATEMENT

East Hampton High School, with the support of the community, is committed to developing informed, responsible, and contributing members of a global society through a challenging academic program in an environment that promotes healthy social, emotional, and physical development.

ACADEMIC EXPECTATIONS

1. The student will speak effectively for a variety of purposes.
2. The student will use information effectively.
3. The student will use technologies effectively and appropriately.
4. The student will demonstrate effective self-expression.
5. The student will write clearly and effectively.
6. The student will use critical thinking skills to solve problems in real-world contexts.
7. The student will read effectively.

CIVIC EXPECTATIONS

1. The student will demonstrate civic responsibility by contributing to their school and community.
2. The student will exercise their rights and responsibilities as citizens in a democratic society.

SOCIAL EXPECTATIONS

1. The student will accept responsibility for their actions.
2. The student will treat others and their property with respect.
3. The student will appreciate and value the differences among people in the community of East Hampton and beyond.

EAST HAMPTON GRADUATION REQUIREMENTS

East Hampton Public School graduates will acquire the essential knowledge and skills in the core academic disciplines needed to be innovative, responsible, contributing members of an ever-changing global society who are responsible, productive citizens that effectively demonstrate critical thinking, problem solving, and communication skills to respond appropriately and confidently to our ever changing world.

EAST HAMPTON GRADUATION COMPETENCIES

1. An East Hampton High School graduate **demonstrates critical thinking and reasoning.**

Students access, interpret, analyze, and evaluate ideas and information, draw evidence based conclusions, synthesize learning, and reflect critically as measured by state and local assessments.

2. An East Hampton High School graduate **applies inquiry, problem-solving, and innovative techniques.**

Students identify problems, analyze data, hypothesize, ask questions, utilize a variety of resources, think critically, and transfer knowledge to new ideas as measured by state and local assessments.

3. An East Hampton High School graduate **communicates effectively.**

Students work collaboratively in teams, engage in active listening and responding, share responsibility, clearly articulate ideas, and use a variety of technological tools to enhance communication as measured by state and local assessments.

STATE GRADUATION REQUIREMENTS

Connecticut General Statute 10-221 outlines several changes in education with regard to Secondary School Reform in Connecticut. One of the major changes will be the increase in number of credits required for graduation along with the content where that credit will need to be achieved. Beginning with the class of 2020, the number of credits required for graduation will increase to 25, including a one credit capstone project. East Hampton High School will be phasing in the increase beginning with the class of 2019 where 24 credits will be required for graduation. The class of 2020 will be required to earn 25 credits for graduation, including the capstone project. The requirements for each of our graduating classes are outlined over the next few pages.

GRADUATION REQUIREMENTS
CLASS OF 2016, 2017, AND 2018

To earn an East Hampton High School diploma, the following conditions must be met:

A student must earn a total of 22 credits in the following required content areas:

ENGLISH	4 credits
MATHEMATICS	3 credits
SCIENCE	2 1/2 credits
SOCIAL STUDIES	3 credits
PHYSICAL EDUCATION	2 credits (4 semesters/1 each year)
HEALTH	1/4 credit
VOCATIONAL/FINE ARTS	1 credit
ELECTIVES	6 1/4 credits

*Students must demonstrate 1/2 credit in **COMPUTER LITERACY** throughout their curriculum.

All students **MUST** take a minimum of 6 credits per year. We strongly encourage you to have 5 academic credits AND the required 1/2 credit in physical education AND an elective course that will allow students the opportunity to explore a potential area of career interest and/or fulfill a graduation requirement (i.e. Vocational/Fine Arts). In order to participate in the graduation ceremonies, students **must** meet the minimum graduation requirements in each area.

CREDITS FOR PROMOTION

Students are required to meet the minimum number of credits in order to be promoted to the next grade.

Class of 2016, 2017, and 2018

To Grade 10	Minimum of 5 credits
To Grade 11	Minimum of 11 credits
To Grade 12	Minimum of 16 credits

Class of 2019, and 2020

To Grade 10	Minimum of 6 credits
To Grade 11	Minimum of 13 credits
To Grade 12	Minimum of 19 credits

SUMMER SCHOOL

If a student fails English, Mathematics, Science, or Social Studies, the student may be eligible to redeem their credit through summer school. Students who meet the following criteria will be considered eligible: 1) the student has taken the entire course (not withdrawn) 2) the student has passed at least half of the course (one quarter of a semester long course or two quarters of a full-year course). Students should check with the Guidance Office to ensure their eligibility and find out which schools in the area are offering summer programs and which courses they are offering.

GRADUATION REQUIREMENTS

CLASS OF 2019 *Pending Board of Education Approval*

Earning an East Hampton High School diploma requires a total of 24 credits awarded in the following content areas:

Cluster 1: Science, Technology, Engineering and Mathematics (STEM) Total Credit Requirement 8

<u>Mathematics (4 Credits)</u>	<u>Credits</u>
Algebra 1	1
Geometry	1
Algebra 2	1
Probability and Statistics/Trigonometry or	1
Pre-calculus or Calculus or other full year course	1
<u>Science (3 Credits)</u>	<u>Credits</u>
Physical Science	1
Biology	1 ½
Chemistry or Physics or	1 ½
Science Elective	½
<u>STEM Elective (1 Credit)</u>	<u>Credits</u>
Science, Math, Technology or other STEM course	1

Cluster 2: Humanities Total Credit Requirement 9

<u>English (4 Credits)</u>	<u>Credits</u>
English 1A/1B	1
English 2	1
English 3 or other full year course	1
English 4 or other full year course	1
<u>Social Studies and Fine Arts (4 Credits)</u>	<u>Credits</u>
World History	1
Modern United States History	1
American Civics and Government	1
Fine Arts: Visual Arts and Communication, Music	1
<u>Humanities Elective:</u>	<u>Credits</u>
English, World Language, Social Studies, Fine Arts	1

Cluster 3: Career and Life Skills Total Credit Requirement 3 1/2

<u>Career and Life Skills (1 ½ Credits)</u>	<u>Credits</u>
Comprehensive Health Education	¼
Physical Education	1
<u>Career and Life Skills Elective</u>	<u>Credits</u>
Family and Consumer Sciences, Technology Education, Business Education, World Language	2

Open Electives

	<u>Credits</u>
In choosing electives, students are encouraged to take at least one AP or ECE course while at East Hampton High School.	3 ½

GRADUATION REQUIREMENTS

CLASS OF 2020 *Pending Board of Education Approval*

Earning an East Hampton High School diploma requires a total of 25 credits awarded in the following content areas:

Cluster 1: Science, Technology, Engineering and Mathematics (STEM) Total Credit Requirement 8

<u>Mathematics (4 Credits)</u>	<u>Credits</u>
Algebra 1	1
Geometry	1
Algebra 2	1
Probability and Statistics/Trigonometry or	1
Pre-calculus or Calculus or other full year course	1
<u>Science (3 Credits)</u>	<u>Credits</u>
Physical Science	1
Biology	1 ½
Chemistry or Physics or	1 ½
Science Elective	½
<u>STEM Elective (1 Credit)</u>	<u>Credits</u>
Science, Math, Technology or other STEM course	1

Cluster 2: Humanities Total Credit Requirement 9

<u>English (4 Credits)</u>	<u>Credits</u>
English 1A/1B	1
English 2	1
English 3 or other full year course	1
English 4 or other full year course	1
<u>Social Studies and Fine Arts (4 Credits)</u>	<u>Credits</u>
American Civics and Government	1
Modern World History	1
Modern United States History	1
Fine Arts: Visual Arts and Communication, Music	1
<u>Humanities Elective:</u>	<u>Credits</u>
English, World Language, Social Studies, Fine Arts	1

Cluster 3: Career and Life Skills Total Credit Requirement 3 1/2

<u>Career and Life Skills (1 ½ Credits)</u>	<u>Credits</u>
Comprehensive Health Education	½
Physical Education	1
<u>Career and Life Skills Elective</u>	<u>Credits</u>
Family and Consumer Sciences, Technology Education, Business Education, World Languages	2
2 Credits in World Language are required. Courses may be taken to fulfill Cluster 2, Cluster 3, or Open Elective classes	

<u>Open Electives</u>	<u>Credits</u>
In choosing electives, students are encouraged to take at least one AP or ECE course while at East Hampton High School.	3 ½

<u>Capstone Experience</u>	<u>Credits</u>
	1

HONOR ROLL

The following criteria must be met in order to attain Honor Roll status:

1. All classes are included when calculating Honor Roll.
2. A student must carry a full course load (6 credits including plus physical education).
3. There can be no incomplete grades.
4. There can be no grade below C-.

In order to determine a student's Honor Roll status, letter grades are assigned quality points as follows:

A+ = 4.33	B+ = 3.33	C+ = 2.33	D+ = 1.33	F = 0
A = 4.00	B = 3.00	C = 2.00	D = 1.00	
A- = 3.67	B- = 2.67	C- = 1.67	D- = .67	

High Honors: A grade point average of at least 3.67 on a 4.0 system.

Honors: A grade point average of at least 3.0 on a 4.0 system.

Grade Point Average

A student's cumulative Grade Point Average does not include Physical Education or Health.
All other courses are weighted on the following scale.

GPA SCALE

	Level 3	Level 2	Level 1	Honors
A+	4.00	4.33	4.66	4.99
A	3.67	4.00	4.33	4.66
A-	3.34	3.67	4.00	4.33
B+	3.00	3.33	3.66	3.99
B	2.67	3.00	3.33	3.66
B-	2.34	2.67	3.00	3.33
C+	2.00	2.33	2.66	2.99
C	1.67	2.00	2.33	2.66
C-	1.34	1.67	2.00	2.33
D+	1.00	1.33	1.66	1.99
D	.67	1.00	1.33	1.66
D-	.34	.67	1.00	1.33
F	0	0	0	0

COURSE LEVEL DESCRIPTIONS

Students at East Hampton High School are afforded the privilege of pursuing a subject as deeply as their individual imagination, initiative, and intellectual ability permit. To realize this goal, most subjects are offered at multiple levels of pace and difficulty. Courses are taught to challenge the individual student. Included in the description of each course is the instructional level. Some courses are designed to encompass more than one instructional level.

All courses (excluding physical education and health) are weighted and used in the calculation for GPA and Class Rank. The additional weighting is designated below and was stated on the previous page.

Level 3

Courses at this level are designed for students who need to acquire and/or **improve their understanding and ability to use basic skills**. Class size is controlled to provide a greater degree of individual support. These courses will provide an appropriate degree of challenge with the resources and support.

Level 2

Courses at this level are designed for students who intend to further their education at a two or four-year college. These courses provide a more **structured environment** that **fosters and encourages higher order thinking and writing skills**. (Additional weight earned is .33)

Level 1

Courses at this level are available to students who wish to pursue a course where **content and pace are very challenging**. Students should have strong writing skills and be capable of high level critical thinking and independent work. Students who are highly motivated to pursue their studies in great depth should consider courses at this level. (Additional weight earned is .66)

HONORS

The **Advanced Placement (AP)** Program at East Hampton High School is an intensive program of eight college-level courses. Students are recommended for these courses based upon superior performance, academic achievement, and their motivation to handle advanced concepts. These courses require an exceptional amount of study. Summer work is required for those electing to participate in this program. **All students enrolled in AP courses are required to take the AP exam in May.** Once students decide which college they will be attending they may opt to have their AP scores sent to that specific school. The college then determines whether the student will be awarded college credit for the AP course as a result of the score. At this time, East Hampton High School offers the following AP courses:

870	AP Art	585	Psychology
420	Biology	382	Statistics
380	Calculus AB	540	US Government and Politics
130	English Language	528/529	US History
140	English Literature		

UConn Early College Experience (ECE) program provides academically motivated students the opportunity to take university courses while still in high school. All fees are paid by the student. Registration is held each June prior to the year the course will be taken.

