

# Simsbury High School Program of Studies



2024-2025

## On The Cover

The final design was a collaboration between two seniors:  
Scarlet Brockert and Michael Birittieri

Scarlet: "My process, when creating my original Program of Studies cover, was to take our school's colors and create a sort of dimension that represents our school. I used different hues and different intensities of our school's colors to portray our student body and the diversity within it, while keeping all the colors within the same color scheme to portray the community Simsbury High School has created."

Michael: "Scarlet and I combined our strengths as I created the layout of words and the logo while she worked on the background. I feel like the final product turned out just as we imagined it. I am happy to create the cover for the Program of Studies booklet."

Simsbury High School  
34 Farms Village Road, Simsbury, CT 06070



# Simsbury High School

---

## 2024-25 Program of Studies

34 Farms Village Road  
Simsbury, CT 06070  
Telephone: (860) 658-0451 | Fax: (860) 658-2439  
[www.simsbury.k12.ct.us](http://www.simsbury.k12.ct.us)

### **Administration**

Maggie Seidel, Principal  
Vanessa Massiah, Assistant Principal  
Kenneth Pera, Assistant Principal  
Georgia Robert, Assistant Principal  
Jeff Pinney, Director of Athletics & Student Activities

### **School Counseling**

Gregory Stillman, Director  
Sarah Blair  
Donna Cannon  
Paula Garza  
Christopher Hall  
Meredith St. Lawrence  
Amanda Tornaquindici  
Niko Zimmitti





# SIMSBURY HIGH SCHOOL

## Core Values and Beliefs

# Preparation

We provide a rich and rigorous academic foundation for all students.

- We emphasize the meaningful application of knowledge and skills within the curriculum.
- We implement teaching methods designed to promote both critical thinking and creativity and to engage students in shared ownership for learning.
- We ensure that students of all abilities are included, challenged, and given appropriate instruction in preparation for college and careers.

# Passion

We offer diverse learning experiences that encourage students to discover and to develop their unique interests and talents.

- We provide an elective program characterized by wide variety and high quality.
- We present students with opportunities to connect and to excel as they explore a broad range of extra-curricular activities.
- We give students opportunities for choice—in the classroom, during course selection, and throughout extra-curricular pursuits.

# Personal Growth

We partner with families to promote character in our students as they develop into ethical and compassionate adults.

- We expect that all members of the school community will demonstrate the tenets of the Trojan Code: respect, honor, and responsibility.
- We provide students opportunities both to work collaboratively and to develop their potential as leaders.
- We guide students toward active citizenship, including service to a larger community.

**SHS Learning Expectations for College and Career Readiness—Simsbury Vision of a Graduate:**

- CRITICAL THINKER
- INNOVATOR
- SELF-DIRECTED LEARNER
- COLLABORATOR
- COMMUNICATOR
- GLOBAL CITIZEN

**Teaching students to meet the challenges of today and tomorrow with confidence and integrity**



# VISION OF A GRADUATE



## CRITICAL THINKER

- Engage in problem solving, inquiry, and reflective thinking
- Develop compelling questions
- Analyze information to consider varied perspectives
- Evaluate information to reason and solve problems

## COMMUNICATOR

- Listen actively
- Lift conversations by asking and responding to questions
- Deliver clear, concise, accurate ideas through spoken and written language
- Demonstrate an awareness of audience by adjusting purposefully

## COLLABORATOR

- Perform a variety of roles and responsibilities
- Function interdependently and flexibly with others
- Seek and contribute feedback
- Embrace contradictions and divergent ideas to accomplish a common goal

## SELF-DIRECTED LEARNER

- Take initiative and responsibility for learning and productivity
- Use “experts” and other resources to pursue goals
- Demonstrate resilience, optimism, and perseverance
- Accomplish tasks through self-advocacy, self-confidence, and a growth mindset

## INNOVATOR

- Empower creativity and develop skills
- Use a variety of techniques as part of a process to enhance outcomes
- View failure as an opportunity to learn, persevere, and show flexibility
- Challenge the status quo, push boundaries, and achieve growth

## GLOBAL CITIZEN

- Exemplify empathy, compassion, and respect in interactions with others
- Consider diverse perspectives and cultures
- Act responsibly and ethically
- Recognize impact of actions and civic decisions

# Table of Contents

---

General Information	6
Graduation Requirements	7
Course Registration Process	9
Program Selections	9
Course Changes	9
Academic Course Levels	9
Level Changes	9
Adding a Course	10
Honor Roll	11
Weighted Grade Point Average (GPA)	11
Early College Experience Programs (Duel Enrollment)	12
Senior Exam Exemptions	12
Advanced Placement Exams	12
External Credit For Enrolled Simsbury High School Students	13
Summer School	13
Midyear Graduation	14
School Counseling	14
Advanced Placement Capstone Diploma	15
<b>Course Descriptions</b>	
Art	16
Business	21
Capstone Experience	25
English	29
Family and Consumer Sciences	33
Mathematics	37
Music and Performing Arts	41
Wellness	47
Science	49
Social Studies	55
Technology and Engineering	58
World Languages	64
Pupil Services	71
Alternative Schooling Options	72
Greater Hartford Academy of the Arts	72
Bristol Technical Education Center	72
Post Secondary Transition Capstone Experience	73
Independent Study	73
Trojan Internship Program	73
NCAA Initial Eligibility	74
Equal Educational Opportunity	75



---

## Simsbury Capstone Experience



Critical Thinker

The Capstone Experience at SHS supports students through an inquiry process of posing, investigating, and sharing their learning about an important question, problem, or creative objective related to an area of strong interest. The Capstone process emphasizes the learning process and personal growth as much as or more than project outcomes.



Collaborator

SHS's "multiple pathways" approach to Capstone offers students the opportunity to choose from course-supported, student-designed, and experiential options. Students are encouraged to choose a path that best matches their strengths and interests. Completing the Capstone Experience will help students embrace future challenges with greater confidence.



Innovator

**Preparation** Independently and collaboratively, students investigate questions, solve problems, and/or engage in creative processes with guidance from SHS staff and community mentors. Students identify an area of interest; select a focus for the project; propose a plan; work to accomplish goals; finalize a "product"; present their learning to a wider audience; and engage in continuous reflection. Capstone's self-directed experiences prepare students for college, work, and community life.



Communicator

**Passion** Students are encouraged to select a Capstone path that allows them to use their existing strengths, interests, and passions for the benefit of self and the greater community. While many students come to Capstone with an exciting idea or strong area of interest, others use Capstone to explore potential academic or vocational interests before graduation.



Self-Directed Learner

**Personal Growth** Throughout Capstone, a cycle of planning, acting, documenting, and reflecting encourages students to improve their skills and become more self-directed over time. Emphases on ethical decision-making, perspective-taking, and interaction with an authentic audience lead students to consider their choices in a broader context. Students grow as they tackle these challenges with support and feedback from peers, a faculty advisor, and/or a community mentor



Global Citizen

The Capstone Experience is completed during junior and/or senior year as a culminating educational experience that both relies on and expands Vision of a Graduate knowledge and skills acquired K-12. The Capstone process and products serve as a comprehensive demonstration of mastery of the Simsbury Public Schools Vision of a Graduate competencies. A year-long Capstone Experience is required for all graduates of Simsbury Public Schools. (See the Capstone Experience section of this booklet for details).

---

## General Information

The scheduling process at Simsbury High School requires a cooperative effort among students, parents, and the school to select the most appropriate program for each individual from the diversity of courses offered. This course selection catalog provides a listing of every course offered in grades nine through twelve for the 2024-25 school year. It is published as a document to assist the student in planning their entire high school program. In addition, the student should expect to utilize information provided by teachers, school counselors, and department supervisors to understand the expectations of each department and of the various academic levels. Consideration of the requirements needed for further schooling, training, and/or employment should play a significant role in the student's thinking as an individual's academic program is selected. Responsibility and seriousness of purpose should be evident in the student's plan of study. Each individual will be expected to complete their course selection with the assistance of the school counselor and to submit the plan by mid-February.

---

## Credits and Course Selection

### **Q. How many credits will students need?**

All students will be required to complete 25 credits to graduate. Please refer to the graduation credit chart on page 7 for more information.

### **Q. Beyond these credits, what else do I need to have to graduate?**

Students must meet performance standards in English, math, and science as well. These standards may be met in junior year by attaining a specific score on the School Day SAT (for English and math) and on the Next Generation Science Standards (NGSS) standardized test (for science). There are additional avenues to meet these requirements. Please refer to the Student/Parent/Guardian Handbook for details.

### **Q. What are the options for summer?**

For students seeking more room for elective choices, Simsbury Public Schools offers summer options for Wellness, Health, Lifetime Activities, Financial Literacy, and others. These credit-earning options are administered by the Department of Continuing Education.



## Graduation Requirements

Requirement	Course	Credit
<b>Humanities</b> 9 credits	<ul style="list-style-type: none"> <li>English</li> </ul>	4.0
	<ul style="list-style-type: none"> <li>Social Studies                             <ul style="list-style-type: none"> <li>- U.S. History (1 credit) &amp; Civics (.5 credit) are required</li> </ul> </li> </ul>	3.0
	<ul style="list-style-type: none"> <li>The Arts (see page 8 for options)</li> </ul>	1.0
	<ul style="list-style-type: none"> <li>Humanities Courses                             <ul style="list-style-type: none"> <li>- English (<i>beyond 4 credits</i>), Social Studies (<i>beyond 3 credits</i>), Art (<i>beyond 1 credit</i>), World Languages (<i>beyond 1 credit</i>)</li> </ul> </li> </ul>	1.0
<b>STEM</b> 9 credits  Science, Technology, Engineering, Mathematics	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>	3.0
	<ul style="list-style-type: none"> <li>Science                             <ul style="list-style-type: none"> <li>- Life Science (1 credit) and Physical Science (1 credit) are required</li> </ul> </li> </ul>	3.0
	<ul style="list-style-type: none"> <li>Financial Literacy                             <ul style="list-style-type: none"> <li>- Requirement can be achieved through the completion of one of the following courses: Financial Literacy (.25 credit), Personal Finance (.5 credit), AP Economics (1 credit)</li> <li><i>*this requirement will increase to 0.5 credit with the Class of 2027</i></li> </ul> </li> </ul>	.25
	<ul style="list-style-type: none"> <li>STEM Electives (see page 8 for options)</li> </ul>	2.75
<b>PE &amp; Wellness</b> 2 credits  Inclusive of Health & Safety Education	<ul style="list-style-type: none"> <li>Grade 9 Wellness</li> </ul>	.5
	<ul style="list-style-type: none"> <li>Grade 10 Wellness</li> </ul>	.5
	<ul style="list-style-type: none"> <li>Grade 11 Wellness</li> </ul>	.5
	<ul style="list-style-type: none"> <li>Lifetime Activities                             <ul style="list-style-type: none"> <li>- May be taken in Grades 11 or 12 Wellness</li> </ul> </li> </ul>	.5
<b>World Languages</b>	<ul style="list-style-type: none"> <li>World Language</li> </ul>	1.0
<b>Capstone</b>	<ul style="list-style-type: none"> <li>SHS offers a multiple pathways” approach to fulfilling the Capstone requirement. Students may choose a course-supported, student-designed, or experiential Capstone path.</li> </ul>	1.0
<b>Additional Credits</b>	<ul style="list-style-type: none"> <li>Courses may be chosen from any department beyond the requirements stated above.</li> </ul>	3.0
<b>Total credits required for graduation</b>		<b>25.0</b>

*\*\* Students should be aware that many college admission requirements are above and beyond Simsbury’s graduation requirements. Below is what many colleges prefer to see on students’ transcripts:*

*English 4 credits*

*Social Studies 3-4 credits*

*Math 4 credits*

*World Language 2-4 credits*

*Science 3-4 credits*

## ARTS Electives for the 2024-2025 School Year

---

Unified Art	Advanced Treble Choir
Art 1	Simsbury Singers
Art 1A	Concert Orchestra
*Animation and Film 1 & 2	Chamber Orchestra
*Digital Design 1 & 2	Symphonic Winds
*Photography 1 & 2	Percussion Ensemble
Drawing I & 2	Saxophone Ensemble
Adv. Observational Drawing	Jazz Ensemble
Painting 1 & 2	Music Theory 1 & 2
Ceramics & Sculpture 1	Intro to Music Composition & Song Writing
Ceramics 2	Adv. Music Composition & Song Writing
Sculpture 2	Intro to Theater
Jewelry & Glass 1 & 2	Intermediate Theater
Fashion Design	Advanced Theater 1 & 2
AP Art	*Technical Theater
Pre-Capstone/AP	Film Study
Treble Choir	Advanced Film Study
Tenor Bass Choir	Public Speaking
Mixed Chorale	

## STEM Electives for the 2024-2025 School Year

---

Computer Science A	Construction 1 & 2
AP Computer Science A	Manufacturing Enterprise
Computer Science Principles	Manufacturing Internship
AP Computer Science Principles	Intro to Foods: Baking & Cooking
Intro to Python	Cultures & Cuisines 1 & 2
Cryptography & Cybersecurity	Event Planning
Statistics	*Baking & Pastry Arts 1 & 2
AP Statistics	Intro to Culinary Arts
PLTW Principles of Biomedical Sciences	Culinary Arts 2
PLTW Human Body Systems	Culinary Arts Capstone
PLTW Medical Interventions	Child Development 1 & 2
PLTW Biomedical Innovation	Individual & Family Dev (UConn ECE)
*PLTW Intro to Engineering Design	Accounting 1 & 2
PLTW Principles of Engineering	Banking & Investments
PLTW Digital Electronics	AP Economics
PLTW Aerospace Engineering	Entrepreneurship
PLTW Engineering Design & Development	Intro to Business & Finance
Intro to Transportation	Intro to Business Technologies
Aviation	Marketing
Aerospace Education	Personal Finance
Automotive Technology 1, 2 & 3	Sports & Entertainment Marketing
*Digital Video Production 1 & 2	Web Design
*Television Production	International Business
*Architecture 1, 2 & 3	<i>*Courses may count in either category.</i>

# Course Registration Process

---

The following is the sequence for the Course Registration Process for the upcoming school year:

<b>January</b>	Teacher recommendation of course level for next year is determined
<b>Late January</b>	Students are given the course selection materials with instructions on the offerings
<b>Early February</b>	Course Registration opens
<b>Mid February</b>	Course Registration closes; deadline for students to complete course selections Counselors meet with students to help with completed selections
<b>April–June</b>	Course verification process

*Note: The school reserves the right to schedule class times and instructors. Course offerings will depend upon the demand for a course at the time of spring registration. Courses may be canceled as a result of insufficient enrollment.*

*It is not the policy of SHS to change a student schedule once issued, based solely on student request for another teacher in one or more classes. If there are extreme circumstances, an Appeal Form is available in the School Counseling Office.*

## **Program Selections**

All students receive course descriptions through the Program of Studies. Parents and students are urged to consult with current teachers and individual counselors for further information and evaluation of course choices.

## **Course Changes**

Teachers, school counselors, parents, and students all play a role in the placement of students into the course levels that will offer them an appropriate level of challenge. The school is very deliberate about its process for making recommendations, and parents and students are asked to take equal care with the choices they ultimately make about level placements.

## **Guidelines for Course Levels**

In core subject areas, students are recommended for levels based on previous teachers' evaluations. These levels make specific provision for the student, since courses of study, instructional material, and techniques vary among these groups. Parents or students who have questions concerning the course level in which a student is placed should feel free to contact the teacher or counselor.

## **Academic Course Levels**

<b>AP</b>	Advanced Placement
<b>Level I</b>	Honors
<b>Level II</b>	Competitive College Preparatory
<b>Level III</b>	College Preparatory (math only)

*Transcripts forwarded to colleges and employers indicate the students' final grades and the level in which they were earned. Parents who have a question concerning the course level in which a student is placed should contact the teacher or counselor.*

## **Level Changes**

Simsbury High School makes its decisions about appropriate staffing for courses based on the information that comes out of the registration process. Therefore, any changes in course levels must be approached with caution. We take the course registration process very seriously; the decision to drop a level in an academic course must not be viewed as a "quick fix" for any student who is struggling in the early portion of a class.

Requests for changes in course level just a few days or weeks into the school year will not be considered. We believe that it is appropriate for any student who is struggling with the demands of a particular course to try to address the

issue with the help of their teacher. It takes at least a few weeks to determine whether these appropriate interventions have been successful. In addition, too many course drops can cause significant imbalance with class sizes. The Simsbury High School administration, teachers, and School Counseling Department need time to explore the best options that consider both the needs of an individual student desiring to drop a course as well as the equally important goal of maintaining favorable class sizes for all students. Therefore, students who drop a class level need to be aware that such a decision may impact their schedule in multiple classes.

*Parents who have a question concerning the course level in which a student is placed should contact the teacher or counselor to arrange for a conference. The deadline for making level changes during the school year is four weeks after school begins or one week after the first quarter ends.*

After course registrations are finalized in April, it is the policy of Simsbury High School to consider level changes only during defined time windows that correspond with our regular achievement reports to parents. Changes in course level that are requested during the summer will be considered by a member of the School Counseling staff and forwarded, as appropriate, to an assistant principal. Once the school year begins, the windows for dropping a course level are as follows:

- A window of time midway through the first marking period, usually after the first four weeks.
- A window of time one week after 1st quarter ends—usually in early November.
- Any requests for level changes after the 2nd window closes will be reviewed by the Director of School Counseling and the Principal and will only be granted if there are extreme personal circumstances that has led to the request.

### **Adding a Course**

Students are not allowed to enroll in a class after the course has been in session for one week. The specific deadline date will be posted each fall for students and families.

### **Dropping a Course**

A student is permitted to DROP a course during the **1st level change window** (or February if it is a semester 2 course) with no record showing on his/her transcript. Exact dates are established and posted each year for students and families.

A student is permitted to drop a course until the end of the **2nd and final level change window** at the completion of marking period 1 (or marking period 3 for a semester 2 course) with a grade of “W” on their transcript. Exact dates are established and posted each year for students and families.

Students dropping courses beyond the close of the **2nd and final level change window** (or marking period 3 for a semester 2 course) will have a grade of “WF” recorded on their transcripts.

**Extenuating Circumstances:** In cases where deadlines have passed, the student’s school counselor, Director of School Counseling, and Assistant Principal will mutually decide whether or not deadline requirements should be waived. If no agreement can be reached, the principal will make a final decision.

### **Grading**

When a course level is changed, the “sending” teacher should report the current academic performance of the student to the “receiving” teacher. **The receiving teacher is granted discretion in considering the previous academic performance of the student.** If necessary, the department supervisor should be consulted about how to factor the grade earned in the previous level into the final course average. Since the final transcript grade is the permanent record of the student’s performance, and since the student will have spent the vast majority of any full-year course in the level that is awarding that final grade, poor performance in a higher level cannot impact the final transcript grade by any more than one-third grade (for example, from a B to a B-).

## Honor Roll

To be eligible for the honor roll, students must be enrolled in six (6) graded courses. (Five graded courses are sufficient for seniors.) All courses are included in determining honor roll except for pass/fail, online, or independent study

courses. Students cannot be considered for the honor roll with any Incomplete (I) grades. The minimal requirements for honor roll placement are as follows:

At the end of each term, families will be able to access a report card of their student's academic progress in each area of study. The system of grading is as follows:

A+ 97 – 100	M Medical
A 93 – 96	I Incomplete
A- 90 – 92	NM No Mark (Audit)
B+ 87 – 89	WF Withdrawn w/a Failure
B 83 – 86	W Withdrawn
B- 80 – 82	P Passing
C+ 77 – 79	NC No Credit
C 73 – 76	
C- 70 – 72	
D+ 67 – 69	
D 63 – 66	
D- 60 – 62	
F+ 50 – 59	
F Failure	

**High Honors:** All A's (A+, A, A-) plus one B (B+, B, B-)

**Honors:** Any type of combination of A's and B's with one C (C+, C, C-)

### Promotion Policy

- To be a sophomore, a student must have earned 6 credits.
- To be a junior, a student must have earned 12 credits.
- To be a senior, a student must have earned 18 credits.

### Weighted Grade Point Average (GPA)

1. Marks for all graded subjects for which credit is awarded (whether passed or failed) are used in computing GPA. However, "pass/fail" courses are not computed in GPA.

2. GPA is determined at the end of each year and at the end of the first semester in the senior year.
3. Each ability level has its own weighting factor in computing GPA. The weighting factor is utilized as a multiplier with the basic letter grade. *See chart on the right.*
4. Students and colleges will be given a cumulative grade point average. Student's GPA is noted on the final report card at the end of the year.

Values for Weighted GPAs

	AP	Level I	Level II	Level III <i>(math only)</i>
A+	5.00	4.83	4.33	4.00
A	4.67	4.50	4.00	3.67
A-	4.33	4.17	3.67	3.33
B+	4.00	3.83	3.33	3.00
B	3.67	3.50	3.00	2.67
B-	3.33	3.17	2.67	2.33
C+	3.00	2.83	2.33	2.00
C	2.67	2.50	2.00	1.67
C-	2.33	2.17	1.67	1.33
D+	2.00	1.83	1.33	1.00
D	1.67	1.50	1.00	0.67
D-	1.33	1.17	0.67	0.33
F	0	0	0	0

## Dual Enrollment Opportunities

Several local colleges offer excellent opportunities for qualified students to experience the challenge of a college classroom, enhance the existing High school course of study, and potentially earn college credit while still in high school. Interested students should see their counselor for more information. Participating students assume all associated costs and transportation requirements. These programs include, but may not be limited to, the following:

### High School Partnership Program - CT State Community Colleges

Eligible students may take up to two community college courses per semester, free of charge, either on the community college campus, or online (if available). The program is open to high school juniors and seniors who have an overall "B" average, are recommended by their school counselor, and have appropriate placement evaluations. Students taking classes on campus will be responsible for their transportation and book expenses. Students taking online classes will be responsible for their book expenses.

### College Career Pathways

College Career Pathways (CCP) available through the CT State Community Colleges provides high school students with opportunities to complete college-level coursework in specific high school classes and earn college credits while

pursuing their high school diploma. The College Career Pathways program is only an option in classes where the curriculum and teacher have been approved.

**Project Lead the Way (PLTW) Engineering**

College credit may be earned from both the Rochester Institute of Technology and University of New Haven in select Engineering courses. Credit is based on the student’s final course grade and scores on the national end of course exam, as determined by the universities. Students have to apply through the selected university and pay a registration fee.

**UConn Early College Experience**

The Early College Experience (ECE) program through the University of Connecticut provides students the opportunity to earn college credit by taking designated courses at Simsbury High School. Students who enroll in the program and earn a “C” or better in their Simsbury course will receive credit on a UCONN transcript. This program is optional and there is a cost associated with the registration. For more information on ECE, visit [www.ece.uconn.edu](http://www.ece.uconn.edu). The following courses are offered for UCONN ECE credit:

<u>Simsbury Course</u>	<u>UConn Equivalent</u>	<u>UConn Credits</u>
AP English Literature	ENGL 1007 - Seminar in Writing and Multimodal Composition	4
Individual & Family Development	HDFS 1070 - Individual & Family Development	3
Advanced Observational Drawing	Art 1030 - Drawing 1	3
Intro to Music Theory 1	MUSI 1011 - Music Fundamentals & Ear Training 1	3
Intro to Music Theory 2	MUSI 1012 - Music Fundamentals & Ear Training II	3
Intro to Asian American Studies	AASS 2201 - Intro to Asian American Studies	3
Chinese 5-1	CHIN 1114 - Intermediate Chinese II	4

**Examinations**

In all courses a final assessment is a requirement, and all courses also administer a mid-year assessment. Make-up assessments will be given only to students who are ill or who have other valid reasons, as determined by the school administration. Parents/Guardians must contact the appropriate assistant principal’s office by the first Monday in January/June if attendance at a mid-year/end-of-year assessment is in question.

**Senior Exam Exemptions** - Seniors are exempt from final exams in the following categories:

- **Full-Year, non-Advanced Placement Courses** - Seniors who have an 80 average for the fourth marking period and have maintained an overall 80 average in the course.
- **Half-Year Courses** - Seniors who have an 80 average for the second quarter (first semester courses) or 80 average for the fourth quarter (second semester courses) and have maintained an overall 80 average in the course.

**Advanced Placement Exams**

The experience of taking a rigorous culminating course exam is one of the definitive elements of an Advanced Placement course. Therefore, students who are enrolled in an Advanced Placement course **must** take one of the following exam options:

- a. Students can choose to take the Advanced Placement (AP) exam given by the College Board in May. In this case, students are exempt from having to take the SHS final exam, and their final average in the course will be calculated using only the quarter averages.
- b. Students can choose to take a Simsbury High School final course exam that will be similar in format and length to the corresponding AP exam. This exam will be given at the same time as the College Board’s version of the exam (in a separate setting), and the exam grade will be averaged into the final grade for the course.

### **External Credit For Enrolled Simsbury High School Students**

*All students need to earn 25 credits to graduate from Simsbury High School. On occasion, students may request taking a course outside of Simsbury High School and applying it to the graduation requirements. The following guidelines will determine external credit eligibility toward a Simsbury High School diploma.*

1. In order to earn a Simsbury High School diploma, students enrolled from freshman year are expected to earn the majority of their credits from classes taken at Simsbury High School or at an affiliated school as outlined in #2 below.
2. In addition to classes taken on campus, credits earned at the following programs affiliated with Simsbury High School are examples of credits that may be applied to a Simsbury diploma:
  - Greater Hartford Academy of the Arts
  - Bristol Technical Education Center
3. All courses—including online courses—taken elsewhere to accelerate placement, to meet prerequisites, or to meet graduation requirements, must have both prior course/program approval by Simsbury High School's Academic Review Team. This team is composed of an administrator, the department supervisor of the appropriate subject, and the Director of School Counseling. In general, the school will only accept one external credit per year.
4. Only courses earned at Simsbury High School or an affiliated school program (like those listed under #2 above) will appear on the student's transcript and be counted toward grade point average (GPA). At the student's request, external transcripts may be included with Simsbury High School's transcript.
5. Approved courses by the Simsbury High School Academic Review Team will appear on the transcript as a "Pass" (not a letter grade) with the appropriate credit determined during the course/program approval process.
6. Students new to the school will have transfer credits listed on Simsbury's transcript with "P"s for passing grades. Course grades from previous schools are not listed on the Simsbury transcript. Transfer credits will be determined and awarded for those courses that align with our credit system. Grade point average (GPA) will be computed based on the student's work at Simsbury High School. The previous school's grades will not be factored into the GPA. Upon graduation or transfer out of the system, any transcript from a previous school will automatically be included with Simsbury's transcript.
7. Students are required to take a minimum of six courses each semester (five for seniors) at Simsbury High School unless they are enrolled in the Greater Hartford Academy of the Arts or have administrative approval for a reduced schedule.
8. Home-schooled students' coursework will not be recorded on a Simsbury High School transcript. As in Item #4, external transcripts may be included with Simsbury High School's transcript at the student's request.
9. In special circumstances, Simsbury High School does offer some online learning opportunities through PLATO Learning. Permission to take a course through PLATO must be approved by the Academic Review Team.

### **Summer School**

1. The Department of Continuing Education (DCE) offers summer classes that Simsbury High School students can take and for which they can receive credit toward their graduation requirements.
2. It is anticipated that for the summer of 2024 the following courses will be offered for credit: Financial Literacy, Wellness 9, Wellness 10, Health 11, and Lifetime Activities. Details on these programs of study will be available in late March.
3. A student must inform the School Counseling Department of their intent to take a summer course for credit before the summer school closing registration date.
4. To be eligible to receive recovery course credit for Simsbury Summer School, a student must have received a final failing grade of no less than 50 percent.
5. Grading in all summer school courses will be recorded as "pass/fail" on the student's transcript.
6. All summer school work must be completed by the final date of summer school.
7. A student wishing to take a summer school course **at a different high school** must receive **prior written approval** from their counselor or administrator. The counselor or administrator will make certain that this course is appropriate to fulfill the credit requirement. Failure to follow this procedure may result in a student receiving no credit for the course.



### **Midyear Graduation**

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

### **School Counseling**

Comprehensive School Counseling Program is essential for the well-being of students in our community. It advocates for all students in their development of academic, career, and personal/social needs. The program is based on the premise that all students experience general stages of growth and development and have age-appropriate developmental tasks to accomplish. In this ever-changing society, the School Counseling program encourages the development of personal responsibility as capable citizens, productive workers, and lifelong learners.

Simsbury's Comprehensive School Counseling Program is designed to provide intervention with a proactive and preventative approach to all students in grades 9-12. The program consists of a planned, sequential curriculum, individual planning, responsive services, and system support.

School counselors are available to students and parents for issues concerning academics, educational plans, career plans, and social/emotional needs. Counselors listen and discuss the possible ways to handle issues. The counselors adhere to confidentiality. This applies to the information gathered from student discussions as well as students' records. However, when a student is at risk of harming themselves or hurting others, parents and other support staff are informed.

Students are assigned to a counselor in alphabetical order according to the student's last name. Every effort is made to have students assigned to the same counselor(s) for all four years.

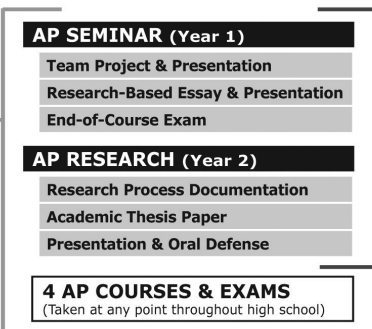
Students may initiate a conference with their counselor by emailing their counselor requesting a specific date and time. Counselors will confirm the meeting by replying to the student's email. Parents may also request conferences by emailing the counselor. If assistance is needed in setting up appointments, please call the School Counseling Office. Counselors will also initiate conferences with students and parents. Parents are urged to make appointments with the counselor when questions or concerns develop.

# Advanced Placement Capstone Diploma

AP Capstone™ is a diploma program from College Board based on two year long AP courses: AP Seminar and AP Research. Rather than teaching subject-specific content, these courses develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. Students who complete the two-year program can earn one of two different AP Capstone awards—the AP Seminar and Research Certificate (for successful completion of AP Seminar and AP Research), or the AP Capstone Diploma (for successful completion of AP Seminar, AP Research, and at least four additional AP exams).

## AP Capstone Diploma™

Students who earn scores of 3 or higher in both of the AP Capstone courses and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™ from the College Board.



## AP Seminar and Research Certificate™

Students who earn scores of 3 or higher in both of the AP Capstone courses but not on the four additional AP Exams will receive the AP Seminar and Research Certificate™, signifying successful performance in those courses.

### Advanced Placement Seminar Year, 1 credit, Grades 10, 11, 12



AP Seminar engages students in cross-curricular conversations that explore the complexities of real-world topics and themes by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, foundational, literary, and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and experience artistic works and performances. Students learn to synthesize information from multiple sources; develop their own perspectives in written essays; and design and deliver oral and visual presentations, both individually and as part of a team. Students develop the ability to analyze and evaluate information with accuracy and precision in order to draft and communicate evidence-based arguments. Students should have a desire to enhance their abilities to read, write, and think critically. *This course is offered through the English Department as an option for sophomores; however, it can also be taken by juniors or seniors for elective credit. AP Seminar is a prerequisite for AP Research, and should be taken by students pursuing AP Capstone.*

### Advanced Placement Research Year, 1 credit, Grades 11, 12



AP Research, the second course in the AP Capstone™ sequence, guides students as they explore an academic topic, problem, or issue of individual interest. Students design, plan, and implement a year-long investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information. The course culminates in an academic paper of 4,000-5,000 words and a presentation, with an oral defense presented to a panel of evaluators.

Successful completion of AP Seminar is a prerequisite for AP Research. If a student earns scores of 3 or higher in AP Seminar and AP Research only, the student will receive the AP Seminar and Research Certificate. If a student earns scores of 3 or higher in AP Seminar and AP Research and four additional AP Exams of their choosing, the student will receive the AP Capstone Diploma. This signifies outstanding academic achievement and attainment of college-level academic and research skills. Prerequisite: Successful completion of AP Seminar, including a score of 3 or higher on the AP Seminar exam. *This course fulfills the Capstone Experience requirement, or may be taken as an elective. AP Seminar and AP Research are required to earn the AP Capstone diploma.*

# Art

The Art Department at Simsbury High School offers a wide variety of courses to meet the interests and diverse needs of our students. The Arts have been identified by the College Board, the U.S. Congress, the National Association of Secondary School Principals, and the U.S. Department of Education as part of the core curriculum that all students should participate in during their high school experience. The art program is intended for any student interested in art for enjoyment, in preparation for a post graduate portfolio, or as a career choice. All sequences upon completion may result in a Capstone. *Students wishing to receive Level I credit must complete the approved application process established by the department. See the department supervisor for more information.*

## **Suggested Course Sequences in Art**

*\*Please note that these sequences are only suggestions. Students may begin with any Art course that interests them, provided that they have satisfied the individual course's prerequisites as noted in its descriptions.*

Grade Level	2D Strand	3D Strand	Design Strand
<b>Grade 9</b>	Art 1 Art 1A	Art 1/Art 1A Jewelry & Glass Ceramics & Sculpture 1	Art 1 Art 1A Digital Design 1
<b>Grade 10</b>	Drawing 1 Painting 1 Painting 2	Ceramics 2 Sculpture 2 Jewelry & Glass 2 Fashion Design 1	Photography 1 Animation & film 1 Digital Design 2
<b>Grade 11</b>	Drawing 2 Painting 2 Advanced Observation Drawing (UConn) Pre-Capstone/AP	Ceramics 2 Sculpture 2 Jewelry & Glass 2 Fashion Design 2 Pre-Capstone/AP	Photography 2 Animation & Film 2 Pre-Capstone/AP
<b>Grade 12</b>	<b>C</b> AP Drawing <b>C</b> Art Capstone	<b>C</b> AP 3D Design <b>C</b> Art Capstone	<b>C</b> AP 2D Photography <b>C</b> Art Capstone

## **FOUNDATIONS OF ART**

### **Unified Art (II) Semester, 1/2 credit, Grades 11, 12**



This is a half-year course. Students will be given the opportunity to develop artistically, collaborate with friends on a variety of art projects, and showcase their work in community settings. Unified Programming (i.e., unified theater, wellness) provides a forum for positive social interaction between students with and without disabilities. The artist partnership cultivates a greater understanding of oneself, and of others, while developing new friendships. Content includes drawing, painting, collage, ceramics, and collaborative projects. *Course may be taken in Grade 9 or 10 upon recommendation by a Planning and Placement Team.*

### **Art 1 (II) Year, 1 credit, Grades 9, 10, 11**



Art 1 is a year-long foundation course that provides a sampling of all art courses taught at SHS. Art 1 is designed to introduce students to contemporary artists and allows for experimentation with a variety of media and studio

processes. In Art 1 students will experience personal and collaborative art making in a safe studio setting while deepening their understanding of the visual arts in relation to history, cultures, and other disciplines, In this course, students will make connections, take risks, problem solve, explore, persist, reflect, learn from each other, and most of all, enjoy making art.

### **Art 1A (II) Semester, 1/2 credit, Grades 9, 10, 11**



Students in grades nine through eleven may select the option of enrolling in Art 1 for one semester only. The course will consist of units of study in two and three-dimensional art forms such as drawing, painting, design, and sculpture.

## **DIGITAL MEDIA ARTS**

---

### **Animation and Film 1 (II) Year, 1 credit, Grades 10, 11, 12**



In this one-year course, students learn to make original works in film and animation, utilizing traditional and digital techniques. Working both independently and collaboratively, students explore the media using current state-of-the-art equipment, and they experiment with animation techniques, including stop-motion, and computer animation to create short films. Storyboard development and post production editing are introduced, while students develop advanced skills integrating art and technology. Through discussion and research, students also learn to analyze and critique professional films and animations.

### **Animation and Film 2 (II) Year, 1 credit, Grades 11, 12**



This is a special topics course for students who have successfully completed Animation and Film. Students work more independently, making personal choices about media, software, and subject matter. *Prerequisite: Animation and Film 1*

### **Digital Design 1 (II) Year, 1 credit, Grades 9, 10, 11, 12**



This course introduces the student to combining traditional art media with digital media to produce original works of art. The students will explore multimedia applications for both fine and commercial art. Students will learn about design-related careers while using their imagination and observation to create works of art in graphics, advertising, merchandise design, and digital imagery.

### **Digital Design 2 (II) Year, 1 credit, Grades 10, 11, 12**



Students in this technology-based course will further explore and apply the use of graphic software to produce fine and commercial art. Students will further develop design skills through career-related experiences while developing a portfolio that demonstrates their skill in product design, motion graphics, illustration, graphic novels, and communication art. *Prerequisite: Digital Design 1*

### **Photography 1 (II) Semester, 1/2 credit, Grades 10, 11, 12**



This course introduces students to the materials, equipment, and techniques of photography. Students will learn to manipulate photos. They will learn studio techniques, composition, exposure, and design concepts using Adobe Photoshop software. Students will learn about careers in the photography field as well as study the images of 20th and 21st century photographers and learn how this medium is utilized by both fine and commercial artists. Discussion and critique are critical components of this course.

## Photography 2 (II) Semester, 1/2 credit, Grades 10, 11, 12



This continuation of Photography 1 further develops students' technical skill and ability to compose photographs while placing more emphasis on concepts and ideas for creating work. Advanced processes and techniques will be learned in order to explore the interdisciplinary nature of photography. Students will have an opportunity to produce a portfolio of both fine and commercial photography and utilize their work in real life situations, such as exhibition and advertising. Discussion and critique are critical components of this course. *Prerequisite: Photography 1*

## TWO-DIMENSIONAL ART

---

### Drawing 1 (II) Year, 1 credit, Grades 10, 11, 12



This course consists of learning a wide range of drawing techniques. Figure study, portraits, and perspective are emphasized. Assignments increase in difficulty, length, and complexity, using both observation and imagination. Traditional and contemporary techniques and digital media are explored. Students will apply acquired knowledge to provide their own solutions to required assignments. Concentration will be on larger drawings which require a knowledge of a variety of drawing techniques. Strong emphasis is placed on originality. This course is considered appropriate for the college-bound student, especially for the student planning a career in an art-related field.

### Drawing 2 (II) Semester, 1/2 credit, Grades 11, 12



Students will continue developing their drawing skills by learning advanced drawing techniques. They will develop their own personal style of self-expression. *Prerequisite: Drawing 1*

### Advanced Observational Drawing (II) UCONN ECE Year, 1 credit, Grades 10, 11, 12



This college course is designed for serious art students. Students will explore the fundamental principles of observational drawing. Being able to draw realistically is not a trait that one is born with; it requires behaviors and practices in mindfulness, patience, risk taking, and perseverance. Students will learn, develop, and practice techniques and strategies in perspective, composition, line weight, proportion, and measuring. We will share ideas and reflect on our process and completed works in individual, one-on-one, and group critiques. Students who receive a C or better and who have registered with the university can earn three credits from UCONN. *Prerequisite: Drawing 1*

### Painting 1 (II) Semester, 1/2 credit, Grades 10, 11, 12



Students are introduced to the materials and subject possibilities of painting, as well as artistic styles. Students will learn the qualities and properties of acrylics, watercolor, and other color media. Emphasis is placed on composition, technique, color theory, and expression. This introductory course is appropriate for students interested in exploring color media, as well as those who may plan to develop a portfolio. *Prerequisite: 1/2 credit in art or approval of department supervisor*

### Painting 2 (II) Semester, 1/2 credit, Grades 10, 11, 12



Students will draw content from different styles of art for their painting while searching for a personal statement. Students will make choices about media, content, and techniques while developing a personal style and a portfolio of their work. This course is considered appropriate for the college-bound student, especially for the student planning a career in an art-related field. *Prerequisite: Painting 1*

## THREE-DIMENSIONAL ART

---

### **Ceramics and Sculpture 1 (II) Semester, 1/2 credit, Grades 9, 10, 11**



This introductory course includes three-dimensional experience in both ceramics and sculptural media. Additive and subtractive sculpture techniques will be included using media such as glass, paper, wire, and mixed media. Ceramic experiences will include hand-built sculpture pieces, potter's wheel, and glazing techniques.

### **Ceramics 2 (II) Semester, 1/2 credit, Grades 10, 11, 12**



This course will introduce students to more advanced ceramics objectives. Challenging design concepts and techniques will be introduced. Clay will be used both for sculptural and functional creative problem solving and for interpretation. Students will explore various hand-building and wheel throwing skills, as well as traditional and experimental finishing techniques. *Prerequisite: Ceramics and Sculpture 1*

### **Sculpture 2 (II) Semester, 1/2 credit, Grades 10, 11, 12**



Students will continue to explore the medium of sculpture using glass, clay, paper, wire and mixed media while assembling three-dimensional forms. Students will learn how to combine various media in responding to sculptural themes, such as assemblage and installation. Specific projects will allow for creative problem solving, and interpretation may vary according to individual interest. *Prerequisites: Ceramics & Sculpture 1*

### **Jewelry and Glass 1 (II) Semester, 1/2 credit, Grades 9, 10, 11, 12**



Students are introduced to traditional and contemporary jewelry-making techniques using glass, wire, silver, copper, clay, and found objects. Piercing, sawing, forming, bending, filing, and finishing jewelry are introduced as elements of good craftsmanship.

### **Jewelry and Glass 2 (II) Semester, 1/2 credit, Grades 10, 11, 12**



Students work with previously learned techniques to form complex pieces of jewelry. Students will also learn new techniques that emphasize innovative and creative design. *Prerequisite: Jewelry and Glass 1*

### **Fashion Design 1 (II) Year, 1 credit, Grades 10, 11, 12**



This course is designed to provide students with an overview of the fashion design industry. Students will be introduced to the design process including mood board compiling, innovative design for a client, and the construction of a garment. Students will all create a Digital Portfolio and have work presented at SHS Art Show Exhibition.

### **Fashion Design 2 (II) Semester, 1/2 credit, Grades 11, 12**



Students in this fine arts course will further explore and apply fashion design and apply the learning from Fashion Design 1 to produce more complex works of art. Students will further develop design skills through career-related experiences while developing a portfolio that demonstrates their skills in creating a fashion work of art.

## ADVANCED STUDIES IN ART

---

### Pre-Capstone/AP (II) Semester, 1/2 credit, Grade 11



The Pre-Capstone/AP will provide students with the opportunity to pursue a high level of study in a specific media and or strand of Visual Art. Students will use this time to explore and select between AP Capstone or a Visual Art Capstone. Students who enroll in this course will learn to develop inquiry questions that can guide media investigations with an emphasis on personal expression. All activities focus on critical and creative thinking with the goal of developing each student's individual artistic voice and or interest. For scheduling purposes, students who select Pre- Capstone/AP will be required to identify their medium of choice and gain permission from a specific teacher and supervisor before enrolling. *Prerequisite: All courses within a strand or media. Students can enroll in two consecutive semesters with approval from the instructor or department supervisor.*

### Art Capstone Year, 1 credit, Grade 12



This is a full-year course where students will develop a creative project related to a specific Art Strand. Students will create work with an emphasis on inquiry and investigation. All students will submit a portfolio that documents artistic processes and shows mastery of the VOG competencies. Students will develop their own personal voice through exploration of concepts, composition, execution, varied art mediums, mixed media, and themes. Students will understand that creating and developing art is a constant, ongoing activity that involves personal decision making. Students will participate in the Capstone presentation. *Prerequisite: 2. credits in Art (suggested) (Pre-Capstone/AP).*

### Advanced Placement Art Year, 1 credit, Grade 12



Develop your skills in 2-D, 3-D, or Drawing as you explore different media and approaches. Students will create artwork that reflects their own ideas and skills and what they have learned. The three Art and Design portfolios (2-D Design, 3-D Design, and Drawing) share a basic, two-section structure that requires students to show a fundamental competence and range of understanding in visual concerns and methods. Each section contributes to the final portfolio score, which is on a five-point scale.