ECE instructors, who are certified as adjunct professors by UConn faculty, create a classroom environment fostering independent learning, creativity, and critical thinking - all pivotal for success in college. ECE students must successfully complete the course with a grade of C or better in order to receive university credit. University credits are sometimes transferable to other universities. Students are charged a per credit fee. For additional information visit: www.ece.uconn.edu. At this time, East Hampton High School offers the following ECE courses:

- 150 University of Connecticut (ECE) English
- 433 University of Connecticut (ECE) General Chemistry

COURSE OFFERINGS RECOMMENDED BY GRADE LEVEL

English Offerings

<i>Number</i>	<i>Course Name</i>	<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	<i>Grade 12</i>
107	English 1-A	X			
108	English 1-B, Level 2	X			
109	English 1-B, Level 1	X			
121	English 2, Level 1		X		
122	English 2, Level 2		X		
123,124	English 2, Level 3		X		
130	AP English Language and Composition			X	
131	English 3, Level 1			X	
132	English 3, Level 2			X	
133	English 3, Level 3			X	
140	AP English Literature and Composition				X
144	English 4, Level 3				X
150	UConn ECE- Writing Through Literature				X
151	English 4, Level 1				X
152	English 4, Level 2				X
181	Journalism	X	X	X	X
182	Public Speaking	X	X	X	X
195	Supplemental Reading	X			
196	Supplemental Reading		X		

Mathematics Offerings

<i>Number</i>	<i>Course Name</i>	<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	<i>Grade 12</i>
314	Concepts of Pre-Algebra	X			
322	Integrated Mathematics				
324	Basic Algebra		X		
331	Algebra 1, Level 1	X			
332	Algebra 1, Level 2	X			
333	Algebra 1, Level 3	X			
334	Consumer Math				X
340	Geometry Honors	X			
341	Geometry, Level 1	X	X		
342	Geometry, Level 2		X		
343	Geometry, Level 3		X		
344	Basic Geometry		X	X	
350	Algebra 2 Honors		X		
351	Algebra 2, Level 1		X	X	
352	Algebra 2, Level 2			X	
353	Algebra 2, Level 3			X	
361	Pre-calculus			X	X
371	Trigonometry, Level 1			X	X
372	Trigonometry, Level 2			X	X
375	Probability and Statistics, Level 1			X	X
373	Probability and Statistics, Level 2			X	X
380	AP Calculus				X
381	Calculus				X
382	AP Statistics				X
395	Math Applications	X	X		

Science Offerings

<i>Number</i>	<i>Course Name</i>	<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	<i>Grade 12</i>
411	Physical Science, Level 1	X			
412	Physical Science, Level 2	X			
413	Physical Science, Level 3	X			
421	Biology, Level 1		X		
422	Biology, Level 2		X		
423	Biology, Level 3		X		

COURSE OFFERINGS RECOMMENDED BY GRADE LEVEL

(continued)

Science Offerings (continued)

<i>Number</i>	<i>Course Name</i>	<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	<i>Grade 12</i>
431	Chemistry, Level 1			X	X
432	Chemistry, Level 2			X	X
433	UConn ECE Chemistry				X
441	Physics			X	X
442	Conceptual Physics			X	X
420	AP Biology				X
487	Human Anatomy and Physiology 1			X	X
488	Human Anatomy and Physiology 2			X	X
483	Science of Natural Disasters			X	X
486	Environmental Science			X	X
489	Botany			X	X

Social Studies Offerings

<i>Number</i>	<i>Course Name</i>	<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	<i>Grade 12</i>
511	World History, Level 1	X			
512	World History, Level 2	X			
513	World History, Level 3	X			
521	United States History 1&2, Level 1		X		
522	United States History 1&2, Level 2		X		
523	United States History 1&2, Level 3		X		
528, 529	AP United States History		X	X	
531	United States History 3, Level 1			X	X
532	United States History 3, Level 2			X	X
533	United States History 3, Level 3			X	X
540	AP US Government and Politics			X	X
542	American Political Systems			X	X
581	Contemporary Issues			X	X
582	Law and Justice			X	X
583	World Geography			X	X
584	Introduction to Psychology			X	X
585	AP Psychology				X
586	Economics			X	X

World Language Offerings

<i>Number</i>	<i>Course Name</i>	<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	<i>Grade 12</i>
210	Spanish 1, Level 2	X	X	X	X
211	French 1, Level 2	X	X	X	X
220	Spanish 2, Level 2	X	X	X	X
221	French 2, Level 2	X	X	X	X
222	Spanish 2A, Level 1	X	X	X	X
223	French 2A, Level 1	X	X	X	X
230	Spanish 3, Level 2		X	X	X
231	French 3, Level 2		X	X	X
232	Spanish 3A, Level 1		X	X	X
233	French 3A, Level 1		X	X	X
240	Spanish 4, Level 1			X	X
241	French 4A, Level 1			X	X
242	Spanish 4A, Level 1			X	X
250	Spanish 5A, Level 1				X
251	French 5A, Level 1				X

COURSE OFFERINGS RECOMMENDED BY GRADE LEVEL

(continued)

Business Offerings

<i>Number</i>	<i>Course Name</i>	<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	<i>Grade 12</i>
681	Computer Applications in Business	X	X	X	X
683	Introduction to Business Systems	X	X	X	X
688	Personal Finance		X	X	X
689	Marketing		X	X	X
690	Investing in Your Future		X	X	X
691	Webpage Design		X	X	X

Family and Consumer Sciences Offerings

<i>Number</i>	<i>Course Name</i>	<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	<i>Grade 12</i>
881	Human Development	X	X	X	X
882	Child Development 1	X	X	X	X
883	Child Development 2		X	X	X
884	Life Management	X	X	X	X
885	Holiday Cooking	X	X	X	X
886	Classical Cooking	X	X	X	X
887	International Cooking	X	X	X	X
888	International Cooking 2	X	X	X	X

Music Offerings

<i>Number</i>	<i>Course Name</i>	<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	<i>Grade 12</i>
914	Freshmen Band	X			
917	Jazz Band	X	X	X	X
920	Band	X	X	X	X
922	Chorus	X	X	X	X
924	Introduction to Music Writing		X	X	X
925	Introduction to Guitar		X	X	X
926	Music Composition		X	X	X
927	Chamber Choir	X	X	X	X

Physical Education and Health Offerings

<i>Number</i>	<i>Course Name</i>	<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	<i>Grade 12</i>
014	Unified Sports	X	X	X	X
016	Physical Education	X	X	X	X
019	Weight Training	X	X	X	X
005	Freshman Health	X			

Studio Arts Offerings

<i>Number</i>	<i>Course Name</i>	<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	<i>Grade 12</i>
870	Advanced Placement Studio Art				X
871	2-D Design	X	X	X	X
872	3-D Design	X	X	X	X
873	Drawing 1	X	X	X	X
874	Drawing 2		X	X	X
875	Painting 1		X	X	X
876	Painting 2		X	X	X
878	3-D Design 2		X	X	X
879	Advanced Art			X	X

Technology Education Offerings

<i>Number</i>	<i>Course Name</i>	<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	<i>Grade 12</i>
786	Mechanical Drawing (Drafting Communication)	X	X	X	X
787	Computer Aided Drafting and Design (CADD)	X	X	X	X
788	Architecture		X	X	X
791	Electronics	X	X	X	X
792	Robotics	X	X	X	X

COURSE OFFERINGS RECOMMENDED BY GRADE LEVEL

(continued)

Visual Arts and Communication Offerings

<i>Number</i>	<i>Course Name</i>	<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	<i>Grade 12</i>
770	Digital Design	X	X	X	X
774	Digital Photography	X	X	X	X
775	Digital Animation	X	X	X	X
776	Digital Photography 2	X	X	X	X

CAREER/COLLEGE MAJOR COURSE SUGGESTIONS

Allied Health: Nursing, Pre-Medical/Dental, Veterinary, Certified Nurse's Aide, etc.

Course Number	Course Name
584, 585	Psychology (at recommended level)
350, 351, 352	Algebra 2 (at recommended level)
373, 375	Probability and Statistics (at recommended level)
380, 381	Calculus (at recommended level)
422, 423	Biology (at recommended level)
431, 432	Chemistry (at recommended level)
487 & 488	Anatomy and Physiology 1 & 2
441, 442	Physics (at recommended level)
182	Public Speaking
886	Classical Cooking
881	Human Development
882 & 883	Child Development 1 & 2
884	Life Management
016	Physical Education
019	Weight Training
	World Language: 2 years or more of French or Spanish (at recommended level)

Criminal Justice/Pre-Law

Course Number	Course Name
582	Law & Justice
522, 523, 528, 529	U. S. History (at recommended level)
542	American Political Systems
540	AP Government & Politics
586	Economics
581	Contemporary Issues
584, 585	Psychology (at recommended level)
373, 375	Probability & Statistics (at recommended level)
441, 442	Physics (at recommended level)
182	Public Speaking
	World Language: 2 years or more of French or Spanish (at recommended level)

Education

Course Number	Course Name
881	Human Development
882 & 883	Child Development 1 & 2
884	Life Management
584, 585	Psychology (at recommended level)
350, 351, 352	Algebra 2 (at recommended level)
431, 432	Chemistry (at recommended level)
871	2-D Design
181	Journalism
182	Public Speaking
	World Language: 2 years or more of French or Spanish (at recommended level)

Arts/Communications

Course Number	Course Name
871	2-D Design
872	3-D Design 1
873	Drawing 1
874	Drawing 2
875	Painting 1
876	Painting 2
878	3-D Design 2
879	Advanced Art
870	AP Studio Art-Drawing, 2-D Design, or 3-D Design
770	Digital Design
774	Digital Photography 1
775	Digital Animation
776	Digital Photography 2
691	Web Page Design
181	Journalism
182	Public Speaking
	World Language: 2 years or more of French or Spanish (at recommended level)

Engineering/Architecture

Course Number	Course Name
373, 375	Probability and Statistics (at recommended level)
361	Pre-Calculus
380, 381	Calculus
441, 442	Physics
786	Mechanical Drawing
787	Computer Aided Drafting/Design
788	Architecture
791	Electronics
792	Robotics
871	2-D Design
872	3-D Design 1
873	Drawing 1
874	Drawing 2
878	3-D Design 2
182	Public Speaking
	World Language: 2 years or more of French or Spanish (at recommended level)

Business

Course Number	Course Name
373, 375	Probability & Statistics (at recommended level)
584, 585	Psychology (at recommended level)
586	Economics
681	Computer Applications in Business
683	Introduction to Business Systems
688	Personal Finance
689	Marketing
690	Investing in Your Future
691	Webpage Design
181	Journalism
182	Public Speaking
	World Language: 2 years or more of French or Spanish (at recommended level)

CAREER/COLLEGE MAJOR COURSE SUGGESTIONS

(continued)

Environmental Science

Course Number	Course Name
583	World Geography
373, 375	Probability and Statistics (at recommended level)
361	Pre-Calculus (at recommended level)
380, 381	Calculus
422, 423	Biology (at recommended level)
431, 432	Chemistry (at recommended level)
487 & 488	Anatomy and Physiology 1 & 2
441, 442	Physics (at recommended level)
483	Science of Natural Disasters
486	Environmental Science
489	Botany
182	Public Speaking
	World Language: 2 years or more of French or Spanish (at recommended level)

Human Services

Course Number	Course Name
584, 585	Psychology
581	Contemporary Issues
582	Law & Justice
688	Personal Finance
881	Human Development
882 & 883	Child Development 1 & 2
884	Life Management
486	Environmental Science
483	Science of Natural Disasters
373, 375	Probability and Statistics (at recommended level)
431, 432	Chemistry (at recommended level)
689	Marketing
181	Journalism
182	Public Speaking
	World Language: 2 years or more of French, Latin or Spanish (at recommended level)

Undeclared/Liberal Arts

Course Number	Course Name
584, 585	Psychology
581	Contemporary Issues
582	Law & Justice
583	World Geography
871	2D Design
872/878	3D Design 1 & 2
873/874	Drawing 1 & 2
875/876	Painting 1 & 2
881	Human Development
882 & 883	Child Development 1 & 2
884	Life Management
373, 375	Probability and Statistics (at recommended level)
431, 432	Chemistry (at recommended level)
486	Environmental Science
483	Science of Natural Disasters
683	Introduction to Business Systems
689	Marketing
688	Personal Finance
681	Computer Applications in Business
691	Web Page Design
181	Journalism
182	Public Speaking
	World Language: 2 years or more of French or Spanish (at recommended level)

Mechanical/ Trade Schools

Course Number	Course Name
350, 351, 352	Algebra 2 (at recommended level)
441, 442	Physics (at recommended level)
786	Mechanical Drawing
787	Computer Aided Drafting/Design
788	Architecture
791	Electronics
792	Robotics
688	Personal Finance
182	Public Speaking

ENGLISH

The English Department seeks to develop student ability to read, think, write, and speak clearly and effectively in a variety of modes and situations while understanding, appreciating and embracing literature from diverse cultures. Students must be able to access, analyze, evaluate, and integrate information in a variety of forms as they acquire skills for the 21st century. Academic expectations in reading include an understanding of the text, the ability to develop an interpretation, and the ability to make connections to previous readings or experiences. In addition, students must be able to show evidence of critical insight. Student writing expectations at all levels and grades include demonstrating an understanding of voice, purpose, organization, content, and grammar. The expectation for student speech is met when the student demonstrates the ability to organize ideas, has a command of content, and effective presentation skills. English courses at East Hampton High School are designed to provide students with the learning skills they will need throughout high school and beyond. A student must pass four years of English to graduate from East Hampton High School. The English curriculum consists of a four-year sequence. Course work focuses on the skills of the Common Core State Standards. Summer reading is required in all English courses.