**Section 1:** Sustained Investigation: Students will create a body of work that demonstrates: sustained investigation through practice, experimentation, and revision; sustained investigation of materials, processes, and ideas; synthesis of materials, processes, and ideas; and 2-D, 3-D, or drawing skills. Students will have to document in writing the questions that guided their sustained investigation, and how their sustained investigation should evidence of practice, experimentation, and revision guided by their questions.

**Section 2:** Selected Works: Students will choose works that demonstrate 2-D, 3-D, or drawing skills, synthesis of materials, processes, and ideas. For each work, students will have to describe in writing their ideas, materials, and processes used.

*All AP Art courses can be taken for Capstone credit. Prerequisite: 2.5 credits in Art*



## Business

The Simsbury High School Business Department is where innovation, entrepreneurship, and real-world skills converge to prepare our students for opportunities in the business world. Our courses provide a comprehensive and enriching education in business, economics, and entrepreneurship, empowering the students to develop the knowledge, skills, and mindset necessary to thrive in today's ever-evolving global market. Through exploring business and economics, students will foster a passion for innovation, critical thinking, and ethical leadership. The business department is the ideal place for students to begin their journey toward success in the business world, where they can launch their own startups or companies, manage corporations, or understand the economics of our society.

- All courses are offered at Level II. Students wishing to receive Level I credit or complete an independent study must complete the approved application process established by the department. See the course teachers for more information.
- Students may earn college credit for selected business courses through the CT Community College dual enrollment program.

### **Suggested Course Sequences in Business**

Please note that these sequences are only suggestions. Students may begin with any Business course that interests them, provided that they have satisfied the individual course's prerequisites as noted in its descriptions.

Grade Level	Finance	Marketing
<b>Grade 9</b>	Introduction to Business & Finance Introduction to Business Technologies	Accounting 1 Web Design
<b>Grade 10</b>	Introduction to Business & Finance Introduction to Business Technologies Banking & Investments Marketing Sports & Entertainment Marketing	Accounting 1 Accounting 2 International Business Web Design
<b>Grade 11</b>	Introduction to Business & Finance Introduction to Business Technologies Banking & Investments Marketing Sports & Entertainment Marketing Financial Literacy*	Accounting 1 Accounting 2 International Business Web Design <input type="checkbox"/> Entrepreneurship*** Personal Finance**
<b>Grade 12</b>	Introduction to Business & Finance Introduction to Business Technologies Banking & Investments Marketing Sports & Entertainment Marketing Financial Literacy*	Accounting 1 Accounting 2 International Business Web Design <input type="checkbox"/> Entrepreneurship*** Personal Finance**

\*Class of 2025-2026 Graduation Requirements

\*\*Starting with the Class of 2027 Graduation Requirement

\*\*\*Students may take this course to qualify as a Capstone course.

## FINANCIAL LITERACY GRADUATION REQUIREMENTS

A .25 credit in financial literacy is required for the class of 2025 and 2026. **Beginning with the Class of 2027, students will be required to complete a .50 credit in personal finance.** The .25 credit requirement can be achieved through the completion of one of the following courses:

<b>Financial Literacy - II</b>	.25 credit
<b>Personal Finance-II</b>	.50 credit
<b>AP Economics - I</b>	1.0 credit

*\*The Department of Continuing Education may offer a financial literacy course during the summer.*

### Accounting 1 (II) Semester, 1/2 credit, Grades 9, 10, 11, 12



This course will provide the students with a solid foundation in the fundamental principles and practices of accounting. Students will understand the vital roles accounting plays in recording, analyzing, and interpreting financial information. Students will learn to prepare, interpret, and communicate financial statements through theory and hands-on applications, enabling informed decision-making in various contexts.

### Accounting 2 (II) Semester, 1/2 credit, Grades 10, 11, 12



Accounting 2 reinforces the concepts and procedures learned in Accounting 1, and takes a more in-depth look at advanced theory and practice. Detailed financial analysis and interpretation are emphasized using business world scenarios. Students will build their financial accounting and decision-making skills. The students will develop tools to navigate the financial world confidently.

*Prerequisite: Accounting 1*

### Banking and Investments (II) Semester, 1/2 credit, Grades 10, 11, 12



This course is for those interested in pursuing a career in the financial world. *Banking and Investments* provides an overview of today's banking industry, financial institutions, monetary policy, and security and fraud. Topics such as stock underwriting and valuation, securities regulations, and mergers and acquisitions are also covered. If you've ever wondered how an IPO is established and how companies raise capital, this is the course for you!

### Entrepreneurship (II) Full Year, 1 Credit, Grades 11, 12



Learn the tools of innovation and entrepreneurship using a design thinking approach that helps transform your ideas and business concepts into a concrete start-up. Through an interactive discovery process, student entrepreneurs will develop knowledge, skills, and real-world experiences as they turn their entrepreneurial dreams into practical steps. In this capstone course, students start with an idea, develop a lean business plan, secure startup funds, develop a product or service, use marketing strategies, and eventually take the venture to market. Students will network with local businesses, mentors, fellow entrepreneurs, and industry experts to gain invaluable insights, feedback, and guidance. Business plans, project portfolios, and reflections will be shared with community representatives and business leaders. Get ready to transform your ideas into action! This course fulfills the Capstone Graduation credit.

*Prerequisite: 2 Business courses (not including Financial Literacy or Personal Finance)*

### Financial Literacy (II) Quarter, 1/4 credit, Grades 11, 12



This course provides a foundational understanding for making informed personal financial decisions. Relevant topics covered will include income, money management, spending and credit, as well as saving and investing. Students will

gain knowledge in finance, debt, and credit management and evaluate and understand insurance and taxes. **\*\*This course fulfills the requirement for financial literacy that is necessary for graduation for class of 2025 and 2026 only.**

### **Introduction to Business and Finance (II) Semester, 1/2 credit, Grades 9, 10, 11, 12**



This course is designed to introduce students to many aspects of modern business. Students will be exposed to business terminology and concepts and current business issues, as well as a variety of career fields in the areas of business and finance. This course is intended to provide a broad overview of the business and finance field, along with an examination of specialized fields, which students may further study.

### **Introduction to Business Technologies (II) Semester, 1/2 credit, Grades 9, 10, 11, 12**



Do you know how to convey your message successfully using today's technology? Using information and communications technology to gather and access information, to collaborate, to create effective communications, to think critically, and to solve problems are essential skills today. This course gives students a strong foundation in 21st Century technology skills that are crucial to all students in pursuit of academic success and success in life. Students will learn how to effectively use online collaborative applications.

### **Marketing (II) Semester, 1/2 credit, Grades 10, 11, 12**



Why would a company choose an email campaign over a television commercial? Through projects and problem-solving, students will experience the principles, concepts, and critical thinking behind marketing questions such as these. This course is designed to provide a broad-based foundation to the 4 P's of marketing: product development, pricing, promotion, and places of distribution. In addition, students are exposed to marketing research, marketing strategy, Internet and global marketing, consumer behavior, and market segmentation.

### **Personal Finance (II) Semester, 1/2 credit, Grades 11, 12**



Successful financial planning and investing are critical to reaching your financial goals. A "must have" class for every student, this finance course provides the fundamentals of investment strategies, which include stocks, bonds, mutual funds, and real estate, and an in-depth understanding of personal taxes. Other topics covered are preparing and interpreting personal financial statements and budgets, time value of money, savings, consumer credit, risk management, and even retirement planning. This class emphasizes learning how to make your money work for you! *Students may earn three college credits through CT State Community College's College Career Pathways (CCP) program.* ***This course fulfills the requirement for Financial Literacy that is necessary for graduation. \*\*\*Beginning with the class of 2027, the state of Connecticut will require students to earn 0.5 credits in Personal Finance.***

### **Sports & Entertainment Marketing (II) Semester, 1/2 credit, Grades 10, 11, 12**



Do you like sports? Do you enjoy following the latest Hollywood trends? This course introduces students to the basic principles of economics, marketing, and merchandising through the fast-growing areas of sports and entertainment. Learn how marketers use sports agents, sponsorships, and public relations tools to attract an audience. This course will give students the opportunity to become familiar with the hundreds of careers in the ever-growing field of sports and entertainment. Motivating projects with simulations, guest speakers, and field experiences will bring this career area alive for students!

## **Web Design (II) Semester, 1/2 credit, Grades 9, 10, 11, 12**



This course introduces the students to the principles, tools, and techniques of web design, empowering the students to create visually appealing, user-friendly, and responsive websites. Students will design web pages using software applications such as Adobe Dreamweaver and Google Sites. Students will learn and apply fundamentals of design principles, including graphics, audio, animation, and video, everything necessary to develop a professional website. Through collaborative and individual activities, students will learn the best practices for designing an effective and marketable web page design. This course will prepare the students as future web designers, developers, content creators, or business owners seeking to promote and enhance their online presence.

## **International Business (II) Semester, 1/2 credit, Grades 10,11,12**

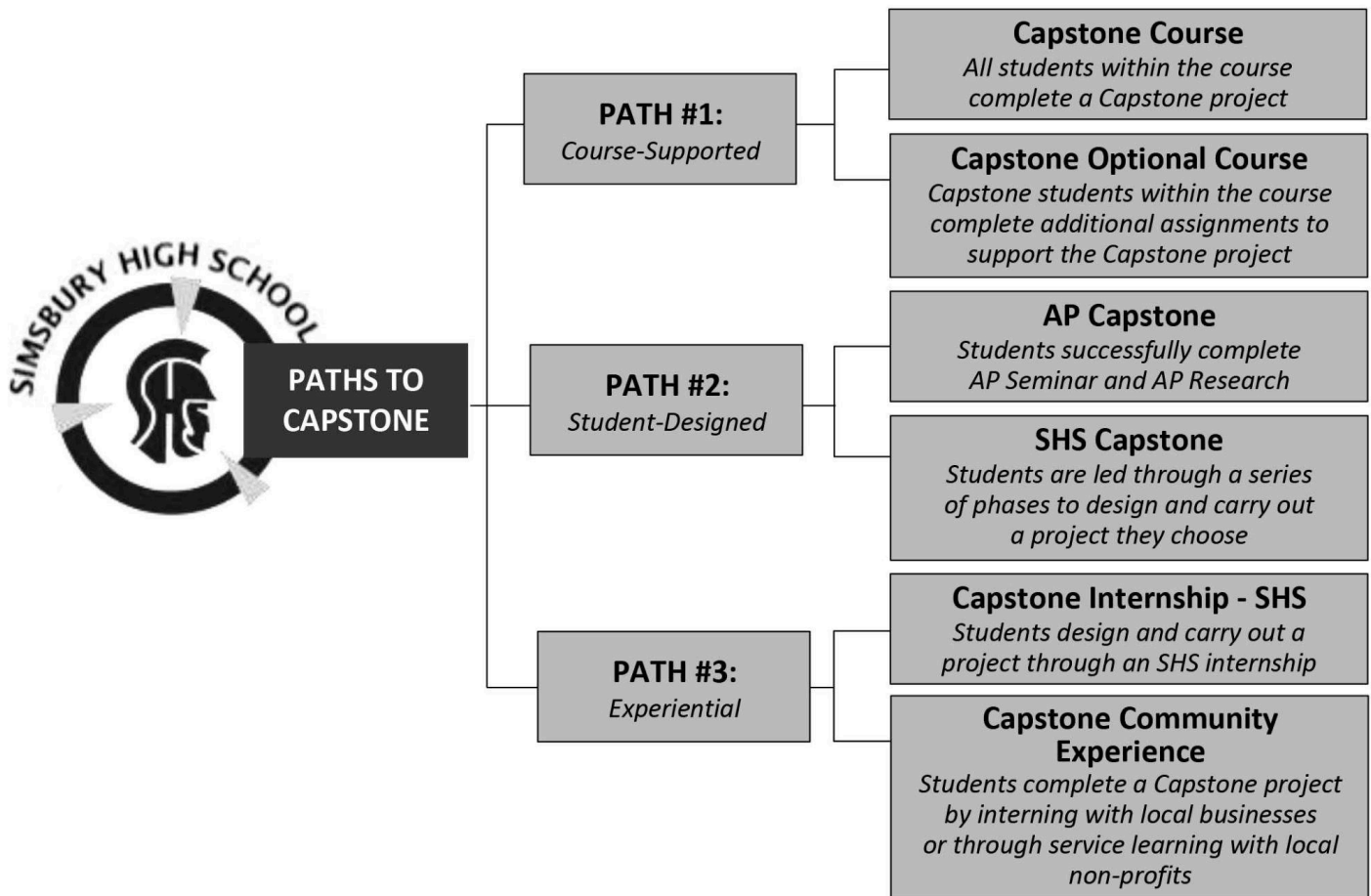


In this course, students will explore the exciting and interconnected world of global commerce, understanding the intricacies of conducting business globally in an era of international markets and cross-border trading. The course is designed to equip students with the knowledge, skills, and cultural awareness needed to navigate international business, developing their critical thinking, problem-solving, and negotiation skills necessary for success in the global marketplace. Through case studies, theory, and interactive discussions, the students will explore the multifaceted aspects of international business, including market entry strategies, global trade regulations, and ethical considerations. This course will prepare students who aspire to work for a multinational corporation or international entrepreneurship.

## Capstone Experience

Each Simsbury High School student must complete a 1.0-credit “Capstone Experience” in grades 11 and/or 12. A Capstone project is a student-designed, inquiry-based, extended learning experience that builds on students’ strengths, knowledge, skills, and interests to “cap” the student’s K-12 education. Capstone’s mastery-based performance assessments provide an evaluation of student’s Simsbury Public Schools Vision of a Graduate competencies prior to graduation. The primary purpose of Capstone is to encourage students to grow academically and personally as they prepare to function more independently after high school.

Simsbury has chosen a “multiple pathways” approach to Capstone to encourage student choice and flexibility. Students may select one of three paths, to Capstone, shown and described below:



All Capstone students complete three performance assessments to demonstrate their six Vision of a Graduate competencies before graduation.

<b>C</b>		<b>Capstone Registration Choices with Prerequisites</b>				
Dept	<b>ART</b>		<b>CAPSTONE</b>			
Course	<b>AP Art</b>	<b>Art Capstone</b>	<b>AP Research</b>	<b>SHS Capstone</b>	<b>Capstone Community Experience</b>	<b>Capstone Internship (SHS)</b>
Prerequisite	≥ 2.5 credits in Art  Recommended: Pre-Capstone/AP	≥ 2 credits in Art  Recommended: Pre-Capstone/AP	AP Seminar  Score of 3+	None	No course prerequisites  Enroll the semester before the internship would begin  <i>Course does not physically meet. Students must complete tasks independently through Google Classroom.</i>	≥ .5 credit in the internship prior to Capstone  <i>Course does not physically meet. Students must complete tasks independently through Google Classroom.</i>
Dept	<b>CAREER &amp; TECH EDUCATION</b>			<b>FAMILY &amp; CONSUMER SCIENCE</b>		<b>SCIENCE</b>
Course	<b>Architecture 3</b>		<b>Engineering Design &amp; Development</b>		<b>Culinary Arts Capstone</b>	<b>Biomedical Innovation (PLTW)</b>
Prerequisites	Architecture 1 (.5) Architecture 2 (1.0)  OR by permission of department supervisor		≥ 2 PLTW Engineering courses  OR by permission of department supervisor		Intro to Culinary Arts (.5)  Culinary Arts 2 (1.0)	Principles of Biomedical Sciences (1.0)  Human Body Systems (1.0)  Medical Interventions (1.0)
<i>All students in Capstone courses complete long-term, self-directed inquiry projects. Carefully consider the number of Capstone courses a student registers for in a single year.</i>						

<b>O</b>		<b>Capstone-Optional Registration Choices with Prerequisites</b>				
Dept	<b>BUSINESS</b>		<b>ENGLISH</b>	<b>MATH</b>		
Course	<b>Entrepreneurship</b>		<b>Intro to Asian-American Studies</b>	<b>AP Computer Science Principles</b>	<b>Computer Science Principles</b>	<b>Statistics</b>
Prerequisites	≥ 1.0 Business credits  OR permission of department supervisor		None	Geometry	Geometry	Algebra 2
Dept	<b>MUSIC/PERFORMING ARTS</b>			<b>CAREER &amp; TECH EDUCATION</b>		
Course	<b>Band, Choir, or Orchestra</b>		<b>Music Theory 1 &amp; 2</b>	<b>Advanced Theater 2</b>	<b>Auto Tech 3</b>	<b>Manufacturing Enterprise Internship</b>
Prerequisites	≥ 2 music courses + Continued enrollment in band, choir, or orchestra AND Enrollment in Music Capstone through Google Classroom		≥ 2 music courses	≥ 2 music courses	Auto Tech 1 (.5) Auto Tech 2 (1.0)	Manufacturing Enterprise (1.0)
<i>Students in Capstone-optional courses complete additional work to prepare for Capstone.</i>						

---

## Capstone Courses

### Advanced Placement Research Year, 1 credit, Grades 11, 12



AP Research, the second course in the AP Capstone sequence, guides students as they explore an academic topic, problem, or issue of individual interest. Students design, plan, and implement a year-long investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information. The course culminates in an academic paper of 4,000-5,000 words and a presentation, with an oral defense presented to a panel of evaluators. *Prerequisite: Completion of AP Seminar, including a score of 3 or higher on the exam.*

*AP Capstone Note:* AP Research is the second course in the AP Capstone™ program. Successful completion of AP Seminar is a College Board prerequisite for AP Research. If a student earns scores of 3 or higher in AP Seminar and AP Research only, the student will receive the AP Seminar and Research Certificate. If a student earns scores of 3 or higher in AP Seminar and AP Research and four additional AP Exams of their choosing, the student will receive the AP Capstone Diploma. This signifies outstanding academic achievement and attainment of college-level academic and research skills.

### SHS Capstone 1 (II) Semester, 1/2 credit, Grades 11, 12



Two semesters of SHS Capstone support students as they complete student-designed Capstone projects. Students create an original work or product, make a significant community contribution, or dive deeply into an area of personal interest. All projects must connect to a larger community in some way. During the first semester, students:

- (1) choose a topic of personal interest and/or community significance;
- (2) increase their knowledge about the topic;
- (3) identify an important problem, issue, or question related to the topic;
- (4) propose a project to address the problem, issue, or question;
- (5) document their progress as they begin to carry out the project; AND
- (6) reflect about what they have learned and adjustments they plan to make as they continue their self-directed inquiry the following semester.

To fulfill the SHS Capstone Experience requirement, students must also successfully complete SHS Capstone 2. Students should take SHS Capstone 1 and 2 sequentially, in consecutive semesters. Students may enroll in SHS Capstone 1 during the spring of junior year and complete SHS Capstone 2 during the fall of senior year, an important consideration for students planning warm-weather projects.

### SHS Capstone 2 (II) Semester, 1/2 credit, Grades 11, 12



During the second semester of SHS Capstone, students work to complete and share their Capstone Experiences as they:

- (1) consider progress so far and adjust their approach if needed;
- (2) continue to document their process, reflect, and revise;
- (3) finalize a “product,” which might take many different forms;
- (4) give a “demonstration of learning” presentation to share their work with a community audience of students, teachers, and community guests; AND
- (5) complete a final reflection about the year-long Capstone Experience.

Students who successfully complete two semesters of SHS Capstone have fulfilled the Capstone Experience requirement. *Prerequisite: SHS Capstone 1.*



---

## Capstone Internship Program

Capstone internships combine a minimum of 60 hours of work or service in the community with career research, exploration, and preparation tasks. Students must apply for Capstone internships through school counseling *the semester before the internship would begin* as planning is required to award school credit for work in the community. Students cannot retroactively receive Capstone credit for hours completed outside the program.

Students may serve or work at SHS or in the community as part of a Capstone project during grade 11 or 12. Students may also plan an internship during junior spring, document hours on site over the summer, and complete Capstone requirements in the fall of senior year.

As is the case for all Capstone students, Capstone internship students must successfully complete a demonstration of learning presentation and final reflection at the end of the Capstone year to earn the Capstone Experience credit.

### **Capstone Internship (SHS) 1 credit, Grades 11, 12**

Many semester Trojan Internship options offer opportunities for year-long Capstone internships within SHS, including Teaching Assistant, Trojan Tech Team, and the Writing Center. Capstone internships at SHS are supervised by faculty members, and require students to design and carry out improvement or innovation projects related to the internship in addition to serving hours.

### **Capstone Community Experience 1 credit, Grades 11, 12**

Students may complete a request form to complete a Capstone project through community experiences including internships, service learning, or unique educational opportunities. Students interested in a Capstone Community Experience should talk with their school counselor at registration, and schedule a planning meeting with the Capstone Coordinator in February (for summer internships) or August (for academic year internships). All students placed in the community must complete job preparation, safety training, a learning plan, and required paperwork to earn school credit for community work. Students choosing this path must be at least 16 years old, in grades 11 or 12, and families must provide transportation to and from the internship site.

## English

The English program offers courses at two levels of achievement, ability, and interest for grades nine through twelve. This arrangement of levels ensures that all students are challenged and motivated. The sequential curricula incorporate instruction in language skills, composition, and literature. The levels of the English courses are: AP - Advanced Placement, Level I - Honors, Level II - Competitive College Preparatory. Level placement is primarily based on teacher recommendation.

### *Typical Course Sequences in English*

Grade Level	AP	Level I	Level II	Available Electives
Grade 9	—	Grade Nine English	Grade Nine English	—
Grade 10	AP Seminar	Grade Ten English	Grade Ten English	Film Study Advanced Film Study Public Speaking
Grade 11	AP English Language	—	Grade Eleven English	Film Study Advanced Film Study Public Speaking
Grade 12	AP English Literature and Composition	—	<b>First Semester:</b> Multiple Voice in World Literatures <b>Second Semester:</b> Modern Fiction	Film Study Advanced Film Study Public Speaking <input type="checkbox"/> Intro to Asian American Studies

*With the exception of Film Study and Advanced Film Study, all English classes are NCAA approved core courses. Students interested in pursuing an English Capstone should register for AP Research or SHS Capstone.*

### **Grade Nine English Literature and Composition (I, II) Year, 1 credit, Grade 9**



In Grade Nine English, students study the major genres of literature, with a thematic focus on coming of age and undergoing quests and journeys. Core readings include *Romeo and Juliet*, *The Odyssey*, short non-fiction selections, works of major poets, classic short stories, and a variety of supplemental works. Students are expected to produce expository, analytical, creative, persuasive, and response writings. Instruction integrates grammar, mechanics, and vocabulary development. The number of readings and the difficulty of writing assignments increase by level.

### **Advanced Placement Seminar Year, 1 credit, Grade 10**



AP Seminar engages students in cross-curricular conversations that explore the complexities of real-world topics and themes by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, foundational, literary, and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and experience artistic works and performances. Students learn to synthesize information from multiple sources; develop their own perspectives in written essays; and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately the course aims to equip students with the power

to analyze and evaluate information with accuracy and precision in order to draft and communicate evidence-based arguments. Students should be highly motivated and self-directed and have a desire to enhance their abilities to read, write, and critically think.

### **Grade Ten English (I, II) Archetypes in Literature and Composition Year, 1 credit, Grade 10**



In Grade Ten English, students work to master their oral and written communication skills and to become more independent critical thinkers. They will accomplish these goals by focusing their reading on archetypal elements and story patterns found in a variety of literary genres. Students will engage in learning activities to develop strong reading comprehension strategies, which will prepare them for skills on the PSAT and SAT. Instruction integrates grammar, writing mechanics, and vocabulary development. The number of readings and the difficulty of writing assignments increase by level.

### **Advanced Placement English Language Year, 1 credit, Grade 11**



Focusing on themes of the promise and reality of America, students explore American rhetoric from multiple perspectives. Students examine historical letters, speeches, essays, and documents, as well as core fictional texts, to arrive at an author's purpose for writing and its impact on the given audience. In preparation for the PSAT, SAT, and AP exam, students engage in vocabulary and grammar study. This course emphasizes close reading for the development of sophisticated analysis in discussion and in composition. After instruction in rhetorical analysis, synthesis, and persuasive writing, students will be prepared to take the AP Language and Composition exam.

### **Grade Eleven English (II) American Literature and Composition Year, 1 credit, Grade 11**



Focusing on themes of the promise and reality of America, students explore American literature through literary periods as well as themes. Readings include *A Raisin in the Sun*, *Into the Wild*, and *The Great Gatsby*, as well as short stories, essays, and poetry. Students review language skills and develop writing, interpretative reading, and speaking skills. In preparation for the PSAT and the SAT, students engage in vocabulary and grammar study.

## **GRADE TWELVE ENGLISH ADVANCED PLACEMENT**

---

### **Advanced Placement English Literature and Composition Year, 1 credit, Grade 12**



This course prepares students for the AP examination in English Literature and Composition and provides the equivalent of a freshman college course. Emphasis is on close critical reading and thoughtful written and oral responses to the literature. Readings generally include *The Things They Carried*, *Beloved*, and *Hamlet* and a wide selection of other novels, short stories, essays, and poems. Writing assignments included blog posts, personal essays, literary analysis, and imaginative responses to the readings. Teacher recommendation depends on the student's high level of achievement and participation in previous English courses.

**NOTE:** Students who take this AP English course have the opportunity to participate in The University of Connecticut Early College Experience Program (UConn ECE) by concurrently taking ENGL 1007—Writing Through Literature (4 credits). This program, offered by UConn in conjunction with high schools around the state, allows students to receive both high school credit and college credit from the University of Connecticut.

- ENGL 1007 – Writing Through Literature is taught by staff members who are also adjunct professors for UConn.
- Students must maintain a grade of C or better to be awarded the university's 4 credits.
- Students may request a transcript from the University of Connecticut upon successful completion of ENGL 1007. UConn credits are accepted at many colleges and universities nationwide.

- Students must register in the UConn ECE program prior to the start of the course and are financially responsible for all fees associated with the course. A \$25.00 per credit fee is charged for changes made during the add/drop period in September.
- All fees are nonrefundable if the course is dropped after the add/drop period.

## LEVEL II - COMPETITIVE COLLEGE PREPARATORY

---

In grade twelve English for Level II, students take two semester-long courses: *Multiple Voices In World Literature and Modern Fiction*.

### Multiple Voices In World Literature (II) Semester, 1/2 credit, Grade 12



This course offers a study of works of contemporary literature from throughout the world, with an emphasis on understanding diverse perspectives. The study of literature is grounded in the historical context of the stories we read, and students engage in research to round out their understanding of the text. Students also write personal and literary analysis essays throughout the semester. Readings may include *Born a Crime*, *Life of Pi*, *The Curious Incident of the Dog in the Night-Time*, *The Light Between Oceans*, *Balzac and the Little Chinese Seamstress*, *Station Eleven*, and *Selected Short Stories from One World (A Global Anthology Vols. I and II)*.

### Modern Fiction (II) Semester, 1/2 credit, Grade 12



This course offers a study of modern text format, including documentaries, podcasts, films, and novels. The course focuses on understanding the values and perspectives of various storytellers, their intended audience, and the techniques they use to convey their stories. All students will read *The Things They Carried*, learn about documentary filmmaking, podcasting, and ultimately convey their own story by creating a documentary or podcast.

## GRADES 10, 11, & 12 ELECTIVES

---

*These electives may not be used to fulfill an English requirement for graduation. For any of these courses, a teacher may offer a pass-fail option. The deadline for requesting this option is the third week of the course.*

### Film Study (II) Semester, 1/2 credit



This course is designed to be an introduction to the history and development of film production, with an emphasis on the terminology and basic theory of cinematic arts. While screening films of different genres, students make observations, apply understandings, and generate analyses.

### Advanced Film Study (II) Semester, 1/2 credit



This course is an intensive study of American and international cinema that focuses on critical theory and film analysis. With an existing knowledge of the basic terminology and theory from Film Study, students will actively screen great films to apply knowledge, generate discussions, and interpret filmmakers pre-production, production, and post-production techniques. *Prerequisite: successful completion of Film Study*

### Public Speaking (II) Semester, 1/2 credit



This course will help students organize, prepare, and deliver speeches in public. Students will have frequent opportunities to speak in front of the whole class, and they will learn to speak with effective diction, pace and volume,

and with focus and confidence. Students are expected to plan and execute a variety of genres of speech, to demonstrate effective listening skills, to offer feedback to peers on their speeches, and to reflect on and self-assess their own performances as speakers.

**Introduction to Asian American Studies (I) Year, 1 Humanities/Capstone credit, Grades 11, 12**



Modeled after UConn’s Introduction to Asian American Studies (IAAS) course, this Early College Experience (ECE) IAAS course is intended to be rigorous, guiding students to think and read critically; analyze and synthesize a variety of texts and media; and engage in academic writings, research, Socratic seminars, and presentations. Organized chronologically and thematically, this interdisciplinary course will explore the history of Asian migration to the U.S. in the 19th century and the new waves of migration in the second half of the 20th century and early 21st century; it will also navigate the Asian American experience through multiple lenses including political, socio-economic, literary and popular culture perspectives. The IAAS course will further raise awareness of the diverse Asian American experiences and establish a path of learning that fosters mutual trust and respect for both Asian and non-Asian students, guiding all to understand that the American narrative encompasses the Asian American narratives.



<b>Simsbury Course</b>	<b>UCONN Equivalent</b>	<b>UCONN Credits</b>
------------------------	-------------------------	----------------------

Introduction to Asian American Studies	AAAS 2201: Introduction to Asian American Studies	3
--	---	---

## Family and Consumer Sciences

Through experiential learning, Family and Consumer Sciences (FACS) courses offer students practical and essential life skills necessary for successful living and working in the 21st century. Students develop critical thinking and problem solving skills/strategies, as well as planning and teamwork skills. Lab work, research, projects, technology, and “hands-on” activities guide student learning in both Culinary Arts and Child Development and Human Services strands. *All courses are offered at Level II. Students wishing to receive Level I credit or complete an independent study must complete the approved application process established by the department. See the department supervisor for more information.*

### ***Suggested Course Sequences in Family and Consumer Sciences\****

<b>Grade Level</b>	<b>Culinary Arts</b>	<b>Child Development &amp; Human Resources</b>
<b>Grade 9</b>	Introduction to Foods: Baking & Cooking Cultures & Cuisines 1 Cultures & Cuisines 2	*Child Development 1
<b>Grade 10</b>	Introduction to Foods: Baking & Cooking Cultures & Cuisines 1 Cultures & Cuisines 2 Baking & Pastry Arts I Baking & Pastry Arts 2 Introduction to Culinary Arts Event Planning	*Child Development 1 *Child Development 2
<b>Grade 11</b>	Introduction to Foods: Baking & Cooking Introduction to Culinary Arts Cultures & Cuisines 1 Cultures & Cuisines 2 Baking & Pastry Arts I Baking & Pastry Arts 2 Culinary Arts 2	*Child Development 1 *Child Development 2 Child Development Internship **Individual & Family Development (UConn) Introduction to Culinary Arts Event Planning
<b>Grade 12</b>	Introduction to Foods: Baking & Cooking Introduction to Culinary Arts Cultures & Cuisines 1 Cultures & Cuisines 2 Baking & Pastry Arts I Baking & Pastry Arts 2 Culinary Arts 2	*Child Development 1 *Child Development 2  Child Development Internship **Individual & Family Development (UConn) Event Planning  Culinary Arts Capstone

\* *Students enrolled in these classes may earn college credits through the Tunxis Community College College Career Pathways (CCP) program.*

\*\* *Students have the opportunity to earn college credit from the University of Connecticut for the Individual and Family Development course.*

Please note that these sequences are only suggestions. Students may begin with any Family and Consumer Sciences course that interests them, provided that they have satisfied the individual course’s prerequisites as noted in its descriptions.

## **Introduction to Foods: Baking and Cooking (II) Semester, 1/2 credit, Grades 9, 10, 11, 12**



This course (formally named Smart Cooking) introduces students to the fundamentals of baking and cooking. It provides a strong foundation for those exploring the art of creating delicious and satisfying dishes. Students will understand safety and sanitation in the kitchen and the principles of baking and cooking. They will learn about basic terminology, recipes, tools, equipment, and techniques and explore a variety of ingredients and flavors. There will be a focus on developing the skills necessary to prepare baked goods, basic meals, side dishes, and desserts. Students will leave this class with skills to enrich their palate and impress their family and friends.

## **Cultures and Cuisines 1 (II) Semester, 1/2 credit, Grades 9, 10, 11, 12**



Immerse yourself in the diverse culinary heritage of America, discovering the cultural significance of food and its role in shaping the societies and traditions of our country. Students will gain insight into regional cuisines and prepare foods from areas such as the South, Tex-Mex, Pacific Coast, and Midwest. Students will understand how global foods have influenced the cuisines of our country while experimenting with different regional recipes in the kitchen.

## **Cultures and Cuisines 2 (II) Semester, 1/2 credit, Grades 9, 10, 11, 12**



Dive into a world of diverse flavors, aromas, and culinary traditions, exploring various cuisines from around the world. This course will take you on a journey through global food culture, offering an understanding of regional cuisines, ingredients, techniques, and the cultural significance of food. Students will experiment with different ingredients, use specialty equipment, and practice traditional preparation methods. China, France, Africa, and Italy are some of the countries that may be explored during this course. *Prerequisite: Cultures and Cuisines 1*

## **Event Planning (II) Semester, 1/2 credit, Grades 10, 11, 12**



Welcome to the world of event planning, where creativity meets precision. This course is designed to provide a comprehensive understanding of the art and science behind planning and coordinating a large range of events. Students will work on real-life event planning, making connections within the school and local community. Appetizers, main courses, desserts, and other event items will be practiced throughout the semester. Event types, client relationships, design, business management, budgeting, and promotion will be covered as students gain practical experience. *Prerequisite: Introduction to Foods: Baking & Cooking, or Cultures & Cuisines 1*

## **Baking and Pastry Arts 1 (II) Semester, 1/2 credit, Grades 10, 11, 12**



This course is designed to introduce students to the art and science of creating pastries, desserts, and bread while developing the skills and knowledge necessary to excel in the world of baking. Students will explore and practice essential pastry and bread techniques and concepts, including principles of baking, ingredient selection, and weights and measures. The science of baking and pastry will be explored through the preparation of cookies, cakes, icing, bread, and pastry. *Prerequisite: Introduction to Foods: Baking & Cooking*

## **Baking and Pastry Arts 2 (II) Semester, 1/2 credit, Grades 10, 11, 12**



Building upon the fundamental skills acquired in Baking and Pastry 1, students will delve deeper into the world of baking and pastry, refining techniques and exploring more complex recipes. A comprehensive understanding of the art



and science of baking will be developed through the preparation of chocolates, advanced cookie and cake decorating, and advanced bread and pastry work. *Prerequisite: Baking and Pastry Arts 1*

### **Introduction to Culinary Arts (II) Semester, 1/2 credit, Grades 10, 11, 12**



This is an exploratory course for students interested in a career in food service. We will introduce the students to the ProStart curriculum and food service industry through the Connecticut Restaurant Association. A broad range of culinary and management skills will be taught to plan, prepare, and serve food. Recipe conversion, measurement, terminology, classical knife cuts, and safe food/equipment handling will be included. Students will have the chance to explore other industry opportunities and compete for scholarship money. *Prerequisite: Introduction to Foods: Baking & Cooking or Cultures & Cuisines 1*

### **Culinary Arts 2 (II) Year, 1 credit, Grades 11, 12**



In Culinary Arts 2, students can further explore the exciting and developing professions in the culinary industry using the National Restaurant Association ProStart curriculum. Through the ProStart program, high school students can learn career-building skills and get a taste of success in an industry hungry for talent. Students create recipes, plan menus, and serve a wide variety of foods. This includes appetizers, soups, salads, entrees, and desserts. Students will determine food costs, how to order ingredients and understand customer service and kitchen management. Students will play a vital role in running the school restaurant - catering to community events and preparing and selling meals to faculty and staff. Participation in various school events will provide students with experience in the kitchen and dining area. *Prerequisite: Introduction to Culinary Arts*

### **Culinary Arts Capstone (II) Year, 1 credit, Grade 12**



Students will further develop their food production techniques and management skills by participating in an internship experience at Simsbury High School or a local food service establishment. This self-paced, self-guided experience allows students to practice all aspects of the Vision of a Graduate. Capstones may include but are not limited to creating a video blog (vlog), creating a cookbook or cooking video series, managing a function with documentation, or any combination of these or similar ideas. The Capstone is intended to be a self-designed compilation of a student's skills. *Prerequisite: Introduction to Culinary Arts and Culinary Arts 2*

---

## Human Development

### Child Development 1 (II) Semester, 1/2 credit, Grades 9, 10, 11, 12



This course is designed to provide a comprehensive understanding of child development starting from the prenatal stage. Studies may include parenthood, prenatal care, the birth process, and newborns. This course explores the physical, cognitive, social, and emotional aspects of growing children, equipping students with the knowledge and skills necessary to support and care for children at various stages of their lives. There will be a focus on practical applications for those interested in careers in education, childcare, psychology, the medical field, and more.

### Child Development 2 (II) Semester, 1/2 credit, Grades 10, 11, 12



This course is a continuation of the study of child development, building upon the foundational knowledge gained in the introductory course. This course delves deeper into the intricacies of child growth and development with a focus on more specialized topics and practical applications. Students will engage in hands-on experiences potentially helping to create lessons and activities for a play school/preschool class. This course is designed for students who are passionate about understanding the complexities of child growth and development and are looking to take their knowledge and skills to a higher level. *Prerequisite: Child Development 1*

### Individual and Family Development (II) UCONN 3 credit option Year, 1 credit, Grades 11, 12



This course is designed as an introduction to the field of Human Development for those interested in pursuing Education, Nursing, Social Services, or Family Studies, in addition to various other human service careers. The focus is human growth and development throughout the life span based on cognitive, physical, emotional, social, cultural, and moral aspects. Topics include the development of individuals and families, life stages, developmental tasks, and other major challenges and developmental issues facing people today. Experiences in authentic settings such as volunteer opportunities, internships, and service learning are required if taken for Honors or UCONN credit. Students who choose to register with UCONN can earn three college credits if at least a “C” is attained.

### Child Development Internship (II) Year, 1 credit, Grades 11, 12



This course provides students with an opportunity to apply previously developed early childhood education knowledge and skills to an internship in an educational field. Students independently prepare for the internship experience and placement by conducting career research, as well as observing, planning, and requesting placements in a chosen field. Internship experiences will be individually scheduled to best suit each student. The course culminates with a digital portfolio presentation of the student’s experiences. With prior permission of the instructor, students may complete additional Capstone requirements to receive a 1.0 Capstone Experience credit. *Prerequisite: Prior course work (Child Development 1 and 2) in the department or instructor/DS approval*

## Mathematics

The mathematics curriculum offers courses appropriate for a wide range of interests and abilities. The underlying philosophy reflects an attempt to blend the most desirable features of both modern and traditional points-of-view. Every effort is made to guide individual students through a sequence of courses which best suits them as indicated by their goals, aptitude, and past performance.

Students can meet the school's minimum graduation requirements of four credits in math by successfully completing any combination of the courses listed below. In addition, Accounting 1 (II), a course offered by the Business and Finance Technology Department, may be applied toward math graduation requirements. Please read the course description for details.

The three levels of the Math courses are as follows: Level I - Honors or Advanced Placement, Level II - Competitive College Preparatory, Level III - College Preparatory. Level placement is primarily based on teacher recommendation.

### Typical Course Sequences in Mathematics

Grade Level	Level I	Level II	Level III	
Grade 9	Geometry	Algebra 1	Algebra 1	Math 9 Support
Grade 10	Algebra 2	Geometry	Geometry	
Grade 11	Precalculus	Algebra 2 <input checked="" type="checkbox"/> Statistics	A	B
			Integrated Algebra	Algebra 2
Grade 12	AP Calculus AB OR AP Calculus BC	Precalculus OR <input checked="" type="checkbox"/> Statistics	↓	↓
			Algebra 2	Precalculus

**Available Electives:** Check prerequisites and/or grade level requirements.

- AP Computer Science A (Java Language)
- Computer Science Principles (Level II)
- AP Computer Science Principles
- Statistics (Level II)
- AP Statistics
- Introduction to Python
- Computer Science A (Level II)
- Cryptography and Cybersecurity

All Mathematics classes are NCAA approved core courses. Students interested in pursuing a Mathematics Capstone should register for Computer Science Principles, AP Research or SHS Capstone.

### Math 9 Support (II) Year, 1/2 credit, Grade 9



The purpose of this course is to integrate proven research-based strategies that are effective in increasing achievement for struggling learners. Students will use hands-on exploration, visual clarification, and written expression with symbols. The purpose of the course is to aid students in successfully completing their Algebra 1 Level II course. Approximately 80 percent of the class time will be devoted to pre-teaching the skills necessary to provide confidence and content for their Algebra 1 class. The remaining 20 percent will be devoted to re-teaching, clarifying misconceptions, and assisting with questions from their Algebra 1 class.

### **Algebra 1 (II) Year, 1 credit, Grades 9, 10**



This is the foundational course for all future mathematical courses. The main focus is to learn to work with literal mathematical symbols. The principal topics covered are signed numbers, grouping signs, order of operations, linear equations, inequalities, the axioms of Algebra and an introduction to radicals. The Level II course will also include polynomials, exponents, quadratic equations and factoring.

### **Geometry (I, II, III) Year, 1 credit, Grades 9, 10, 11**



The purpose of this course is two-fold: to convey to the student the essential facts, concepts, and relationships of traditional geometry and to develop the ability to analyze and solve problems logically. An introduction to solid (all levels) and analytic (Level I) geometry is included.

### **Algebra 2 (I, II, III) Year, 1 credit, Grades 10, 11, 12**



This course is an extension of the major concepts covered in Algebra 1. Additional topics include ratio & proportion and variation, complex numbers, analytic geometry, conic sections, matrices, systems of linear equations and inequalities, absolute value, and exponential and logarithmic functions. Level I will also include sequences and series, probability, permutations and combinations, and an introduction to parametric equations.

### **Integrated Algebra (III) Year, 1 credit, Grade 11, 12**



This course is intended for students who have completed Algebra 1 and Geometry (III), and who are in need of additional review, reinforcement, and application of algebraic concepts. The course is designed to prepare students for the complexities of our Algebra 2 (III) course.

### **Precalculus (I, II, III) Year, 1 credit, Grades 11, 12**



This advanced mathematics course is designed to provide a strong foundation of precalculus concepts and techniques with real world applications to prepare students for more advanced work. Included are functional analysis on polynomial, rational, quadratic, exponential, logarithmic, and trigonometric functions and their visualizations using the graphing calculator and related computer software. This is followed by an introduction to calculus. A theoretical approach will receive an added emphasis in the Level I course, which will also include an in-depth study of vectors, sequences, series, polar coordinates, and an introduction to limits.

### **Calculus (II) Year, 1 credit, Grade 12**



This course is designed for students who do not intend to take the Advanced Placement calculus examination but who desire a rigorous introductory calculus course as a foundation for further study in college mathematics. Topics include limits theory, differentiation, and integration of algebraic, trigonometric, exponential, and logarithmic functions. Applications emphasized include related rates, maxima and minima, curve sketching, approximation, areas under and between curves, and volumes of solids of revolution.