Level 1 Expectations – Level 1 students should be very proficient in the use of various digital technologies including but not limited to: Microsoft Office Products, Prezi, and Google Docs. Students will be expected to use strong academic skills as they work independently and take responsibility for their own learning. They will also be expected to read and analyze challenging texts, both cooperatively and independently. Most importantly, students will be expected to accept constructive criticism as they continue to develop their own strong, unique, and individual voice in various modes of written expression.

ENGLISH 1

All freshman take English 1A, which focuses on reading and writing skills. Based on their performance in English 1A, students will be placed in the appropriate level of English 1B. Students are expected to complete summer reading before the start of school in the fall.

107 English 1A, Unleveled 9 ½ credit

This course emphasizes Common Core skills necessary for literature study and the writing process. Reading includes short stories and a review of literary terms and definitions. Students apply the conventions of the English language in written and oral communications. Students work on developing skills that include responding to literature, editing and revising, and reading for information. Students also read independently and complete book reviews each quarter.

114 English 1B, Level 3 9 1 credit

This course emphasizes literature study and the writing process. Students read and respond to literary, informational, and persuasive texts. Readings include short stories, plays, poetry, novels, and non-fiction. They apply the conventions of the English language in written and oral communications. Development of reading, writing, and analytical skills are emphasized at this level. Students in Level 3 will receive more structured support in developing learning skills, especially in the areas of reading comprehension, organization, time management, and homework completion.

109	English 1B, Level 2	9	½ credit
108	English 1B, Level 1	9	½ credit

This course emphasizes literature study and the writing process. Students read and respond to literary, informational, and persuasive texts. Readings include short stories, plays, poetry, novels, and non-fiction. Students produce written, oral, and visual texts to express and substantiate ideas and experiences. Students apply the conventions of the English language in written and oral communication. Students are expected to complete research projects and presentations. Students read independently and use the skills of literary analysis. They are expected to complete independent research projects and presentations and they should have a command of the uses of technology.

195	Supplemental Reading 9	9	¼ credit
------------	-------------------------------	---	----------

This course is designed to provide students with support in reading skills, with a focus on the genre of fiction. Strategies include identifying theme, summarizing, making connections, finding main ideas, analyzing author’s craft, and making predictions are covered. Students will be assessed to determine key areas of instructional focus. Placement is determined by teacher recommendation and students take this course in combination with their regular English course.

ENGLISH 2

Sophomore English is a survey course emphasizing writing and literature study. Common Core Skills including literary analysis, vocabulary and grammar, narrative and explanatory writing, and public speaking are emphasized. Students are expected to read independently.

123	English 2, Level 3	10	1 credit
124	English 2, Level 3	10	1 credit

Students work to develop their writing style through foundations in vocabulary, grammar, usage, and spelling. Literature study requires students to construct meaning from novels, short stories, poetry, drama, and non-fiction. Research skills will be developed. Students will develop and apply skills in the use of technology. Students in Level 3 will receive more structured support in reading and writing and developing learning skills such as organization, time management, and homework completion.

122	English 2, Level 2	10	1 credit
121	English 2, Level 1	10	1 credit

Students work to achieve a mature writing style through foundations in vocabulary and grammar, completing several essays each quarter. Literature study requires students to construct meaning from novels, short stories, poetry, drama and non-fiction. Skills for non-fiction reading and public speaking will be reinforced. Students are expected to have strong study habits, to be skilled in the use of technology, to read independently, and to assume responsibility for carefully revised work.

196	Supplemental Reading 10	10	¼ credit
------------	--------------------------------	----	----------

This course is designed to provide students with support in reading skills, with a focus on the genre of non-fiction. Strategies include identifying theme, summarizing, making connections, finding main ideas, analyzing author’s craft, and making predictions are covered. Students will be assessed to determine key areas of instructional focus. Placement is determined by teacher recommendation and students take this course in combination with their regular English course.

ENGLISH 3

In Junior English, students critically examine the works of America's major writers and the impact of these writers on American society and culture. Students are appropriately placed based on performance in previous English classes and teacher recommendation. Students are expected to complete summer reading before the start of school in the fall.

134 English 3, Level 3 11 1 credit

Students learn how literature influences America's history, its culture, values and beliefs. The course emphasizes key events in American history as well as diversity in culture. PSAT and SAT preparation are included. This course will emphasize proofreading skills and the conventions of English usage. Students will use technology to produce papers and presentations. Reader response journals will be maintained. Students in Level 3 will receive more structured support in reading and writing and developing learning skills, such as organization, time management, and homework completion.

132 English 3, Level 2 11 1 credit

131 English 3, Level 1 11 1 credit

Students learn how literature influences America's history, its culture, values and beliefs. The course emphasizes key events in American history as well as diversity in culture. SAT vocabulary is stressed. Students will apply analysis and critical thinking skills through written response to literature. They should be skilled in the use of technology. Research papers and presentations will be required.

**130 Advanced Placement English Language and Composition,
Honors Level** 11 1 credit

Advanced Placement English Language and Composition is designed to engage juniors in becoming skilled readers of prose, primarily non-fiction, written from various periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. This course prepares students to pass the AP English Language and Composition exam. Students electing this course should demonstrate superior skills in English. They must submit a portfolio of written work, have strong PSAT scores, and be recommended by their Sophomore English teacher. Completion of summer reading and writing assignments are required to enter the class in the fall. **All students must take the AP Exam in the spring.**

ENGLISH 4

Seniors will be placed in the appropriate level of English based on their performance in previous English classes, their ability to work independently, and the recommendation of their English teachers. Students are expected to complete summer reading before the start of school in fall.

144 English 4, Level 3 12 1 credit

English 4 is a full year course that continues to emphasize literature study and the writing process. Readings include novels, short stories, poetry, and non-fiction. Students continue to apply the conventions of the English language in written and oral communication. Technology is utilized to revise and edit essays. Students receive structured support in developing learning skills, especially in the areas of reading comprehension, written expression, analytical skills, and organization.

152 English 4, Level 2 12 1 credit

151 English 4, Level 1 12 1 credit

English 4 is a full year course that continues the study of literature and the writing process. Students who have mastered basic writing skills are given the opportunity to further explore the writing process and experiment by writing in different genres including short story, drama, poetry, personal essay, and non-fiction. Students study and use the techniques of professional writers as they develop their own voices. Revision and editing of work is emphasized as students prepare their college essay. Students will assess their own work as well as the work of their peers. Students will also read from a variety of sources including novels, stories, play, poems, essays and film. The emphasis will be on literary analysis as well as written response to the works read.

140 Advanced Placement English Literature and Composition, Honors Level 12 1 credit

Advanced Placement English Literature and Composition is designed to provide seniors who are academically talented English students with intensive instruction in literary analysis. The course prepares students to take the College Board Advanced Placement English Literature and Composition exam which affords college credit and/or advanced standing. Students taking this course will read a breadth of prose and poetry and write responses which closely analyze diction and intent. Readings will be derived from a variety of cultures and historical periods, while written work will include essays as well as research papers. Students will be selected for AP English based on a review of SAT scores, teacher recommendation, and a portfolio of exemplary work. Students should have demonstrated high academic achievement in prior English classes. Completion of summer reading and writing assignments are required to enter the class in the fall. **All students must take the AP Exam in the spring.**

150 UConn Early College Experience English Course, Honors Level 12 1 credit

Seniors are recommended for this class based on teacher recommendation and grades in previous English courses. Students enrolled in this course engage in an intensive study emphasizing the intellectual purposes and aesthetic power of literary texts. This class is aligned with the philosophy of UConn English 111, Seminar in Writing through Literature. As with students at the university, students will be required to produce 30 pages of revised written work. Students who meet the criteria set by UConn and who receive a final grade of at least a C in the course will also earn four credits in English from the University of Connecticut. Acceptance into the University of Connecticut Early College Experience Course is based on teacher recommendation and a grade of B or better in Junior English.

English Semester Elective Courses

181 Journalism, Level 2

9-12

½ credit

Students in this course will be introduced to the concepts, purposes, and vocabulary through a process approach to journalism and will analyze a wide variety of mass media materials. The course offers instruction and advice to help the high school student gain experience in gathering, weighing, and organizing facts. By providing instruction in news gathering, writing, editing, designing, and producing school newspapers, the course offers an understanding of many facets of journalism.

182 Public Speaking, Level 2

9-12

½ credit

The purpose of the course is the course is to prepare students to speak with a sense of responsibility and to understand oral language as it informs, sways opinion, and determines action. Students will be encouraged to speak about local, national, and global issues with clarity and precision, and to make use of available media in preparation for more effective speech presentation. In addition, students will learn interviewing and debating techniques.

MATHEMATICS

The Mathematics Department offers a comprehensive selection of courses. Our program of studies stresses proficiency in skills along with methods of solution. Math is not presented as an isolated discipline, but one which is an integral part of a global society. We strive to assist students to think critically through their problem solving in real world contexts as we provide the opportunities for the pursuit of higher mathematics. Technology is used effectively and appropriately throughout all math courses, and instructors will recommend the required graphing calculator of choice. All students must complete an algebra course as part of their high school requirements. The Mathematics Department at East Hampton High School is committed to developing informed and responsible problem solvers who will effectively use and interpret quantitative information in the pursuit of challenging real-world mathematics applications.

SUGGESTED SEQUENCES OF STUDY IN MATHEMATICS

Grade	Honors Level Sequence	Level 1 Sequence	Level 2 Sequence	Level 3 Sequence
9	Geometry, Honors	Algebra 1, Level 1	Algebra 1, Level 2	Algebra 1, Level 3
10	Algebra 2, Honors	Geometry, Level 1	Geometry, Level 2	Geometry, Level 3
11	Pre-Calculus, Level 1	Algebra 2, Level 1	Algebra 2, Level 2	Algebra 2, Level 2
12	A.P. Calculus or AP Statistics or Calculus, Level 1	AP Statistics or Pre-Calculus, Level 1 or Trig. Level 1 (½ year) Prob & Stats Level 1 (½ year)	Trig. Level 2 (½ year) Prob & Stats Level 2 (½ year)	Trig. Level 2 (½ year) Prob. & Stats. Level 2 (½ year)

333	Algebra 1, Level 3	9	1 credit
332	Algebra 1, Level 2	9	1 credit
331	Algebra 1, Level 1	9	1 credit

This is a rigorous course in the fundamentals of first year Algebra. Students are encouraged to develop a value for mathematics in their lives, and mathematical reasoning and critical thinking is promoted. Mathematical and abstract reasoning is stressed as students pursue topics in Algebra. Technology will be integrated effectively and appropriately throughout the course. Topics covered are those set forth by the Common Core State Standards and include: Patterns, Equalities and Inequalities, Functions and Linear Functions, Scatter Plots and Trend Lines, Systems of Equations, Introduction to Exponential Functions, and Quadratic Functions. Placement in the level of this course is determined by the recommendation of the 8th grade teacher and/or high school Mathematics Department.

314	Concepts of Pre-Algebra, Level 3	9	1 credit
------------	---	---	----------

This course involves basic numeric and algebraic concepts designed to help a student integrate the concepts of number and equivalency into worthwhile problem solving. Topics will include work with integers, decimals, fractions and percents. Students will solve simple equations and explore geometric concepts. The use of technology will be integrated throughout this course to assist students in using information effectively.

395 Math Applications, Level 2 9 ¼ credit

This course is designed to provide students with foundational concepts of mathematics. Topics will include work with rational number computation, variables, algebraic concepts, percents and other areas of numerical reasoning. Students will be assessed to determine key areas of instructional focus. Placement is determined by teacher recommendation. Students should take this course in combination with their regular mathematics course.

324 Basic Algebra, Level 3 10 1 credit

This course covers the basic concepts of an initial algebra course. The fundamental concepts of algebra will be taught in a sequential format that will emphasize the development of algebraic reasoning and problem solving skills. Topics will include algebraic properties, exponential concepts, graphing, linear equations and solving simple equations. Students will integrate technology throughout this course to assist them in using information effectively.

343	Geometry, Level 3	10	1 credit
342	Geometry, Level 2	10	1 credit
341	Geometry, Level 1	9, 10	1 credit
340	Geometry, Honors	9	1 credit

This is a rigorous course for students who have successfully completed Algebra 1. Students will explore geometric concepts through applied problems and use critical thinking skills to solve such problems. Students will use mathematical language and representations to reason, solve problems, and model. Mathematical logic and deductive reasoning is stressed. Technology will be integrated effectively and appropriately throughout the course. Topics covered are those set forth by the Common Core State Standards and include: Transformations and the Coordinate Plane, Congruence, Proof and Constructions, Polygons, Similarity, Proof and Trigonometry, Circles and other Conic Sections, Extend to Three Dimensions, and Applications of Probability. Placement in the level of this course is determined by teacher recommendation.

344 Basic Geometry, Level 3 10, 11 1 credit

This basic course is designed to provide students with experience in fundamental geometric concepts. Students will explore the spatial skills necessary to solve problems from the world around them. Topics will include identification of geometric representations, work with lines, circles, triangles and quadrilaterals; determine area, perimeter, and volume; work with the coordinate plane and the Pythagorean Theorem. Students will integrate technology in this course to assist them in using information effectively. Placement in this course is determined by teacher recommendation.

353	Algebra 2, Level 3	11	1 credit
352	Algebra 2, Level 2	11	1 credit
351	Algebra 2, Level 1	10, 11	1 credit
350	Algebra 2H – Honors	10	1 credit

This is a rigorous course for students who have successfully completed Algebra 1 and Geometry. Students seek to make sense of quantities and their relationships in problem situations. Students will use advanced Algebraic skills to solve problems arising in everyday life, society, and the workplace. Students will further develop a value for mathematics in their lives, and use advanced mathematical reasoning and critical thinking. Topics covered are those set forth by the Common Core State Standards and include: Functions and Inverse Functions, Polynomial Functions, Rational Expressions and Functions, Trigonometric Functions, Exponential and Logarithmic Functions, and Inferential Statistics. Placement in the level of this course is determined by teacher recommendation.

361	Pre-Calculus, Level 1	11, 12	1 credit
------------	------------------------------	--------	----------

This rigorous course completes the foundations for the study of calculus. Advanced abstract and critical thinking and mathematical reasoning are developed. Topics include trigonometry, analytic geometry, polynomials, exponential and logarithmic functions, limits, and the theory of probability. Students utilize technology throughout this course. Placement in this course is determined by teacher recommendation.

372	Trigonometry, Level 2	11, 12	½ credit
------------	------------------------------	--------	----------

This course is designed for students who are interested in the practical applications of trigonometry. The applications used in this course come from a variety of fields including surveying, navigation, construction, oceanography, and physics. Students utilize technology as they pursue course topics. As a prerequisite, students must have taken Algebra 2. This course is offered to students who do not have credit in Pre-calculus. Placement in this course is determined by teacher recommendation.

371	Trigonometry, Level 1	11, 12	½ credit
------------	------------------------------	--------	----------

This course is designed for students who are interested in learning about the trigonometric functions and how they relate to the world of surveying, navigation, and science. Technology is integrated throughout this course. Students are encouraged to understand the value of mathematics and its place in the world. This course is offered for students who do not have credit in Pre-calculus and have completed a course in Algebra 2. Placement in this course is determined by teacher recommendation.

373	Probability and Statistics, Level 2	11, 12	½ credit
------------	--	--------	----------

This course is a general introduction to modern statistics and probability. The course teaches the statistics that are needed in such areas as sociology, psychology, medicine, education, ecology, business, and economics. Descriptive and inferential statistics are the focus of this course. Technology applications are integrated throughout this course. This course is data driven and allows students to study the connections between statistics, probability and real world applications. Students are required to complete Algebra 2 before taking this course. Placement in this course is determined by teacher recommendation.

375 Probability and Statistics, Level 1 11, 12 ½ credit

This course is an introduction to descriptive and inferential statistics, including central tendency and variation. Students develop an appreciation for the importance of statistics and probability in their lives. Technology applications are integrated throughout this course. The topics are data driven to include analysis of data about the media, population and various business situations. Students will develop critical thinking skills as they solve real world problems. Students are required to complete Algebra 2 before taking this course. Placement in this course is determined by teacher recommendation.

334 Consumer Math, Level 3 12 1 credit

This course is designed to review math concepts through practical applications. Topics include: personal finances, measurement, and data analysis. Students will use math skills that will be applied to everyday life situations and problems. Technology will be used to help student's process quantitative information.

381 Calculus, Level 1 12 1 credit

This rigorous course is designed to explore the topics of calculus in an applied manner. Pre-calculus is a prerequisite for this course. This course is intended for those students who may pursue careers in business, economics, liberal arts, management and the social sciences. The focus of this course is on using rates of change and their interpretation in real-life situations. The material is data-driven and technology based. Students use multivariable functions, derivatives and integrals in a meaningful way to model situations. Students will make a strong connection between calculus and the real world by completing activities that involve live data. Placement in this course is determined by teacher recommendation.

380 Advanced Placement Calculus, Honors 12 1 credit

This accelerated course is a one year college level Calculus course. The course has three major areas of emphasis: *Functions, Graphs, and Limits, Derivatives, and Integrals*. This course prepares students to take the College Board Advanced Placement Calculus AB exam which may qualify a student for college credit and/or advanced standing. Throughout this course, students will work with functions represented in a variety of ways: graphical, numerical, analytical, verbal, and students will understand the connections among these representations. Technology is used to help solve problems, experiment with concepts, interpret results, and verify conclusions. Students will communicate mathematics both orally and in well-written sentences and should be able to explain solutions to problems. This course will involve intense mathematical analysis. Required summer work will be due when school starts in the fall. Placement in this course is by teacher recommendation, SAT scores, and performance in all mathematics courses.

All students must take the AP Exam in the spring.

382 Advanced Placement Statistics, Honors 12 1 credit

This accelerated course is a one year, college-level statistics course. The course has four major areas of emphasis: *Data Analysis, Experimental Design, Probability and Inference*. This course prepares students to take the College Board Advanced Placement Statistics exam which may qualify a student for college credit and/or advanced standing. Through the use of data analysis and probability, students will demonstrate the ability to apply statistical methods for representing data, interpreting data and communicating results as a cohesive whole rather than a collection of unrelated skills. This course will involve intensive reading, writing and analysis assignments, some which is required summer work that is due before school starts in the fall. Placement in this course is determined by teacher recommendation.

All students must take the AP Exam in the spring.

SCIENCE

The Science Department is committed to developing individuals who have the knowledge and analytical skills to become informed decision-makers, engaged learners, and responsible citizens in an ever-changing science and technology-based society. We have established a two-year rigorous “core” program which is necessary for the further study of any of the elective courses that are offered. All students are required to complete this “core” of material before electing any other science course. This “core” is required of students in grades nine and ten in the courses of Physical Science and Biology. Physical Science must be successfully completed before a student may enroll in Biology.

CORE COURSE OFFERINGS

Grade 9:	Physical Science
Grade 10:	Biology
Grade 11 and 12:	Chemistry Physics Advanced Placement Biology (12 grade only)

CORE COURSE OFFERINGS

Anatomy and Physiology 1 and 2
Botany
Environmental Science
Science of Natural Disasters

PHYSICAL SCIENCE

Physical Science is a “CORE” Science requirement. All 9th grade students should elect Physical Science on their course selection sheets. Students who enter grade nine will be placed in an appropriate level of Physical Science as described below, after consideration of their achievement in science at the middle school, the level of mathematics which they will be eligible to take in grade nine, their general reading ability, their ability to express themselves in writing, and the recommendation of their grade eight science teacher.

413 Physical Science, Level 3 9 1 credit

This level is designed for the student who needs practice with abstract concepts in science, reading, and mathematics. This course utilizes a slower pace of learning, and students at this level cover the areas of heat energy, light characteristics, and some basic chemistry on a descriptive level. Graphing, lab safety, and the scientific method are also stressed. Practical examples of these phenomena in life situations are utilized whenever possible.

412 Physical Science, Level 2 9 1 credit

The Periodic Table, scientific method, atomic structure, basic chemistry, heat, radiation, and light are topics covered in this course. Laboratory safety, graphing skills, and use of the metric system are stressed. Although these topics will be studied both quantitatively and descriptively, the stronger emphasis will be on the descriptive aspects of these topics. Students will also learn how to write formal laboratory reports. Students at this level should have solid English and mathematical skills.

411 Physical Science, Level 1 9 1 credit

The content of this course is chemistry based. Topics include atomic structure, bonding, changes in matter, formula writing, and basic chemical reactions. Principles of heat, light, and radiation are also included. Lab safety, the scientific method, and the development of graphing skills are stressed. At this level, heavy emphasis is placed upon the utilization of the writing and mathematical skills of students at a strong, academic, and challenging level. Students placed in level 1 Physical Science should have a strong ability to think in abstract terms. The quantitative aspects of problem solving involving physical phenomena will be investigated.

BIOLOGY

Biology is a “CORE” Science requirement. This course will meet the Board of Education requirement of a laboratory science. All 10th grade students should elect Biology on their course selection sheets. Students who do not successfully complete grade nine physical science and who do not take it in summer school and successfully complete it at that time, are required to repeat Physical Science. Biology is offered to those 10th grade students who have successfully completed 9th grade Physical Science.

Students who enter 10th grade will be placed in an appropriate level of Biology after consideration of their achievement in 9th grade science, the level of mathematics which they are eligible to take in 10th grade, their general reading ability, their ability to express themselves in writing, the recommendation of their 9th grade science teacher, their possible career choices, and the recommendation of their school counselor.

423 Biology, Level 3 10 1 credit

Biology in action - this course is designed to place a special emphasis on "hands-on" laboratory work. Students are expected to participate in both individual and group laboratory work. Written reports are required to assess laboratory work and special emphasis is placed on the writing. Among the topics covered are: the use of the microscope, characteristics of life, cell structure, genetics and classification. A special emphasis is placed on ecology and man's role in maintaining an ecological balance between the actions of man and his environment.

422 Biology, Level 2 10 1½ credits

General Biology - this course meets the college admission requirement for a laboratory science and provides the student with the necessary background for further study in the life sciences. Topics include microscope technique, characteristics of life, cell theory, genetics, classification, and the structure and function of DNA. Laboratory work complements the classroom work with a developing emphasis on using the scientific method to investigate biological phenomena. Students are expected to write formal laboratory reports. This course consists of three lecture periods and two double laboratory periods per week.

421 Biology, Level 1 10 1½ credits

An Inquiry into Life - this course is designed for students who are highly motivated to do independent investigation and who have demonstrated advanced reading comprehension and writing skills. Students are expected to integrate given information and experimental data to develop valid conclusions. All topics are supplemented by laboratory activities. This course meets the college admission requirement for a laboratory science and consists of three lecture periods and two double laboratory periods per week.

420 Advanced Placement Biology, Honors 12 1½ credits

As a prerequisite, students should have already taken Chemistry in their junior year. Advanced Placement Biology is a college course for self-motivated students who would like to further their knowledge of biology. Emphasis is on the topics of cells, energy transformations, and genetics using a biochemical approach. This biochemical approach interconnects topics in heredity and evolution with supporting evidence coming from an analysis of the anatomy, physiology, behavior and population studies of representatives from the six kingdoms. Experiments in genetic engineering are unique additions to the laboratory experiences in this course. This course prepares the student to take the Advanced Placement Exam in May. Most colleges and universities recognize and grant credit or advanced standing for successful exam results. Summer reading and writing assignments are required. Open to students in 11th grade with teacher recommendation. **All students must take the AP Exam in the spring.**

Students must pass the two years of “Core” science before selecting any of the courses available in 11th grade. **Students are asked to consult with their previous year’s science teacher when selecting any of the following courses.** The electives are divided into full year courses and semester courses. Most semester electives are offered in alternating years. Students may elect to take more than one science course concurrently.

CHEMISTRY

432 Chemistry, Level 2 11, 12 1 ½ credits

This course meets college preparatory requirements and is of value to students interested in the sciences and furthering their education in the health fields or science related careers at a two or four-year college. Topics include: introduction to chemistry, matter and the kinetic theory, chemical formulas and reactions, atomic structure and the mole concept, electron structure and periodic properties. These topics and others are treated both qualitatively and quantitatively through lectures, labs, problem-solving, and media materials. An emphasis will be placed on the role of chemistry in everyday life and on the development of problem-solving skills. The laboratory work is designed to compliment the material covered in class discussions as students develop the ability to think logically, analyze information and formulate conclusions. Students electing this course should be taking Algebra 2 and be highly motivated learners.