### Advanced Placement Calculus AB Year, 1 credit, Grade 12



This course is designed to prepare students to take the Advanced Placement Calculus Examination, Level AB, developed by The College Board. The course follows the topical outline provided by the Advanced Placement Program. Topics include limit theory, differentiation and integration of algebraic and transcendental functions, as well as many of their applications.

### Advanced Placement Calculus BC Year, 1 credit, Grade 12



This course is equivalent to two semesters of college-level calculus. It includes advanced topics, in addition to those covered in our AB course, to prepare students to take the Advanced Placement Calculus Examination, Level BC developed by The College Board.

## MATH ELECTIVES

---

### Computer Science A (II) Year, 1 credit, Grades 11, 12



This course introduces students to problem solving using the Java programming language. Students learn the Java programming language while writing solutions to given problems. Students apply their own style while designing and implementing solutions. Students develop communication and collaboration skills as they interact with classmates to discuss, solve and document their solutions. *Prerequisite: Algebra 2*

### Advanced Placement Computer Science A Year, 1 credit, Grades 11, 12



This course is designed to prepare students to take the Advanced Placement Computer Science Examination of The College Board. The course follows the topical outline provided by the Advanced Placement Program. The major emphasis in this course focuses on programming methodology, algorithms, and data structures. Students will be utilizing the JAVA computer language in the Windows environment. It is recommended that students have a strong foundation in mathematics and computer usage. *Prerequisite: Algebra 2 and teacher recommendation*

### Computer Science Principles (II) Year, 1 credit, Grades 10, 11, 12



This course is designed to introduce students to the principles of computer science. Students will be exposed to the central ideas of computer science computational thinking and how computing changes the world. Students will develop and implement algorithms to create computer programs. Students will learn how to responsibly use computer programming. *Prerequisite: Algebra 1*

### Advanced Placement Computer Science Principles Year, 1 credit, Grades 10, 11, 12



This course is designed to be the equivalent to a first-semester introductory college computing course and to prepare students for the Advanced Placement Computer Science Principles exam. In this course students will learn about the central ideas of computer science computational thinking and how computing changes the world. The course is centered around the following fundamental computer science ideas: the internet, global impact, data, programming, abstraction, creativity, and algorithms. *Prerequisite: Geometry and teacher recommendation*

### **Advanced Placement Statistics Year, 1 credit, Grades 11, 12**



This course is designed to prepare students for the Advanced Placement exam in statistics. Emphasis is placed on collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. *Prerequisite: Algebra 2*

### **Statistics (II) Year, 1 credit, Grades 11, 12**



This course is designed to offer students an introduction to statistics. Emphasis is placed on gathering and exploring data, relationships between variables, randomness and probability, and using a sample to draw conclusions about a population. This course will emphasize a wide variety of real word applications and offer support for underlying math skills. *Prerequisite: Algebra 2*

### **Introduction to Python (I, II) Semester, 1/2 credit, Grades 9, 10, 11, 12**



The goal of this course is to teach students to understand and create computer programs in Python. Understanding computer programs requires algorithmic, mechanistic thinking. Programs specify mechanistic sequences of actions to perform; when executed, they transform input data into output data. They execute very reliably, and very fast, but not creatively. Computers do what you tell them to do, not what you mean for them to do. Thus understanding computer code involves a lot of mental simulation of what will actually happen, not what you wish would happen.

### **Cryptography and Cybersecurity (I, II) Semester, 1/2 credit, Grades 9, 10, 11, 12**



Individuals and societies have kept secrets and protected private information for as long as humanity has existed. In this course, students will connect classic cryptography to our present day techniques to reveal our most current needs in cybersecurity. This course will help students to appreciate how past methods, combined with computer science and mathematical algorithms, can help us to be more secure and more connected. The course will develop the evolution of cryptography methodologies within the historical time periods and important events that precipitated the need for change. Some experience with computer science is recommended but not required.

## Music and Performing Arts

The Arts have been identified by the College Board, the U.S. Congress, The National Association of Secondary School Principals, and the US Department of Education as part of the core curriculum that all students should take while in high school. Significant research has been done in the area of music education that has demonstrated the benefits of music for success in society, school, and life.

The Music and Performing Arts Department offers a variety of courses to meet the diverse needs of high school students. All courses in the music and performing arts department aim to further develop skills related to the performance area. Students are expected to grow through self evaluation and evaluating the work of others in group performance. Each of the courses listed below provides students with an in-depth experience in music or theater.

**Students wishing to receive Level I credit or complete an independent study must complete the approved application process established by the department. See the department supervisor for more information. For additional curricular information, please visit the Simsbury Public Schools webpage at [www.simsbury.k12.ct.us](http://www.simsbury.k12.ct.us)**

*There is a prerequisite of two Music or Theater classes before a Capstone option is permitted. Students in Grades 11 or 12 who would like to complete a Music or Theater Capstone project should discuss this option with a Faculty Advisor prior to registration. Music and Performing Arts Capstones involve projects designed around leadership, performance, or analysis.*

### Courses Offered in Music and Performing Arts

Grade Level	Course Titles		
<b>Grade 9</b>	Treble Choir Tenor Bass Choir Concert Orchestra Chamber Orchestra	Symphonic Winds Percussion Ensemble Jazz Ensemble Saxophone Ensemble	Intro to Music Composition & Song Writing Advanced Music Composition & Song Writing Music Theory 1 (UConn) Music Theory 2 (UConn) Introduction to Theater Technical Theater
<b>Grades 10, 11, 12</b>	Treble Choir Tenor Bass Choir <input type="checkbox"/> Mixed Chorale <input type="checkbox"/> Adv. Treble Choir <input type="checkbox"/> Adv. Tenor & Bass Choir <input type="checkbox"/> Simsbury Singers <input type="checkbox"/> Concert Orchestra <input type="checkbox"/> Chamber Orchestra	<input type="checkbox"/> Symphonic Winds <input type="checkbox"/> Percussion Ensemble <input type="checkbox"/> Jazz Ensemble <input type="checkbox"/> Saxophone Ensemble	Intro to Music Composition & Song Writing Advanced Music Composition & Song Writing Music Theory 1 (UConn) <input type="checkbox"/> Music Theory 2 (UConn) Introduction to Theater Intermediate Theater Advanced Theater 1 <input type="checkbox"/> Advanced Theater 2 Technical Theater

Some flexibility with elective programming can be accomplished by “wrapping” some music electives around science labs; this practice is well-established at SHS and has allowed students to participate in music as well as other programs. Some music courses may not be wrapped with another course. These exceptions are indicated in the program descriptions on the following pages.

### Suggested Course Rotations for Theater

Suggested **theater** course schedule\*

Year	Course	Credits
Freshman	Introduction to Theater	1/2
	Technical Theater	1/2
Sophomore	Intermediate Theater	1/2
	Technical Theater	1/2
Junior	Advanced Theater 1**	1
Senior Year	Advanced Theater 2**	1

\*Music Theory is optional but important if a student is planning to major in Musical Theater in college.

\*\*If a student wants to direct in the Simsbury One Act Play Festival, they must take all four theater courses. A focus on directing is a part of Advanced Theater 1, and the actual directing of One Acts occurs in Advanced Theater 2.

Suggested **musical theater** course schedule\*

Year	Course	Credits
Freshman	Introduction to Theater	1/2
	Choir	1
Sophomore	Intermediate Theater	1/2
	Choir	1
Junior	Advanced Theater 1**	1
	Choir	1
Senior Year	Advanced Theater 2**	1
	Choir	1
	Music Theory	1



---

## Performance Courses

### CHORUS

All students interested in participating in the choral program should sign up for Chorus during the Course Registration process. **\*Course selection is based on auditions held each spring for enrollment in the following fall.**

#### Treble Choir (II) Year, 1 credit, Grades 9, 10, 11, 12



Treble Choir is comprised of soprano and alto singers who are incoming freshmen or first- or second-year choir students. This course is a continuation of the district's vocal music program. As a performing organization, Treble Choir will provide an opportunity for all students to gain confidence in singing and sight-reading skills while learning a wide range of choral literature. The choir will participate in four annual concerts. **Attendance at all performances is required to receive full credit.** Incoming freshmen and students who are new to chorus do not need to audition to be in Treble Choir.

#### Tenor Bass Choir (II)\* Year, 1 credit, Grades 9, 10, 11, 12



Tenor Bass Choir is comprised of tenor and bass singers who are incoming freshmen or first or second year choir students. This course is a continuation of the district's vocal music program. As a performing organization, Tenor Bass Choir will provide an opportunity for all students to gain confidence in singing and sight-reading skills while learning a wide range of choral literature. The choir will participate in four annual concerts. **Attendance at all performances is required to receive full credit.** Incoming freshmen and students who are new to chorus do not need to audition for this group.

#### Mixed Chorale (II)\* Year, 1 credit, Grades 10, 11, 12



Mixed Chorale is comprised of students selected by audition, from grades 10, 11, and 12. Emphasis is placed on the advanced development of singing and sight-reading skills, as well as the study of advanced works of music for choir. Strong singing and sight-reading skills are required. The choir will participate in four annual concerts as well as a variety of other performances, tours, and exchange concerts according to the availability of the students. **Attendance at all performances is required to receive full credit.** Prerequisite: Vocal audition; demonstration of advanced vocal and sight-reading skills. 11th and 12th grade students who are new to chorus should speak to the choir director to determine choir placement.

#### Advanced Treble or Advanced Tenor & Bass Choir (II)\* Year, 1 credit, Grades 10, 11, 12



This is an auditioned small ensemble of advanced soprano and alto choral students (or advanced tenor and bass students). Small ensemble choral music is the focus of this group. The choir will participate in four annual concerts as well as a variety of other performances, tours, and choir festivals. **Attendance at all performances is required to receive full credit.** Prerequisite: Vocal audition; demonstration of advanced vocal and sight-reading skills.

#### Simsbury Singers (II)\* Year, 1 credit, Grades 10, 11, 12



This is an auditioned small ensemble of advanced choral students. Small ensemble choral music is the focus of this group, which performs both in and out of school and for special occasions. **Attendance at all performances is required to receive full credit.** This course may not be taken part-time or wrapped with another course. Prerequisite: Vocal audition; demonstration of advanced vocal and sight-reading skills.

## ORCHESTRA

---

All students interested in participating in the orchestral program should sign up for Orchestra during the Course Registration process.

### Concert Orchestra (II) Year, 1 credit, Grades 9, 10, 11, 12



This course is a continuation of the district's string music program. This course will further develop musicianship and technique for all students who are enrolled. Ensemble repertoire consists of challenging pieces in level 3 and 4 for string orchestra. Guest artists will work with students on occasion. Attendance at all performances is required to receive full credit. *Prerequisite: Previous training on string instrument*

### Chamber Orchestra (II)\* Year, 1 credit, Grades 9, 10, 11, 12



This is an auditioned orchestra for students with advanced string experience. Level 5 and 6 repertoire for standard string ensemble and full orchestra will be studied. This group is featured throughout the year at events both within and outside the school community. Participation in these special events is an expectation that comes with enrollment in this course. Guest artists will work with students on occasion. Attendance at all performances is required to receive full credit. *Prerequisite: Previous orchestra training; audition*

## BAND

---

All students interested in participating in the band program should sign up for Band during the Course Registration process. **\*Course selection is based on auditions held each spring for enrollment in the following fall. Students should select the program (Band, Orchestra, Chorus) in which they wish to participate and will be placed appropriately.**

### Symphonic Winds (II)\* Year, 1 credit, Grades 9, 10, 11, 12



This course is a continuation of the district band program and will further develop musicianship and technique for all students who play wind and percussion instruments. Emphasis is placed on the performance of various musical styles and the development of sight-reading skills. Students will participate in several performances throughout the year and will occasionally work with guest artists. **Attendance at all performances is required to receive full credit.** *Prerequisite: Previous training on a wind or percussion instrument*

### Percussion Ensemble (II)\* Year, 1 credit, Grades 9, 10, 11, 12



This course is open to all students who play or wish to learn percussion instruments. Emphasis is placed on skill development of traditional instruments as well as the study of world percussion. This includes, but is not limited to steel pan, Brazilian Samba, and African drumming. Students will participate in several performances throughout the year and will regularly work with a guest artist. Honors credit is available. **Attendance at all performances is required to receive full credit.**

### Saxophone Ensemble (II)\* Year, 1 credit, Grades 9, 10, 11, 12



This course is a continuation of the district band program and will further develop musicianship and technique for all students who play the saxophone. Emphasis is placed on the performance of various musical styles and the development of independence. Students will participate in several performances throughout the year and will occasionally work with guest artists. **Attendance at all performances is required to receive full credit.**

## ADDITIONAL ENSEMBLES

---

### Jazz Ensemble (II)\* Year, 1 credit, Grades 9, 10, 11, 12



This course consists of select instrumentalists in grades 9-12. Instrumentation includes wind instruments, percussion, keyboards, electric guitar, and electric and upright bass. Students learn to improvise in a variety of jazz and jazz/rock styles. Students will gain an understanding of music theory and music history and how they apply to the music they perform. Attendance at all performances is required to receive full credit. This course may not be taken part-time or wrapped with another course. *Prerequisite: Audition*

## NON-PERFORMANCE COURSES

---

### Music Theory 1 (II) Semester, 1/2 credit, Grades 9, 10, 11, 12



This course is designed for students who have a base level of performance and/or music reading ability and wish to further develop their skills in the fundamentals of music theory. Note reading in multiple clefs, rhythm reading and dictation, advanced musical notation, scales, key signatures, and chords are some of the topics that will be covered. Ear training will also be included. This course may not be taken part-time or wrapped with another course. Students have the option of earning UCONN Early College Experience (ECE) credit for this course.

### Music Theory 2 (II) Semester, 1/2 credit, Grades 9, 10, 11, 12



This course is designed for the student who wishes to continue the study of music theory in more depth. Scales and modes, borrowed chords, non-chord tones, cadences, phrases, and form are some of the topics that will be covered. Analysis and composition will be the focus of the semester. This course may not be taken part-time or wrapped with another course. Students have the option of earning UCONN Early College Experience (ECE) credit for this course. *Prerequisite: Introduction to Music Theory or approval of instructor*

### Introduction to Music Composition & Song Writing (II) Semester, 1/2 credit, Grades 9, 10, 11, 12



This course is designed for students who have a desire to discover or further develop the essential skills of song-writing/composition. Students will explore traditional and non-traditional notation techniques, develop skills related to playing by ear, and examine the elements of a quality song. This iPad-based class is hands-on, interactive, and an opportunity for creativity. This course may not be taken part-time or wrapped with another course.

### Advanced Music Composition & Song Writing (II) Semester, 1/2 credit, Grades 9, 10, 11, 12



This course is designed for students who have a desire to further develop the essential skills of song-writing/composition. Students will enhance their understanding of traditional and non-traditional notation techniques, expand their experience with various styles of music, and critically analyze the elements of a quality song. This iPad-based class is hands-on, interactive, and an opportunity for creativity. This course may not be taken part-time or wrapped with another course. *Prerequisite: Introduction to Music Composition & Song Writing or approval of instructor*

## THEATER COURSES

---

*There are four levels of theater designed to help students develop theatrical understanding, skill, and performance ability.*

### **Introduction to Theater (II) Semester, 1/2 credit, Grades 9, 10, 11, 12**



This course will help students develop basic acting skills. Students will be introduced to voice training for the stage, stage movement, play analysis, characterization, performance techniques, and physical skills required for actors. Emphasis will be placed on monologues, and the semester will culminate in an in-class performance of a monologue show.

### **Intermediate Theater (II) Semester, 1/2 credit, Grades 10, 11, 12**



The course will further develop acting skills begun in Introduction to Theater through the use of body, mind, and voice. Students will further explore improvisation and characterization at an intermediate level. An emphasis will be placed on duet and multi-character scenes. Basic technical theater and theater history will be studied. The class will culminate in an in-class performance of one-acts or scenes. *Prerequisite: Introduction to Theater or approval of instructor*

### **Advanced Theater 1 (II) Year, 1 credit, Grades 11, 12**



This course further develops the acting sequence with emphasis on dialect work, the physical exploration of character, an in-depth analysis of characterization process, and advanced improvisation. Basic technical theater and theater history will also be studied at a more advanced level. This course will culminate in the development and presentation of a children's theater piece. During the spring, the course will also include the Director's Workshop for students wishing to direct in the SHS One Act Play Festival in their senior year. Students interested in a Theater Capstone propose a one-act play to direct during Advanced Theater 1. *Prerequisite: Intermediate Theater or approval of instructor*

### **Advanced Theater 2 (II) Year, 1 credit, Grade 12**



This course continues to develop upon the acting sequence with emphasis on classical literature, dialect work, styles of acting, directing, playwriting, working with masks, and aspects of technical theater. This course will culminate in the development of an oral history theater piece. Students pursuing a Theater Capstone direct one-act plays through Advanced Theater 2. *Prerequisite: Advanced Theater 1 or approval of instructor*

### **Technical Theater (II) Semester, 1/2 credit, Grades 9, 10, 11, 12**



This course is designed for students wishing to focus on the technical aspects of theater. Students will learn how to analyze a script in order to determine the technical aspects needed for the production of the play. In the fall of 2023, students will focus on stage make-up. In the spring of 2024, students will focus on props. This class can be repeated.

---

## Wellness

The mission of the Wellness Program is to empower students to lead healthy and active lives. The Wellness Department's curriculum aligns with Shape America's National Health Education and Physical Education Standards, the Connecticut State Department of Education's *Healthy and Balanced Living Curriculum Framework*, and CASEL's Social and Emotional Learning Competencies. Health Education and Physical Education are disciplines that foster a student's physical, intellectual, social and emotional development.

Through participation in Wellness, students gain the knowledge and skills necessary to maintain behaviors that enhance their wellbeing throughout their lifetime. Physical Education focuses on the student's development of motivation, confidence and competence in movement; personal and social responsibility; knowledge and behaviors necessary to achieve health benefits related to fitness and being physically active; and recognizing the value of being active. Health Education supports the development of health literacy in all students, which are the skills and knowledge necessary to maintain and/or improve health and wellness.

Students explore the core concepts of accessing health information, self-management, analyzing influences, utilizing effective communication skills, decision-making, goal-setting and advocacy. In addition, students participate in lifetime fitness and movement-based activities that encourage communication, sportsmanship, teamwork, diversity, leadership skills and enjoyment of being active.

Wellness courses fulfill graduation requirements for both Physical Education and Health Education. Students with medical excuses are still responsible for fulfilling their 1 credit of physical education and 1 credit of Health Education required for graduation. Students who are removed from class, due to a medical circumstance that cannot be addressed through modification of activities, will make up their requirement at another time. **All Wellness courses count towards GPA and honor roll.**

### **Current Course Sequence in Physical Education and Wellness**

Grade Level	Course Title	Credits
Grade 9	Grade 9 Wellness	Meets daily for one semester
Grade 10	Grade 10 Wellness	Meets daily for one semester
Grade 11	Grade 11 Health	Meets daily for one semester
Grades 11, 12	Lifetime Activities	Meets daily for one semester

### **Available Electives**

**Grades 11, 12** Unified Wellness

### **Grade 9 Wellness (II) "Building a Community" Semester, 1/2 credit, Grade 9**



Students enrolled in this course earn credit for both Physical Education and Health Education. Students build a sense of community as they participate in activities that focus on the cooperation themes of positive encouragement, communication, inclusion, physical and emotional control, active participation, managing competitiveness, cooperation, honesty and being a good winner/loser. Physical Education units include: project adventure, cooperation, climbing and pickleball. Health Education units include: goal-setting for mental and emotional health; communication and self-identification; and analyzing influences that impact healthy relationships.

## Grade 10 Wellness (II) “Choosing a Healthy Lifestyle” Semester, 1/2 credit, Grade 10



Students enrolled in this course earn credit for both Physical Education and Health Education. “Choosing a Healthy Lifestyle” is the theme of this course and students learn about various ways they can be a healthy and active individual. Physical Education units include: CPFA-Prep (activities/games that improve and prepare students for the CT Physical Fitness Assessment), diamond games, badminton and personal fitness. Health Education units include: analyzing influences on healthy eating and nutritional choices; decision-making related to alcohol, nicotine, and other drugs; and decision-making as it relates to sexual health (abstinence, anatomy, sexually transmitted diseases and contraception).

## Grade 11 Health (II) “Advocacy and Leadership” Semester, 1/2 credit, Grade 11, 12



Students enrolled in this course apply knowledge acquired through research and practice collaborative skills that enable them to create and deliver advocacy campaigns to peers. Their advocacy platforms tie to contemporary health issues that a teen/young adult may experience (such as stress, depression/anxiety, vaping, distracted driving, sleep deprivation and eating disorders). Students practice the skills of analyzing influences, accessing information, utilizing effective communication and advocating for personal and community health. Additional units of instruction focus on interpersonal communication in healthy relationships and analyzing influences on sexual health.

## Lifetime Activities (II) “Diversity, Leadership and Fitness” Semester, 1/2 credit, Grade 11, 12



Students enrolled in this course build upon prior knowledge and skills, as they participate in a variety of physical activities that encompass diversity, leadership and fitness skills. These skills include: creative problem-solving, appropriate risk-taking, understanding/acknowledging differing perspectives and compromising with others to achieve a common goal. Activities/units explored in this course include the following: dance, climbing, diversity games, fitness (power and fitness walking, split/full body workout routines, yoga, HIIT, progressive muscle relaxation and guided imagery), backyard games and golf. *Prerequisite: Grade 9 and 10 Wellness, with priority given to students in Grades 11 and 12*

## ELECTIVES

---

### Unified Wellness (II) Semester, 1/2 credit, Grade 11, 12



Unified Wellness is a special course offering for students who are interested in working closely with students with special needs, or considering a career path in special education, physical education/wellness and/or are involved in Special Olympics or Unified Sports. This course is designed for those students looking to extend themselves to others of varying abilities/mobility, as well as provide peer coaching and socialization, in an inclusive setting. Unified Wellness brings together junior/senior class students with students with special needs in an environment of learning, collaboration and fun. Similar to the Unified Sports model, students target skill progression at the appropriate pace and level. This class meets daily and selected general education students may choose to participate either for one or two semesters. General education students will be assessed based on collaboration, communication, responsibility and leadership.