431 Chemistry, Level 1 11, 12 1½ credits

This course is designed to be a more intensive chemistry course for college preparatory students. Students selecting this course should have successfully completed Level 1 Biology and be taking Pre-calculus or Algebra 2 Level 1. Included in the content of the course are topics such as introduction to chemistry, kinetic theory, atomic theory and the mole concept, principles of chemical reactions, bonding, periodic properties and the quantum nature of the atom. These topics and others are treated both qualitatively and quantitatively through lectures, labs, problem-solving, and media materials. The laboratory work is designed to provide an element of discovery of many principles that are subsequently used in class. The class work emphasizes problem-solving in the chemical field as the student discovers the importance of chemistry in everyday life. This course should be selected by highly motivated students planning to further their education in the fields of engineering, mathematics, medicine, or the sciences.

433 UCONN Early College Experience General Chemistry 1, Honors 12 1½ credits

As a prerequisite, a recommendation from both the student’s current science instructor and the UCONN ECE Course instructor is required. In addition to the teacher recommendations, Level 1 Chemistry is also strongly recommended. This course is designed to provide a foundation for more advanced courses in Chemistry. Atomic theory, laws and theories concerning the physical and chemical behavior of gases, liquids, solids and solutions, properties of some of the more familiar elements and their compounds, quantitative measurements illustrating the laws of chemical combination, equilibrium in solutions and qualitative reactions of the common cations and anions will be covered. Students who meet the criteria set by UConn will also earn four credits in Chemistry from the University of Connecticut. Acceptance into the University of Connecticut Early College Experience Course is based on teacher recommendation.

PHYSICS

442 Conceptual Physics, Level 2 11, 12 1½ credits

Conceptual physics is a course intended for 11th and 12th grade students interested in learning the laws and theories of physics. Students will learn the concepts and applications surrounding physics principles. Included in the curriculum will be the study of Newton's Laws, work, energy, momentum, two-dimensional motion, torque, horsepower, heat, electricity, sound, and electromagnetic waves. Students electing this course must be prepared to analyze and apply physics concepts in both homework and laboratory assignments. The laboratory component stresses the practical application of the concepts learned during the lectures. It also emphasizes technical writing of laboratory reports. Students will have the opportunity to apply their science, mathematical, and English skills. The course meets three times a week for lecture and twice a week in a double period laboratory.

441 Physics, Level 1 11, 12 1½ credits

Level 1 Physics is a course intended for 11th and 12th grade students with a strong mathematical background and who have a desire to understand the reasons for the behavior and the laws governing the behavior of matter. The main emphasis of the course is on the application of the laws of physics through the tool of mathematics to solve problems governing the behavior of matter. **Students will be exposed to writing original laboratory reports on an independent basis.** Students will also have the opportunity to use the mathematical, scientific, and English skills that they have developed. This course is concerned with mechanics and kinematics, (the study of motion, work, power, horsepower, etc.), heat, magnetism, electricity, sound, light, and thermodynamics. The student electing this course must put in the necessary time and effort solving many problems for homework, developing thought processes, and perfecting their mathematical skills. This is a laboratory course that meets three times a week for lecture and twice a week in a double period laboratory. The laboratory experience puts into practical application that which is discussed in classroom lectures.

Semester Elective Courses

Students who wish to take advantage of these offerings should carefully plan their choices, since some semester courses are not offered every year. This way, the widest range of possible experiences is available to a student in 11th and 12th grade. These semester courses have varying degrees or levels of difficulty. Before selecting one or more semester courses, discuss your interests and career plans with your current science teacher.

487 Anatomy and Physiology 1, Level 2 11, 12 ½ credit

488 Anatomy and Physiology 2, Level 2 11, 12 ½ credit

The major systems of the human body (i.e., skeletal, muscular, nervous) are examined in this course. The approach includes lecture and lab activities, as well as group and individual research projects. Particular attention is given to health problems or diseases affecting the major systems of the body. Students taking this course should demonstrate a high level of interest and motivation in studying the human body. Those students interested in pursuing a career in a life science or health-related field are encouraged to take this course. Anatomy & Physiology 1 may be taken 1st semester junior year and Anatomy and Physiology 2 may be taken 2nd semester senior year if the student is unable to complete both courses in the same year.

489 Botany, Level 2 11, 12 ½ credit

This is a field survey class of the plant kingdom with an emphasis on flowering plants. Classes will routinely be held outdoors to study and identify plant species, and students will be required to keep a field notes journal. Laboratory exercises will be conducted to study plant growth, propagation and horticultural techniques. Students will be required to work in the greenhouse culturing a variety of plants and maintaining a hydroponics garden. Students will need to be prepared for a variety of indoor and outdoor working conditions.

486 Environmental Science, Level 2 11, 12 ½ credit

The environment is one of the major issues in the world today. This course explores the relationship between living and non-living components of our world, how they interact, and how they affect global conditions. Have you heard about the "greenhouse effect" or "rainforest destruction?" This course will enable you to make informed decisions regarding environmental issues. Laboratory work is an important component of this course.

483 Science of Natural Disasters, Level 2 11, 12 ½ credit

Ever wonder how and why natural disasters occur? How do we prepare for them? This course is a study of our earth's geologic disasters such as earthquakes, volcanoes, tsunamis, and landslides and our meteorological disasters such as hurricanes, tornadoes, floods and droughts. The science behind the disasters as well as the engineering and other issues involved in predicting and in dealing with them will be explored. This course includes laboratory exercises and other activities and a final research project on other types of natural and/or human caused disasters.

SOCIAL STUDIES

The Social Studies Department promotes the development of skills of inquiry, organizational and critical thinking, reading and communication through courses that allow students to gain a strong knowledge base in the social sciences. Additionally, technology is integrated into the curriculum to afford students the opportunity to further develop their understanding of the present, develop their capacity for understanding multiple perspectives, and subsequent tolerances of diversity and change. Social Studies courses also foster civic competence – that is the ability to become informed, responsible citizens who are able to contribute to the well-being of their communities.

To meet all graduation requirements, a student must earn three credits in Social Studies. Required courses are World History (Grade 9), United States History 1, 2, and 3 (Grades 10 and 11), and American Political Systems (Grades 11 or 12). Additional electives are available to students who wish to further their studies in the Social Sciences.

WORLD HISTORY

World History is a Social Studies requirement. All 9th grade students should elect World History on their course selection sheets. Students who enter 9th grade will be placed in an appropriate level of World History as described below after consideration of their achievement in social studies at the middle school, their general skill level of reading and writing, and the recommendation of their 8th grade Social Studies teacher. World History courses provide three appropriate levels of learning.

513	World History, Level 3	9	1 credit
512	World History, Level 2	9	1 credit
511	World History, Level 1	9	1 credit

This required course helps students gain an understanding of two geographic world regions: Europe and Africa. The study of a region concentrates on the following areas: geography, ancient origins, evolving cultural heritage, the transition to the modern world, and the study of modern issues in one country within each region. Primary source documents and journal articles are the primary text for classroom use. The textbook serves as a background resource. Knowledgeable use of the Internet for information is essential for individual and collaborative classroom work and multiple out-of-class projects and presentations. Attention is given to developing their thesis-driven research essay and formal research papers within the year.

US HISTORY 1 & 2

United States History is a Social Studies requirement. All 10th grade students who have successfully completed World History should elect US History on their course selections sheets. Students who enter 10th grade are placed in an appropriate level of United States History 1 and 2 as described below. Teacher recommendations are made after careful consideration of student achievement in Social Studies in 9th grade, their general skill level of reading and writing. U.S. History 1 and 2 course provides three appropriate levels of learning.

523	United States History 1 and 2, Level 3	10	1 credit
522	United States History 1 and 2, Level 2	10	1 credit
521	United States History 1 and 2, Level 1	10	1 credit

This required course for 10th grade covers the chronological/thematic development of the United States from Colonization through the New Deal. By examining themes through primary source documents, students not only enhance their understanding of the complexities of American History and its role in influencing present day realities, but also gain insight into historical contrasts. Additional assigned readings provide greater depth of information for analysis. The course work continues to develop the foundation of the thesis-driven essay from World History. Development of the skills necessary for success on the Smarter Balanced Assessment continues throughout the curriculum. Students are expected to complete considerable out of class reading and will complete formal thesis-driven research papers, as well as develop oral presentations.

528	Advanced Placement United States History, Honors (2nd semester 10th grade)	Total of
529	Advanced Placement United States History, Honors (Full year, 11th grade)	1½ credits

Advanced Placement United States History is a one and one-half year college level course in United States History. The course schedule begins during the second semester of the students' 10th grade year and continues through their 11th grade year. The course examines the political, economic, and social development of America. Eligibility is based upon recommendation from previous social studies teachers, and students should have an A- or better overall average in their history classes. Students should enjoy the study of history as well as be highly motivated, independent workers who demonstrate strong critical thinking and organizational skills due to the intensive reading schedule and subsequent writing demands. Students continue course work in the summer prior to their 11th grade year with reading and writing assignments as well as class meetings. This course prepares students to take the Advanced Placement Exam in May of their 11th grade year. Successful exam scoring may result in college credit and/or preferential college course selection. **All students must take the AP Exam in the spring.**

US HISTORY 3

United States History is a Social Studies requirement. All 11th grade students who have successfully completed United States History 521, 522, or 523 should elect US History 531, 532, OR 533 on their course selection sheets. Students who enter 11th grade are placed in an appropriate level of United States History 3 as described below. Teacher recommendations are made after careful consideration of student achievement in Social Studies in 10th grade, their general skill level of reading and writing. U.S. History 3 course provides three appropriate levels of learning.

533	United States History 3, Level 3	11	½ credit
532	United States History 3, Level 2	11	½ credit
531	United States History 3, Level 1	11	½ credit

Students begin the third semester of United States History with a chronological/thematic approach to most recent history, World War II through the Obama Administration. The textbook is the primary source of information. Students will continue to develop their writing skills with thesis driven essay writing and will complete a thesis driven research paper. Cooperative and collaborative learning techniques foster development of critical thinking skills. Students will complete one formal research paper.

AMERICAN CIVICS

American Civics is a Social Studies requirement. All 11th or 12th grade students who have successfully completed, or are enrolled in US History 3 or AP US History should elect either AP US Government & Politics OR American Political Systems.

542 American Political Systems, Level 2 11, 12 ½ credit

This required course helps students understand and analyze national, state (CT), and local (East Hampton) government structures. Citizen's rights, privileges, roles, and responsibilities within the democratic process are explored, as mandated by state statute. Political, economic, and social dynamics are examined in the context of present day government issues and concerns as well as the complexities and trends leading to the future. Students utilize computer technology, cooperative learning techniques, and participate in discussion-oriented lessons. All students are required to attend one meeting of a town board or commission during the semester and write a formal reflection paper on the meeting.

OR

540 Advanced Placement US Government and Politics, Honors 11, 12 1 credit

This Advanced Placement course in U.S. Government and Politics gives students an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also examines the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Eligibility is based upon recommendation from the department chairperson and previous Social Studies teachers. Students should have strong critical thinking and organizational skills. This course prepares students to successfully take the AP American Government Exam in May. Successful exam scoring may result in college credit and/or preferential college course selection. The course will involve intensive reading, writing, and document analysis, some of which is required summer work, due before the Fall semester. **All students must take the AP Exam in the spring.**

Elective Courses

581 Contemporary Issues, Level 2 11, 12 ½ credit

Students examine current international, national and local events through weekly news magazines and internet resources. Discussion about these events encourages an understanding of the past, as solutions to current problems are sought. Students will be exposed to a range of viewpoints which will enable them to formulate and articulate their own stance on issues. Students utilize computer technology, cooperative learning techniques and participate in discussion oriented lessons, as well as role-playing situations.

582 Law and Justice, Level 2 11, 12 ½ credit

This course provides students with a basic, practical knowledge of law that can be used in everyday life. The course includes units on criminal, consumer, family, housing, environmental, and individual rights law. Student involvement is emphasized through the use of role-playing, case studies, values clarification, and simulation activities such as mock trials and negotiations. Classroom visits by attorneys, judges, and police, along with court visits and projects in the community may be scheduled.

583 World Geography, Level 2 11, 12 ½ credit

World Geography is the study of people, their environments, and the utilization of their resources. This class offers each student an opportunity to explore our planet, which may stimulate student enthusiasm for world and local inquiry and travel. On an individual and team basis, students engage in a series of project driven activities, demonstrations, and map reading. Presentations are designed to practice internet skills, oral presentation techniques and utilize presentation software. Students will complete one major research project.

586 Economics, Level 2 11, 12 ½ credit

This elective course introduces the basic concepts of economics to foster economic literacy on a high school level. Following the mission of the National Council on Economic Education, the course helps "students develop the real-life skills they need to succeed: to be able to think and choose responsibly as consumers, savers, investors, citizens, members of the workforce, and effective participants in a global economy." Students will participate in simulations on the stock market and balancing the federal budget. As students begin to understand key economic concepts, they will look at current trends in a different light, realize a connection and order in world events, and understand the consequences of choices in personal, local and national levels of policy making.

584 Introduction to Psychology, Level 2 11, 12 ½ credit

This course introduces students to the basic theories and methods of psychology. The primary emphasis is on the study of human behavior. Topics include research methods, learning theories, brain functions, intelligence and memory, personality theories and assessments, consciousness and stress, social psychology, and abnormal psychology. Students will also be exposed to current research on gender identity and prejudice. This course utilizes discussion, research, cooperative learning activities, and role playing as means to explore the curriculum. A major research paper is required.

585 Advanced Placement Psychology, Honors 12 1 credit

Prerequisite: Introduction to Psychology 584. This Advanced Placement course in Psychology is designed to introduce qualified students to the systematic and scientific study of the behavior and mental processes of humans and animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major fields of psychology. They also learn about the ethics and methods used by psychologists in their practice. Eligibility is based upon achievement in the Introduction to Psychology elective, as well as a recommendation from the department chairperson or other Social Studies teachers. Students are required to have a strong work ethic, as well as analytical and organizational skills. The course will prepare students to take the AP Psychology Exam in May. Successful exam scoring may result in college credit and/or preferential college course selection. The course will require extensive reading, writing and quarterly projects. Summer work is mandatory to remain enrolled in this course.

All students must take the AP Exam in the spring.

WORLD LANGUAGE

The World Language Department challenges students to achieve communicative competence in a second language. The acquisition of a world language and an appreciation for different cultures are critically important for active participation in our ever-changing multi-cultural world. These 21st century communicative skills and global themes give students greater opportunities for employment and open avenues to a richer life. For this reason, the study of World Languages and Cultures should not be limited to students who are preparing for college. We offer a sequence of three one-year courses that are aligned with the Common Core and designed to lead to intermediate mastery of the basic skills necessary for understanding, reading, writing, and speaking the target language. In order to refine and enrich skills in either French or Spanish, two additional years are offered.

It is advised that college preparatory students study the same language for at least three high school years. Students have the option to study a second World Language at any time in their high school career. Students must receive a grade of C or higher and a teacher's recommendation in order to advance to the next year of language. Students may repeat a course to meet the C requirement and progress to the next year, however the student will only receive one credit for the two courses taken.

211 French 1, Level 2 9-12 1 credit

This course is designed for first year French students. In order to ensure three successful years of language study, some middle school students may be recommended for this course. In French 1, students learn the fundamental communicative skills of listening, speaking, reading, and writing in French. The culture of the people who speak French is also an integral part of the course. Students will begin to develop a proficiency in French.

221 French 2, Level 2 9-12 1 credit

Prerequisite: French 1 (211). This second year French course is for students who have successfully completed French 1 or the 7th and 8th grade French program. Students who wish to take French 2 must have received at least a C average in their previous year of French and be recommended by their teacher. Students continue to build proficiency in the four basic skills: listening, speaking, reading, and writing. As the course proceeds, additional language structures and cultural topics are added and students learn to express themselves with greater proficiency in French.

223 French 2A, Level 1 9-12 1 credit

Prerequisite: French 1 (211). This second year accelerated language course is for students who have mastered the requirements of the 7th and 8th grade French program. Students who wish to take French 2A must be recommended by their teacher. Students enrolled in this class are expected to understand and respond in French, as it is used extensively in this course. Students advance quickly in their proficiency in the four basic skills: listening, speaking, reading, and writing. As the course proceeds, students briefly review language material learned in the middle school while adding more language structures and cultural topics. Students learn to express themselves with greater proficiency in French.

231 French 3, Level 2 10-12 1 credit

Prerequisite: French 2 (221). This course is designed for students who have taken French 2. Students who enroll in this course should be able to understand and respond in French. The four basic skills continue to be developed. The vocabulary in this course deals with practical topics such as travel, shopping, and cooking. Use of different verb tenses in daily situations is a focus of this course along with cultural awareness.

233 French 3A, Level 1 10-12 1 credit

Prerequisite: French 2A/2(223, 221). This course is designed for students who have successfully completed French 2A or for students who have demonstrated strong achievement in French 2 and are recommended by their teacher. Students enrolled in this class must have the fundamentals to understand and respond in French which is used more extensively in this course. Students continue to advance their proficiency in the four basic skills. There is a greater focus on the usage of different tenses with learned vocabulary.

241 French 4A, Level 1 11, 12 1 credit

Prerequisite: French 3A/3 (233, 231). This course is designed for students who have successfully completed French 3A or for students who have demonstrated strong achievement in French 3 and are recommended by their teacher. This course combines review, conversation, grammar, reading of select prose as students continue to build their proficiency in the four skills. The vocabulary used at this level continues to advance into broader topics. More emphasis is placed on understanding and responding in French.

251 French 5A, Level 1 12 1 credit

Prerequisite: French 4 (241). This course is designed for students who have demonstrated strong achievement in French 4. The emphasis of this course is oral communication through further study of grammar, oral situations, idiomatic expressions, and literature. Students explore literature, art, and history in greater depth and learn more about the culture of the French speaking nations.

210 Spanish 1, Level 2 9-12 1 credit

This course is designed for first year Spanish students. In order to ensure three successful years of language study, some middle school students may be recommended for this course. In Spanish 1, students learn the fundamental communicative skills of listening, speaking, reading, and writing in Spanish. The culture of the people who speak Spanish is also an integral part of the course. Students will begin to develop a proficiency in Spanish.

220 Spanish 2, Level 2 9-12 1 credit

Prerequisite: Spanish 1 (210). This second year Spanish course is for students who have successfully completed Spanish 1 or the 7th and 8th grade Spanish program. Students who wish to take Spanish 2 must have received at least a C average in their previous year of Spanish and be recommended by their teacher. Students continue to build proficiency in the four basic skills: listening, speaking, reading, and writing. As the course proceeds, additional language structures and cultural topics are added and students learn to express themselves with greater proficiency in Spanish.

222 Spanish 2A, Level 1 9-12 1 credit

Prerequisite: Spanish 1A (212). This second year accelerated language course is for students who have mastered the requirements of the 7th and 8th grade Spanish program. Students who wish to take Spanish 2A must be recommended by their teacher. Students enrolled in this class are expected to understand and respond in Spanish, as it is used extensively in this course. Students advance quickly in their proficiency in the four basic skills: listening, speaking, reading, and writing. As the course proceeds, students briefly review language material learned in the middle school while adding more language structures and cultural topics. Students learn to express themselves with greater proficiency in Spanish.

230 Spanish 3, Level 2 10-12 1 credit

Prerequisite: Spanish 2 (220). This course is designed for students who have taken Spanish 2. Students who enroll in this course should be able to understand and respond in Spanish. The four basic skills continue to be developed. The vocabulary in this course deals with practical topics such as travel, shopping, and cooking. Use of different verb tenses in daily situations is a focus of this course along with cultural awareness.

232 Spanish 3A, Level 1 10-12 1 credit

Prerequisite: Spanish 2A (222). This course is designed for students who have successfully completed Spanish 2A or for students who have demonstrated strong achievement in Spanish 2 and are recommended by their teacher. Students enrolled in this class must have the fundamentals to understand and respond in Spanish which is used more extensively in this course. Students continue to advance their proficiency in the four basic skills. There is a greater focus on the usage of different tenses with learned vocabulary.

240 Spanish 4, Level 1 11, 12 1 credit

Prerequisite: Spanish 3 (230). This course is designed for students who have successfully completed Spanish 3. This course will continue to build the student's proficiency level in reading, writing, listening, and speaking. The vocabulary used in this course continues to advance. More emphasis is placed on understanding and responding in Spanish.

242 Spanish 4A, Level 1 11, 12 1 credit

Prerequisite: Spanish 3A/3 (232, 230). This course is designed for students who have successfully completed Spanish 3A or for students who have demonstrated strong achievement in Spanish 3 and are recommended by their teacher. This course combines review, conversation, grammar, and reading of select prose as students continue to build their proficiency in the four skills. The vocabulary used at this level continues to advance into broader topics. More emphasis is placed on understanding and responding in Spanish.

250 Spanish 5A, Level 1 12 1 credit

Prerequisite: Spanish 4A/4 (242, 240). This course is designed for students who have demonstrated strong achievement in Spanish 4A or for students who have demonstrated strong achievement in Spanish 4 and are recommended by their teacher. The emphasis of this course is oral communication through further study of grammar, oral situations, idiomatic expressions, and literature. Students explore literature, art, and history in greater depth and learn more about the culture of the Spanish speaking nations.

BUSINESS EDUCATION

The Business Education Department offers a comprehensive program of courses designed to benefit all students. Students intending to further their education in colleges and/or technical schools have the opportunity to learn valuable skills. The Business Department not only strives to facilitate students' learning of skills, but also helps each individual student develop a work ethic and improve his/her communication skills. The Business Department offers courses which include hands-on experience. A key component of the business courses is to expose students to career opportunities. **Introduction to Computer Applications and Introduction to Business Systems are open to students in grades 9-12, while all other courses are open to students in grades 10-12.**

681 Computer Applications in Business, Level 2 9-12 ½ credit

This is an introductory course designed to develop students' skills in software applications, including Microsoft Word, Excel, PowerPoint, Access and Publisher. Students will complete a variety of real world assignments and projects using this software. Knowledge and skills gained in this course will help students succeed in school as well as in today's technologically based workforce.

683 Introduction to Business Systems, Level 2 (Full year course) 9-12 1 credit

This course introduces students to the world of business. Topics covered include economic concepts, ownership and operation of a business, leadership and management, ethics, and the various functions of business such as marketing, finance, accounting, and human resources. During the course, students will develop a business plan which will enable them to apply course content to a real world situation.

689 Marketing, Level 2 10-12 ½ credit

Marketing is all around you! In this course, students will analyze what businesses do to influence consumers' buying decisions. Students will learn about basic marketing strategies and will explore careers in the field. Cases will be used to illustrate marketing concepts, allowing students to apply them to real company situations.

688 Personal Finance, Level 2 10-12 ½ credit

This course focuses on providing students with a knowledge and skill base for managing their own finances. It covers topics such as budgeting, money, credit, banking, taxes, investing, and insurance. The course includes a computer simulation that affords students the opportunity to learn and practice key financial skills.

690 Investing in Your Future 10-12 ½ credit
(Pending Board of Ed Approval)

This course is designed for students who are interested in learning how to financially invest in themselves and their futures. Students will learn about and analyze various career paths in terms of their education requirements and the opportunities they provide. They will also assess major purchasing decisions such as vehicles and homes, and examine different loan options associated with those purchases. Various methods of saving and investing will be covered with in-depth analysis of investments that help in planning for the future. Students will participate in the Stock Market Game and invest a hypothetical \$100,000 in real stocks, bonds, and mutual funds. This course is suggested as a follow-up to Personal Finance.

691 Webpage Design, Level 2 10-12 ½ credit

This course will explore the proper design and creation of web content and multimedia. Students will develop a variety of websites that will engage them in the design and production process. Students will complete projects that incorporate graphics, text, animation, and multimedia to produce websites that provide users with a highly interactive web experience.

FAMILY AND CONSUMER SCIENCES

The family and consumer sciences program provides students with opportunities to develop the knowledge, skills, attitudes and behaviors needed to strengthen the well-being of individuals and families across the life span. The courses promote responsible citizens and leaders in family, community and work settings who are able to manage resources, find a balance in their life, and use information for optimal good health. Family and Consumer Sciences teach critical thinking skills so that students can function effectively at home, as well as in the workplace. Having an appreciation for individual diversity and also accepting responsibility for one's actions are areas of focus in the curriculum. Students will use critical thinking skills in their research. Technology will be incorporated as students make PowerPoint presentations, develop electronic travel brochures, and research appropriate topics.