*Requirements:* Recommendation by a wellness teacher, special education teacher, or school counselor.

***This course may not be used as a substitute for the physical education/health education credit requirements.***

## Science

The department's curriculum is aligned to the Next Generation Science Standards. The Next Generation Science Standards engage students in the practices of science and engineering in order to develop a deep understanding of the disciplinary core ideas and the cross-cutting concepts. Our goal is to prepare students to live meaningful lives as productive and scientifically literate global citizens who are prepared to meet the expectations in college and careers by becoming critical thinkers, collaborators, problem-solvers, communicators and innovators. The sequence and variety of the courses offered in the science department allows students to select fields of science which meet their needs and interests and also enables them to utilize the skills and concepts acquired in previous courses.

The levels of the Science courses are: AP - Advanced Placement, Level I - Honors, Level II - Competitive College Preparatory. Level placement is primarily based on teacher recommendation.

### Typical Course Sequences in Science

Grade Level	Level I	Level II
Grade 9	Integrated and Physical Science (IPS)	Integrated and Physical Science (IPS)
Grade 10	Biology*	Biology
Grade 11	Chemistry*	Chemistry
Grades 11, 12	AP Physics 1 & 2 OR AP Physics 1	Physics

\*AP Biology and AP Chemistry are second year biology and chemistry courses. Students have the option of taking these courses as their first year biology or chemistry course but prerequisite summer work is required.

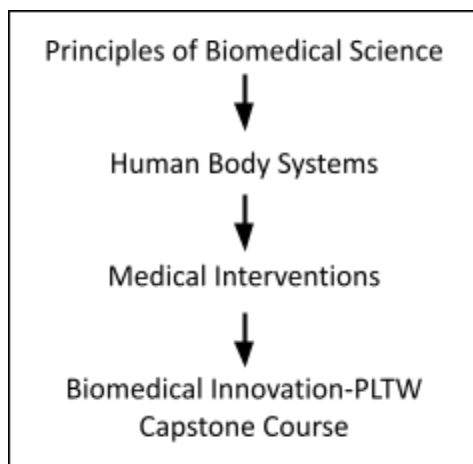
### Available Electives\*

\* Although electives are designated as Level II, they are accessible to all students.

\*\* Biomedical Science electives are designed to be taken concurrently with the core science sequence.

#### Biomedical Science (PLTW)

##### Course Sequences in Biomedical\*\*



#### Other Science Electives

AP Biology	Forensic Science A
AP Chemistry	Forensic Science B
AP Environmental Science	AP Physics 1 & 2
Environmental Science	AP Physics 1
	Physics
<p><i>Students interested in Engineering electives should review the Project Lead the Way (PLTW) engineering offerings on pages 58-60</i></p>	

**With the exception of Biomedical Innovation, all Science classes are NCAA approved core courses. Students interested in pursuing a Science Capstone should consider registering for AP Research or SHS Capstone.**



## Integrated and Physical Science (IPS) (I, II) Year, 1 credit, Grade 9



IPS emphasizes the discovery approach to science. Students spend the majority of their time in a lab situation. The teacher acts as a guide, stressing students' self-discipline, self-initiative, organization, and problem-solving skills. A good background in reading and math comprehension is a necessity. Topics covered in IPS include measurement, collection and interpretation of data, matter and its interactions, motion and stability, energy, waves and their application, Earth and human activity, Earth's place in the universe, and Earth's systems.

## Biology (I, II) Year, 1 credit, Grade 10



Biology is an introduction to the world of life. The curriculum contains five overarching themes: Matter and Energy in Living Systems, System Dynamics and Homeostasis, Inheritance and Variation, Natural Selection, and Sustainability. The laboratory experience in biology reinforces class material and teaches a variety of scientific techniques used in subsequent science courses.

## Advanced Placement (AP) Biology Year, 1 credit, Grade 10\*, 11, 12



This is the equivalent of a two-semester college course. The curriculum reflects the AP program syllabus so that students are prepared to take the Advanced Placement Biology Exam developed by the College Board. AP Biology is a rigorous course requiring considerable work outside of class and the ability to work independently on assignments. This course relies on students having a prerequisite knowledge of introductory biology to build from.

*\*While most students will take Honors or Level II Biology as a prerequisite for the AP Biology elective in the junior or senior year, some highly motivated students may wish to take AP Biology as a sophomore. In order to be accepted into the AP Biology course as a sophomore, students must be recommended for honors biology by their teacher and must demonstrate a prerequisite level of knowledge of introductory biology before classes commence in the fall. This will require significant work over the summer to be prepared for the start of the course. Preparation materials will be available from the AP teachers in the last two weeks of the school year.*

## Chemistry (I, II) Year, 1 credit, Grade 11, 12



Chemistry is the discipline which deals with the composition of matter and the changes in composition which matter undergoes. Fundamental terms, concepts, quantitative aspects, and modern ideas are discussed. Opportunity is given for practical laboratory work. *Prerequisite: Algebra 1*

## Advanced Placement Chemistry Year, 1 credit, Grade 11\*, 12



This is the equivalent of a two-semester college level chemistry course. The curriculum reflects the AP program syllabus so that the students are prepared to take the Advanced Placement Chemistry Exam developed by The College Board. Students should have a strong background in mathematics and a strong interest in physical science. Students should be able to work independently on assignments and have the self-discipline to complete a considerable amount of work outside of class.

*\*While most students will take Honors or Level II Chemistry as a prerequisite for the AP Chemistry elective in the senior year, some highly motivated students may wish to take AP Chemistry as a junior. In order to be accepted into the AP Chemistry course as a junior, students must be recommended for honors chemistry by their teacher and must demonstrate a prerequisite level of knowledge of introductory chemistry before classes commence in the fall.*



*This will require significant work over the summer to be prepared for the start of the course. Preparation materials will be available from the AP teachers in the last two weeks of the school year.*

### **Advanced Placement Physics 1 Year, 1 credit, Grade 11, 12**



AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students will be expected to take the AP Physics 1 exam in May. *Prerequisite: Algebra 2*

### **Advanced Placement Physics 1 & 2 Year, 2 credits, Grade 11, 12**



AP Physics 1 & 2 is an algebra-based, introductory college-level physics course that explores the topics contained in AP Physics 1 and in addition includes topics such as fluid dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. This course meets six class periods in the four-day rotation per week. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students will be expected to take both the AP Physics 1 exam and the AP Physics 2 exam in May. Course meets for two periods. *Prerequisite: Algebra 2*

### **Physics (II) Year, 1 credit, Grade 11, 12**



Physics is a course that covers in detail the quantitative and qualitative aspects of Newtonian mechanics (including rotational motion), work, energy and power, mechanical waves and sound, fluid dynamics, electrostatics, simple circuits, and physical and geometric optics. Extensive use is made of algebra and trigonometry to obtain quantitative results. *Prerequisite: Algebra 2*

## **PLTW BIOMEDICAL SCIENCES ELECTIVES**

---

*Project Lead the Way (PLTW) elective courses must be taken in addition to (not in place of) the core science sequence of Simsbury High School: IPS (9th grade), Biology (10th grade), Chemistry or Physics (11th grade).*

***Empower Tomorrow's Biomedical Science Professionals Today.*** Whether discovering new cancer treatments or teaching healthy lifestyle choices to their communities, today's biomedical science professionals are tackling big challenges to make the world a better place. PLTW Biomedical Science students are taking on these same real-world challenges—and they are doing it before they even graduate from high school. Working with the same tools used by professionals in hospitals and labs, students engage in compelling, hands-on activities and work together to find solutions to problems. Students take from the courses in-demand knowledge and skills they will use in high school and for the rest of their lives, on any career path they take.

PLTW Biomedical Sciences courses are part of the AP and PLTW biomedical sciences pathway.

### **Principles of Biomedical Science - PLTW (I, II) Year, 1 credit, Grade 9, 10, 11, 12**



Principles of Biomedical Science (PBS) is a full-year high school course in the PLTW Biomedical Science Program. This course serves to provide foundational knowledge and skills in fields such as biology, anatomy and physiology, genetics,

microbiology, and epidemiology as well as engage students in how this content can be applied to real world situations, cases, and problems.

Through both individual and collaborative team activities, projects, and problems, students will tackle real-world challenges faced by biomedical professionals in the field. They will work with the same tools and equipment used in hospitals and labs as they engage in relevant hands-on work. Students will develop skill in technical documentation to represent and communicate experimental findings and solutions to problems. In addition, students will explore how connections to other disciplines such as computer science and engineering shape the future of medicine and practice collaboration techniques that will help them connect with professionals across any field.

### **Human Body Systems - PLTW (I, II) Year, 1 credit, Grade 10, 11, 12**



Human Body Systems (HBS) is a full-year high school course designed to follow Principles of Biomedical Science (PBS) in the PLTW Biomedical Science pathway. The HBS course provides foundational knowledge and skills in anatomy and physiology, clinical medicine, and laboratory research. The course engages students in how this content can be applied to real-world situations, cases, and problems. The HBS course includes interviews, challenges, and testimonials from biomedical professionals in a variety of settings – clinical, research, and public health.

Through both individual and collaborative team activities, projects, and problems, students will tackle real-world challenges faced by biomedical professionals in the field. Students work with the same tools and equipment used in hospitals and labs as they engage in relevant hands-on work. They explore BioDigital™ 3D interactive models, simulations, and assessments to visualize human anatomy and physiology. Students develop skill in technical documentation to represent and communicate experimental findings and solutions to problems, as well as skill in ethical reasoning and clinical empathy. *Prerequisite: Principles of Biomedical Science*

### **Medical Interventions - PLTW (I, II) Year, 1 credit, Grade 11, 12**



Medical Interventions (MI) allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. A “How-To” manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario will introduce multiple types of interventions, reinforce concepts learned in the previous two courses, and present new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions will be showcased across the generations of the family and will provide a look at the past, present, and future of biomedical science. Lifestyle choice and preventive measures are emphasized throughout the course as well as the important role that scientific thinking and engineering design play in the development of interventions of the future. *Prerequisite: Principles of Biomedical Science and Human Body Systems*

### **Biomedical Innovation - PLTW (I, II) Capstone Course Year, 1 credit, Grade 12**



Students will apply the knowledge and skills learned in the previous PLTW course to answer questions or solve real-world problems related to the biomedical sciences. Students will explore modern health challenges such as the delivery of emergency medical care and the development of innovative biomedical devices. They will investigate the effects of pollution on individuals and communities, track the origin of an epidemic and identify the infectious agent and perform a full autopsy on a fetal pig. As their Capstone activity, teams of students will design and conduct an original research project using data acquisition software. They will perform a statistical analysis of their data and report their results in a formal poster presentation, similar to those used in college research programs. *Prerequisite: Three prior Biomedical Science courses or approval of instructor*

## OTHER SCIENCE ELECTIVES

---

### Advanced Placement Biology Year, 1 credit, Grades 11, 12



This is the equivalent of a two-semester college course. The curriculum reflects the AP program syllabus so that students are prepared to take the Advanced Placement Biology Exam developed by the College Board. AP Biology is a rigorous course requiring considerable work outside of class and the ability to work independently on assignments. This course relies on students having a prerequisite knowledge of introductory biology to build from. *Prerequisites: IPS and Biology. An option exists for highly motivated students to take AP Biology during their sophomore year. Students choosing this option must enter the course with a prerequisite body of knowledge equivalent to a first year biology course. This will require significant work over the summer to prepare for the course. Preparation materials will be available from AP teachers in the last two weeks of the school year.*

### Advanced Placement Chemistry Year, 1 credit, Grades 11\*, 12



This is the equivalent of a two-semester college level chemistry course. The curriculum reflects the AP program syllabus so that the students are prepared to take the Advanced Placement Chemistry Exam developed by The College Board. Students should have a strong background in mathematics and a strong interest in physical science. Students should be able to work independently on assignments and have the self-discipline to complete a considerable amount of work outside of class. *\*An option exists for highly motivated students to take AP Chemistry during their junior year. Students choosing this option must enter the course with a prerequisite body of knowledge equivalent to a first year chemistry course. This will require significant work over the summer to prepare for the course. Preparation materials will be available from AP teachers in the last two weeks of the school year.*

### Advanced Placement Environmental Science Year, 1 credit, Grades 11, 12



AP Environmental Science is the equivalent of a two-semester college level environmental science course and prepares students to take the Advanced Placement Environmental Science Exam developed by the College Board. It is intended to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world; to identify and analyze environmental problems, both natural and human-made; to evaluate the relative risks associated with these problems; and to examine alternative solutions. *Prerequisites: Biology, Algebra 2, and Chemistry (Chemistry may be taken concurrently.)*

### Environmental Science (II) Year, 1 credit, Grades 11, 12



Environmental Science II brings together knowledge from all scientific disciplines and relates them to the natural world. Students who take this course will use an inquiry approach to understand Earth systems, the relationship of the living world to the physical world, water and land resources, energy resources and consumption, pollution and waste production, and global change. Environmental current events can be included based on student interest. *Prerequisites: IPS and Biology*

### Forensic Science A (II)/Forensic Science B (II) Semester, 1/2 credit, Grades 11, 12



This is an inquiry-based integrated science course that focuses on various Forensic Science fields. Students perform labs and activities, and crime scene and case study analyses. Forensics A units include Evidence, Fingerprinting, Forensic Anthropology, and Crime Scene Analysis. Forensics B units include Document Analysis, Hair/Fiber/Glass/Soil Analysis, Blood and Blood Spatter, DNA, and Forensic Entomology. Forensic Science A (fall semester), Forensic Science B (spring semester), or both. *Previous courses in IPS and Biology are recommended.*

### **Advanced Placement Physics 1 Year, 1 credit, Grades 11, 12**



AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students will be expected to take the AP Physics 1 exam in May. *Prerequisite: Algebra 2*

### **Advanced Placement Physics 1 & 2 Year, 2 credits, Grades 11, 12**



AP Physics 1 & 2 is an algebra-based, introductory college-level physics course that explores the topics contained in AP Physics 1 and in addition includes topics such as fluid dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students will be expected to take both the AP Physics 1 exam and the AP Physics 2 exam in May. Course meets for two periods. *Prerequisite: Algebra 2*

### **Physics (II) Year, 1 credit, Grades 11, 12**



Physics is a course that covers in detail the quantitative and qualitative aspects of Newtonian mechanics (including rotational motion), work, energy and power, mechanical waves and sound, fluid dynamics, electrostatics, simple circuits, and physical and geometric optics. Extensive use is made of algebra and trigonometry to obtain quantitative results. *Prerequisite: Algebra 2*

## Social Studies

Simsbury High School seeks to provide every student with a rich and challenging education in Social Studies. Students research and explore a core set of social studies themes as they are challenged to become critical, ethical, and creative thinkers. Through the study of civics, history, geography, economics, and the social sciences, students acquire skills and knowledge essential to understanding and applying those fields in their daily lives. As a result, students leave Simsbury Public Schools as life-long learners who appreciate the past, understand the present, and are prepared for the future.

The levels of the Social Studies courses are: AP - Advanced Placement, Level I - Honors, Level II - Competitive College Preparatory. (Level placement is primarily based on teacher recommendation). Students are required to complete 3 credits in Social Studies

### Typical Course Sequences in Social Studies

Grade Level	AP	Level I	Level II
Grade 9	—	World Civilization 1	World Civilization 1
Grade 10	—	World Civilization 2/Civics	World Civilization 2/Civics
Grade 11	AP United States History	OR	United States History
Grades 12	AP Government and Politics, AP Economics, AP Psychology, AP European History, AP Research, AP Human Geography	OR	Elective Choices

### Available Electives

<b>Grades 11, 12</b>	African American/Black and Puerto Rican/Latino Studies	Sociology
	AP United States Government and Politics	AP Economics
	AP European History	AP Psychology
	Psychology	Law

All Social Studies classes are NCAA approved core courses. Students interested in pursuing a Social Studies Capstone should consider registering for AP Research or SHS Capstone.

### World Civilization 1 (I, II) Year, 1 credit, Grade 9



This course is a study of world history focusing on the periods of the Age of Exploration, Scientific Revolution, Enlightenment, French Revolution, Industrialization, and Imperialism. An inquiry-based multicultural approach is used to explore each of these topics.

### World Civilization 2/Civics (I, II) Year, 1 credit, Grade 10



During the first semester, students will study the World Wars, the Cold War, and the impact of globalization. During the second semester, students will study the fundamental principles of the United States Constitution, the structure of federal, state and local governments, and the rights and responsibilities of citizens. *Prerequisite: World Civilization 1*

### Advanced Placement United States History Year, 1 credit, Grade 11



This course fulfills a graduation requirement and is a study of the political, social, economic, and cultural development of the United States. Its purpose is to promote an understanding of the basic responsibilities, rights, and freedoms enjoyed by Americans living in a free society.

**United States History (II) Year, 1 credit, Grade 11**



This course fulfills a graduation requirement and is a study of the political, social, economic, and cultural development of the United States. Its purpose is to promote an understanding of the basic responsibilities, rights, and freedoms enjoyed by Americans living in a free society.

**Psychology (II) Semester, 1/2 credit, Grades 11, 12**



This course is designed as an introduction to the social science of psychology. Emphasis is placed on the biological and environmental influences which affect the behavior of individuals and groups. This survey course examines select concepts, theories, and research from biological, cognitive, developmental, and abnormal psychology.

**Sociology (II) Semester, 1/2 credit, Grades 11, 12**



This course is concerned with the social groups and social relationships which are of particular importance to young adults in today's complex society. Students will apply the tools of social inquiry to the study of contemporary social issues and events.

**Law (II) Semester, 1/2 credit, Grades 11, 12**



This course is designed to provide students with an introduction to the American legal system. Emphasis will be placed on criminal and juvenile justice. Topics such as crimes against persons and property, search and seizure, plea bargaining, the trial process, sentencing, the prison system, and the death penalty will be explored. In constitutional law, students will examine issues related to freedom of speech, freedom of the press, censorship, freedom of religion, privacy rights, and discrimination in our society. Legal issues in family law and tort law (civil lawsuits) will also be explored. Throughout the course, students will examine recent court cases and contemporary legal issues. Students will also have the opportunity to participate in various activities, including debates on controversial legal issues. The study of trial procedures will culminate in a class mock trial.

**African American/Black and Puerto Rican/Latino Studies (II) Year, 1 credit, Grades 11, 12**



The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the United States. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.

**Advanced Placement Economics Year, 1 credit, Grades 12**



This full-year economics course explores the theory and practice of economic systems with a focus on the American economic system. The course will provide the student with an understanding of how the United States' economy operates and will help them explore and evaluate economic issues, problems, and policies. The course will provide a solid background for future business and liberal arts majors. This course covers both macroeconomics and microeconomics. This course will prepare students to take the College Board Advanced Placement Exam in Economics. *This course fulfills the requirement for Financial Literacy that is necessary for graduation.*

### **Advanced Placement Psychology Year, 1 credit, Grades 12**



Advanced Placement Psychology will introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are introduced to a variety of psychological terminology, concepts, theories, and recent research with biological, developmental, cognitive, abnormal and social psychology. Throughout the course, methods that psychologists use in research and practice are emphasized. This is a full-year course intended for students strong in science and the humanities who wish to complete the secondary school equivalent of an introductory college course in psychology. The course also prepares students for the College Board Advanced Placement Exam in Psychology. Students who take this course will be expected to complete independent research during the school year.

### **Advanced Placement European History Year, 1 credit, Grades 12**



In this course students learn about the cultural, economic, political, and social developments that have shaped today's world through the study of European history from the Renaissance to the present. Students will develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. As part of the Advanced Placement program, the course prepares students for the AP European History exam.

### **Advanced Placement United States Government and Politics Year, 1 credit, Grades 12**



Advanced Placement United States Government and Politics is a course designed for students who are ready to meet the demands of college level work. This course surveys the structure and function of American government and politics and begins with an analysis of the Constitution, the foundation of the American political system. Students study the three branches of government, administrative agencies that support each branch, the roles of political behavior in the democratic process, rules governing elections, political culture, and the workings of political parties and interest groups. Students will be prepared to take the AP examination in United States Government and Politics in the spring. *This course fulfills the requirement for Civics that is necessary for graduation.*

### **Advanced Placement Human Geography Year, 1 credit, Grades 12**



AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Human geography incorporates the concepts and methods associated with several of the disciplines within the social sciences, including economics, geography, history, and sociology. Students employ spatial concepts and landscape analysis to examine social organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).



## Technology and Engineering

The Technology and Engineering program is open to all students in grades nine through twelve. The purpose of the Technology and Engineering curriculum is to provide students with an opportunity to develop the 21st century skills needed to become productive members of our technological society. Students are encouraged to explore and develop individual interests as well as creative and intellectual abilities related to technological careers, problem solving, and the design method. Technology and Engineering articulates five specific strands. Students in grade nine are encouraged to explore introductory courses in multiple strands.

Students wishing to receive Level I credit or complete an independent study must complete the approved application process established by the department. See the department supervisor for more information.