881 Human Development, Level 2 9-12 $\frac{1}{2}$ credit

Students will analyze the physical and emotional factors related to the parenting process. The importance of a proper diet and health will be discussed. Knowledge of one's family history as it relates to genetics will be covered. Students will examine how having respect for oneself and others is essential in forming successful relationships. Some of the topics covered are abstinence, contraception, child abuse, rape, teen pregnancy, cancer, pregnancy and birth.

882 Child Development 1, Level 2 9-12 $\frac{1}{2}$ credit

Prerequisite: Human Development (881). Students will help to operate a ten week playschool program for three and four year olds. The effects and importance of play on children, planning and implementation of activities for the playschool, as well as the development and use of toys for children of various ages, will be covered. Students will observe two preschoolers throughout the program and evaluate their findings. They will also learn and perform the Piaget tasks with the preschoolers.

883 Child Development 2, Level 2 10-12 $\frac{1}{2}$ credit

Prerequisite: Human Development (881) and Child Development 1 (882). This is an advanced course for those students who are considering careers in teaching, psychology, social work, and other fields that deal with the development of the child. Students will help oversee the operation of the playschool program. They will be responsible for teaching one class period to the child development class, helping with the Piaget experiments and assisting the teacher with the preparation of the program.

884 Life Management, Level 2 9-12 $\frac{1}{2}$ credit

This course is a discussion class that helps students clarify their ideas about identity, dating, love, marriage, money management, divorce, aging, and death. The class will analyze the impact of the family as a system in individuals and society. Personal needs and characteristics and their impact on relationships will be discussed. Students will develop communication skills that they can use to help build positive relationships. The course will evaluate effective conflict resolution and management techniques. Students will develop teamwork and leadership skills that they can use in the family, workplace, and community.

886 Classical Cooking, Level 2 9-12 ½ credit

This is the second in a series of food courses offered at the high school level. You do not need to take Holiday Cooking before Classical Cooking. Students in Classical Cooking make foods such as cakes, candy, entrees, stuffed vegetables, and yeast breads. Cooking terms, cooking equipment, and safety will be reviewed for those who have not taken Holiday Cooking before this course.

885 Holiday Cooking, Level 2 9-12 ½ credit

This is the first in a series of food courses. Holiday Cooking covers fall cooking techniques such as pie making, jellies, food preservation, yeast bread, cookies, and holiday entertaining as well as the nutritional aspects of each food. Cooking terms and equipment, food preparation, table etiquette and menu planning are also covered.

887 International Cooking 1, Level 2 9-12 ½ credit
(offered in 2015-16)

International Cooking is an advanced course in foods. It is open to any student who has successfully completed Classical Cooking or Holiday Cooking. Students will learn how the relationships between climate, government, topography, industry, people and education play a role in what foods are grown and eaten in a given region. Food laboratories are used to provide an opportunity for students to cook as well as eat foods from different regions. Regional cuisine from the United States, Latin America and the Caribbean will be studied. This course is offered in alternating years, so it will be offered in 2015-16.

888 International Cooking 2, Level 2 9-12 ½ credit
(not offered in 2015-16)

International Cooking is an advanced course in foods. You do not need to take International I before International II. It is open to any student who has successfully completed Classical Cooking or Holiday Cooking. Students will learn how the relationship between climate, government, topography, industry, people and education play a role in what foods are grown and eaten in a given region. Food laboratories are used to provide an opportunity for students to cook as well as eat foods from different regions. Regional cuisine from the Mediterranean, Middle East, Africa, and Asia will be studied. This course is offered in alternating years, so it will be not offered in 2015-16.

MUSIC

The Music Department at East Hampton High School offers courses in the performing arts as well as in music theory and composition. Through participation in these courses, students learn how to read music more accurately and express themselves more effectively. Students learn how to offer insightful critiques of their own compositions and performances through an analysis of the elements of music. Most courses are open to talented and motivated students in grades nine through twelve. There are no specific course prerequisites for band or chorus, however, students enrolled in band should be competent on a band instrument, and for students enrolling in chorus, and previous experience is helpful. For students new to the district, an interview with the director for placement in the performing groups is required as part of the registration process. In both performing groups, the primary goal is training the student to be a more sensitive and accomplished musician.

Since band and chorus are performing courses, there are certain guidelines to consider before enrolling. Students are required to attend all concerts, be responsible for uniforms and music, and make the necessary time adjustments in after-school schedules to fulfill the performing music obligations. Both the band and chorus students need to make this time and energy commitment.

The option of taking band and chorus for level 1 credit is designed to create educationally enriched performance and academic opportunities for high school musicians. Level 1 credit requirements include Regional, All-State auditions and regular performances in the school and community. Students must select this option prior to the beginning of the year for the full year. There are no quarter or semester options. Should students not fulfill these requirements at any point during the year, they will receive Level 2 credit for the full year. Performance requirements are available upon request from the music educator.

914 Freshmen Band, Level 2 9 ½ credit

This course is open to 9th grade students who have a strong grasp of the fundamentals of a band instrument and is designed to provide practical experiences in the understanding and performance of instrumental music. Included in this course is instruction in and performance of concert and marching band literature. Emphasis is placed on improving music reading skills, tone, and expression. In addition to the busy high school band schedule, students have extra performing opportunities in conference, regional, and state events through auditioned processes. All out-of-school performances are required and participation is included in the grading policy, so schedules must be adjusted to accommodate these performances. Students with less than two years of experience should meet with the director prior to enrolling.

920 Band, Level 2 9-12 1 credit

This course is open to all students who have mastered the fundamentals of a band instrument, and is designed to provide practical experiences in the understanding and performance of instrumental music. Included in this course is instruction in and performance of concert and marching band literature. Emphasis is placed on improving music reading skills, tone and expression. In addition to the busy high school band schedule, students have extra performing opportunities in conference, regional, and state events through auditioned processes. All out-of-school performances are required, and participation is included in the grading policy, so schedules must be adjusted to accommodate these performances. Students with less than two years of experience should meet with the director prior to enrolling.

922 Chorus, Level 2 9-12 1 credit

This course is designed to provide a practical experience in choral music for all interested and experienced singers. Emphasis is placed on learning music reading, improving vocal techniques and learning critical analysis skills. Students with no previous choral experience must meet with the director prior to enrollment. Music performed varies greatly in style from popular arrangements to more traditional choral literature. In addition to the busy high school choir schedule, students have extra performing opportunities in conference, regional and state events through auditioned processes. All out-of-school performances are required and participation is included in the grading policy.

917 Jazz Band, Level 2 9-12 ½ credit

Enrollment in this class is by teacher recommendation only. The jazz band is open to concert band instrumentalists only. Class size is limited to the standard ensemble instrumentation of saxophones, trombones, trumpets, and rhythm section. Students meet weekly for one two hour evening rehearsal and are graded using a performance-based assessment. Students will be registered for this class by the instructor.

927 Chamber Choir, Level 2 9-12 ½ credit

Enrollment in this class is by teacher recommendation only. The chamber choir is an audition based group. Previous experience is strongly recommended, as students will be challenged with advanced and diverse music. Students meet weekly for one two-hour evening rehearsal, and are graded using a performance-based assessment. Students will be registered for this course by the instructor.

925 Introduction to Guitar, Level 2 10-12 ½ credit

Guitar instruction is offered for beginners in grades 10, 11 and 12. The class is taught in a lab setting with instruction tailored to the specific needs of each student and an emphasis on the practical knowledge needed to become competent guitarists. Students are introduced to many styles of guitar playing including classical, rhythm and blues, rock, finger picking, and jazz guitar in both tablature and standard notation. The class will be taught utilizing acoustic guitars.

924 Introduction to Music Writing, Level 2 10-12 ½ credit
(Fall Semester only)

Prerequisites: Band (920), Choir (922), or Introduction to Guitar (925). This course is a general survey and study of basic music theory and harmony. It will help the student understand, play, sing, and write music. This course is designed for students interested in continuing with music at the college level, and is especially suggested for those students looking to major in music. Band, Choir, or Introduction to Guitar are prerequisites or by permission of the instructor.

926 Music Composition, Level 2 10-12 ½ credit
(Spring Semester only)

Prerequisite: Introduction to Music Writing (924). This course is designed as a second semester follow-up to Introduction to Music Writing. The emphasis is on composing music in contrasting styles using the Sibelius software programs for composition and arranging. Students will approach assignments on an individualized basis, dependent on their interests and expertise. Assessments will be based upon the regular submissions of print and audio recordings of compositions.

PHYSICAL EDUCATION and HEALTH

016 Physical Education, Level 2

9-12

½ credit

The Physical Education curriculum encompasses both team sports and lifetime physical activities. As students move to higher grades, increased emphasis is placed on activities that can be used throughout student's lives. Some of our units include: weight training and lifting, badminton, basketball, tennis, flag football, wallyball, ultimate Frisbee, softball, and walking/jogging. Students in grades 9 through 12 are required to take physical education three days a week for one semester. The attendance policy requirements in class follow the same guidelines as a half-year course. Two credits of physical education are required for graduation. 9th and 10th grade students will be involved in physical fitness testing.

019 Weight Training, Level 2

9-12

½ credit

This course is designed for all students who are interested in weight-training with a kick of boot camp. Students will learn a variety of exercises designed to increase athletic performance, prevent injuries, and improve overall health status. Students will train in the weight room as well as outdoors. Training methods will include taking part in a structured workout of the day once a week, with the other days geared toward individual goals. Students will utilize free weights, machines, plyometrics, and battle ropes. This course will require each student to log their daily activity along with "pre" and "post" testing, and a mid-quarter review. The weight training program is designed to fit any and all types of students.

014 Unified Physical Education, Level 2

9-12

¼ credit

The Unified Physical Education Program provides a forum for positive social interaction between special needs students and regular education students. As special athletes and special partners train and compete together, they foster ties that develop into friendships both on and off the athletic field. Participation in Unified Physical Education leads to new friendship, improved self-esteem, and positive changes in attitude, behavior, and performance. This program helps to foster an inclusive school community where the values of tolerance, patience, and sensitivity are cornerstones.

005 Freshman Health, Level 2

9

¼ credit

Harassment, Body Systems and Diseases, Eating Health Education is a required course for all students in grade nine. This class meets one semester. This course provides current health information and develops skills that foster a healthy lifestyle. Topics include: Alcohol and Drug Abuse, Smoking, STDs, AIDS Education, Human Sexuality, Sexual Disorders, Stress Management, Suicide Prevention, Character Education, Problem-solving, and Decision-making Skills.

STUDIO ARTS

871 2D Design, Level 2 9-12 ½ credit

This course is an introductory visual arts course in which students develop self-expression through the exploration of the elements and principles of design. Students will explore a variety of media including pencil, paint, ink, colored pencils, pastels, cut paper, and marker while using visual problem solving skills. Assignments include design work in drawing, painting, printmaking, and mixed media. Historical and cultural references are discussed in connection to art making. *ART TALK* by Rosalind Ragans and many other supplementary texts and materials are used. Grading is based on in-class studio activities, weekly sketchbook homework assignments, group discussions, and written critiques. A final exam will be given which includes both a studio project and written exam covering terms, concepts, and artists from the semester. **Successful completion of this course is a prerequisite for further studies in the Studio Arts program.**

872 3D Design 1, Level 2 9-12 ½ credit

Prerequisite: 2D Design (871). This course builds upon the elements and principles of design in three dimensional space. Students are given the opportunity to develop basic sculpture skills in the creation of functional and aesthetic works of art. The basic methods of hand-building ceramics (pinch, coil, slab and model) are explored along with other sculpture mediums such as wire, copper foil, plaster, and beading. Historical and cultural connections are discussed within each studio project. *Shaping Space* by Zelanski and Fisher, *Hands in Clay* by Speight, the magazine *Ceramics Monthly*, and complementary resources are used as reference.

878 3D Design 2, Level 2 10-12 ½ credit

Prerequisite: 3D Design 1 (872) with grade of B or better. This course will further develop experienced students in their sculpture skills with both utilitarian and decorative pieces. Students will continue hand-building in clay and also begin developing their throwing skills on the potter's wheel. Students will work independently sculpting with wire, wood, metals, plaster, and exploring mixed media sculpture. They will utilize written and oral critique to further examine their creations while connections to current and past artists will be explored during the duration of the course.