### *Suggested Course Sequences in Technology and Engineering\**

Grade Level	Engineering (PLTW)	Transportation	Communication	Architecture	Construction/ Manufacturing
<b>Grade 9</b>	<ul style="list-style-type: none"> <li>• Introduction to Engineering Design</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Transportation</li> <li>• Aviation</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Video Production 1</li> <li>• Digital Video Production 2</li> </ul>	<ul style="list-style-type: none"> <li>• Architecture 1</li> </ul>	<ul style="list-style-type: none"> <li>• Construction 1</li> </ul>
<b>Grade 10</b>	<ul style="list-style-type: none"> <li>• Principles of Engineering</li> <li>• Introduction to Engineering Design</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Transportation</li> <li>• Aviation</li> <li>• Aerospace Education</li> <li>• Automotive Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Video Production 1</li> <li>• Digital Video Production 2</li> </ul>	<ul style="list-style-type: none"> <li>• Architecture 1</li> <li>• Architecture 2</li> </ul>	<ul style="list-style-type: none"> <li>• Construction 1</li> <li>• Construction 2</li> </ul>
<b>Grade 11</b>	<ul style="list-style-type: none"> <li>• Aerospace Engineering</li> <li>• Digital Electronics</li> </ul>	<ul style="list-style-type: none"> <li>• Aerospace Education</li> <li>• Aerospace Engineering</li> <li>• Automotive Technology 1</li> <li>• Automotive Technology 2</li> </ul>	<ul style="list-style-type: none"> <li>• Television Production</li> </ul>	<ul style="list-style-type: none"> <li>• Architecture 3</li> </ul>	<ul style="list-style-type: none"> <li>• Manufacturing Enterprise</li> </ul>
<b>Grades 12</b>	<ul style="list-style-type: none"> <li>• Engineering Design and Development</li> </ul>	<ul style="list-style-type: none"> <li>• Aerospace Engineering</li> <li>• Automotive Technology 2</li> <li>• Automotive Technology 3</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Video Production 2</li> <li>• Television Production</li> </ul>	<ul style="list-style-type: none"> <li>• Architecture 2</li> <li>• Architecture 3</li> </ul>	<ul style="list-style-type: none"> <li>• Construction 2</li> <li>• Manufacturing Enterprise</li> <li>• Manufacturing Enterprise Internship</li> </ul>

*\*Please note that these sequences are only suggestions. Students may begin with any Technology and Engineering course that interests them, provided that they have satisfied the individual course's prerequisites as noted in its descriptions.*



---

Simsbury High School has partnered with Project Lead the Way (PLTW) to offer a four-year engineering elective cluster. PLTW is a not-for-profit organization that promotes engineering courses for high school students. PLTW forms partnerships with public schools, higher education institutions, and the private sector to increase the quantity and quality of engineers graduating from our educational system. PLTW has developed a sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor, and discipline of engineering prior to entering college. Introduction at this level will allow students, while still in high school, to determine if engineering is the career they desire. Students participating in PLTW courses are better prepared for college engineering programs and are more likely to be successful. PLTW students will:

- Receive training in current technology using the latest computer software and equipment in use in industry.
- Participate in a hands-on, activity-oriented program that utilizes team efforts.
- Participate in a program in which the student may earn college credit through the University of New Haven or Rochester Institute of Technology (RIT), which may be transferred to other PLTW affiliated universities\*.
- Be prepared to pursue a career in technology in a field where a national employment shortage exists and pay scales are among the highest levels for entry-level professionals.

PLTW students should be enrolled in a college preparatory math sequence culminating in Precalculus or beyond; for example: Grade 9-Algebra 1, Grade 10-Geometry, Grade 11-Algebra 2, Grade 12-Precalculus.

*\*Some affiliated universities include: Arkansas Tech University, Duke University, Eastern Michigan University, Georgia Southern University, Iowa State University, University of Iowa, Milwaukee School of Engineering, NM State University, Oklahoma State University, Old Dominion University, Oregon Institute of Technology, Purdue University, RIT, Rowan University, San Diego State University, Sinclair Community College, University of Colorado - Colorado Springs, University of Illinois, University of Kentucky, University of Maryland - Baltimore County, University of Minnesota, University of Nebraska - Lincoln, University of New Haven, University of South Carolina, University of Tennessee - Chattanooga, University of Texas - Tyler, West Virginia University, Wichita State University, Worcester Polytechnic Institute*

Please visit [www.pltw.org/our-partners/college-and-university-partners](http://www.pltw.org/our-partners/college-and-university-partners) for the complete list of the continually expanding network of colleges and universities.

**Students may begin with any PLTW course that interests them provided they have satisfied the individual courses prerequisites as noted in its description.**

### **Introduction to Engineering Design - PLTW (I, II) Year, 1 credit, Grades 9, 10, 11, 12**



This is a design and problem-based learning course utilizing industry standard, computer aided design (CAD) software. Through the design process, students learn brainstorming techniques, technical sketching, teamwork skills, and 2D/3D modeling using CAD. Throughout the course, students work on project-based activities related to designing marketable products for the consumer. This course is highly recommended for any student considering a career in engineering, technology, or advanced manufacturing fields. *\*College credits may be earned through the University of New Haven or RIT.*

### **Principles of Engineering - PLTW (I, II) Year, 1 credit, Grades 10, 11, 12**



Students will learn about a wide variety of engineering topics through team-based and individual design challenges. These challenges include electronics circuit design and building, alternative energy vehicles, bridges, robotics, material analysis and testing, and projectile motion (kinematics) projects, among many others. Teamwork, problem solving,

communication through technical presentations, and creativity are emphasized with varied assignments and student choices based on their interests. Career and opportunities within the many disciplines of engineering are discussed throughout the year. A significant amount of time is spent in the engineering lab and wood shop to design, calculate, simulate, and build for the various design challenges. *Prerequisites: IPS and Geometry, or Introduction to Engineering Design* \*College credits may be earned through the University of New Haven or RIT.

### Digital Electronics - PLTW (I, II) Year, 1 credit, Grades 10, 11, 12



Digital Electronics is a course in electronic circuits and the applied logic used to create today's modern digital electronic devices. Students study analog circuits, electricity, combinational and sequential logic circuits, state machines, and microprocessor design. Most learning is accomplished through hands-on, team-based projects. The emphasis is on teamwork, problem solving, troubleshooting, technical communication, and creative design. Various types of circuits and devices are designed, simulated using software, bread boarded or programmed, and built. Circuits are created with a field-programmable gate array board (FPGA), which is used by many professional circuit designers. Students will build a robot using a pi-top electronics kit with Raspberry Pi and learn to program it using the python language. This course is highly recommended for any student who wants to learn more about the fascinating world of electronics or who plans on becoming an engineer or electronics technician. *Prerequisite: Algebra 1 and one PLTW Engineering course.* \*College credits may be earned through the University of New Haven and RIT. **Note:** This course runs alternating years, including 2025-2026, so plan your program accordingly.

### Aerospace Engineering - PLTW (I, II) Year, 1 credit, Grades 10, 11, 12



The major focus of this NASA-developed course is to acquaint students with the world of flight and space travel. As students learn about various aspects of aerospace engineering, they will apply what they learn to the design and development of several flight vehicles for both atmospheric and space travel. There is flexibility for students and their teacher in creating designs as a simulation or as a real-world experience that aerospace engineers encounter when working on aerospace travel applications. The course covers the following: The History of Flight; Aerodynamics and Aerodynamics Testing; Flight Systems; Astronautics; Space Life Sciences; Aerospace Materials; and Systems Engineering. In addition, students will use many different types of technical software and machines, such as Microsoft Flight Simulator, to help design solutions to major projects and problems. Working in teams, students will learn about documenting their work, solving problems, and communicating their solutions to other students and members of the professional community of aerospace engineering. *Prerequisite: One PLTW Engineering or Aviation and Aerospace Education.* **Note:** This course runs alternating years, including 2024-2025, so plan your program accordingly.

### Engineering Design and Development Capstone - PLTW (I, II) Year, 1 credit, Grades 12



Applying the principles learned in previous courses, students in this Capstone course will work in small teams to design and construct the solution to an engineering problem involving a wide range of engineering applications. Students will keep journals that will become part of their portfolios. Each team will be responsible for delivering progress reports and making final presentations to an outside review panel. *Prerequisites: Two prior PLTW Engineering courses or permission from the department supervisor.* \*College credits may be earned through the University of New Haven if students have earned college credit in IED and POE through the UNH.

## TRANSPORTATION

---

## Introduction to Transportation (II) Semester, 1/2 credit, Grades 9, 10, 11, 12



The technologies involved in the transportation of people and goods from one place to another will be explored in this course. Systems used for land, water, air, and space transportation will be investigated through a variety of hands-on problem solving activities. The application of mathematics and science as it relates to transportation plays an important part in this course. Other topics will include the impact transportation has on our society and environment, as well as careers related to the industry.

## Aviation (II) Semester, 1/2 credit, Grades 9, 10, 11, 12



This is a half-year course which will introduce students to the world of aviation and related subjects. Students will construct various models and discuss the principles of flight. Students will be provided with a “hands-on” approach to basic aerodynamics and air transportation. Students will be introduced to Microsoft Flight Simulator and have actual flight time on this simulator. This course coordinates theory with practical experience.

## Aerospace Education (II) Semester, 1/2 credit, Grades 10, 11, 12



Aerospace education allows students to explore the theories of flight. Topics include the history of aviation, principles of flight, types of airplanes, flight planning, navigation, communication, meteorology, and aerodynamics. Students will be engaged in hands-on design & problem-solving activities and use the wind tunnel to evaluate aerodynamic forces.

## Automotive Technology 1 (II) Semester, 1/2 credit, Grades 10, 11, 12



This course is designed to introduce students to the major systems and components found in today’s automobile. Students will participate in hands-on activities involving tools, equipment, and resource materials while learning how to properly care for and maintain an automobile. Related mathematical and scientific principles will also be discussed. Other topics will include preventative maintenance, consumer and career awareness, and social and environmental impacts. Students are required to do a project related to automotive technology each marking period. *Prerequisite: Introduction to Transportation or approval of instructor*

## Automotive Technology 2 (II) Semester, 1/2 credit, Grades 11, 12



This course offers students the opportunity to explore in-depth the systems and techniques covered in Automotive Technology 1. Students will study the theory behind the major systems found in the automobile while participating in hands-on activities using computers, tools, measuring equipment, and resource materials. Students will work in teams to solve problems associated with hydraulic, pneumatic, mechanical, and electrical systems. Emphasis will be on correct diagnosis and repair procedure. Students are required to do a project related to automotive technology during each of the four marking periods. *Prerequisite: Automotive Technology 1*

## Automotive Technology 3 (II) Year, 1 credit, Grades 11, 12



Automotive Technology may be taken for another year after successful completion of the Automotive Technology 2 course as a 1 credit Capstone course with approval of the instructor.

## COMMUNICATION

---

### Digital Video Production 1 (II) Semester, 1/2 credit, Grades 9, 10, 11, 12



This course allows students to explore careers and opportunities in the field of digital video production. Students will learn about pre-production, production, and post-production phases of video production.

They will also learn specific skills such as basic video editing, basic camera movements, script writing, storyboarding, establishing camera shots, and green screening. Students will be required to work collaboratively in teams for video productions. Students may also be involved in producing student news segments such as FOX61 Student News or the student-generated program for Simsbury High School.

### Digital Video Production 2 (II) Semester, 1/2 credit, Grades 9, 10, 11, 12



Students will work with media production and analysis tools through creative and socially relevant visual storytelling. Through the creation of video stories, students will complete every phase of filmmaking, including storyboarding, directing, shooting, and editing using different types of editing software. We aim to nurture students' talent, skills, and development and respect what each student brings to the program with their experiences and perspectives. Students will be required to work collaboratively in groups of two or three. A component of this course is producing a student-generated news program for Simsbury High School and creating news segments for the community through the FOX61 Student News program. *Prerequisite: Digital Video Production 1 or by permission of department supervisor*

### Television Production (II) Semester, 1/2 credit, Grades 11, 12



In this course, students will take a leadership role in the production, editing, and quality controls of the student-generated news program at Simsbury High School and community news segments for the FOX61 Student News program. Students will have the opportunity to work on programs with our local public access station, SCTV, and FOX61 Student News. Students will explore the various careers that are related to the television industry. Assignments include both individual and group projects. *Prerequisite: Digital Video Production 2 or by permission of department supervisor*

## ARCHITECTURE

---

### Architecture 1 (II) Semester, 1/2 credit, Grades 9, 10, 11, 12



This course will introduce students to the fundamentals of architectural design. Students will participate in hands-on activities such as truss design and residential wall construction. Students will learn about residential house designs based on the National Association of Homebuilders' guidelines and design a home using drafting techniques and 3D computer aided design (CAD).

### Architecture 2 (II) Year, 1 credit, Grades 10, 11, 12



This architectural design course teaches students the fundamentals of designing and drawing residential houses. Students learn about residential styles, methods of construction, pertinent design criteria, and building codes. Using this knowledge, students will design and draw a set of plans using drafting techniques and 3D computer aided design (CAD). Students will also build a scale model of their residential design. *Prerequisite: Architecture 1 or by permission of department supervisor*

### Architecture 3 (II) Year, 1 credit, Grades 10, 11, 12



This is the advanced architecture Capstone course, which builds upon the skills and knowledge from the Architecture 1 and 2 courses. The students will apply their skills and knowledge of architecture and participate in the Connecticut Home Builders Association home design challenge. The students will design and build a scale model of a single residential home using the green construction and technology concepts. Students will also design and develop a set of drawing plans for their house design using both drafting techniques and 3D computer aided design (CAD) software.

*Prerequisite: Architecture 2 or by permission of department supervisor*

## CONSTRUCTION/MANUFACTURING

---

### Construction 1 (II) Semester, 1/2 credit, Grades 9, 10, 11, 12



Residential construction will be explored through hands-on problem solving activities as they relate to different phases of the construction process. Students will participate in hands-on activities, including material and stress testing, the design and construction of scale models, and cabinet/furniture design. Students will work collaboratively in teams with a variety of tools and materials to explore the different aspects of the field of construction based on the National Association of Homebuilders Skill Standards.

### Construction 2 (II) Year, 1 credit, Grades 10, 11, 12



This is a continuation of Construction 1 and will encompass various stages of construction using the National Association of Homebuilders Skill Standards. Students will study and apply residential construction techniques and processes with the proper implementation of Building Officials and Code Administration (BOCA) regulations and building codes. This course will offer students the fundamentals in proper use and operation of tools and machines commonly used in residential construction, woodworking, and the furniture industry. Students will have choices to design and build a structure and/or assorted student-designed furniture pieces. *Prerequisite: Construction 1 or by permission of department supervisor*

### Manufacturing Enterprise (II) Year, 1 credit, Grades 11, 12



This course explores and combines the business and production aspects of a manufacturing engineering company. Students will be entrepreneurs as they design, manufacture, market, and distribute a developed product. Students will fully engage in the financial aspect of the venture through the sale of its products, stocks, and prototypes, along with the responsibility of paying for all materials used by the venture.

### Manufacturing Enterprise Internship (II) Year, 1 credit, Grades 12



This course is comprised of select students who have completed the Manufacturing Enterprise course. They will act as advisors to novice Manufacturing Enterprise students. These mentoring students will help oversee finances as well as design, manufacturing, and marketing teams to further their leadership skills and knowledge of small business. Students will also be exposed to real-world businesses through field trips and guest speakers. *Prerequisite: Manufacturing Enterprise. Teacher approval is required. Students may take this course as a Capstone course.*

*Prerequisite: approval of instructor*

## World Languages

Communicating in another language is of paramount importance in today’s workplace, both nationally and internationally. Courses in ASL, Chinese, French, Latin, and Spanish are available to all students. Grouping in the World Languages Department is designed so that each student may develop communication skills at an appropriate pace and level. Placement within these groups is based upon the student’s demonstrated performance in class, formative and performance and/or proficiency assessments, and teacher evaluation of each student’s ability and potential. Instruction in world language classes is conducted in the target language to the greatest extent possible.

**(Note:** The numerical designation 4 does not necessarily indicate that the student has **four** high school credits. It is strongly recommended that students study at least **three** sequential years of **high school** world language. Teachers, school counselors, and the department supervisor will work closely to guide students into the appropriate courses.) Simsbury participates in the **Seal of Biliteracy**, and students may take the test to obtain this designation on their diploma and on their final transcript. The test is administered in school and students/parents will be notified in advance.

### ***Suggested Course Sequences in World Languages***

<b>Course student is currently enrolled:</b>	<b>Course student may enroll in next year:</b>
Not currently taking a language/choice of a 2nd language	French 1 (II), Latin 1 (II) Spanish 1 (II), American Sign Language 1
American Sign Language 1 (II) American Sign Language 2 (II) 8th Grade Chinese Chinese 2 (I) Chinese 3 (I) Chinese 4 (I)	American Sign Language 2 (II) American Sign Language 3 (II) Chinese 2 (I) Chinese 3 (I) Chinese 4 (I) Chinese 5 (I) with ECE option, AP Chinese 5
8th Grade French French 1 (II) French 2 (I, II) French 3 (I, II) French 4 (I, II)	French 2 (I, II) French 2 (I, II) French 3 (I, II) French 4 (I, II) French 5 (II), AP French 5
8th Grade Latin Latin 1 (II) Latin 2 (I, II) Latin 3 (I, II) Latin 4 (I, II)	Latin 2 (I, II) Latin 2 (I, II) Latin 3 (I, II) Latin 4 (I, II) Latin 5 (II), AP Latin 5
8th Grade Spanish Spanish 1 (II) - Spanish Transitional (II)* Spanish 2 (I, II) Spanish 3 (I, II) Spanish 4 (I, II)	Spanish 2 (I, II) - Spanish Transitional (II)* Spanish 2 (I, II) Spanish 3 (I, II) Spanish 4 (I, II) Spanish 5 (II), AP Spanish 5

*\* Only students recommended by the teacher may take this course.*

*All World Language classes are NCAA approved core courses. Students interested in pursuing a World Languages Capstone should register for AP Research or SHS Capstone.*

## AMERICAN SIGN LANGUAGE

---

### American Sign Language 1 (II) Year, 1 credit



The goal in the first year of this course is to develop the foundational semiotic skills to help students transition to the year two American Sign Language (ASL) class. The first year of ASL will be the introduction of basic inquiry, following directions, and developing elementary receptive skills after eight units of instruction. Moreover, students will gain an increased understanding of Deaf culture, with specific attention paid to education in the Deaf community, development of assisted communication technology, and interactions between Deaf and hearing communities. This course may be offered in an online live teacher format or in person as instructional needs and student registration dictate.

### American Sign Language 2 (II) Year, 1 credit



Students apply and build upon the foundational skills learned in American Sign Language 1. In this interactive class, students will expand their expressive and receptive sign language skills through the use of meaningful dialogues and narratives. Students continue to broaden their vocabulary, integrate classifiers for describing people/places/objects, and are introduced to more sophisticated ASL grammatical concepts (role/shoulder shifting, directionality, signing space, non-manual markers, etc). The rich culture and traditions of the Deaf community will be explored through readings and discussions. This course will be conducted primarily in ASL with voices off as much as possible.

### American Sign Language 3 (II) Year, 1 credit



Students continue to expand their expressive and receptive sign language skills through the use of storytelling and in-depth dialogues. In this course complex grammatical structures and vocabulary will be emphasized. Students will use these structures to understand and describe personal plans and goals and tell detailed stories by integrating classifiers, idioms, and non-manual markers. Cultural awareness of the Deaf community continues to be explored along with the unique issues facing the Deaf community today. This course will be conducted in ASL with extremely limited voicing. This course will be offered pending approval in the spring.

## CHINESE

---

### Chinese 2 (I) Year, 1 credit



In Chinese 2 (I), students will continue to build on and advance the skills learned in Chinese 1. Students will continue to increase proficiency in all of the skill areas (listening, speaking, reading, and writing) in more sophisticated and sustained scenarios. Themes include school life, weather, shopping and dining. *Prerequisite: Chinese 1 and teacher recommendation*

### Chinese 3 (I) Year, 1 credit



In Chinese 3 (I), students will continue to build on and advance the skills learned in Chinese 2. Students will continue to increase proficiency in all of the skill areas (listening, speaking, reading, and writing) in more sophisticated and sustained scenarios. Themes include home and neighborhood, transportation, and health and illness. The Chinese 3 class will be conducted almost exclusively in Chinese, and students are required to speak Chinese as much as possible in all situations. *Prerequisite: Chinese 2 and teacher recommendation*



### Chinese 4 (I) Year, 1 credit



In Chinese 4 (I), students will continue to build on and advance the skills learned in Chinese 3. Students will continue to increase proficiency in all of the skill areas (listening, speaking, reading, and writing) in more sophisticated and sustained scenarios. Themes include Chinese holidays, Chinese cuisine and travel to China. The Chinese 4 class will be conducted almost exclusively in Chinese, and students are required to speak Chinese as much as possible in all situations. *Prerequisite: Chinese 3 and teacher recommendation*

### Chinese 5 (I) / ECE 5 Year, 1 credit



In Chinese 5 (I) /ECE, students will continue to build on and advance the skills learned in Chinese 4. Students will continue to increase proficiency in all of the skill areas (listening, speaking, reading, and writing) in more sophisticated and sustained scenarios. Themes include Giving Back to the Community; Navigating the Generation Gap; and Studying Abroad & Exploring the World. The Chinese 5 (I) / ECE class will be conducted almost exclusively in Chinese, and students are required to speak Chinese as much as possible in all situations. *Prerequisite: Chinese 4 and teacher recommendation*

## FRENCH

---

### French 1 (II) Year, 1 credit



This introductory course is designed to begin developing the four skill areas of the target language: listening, speaking, reading, and writing. Students will become familiar with the phonetics and correct pronunciation of French. They will learn the language within thematic cultural units that include the following: greetings/introductions, family and friends, city life, and sports and leisure. The culture will be an integral part of the units and includes the study of products, practices, and perspectives of the French-speaking world.