873 Drawing 1, Level 2 9-12 ½ credit

Prerequisite: 2D Design (871). This course explores the use of drawing media as a way to record and communicate ideas in a visual composition. Everyone can learn to draw; effort and practice are necessary, "talent" is not. Grading is based on class participation, effort, understanding of drawing concepts, and growth shown by each student. Drawing materials include graphite pencil, charcoal, colored pencil, oil pastel, chalk pastel, ink, and marker. Students are required to complete in-class studio drawings, weekly sketchbook homework assignments, and written and oral critiques. The final exam includes both a drawing and written section of art terms. *Drawing on the Right Side of the Brain* and *Drawing on the Artist Within* by Betty Edwards are the primary text resources.

874 Drawing 2, Level 2 10-12 ½ credit

Prerequisite: Drawing 1 (873) with grade of B or better. This course is offered for students who are motivated in further developing their drawing skills and create advanced work at a more independent level. Students will continue work with drawing materials including graphite pencil, charcoal, colored pencil, oil pastel, chalk pastel, ink, and marker. They will be expected to produce work at a higher level and quality as that of the Drawing 1 course. Students are required to complete in-class drawing exercises, in-class studio drawings, weekly sketchbook homework assignments, and written and oral critiques. Students will focus on developing their own artistic style and approach with the drawing media. The final exam includes both a drawing and written section of art terms. *Drawing on the Right Side of the Brain* and *Drawing on the Artist Within* by Betty Edwards are the primary test resources.

875 Painting 1, Level 2 10-12 ½ credit

Prerequisite: 2-D Design (871) AND Drawing 1 (873). This course is designed as a study in color and expression through the application of the elements and principles of design. Painting techniques in tempera, watercolor, ink, acrylic, and oil are explored. Subject matter includes landscape, still life, and portrait as well as abstract and non-objective pieces. Students will study masterwork from primitive through expressionist to present day. Evaluation will be based on individual growth, completion of objectives and concepts, development of painting skills, and expression. Effort and class participation are essential in this studio course. The final exam will incorporate both a written and a final painting assignment.

876 Painting 2, Level 2 10-12 ½ credit

Prerequisite: Painting 1 (875) with grade of B or better. This course is designed as a continuation of skills acquired in the Painting 1 course. Painting techniques in tempera, watercolor, acrylic, ink, and oil will continue to be explored. Students will be expected to produce work at a higher level and quality as that of the Painting 1 course. Students will work with the same concepts as the Painting 1 course but in a more independent direction. Evaluation will be based on individual growth, completion of objectives and concepts, development of painting skills, and expression. Effort and class participation are essential in this studio course. The final exam will incorporate both a written and a final painting assignment.

879 Advanced Art, Level 1 11, 12 1 credit

Prerequisite: 2D Design (871), Drawing 1 (873), and one additional art course. Students interested in this course must obtain the recommendation of the instructor. This course is a Level 1, full year course intended for highly motivated and mature students who are preparing a portfolio for college entrance. Students are required to complete summer art assignments before commencing the course in the fall. Juniors may elect this course to get ready for the Advanced Placement Studio Art course in their senior year. Advanced Art offers students the ability to perfect their acquired skills while exploring a breadth of media and subject. During the second semester, students will investigate a single media, subject, style, or art movement in depth. Students are expected to dedicate significant time outside of class to complete their artwork. Evaluation includes studio tasks, in class **and** out of class participation, and oral and written critiques.

Prerequisite: 2D Design (871), Drawing 1 (873), and at least one additional art course. Students interested in this course must obtain the recommendation of the instructor and have a comprehensive portfolio review. This course is a full year, college level Art class in which students complete a portfolio under the following three options: Drawing, 2D Design, or 3D Design. Students must exhibit strong skills in observational drawing and thorough understanding of the elements of design and principles of composition in previous classes to consider this course. Students must be extremely motivated and be capable of working independently. Students are expected to dedicate significant time outside of class to complete their artwork and are also required to complete extensive summer art assignments before commencing the course in the fall. During the first semester, students will demonstrate their skills in a breadth of media and subject to be included as the third section of their selected portfolio. During the second semester, students will choose a concentration and create a series of works that focus on a particular theme or idea. The texts for the course include but are not limited to the following: *Drawing on the Right Side of the Brain* and *Drawing on the Artist Within* by Betty Edwards, *From Ordinary to Extra-ordinary* by Ken Vieth, *Creative Drawing* by Howard J. Smaglia, *Design Synectics* by Nicholas Roukes, *Launching the Imagination* by Mary Stewart, and *The Art of Responsive Drawing* by Nathan Goldstein. Evaluation for the course is based on critical review of the portfolio projects, in and out of class participation, weekly critiques, and seriousness of purpose. The AP Studio Art portfolio exam is taken in May and college credit or advanced standing may be earned with successful results. **All students must complete and submit their portfolio prior to the AP Studio Art deadline in May.**

TECHNOLOGY EDUCATION

Technology education is applied education in which students make practical use of skills and knowledge. It has diverse offerings which meet the needs of a wide variety of students, from the student who will be entering the world of work after high school, to the student who is entering a technical or four year college or university. All technology classes provide students with classroom instruction, "learn by doing" experiences, and career awareness. Technology Education courses develop student's ability to demonstrate self-expression, problem solving, critical thinking skills, responsibility, and team work.

786 Mechanical Drawing, Level 2 (Drafting Communication) 9-12 ½ credit

This course is the foundation of Technology Education. Mechanical Drawing stresses the importance of accuracy, neatness, efficiency and attention to proper drafting techniques. Mechanical Drawing will provide students with essential skills required for future course work in engineering, architecture, computer aided design and electronics. This course is a prerequisite for Computer Aided Drafting/Design (CADD).

787 Computer Aided Drafting/Design (CADD), Level 2 9-12 ½ credit

Prerequisite: Mechanical Drawing (786). The course utilizes computer literacy in the areas of design and development as it relates to the manufacturing process. This course will focus on how to organize work, define project goals, pay attention to detail, and communicate effectively with others.

788 Architecture, Level 2 10-12 1 credit

Prerequisite: Mechanical Drawing (786). Students will learn the fundamentals of residential design and construction. Through the use of traditional drafting techniques and computer programs, students will develop house plans from the ground up. A study of the history of architectural forms and current trends in the building industry is included in this course.

791 Electronics, Level 2 9-12 ½ credit

This class teaches the basics of electricity and electronics. How electricity is generated and used in residential dwellings is introduced by way of home wiring activities. The second half of the course is devoted to how electronic technology has shaped our society. Students will assemble various electronic circuits and projects.

792 Robotics, Level 2 9-12 ½ credit

As electronic and computer technologies advance, the use of robotic equipment touches all areas of our lives. Students will study how robotic devices are used in a variety of areas such as biomechanics, manufacturing, and public safety. Through the use of robotic equipment, students will gain an understanding of various robotic operating systems.

VISUAL ARTS AND COMMUNICATIONS

The visual arts and communication program provides an opportunity for self-discovery through personal, creative expression. The primary academic expectations met within these courses include effective self-expression, using technology effectively and appropriately, and using critical thinking skills to solve problems in real-world contexts. Students will examine cultural artwork from present day and historical contexts. An effort is made to provide a sequential experience and students should note that the College Board recommends that all students preparing to enter college should be proficient in at least one of the arts. Students considering a studio arts course should understand that "talent" is not a prerequisite; rather a willingness to think, work, and create.

775 Digital Animation, Level 2 9-12 ½ credit

In Digital Animation, students use computer technology to explore self-expression through the world of moving images. Our software, Adobe Flash, is used by professionals to create opening animations for websites, animated banner ads, TV logo animations, short cartoons and more. *You don't need to be an "artist" to make superb digital animations.* This course also covers the principles of good animation, as spelled out by two animators at Walt Disney Studios in a book called The Illusion of Life. Assignments include everything from animating simple objects using squash and stretch concepts to designing an original character and bringing it to life. You will also have the opportunity to animate words using your favorite quotes/lyrics, and to make the opening credits sequence to a TV show or movie in which you are the star!

770 Digital Design, Level 2 9-12 ½ credit

It is helpful to have taken 2-D Design 871, but it is not required. In Digital Design, students explore self-expression through the fascinating world of graphics and layout, as they appear everywhere we turn: on TV, packaging, posters, websites and more. Our tools include digital tablets and professional-quality computer programs: Adobe CS5 Creative Suite including Photoshop and Illustrator. You'll be amazed at the power these programs provide to create graphics that are indistinguishable in quality from those created by advertisers and producers of your favorite products! We'll explore everything from creating personal artworks to advertisements, postcards, and logo designs all using today's cutting-edge technology.

774 Digital Photography 1, Level 2 9-12 ½ credit

In Digital Photography 1, students explore self-expression through the wide world of photography and digital darkroom techniques with Adobe Photoshop. Fascinating and influential photographs and photographers will be studied. A professional attitude and a willingness to work are a must, as this class requires students to produce many carefully composed photographs, to research a variety of photo-related topics, to write detailed reflections, and to develop a portfolio for review at the end of the semester. A selection of consumer and prosumer-quality cameras, professional backdrops and lighting, and high-quality professional inkjet printers are available. Students are invited to use their own digital cameras as well.

Prerequisite: Completion of Digital Photography 1 (774) with a grade of “C+” or better, or permission of instructor. In Digital Photography 2, students will expand upon skills learned in Digital Photography 1 and explore advanced topics related to professional photography. We will continue to study great photographers, past and present, looking closely at today’s successful photographers. Hands-on studio work, carefully written reflections, and critiques will be a large part of class, so students should bring their professional attitude, strong work ethic, and willingness to participate. In Digital Photography 2, students will be establishing their own artistic style as a photographer, and learning how to set themselves apart from the crowd while using established lighting techniques and shooting skills. A professional portfolio will be developed throughout the semester. Students will have the opportunity to use a prosumer-quality camera, and learn manual camera operations. Consumer quality cameras will also be available, and students are invited to use their own digital cameras as well.

SPECIAL EDUCATION

The Special Education Department at East Hampton High School offers academic support for students with special needs. The Special Education Department is committed to providing services to students based on an inclusionary model. Classroom modifications are made for students as specified by individualized educational programs. Whenever possible, classes are collaboratively taught by regular and special education teachers. The department also provides a learning resource center where students can receive small group support and instruction.

Specific classes are offered to strengthen academic skills such as mathematics, reading, and written expression. In addition, a Vocational skills class and a Transitional Life skills course are available to assist students in exploring post-secondary education options, making a positive transition from school to career, and developing independent living skills.

EXTRAORDINARILY PROFICIENT STUDENT TUITION

The Board of Education understands that occasionally students will be recognized, both within the community and outside of it, as being extraordinarily proficient in areas directly related to the school system's academic curriculum. Interscholastic athletics and physical education are not to be considered a part of the academic curriculum.

Programs exist within the school district to give students deficient in an area or areas of achievement special help to achieve a quality education. Programs also exist to give students with gifts or talents an opportunity for challenging and enriching assignments. However, no such programs exist to provide extraordinarily proficient students an opportunity to fulfill their specialized needs.

To qualify for assistance, students must be selected by the institution providing the instruction in an ability-related competitive process, and shall be eligible for their assistance only two times during the school career. To provide as many qualified students as possible an opportunity to participate in this program, assistance will be limited to 60% of tuition costs up to a maximum of \$250 per student.

INDEPENDENT STUDY

If you are interested in pursuing an area of study not covered by the curriculum, you may request permission to do an independent study for credit under the guidance of a project advisor, a member of the East Hampton High School faculty. A project or course of your own may be designed. Application must be made on the Independent Study Contract Form available in the guidance office. This form must be signed by the project advisor, your school counselor and the principal. The project advisor supervises your progress and issues a grade upon completion of the course. You may earn a maximum of 1 credit through independent study during a school year. All independent studies receive level 2 credit.

NON-DISCRIMINATION POLICY

It is the policy of the East Hampton School system that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any program, including employment, because of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, mental retardation and past/present history of mental disorder, learning disability, and physical disability.

RELEASE OF STUDENT INFORMATION TO MILITARY RECRUITERS

The No Child Left Behind Act of 2001 and the National Defense Authorization Act of 2002 require the East Hampton Board of Education to provide, upon a request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone numbers.

However, a parent of a secondary school student or the student himself or herself, if he or she has reached the age of majority, may object to the release of the student's name, address, and telephone number to military recruiters or an institution of higher education, without prior written parental consent. A parent or eligible student who objects to disclosure of such information without prior consent may file a notice of objection with the school district. However, to ensure that such information is not disclosed to military recruiters and an institution of higher education, any such objection must be made in writing to East Hampton High School. A notice for signature will be mailed to all families at the start of the school year.