### French 2 (I, II) Year, 1 credit



French 2 students will continue to develop the four communicative skills (listening, speaking, reading, and writing). They will practice the pronunciation and correct phonetics of French with emphasis on intonation and fluency. Students will learn the language within thematic units including clothing, celebrations, travel, and housing in the French speaking world. Level I students will participate in additional simulated conversations at a higher level, learn more grammatical structures and vocabulary, and read and write in greater detail. *Prerequisite: French 1 and teacher recommendation*

### French 3 (I, II) Year, 1 credit



French 3 students will significantly increase their ability to listen, speak, read, and write in the target language. They will expand their active vocabulary by building on the first two years and adding words and phrases within thematic cultural units, which include the home, food, daily routine, health, and technology. Speaking activities will encompass learning from previous years and continue to emphasize pronunciation, intonation, and fluency. Level I students will complete additional presentations and speaking assessments and learn more grammatical structures and vocabulary. *Prerequisite: French 2 and teacher recommendation*



### **French 4 (I, II) Year, 1 credit**



French 4 students will expand on previous vocabulary and grammar to communicate using the four skills: listening, speaking, reading, and writing. The thematic cultural units include higher education and preparation for the workplace, geography and travel within the European Union, and immigration and diversity in contemporary France and francophone countries. Students will participate in activities such as debates and presentations and record simulated dialogues incorporating the culture triangle they have been using since beginning French. Level I students will complete additional reading including the classic story of *The Little Prince* [Antoine de St-Exupéry] in its original form. Skills will be used during the unit) and learn grammatical structures with focus on higher levels of interpersonal communication and spontaneous speech. Activities are designed to begin preparation for the AP course.

*Prerequisite: French 3 and teacher recommendation*

### **French 5 (II) Year, 1 credit**



French 5 students will increase their proficiency in the four skills (listening, speaking, reading, and writing) through expanded vocabulary, refined grammar, and the use of authentic media. Students will participate in activities such as presentations and conversations incorporating the culture triangle that have been using since beginning French. The thematic cultural units include: Professions and the Workplace, Personal identity and Communities, Family and Generations, and Cities and Departures. Practical skills for language use in the workplace will be incorporated throughout the year. *Prerequisite: French 4 and teacher recommendation*

### **Advanced Placement French 5 Year, 1 credit**



The Advanced Placement course includes the following themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Family and Community, and Beauty and Aesthetics. Students will be encouraged to reach high levels of proficiency with the use of authentic media and documents. Performance assessments include but are not limited to email, simulated conversations, presentations, debates, and persuasive essays. These are designed using the format and rubrics of the examination in order to maximize student preparation for the AP exam in May and prepare them with 21st century communication skills. The course is designed to integrate the four skills: listening, reading, writing, and speaking with engaging topics. *Prerequisite: French 4(I) and teacher recommendation*

## **LATIN**

---

### **Latin 1 (II) Year, 1 credit**



This course offers an introduction to the classical language of ancient Romans and to stories and traditions that are the foundation of Western Civilization. In addition to vocabulary, derivatives, syntax, history, and culture, students will become acquainted with Latin prose through translation of stories and dialogues.

### **Latin 2 (I, II) Year, 1 credit**



Latin 2 continues the study of the language, history, and culture through readings and activities from the *Ecce Romani* series. In addition to the curriculum, myths and other ancillary texts are read throughout the year. *Prerequisite: Latin 1 or equivalent with teacher recommendation*

### Latin 3 Prose (I, II) Year, 1 credit



Latin 3 expands upon the previous Latin courses and introduces more difficult syntax. Daily lessons continue in the Ecce Romani series with readings on Roman life at home and school. In the Level 1 course, students will be responsible for additional readings. *Prerequisite: Latin 2 or equivalent with teacher recommendation*

### Latin 4 (I, II) Year, 1 credit



Latin 4 students will study the most advanced points of Latin syntax, along with cultural topics such as pastimes and ceremonies. This course introduces students to poetry through Ovid's *Metamorphoses* with emphasis on translation, critical analysis, and appreciation of poetic expression. *Prerequisite: Latin 3 or equivalent with teacher recommendation*

### Latin 5 (II) Year, 1 credit



Latin 5II students will study the political, social, and cultural landscape of the Roman Empire in the first century B.C. Students will study Julius Caesar's *De Bello Gallico*, Vergil's *Aeneid* and other selections with emphases on translation, critical analysis, and literary appreciation. *Prerequisite: Latin 4 or equivalent and teacher recommendation*

### Advanced Placement Latin 5 Year, 1 credit



AP Latin students will study the political, social, and cultural landscape of the Roman Empire in the first century B.C. Students will study Julius Caesar's *De Bello Gallico* and Vergil's *Aeneid* with emphasis on translation, critical analysis, and literary appreciation. This course prepares the students for the AP exam. *Prerequisite: Latin 4 or equivalent and teacher recommendation*

## SPANISH

---

### Spanish 1 (II) Year, 1 credit



This introductory course is designed to begin developing the four skill areas of the target language (listening, speaking, reading, and writing). Students will also become familiar with the phonetics and correct pronunciation of Spanish. They will learn the language within thematic cultural units, which include the following: greetings/introductions, weather, school, pastimes, and family.

### Spanish Transitional (II) Year, 1 credit



This course will focus on practical communicative activities in real life situations and emphasize study skills for successful language acquisition. This course is designed to continue the development of the four skills of the target language: listening, speaking, reading, and writing. Students will practice the phonetics and pronunciation of Spanish. They will learn the language within thematic units (getting to know you, family and celebrations, travel and leisure time), making culture an integral part of each unit. This course prepares students for the rigor of Spanish 2 and can fulfill the two-year language requirement depending on Spanish courses taken. *Prerequisite: Students will only be placed in this course by teacher recommendation.*

## Spanish 2 (I, II) Year, 1 credit



Spanish 2 students will continue to develop the four communicative skills of listening, speaking, reading, and writing. They will practice pronunciation with new emphasis on intonation and fluency. Students will study the vocabulary and structures of the language within thematic units, which include daily routine, food, health, celebrations, and nature and the environment. The honors students will also complete a unit on life at home and the environment.

*Prerequisite: Spanish 1 or Transitional with teacher recommendation*

## Spanish 3 (I, II) Year, 1 credit



Spanish 3 students will significantly increase their ability to listen, speak, read, and write in the target language. They will expand their active vocabulary with new thematic units, which include life in the home, city and countryside, health and well-being, and the workplace. The honors students will also complete units with a focus on art and news. The speaking activities will encompass learning from previous years and continue to emphasize communication. Students will develop reading skills with authentic texts and will complete higher order tasks, which include cultural comparisons in writing. Level 1 students will complete additional presentations, readings, and speaking assessments and study grammar with more detail in preparation for the AP course. *Prerequisite: Spanish 2 and teacher recommendation*

## Spanish 4 (I, II) Year, 1 credit



Spanish 4 students will expand on the vocabulary and grammar and continue to increase their ability to communicate using the four skills (listening, speaking, reading, and writing). The cultural units include the following: festivals and celebrations, news, immigration and integration, and reality and fantasy. The honors students will also complete a unit on war and peace. Students will read authentic excerpts and magazine articles, complete web quests, and watch authentic videos and documentaries related to topics and issues. They will participate in activities such as presentations and record simulated dialogues incorporating the culture triangle they have been using since beginning Spanish. Level I students will complete additional readings, analyze films, debate, and study more detailed grammar and verb tenses designed to prepare them for the AP exam. *Prerequisite: Spanish 3 and teacher recommendation*

## Spanish 5 (II) Year, 1 credit



Students at this level of study will focus on all four skills (listening, speaking, reading, and writing) within thematic cultural units on health, media and technology, human relationships, human rights, and the working world. Students will also read authentic materials and use online resources to learn about current events. Students will recycle and add new verb tenses and vocabulary. Particular focus is paid to developing interpersonal and presentational skills as activities are designed to maximize the communication skills in order to study, live, and work in a global society.

*Prerequisite: Spanish 4 and teacher recommendation*

## Advanced Placement Spanish 5 Year, 1 credit



The Advanced Placement course includes the following themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Family and Community, and Beauty and Aesthetics. Students will be encouraged to reach high levels of proficiency with the use of authentic media and documents. Performance assessments include but are not limited to email, simulated conversations, presentations, debates, and persuasive essays. These are designed using the format and rubrics of the examination in order to maximize student preparation for the AP exam in May while also preparing them with 21st century communication skills. The course is designed to integrate the four skills: listening, reading, writing, and speaking with engaging topics. *Prerequisite: Spanish 4(I) and teacher recommendation.*

## Summer in Spain Elective, 1/2 credit



Students will attend International Spanish language school, Colegio Delibes, in Salamanca, Spain. Students will be accompanied by district teachers who will travel with them for the two-week program. The program occurs on alternate years and is dependent upon teacher chaperones and travel restrictions (State Department of Education). This experience includes a family stay, morning classes with students from many countries, and excursions to other regional towns or places of interest. The program includes a literary and tapas tour of the city. The group will visit historic or cultural sites on weekend day trips. Some of the possible sites include Ávila, a walled city, and Segovia with the historic Alcazar, the fortress that served as a model for the Disney castle. Students will take a placement test in order to enter the appropriate level class at the school.

Pending program availability and feasibility due to post-pandemic restrictions. Link to school: [www.colegiodelibes.es](http://www.colegiodelibes.es)  
*Prerequisite: Current sophomore and junior Spanish students. Teacher and administrative recommendations required.*

*In accordance with state statute, Simsbury High School does offer credit toward meeting the graduation requirement in world language for students who have completed self-funded courses offered privately through a non-profit provider, given that such students achieve a passing grade on an ACTFL examination prescribed by the Commissioner of Education. Students may earn up to four high school credits depending on the language and the level of proficiency scored on the ACTFL exam. It is important to note that the granting of credit requires both completion of a course and successful performance on the exam.*

*Students wishing to pursue this option should make an appointment with the principal prior to enrolling in any course offered privately through a non-profit provider.*

---

## Pupil Services

The Department of Pupil Services offers a comprehensive spectrum of services at Simsbury High School to include academic, counseling, and related service supports. Such services are determined collaboratively through the Planning and Placement Team (PPT) process. Questions or comments about Pupil Services should be directed to the department supervisor. Special education services are designed to meet the individual needs of the student in order to provide access and support to the general education curriculum. The goal for all servicing is to increase academic success, which is augmented by consultation with other SHS staff members.

The Simsbury High School Department of Pupil Services includes the following staff members:

- Educational Support Specialists
- Transition Coordinator
- Speech/Language Pathologist
- School Psychologists
- School Social Workers
- Board Certified Behavior Analyst (BCBA)
- Occupational & Physical Therapists
- Instructional Paraeducator

**Director of Pupil  
Services**

Dr. Patricia Sullivan  
860-658-0451

Website  
[www.simsbury.k12.ct.us](http://www.simsbury.k12.ct.us)  
(Click on "District/  
Pupil Services")

Special education and related services are provided to students who have been identified under the following disability categories as outlined in federal and state statutes: Learning Disability, Speech or Language Impairment, Visual Impairment, Hearing Impairment, Emotional Disability, Orthopedic Impairment, Deaf-Blindness, Traumatic Brain Injured, Autism, Other Health Impairment (ADHD), Intellectual Disability, Multiple Disability.

An Individualized Education Program (IEP) is developed to outline, among other items, the student's present level of educational performance, annual goals, short-term objectives, special education instructional/related services, and any accommodations/modifications necessary within special and/or regular education classrooms.

At Simsbury High School, highly qualified and certified special education teachers instruct students in co-taught environments and on an individual and/or small group basis to assist them in developing academic, social/emotional, behavioral, and/or compensatory skills. A number of special education services are available for students based on individual needs. Students are included in regular academic and elective courses to the fullest extent possible as determined by the Planning and Placement Team (PPT).

Parents having questions about the availability, appropriateness, or adequacy of Pupil Services Programs for their child should contact the **Department Supervisor of Pupil Services at 860-658-0451, ext. 528**. A brochure, "A Parent and Student Guide to Special Education in the Simsbury Public Schools," which explains pupil services and outlines procedural safeguards for parents, is available in each school. A copy may also be obtained from the Department of Pupil Services. In addition, information on special education services can be found at our website ([www.simsbury.k12.ct.us](http://www.simsbury.k12.ct.us)) by clicking on the "Pupil Services" tab.

***Special education course selections for students already participating in Simsbury Pupil Services are made only through the recommendation of Pupil Services staff and are subsequently finalized at a PPT.***

## ALTERNATIVE SCHOOLING OPTIONS

---

*To receive information on any of the Alternative Schooling Options listed below, we recommend that you first go to the website listed in the program description. If you have further questions, each of the websites has a “Contact Us” button or other link to direct you to the contact person who can help you. Information regarding admissions procedures is also available in the School Counseling Office.*

### **Greater Hartford Academy of the Arts (Level I) Grades 9, 10, 11, 12**

Half-day program (3 credits) and Full-day program

The Greater Hartford Academy of the Arts (GHAA) is an integrated arts magnet high school that is open by lottery to high school students in the Greater Hartford area.

**Half-day students** attend their sending school in the morning and GHAA at Hartford’s Learning Corridor campus from 1:00 p.m. to 4:15 p.m. Monday through Thursday; transportation from SHS is provided. Students spend 13 intensive hours each week pursuing artistic excellence under the guidance of practicing arts professionals who are the core faculty at GHAA. The arts training program is designed to prepare talented students to pursue post-secondary studies and professional careers in dance, instrumental and vocal music, musical theater, theater, theater design and production, and visual arts. The curriculum is professionally oriented, highly structured, and academically rigorous. An Artists-in-Residency Program brings outstanding artists to GHAA for master classes and presentations. These professional contacts enrich the curriculum and provide a realistic perspective on artistic careers.

**Full-day students** attend GHAA at Colt Gateway in Hartford from 7:30 a.m. to 2:30 p.m. Monday through Friday in pursuit of a GHAA high school diploma in an integrated arts-focused program. Students plan their program to include traditional academics and offerings in creative writing, dance, game design, graphic design, instrumental and vocal music, media production, and music production, and may audition for productions in the half-day program. Students attending GHAA full-day withdraw from Simsbury High School.

*For more information on half- and full-day programs, visit the Greater Hartford Academy of the Arts website at <http://ghaa.crecschools.org>*

### **Bristol Technical Education Center (Level II) Full-day program, Grades 11, 12**

The Bristol Technical Education Center (BTEC) offers juniors and seniors a full year vocational technical program in which students receive credit towards the high school graduation requirements. This training is tuition-free. Classes begin at 9:30 a.m. and end at 1:50 p.m. and are held Monday through Friday. Core academic classes are not offered at Bristol Tech. Interested students should discuss this option with their counselor.

High school students will receive a trade certificate upon completion of the curriculum.

The following programs are available:

- Automotive Technology
- Welding/Metal Fabrication
- Electronics Technology
- Culinary Arts
- Manufacturing Technology
- Heating, Ventilation, Air Conditioning and Refrigeration (HVACR)
- For further information, go to the Bristol Technical Education Center website at [www.cttech.org/bristol](http://www.cttech.org/bristol).

## MISCELLANEOUS PROGRAMS & INTERNSHIPS

---

### **Post Secondary Transition Capstone Experience**

Through the planning and placement team meeting process, it may be recommended that a student participate in a post secondary transition Capstone experience. This will highlight post-secondary planning, self-assessment, a formal portfolio/product, internship experiences, and/or public presentations. The individual pieces of this Capstone will be driven by student individual needs, the discussions of the PPT to meet the Capstone requirements, a student's achievement within the vision of the graduate indicators, and purposeful transition work.

### **Independent Study Semester, 1/2 credit**

Independent Study at Simsbury High School represents a contract describing a course of study and academic expectations for earning credit beyond the traditional classroom setting. The contract must be approved by the appropriate department supervisor and the principal. Independent study courses are typically offered for students who are exceptional in the area of study and have exhausted regular curricular offerings. Grading will be recorded as "pass" on transcripts. Students who are eligible for and motivated to pursue independent study should speak with their counselors. For students enrolled in an Independent Study, note that this program is above and beyond the minimum course requirements.

### **Trojan Internship Program**

The internship programs will provide students in grades 11 and 12 the opportunity to gain real world experience and explore different careers of interest while also earning school credit. Through this program students will develop the skills necessary to be productive members in the workplace. These internships can be designed as SHS Capstone opportunities.

### **Internal Internship Semester, 4 days per week, 1/2 credit**

Students will work within the walls of Simsbury High School to gain experience in the world of work. Through either a Teaching Assistant position or Writing Tutor position, students will be trained by faculty in job skills related to the technology and education fields. See below for specific descriptions of each option.

- **Teaching Assistant:** Students will assist teachers in an area of interest, where they will design and implement a minimum of two lessons, provide help to students during class, and set up class materials/labs. Teaching assistants will submit a summative portfolio (which could also include a TA log, reflection, presentation, and other assignments as decided by the departments) to the teacher and department supervisor. Teaching assistant candidates and the teacher will develop a schedule and class meeting times to meet the teaching assistant requirements. *Prerequisites: Successful completion of course, accepted application.*
- **Writing Center Tutor:** This opportunity is for 11th and 12th grade students who are effective writers and who like working with and helping others. Students will be trained to run Writing Conferences with other students in grades 9-12 and will engage in regular one-on-one writing instruction. *Prerequisites: Recommendation by English teacher, accepted application, successful completion of training and testing sessions.*
- **Trojan Tech Team (TTT):** The student help desk is an integral component of the high school 1:1 Chromebook program. The help desk is staffed and managed by students and overseen by the Library Media Specialist and Chromebook technician. Students will learn how to troubleshoot common issues with student use of the Chromebooks, and they will increase their knowledge of the GSuite apps and other common apps/extensions utilized in the classroom. Students will enhance their organizational, communication, and time management skills through the management of the TTT help desk and interfacing with students and faculty. Students will learn how to create concise instructional tutorials utilizing video creation/editing apps and GSuite. A badge system with specific requirements is utilized quarterly. *Prerequisites: Accepted application, recommendation of teacher.*

- **Trojan Sports Management Internship:** The internship program provides students in grades 11 and 12 the opportunity to gain real world experience and explore different careers of interest while also earning school credit. Through this program, students will develop the skills necessary to be productive members in the workplace. The Department of Athletics is offering a Sports Management Internship opportunity for 1/2 credit. There are a number of specific areas where students can gain experience on the operations side of the athletic program and represent SHS through this work/learning experience. These skills are valuable and could lead to opportunities for collegiate studies and careers in the area of sports management; work study at the college level; performing the same tasks and utilizing skills learned at SHS through this experience; or just representing yourself and SHS and contributing to a positive experience for all relating to athletics at Simsbury High School. In order to receive credit for this internship, students must complete a minimum of 60 hours of work during the school year.

**Areas of Interest:**

Event Management	Scoreboard Operations	Event Announcing
Visitor Experience	Sports Videography	Sports Analytics
Official Liaison	Event Music	Athletic Trainer Assistant

**External Internship Semester, 60 hours, 1/2 credit**

Students will work with a school internship coordinator and local business or community organization to gain experience in the world of work. Students will develop an educational plan, complete timesheets, and participate in two check-ins with their internship coordinator as components of the program. Students interested in this opportunity will need to meet with the internship coordinator throughout the internship experience.

*\*\* Transportation to/from the internship site must be provided by student.*

*\*\* Students interested in working with a for profit business will need to fulfill the State's requirements through the Unpaid Experiential Learning Program (UELP). Prerequisites: Junior/senior status, good academic standing, no recent behavioral referrals*

**NCAA Initial Eligibility**

Division I and II schools require college-bound student-athletes to meet academic standards for NCAA approved core courses and core-course GPA. Students pursuing college athletics at any of these levels must register at the NCAA eligibility center at <https://web3.ncaa.org/ecwr3/>





---

# Simsbury Board of Education

## Non-Discrimination In Education

### Equal Opportunity

It is the policy of the Simsbury Public Schools that no individual shall be excluded from participation in, denied the benefits of, or subjected to discrimination under any school program, including employment, because of race, color, sex, religion, national origin, sexual orientation, marital status, disability or any other basis prohibited by local, state, and federal law.

Any student or other individual who feels he or she has been denied an equal opportunity in violation of this policy should immediately bring his or her complaint to the attention of the building principal, assistant principal, building Title IX coordinator, or Assistant Superintendent for Administration. Contact information for the Title IX Coordinators is posted in each school and available in the Department of Human Resources.

**Policy 4201.6 Non-Discrimination (Employment)** The Board of Education will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, marital status, sexual orientation, gender identity or expression, national origin, ancestry, disability or genetic information, except in the case of a bona fide occupational qualification. For the purposes of this policy, “genetic information” means the information about genes, gene products, or inherited characteristics that may derive from an individual or a family member.

### Simsbury Public Schools Compliance Officers:

- **Questions concerning Title IX compliance should be directed to:**

Neil Sullivan, Assistant Superintendent for Administration  
(860) 651-3361; nsullivan@simsburyschools.net

- **Questions concerning 504 compliance should be directed to:**

Sue Lemke, Assistant Superintendent for Teaching & Learning  
(860) 651-3361; slemke@simsburyschools.net

### Grievance Procedure

The Simsbury Board of Education has designated Neil Sullivan, Assistant Superintendent for Administration, as the compliance officer. The office is located at 933 Hopmeadow Street, Simsbury, CT 06070, and the telephone number is 860-651-3361. Email: nsullivan@simsburyschools.net.

Each school has a person or persons who shall act as compliance coordinators. Their names are posted in the building and can be acquired by contacting the school secretary. It is the function of the coordinator to address questions/issues concerning compliance. In the event a person has raised a concern and is not satisfied with the coordinator’s response, he/she has the right, within five working days of the coordinator’s response, to file a written complaint with the building principal. The principal, upon reviewing the complaint, will render a written decision within ten working days. If not satisfied with the principal’s decision, the complainant may, within five working days, refer the complaint in writing to the Assistant Superintendent for Administration, who will review the case and render a decision within ten working days. Within five working days of this decision, the complainant may appeal, in writing, to the superintendent.



**Simsbury High School**  
34 Farms Village Road  
Simsbury, Connecticut 06070